

**Relationship between Job Autonomy and Job Stress
among Public Secondary School Principals**



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M. Phil. Education

**Department of Education
School of Social Sciences and Humanities
University of Management and Technology
Lahore
2018**

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**Submitted in partial fulfilment of the requirements for the degree of
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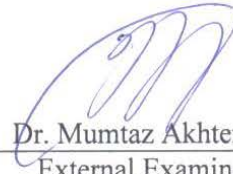
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The Viva Voce Examination of **Muhammad Azhar Haseeb** (UMT.ID.No. **S2016088002**) for MPhil Degree in Education was held today at 03:00 p.m. After brief presentation by the candidate, a question / answer session was held. The scholar gave satisfactory answers of the questions asked by the internal and external examiners. On the basis of satisfactory presentation and defense of the thesis, we declare the candidate pass and approve her thesis entitled "**Relationship between Job Autonomy and Job Stress among Public Secondary School Principals.**" for the award of MPhil degree in Education.

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It is further certified that help received in developing the thesis, and all resources used for the purpose, has duly been acknowledged at the appropriate places.

July, 2018

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DEDICATION

Dedicated to

Almighty Allah and His Prophet Muhammad (S.A.W.W) and

I wish to express my sincere gratitude to my **father, brother, sisters**, especially to my **mother**. The completion of this thesis could not have been possible without their endless love, support and encouragement. My family supported me in each step since the beginning of my studies till the end.

Muhammad Azhar Haseeb

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I believe this thesis will help me to begin my academic journey.

Muhammad Azhar Haseeb

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ABSTRACT

School education is the foundation of the education system of any country. School Principals play a dynamic role in teaching learning process. The purpose of the present study was to investigate the relationship between job autonomy and job stress among public secondary school principals of Toba Tek Singh. The study was driven by using survey research design. Two scales were adopted to measure job autonomy and job stress respectively. The study comprised of the sample of 145 public secondary school principals, working in district Toba Tek Singh, Punjab, Pakistan. The research questions were addressed by conducting descriptive as well as inferential analysis of data. The findings of the study established a positive and moderate relationship between job autonomy and job stress among secondary school principals. It was found that secondary school principals perceived themselves more autonomous in method autonomy and scheduling autonomy while less autonomous in criteria autonomy. No significant difference in job autonomy and job stress of secondary school principals was found on the basis of gender, academic qualification, professional qualification, and professional experience. However, the results exhibited that school principals suffered from greater stress because of low self-esteem. In the light of the results of the current study, it is suggested that school principals should be provided middle-level job autonomy to mitigate their job stress.

Keywords: *Job Autonomy, Job Stress, School Principals, Secondary Schools*

CHAPTER 1

INTRODUCTION

1.1 Introduction

With the beginning of 21st century, two substantial roles of a school principal emerged. The principals are required to perform instructional role as well as administrative role (Khan & Mirza, 2011). The school principals are responsible for budgeting and staffing as well (Khan & Mirza, 2011; PDFPR, 2006). They are mainly accountable for academic achievement of students and overall school performance (Andrews & Soder, 1987; Gentilucci, 2004). Principals are required to interact with the parents of students and play a vital role in society (Constantino, 2007; Dinham, 2007; Jalongo, 2008). They are also instructional leaders and required to ensure the professional development of teachers and other non-teaching staff (Bredeson, 2000).