

**MS Research Thesis**

**PRINCIPALS' MANAGEMENT STRATEGIES AND  
TEACHERS' JOB SATISFACTION OF SPECIAL  
EDUCATION INSTITUTIONS OF ISLAMABAD: A  
COMPARATIVE STUDY**



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**PAKISTAN**

**(May, 2025)**

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**17-FOE/MSEDU/S23**

A thesis submitted in partial fulfillment  
of the requirement for the degree of  
MS in Education

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT  
FACULTY OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD  
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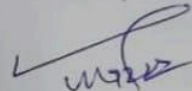
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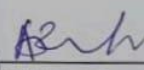
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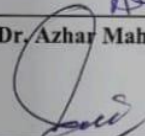
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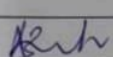
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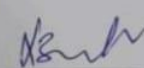
  
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## **AUTHOR'S DECLARATION**

It is hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis in its present form is the original work of the author excepting those of which have been acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

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Rimsha Sajid

17-FOE/MSEDU/S23

## **SUPERVISOR'S CERTIFICATE**

The thesis entitled “Principals’ Management Strategies and Teachers’ Job Satisfaction of Special Education Institutions of Islamabad: A Comparative Study” was submitted by Ms. Rimsha Sajid, Regd. No 17-FOE/MSEDU/S23 is partial fulfillment of MS degree in Education has been completed under my guidance and supervision. I am satisfied with the quality of the student’s research work and will allow her to submit this thesis for further process of approval as per IIUI rules and regulations.

Date:\_\_\_\_\_

\_\_\_\_\_

**Dr. Munazza Mahmood**

## **DEDICATION**

*This thesis is dedicated to my beloved parents whose prayers and affection are a source of strength for me at every step of my life and then to my ideal and honorable supervisor, whose constant supervision and guidance has helped me to complete my research work and siblings whose full support, cooperation and guidance paved the way to this achievement.*

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## **Abstract**

Principals play a pivotal role in shaping the work environment and implementing management strategies that directly affect teacher satisfaction. The job satisfaction of teachers in special education institutions is a critical aspect influencing the quality of education and support provided to students with diverse needs. Therefore, the current study investigated the principals' management strategies and teachers' job satisfaction of special education institutions of Islamabad. The objectives of the study were: To examine the management strategies implemented by principals of special education institutions, To identify the level of job satisfaction of teachers of special education institutions, To compare the male, female, experienced, and less experienced principals' management strategies of special education institutions, To compare the male, female, experienced, and less experienced teachers' level of job satisfaction of special education institutions, To find out the effect of male and female principals' management strategies on teachers' job satisfaction and To find out the effect of experienced and less experienced principals' management strategies on teachers' job satisfaction. The study was quantitative in nature and a causal-comparative research design was used. 20 principals' and Vice principals' and 320 teachers from 10 special education institutions of Islamabad was targeted population. The Simple Random Sampling technique was used to select 175 teachers and 20 principals and vice principals was selected through universal sampling technique as per the Gay sample table (2012). The self-structured closed-ended questionnaire was used for principals and the adapted closed-ended questionnaire developed by Pepe (2017) and Spector (1985) was used for teachers, consisting of a 5-point Likert scale. The researcher was personally visit the institutions to collect the data from principals and teachers. Data were analyzed through descriptive statistics mean and inferential statistics t-test and multiple regression analysis. The findings of the study revealed that performance appraisal strategy was most implemented strategy by the principals', this indicates a strong emphasis on evaluating and improving teacher performance through structured feedback mechanisms. It was concluded that satisfied level of job satisfaction showed among the majority of the teachers, suggesting that effective appraisal systems may contribute positively to teacher morale and professional fulfillment. It was concluded that there is a significant difference between male and female teachers job satisfaction. Based on the findings of this study, it is recommended that Principals may facilitate

regular team-building activities, peer support groups, and collaborative professional development seminars to strengthen collegial relationships and promote a supportive work environment. The Directorate General of Special Education may conduct regular evaluations of management strategies to ensure they positively influence teacher satisfaction.

**Keywords:** Principals' Management Strategies, Teacher Job Satisfaction, Special Education Institutions, Islamabad

# **CHAPTER 1**

## **INTRODUCTION**

Traditionally, principals are in charge of overseeing school operations. As a result, school organization principals' managerial abilities need to include a range of resources to achieve set objectives, hence requiring effective management skills (Namamba & Rao, 2017). Principals' methods, approaches, plans, and teaching methods are together referred to as their management of teachers' conduct and academic pursuits. While inadequate management techniques can lead to confusion, good principals' tactics foster an environment that is favorable to learners as well as teachers. Educators frequently encounter challenges from students or entire classes that compel them to find new ways of addressing these situations (Bagine, 2022).

The management tactics employed by principals are a complex construct comprising various distinct and wide-ranging dimensions, including personnel management, conduct management, and instructional management. Aspects of instructional management include assigning materials, planning day-to-day schedules, and keeping an eye on seat work. The principal's management techniques and the general school climate are influenced by how these jobs are handled (Sana, 2023).

Principals mentor students more in the area of management than in academics. This coaching includes evaluation, support, and direction, beginning with project designs and procedures and ending with outcomes. In order to enhance school performance, principals provide guidance to educators and other staff members regarding the leadership and operation of education. In the meantime, the academic component seeks to support educators in raising the standard of instruction or supervision and advancing the learning objectives of their students (Hanley, 2015).

The principals' management strategies in this study include clarity of communication, level of support, involvement in decision making, professional development, and performance appraisal. Clarity of communication refers to the principal's ability to share goals, policies, and updates effectively with teachers. Level of support highlights the principal's provision of resources, emotional assistance, and technological support to foster a positive environment. Involvement in decision making reflects the opportunities principals provide for teachers to contribute to curriculum

development and school planning. Professional development involves encouraging teachers' participation in training, workshops, and further education to enhance their skills. Performance appraisal includes fair and regular evaluations with constructive feedback and recognition of teachers' efforts.

According to Demirtas (2010), The attitudes and sentiments people have regarding their employment are known as job satisfaction. How an individual feels and thinks about their work decides whether or not they are satisfied with it; if they are not, then they are not satisfied.

By keeping an eye on classrooms and praising instructors for their accomplishments, school administrators can affect how happy educators are at work. Teachers who take pleasure in their work are more driven to carry out their responsibilities and are better able to create a friendly learning environment. Effective communication and excellent staff collaboration can improve this. The principal's administration and leadership abilities are ultimately responsible in schools. Stated differently, they need to show greater concern for the well-being of less experienced employees and provide advice on managing tasks and resolving issues (Shaukat, 2022).

Teachers have a big influence on how capable pupils are academically. For kids with learning difficulties, special education schools are essential sources of instruction and recovery. Due to high levels of stress, unfavorable working environments, and a lack of administrative support, special education instructors have significant turnover rates. While the number of children with knowledge difficulties is sharply rising, approximately 25% of special education teachers quit their jobs in their initial years (Mumtaz et al., 2016).

Teacher job satisfaction is crucial as it directly impacts their performance, retention rates, and ultimately, student outcomes. It is important to consider the workload, administrative support, and professional development opportunities to enhance job satisfaction among educators (Saimon, 2022). Teachers' job satisfaction is measured through salary, promotion, supervision, work, colleagues, and working conditions. Salary covers the adequacy, fairness, and timeliness of teachers' earnings. Promotion refers to the availability and fairness of career advancement opportunities. Supervision addresses the leadership support, feedback, and trust provided by principals. Work includes the personal satisfaction and professional growth teachers experience in their

roles. Colleagues highlight the support, cooperation, and relationships among teachers, while working conditions refer to the adequacy of physical facilities, safety, and access to necessary teaching resources.

Special education settings in Islamabad differ significantly from both mainstream educational institutions within Pakistan and special education systems in international contexts. While mainstream schools often benefit from broader policy frameworks, funding, and general teacher training programs, special education institutions in Islamabad face unique challenges such as limited financial resources, a shortage of trained staff, and insufficient administrative support. These schools cater to students with diverse and complex needs, requiring more specialized leadership strategies and individualized teacher support. In contrast, international models of special education, such as those in the United States, United Kingdom, and Nordic countries, emphasize inclusive education, well-established support systems, and continuous professional development, which are still emerging concepts in Pakistan.

In Pakistan, research exploring the relationship between principals' management strategies and teachers' job satisfaction in special education institutions is scarce. Furthermore, no studies have specifically examined this relationship from a comparative perspective based on gender and experience. This gap in the literature underscores the need for a focused investigation into the dynamics of school leadership and its impact on teacher satisfaction in special education settings. This study aims to fill that gap by examining and comparing principals' management strategies and teachers' job satisfaction of special education institutions of Islamabad. By focusing on gender and experience as comparative factors, the research seeks to provide actionable insights into how leadership practices can be tailored to support diverse groups of educators. The findings of this study was not only contribute to the body of knowledge on educational leadership in special education but also offer practical recommendations for enhancing teacher satisfaction and school performance. Therefore, the present research is designed to identify the principals' management strategies and teachers' job satisfaction of special education institutions of Islamabad: A comparative study.

## **1.1 Background and the Context of the Study**

In the dynamic landscape of educational institutions, principals play a pivotal role in shaping the organizational culture, fostering positive relationships among staff

members, and ultimately influencing the overall effectiveness of instruction and education processes. This is particularly evident in the context of special learning institutions, where the unique needs and challenges of students with diverse abilities require tailored approaches to leadership and management. In Islamabad, the capital city of Pakistan, special education institutions serve as vital hubs for providing inclusive education and support to pupils with specific needs.

The job satisfaction of educators within these institutions holds significant implications not only for their well-being but also for the standard of instruction and assistance given to children with exceptional requirements. Job satisfaction among teachers is influenced by various factors, including the leadership styles and management strategies employed by principals. Understanding the consequences of principals' management techniques on teachers' work satisfaction is essential for fostering a supportive work environment that promotes professional growth, collaboration, and ultimately, improved outcomes for students. While extensive research exists on the connection between employee happiness and leadership styles in various organizational contexts, there is a dearth of empirical studies focusing specifically on special education institutions in Islamabad. This gap in the literature calls for a closer examination of the unique dynamics at play within these institutions and the specific ways in which principals' management strategies contribute to educators' work fulfillment (Ghazi et al., 2011).

Recent studies underscore the pivotal role of leadership in enhancing special education outcomes. For instance, Uresti (2017) highlighted that democratic leadership styles among special education leaders positively impact teachers' perceptions and effectiveness, particularly when working with students with autism. Moreover, Althobaiti (2022) emphasized the importance of teacher leadership, noting that special educators often assume leadership roles that are crucial for advocating and facilitating inclusive practices. These findings collectively suggest that both administrative and teacher leadership are integral to the success of special education programs. By examining the implementation of performance appraisal strategies and their correlation with teacher job satisfaction, this study aims to contribute to the ongoing discourse on effective leadership practices in special education settings.

Drawing on theories of educational management, and job satisfaction, this research aims to identify the effects of principals' management strategies on the job

satisfaction of teachers of special education institutions of Islamabad. Through this research, we endeavor to contribute valuable insights to management practices, inform policy decisions aimed at enhancing the standard of education provided in special education schools, and ultimately improve the overall well-being and work fulfillment of teachers serving in special learning institutions of Islamabad.

## **1.2 Problem Statement**

Pakistan has 3.2 million populations with various disabilities. In the early stages of teachers' jobs, about 25% of special education educators depart from their institutions (Government of Pakistan, 2021). Teachers are vital stakeholders in special education institutions, playing a crucial role in the development and growth of students. Their dedication, expertise, and job satisfaction significantly impact the excellence of learning and the overall well-being of learners. Therefore, addressing factors such as job satisfaction among teachers is essential not only for the educators themselves but also for the holistic advancement of students in special education institutes. Principals, being the backbone of institutional success, are pivotal in fostering an environment conducive to teacher effectiveness and job satisfaction. However, existing literature highlights that teachers of special education institutes are not experiencing desirable levels of job satisfaction, potentially due to ineffective or no management strategies. While studies from other countries, such as Kenya and Finland, have explored the impact of leaders' management tactics on educators' job satisfaction, research specific to Islamabad's special education institutions remains neglected. Thus, this research aims to find out the principals' management strategies and teachers' job satisfaction of special education institutions of Islamabad: A comparative study.

## **1.3 Objectives of the Study**

The objectives of the study were:

- i. To examine the management strategies implemented by principals of special education institutions
- ii. To identify the level of job satisfaction of teachers of special education institutions
- iii. To compare the male, female, experienced, and less experienced principals' management strategies of special education institutions

- iv. To compare the male, female, experienced, and less experienced teachers' level of job satisfaction of special education institutions
- v. To find out the effect of male and female principals' management strategies on teachers' job satisfaction
- vi. To find out the effect of experienced and less experienced principals' management strategies on teachers' job satisfaction

#### **1.4 Research Questions**

The research questions of the study were:

RQ1. To what extent are the principals' management strategies implemented in special education institutions of Islamabad?

RQ2. What is the level of job satisfaction of teachers of special education institutions of Islamabad?

#### **1.5 Research Hypotheses**

The following hypotheses were tested:

H<sub>01</sub>: There is no significant difference between the male and female teachers' job satisfaction

H<sub>02</sub>: There is no significant difference between the experienced and less experienced teachers job satisfaction

H<sub>03</sub>: There is no significant difference between the mean score of salary of male and female teachers of special education institutions

H<sub>04</sub>: There is no significant difference between the mean score of promotion of male and female teachers of special education institutions

H<sub>05</sub>: There is no significant difference between the mean score of supervision of male and female teachers of special education institutions

H<sub>06</sub>: There is no significant difference between the mean score of work of male and female teachers of special education institutions

H<sub>07</sub>: There is no significant difference between the mean score of colleagues of male and female teachers of special education institutions

H<sub>08</sub>: There is no significant difference between the mean score of working conditions

of male and female teachers of special education institutions

H<sub>09</sub>: There is no significant difference between the mean score of salary of experienced and less experienced teachers of special education institutions

H<sub>010</sub>: There is no significant difference between the mean score of promotion of experienced and less experienced teachers of special education institutions

H<sub>011</sub>: There is no significant difference between the mean score of supervision of experienced and less experienced teachers of special education institutions

H<sub>012</sub>: There is no significant difference between the mean score of work of experienced and less experienced teachers of special education institutions

H<sub>013</sub>: There is no significant difference between the mean score of colleagues of experienced and less experienced teachers of special education institutions

H<sub>014</sub>: There is no significant difference between the mean score of working conditions of experienced and less experienced teachers of special education institutions

H<sub>015</sub>: There is no significant difference between the male and female principals' management strategies

H<sub>016</sub>: There is no significant difference between the experienced and less experienced principals' management strategies

H<sub>017</sub>: There is no significant difference between the mean score of clarity of communication strategy of male and female principals of special education institutions

H<sub>018</sub>: There is no significant difference between the mean score of level of support strategy of male and female principals of special education institutions

H<sub>019</sub>: There is no significant difference between the mean score of involvement in decision-making strategy of male and female principals of special education institutions

H<sub>020</sub>: There is no significant difference between the mean score of professional development strategy of male and female principals of special education institutions

H<sub>021</sub>: There is no significant difference between the mean score of performance

appraisal strategy of male and female principals of special education institutions

H<sub>022</sub>: There is no significant difference between the mean score of clarity of communication strategy of experienced and less experienced principals of special education institutions

H<sub>023</sub>: There is no significant difference between the mean score of level of support strategy of experienced and less experienced principals of special education institutions

H<sub>024</sub>: There is no significant difference between the mean score of involvement in decision making strategy of experienced and less experienced principals of special education institutions

H<sub>025</sub>: There is no significant difference between the mean score of professional development strategy of experienced and less experienced principals of special education institutions

H<sub>026</sub>: There is no significant difference between the mean score of performance appraisal strategy of experienced and less experienced principals of special education institutions

H<sub>027</sub>: There is no significant effect of male and female principals' management strategies on teachers' job satisfaction

H<sub>028</sub>: There is no significant effect of experienced and less experienced principals' management strategies on teachers job satisfaction

## **1.6 Significance of the Study**

Educational administrators, including principals, vice-principals, and higher authorities in special education institutions, would greatly benefit from this research as it highlights strategies to increase teachers' job satisfaction. A more satisfied workforce directly correlates with improved organizational performance and a better educational environment for students with special needs. For the Directorate General of Special Education, Ministry of federal education and professional training, this study provides actionable insights into enhancing ongoing educational initiatives. By understanding the underlying factors affecting job satisfaction, these institutions can design and implement targeted professional development programs and performance review systems. This, in turn, would not only reduce teachers' resistance to these reviews but

also ensure their alignment with teachers' professional growth and well-being. The Ministry of Education, in collaboration with the Directorate General of Special Education, can use the findings to introduce policies that foster an environment conducive to collaboration, innovation, and professional support. These policies could also promote awareness about the critical role of effective management practices in enhancing teachers' morale and motivation. Principals and vice-principals, as frontline managers, would find the study instrumental in understanding the impact of their management strategies on teachers' job satisfaction. By applying the insights from the research, they can refine their approaches to problem-solving, team-building, and conflict resolution. This will not only improve their relationship with teachers but also enhance the overall learning experience for students with special needs. For teachers, the study underscores the significance of their role and addresses their concerns regarding job satisfaction and professional growth. By showcasing strategies that positively impact their morale and motivation, the research indirectly supports their teaching effectiveness. This, in turn, enhances the learning outcomes of children with unique needs, ensuring a supportive and enriching educational environment. Finally, for administrators, this research serves as a guide to fostering a harmonious and productive working relationship between teachers and management. It emphasizes the importance of mutual understanding, collaboration, and the development of shared goals, ultimately benefiting students, educators, and the broader community involved in special education.

### **1.7 Delimitations of the study**

The study was delimited to:

- i. Principals and Teachers of special education institutions of Islamabad.
- ii. Demographic factors:  
Gender  
Experience

### **1.8 Operational Definitions**

#### **1.8.1 Principals' Management Strategies**

The techniques or plans used by principals to oversee teachers and school operations are known as their management strategies. These strategies include clear

communication, level of support, involvement of teachers in decision-making, professional development, and performance recognition.

### **1.8.2 Teacher Job Satisfaction**

This term “teacher job satisfaction” describe a teacher's feelings and level of satisfaction with their work.

## **1.9 Research Methodology**

### **1.9.1 Research Design**

The quantitative research approach was used in this study. This study was used casual-comparative design. It lies under the positivism research paradigm.

### **1.9.2 Population**

The population of the study was 20 principals and vice principals and 320 teachers from 10 special education institutions of Islamabad. The total targeted population of the study was 340.

### **1.9.3 Sample and Sampling Techniques**

From the targeted population, 20 principals and vice principals were selected through universal sampling technique. 175 teachers were selected through simple random sampling technique. The sample was selected according to Gay (2012) sample table.

### **1.9.4 Instrumentation**

For data collection, two closed ended questionnaires were used by the researcher. One self-structured closed ended questionnaire was used to measure principals’ management strategies and the other adapted closed ended questionnaire was used to measure teachers job satisfaction which was designed by Pepe (2017) and Spector (1985). Both questionnaires consist of five point Likert scale.

### **1.9.5 Data Collection**

The researcher took permission from the relevant and personally visited the respective institutions for the data collection. The participants were briefly instructed about the purpose of the study.

### **1.9.6 Data Analysis**

Data were analyzed through descriptive statistics (mean) and inferential statistics t-test was used to analyze the difference between principals' management strategies and teachers job satisfaction. Multiple regression analysis was used to analyze the effect of male, female, experienced and less experienced principals' management strategies on teachers' job satisfaction.

### **1.10 Theoretical Framework**

This study is anchored in Herzberg's Two-Factor Theory of Motivation (Herzberg, Mausner, & Snyderman, 1959), which is widely recognized for explaining employee satisfaction and dissatisfaction within organizational settings. Herzberg proposed that job satisfaction and dissatisfaction arise from two distinct sets of factors: motivational (intrinsic) factors and hygiene (extrinsic) factors. Motivational factors include elements such as recognition, achievement, the nature of the work itself, responsibility, and opportunities for personal growth. These factors contribute to higher levels of job satisfaction and are associated with individuals' self-actualization and internal fulfillment. In contrast, hygiene factors, such as salary, supervision quality, working conditions, and institutional policies, do not necessarily lead to satisfaction when present, but their absence can result in dissatisfaction (Whitsett & Winslow, 1967).

In the context of this study, various management strategies implemented by principals, such as decision-making involvement, supervision quality, communication practices, opportunities for professional development, and performance evaluation can be aligned with Herzberg's framework. For instance, professional development, recognition, and delegation of responsibility relate to motivational factors, while working conditions, supervision, and institutional procedures reflect hygiene factors. This theory helps explain how effective leadership strategies may influence teacher satisfaction by either enhancing motivational aspects or minimizing dissatisfaction through improved hygiene factors.

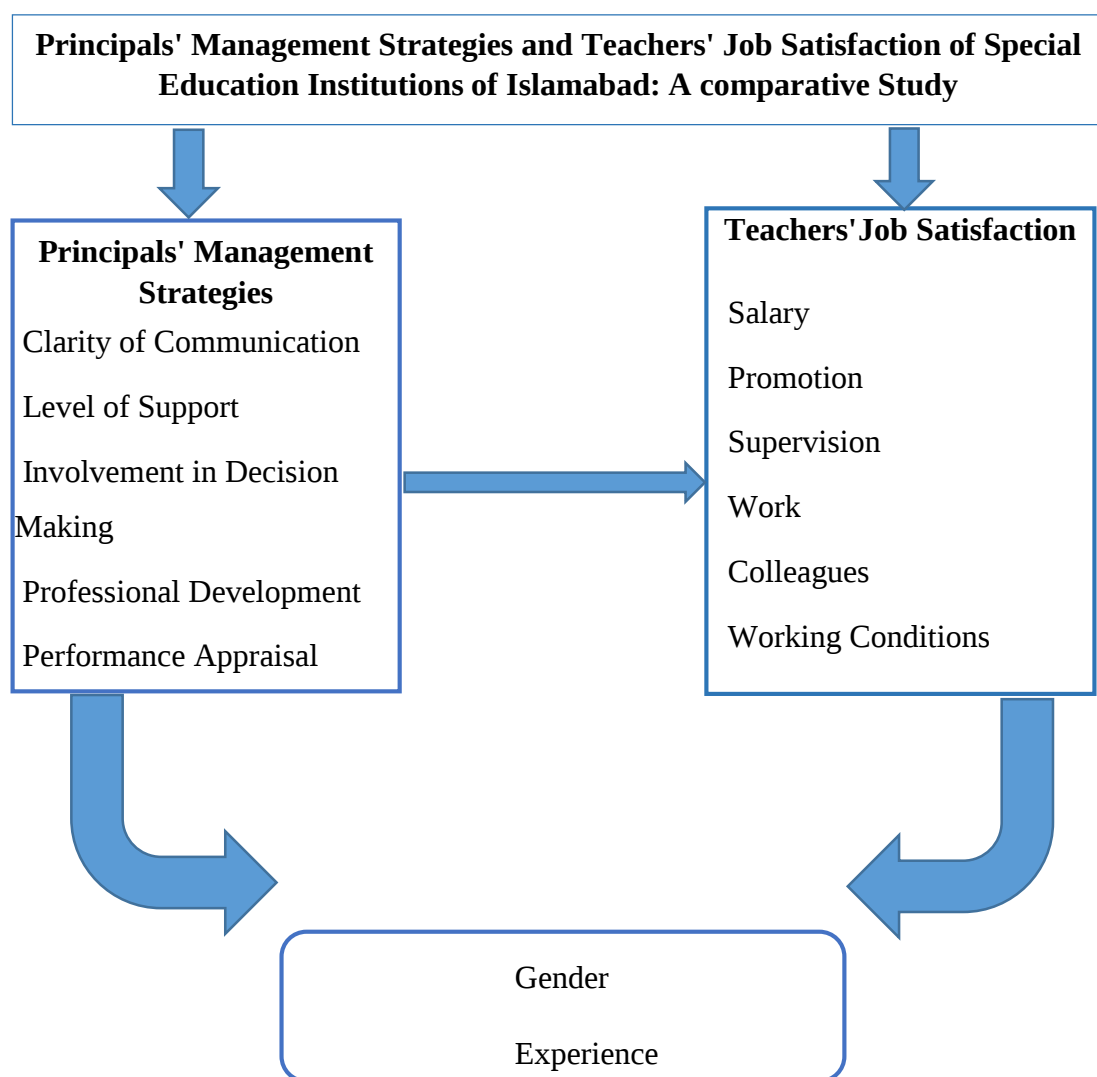
Although Herzberg's model provides a valuable lens, it has been critiqued for its subjectivity and contextual limitations, as different individuals value satisfaction factors differently (Locke, 1976). Nonetheless, it remains a relevant framework in educational research. Studies such as those by Ssesanga and Garrett (2005) in Uganda

and Samuel and Chipunza (2009) in South Africa have effectively used this theory to analyze job satisfaction in academic and organizational contexts. Therefore, Herzberg's theory provides a solid theoretical grounding for investigating the relationship between principals' management strategies and teachers' job satisfaction in special education institutions in Islamabad.

### 1.11 Conceptual Framework

**Figure 1.1**

*Conceptual Framework of the Study*



Herzberg, 1959

## **CHAPTER 2**

### **LITERATURE REVIEW**

The chapter offers a thorough summary of previous studies and academic publications that are pertinent to the topic of the investigation of principals' management strategies and teachers' job satisfaction of special education institutions of Islamabad. By synthesizing and analyzing previous studies, this section aims to establish a theoretical framework and contextual background for understanding the role of principals' management strategies in shaping teachers' job satisfaction. Through an examination of key concepts, theories, and empirical findings, the literature review of principals' management strategies on teachers' job satisfaction in special education institutions seeks to provide insights into the dynamics and implications of administrative practices on educators' professional contentment.

#### **2.1 Concept of Management Strategies**

Management strategies in schools focus on establishing enabling environments by principals to boost teachers' morale, commitment, and professional development. The process involves managing and directing resources to achieve organizational goals which is commonly referred to as management. The complexity of management underscores the diverse tasks and responsibilities of managers (Adams, 2016). Additionally, management is a social function involving setting objectives, organizing resources, motivating people, and measuring performance.

The importance of human aspects in management emphasizes the role of leaders in inspiring and guiding individuals toward common goals. High standards for pupils should be set and communicated, behavioral norms and processes should be developed, and consumers, families, and the community should be made aware of these expectations. Establishing a strong commitment from community members and the school to upholding proper student behavior in the classroom and at events organized by the school, supporting teachers in managing discipline issues in the classroom, raising awareness of and informal involvement in daily school life, developing relationships with students by showing dedication to their plans and tasks, and setting up suitable training opportunities for employees (Tonwe, 2019).

## **2.2 Concept of Principals' Management Strategies**

The term "principal management" describes the protocols, philosophies, tactics, and teaching methods that principals employ to control student conduct and academic pursuits. The management responsibilities of principals include organizing the curriculum, policies, practices, and materials; setting up the workspace to be as efficient as possible; keeping an eye on the development of both instructors and pupils; and foreseeing possible issues. Teachers' attitudes towards pupils can be influenced by the way principals handle them. The main objective of principals' management techniques is to control stimulation so as to improve student accomplishment (Cunha & Magano, 2019).

The management tactics employed by principals are a complex construct comprising various distinct and wide-ranging dimensions, including personnel management, behavior management, and instructional management. Aspects of instructional management include assigning materials, planning daily schedules, and keeping an eye on seat work. The way these assignments are handled affects both principal management techniques and the general school climate. Concepts like the flow and pace of directions, which are regularly present in well-planned sessions, can aid in preventing off-task behavior in both neatly organized and chaotic schools. It is important to remember that student misbehavior is a global issue that calls for instructors to have good management skills in order to meet the school's instructional objectives (Cunha & Magano, 2019).

Secondary school principals are involved parties that oversee the day-to-day operations of their institutions. To meet academic objectives, the principal makes sure that teachers carry out their duties as effectively as possible. As a teaching leader, the principal oversees the execution of the curriculum and ensures that the institution runs smoothly to maximize staff productivity. This calls for the use of successful and productive leadership techniques to guarantee the safety of the kids and sound governance. Results showed that the use of technology and communication by principals as management techniques supports proper student security and effective governance. Based on the gender of the instructors, principals' management tactics don't significantly differ from one another (Okoye, 2023).

The effectiveness of school performance results from principals being fair,

respectful, and concerned with issues involving teachers. This argument is further supported by a study in Nigeria by Hamza (2014), which revealed that for improved teacher job performance, a principal needs effective teacher management strategies. In Tanzania, school principals must ensure proper management of teachers; however, the focus has been on teacher development with limited concern for other aspects such as teacher incentives, teamwork development, and teacher monitoring in terms of syllabus coverage, which has hindered the academic achievement of learners. The study found that many school principals lack administrative skills, especially in monitoring teachers' curriculum delivery, affecting learners' performance. Similar findings were observed in Ethiopia, where many principals were ineffective in managing teachers, hindering schools' performance (Kilwake et al., 2023).

### **2.3 Theories of Educational Management**

The **Scientific Management Theory**, developed by Fredrick W. Taylor (1856–1912), revolutionized workplace efficiency by introducing a systematic approach to work processes. Taylor, often referred to as the "father of scientific management," focused on increasing productivity by analyzing tasks, standardizing work methods, and ensuring workers were selected and trained based on their abilities. His key principles included defining a clear daily workload, ensuring standardized working conditions, implementing a differential pay system to reward high performers, and emphasizing expertise in specialized roles. Taylor's theory aimed to eliminate inefficiencies such as lack of clear responsibilities, absence of effective work standards, and workers' tendency to exert minimal effort (soldering). Despite its contributions to productivity, scientific management was criticized for its mechanistic approach, disregarding workers' social and psychological needs and prioritizing profit over employee well-being. In education, scientific management principles manifest in structured lesson planning, performance-based incentives for teachers, standardization of teaching methods, and clear division of roles within educational institutions. Teachers follow predetermined lesson plans and performance standards, while school administrators apply scientific principles in decision-making, monitoring teacher efficiency, and optimizing resources for maximum educational outcomes (Ahmed, 2020).

The **Administrative Management Theory**, proposed by Henry Fayol (1841–1925), shifted focus from individual workers to the organization as a whole,

emphasizing effective management practices for organizational success. Fayol identified key managerial functions, planning, organizing, commanding, coordinating, and controlling, that ensure efficient operations in any institution. His 14 principles of management, such as division of labor, authority and responsibility, discipline, unity of command, and centralization, provided a structured framework for administration. Fayol highlighted that as organizations grow, managerial responsibilities increase in importance while technical tasks decrease, making effective leadership and coordination critical. His principles remain relevant in educational management, where structured planning, clear hierarchical authority, and coordinated efforts among educators and administrators contribute to institutional efficiency. For instance, school principals utilize planning to set institutional goals, ensure proper resource allocation, and implement policies that align with educational objectives. Additionally, coordination between teachers and departments helps maintain an organized learning environment, while administrative control ensures adherence to regulations and performance standards. Fayol's principles continue to guide modern education management by fostering accountability, efficiency, and strategic decision-making within academic institutions (Ahmed, 2020).

In conclusion, the theories of management provide a foundational understanding of how organizations, including educational institutions, can be effectively structured and operated. Scientific Management focuses on efficiency, task optimization, and worker productivity, while Administrative Management emphasizes organizational structure, managerial roles, and coordination. Both theories have significantly influenced modern management practices, shaping how institutions plan, organize, and implement strategies to achieve their objectives. In the context of education, these theories contribute to structured lesson planning, performance-based rewards, and hierarchical management, ensuring efficiency and accountability. While these classical theories have their limitations, they remain relevant and continue to inform contemporary management approaches across various sectors (Bateman & Bateman, 2024).

## **2.4 Different management strategies of principals'**

The different management strategies of principals are the following:

### **2.4.1 Clarity of Communication**

Transferring, translating, and responding utilizing a variety of patterns and

instructions are all part of the communication process. It is a coordinated method of sending and receiving many types of information, such as voice tones, signals, words, and facial emotions. The responses to these five questions form the basis of the communication process: Whom? Says what? Which medium? To whom is it addressed? and what outcome? One way to think of communication is like a crystal that changes color depending on which way the light is shining (Hajar, 2016). In order to accomplish this and provide an optimistic portrayal of the institution, the principal needs to be a skilled communicator. The best attribute for a principal to have is effective verbal communication. As a result, it is crucial that the principal communicate in a straightforward and understandable manner (Hussain et al., 2021).

The complex phenomena of leadership affect a wide range of crucial social, institutional, and individual processes. It entails a variety of connections among the principal, educators, pupils, their families, and the neighborhood. The administrator affects others by fostering a climate of recognition and ease, improving their attitudes towards work that is in line with school objectives, and advancing the objectives of the school and the educators (Aziza & Maqsadjonovna, 2023). The principal is the primary point of contact for all school personnel seeking guidance on how to effectively accomplish academic goals. In order to carry out this responsibility, the head of the institution may establish an open-door policy allowing people to get in touch with them immediately about any issues pertaining to the school. Outstanding, established, and high-achieving schools are linked to the direct connection between school leaders and all other students (Hussain et al., 2021).

The purpose of a five-year study series was to investigate the possibility of a relationship between teachers' job happiness and the communication efficacy of the school principal. Five aspects were evaluated by respondents as being effectively communicated by their direct supervisor: mission, targets, suggestions, incentives, and support. The findings showed that teachers had comparable opinions about how well principals communicated with them and how satisfied they were with their jobs. Furthermore, the study discovered a strong correlation between teachers' job happiness and how they view their principals' communication (Iqbal & Kazim, 2015).

A study conducted in Sweden using a mixed methodology found that instead of encouraging learning and fostering challenging dialogue about important instructional and school improvement issues, interaction within the school mainly transferred the

information needed for daily work, leading to predictable behaviors. Four topic areas were chosen by the researcher to focus on in the study: the subject matter of messages, interaction climate, information flow, and organizational growth (Ärlestig, 2008b).

## **2.4.2 Level of Support**

The definition of principal support is "expressing gratitude; giving sufficient information and facilities; fostering open, two-way conversation; fostering a collegial atmosphere; providing regular, constructive criticism; and providing opportunities for professional growth." Resources available to teachers to handle job demands include their level of preparedness in teacher education, induction programs, work experience, professional development, motivation for the profession, feelings of self-efficacy, feedback received, and the perceived culture and climate in the school where they work (Admiraal, 2022).

Principals play a crucial role in effectively allocating resources to support special education programs. This includes funding for specialized instructional materials, assistive technology, professional development opportunities, and support staff. Principals enable instructors to effectively fulfill the different needs of learners who have disabilities by ensuring that they have access to the tools and materials they require. This involves advocating for adequate funding and resources from district-level administrators and seeking grants and partnerships with community organizations to supplement resources for special education programs (Padhi & Sahu, 2020).

### **2.4.2.1 Emotional Support**

The most crucial type of support is emotional support, which includes feelings like "trust, affection, tenderness, and respect." All four categories of assistance include emotional support, which is both directly and indirectly involved in strengthening the connections between individuals. Emotional support is defined as principals demonstrating to teachers their importance by taking into account their views and interests, believing in their educational judgment, promoting candid communication, and expressing gratitude (Crews, 2020).

### **2.4.2.2 Professional Support**

An individual with knowledge that they can use in dealing with both personal and external problems is what professional support offers. It gives people the ability to support themselves and be independent. The goal of professional support is to be devoid

of social relationships and well-being. It talks about how principals should give teachers the essential knowledge they need to enhance instruction and raise student achievement (Crews, 2020).

#### **2.4.2.3 Instrumental Support**

Providing instructors in schools with the tools and practical support they need to carry out their duties and improve student learning is known as instrumental support. This includes opportunities for professional development that assist teachers stay current with the newest teaching techniques and technological advancements, such as conferences, training sessions, and workshops. Teachers are guaranteed the resources they need to develop captivating and successful lesson plans when they have a supply of materials for teaching, including textbooks, digital resources, and classroom equipment. In order to lessen effort and stress, organizational support is also essential. It gives teachers access to administrative help, open lines of communication, and manageable class sizes (House et al., 1988).

#### **2.4.2.4 Appraisal Support**

Administrative input relevant to introspection and self-assessment is known as appraisal support. Administrators outline the duties they have to teachers and share comments and findings with them. The achievement and development of teachers greatly depend on this input. Principals who support appraisals can offer regular, constructive criticism as well as knowledge of what constitutes high-quality instruction and learning environments (Padhi & Sahu, 2020).

A principal's job is to organize teachers and other resources needed for success in order to lead and support change. Support from the principal is crucial for growth and retention. Principals are the driving forces behind teachers' efforts to think and behave in a more diverse manner (Crews, 2020).

### **2.4.3 Involvement of Teachers in Decision Making**

The head teacher recognizes the leadership qualities and abilities of teachers by involving them in the school management process. Enhancing school performance through collaboration and joint decision-making between principals and educators is the primary objective of participative leadership practices. Leadership that involves participation enhances school operations (Shikokoti & Chepkonga, 2023). The best leaders foster positive work environments, develop their staff, and manage the

educational program. Good school administrators connect teachers' management and decision-making styles to the way they make choices (Callahan et al., 1998). Teachers are typically involved in transactional, transformational, and laissez-faire types of leadership.

It is essential to establish a link between leadership and participatory decision-making for the institutional approach to be successful (Mthanti & Msiza, 2023). In a position of authority and reputation, being a principal entails motivating, guiding, and assisting teachers and students in reaching predetermined objectives. Effective management of school resources and students requires the principal to make tough choices on a regular basis (Bibi et al., 2018). The principal ensures the school's ambiance and culture are satisfactory. The principal makes sure that the atmosphere and culture of the school are acceptable. As the leader of the institute, the principal is in charge of raising the standard of instruction, making sure that everything is directed towards achieving the school's learning objectives and continuously monitoring them. Using rational, instinctive, or avoidant approaches, principals make a lot of decisions that impact the instructors in their schools, which may cause problems for their performance (Ärlestig, 2008a).

For an organization to improve, teachers' responsibilities as scholars, administrators, and decision-makers in student accomplishment and educational quality must be activated. These activities foster the growth of accountable leaders and increase educators' commitment to their work (Shaukat, 2022). Good interpersonal communication, solid judgement, and a thriving workplace that draws top-notch teachers are all facilitated by involvement in decisions. Teachers' participation in extracurricular activities increases when they are involved in school reform because it builds commitment and accomplishes organizational goals (Hafeez & Akbar, 2015).

Teachers who don't participate in decision-making are resistant and do poorly. Workers who participate in decision-making typically think more comprehensively, assume greater responsibility, acquire a variety of skills, to interact more clearly. Ultimately, individuals who participate in decision-making have more autonomy and greater faith in their jobs. One way to describe teachers' collaboration in decision-making is their method of working in groups to guarantee that the curriculum is carried out effectively. This partnership improves students' academic performance and fosters dedication and job satisfaction (Kilwake et al., 2023).

#### **2.4.4 Professional Development**

One of the most important tools for increasing principals' subject-matter competence and improving their teaching methods is professional development. It is the outcome of externally provided activities and is incorporated into instructors' every day responsibilities to improve their knowledge and modify their teaching strategies for the benefit of pupils (Correia et al., 2021). Through hands-on involvement in research, testing, collaboration, resolving problems and skill development, they can preserve their skills, abilities, and personalities. Professional Development (PD) significantly enhances teachers' job happiness. Providing effective professional learning activities for teachers leads to positive changes for both teachers and their students, contributing to improvements in student learning (Dajani, 2013).

A study found that teachers and administrators gain immensely from all professional development potential, including conferences, funding for outside seminars, and in-service programs. Additionally, these chances encourage teachers to improve their teaching skill (Mehdinezhad & Sardarzahi, 2015). According to a different study, when head teachers pushed their instructors to take professional courses, they were more inclined to put in more effort to meet institutional goals. This explains why motivated educators are keen to learn from others when they are offered the chance to take part in seminars and additional professional development activities (Shikokoti & Chepkonga, 2023).

There are a number of tactics that can be used to further one's career while improving a teacher's capacity for instructional reflective behaviour. These tactics include establishing mentorship associations, putting a strong emphasis on teacher collaboration, and integrating adult education ideas into staff training. Since professional knowledge is always evolving, a professional's main responsibility is to stay up to date on new material (Zaman, 2016). The basic objective of keeping up with new developments and insights has an impact on the professional domain, including new topic aspects, changing pedagogical approaches, and teaching methods. The preparation of the principal and the participation of participants are essential to the effectiveness of workshops as a structured training approach, which raises teachers' job satisfaction (Khalid, 2022). The information sharing among participants is the main advantage of attending a workshop. Educators' professional development, capabilities, and skills are enhanced when this interaction is promoted (Bagine, 2022).

#### **2.4.5 Performance Appraisal**

A "performance appraisal" is a formal, recurring procedure in which a manager or other judge, evaluates each employee's performance using a set of measures, assigns an award or score, and usually notifies results of the employee. The successful implementation of performance assessments has been questioned, despite the fact that the expenses of putting PA systems in place frequently exceed the advantages. In essence, an appraisal's goal is to boost worker efficiency (Imran et al., 2020). work evaluations, which involve a routine examination of an employee's work inside a company and give feedback to employees, are a special and important form of career development. For instance, in Kenya, the Education Commission's yearly staff report employs teacher evaluation to evaluate teachers' performance thoroughly and impartially in relation to job explanations, whereas in England, teacher appraisals help teachers with their professional growth and career planning (Dian Fajarwati, 2017).

Employing a qualitative and inductive approach, a Swedish insurance company conducted a study to examine the effects of prompt feedback on workers' motivation and output. The results showed that staff inspiration and achievement are positively impacted by the quick feedback technique (Hyman, 2023). Employee productivity is severely impacted by unfavorable performance reviews. The study offered conflicting viewpoints regarding the challenges and underlying reasons why appropriate performance grading systems are not designed. Job satisfaction and employees' perceptions of justice in Pennsylvania have been found to be strongly correlated in recent management research. Because of this disparity, some individuals consider the performance review process to be nothing more than an annual form-filling exercise. Even though a number of studies highlight the apparent benefits of performance reviews, contemporary researchers find it difficult to offer a thorough framework for assessing PA systems' efficacy (Bilola, 2015).

Teachers may maximize their expertise, abilities, and expertise and make use of readily accessible assets when they operate in a positive environment that draws people in and inspires them to produce high-quality work. Low job fulfilment, missing work, complaints, exhaustion, and depression symptoms are all associated with poor workplace conditions (Ghazi et al., 2013). Training has an immense effect on job satisfaction, based on a survey of 88 educational librarians employed by colleges and institutions in Edo and Delta state, Nigeria. Eighty-three percent of respondents agreed

that training improved their sense of accomplishment, improved their job happiness, and raised the caliber of services they offered. Professional competence, career advancement, and job fulfillment are all higher among workers who engage in career-building activities (Tan, 2013).

## **2.5 Concept of Job Satisfaction**

Since job fulfillment has a direct impact on employee performance, which in turn affects the efficiency of an organization, it has always been a top priority for all organizations. It is defined as an emotional state of delight or optimism resulting from an assessment of one's duties or achievements at work (Padhi & Sahu, 2020). Comprehending the level of job satisfaction among teachers is a critical element in keeping new instructors and is imperative for administrators to effectively reduce the turnover of educators. According to a study on the continued employment of first-year teachers, school administration is a linked factor, but work satisfaction is the strongest indicator of teacher turnover. Administrators, particularly principals, who oversee and encourage school site surroundings and working circumstances, are included in this component of fulfillment in work. Lack of managerial assistance and lack of participation in decision-making are two other problems that new instructors identify as reasons for quitting the pitch or looking for another school location (Demirtas, 2010).

One of the most effective ways to lessen teachers' workload stress and increase retention of educators is through administrative support. True self-motivation, which is generated by the recognition of students' learning and growth in the classroom and ought to be promoted and surpassed is the source of happiness for educators. Motivating yourself is the desire to discover, acquire knowledge, and be imaginative, curious, and proactive. This lays the groundwork for the significance of social assistance in the field of education, particularly in relation to teacher turnover and school administration (Admiraal, 2022). It is crucial to note that the principal can improve the happiness of teachers by reducing unfavorable working environments, which will have an impact on teacher retention. The concept of job satisfaction is multifaceted and encompasses an individual's overall work attitude as well as particular aspects of their work. It denotes three dimensions of job fulfillment and can be described as the belief that one's work satisfies one's key employment values (Namamba & Rao, 2017).

## **2.6 Definitions of Job Satisfaction**

Fulfillment with work is a positive or pleasant emotional state resulting from an assessment of one's work or work experience. It is made up of a variety of mental and emotional responses to the discrepancy between what an employee expects and what they receive (Hajar, 2016).

Work fulfilment is the term used to describe a teacher's feelings related to their learning role, which is based on how they perceive the relationship between what they need and want from teaching (Demirtas, 2010).

## **2.7 Significance of Job Satisfaction**

Our employment has a big influence on our life. It is the strong basis of our monetary way of life and requires longer to complete than other chores. Numerous experts have examined how this idea is seen and treated in order to learn more about it. A good fit between an individual's strengths and the needs of their job influences both performance and job happiness. Because their talents and abilities correspond to one another, employees perform effectively at work and stay pleased when they can meet their criteria. Good performance is the result of motivation, and job satisfaction is the result of performance. Despite of their race, ethnic background, faith, or place of employment, workers ought to enjoy the right to mental health (Iqbal, 2004).

Because it is an admirable goal of organizations, the efficiency of happy employees stays high in comparison to less satisfied workers. Numerous sources of contentment, as well as discontent, were found in studies on secondary school principals' job satisfaction. Principals at high schools expressed pleasure with the following: a variety of responsibilities, degree of recognition, personal relationship growth, employing new employees, implementation of course improvements, and dealing with pupils (Palah et al., 2022). The main causes of discontent were compromises made in one's personal life, challenges posed by the policies in place, a lack of success and advancement prospects, a lack of autonomy, and issues with superiors, and employees of the main office. These studies, however, did not distinguish between male and female high school leaders when discussing the factors that contribute to job discontent and satisfaction (Crews, 2020).

One important indicator of successful schools is instructors' job happiness. According to the study, educators who have lower job satisfaction and unfavorable

opinions of their profession are more likely to quit. Additionally, it was connected to teacher quality, academic achievement, student conduct, organizational commitment or efficiency, managerial performance, and turnover. The dual function of satisfaction with work and the influence of organizational and demographic factors on dedication are closely related (Olsen & Huang, 2019).

## **2.8 Review of Historical Job Satisfaction Theorists**

Job happiness is important, especially in educational institutions. Many theorists have produced theories about job happiness, such as Robert Harpock's theory of career advancement and Arthur Kornhauser (Herzberg, 1959). The field of organizational or industrial psychology was established on the premise that organization and control of work-related behaviour and processes became essential as the context of work increasingly more complex. Many theorists have produced basic hypotheses in this area over the last 120 years; some of these theories are very distinct from one another, while others complement one another. For this study, a small group of individuals was chosen to represent the leading figures in the field. The first academic work on occupational psychology was published in 1913, although research on the topic began in the late 1800s (Mehdinezhad & Sardarzahi, 2015).

Adams goes on to argue that other environmental elements also have an impact on job satisfaction. Despite Adams' efforts to create optimistic scenarios, the investigation revealed that perceived injustices often had negative consequences. The apex of Adams' equity theory is his belief that understanding inequality deepens our understanding of the human body, our most basic productive resource (Saimon, 2022).

Few scholars looked at employee behavior from the standpoint of effectiveness theory, which simultaneously looked at environment, performance, and behavior. Subsequently, Vroom concluded that prior involvement had only been linked to dependent factors such as work satisfaction, employee engagement, and worker turnover, and that there had been little research on particular fundamental features influencing these correlations. Force is a person's motivation to engage in a particular behavior that is connected to their performance at work (Saimon, 2022).

## **2.9 Dimensions of Job Satisfaction**

Here are a few dimensions that have been determined to be pertinent to this investigation:

### **2.9.1 Salary**

Salary is a key element in the research on job fulfilment. Pay has a significant impact on both meeting employees' basic requirements and their higher-order wants. The impact of financial benefits on job happiness is substantial. Better financial rewards lessen employees' concerns about their financial situation and increase their sense of worth within the company in a socialized culture where security and money are the only factors utilized to determine a person's worth. Due to low pay and dissatisfaction in a city public, and private schools, teachers quit their jobs. The relationship between pay and job happiness has been more evident in research done over the past 80 years. Social comparison is the primary variable influencing both job happiness and compensation. When employees receive an excessive amount of pay for their labor (Correia et al., 2021).

Salary satisfaction was worse for workers in the education and health industries. Current research shows a positive association between compensation and job happiness. Due to financial difficulties, educators take on part-time occupations outside of their field because they are dissatisfied with their salary. Furthermore, it is more challenging to work with students from lower-achieving academic backgrounds who have lesser hopes for pursuing higher education. Teachers in the public sector receive lower pay than their private industry counterparts, which contributes to their discontent with their profession. Teachers in secondary schools reported less work satisfaction in 2007 than in previous years. Men rated pay, while women listed higher class sizes as the main reasons they were unhappy at work (Chinelo & Chimezie, 2023).

### **2.9.2 Promotion**

For humans, advancement and promotion are fundamental motivators. The primary indicators of satisfaction are advancement policy, eligibility for the desired position, and duties. Employees want to stay in their current position and only want to be promoted if they believe that the promotion system is fair, as advancement entails more responsibility and complex responsibilities. Advancement is closely linked to social standing, heightened accountability, individual development, and prospects for advancement. Compared to instructors who received raises and have never moved, instructors who regularly shift schools and do not receive promotions are less pleased (Hyman, 2023).

### **2.9.3 Supervision**

Job happiness is positively correlated with the type of supervision. Work happiness is correlated with improved connections with supervisors. These include giving constructive criticism, communicating effectively, and emphasizing quality before quantity. Respectful managers provide for the psychological and functional requirements of their staff members. More seasoned workers desire less oversight, whereas less seasoned workers desire more. Supervisors that promote employee involvement in decision-making tend to retain greater degrees of satisfaction. The study's goal was to ascertain whether supervisory methods improve instructional effectiveness, motivation, and stimulation. Job happiness is strongly correlated with classroom practices, coworker relationships, compensation, promotions, and supervision (Bilola, 2015).

### **2.9.4 Work**

Greater job fulfillment is largely a result of work. Workers like positions that allow them to use their talents and abilities on their own to meet performance standards. Under modest circumstances, workers feel content and happy. Assisting subordinates and encouraging pupils' development boosts job satisfaction. It offers helpful advice on how head teachers and other educators should behave at work. Despite the negative effects of the national context, educating students, interacting with peers, improving classroom discipline, increasing youth development chances and the universal fulfillment of teaching continue to be the most popular sources of happiness (Ghazi et al., 2011).

### **2.9.5 Colleagues**

Coworkers are a vital component of an employee's work environment. The opportunities for interpersonal connection that employees have at work are correlated with their level of job satisfaction. Individuals' job satisfaction levels depend on their individual and collective traits. The social component of the workplace has a big impact on employees' attitudes and behaviors. Having more pleasant interactions with coworkers and managers raises job satisfaction levels. University staff members are more satisfied when they collaborate with peers and students. The interaction between educators and principals was cited by a survey of teachers in elementary schools as a major source of happiness at work. A sense of job satisfaction is cultivated by

colleagues' and superiors' respect, acknowledgment, and support (Rahim, 2019).

### **2.9.6 Working Conditions**

The quality of the workplace has a significant influence on workers' job happiness. When a workplace is tidy and welcoming, people feel more at ease to work; otherwise, activities become challenging to complete. The workload, transfers, working conditions, and discipline issues among students are the main causes of professional resignations. The working environment is not conducive to learning and instruction in backward schools. Educators in Pakistan are put in a terrible predicament due to poor living and working conditions. The main problems in isolated rural locations include lack of access to transportation, security risks, and housing conveniences. Women educators are particularly vulnerable to these kinds of situations. In secondary schools, the student-teacher ratio has an impact on the standard of instruction (Hafeez & Akbar, 2015).

According to an American study, teachers who are the happiest like to work in environments that are safe, encouraging, and independent. Security of employment is a major concern. A greater degree of job satisfaction was indicated by workers who had stable employment. The connections between coworkers, the way pupils interacted, and the impact that teachers made to society all demonstrated how satisfied they were. They also noted discontent with how social issues affect performance, as well as dissatisfaction with lack of engagement, inappropriate behavior, professional independence, assessment of educators, and promotion. The study found a favorable correlation between instructors' job happiness and their working environment (Khan & Iqbal, 2013).

### **2.10 Special Education in Pakistan**

According to the UN agreement on the Fundamental Rights of People with Personal Differences, people who are disabled have chronic physical, cognitive, cerebral, or sensory disorders that, when combined with additional obstacles, may make it difficult for them to fully and equally participate in society. Pakistan also began to pay attention to the systematic care of people with disabilities when the UNO marked the United Nations Year of Special Persons in 1981. Many facets of society, including the public and business sectors, believed that they needed to be educated and rehabilitated. After an analysis of the circumstances was carried out in 2002, data were

gathered in 2004. Based on the results, the National Plan of Action (NPA) was created in 2006 with the intention of taking all necessary steps to satisfy the needs of people with unique differences by 2025 (Government of Pakistan, 2002).

It was a well-thought-out program made to cater to the unique needs of individuals by delegating tasks to various sectors and encouraging them to take concrete action toward the objectives. The main tenet of the program was that discrete interventions would not be sufficient to attain inclusion, equalization, and access for those with disabilities. Based on the results of the 1998 census, 2.49% of Pakistan's population is estimated to be disabled. The federal and provincial governments have established a range of laws pertaining to individuals with disabilities, such as accommodations for employment, discounts on travel, and specialized training facilities. Despite these measures, government programs and NGO resources continue to entirely ignore the needs of many persons with disabilities and their families (Government of Pakistan, 2021).

People with disabilities continue to be the most marginalized group in Pakistan because of superstitions, illiteracy, and poverty. An analysis of the current state of affairs is required, together with recommendations for more doable actions and assistance for people with unique differences. It is not enough to only have them participate in activities; they also need assistance in gaining skills and obtaining a just livelihood in order to help them integrate into society. In order to help students with individual characteristics reach their full potential for independence and productivity, educators must prepare them for adulthood and the workforce, including chances for further education and job advancement. Most people don't realize the suffering parents go through when they have a number of special needs children living in the home. The majority of people with individual differences are impoverished, and women and girls who have disabilities frequently face increased risks of abuse, assault, and accidents. Special people require treatment, schooling, and recovery services in order to lead lives of accountability and become valuable citizens rather than becoming a strain on their families and communities. They should receive particular care from government agencies and society (Shah & Siddiq, 2020).

By holding all branches of government accountable for their designated responsibilities, the National Plan of Action (NPA) 2006 has made significant efforts towards implementing policies pertaining to people with disabilities. Causes of

disability; Early identification and avoidance of injuries; Medical services; Increasing special education for children; Enforcing vocational training; fostering special schooling needs; Women with disabilities; Access to knowledge and interaction; Encouraging legislation assistance; a physical atmosphere free of barriers; Increasing public acceptance; Sports for individuals with particular needs; Duty-free provision of favorable items; Increasing NGO assistance; additionally Connection between the national, state, and local levels (Shah & Siddiq, 2020).

## **2.11 Principals' Impact on Teachers' Job Satisfaction**

Job happiness among teachers has been related to factors like student behavior, teaching qualifications, and pay. However, the mainstay of teacher turnover and a measure of job satisfaction appears to be the way teachers view their support from the principal. It has been discovered that principal support plays a mediating role in teacher dissatisfaction concerning student behavior, teaching experience, and pay and that it is a major factor in instructors' job satisfaction. These results highlight the significance of principals in terms of teachers' job happiness (Demirtas, 2010).

Teachers' perceptions of a successful principal can positively impact teacher job fulfillment more in a school serving traditionally marginalized pupils than in an affluent one. Although studies show that teachers' opinions of their principals' efficacy play a significant role in their happiness at work, it is still difficult to measure principal effectiveness objectively. In the years 2003–2004 Educational Institutions and Staffing Survey (SASS), educators asked to rate the efficacy of their principal using a 4-point Likert scale. "I appreciate the manner in which activities are run at this school" and "The institution's administration's behavior towards employees is friendly and encouraging" are two examples of survey items that gauge a principal's success. Although these items might shed light on instructors' emotions, they don't reveal anything about the actions of principals. Similarly, the Leadership Behavior Description Questionnaire (LBDQ), which was employed in the 2009 Sancar study, does not list quantifiable actions unique to principals of schools. Although qualitative research indicates a link between teacher job satisfaction and head efficiency, these results do not characterize the principal's actions (Muinde, 2024).

A study found a substantial correlation between teachers' reported job happiness and public school principals' perceived leadership behaviors. Job satisfaction among

teachers is significantly influenced by their opinions of their principal's actions. According to research, teachers' perceptions of poor principal administration play a significant role in their decisions to resign from their positions as educators. In addition to having an adverse effect on job fulfillment, principal policies that do not support teacher professionalism may harm schools by raising teacher attrition, particularly in organizations that provide traditionally underprivileged pupils. Teachers have the opportunity to feel content in their work when their principals foster supportive settings. In institutions that serve traditionally marginalized kids, principal activities that involve creating routines and enforcing norms for organizational behavior have even greater significance. More investigation is required to find out the effects of principals' management strategies on teachers' job satisfaction of special education institutes of Islamabad (Ahmed et al., 2018).

## **2.12 Critical Summary of Literature Review**

Principals play a crucial role in creating and enabling environment for teachers to thrive. The literature review delves into various aspects of management strategies in schools, focusing particularly on the role of principals in fostering teacher morale, commitment, and professional development. It outlines key management strategies employed by principals, such as clarity of communication, level of support and involvement of teachers in performance evaluation, professional growth, and making choices. Additionally, it explores the concept of job satisfaction, its definitions, significance, and dimensions, including salary, promotion, supervision, work, colleagues, and working conditions.

Clear and direct communication is emphasized as essential for fostering a positive school environment. Participative leadership practices are advocated for enhancing collaboration and shared decision-making between principals and teachers. Constructive feedback and recognition are essential components of appraisal support. Job satisfaction is highlighted as a critical factor influencing teacher retention and performance. It is affected by a number of things, including pay, chances for advancement, and supervision, work itself, relationships with colleagues, and working conditions.

Overall, the literature underscores the complex interplay between management strategies and job satisfaction. Effective leadership, clear communication, support

mechanisms, opportunities for professional growth, and conducive working conditions are essential for creating a positive and productive school environment.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

The research methodology utilized to conduct the study's investigation and execution is outlined and illustrated in this chapter. The research approach, the population being studied, sample size and methods, study tools, instrument validity and reliability, and data collection and analysis techniques are all covered.

#### **3.1 Research Design**

The present study adopted a quantitative research approach, which involves the systematic collection and analysis of numerical data to understand patterns and relationships (Creswell, 2014). A causal-comparative research design was employed, which examines cause-and-effect relationships by comparing different groups based on an independent variable that is not manipulated. The study lies in the positivism research paradigm, which assumes that reality is objective and can be measured through empirical observation and statistical analysis. Data were collected using closed-ended questionnaires, a structured data collection tool designed to gather quantifiable responses from participants, ensuring consistency and ease of statistical analysis. The study relied on primary data sources, as the information was directly collected from participants to address the research objectives.

#### **3.2 Population of the Study**

The population of the study consisted of 340 respondents, including 20 heads of institutions (10 principals and 10 vice-principals) and 320 teachers from ten special education institutions in Islamabad. Each institution contributed one principal, one vice-principal, and multiple teachers. The selected institutions operate under the Directorate General of Special Education, Ministry of Federal Education and Professional Training, ensuring a structured and well-developed system for special education in Islamabad. The ten institutions/centres included in this study are:

- Al-Farabi National Special Education Centre for Physically Handicapped Children
- Al-Makhtoom National Special Education Centre for Visually Handicapped Children
- National Special Education Centre for Hearing-Impaired Children

- Rehabilitation Centre for Children with Developmental Disorders
- National Training Centre for Special Persons
- National Institute of Special Education
- National Mobility & Independence Training Centre
- National Library & Resource Centre
- Vocational Rehabilitation & Employment of Disabled Persons
- Special Education Centre

These institutions were chosen for two main reasons. First, they fall under government administration, ensuring standardized policies, structured management, and adequate resources for special education. Second, private special education institutions in Islamabad were excluded due to their lack of developed infrastructure, resources, and permanent teaching staff. By selecting these institutions, the study ensures a comprehensive representation of special education settings in Islamabad, encompassing students with physical disabilities, visual impairments, hearing impairments, and intellectual disabilities.

**Table 3. 1***Population of the Study*

| S.No  | Institutions            | Principals' and Vice Principals' | Teachers' |
|-------|-------------------------|----------------------------------|-----------|
| 1.    | Al-Farabi NSEC for PHC  | 2                                | 40        |
| 2.    | Al-Maktoom NSEC for VHC | 2                                | 38        |
| 3.    | NSEC for HIC            | 2                                | 42        |
| 4.    | RCCDD                   | 2                                | 35        |
| 5.    | NTCSP                   | 2                                | 32        |
| 6.    | NISE                    | 2                                | 40        |
| 7.    | NM&ITC                  | 2                                | 25        |
| 8.    | NL&RC                   | 2                                | 27        |
| 9.    | NBP                     | 2                                | 21        |
| 10.   | SEC                     | 2                                | 20        |
| Total |                         | 20                               | 320       |

**3.3 Sample and Sampling Technique**

A simple random sampling technique was used to select 175 teachers as the targeted sample. The lottery method was used to ensure that every individual in the population had an equal chance of being selected. In this method, the names of all participants were written on slips of paper, which were then thoroughly mixed in a container. Without looking, slips were drawn randomly to select the required number of participants. This approach helped minimize selection bias and ensured that the sample was representative of the population. A universal sampling technique was used to select 10 principals and 10 vice principals as a sample of the study. The total 195

participants were selected for sample. The sample was selected as per the Gay (2012) sample table.

**Table 3. 2**

*Sample of the Study*

| S.no | Targeted Group                  | Population | Sample | Sampling Technique     |
|------|---------------------------------|------------|--------|------------------------|
| 1    | Principals' and Vice principals | 20         | 20     | Universal sampling     |
| 2    | Teachers                        | 320        | 175    | Simple Random sampling |

### **3.4 Instruments**

Two close ended questionnaires were used for this study. One Self-developed close-ended questionnaire for principals was used to measure principals' management strategies(PMS). It consisted of 33 statements based on the five management strategies. The first strategy clarity of communication (statement 1-9), second strategy involvement in decision making (statement 10-16), third strategy professional development (statement 17-22), fourth strategy level of support (statement 23-28), and fifth strategy performance appraisal (statement 29-33). This questionnaire consisted of a 5-likert scale from strongly agree to strongly disagree.

Second, an adapted closed-ended questionnaire for teachers was used to measure teachers' job satisfaction, developed by Pepe (2017) and Spector (1985) and consisted of 43 statements based on six dimensions. First dimension of Salary (statement 1-5), second dimension of Promotion (statement 6-11), third dimension of Supervision (statement 12-19), fourth dimension of Work (statement 20-28), fifth dimension of Colleagues (statement 29-36), and sixth dimension of working conditions (statement 37-43) related to job satisfaction. This questionnaire consisted of a 5-point Likert scale from strongly agree to strongly disagree. Both instruments were finalized after expert validation and pilot testing. The complete questionnaires are attached in the appendices (Appendix I & II).

### **3.5 Procedure (Validity, Pilot Testing & Reliability)**

The pilot study, which is conducted prior to the main research, serves to assess the validity and reliability of the research instruments before implementing it on a larger scale. In order to ensure the desired outcomes, the questionnaire can be revised, reworded and reorganized for the convenience and understanding of the respondents.

#### **3.5.1 Validity**

To ensure the content validity of the research instruments, the questionnaires were thoroughly evaluated by experts in the field of educational management and special education. The validation process assessed the clarity, relevance, and appropriateness of the items in measuring principals' management strategies and teachers' job satisfaction in special education institutions. The validation process followed these steps: Expert Review: The instruments were reviewed by seven subject-matter experts in the fields of special education, educational leadership and management, and business administration. Content Validity Assessment: Each expert analyzed the items for clarity, relevance, and alignment with the study's research objectives. Feedback Incorporation: Recommended modifications and refinements were made to improve question clarity and construct validity. Final Approval: After implementing the expert suggestions, the instruments were finalized and approved for data collection.

The following experts validated the instruments:

1. Dr. Shamsa Aziz (Diploma in Special Education) from NACTE.
2. Ms. Misbah Waqar, Vice Principal, Army Special Education Academy, Rawalpindi
3. Dr. Fatima Batool, Department of Educational Leadership and Management, IIUI
4. Dr. Fatima Maqsood, Department of Educational Leadership and Management, IIUI
5. Dr. Humeria, Department of Educational Leadership and Management, IIUI
6. Ms. Sumeria, Department of Educational Leadership and Management, IIUI
7. Dr. Danish Habib, Department of Business Administration, Air University

Based on expert feedback, the following revisions were made:

- Use of Personal Pronouns: Some statements that referred to teachers in general were modified to use the personal pronoun "I" to reflect individual responses.
- Removal of a Negative Statement: One negatively framed statement was removed to maintain a positive and clear structure in the questionnaire.
- Elimination of a Redundant Item: In the Promotion indicator, statement SAT 07 was removed as it was similar to SAT 09.

After incorporating these expert recommendations, the final version of the instruments was considered valid and reliable for data collection. The validation certificate signed by the experts is attached in Appendix III.

### **3.5.2 Pilot Test**

Pilot testing is applied to refine, change and remove the stated items of the questionnaires not properly understandable. Both the self-made and adapted instruments were tested. A pilot test was conducted on 10% of the total population, which consisted of 34 total participants, including 2 principals and 32 teachers from the special education institutions. The participants of the pilot study were not included in the final data collection.

### **3.5.3 Reliability**

Furthermore, to check the reliability of the instruments, data gathered from the pilot test were analyzed through SPSS by applying Cronbach's Alpha. Both instruments were highly reliable. The tables given below show the instruments and their sub-construct reliability value.

**Table 3. 3***Reliability Analysis of Management Strategies Questionnaire*

| Variables                      | Cronbach's Alpha |
|--------------------------------|------------------|
| Clarity of Communication       | .889             |
| Involvement in decision making | .911             |
| Professional Development       | .877             |
| Level of Support               | .895             |
| Performance Appraisal          | .945             |
| Total                          | .903             |

Table 3.3 shows that the value of reliability of MSQ was .903, which indicated that all the statements are highly reliable.

**Table 3. 4***Reliability Analysis of Teachers' Job Satisfaction Questionnaire*

| Variables          | Cronbach's Alpha |
|--------------------|------------------|
| Salary             | .905             |
| Promotion          | .924             |
| Supervision        | .861             |
| Work               | .876             |
| Colleagues         | .911             |
| Working Conditions | .901             |
| Total              | .909             |

Table 3.4 shows that the value of reliability of TJSQ was .909, which indicated that all the statements are highly reliable.

### **3.6 Data Collection**

The data collection process was carried out systematically over a period of one month, ensuring accurate and reliable responses from the selected participants. The study involved principals, vice-principals, and teachers from ten special education institutions of Islamabad, all operating under the Directorate General of Special Education. Before distributing the questionnaires, formal permission was obtained from the heads of institutions, and participants were contacted in person and through official school administration channels. Hard copies of the self-developed questionnaire for principals and the adaptive questionnaire for teachers were distributed at each institution. To facilitate the process, a brief orientation session was conducted to explain the study's purpose and ensure participants understood the questionnaire format. Participants were given two days to complete the surveys, and multiple visits were made to institutions for follow-ups and collection. However, some challenges were encountered during data collection. Many principals and teachers had busy schedules, causing delays in responses. To address this, follow-up visits were scheduled at convenient times, and reminders were sent through the school administration.

### **3.7 Data Analysis**

Data were analyzed through descriptive statistics (mean), and an inferential statistics t-test was used to analyze the difference between male, female, experienced, and less experienced principals' management strategies and teachers' job satisfaction. Multiple regression analysis was used to analyze the effect of male, female, experienced, and less experienced principals' management strategies on teachers' job satisfaction.

### **3.8 Ethical Consideration**

Ethical considerations for the proposed study include getting informed approval, protecting privacy and concealment, upholding participants' rights, being honest and accurate, and reducing researcher bias. Data security and sharing could also be considered, with data collected and stored securely and shared only with authorized personnel. By adhering to these ethical guidelines, the study was conducted responsibly and ethically, prioritizing the protection of participants.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATIONS

#### 4.1 Introduction

This chapter provides a comprehensive analysis and interpretation of data. The aim of this study was to investigate and compare principals' management strategies and teachers' job satisfaction of special education institutions. In-depth data analysis is provided, using descriptive and inferential statistical techniques to investigate the differences and effects predicted by the research hypotheses. To identify the level of teachers' job satisfaction, the details of cut points are given below:

**Table 4.1**

*Details of Cut Points for Job Satisfaction Level*

| Weighted Mean | Verbal Interpretation              |
|---------------|------------------------------------|
| 1.00 – 1.80   | Highly dissatisfied                |
| 1.81 – 2.60   | Dissatisfied                       |
| 2.61 – 3.40   | Neither satisfied nor dissatisfied |
| 3.41 – 4.20   | Satisfied                          |
| 4.21 – 5.00   | Highly satisfied                   |

(Source: Pepe, 2017)

Table 4.1 shows the details of the cut point for the job satisfaction level of teachers. A weighted mean falling between 1.00 and 1.80 was interpreted as "Highly Dissatisfied," while a mean between 1.81 and 2.60 indicated "Dissatisfied." Scores ranging from 2.61 to 3.40 were interpreted as "Neither Satisfied nor Dissatisfied," whereas scores from 3.41 to 4.20 reflected a "Satisfied" response. Finally, mean scores between 4.21 and 5.00 were categorized as "Highly Satisfied."

To compare the experienced and less experienced teachers' job satisfaction and principals' management strategies, the details of cut points are given below:

**Table 4.2**

*Details of Cut Points for Experience*

| Interval Weighted      | Verbal Interpretation |
|------------------------|-----------------------|
| 0 – 5 years            | Less Experienced      |
| 6 – 24 and above years | Experienced           |

Table 4.2 shows the details of the cut point for the experience division for teachers and principals. Teachers with 0 to 5 years of experience were classified as "Less Experienced," whereas those with 6 to 24 years and above were classified as "Experienced."

#### 4.1.1 Descriptive Statistics

The tables below present the demographic analysis that includes the gender and experience of special education institution teachers and principals participating in this study. Frequency and Percentage were used to show gender and experience. The mean score was calculated to examine the management strategies implemented by the principals and to identify the level of teachers' job satisfaction.

**Table 4. 3**

*Detail of Teachers' Gender*

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 81        | 46.3       |
| Female | 94        | 53.7       |
| Total  | 175       | 100%       |

Table 4.3 shows that there were a total of 175 teachers from special education institutions, with 81 male and 94 female teachers. The percentages show that 46.3% of male and 53.7% of female teachers of special education institutions.

**Table 4. 4**

*Detail of Teachers' Experience*

| Experience       | Frequency | Percentage |
|------------------|-----------|------------|
| Less Experienced | 84        | 48         |
| Experienced      | 91        | 52         |
| Total            | 175       | 100%       |

Table 4.4 shows that there were a total of 175 teachers from special education institutions, with 84 less experienced and 91 experienced teachers. The percentages show 48% of less experienced and 52% of experienced teachers of special education institutions.

**Table 4. 5***Detail of Principals Gender*

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 12        | 60         |
| Female | 08        | 40         |
| Total  | 20        | 100%       |

Table 4.5 shows that there were a total of 20 principals from special education institutions, with 12 male and 08 female principals. The percentages show that 60% of male and 40% of female principals of special education institutions.

**Table 4. 6***Detail of Principals' Experience*

| Experience       | Frequency | Percentage |
|------------------|-----------|------------|
| Less Experienced | 9         | 45         |
| Experienced      | 11        | 55         |
| Total            | 20        | 100%       |

Table 4.6 shows that there were a total of 20 principals from special education institutions, with 09 less experienced and 11 experienced principals. The percentages show 45% of less experienced and 55% of experienced principals of special education institutions.

### Objective 01

To examine the management strategies implemented by principals of special education institutions

**Table 4.7**

*Responses of principals regarding management strategies*

| Principals Management Strategies | Mean of Mean |
|----------------------------------|--------------|
| Clarity of Communication         | 4.05         |
| Involvement in Decision Making   | 3.82         |
| Professional Development         | 3.91         |
| Level of Support                 | 3.97         |
| Performance Appraisal            | 4.07         |

Table 4.7 shows the mean score of responses of principals regarding the management strategies. The mean score for performance appraisal is 4.07 and the mean score for clarity of communication is 4.05 which shows that these were the dominant and most implemented management strategies. The mean score for the level of support is 3.97, the mean score for professional development is 3.91, and the mean score for involvement in decision-making is 3.82, which shows that these were the predominant management strategies implemented by the principals. The table indicates that principals have implemented different management strategies with the highest mean score of 4.07 showing that principals have a strong emphasis on the implementation of performance appraisal and recognition strategy.

## Objective 02

To identify the level of job satisfaction of teachers of special education institutions

**Table 4. 8**

*Responses of Teachers' regarding Job Satisfaction*

| Dimensions of Job Satisfaction | Mean of Mean |
|--------------------------------|--------------|
| Salary                         | 3.55         |
| Promotion                      | 3.56         |
| Supervision                    | 3.59         |
| Work                           | 3.50         |
| Colleagues                     | 4.21         |
| Working condition              | 3.54         |
| Job Satisfaction               | 3.53         |

Table 4.8 shows the level of job satisfaction of teachers of special education institutions. The mean score for colleagues is 4.21, having the highest mean score indicates that teachers of special education institutions were highly satisfied with the interaction, cooperation, and support provided by their colleagues. Moreover, the mean score for salary is 3.55, the mean score for promotion is 3.56, the mean score for supervision is 3.59, the mean score for work is 3.50, and the mean score for working conditions is 3.54 which shows that teachers were satisfied. The mean score for overall job satisfaction is 3.53, indicating that teachers of special education institutions were satisfied with their job satisfaction.

#### 4.1.2 Inferential Statistics

##### t-test Results

##### Objective 03

To compare the male, female, experienced, and less experienced teachers' job satisfaction of special education institutions

**H<sub>01</sub>:** There is no significant difference between the male and female teachers' job satisfaction

**Table 4.9**

*Difference between Male and Female Teachers' Job Satisfaction of Special Education Institutions*

| Gender | N  | Mean   | t-value | Df  | p-value |
|--------|----|--------|---------|-----|---------|
| Male   | 81 | 3.4716 | 2.175   | 173 | .033    |
| Female | 94 | 3.5981 |         |     |         |

Table 4.9 shows that the t-value is 2.175 and the p-value is 0.033 which is less than the significant level of 0.05. Moreover, table 4.7 shows a minor difference in the mean score of male (3.4716) and female (3.5981) teachers in special education institutions. This shows that female teachers were more satisfied than male teachers. Thus, the H<sub>01</sub> null hypothesis that there is no significant difference between the male and female teachers' job satisfaction of special education institutions is failed to accept. It indicates that gender does play a significant role in teachers' job satisfaction of special education institutions.

**H<sub>02</sub>:** There is no significant difference between the experienced and less experienced teachers job satisfaction

**Table 4.10**

*Difference Between the Experienced and Less Experienced Teachers' Job Satisfaction*

| Experience       | N  | Mean   | t-value | Df  | p-value |
|------------------|----|--------|---------|-----|---------|
| Less Experienced | 84 | 3.4235 | 2.481   | 173 | .014    |
| Experienced      | 91 | 3.6467 |         |     |         |

Table 4.10 shows the difference between the experienced and less experienced teachers' job satisfaction. The t-value is 2.481 and the p-value is 0.014 which is less than the significant level of 0.05. Moreover, table 4.8 shows a minor difference in the mean score of less experienced (3.4235) and experienced (3.6467) teachers of special education institutions. Thus, the H<sub>02</sub> null hypothesis that there is no significant difference between the experienced and less experienced teachers' job satisfaction of special education institutions is failed to accept, implying that there is a significant difference between experienced and less experienced teachers' job satisfaction. So, it indicates that experience does play a very important role in teachers' job satisfaction of special education institutions.

**H<sub>03</sub>:** There is no significant difference between the mean score of salary of male and female teachers of special education institutions

**Table 4.11**

*Difference Between the Mean Score of Salary of Male and Female Teachers*

| Gender | N  | Mean   | t-value | Df  | p-value |
|--------|----|--------|---------|-----|---------|
| Male   | 81 | 3.4198 | 2.137   | 173 | .006    |
| Female | 94 | 3.6638 |         |     |         |

Table 4.11 shows that the t-value is 2.137 and the p-value is 0.006 which is less than the significant level of 0.05. Moreover, table 4.9 shows a minor difference in the mean score of male (3.4198) and female (3.6638) teachers of special education institutions. This shows that female teachers were more satisfied with their salaries than male teachers. Therefore, the H<sub>03</sub> null hypothesis stating that there is no significant difference between the mean score of salary of male and female teachers' of special education institutions is failed to accept.

**H<sub>04</sub>:** There is no significant difference between the mean score of promotion of male and female teachers of special education institutions

**Table 4.12**

*Difference Between the Mean Score of Promotion of Male and Female Teachers*

| Gender | N  | Mean   | t-value | Df  | p-value |
|--------|----|--------|---------|-----|---------|
| Male   | 81 | 3.4547 | 1.160   | 173 | .248    |
| Female | 94 | 3.6649 |         |     |         |

Table 4.12 shows that the t-value is 1.160 and the p-value is 0.248 which is greater than the significant level of 0.05. Moreover, table 4.10 shows a minor difference in the mean score of male (3.4547) and female (3.6649) teachers of special education institutions. This shows that female teachers were more satisfied with the provided promotion opportunities than male teachers. Thus, the H<sub>04</sub> null hypothesis that there is no significant difference between the mean score of promotion of male and female teachers' of special education institutions is failed to accept.

**H<sub>05</sub>:** There is no significant difference between the mean score of supervision of male and female teachers of special education institutions

**Table 4.13**

*Difference Between the Mean Score of Supervision of Male and Female Teachers*

| Gender | N  | Mean   | t-value | Df  | p-value |
|--------|----|--------|---------|-----|---------|
| Male   | 81 | 3.6682 | 0.919   | 173 | .359    |
| Female | 94 | 3.5319 |         |     |         |

Table 4.13 shows the difference between the mean score of supervision of male and female teachers. The t-value is 0.919 and the p-value is 0.359 which is greater than the significant level of 0.05. Moreover, table 4.11 shows a minor difference in the mean score of male (3.6682) and female (3.5319) teachers of special education institutions. This shows that male teachers were more satisfied with the supervision than female teachers. Thus, the H<sub>05</sub> null hypothesis that there is no significant difference between the mean score of supervision of male and female teachers' of special education institutions is failed to accept.

**H<sub>06</sub>:** There is no significant difference between the mean score of work of male and female teachers of special education institutions

**Table 4.14**

*Difference Between the Mean Score of Work of Male and Female Teachers*

| Gender | N  | Mean   | t-value | Df  | p-value |
|--------|----|--------|---------|-----|---------|
| Male   | 81 | 3.4486 | 2.106   | 173 | .002    |
| Female | 94 | 3.5503 |         |     |         |

Table 4.14 shows that the t-value is 2.106 and the p-value is 0.002 which is less than the significant level of 0.05. Moreover, table 4.12 shows a minor difference in the mean score of male (3.4486) and female (3.5503) teachers of special education institutions. This shows that female teachers were more satisfied with the work load than male teachers. Thus, the H<sub>06</sub> null hypothesis stating that there is no significant difference between the mean score of work of male and female teachers' of special education institutions is failed to accept, implying that there was a significant difference between the mean score of work of male and female teachers.

**H<sub>07</sub>:** There is no significant difference between the mean score of Colleagues of male and female teachers of special education institutions

**Table 4.15**

*Difference Between the Mean Score of Colleagues of Male and Female Teachers*

| Gender | N  | Mean   | t-value | Df  | p-value |
|--------|----|--------|---------|-----|---------|
| Male   | 81 | 3.4595 | 1.697   | 173 | .026    |
| Female | 94 | 3.5811 |         |     |         |

Table 4.15 shows that the t-value is 1.697 and the p-value is 0.026 which is less than the significant level of 0.05. Moreover, table 4.13 shows a minor difference in the mean score of male (3.4595) and female (3.5811) teachers of special education institutions. This shows that female teachers were more satisfied with their colleagues' support and cooperation than male teachers. Thus, the H<sub>07</sub> null hypothesis that there is no significant difference between the mean score of colleagues of male and female teachers of special education institutions is failed to accept. It indicates that there was a significant difference between the mean scores of colleagues of male and female teachers of special education institutions.

**H<sub>08</sub>:** There is no significant difference between the mean score of Working Conditions of male and female teachers of special education institutions

**Table 4.16**

*Difference Between the Mean Score of Working Conditions of Male and Female Teachers*

| Gender | N  | Mean   | t-value | Df  | p-value |
|--------|----|--------|---------|-----|---------|
| Male   | 81 | 3.4991 | 0.586   | 173 | .558    |
| Female | 94 | 3.5866 |         |     |         |

Table 4.16 shows that the t-value is 0.586 and the p-value is 0.558 which is greater than the significant level of 0.05. Moreover, table 4.14 shows a minor difference in the mean score of male (3.4991) and female (3.5866) teachers of special education institutions. This shows that female teachers were more satisfied with working conditions than male teachers. The null hypothesis that there is no significant difference between the mean score of working conditions of male and female teachers' of special education institutions. Therefore, H<sub>08</sub> is failed to accept.

**H<sub>09</sub>:** There is no significant difference between the mean score of salary of experienced and less experienced teachers of special education institutions

**Table 4.17**

*Difference Between the Mean Score of Salary of Experienced and Less Experienced Teachers*

| Experience       | N  | Mean   | t-value | Df  | p-value |
|------------------|----|--------|---------|-----|---------|
| Less Experienced | 84 | 3.3452 | 2.173   | 173 | .031    |
| Experienced      | 91 | 3.7407 |         |     |         |

Table 4.17 shows that the t-value is 2.173 and the p-value is 0.031 which is less than the significant level of 0.05. Moreover, table 4.15 shows a minor difference in the mean score of less experienced (3.3452) and experienced (3.7407) teachers of special education institutions. This shows that experienced teachers were more satisfied with their salaries than less experienced teachers. Thus, the H<sub>09</sub> null hypothesis that there is no significant difference between the mean score of salary of experienced and less experienced teachers' of special education institutions is failed to accept.

**H<sub>010</sub>:** There is no significant difference between the mean score of promotion of experienced and less experienced teachers of special education institutions

**Table 4.18**

*Difference Between the Mean Score of Promotion of Experienced and Less Experienced Teachers*

| Experience       | N  | Mean   | t-value | Df  | p-value |
|------------------|----|--------|---------|-----|---------|
| Less Experienced | 84 | 3.3750 | 2.066   | 173 | .040    |
| Experienced      | 91 | 3.7454 |         |     |         |

Table 4.18 shows that the t-value is 2.066 and the p-value is 0.040 which is less than the significant level of 0.05. Moreover, table 4.16 shows a minor difference in the mean score of less experienced (3.3750) and experienced (3.7454) teachers of special education institutions. This shows that experienced teachers were more satisfied with promotion opportunities than less experienced teachers. Thus, the H<sub>010</sub> null hypothesis that there is no significant difference between the mean score of promotion of experienced and less experienced teachers of special education institutions is failed to accept.

**H<sub>011</sub>:** There is no significant difference between the mean score of supervision of experienced and less experienced teachers of special education institutions

**Table 4.19**

*Difference Between the Mean Score of Supervision of Experienced and Less Experienced Teachers*

| Experience       | N  | Mean   | t-value | Df  | p-value |
|------------------|----|--------|---------|-----|---------|
| Less Experienced | 84 | 3.6935 | 1.282   | 173 | .202    |
| Experienced      | 91 | 3.5041 |         |     |         |

Table 4.19 shows that the t-value is 1.282 and the p-value is 0.202 which is greater than the significant level of 0.05. Moreover, table 4.17 shows a minor difference in the mean score of less experienced (3.6935) and experienced (3.5041) teachers of special education institutions. This shows that less experienced teachers were more satisfied with the supervision than experienced teachers. Thus, the H<sub>011</sub> null hypothesis that there is no significant difference between the mean score of supervision of experienced and less experienced teachers' job satisfaction of special education institutions is failed to accept.

**H<sub>012</sub>:** There is no significant difference between the mean score of work of experienced and less experienced teachers of special education institutions

**Table 4.20**

*Difference Between the Mean Score of Work of Experienced and Less Experienced Teachers*

| Experience       | N  | Mean   | t-value | Df  | p-value |
|------------------|----|--------|---------|-----|---------|
| Less Experienced | 84 | 3.3730 | 2.182   | 173 | .039    |
| Experienced      | 91 | 3.6337 |         |     |         |

Table 4.20 shows that the t-value is 2.182 and the p-value is 0.039 which is less than the significant level of 0.05. Moreover, table 4.18 shows a minor difference in the mean score of less experienced (3.3730) and experienced (3.6337) teachers of special education institutions. This shows that experienced teachers were more satisfied with the work than the less experienced teachers. Thus, the H<sub>012</sub> null hypothesis that there is no significant difference between the mean score of work of experienced and less experienced teachers' of special education institutions is failed to accept.

**H<sub>013</sub>:** There is no significant difference between the mean score of colleagues of experienced and less experienced teachers of special education institutions

**Table 4.21**

*Difference Between the Mean Score of Colleagues of Experienced and Less Experienced Teachers*

| Experience       | N  | Mean   | t-value | Df  | p-value |
|------------------|----|--------|---------|-----|---------|
| Less Experienced | 84 | 3.3512 | 1.597   | 173 | .112    |
| Experienced      | 91 | 3.5738 |         |     |         |

Table 4.21 shows that the t-value is 1.597 and the p-value is 0.112 which is greater than the significant level of 0.05. Moreover, table 4.19 shows a minor difference in the mean score of less experienced (3.3512) and experienced (3.5738) teachers of special education institutions. This shows that experienced teachers were more satisfied with their colleagues than less experienced teachers. Thus, the H<sub>013</sub> null hypothesis that there is no significant difference between the mean score of colleagues of experienced and less experienced teachers of special education institutions is failed to accept.

**H<sub>014</sub>:** There is no significant difference between the mean score of working conditions of experienced and less experienced teachers of special education institutions

**Table 4.22**

*Difference Between the Mean Score of Working Conditions of Experienced and Less Experienced Teachers*

| Experience       | N  | Mean   | t-value | Df  | p-value |
|------------------|----|--------|---------|-----|---------|
| Less Experienced | 84 | 3.4031 | 1.948   | 173 | .044    |
| Experienced      | 91 | 3.6782 |         |     |         |

Table 4.22 shows that the t-value is 1.948 and the p-value is 0.044 which is less than the significant level of 0.05. Moreover, table 4.20 shows a minor difference in the mean score of less experienced (3.4031) and experienced (3.6782) teachers of special education institutions. This shows that experienced teachers were more satisfied with the working conditions than less experienced teachers. Thus, the H<sub>014</sub> null hypothesis stating that there is no significant difference between the mean score of working conditions of experienced and less experienced teachers' of special education institutions is failed to accept.

#### Objective 04

To compare the male, female, experienced, and less experienced principals' management strategies of special education institutions

**H<sub>015</sub>:** There is no significant difference between the male and female principals' management strategies

**Table 4.23**

*Difference Between the Male and Female Principals' Management Strategies*

| Gender | N  | Mean   | t-value | Df | p-value |
|--------|----|--------|---------|----|---------|
| Male   | 12 | 3.9795 | 1.487   | 18 | .041    |
| Female | 08 | 3.9398 |         |    |         |

Table 4.23 shows the difference between the male and female principals' management strategies of special education institutions. The t-value is 1.487 and the p-value is 0.041 which is less than the significant level of 0.05. Moreover, table 4.21 shows a minor difference in the mean score of male (3.9795) and female (3.9398) principals of special education institutions. Therefore, the H<sub>015</sub> null hypothesis states that there is no significant difference between the male and female principals' management strategies is failed to accept.

**H<sub>016</sub>:** There is no significant difference between the experienced and less experienced principals' management strategies

**Table 4.24**

*Difference Between the Experienced and Less Experienced Principals' Management Strategies*

| Experience       | N  | Mean   | t-value | Df | p-value |
|------------------|----|--------|---------|----|---------|
| Less Experienced | 09 | 3.9963 | 1.521   | 18 | .035    |
| Experienced      | 11 | 3.9449 |         |    |         |

Table 4.24 shows that the t-value is 1.521 and the p-value is 0.035 which is less than the significant level of 0.05. Moreover, table 4.22 shows a minor difference in the mean score of less experienced (3.9963) and experienced (3.9449) principals of special education institutions. Thus, the H<sub>016</sub> null hypothesis that there is no significant difference between the experienced and less experienced principals' management strategies is failed to accept.

**H<sub>017</sub>:** There is no significant difference between the mean score of clarity of communication strategy of male and female principals of special education institutions

**Table 4.25**

*Difference Between the Mean Score of Clarity of Communication Strategy of Male and Female Principals*

| Gender | N  | Mean   | t-value | Df | p-value |
|--------|----|--------|---------|----|---------|
| Male   | 12 | 4.0463 | .070    | 18 | .945    |
| Female | 08 | 4.0556 |         |    |         |

Table 4.25 shows that the t-value is 0.070 and the p-value is 0.945 which is greater than the significant level of 0.05. Moreover, table 4.23 shows a minor difference in the mean score of male (4.0463) and female (4.0556) principals of special education institutions. Thus, the H<sub>017</sub> null hypothesis that there is no significant difference between the mean score of clarity of communication strategy of male and female principals of special education institutions is failed to accept.

**H<sub>018</sub>:** There is no significant difference between the mean score of level of support strategy of male and female principals of special education institutions

**Table 4.26**

*Difference Between the Mean Score of Level of Support Strategy of Male and Female Principals*

| Gender | N  | Mean   | t-value | Df | p-value |
|--------|----|--------|---------|----|---------|
| Male   | 12 | 3.8214 | 1.437   | 18 | .032    |
| Female | 08 | 3.8393 |         |    |         |

Table 4.26 shows that the t-value is 1.437 and the p-value is 0.032 which is less than the significant level of 0.05. Moreover, table 4.24 shows a minor difference in the mean score of male (3.8214) and female (3.8393) principals of special education institutions. Thus, the H<sub>018</sub> null hypothesis that there is no significant difference between the mean score of level of support strategy of male and female principals of special education institutions is failed to accept.

**H<sub>019</sub>:** There is no significant difference between the mean score of involvement in decision-making strategy of male and female principals of special education institutions

**Table 4.27**

*Difference Between the Mean Score of Involvement in Decision-Making Strategy of Male and Female Principals*

| Gender | N  | Mean   | t-value | Df | p-value |
|--------|----|--------|---------|----|---------|
| Male   | 12 | 3.9444 | 2.456   | 18 | .000    |
| Female | 08 | 3.8750 |         |    |         |

Table 4.27 shows that the t-value is 2.456 and the p-value is 0.000 which is less than the significant level of 0.05. Moreover, table 4.25 shows a minor difference in the mean score of male (3.9444) and female (3.8750) principals of special education institutions. Thus, the H<sub>019</sub> null hypothesis that there is no significant difference between the mean score of involvement in decision-making strategy of male and female principals of special education institutions is failed to accept.

**H<sub>020</sub>:** There is no significant difference between the mean score of professional development strategy of male and female principals of special education institutions

**Table 4.28**

*Difference Between the Mean Score of Professional Development Strategy of Male and Female Principals*

| Gender | N  | Mean   | t-value | Df | p-value |
|--------|----|--------|---------|----|---------|
| Male   | 12 | 4.0556 | 1.161   | 18 | .261    |
| Female | 08 | 3.8542 |         |    |         |

Table 4.28 shows that the t-value is 1.161 and the p-value is 0.261 which is greater than the significant level of 0.05. Moreover, table 4.26 shows a major difference in the mean score of male (4.0556) and female (3.8542) principals of special education institutions. Thus, the H<sub>020</sub> null hypothesis that there is no significant difference between the mean score of professional development strategy of male and female principals of special education institutions is failed to accept.

**H<sub>021</sub>:** There is no significant difference between the mean score of performance appraisal strategy of male and female principals of special education institutions

**Table 4.29**

*Difference Between the Mean Score of Performance Appraisal Strategy of Male and Female Principals*

| Gender | N  | Mean   | t-value | Df | p-value |
|--------|----|--------|---------|----|---------|
| Male   | 12 | 4.0667 | .062    | 18 | .951    |
| Female | 08 | 4.0757 |         |    |         |

Table 4.29 shows that the t-value is 0.062 and the p-value is 0.951 which is greater than the significant level of 0.05. Moreover, table 4.27 shows a minor difference in the mean score of male (4.0667) and female (4.0757) principals of special education institutions. Thus, the H<sub>021</sub> null hypothesis that there is no significant difference between the mean score of performance appraisal strategy of male and female principals of special education institutions is failed to accept.

**H<sub>022</sub>:** There is no significant difference between the mean score of clarity of communication strategy of experienced and less experienced principals of special education institutions

**Table 4.30**

*Difference Between the Mean Score of Clarity of Communication Strategy of Experienced and Less Experienced Principals*

| Experience       | N  | Mean   | t-value | Df | p-value |
|------------------|----|--------|---------|----|---------|
| Less Experienced | 09 | 4.1481 | 1.972   | 18 | .002    |
| Experienced      | 11 | 3.9697 |         |    |         |

Table 4.30 shows that the t-value is 1.972 and the p-value is 0.002 which is less than the significant level of 0.05. Moreover, table 4.28 shows a minor difference in the mean score of less experienced (4.1481) and experienced (3.9697) principals of special education institutions. Thus, the H<sub>022</sub> null hypothesis that there is no significant difference between the mean score of clarity of communication strategy of experienced and less experienced principals of special education institution is failed to accept.

**H<sub>023</sub>:** There is no significant difference between the mean score of level of support strategy of experienced and less experienced principals of special education institutions

**Table 4.31**

*Difference Between the Mean Score of Level of Support Strategy of Experienced and Less Experienced Principals*

| Experience       | N  | Mean   | t-value | Df | p-value |
|------------------|----|--------|---------|----|---------|
| Less Experienced | 09 | 3.8881 | .481    | 18 | .412    |
| Experienced      | 11 | 3.7792 |         |    |         |

Table 4.31 shows that the t-value is 0.481 and the p-value is 0.412 which is greater than the significant level of 0.05. Moreover, table 4.29 shows a minor difference in the mean score of less experienced (3.8881) and experienced (3.7792) principals of special education institutions. Thus, the H<sub>023</sub> null hypothesis that there is no significant difference between the mean score of level of support strategy of experienced and less experienced principals of special education institutions is failed to accept.

**H<sub>024</sub>:** There is no significant difference between the mean score of involvement in decision-making strategy of experienced and less experienced principals of special education institutions

**Table 4.32**

*Difference Between the Mean Score of Involvement in Decision-Making Strategy of Experienced and Less Experienced Principals*

| Experience       | N  | Mean   | t-value | Df | p-value |
|------------------|----|--------|---------|----|---------|
| Less Experienced | 09 | 3.9444 | .226    | 18 | .824    |
| Experienced      | 11 | 3.9339 |         |    |         |

Table 4.32 shows that the t-value is 0.226 and the p-value is 0.824 which is greater than the significant level of 0.05. Moreover, table 4.30 shows a minor difference in the mean score of less experienced (3.9444) and experienced (3.9339) principals of special education institutions. Thus, the H<sub>024</sub> null hypothesis that there is no significant difference between the mean score of involvement in decision-making strategy of experienced and less experienced principals of special education institutions is failed to accept.

**H<sub>025</sub>:** There is no significant difference between the mean score of professional development strategy of experienced and less experienced principals of special education institutions

**Table 4.33**

*Difference Between the Mean Score of Professional Development Strategy of Experienced and Less Experienced Principals*

| Experience       | N  | Mean   | t-value | Df | p-value |
|------------------|----|--------|---------|----|---------|
| Less Experienced | 09 | 3.8889 | 2.006   | 18 | .001    |
| Experienced      | 11 | 4.0455 |         |    |         |

Table 4.33 shows that the t-value is 2.006 and the p-value is 0.001 which is less than the significant level of 0.05. Moreover, table 4.31 shows a major difference in the mean score of less experienced (3.8889) and experienced (4.0455) principals of special education institutions. Thus, the H<sub>026</sub> null hypothesis that there is no significant difference between the mean score of professional development strategy of experienced and less experienced principals of special education institutions is failed to accept.

**H<sub>026</sub>:** There is no significant difference between the mean score of performance appraisal strategy of experienced and less experienced principals of special education institutions

**Table 4.34**

*Difference Between the Mean Score of Performance Appraisal Strategy of Experienced and Less Experienced Principals*

| Experience       | N  | Mean   | t-value | Df | p-value |
|------------------|----|--------|---------|----|---------|
| Less Experienced | 09 | 4.1111 | 2.256   | 18 | .046    |
| Experienced      | 11 | 4.0364 |         |    |         |

Table 4.34 shows that the t-value is 2.256 and the p-value is 0.046 which is less than the significant level of 0.05. Moreover, table 4.32 shows a minor difference in the mean score of less experienced (4.1111) and experienced (4.0364) principals of special education institutions. Thus, the H<sub>026</sub> null hypothesis that there is no significant difference between the mean score of performance appraisal strategy of experienced and less experienced principals of special education institutions is failed to accept.

## Regression Analysis

### Objective 05

To find out the effect of male and female principals' management strategies on teachers' job satisfaction

**H<sub>027</sub>:** There is no significant effect of male and female principals' management strategies on teachers' job satisfaction

**Table 4.35**

*Effect of Male and Female Principals' Management Strategies on Teachers' Job Satisfaction*

| Model | R                 | R <sup>2</sup> | Adjusted<br>R <sup>2</sup> | p-value           | Std. Error<br>of the estimates |
|-------|-------------------|----------------|----------------------------|-------------------|--------------------------------|
| 1     | .693 <sup>b</sup> | .564           | .559                       | .000 <sup>b</sup> | 10.70                          |

a. Dependent Variable: job satisfaction

b. Predictors:(Constant), COC, IDM, PD, LOS, PA, principal\_Gender

Table 4.35 shows the effect of male and female principals management strategies on teachers' job satisfaction. Table 4.35 also indicates the R value .693<sup>b</sup> which is strong prediction of job satisfaction and R measure the multiple correlation coefficient. R<sup>2</sup> represent the variance of principals' management strategies and principal gender which is .564 and it shows that 56.4% predictability of dependent variable, which is job satisfaction. The p-value is .000 which is less than the significant level of 0.05. Therefore, the null hypothesis H<sub>027</sub> that there is no significant effect of male and female principals' management strategies on teachers' job satisfaction was rejected, implying that there was a significant effect of male and female principals' management strategies on teachers' job satisfaction.

**Table 4. 35**

*Coefficient summary of Male and Female principals' management strategies and Teachers' job Satisfaction*

| Model                                                             | Standardized Coefficients | p-value |
|-------------------------------------------------------------------|---------------------------|---------|
| Beta (B)                                                          |                           |         |
| Constants                                                         |                           | .000    |
| Clarity of communication                                          | 0.665                     | .006    |
| Level of support                                                  | 0.513                     | .032    |
| Involvement in decision making                                    | 0.092                     | .724    |
| Professional development                                          | 0.939                     | .007    |
| Performance appraisal                                             | 0.916                     | .010    |
| a. Predictors:(Constant), COC, IDM, PD, LOS, PA, principal_Gender |                           |         |

Table 4.35 shows the results of a multiple regression analysis conducted to examine the effect of male and female principals' management strategies on teachers' job satisfaction in special education institutions. The findings reveal that clarity of communication ( $\beta = 0.665, p = .006$ ), level of support ( $\beta = 0.513, p = .032$ ), professional development ( $\beta = 0.939, p = .007$ ), and performance appraisal ( $\beta = 0.916, p = .010$ ) have statistically significant positive effects on teachers' job satisfaction, as their p-values are all below the .05 significance. Professional development management strategy with the highest ( $\beta = 0.939$ ) has the most influence on teacher job satisfaction. In contrast, involvement in decision making ( $\beta = 0.092, p = .724$ ) was not a significant predictor of job satisfaction, indicating that this strategy does not have a meaningful influence on teachers' job satisfaction in the current context. Overall, the regression model highlights that four out of the five selected management strategies significantly contribute to improving teacher job satisfaction, with professional development and performance appraisal showing the strongest effects.

## Objective 06

To find out the effect of experienced and less experienced principals' management strategies on teachers' job satisfaction

**H<sub>028</sub>:** There is no significant effect of experienced and less experienced principals' management strategies on teachers job satisfaction

**Table 4.36**

*Effect of Experienced and Less Experienced Principals' Management Strategies on Teachers' Job Satisfaction*

| Model | R                 | R <sup>2</sup> | Adjusted<br>R <sup>2</sup> | p-value           | Std. Error<br>of the estimates |
|-------|-------------------|----------------|----------------------------|-------------------|--------------------------------|
| 1     | .743 <sup>b</sup> | .601           | .582                       | .008 <sup>b</sup> | .2073                          |

a. Dependent Variable: job satisfaction

b. Predictors:(Constant), COC, IDM, PD, LOS, PA, principal Experience

Table 4.36 shows the effect of experienced and less experienced principals management strategies on teachers' job satisfaction. Table 4.36 also indicates the R value .743<sup>b</sup> which is strong prediction of job satisfaction and R measure the multiple correlation coefficient. R<sup>2</sup> represent the variance of principals' management strategies and principal experience which is .601 and it shows that 60.1% predictability of dependent variable, which is job satisfaction. The p-value is .008 which is less than the significant level of 0.05. Therefore, the null hypothesis H<sub>028</sub> that there is no significant effect of experienced and less experienced principals' management strategies on teachers' job satisfaction was rejected, implying that there was a significant effect of experienced and less experienced principals' management strategies on teachers' job satisfaction.

**Table 4. 37**

*Coefficient summary of Experienced and less Experienced principals' management strategies and Teachers' job Satisfaction*

| Model                                                                 | Standardized Coefficients | p-value |
|-----------------------------------------------------------------------|---------------------------|---------|
| Beta (B)                                                              |                           |         |
| Constants                                                             |                           | .008    |
| Clarity of communication                                              | 0.073                     | .254    |
| Level of support                                                      | 0.201                     | .001    |
| Involvement in decision making                                        | 0.515                     | .001    |
| Professional development                                              | 0.284                     | .000    |
| Performance appraisal                                                 | 0.040                     | .034    |
| a. Predictors:(Constant), COC, IDM, PD, LOS, PA, principal_Experience |                           |         |

Table 4.37 shows the results of a multiple regression analysis conducted to examine the effect of male and female principals' management strategies on teachers' job satisfaction in special education institutions. The findings reveal that level of support ( $\beta = 0.201$ ,  $p = .001$ ), involvement in decision making ( $\beta = 0.515$ ,  $p = .001$ ), professional development ( $\beta = 0.284$ ,  $p = .000$ ), and performance appraisal ( $\beta = 0.040$ ,  $p = .034$ ) have statistically significant positive effects on teachers' job satisfaction, as their p-values are all below the .05 significance level. Among these, involvement in decision making with the highest standardized coefficient ( $\beta = 0.515$ ) appears to have the most substantial influence on teachers' job satisfaction. In contrast, clarity of communication ( $\beta = 0.073$ ,  $p = .254$ ) was not a significant predictor, indicating that this management strategy does not have a meaningful impact on job satisfaction in the current context. Overall, the regression model highlights that four out of the five selected management strategies significantly contribute to enhancing teachers' job satisfaction, with involvement in decision making and professional development showing the strongest effects.

## **CHAPTER 5**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

This chapter includes, summary of the study, findings based on analysis of data, conclusions based on results and findings and finally recommendations.

#### **5.1 Summary**

Principals, being the backbone of institutional success, are pivotal in fostering an environment conducive to teacher effectiveness and job satisfaction. Teachers are vital stakeholders in special educational institutions, playing a crucial role in the development and growth of students. Their dedication, expertise, and job satisfaction significantly impact the excellence of learning and the overall well-being of learners. Therefore, this research study was designed to study “Principals’ management strategies and teachers’ job satisfaction of special education institutions of Islamabad: A comparative study”. The study was based on the following objectives: (i) To examine the management strategies implemented by principals of special education institutions (ii) To identify the level of job satisfaction of teachers of special education institutions (iii) To compare the male, female, experienced, and less experienced principals’ management strategies of special education institutions (iv) To compare the male, female, experienced, and less experienced teachers’ level of job satisfaction of special education institutions (v) To find out the effect of male and female principals’ management strategies on teachers’ job satisfaction and (vi) To find out the effect of experienced and less experienced principals’ management strategies on teachers’ job satisfaction. Relevant literature was reviewed. The population of the study consisted of 20 principals and vice principals and 320 teachers from 10 special education institutions of Islamabad. The 20 principals and vice principals were selected as a sample of the study through a universal sampling technique and 175 teachers were selected through a simple random sampling technique. The sample was selected by the Gay sample table (2012). Two research instruments were used, (i) a Job Satisfaction Scale for measuring teachers' job satisfaction and (ii) a Management Strategies Questionnaire for measuring the principals' management strategies. Both were based on 5-point Likert rating scale (ranging from strongly agree to strongly disagree). Research instruments were pilot-tested, validated, and finalized. Cronbach alpha was calculated to find out the reliability

of JSS and MSQ which were .903 and .909 respectively. Data were collected through a personal visit of the researcher. Frequency and Percentage were used to present their gender and experience. The mean score was calculated to examine the principals' management strategies and to identify the level of teachers' job satisfaction of special education institutions of Islamabad. Gender-wise differences and experience-wise differences in principals' management strategies and teachers' job satisfaction of special education institutions were computed by applying a t-test. Multiple Regression analysis was applied to find out the effect of male and female and experienced and less experienced principals' management strategies on teachers' job satisfaction.

## 5.2 Findings

The following findings were drawn from the collected and analyzed data of the study.

1. The highest mean score of 4.07 indicates that among all other management strategies, the majority of the principals and vice principals implemented the performance appraisal strategy. Involvement in Decision Making strategy has least implementation with the lowest mean score of 3.82 (Table 4.7).
2. A mean score of 3.53 indicates that the majority of the teachers' level of job satisfaction was satisfied. The highest mean score of 4.21 indicates that among all other dimensions of job satisfaction, the majority of the teachers were highly satisfied with the dimension of colleagues (Table 4.8).
3. t-value (2.175) and p-value was (.033) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the male and female teachers' job satisfaction of special education institutions. Hence, the researcher failed to accept the null hypothesis as there is a significant difference between the male and female teachers' job satisfaction of special education institutions (Table 4.9).
4. t-value (2.481) and p-value was (.014) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the experienced and less experienced teachers' job satisfaction of special education institutions. Hence, the researcher failed to accept the null hypothesis as there is a significant difference between the experienced and less experienced teachers' job satisfaction of special education institutions (Table 4.10).
5. t-value (2.137) and p-value was (.006) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of salary of male and female teachers' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{03}$  (Table 4.11).
6. t-value (1.160) and p-value was (.248) which was greater than the significance level of 0.05 which indicates that there was no significant difference between the mean score of promotion of male and female teachers' of special education institutions. Hence, the researcher accepted the null hypothesis  $H_{04}$  (Table 4.12).
7. t-value (0.919) and p-value was (.359) which was greater than the significance level of 0.05 which indicates that there was no significant difference between the mean

score of supervision of male and female teachers' of special education institutions. Hence, the researcher accepted the null hypothesis  $H_{05}$  (Table 4.13).

8. t-value (2.106) and p-value was (.002) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of work of male and female teachers' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{06}$  (Table 4.14).
9. t-value (1.697) and p-value was (.026) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of colleagues of male and female teachers' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{07}$  (Table 4.15).
10. t-value (0.586) and p-value was (.558) which was greater than the significance level of 0.05 which indicates that there was no significant difference between the mean score of working conditions of male and female teachers' of special education institutions. Hence, the researcher accepted the null hypothesis  $H_{08}$  (Table 4.16).
11. t-value (2.173) and p-value was (.031) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of salary of experienced and less experienced teachers' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{09}$  (Table 4.17).
12. t-value (2.066) and p-value was (.040) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of promotion of experienced and less experienced teachers' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{010}$  (Table 4.18).
13. t-value (1.282) and p-value was (.202) which was greater than the significance level of 0.05 which indicates that there was no significant difference between the mean score of supervision of experienced and less experienced teachers' of special education institutions. Hence, the researcher accepted the null hypothesis  $H_{011}$  (Table 4.19).
14. t-value (2.182) and p-value was (.039) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of work of experienced and less experienced teachers' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{012}$  (Table 4.20).

15. t-value (1.597) and p-value was (.112) which was greater than the significance level of 0.05 which indicates that there was no significant difference between the mean score of colleagues of experienced and less experienced teachers' of special education institutions. Hence, the researcher accepted the null hypothesis  $H_{013}$  (Table 4.21).
16. t-value (1.948) and p-value was (.044) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of working conditions of experienced and less experienced teachers' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{014}$  (Table 4.22).
17. t-value (1.487) and p-value was (.041) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the male and female principals' management strategies. Hence, the researcher failed to accept the null hypothesis  $H_{015}$  (Table 4.23).
18. t-value (1.521) and p-value was (.035) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the experienced and less experienced principals' management strategies. Hence, the researcher failed to accept the null hypothesis  $H_{016}$  (Table 4.24).
19. t-value (.070) and p-value was (.945) which was greater than the significance level of 0.05 which indicates that there was no significant difference between the mean score of clarity of communication strategy of male and female principals' of special education institutions. Hence, the researcher accepted the null hypothesis  $H_{017}$  (Table 4.25).
20. t-value (1.437) and p-value was (.032) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of level of support strategy of male and female principals' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{018}$  (Table 4.26).
21. t-value (2.456) and p-value was (.000) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of involvement in decision-making strategy of male and female principals' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{019}$  (Table 4.27).

22. t-value (1.161) and p-value was (.261) which was greater than the significance level of 0.05 which indicates that there was no significant difference between the mean score of professional development strategy of male and female principals' of special education institutions. Hence, the researcher accepted the null hypothesis  $H_{020}$  (Table 4.28).
23. t-value (.062) and p-value was (.062) which was greater than the significance level of 0.05 which indicates that there was no significant difference between the mean score of performance appraisal strategy of male and female principals' of special education institutions. Hence, the researcher accepted the null hypothesis  $H_{021}$  (Table 4.29).
24. t-value (1.972) and p-value was (.002) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of clarity of communication strategy of experienced and less experienced principals' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{022}$  (Table 4.30).
25. t-value (.481) and p-value was (.412) which was greater than the significance level of 0.05 which indicates that there was no significant difference between the mean score of level of support strategy of experienced and less experienced principals' of special education institutions. Hence, the researcher accepted the null hypothesis  $H_{023}$  (Table 4.31).
26. t-value (.226) and p-value was (.824) which was greater than the significance level of 0.05 which indicates that there was no significant difference between the mean score of involvement in decision-making strategy of experienced and less experienced principals' of special education institutions. Hence, the researcher accepted the null hypothesis  $H_{024}$  (Table 4.32).
27. t-value (2.006) and p-value was (.001) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of professional development strategy of experienced and less experienced principals' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{025}$  (Table 4.33).
28. t-value (2.256) and p-value was (.046) which was smaller than the significance level of 0.05 which indicates that there was a significant difference between the mean score of performance appraisal strategy of experienced and less experienced

principals' of special education institutions. Hence, the researcher failed to accept the null hypothesis  $H_{026}$  (Table 4.34).

29. Multiple regression R value (.693<sup>b</sup>) which is strong prediction of job satisfaction,  $R^2$  (.564) which shows that 56.4% predictability of dependent variable, which is job satisfaction. p-value was (.000) which was smaller than the significant level of 0.05 indicates that there was a significant effect of male and female principals' management strategies on teachers' job satisfaction. Hence, the researcher failed to accept the null hypothesis  $H_{027}$  (Table 4.35).
30. Multiple regression R value (.743<sup>b</sup>) which is strong prediction of job satisfaction,  $R^2$  (.601) which shows that 60.1% predictability of dependent variable, which is job satisfaction. p-value was (.008) which was smaller than the significant level of 0.05 indicates that there was a significant effect of experienced and less experienced principals' management strategies on teachers' job satisfaction. Hence, the researcher failed to accept the null hypothesis  $H_{028}$  (Table 4.36).

### 5.3 Discussion

This research study was mainly designed to explore the principals' management strategies and teachers' job satisfaction of special education institutions. The objectives of the study included examining the management strategies implemented by principals of special education institutions, identifying the level of job satisfaction of teachers of special education institutions, to compare the male, female, experienced, and less experienced principals' management strategies of special education institutions, to compare the male, female, experienced, and less experienced teachers' level of job satisfaction of special education institutions, to find out the effect of male and female principals' management strategies on teachers' job satisfaction and to find out the effect of experienced and less experienced principals' management strategies on teachers' job satisfaction. There were two variables in this research study i.e. principals' management strategies and teachers' job satisfaction. In the literature, there are many different researches that were conducted on these two variables but in different contexts.

The findings of this research study revealed that there was a significant difference exists between principals' management strategies and teachers' job satisfaction. The findings supported the findings of the study by Ahmed et al (2018) carried out to study the impact of principals' management practices on teachers' job satisfaction. Their study found that instructors' perceptions of management techniques were positively impacted by their emphasis on performance evaluation and communication clarity. This is consistent with previous research that highlights how open communication and organized feedback create a productive workplace (Padhi & Sahu, 2020). Furthermore, the function of professional development as a management tactic emphasizes how crucial it is for employees to have access to ongoing learning opportunities.

Male principals applied management techniques somewhat better than their female principals, according to gender comparisons. Different leadership philosophies could be the cause of this, as noted by Shikokoti and Chepkonga (2023), who discovered that decision-making procedures are frequently given priority by male leaders. Nonetheless, both sexes demonstrated excellent ability in creating a welcoming and encouraging atmosphere. The main goal of participative leadership practice is to improve school performance through teamwork and shared decision-making between principals and teachers.

Teachers are more satisfied when they collaborate with peers and students. The interaction between educators and principals was cited by a survey of teachers in elementary schools as a major source of happiness at work. A sense of job satisfaction is cultivated by colleagues' and superiors' respect, acknowledgment, and support (Tan, 2013). He emphasized how collaborative work settings boost output and motivation. According to his study, systemic gender-based factors may be the cause of female teachers' greater satisfaction in the areas of pay and promotion (Ghazi et al., 2013).

Teachers with more experience reporting higher levels of job satisfaction than those with less experience suggest that experience fosters familiarity with institutional structures and resilience in the face of workplace obstacles, which is in line with research by (Demirtas, 2010). These findings also imply that mentorship initiatives, workshops, and seminars for less seasoned educators may help close the satisfaction gap.

Effective leadership is crucial in special education institutions, as evidenced by the favorable relationship found between teachers' job satisfaction and principals' management techniques. These results are consistent with international research that highlights how professional growth, assessment, and clear communication can increase job satisfaction (Correia et al., 2021). Moreover, “tailored strategies addressing unique challenges in special education can further enhance satisfaction and retention”.

The results of the analysis have demonstrated that, on the whole, the participants are fairly content with their jobs. The data from the survey study (Tsakiridou & Kolovou, 2018) that examined the job satisfaction of 357 primary and secondary school teachers in the Prefecture of Thessaloniki and the degree to which their personal characteristics influence this is consistent with these findings. According to the results of their survey, teachers were generally quite satisfied with their jobs.

## 5.4 Conclusions

On the basis of the findings the following conclusions were drawn:

1. It is concluded that principals implemented different management strategies but the performance appraisal strategy among all other strategies were prominent in all principals, indicates that principals prioritize systematic evaluation of staff performance. This not only fosters a transparent work culture but also contributes to the continuous improvement of teaching practices (Based on Finding 1).
2. It is also concluded that satisfied level of job satisfaction was shown among the majority of the teachers. It is found that among the different dimensions of job satisfaction, the majority of the teachers showed a high satisfaction level on colleagues' dimension. This indicates that strong peer relationships and supportive collegial environments play a significant role in enhancing overall job satisfaction (Based on Finding 2).
3. It is concluded that there is a significant difference found between male and female teachers' job satisfaction. Furthermore, there is a significant difference found between experienced and less experienced teachers' job satisfaction (Based on Findings 3 & 4).
4. It is concluded that there is a significant difference found between the mean score of salary, work, and colleagues of male and female teachers of special education institutions. Also, it is concluded that there is no significant difference between the mean score of promotion, supervision, and working conditions of male and female teachers of special education institutions (Based on Findings 5, 6, 7, 8, 9 & 10).
5. It is concluded that there is a significant difference between the mean score of salary, promotion, work, colleagues, and working conditions of experienced and less experienced teachers of special education institutions. It is also found that there is no significant difference between the mean score of supervision of experienced and less experienced teachers of special education institutions (Based on Finding 11, 12, 13, 14, 15 & 16).
6. It is concluded that there is a significant difference between male and female principals' management strategies. Furthermore, there is a significant difference

between experienced and less experienced principals' management strategies (Based on Findings 17& 18).

7. It is concluded that there is a significant difference between the mean score of level of support strategy and involvement in decision-making strategy of male and female principals of special education institutions. Also, it is concluded that there is no significant difference between the mean score of clarity of communication, professional development, and performance appraisal strategies of male and female principals of special education institutions (Based on Findings 19, 20, 21, 22 & 23).
8. It is concluded that there is a significant difference between the mean score of clarity of communication, professional development, and performance appraisal strategies of experienced and less experienced principals of special education institutions. Also, it is concluded that there is no significant difference between the mean score of level of support strategy and involvement in decision-making strategy of experienced and less experienced principals of special education institutions (Based on Findings 24, 25, 26, 27 & 28).
9. It is concluded that there is a significant effect of male and female principals' management strategies on teachers' job satisfaction, where professional development, and performance appraisal management strategies showing the strongest effects. In contrast involvement in decision making was not a significant predictor of job satisfaction, indicating that this strategy does not have a meaningful influence on teachers' job satisfaction in the current context (Based on Finding 29).
10. It is concluded that there is a significant effect of experienced and less experienced principals' management strategies on teachers' job satisfaction, with involvement in decision making and professional development showing the strongest effects. In contrast, clarity of communication was not a significant predictor, indicating that this management strategy does not have a meaningful impact on job satisfaction in the current context (Based on Finding 30).

## **5.5 Recommendations**

The following recommendations explore new dimensions of how management strategies can evolve to improve teachers' job satisfaction.

1. The performance appraisal strategy is most implemented among principals, but the Involvement in Decision Making strategy had the least implementation among other management strategies. It is recommended that the Directorate General of Special Education may develop guidelines and training programs to enhance inclusive leadership skills among principals. It is also recommended that schools may further formalize and enhance this strategy by providing training to principals and vice-principals on establishing advisory committees that involve teachers in decision-making processes related to curriculum, policies, and school improvement plans.
2. The overall job satisfaction level of teachers was satisfactory, with the highest job satisfaction with the dimension of colleagues, it is recommended that the Directorate General of Special Education may organize collaborative workshops and professional networking events for teachers. Principals may facilitate regular team-building activities, peer support groups, and collaborative professional development seminars to strengthen collegial relationships and promote a supportive work environment.
3. The significant differences in job satisfaction between male and female teachers, as well as between experienced and less experienced teachers, particularly regarding salary, work, colleagues, promotion, and working conditions, it is recommended that the Ministry of federal Education and professional training may review and standardize compensation structures and career advancement policies to promote equity across gender and experience levels. Institutions may implement professional development programs focusing on workplace inclusivity and career growth. Principals may ensure transparent communication about promotion criteria and create an inclusive work environment through team-building and collaborative decision-making activities. Administrators' may encourage teachers to engage in peer mentoring and feedback networks to foster a supportive and cohesive workplace culture.
4. The significant effect of male and female principals' management strategies on teachers' job satisfaction, with professional development and performance appraisal showing the strongest effects, it may recommend that the Directorate

General of Special Education prioritize the enhancement of these strategies across institutions. Schools may organize regular training workshops on performance appraisal systems that emphasize fairness, constructive feedback, and teacher recognition to strengthen motivation and satisfaction. Additionally, professional development initiatives may be tailored to meet the specific needs of special education teachers and ensure equal access to growth opportunities. In contrast, since involvement in decision making was not a significant predictor of job satisfaction, it may be recommended that schools adopt more inclusive leadership practices by promoting meaningful teacher participation in planning and decision-making processes. Principals may receive targeted leadership development that encourages collaborative governance models, ensuring that teachers feel heard and valued.

5. The significant effect of experienced and less experienced principals' management strategies on teachers' job satisfaction, with involvement in decision making and professional development showing the strongest effects, it may recommend that the Directorate General of Special Education promote leadership practices that foster collaborative decision-making and ongoing professional learning. Schools may establish structured platforms that actively involve teachers in policy formulation and school planning processes, thereby enhancing their sense of ownership and motivation. In contrast, since clarity of communication was not a significant predictor of job satisfaction, it may be recommended that principals receive focused training on effective communication strategies, including active listening, transparent messaging, and feedback delivery. Strengthening these skills may help bridge potential communication gaps and foster a more supportive and informed school environment.

### **5.5.1 Recommendations for Future Research**

1. Conduct longitudinal studies to investigate the long-term effects of management strategies on job satisfaction.
2. Qualitative research could be done to gain deeper insights into principals' and teachers' perceptions through semi-structured interviews.
3. Conduct a comparative study on principals' management strategies and teachers' job satisfaction between special education institutions in Rawalpindi and Islamabad.
4. The research could be done to investigate the relationship between the different management strategies of principals and teachers' job satisfaction of special education institutions.

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## APPENDIX –I



**INTERNATIONAL ISLAMIC UNIVERSITY  
FACULTY OF EDUCATION  
DEPARTMENT OF LEADERSHIP AND MANAGEMENT**

### **Questionnaire for Teachers**

I am an MS Scholar and I am conducting research on Principals' Management Strategies and Teachers' Job Satisfaction of Special Education Institutions of Islamabad: A Comparative Study. This questionnaire has different statements to identify the level of teachers' job satisfaction of special education institutions of Islamabad. Please take a few minutes to complete this survey. Your responses will be kept confidential and note that your honest responses are very important for this research.

**Please tick the relevant box**

1. Gender: Male ☐ Female ☐

2. Experience in Teaching:

0-5 ☐

6-11 ☐

12-17 ☐

18-23 ☐

24 and above ☐

For each statement below, please tick the relevant block from strongly Agree to strongly Disagree.

| 5              | 4     | 3       | 2        | 1                 |
|----------------|-------|---------|----------|-------------------|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |

| S.No               | Statements                                                                           | SA | A | N | DA | SDA |
|--------------------|--------------------------------------------------------------------------------------|----|---|---|----|-----|
| <b>Salary</b>      |                                                                                      |    |   |   |    |     |
| 1                  | My income is adequate for my basic expenses.                                         |    |   |   |    |     |
| 2                  | I can provide a satisfactory standard of living for my family.                       |    |   |   |    |     |
| 3                  | I feel my salary reflects my qualifications and experience.                          |    |   |   |    |     |
| 4.                 | I feel that my salary is competitive compared to similar positions in other schools. |    |   |   |    |     |
| 5.                 | I receive my salary payments on time.                                                |    |   |   |    |     |
| <b>Promotion</b>   |                                                                                      |    |   |   |    |     |
| 6.                 | Timely promotion will enhance my interest in this profession.                        |    |   |   |    |     |
| 7.                 | I am comfortable with the promotion opportunities available to me as a teacher.      |    |   |   |    |     |
| 8.                 | I am satisfied that I shall be promoted at the appropriate time.                     |    |   |   |    |     |
| 9.                 | Promotions in my school are granted based on my capabilities.                        |    |   |   |    |     |
| 10.                | I am confident that I will be promoted when I meet the necessary criteria.           |    |   |   |    |     |
| 11.                | I feel that my career progression is well supported by my school administration.     |    |   |   |    |     |
| <b>Supervision</b> |                                                                                      |    |   |   |    |     |

|             |                                                                                 |  |  |  |  |  |
|-------------|---------------------------------------------------------------------------------|--|--|--|--|--|
| 12.         | I am satisfied with the level of support provided by my principal.              |  |  |  |  |  |
| 13.         | I receive timely guidance with clear direction from my principal.               |  |  |  |  |  |
| 14.         | My principal demonstrates trust in my abilities.                                |  |  |  |  |  |
| 15.         | I feel that my efforts are understood and recognized by my principal.           |  |  |  |  |  |
| 16.         | I feel comfortable discussing any school problems with my principal.            |  |  |  |  |  |
| 17.         | The leadership style of my principal positively impacts my job satisfaction.    |  |  |  |  |  |
| 18.         | My principal maintains an open-door policy for addressing my concerns.          |  |  |  |  |  |
| 19.         | I receive regular feedback from my principal that helps me improve my teaching. |  |  |  |  |  |
| <b>Work</b> |                                                                                 |  |  |  |  |  |
| 20.         | The teaching profession brings me mental satisfaction.                          |  |  |  |  |  |
| 21.         | Teaching provides me with an opportunity to use a variety of skills.            |  |  |  |  |  |
| 22.         | I develop my personality and character through teaching.                        |  |  |  |  |  |
| 23.         | I feel competent and successful in my present position.                         |  |  |  |  |  |
| 24.         | I feel that my workload is manageable.                                          |  |  |  |  |  |
| 25.         | My job gives me a sense of personal accomplishment and professional growth.     |  |  |  |  |  |
| 26.         | I have the freedom to apply creative teaching methods in my classroom.          |  |  |  |  |  |
| 27.         | I feel valued and appreciated for my work.                                      |  |  |  |  |  |

|                           |                                                                                        |  |  |  |  |  |
|---------------------------|----------------------------------------------------------------------------------------|--|--|--|--|--|
| 28.                       | I feel satisfied with my job.                                                          |  |  |  |  |  |
| <b>Colleagues</b>         |                                                                                        |  |  |  |  |  |
| 29.                       | My colleagues are very supportive and cooperative.                                     |  |  |  |  |  |
| 30.                       | My colleagues and I work together.                                                     |  |  |  |  |  |
| 31.                       | I keep in contact with my principal and colleagues during holidays.                    |  |  |  |  |  |
| 32.                       | I receive valuable professional guidance from my colleagues.                           |  |  |  |  |  |
| 33.                       | My colleagues are supportive during my difficult time.                                 |  |  |  |  |  |
| 34.                       | My colleagues are approachable and willing to help me when needed.                     |  |  |  |  |  |
| 35.                       | I have built a strong professional relationship with my fellow teachers.               |  |  |  |  |  |
| 36.                       | My colleagues readily share resources and teaching strategies with me.                 |  |  |  |  |  |
| <b>Working conditions</b> |                                                                                        |  |  |  |  |  |
| 37.                       | The Working conditions in my school are comfortable for me.                            |  |  |  |  |  |
| 38.                       | I feel safe and secure in my workplace.                                                |  |  |  |  |  |
| 39.                       | Resources in my school are adequate for my teaching.                                   |  |  |  |  |  |
| 40.                       | I find the physical environment of my school is comfortable and conducive to teaching. |  |  |  |  |  |
| 41.                       | I feel the technology available in my school supports my teaching.                     |  |  |  |  |  |
| 42.                       | I have been given adequate professional development opportunities.                     |  |  |  |  |  |

|     |                                                                   |  |  |  |  |  |
|-----|-------------------------------------------------------------------|--|--|--|--|--|
| 43. | I feel the school environment is safe and well-maintained for me. |  |  |  |  |  |
|-----|-------------------------------------------------------------------|--|--|--|--|--|



**INTERNATIONAL ISLAMIC UNIVERSITY**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF LEADERSHIP AND MANAGEMENT**

**Questionnaire for Principals**

I am an MS Scholar and I am conducting research on Principals' Management Strategies and Teachers' Job Satisfaction of Special Education Institutions of Islamabad: A Comparative Study. This questionnaire has different statements to find out the management strategies implemented by the principals of special education institutions of Islamabad. Please take a few minutes to complete this survey. Your responses will be kept confidential and note that your honest responses are very important for this research.

**Please tick the relevant box.**

1. Gender: Male ☐ Female ☐

2. Experience in Administration:

0-5 ☐

6-11 ☐

12-17 ☐

18-23 ☐

24 and above ☐

For each statement below, please tick the relevant block from strongly Agree to strongly Disagree.

|                                       |                                                                                                               | 5              | 4     | 3       | 2        | 1                 |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
|                                       |                                                                                                               | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| S.No                                  | Statements                                                                                                    | SA             | A     | N       | DA       | SDA               |
| <b>Clarity of Communication</b>       |                                                                                                               |                |       |         |          |                   |
| 1                                     | I consistently communicate the institution's goals and objectives to the teaching staff.                      |                |       |         |          |                   |
| 2                                     | I regularly update teachers on new policies in the school.                                                    |                |       |         |          |                   |
| 3                                     | I ensure that communication channels are open for teachers to express their concerns and ideas.               |                |       |         |          |                   |
| 4                                     | I respond to teachers' questions and concerns promptly.                                                       |                |       |         |          |                   |
| 5                                     | I provide clear instructions and guidelines for tasks and responsibilities.                                   |                |       |         |          |                   |
| 6                                     | I communicate school events and important dates in advance to avoid confusion.                                |                |       |         |          |                   |
| 7                                     | I actively listen to teachers' feedback and address their questions or issues on time.                        |                |       |         |          |                   |
| 8                                     | I ensure that all staff meetings are purposeful.                                                              |                |       |         |          |                   |
| 9                                     | I ensure that communication within the school is transparent and consistent.                                  |                |       |         |          |                   |
| <b>Involvement in Decision Making</b> |                                                                                                               |                |       |         |          |                   |
| 10                                    | I involve teachers in the decision-making process regarding curriculum development and instructional methods. |                |       |         |          |                   |
| 11                                    | I create opportunities for teachers to share their ideas.                                                     |                |       |         |          |                   |

|                                 |                                                                                                                        |  |  |  |  |  |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 12                              | I encourage innovation and creativity in teaching approaches.                                                          |  |  |  |  |  |
| 13                              | I encourage teachers to participate in committees and working groups to contribute to school policies and initiatives. |  |  |  |  |  |
| 14                              | I ask teachers for suggestions on improving students' outcomes.                                                        |  |  |  |  |  |
| 15                              | I value teachers' input in strategic planning and goal-setting for the institution.                                    |  |  |  |  |  |
| 16                              | I collaborate with teachers to address challenges and implement solutions effectively                                  |  |  |  |  |  |
| <b>Professional Development</b> |                                                                                                                        |  |  |  |  |  |
| 17                              | I prioritize professional development opportunities for teachers to enhance their skills and knowledge.                |  |  |  |  |  |
| 18                              | I support teachers in attending workshops, seminars, and training sessions relevant to their professional growth.      |  |  |  |  |  |
| 19                              | I support teachers in implementing individualized education plans(IEPs).                                               |  |  |  |  |  |
| 20                              | I encourage teachers to attend relevant training sessions to enhance their skills.                                     |  |  |  |  |  |
| 21                              | I encourage teachers to pursue further education and courses to advance their careers.                                 |  |  |  |  |  |
| 22                              | I offer guidance and mentorship to teachers looking to improve their careers.                                          |  |  |  |  |  |
| <b>Level of Support</b>         |                                                                                                                        |  |  |  |  |  |
| 23                              | I provide resources for teachers to implement new teaching methodologies.                                              |  |  |  |  |  |

|                              |                                                                                           |  |  |  |  |  |
|------------------------------|-------------------------------------------------------------------------------------------|--|--|--|--|--|
| 24                           | I am accessible and approachable to teachers when they need support or guidance.          |  |  |  |  |  |
| 25                           | I provide emotional support to teachers during challenging times.                         |  |  |  |  |  |
| 26                           | I encourage a culture of teamwork among the staff to ensure everyone feels supported.     |  |  |  |  |  |
| 27                           | I foster a supportive work environment among teachers and staff members.                  |  |  |  |  |  |
| 28                           | I provide teachers with enough technological support to make their lessons effective.     |  |  |  |  |  |
| <b>Performance Appraisal</b> |                                                                                           |  |  |  |  |  |
| 29                           | I conduct regular performance appraisals with teachers to provide feedback on their work. |  |  |  |  |  |
| 30                           | I recognize teachers' efforts and achievements publicly.                                  |  |  |  |  |  |
| 31                           | I provide constructive feedback to help teachers to improve their performance.            |  |  |  |  |  |
| 32                           | I acknowledge the contributions of teachers towards the success of the institution.       |  |  |  |  |  |
| 33                           | I ensure that teachers' evaluations are fair and based on clear criteria.                 |  |  |  |  |  |