

THE RELATIONSHIP BETWEEN TEACHER JOB SATISFACTION AND
PRINCIPAL LEADERSHIP STYLES

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Dissertation Approval

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Dissertation Title: The Relationship Between Teacher Job Satisfaction and Principal Leadership Styles

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A handwritten signature in cursive script that reads "Gwendolin Schwartz". The signature is written in black ink and is positioned above a thin horizontal line.

Gwendolin J. Schwartz
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Abstract

Research supports the theory that teacher job satisfaction is dependent upon many different variables. The study reviews several of the factors that are commonly associated with the job satisfaction of educators and then explores the effects of the principals' leadership styles on teachers' self-reported job satisfaction level. Two quantitative instruments were used to gather data and qualitative narratives were used to add to the depth of understanding for the findings. Transformational, transactional, and laissez-faire leadership styles of the principals were determined using a questionnaire that gauged the perception the teacher had about their principals' leadership. Additionally, the level of job satisfaction (intrinsic, extrinsic, and overall) was established using a separate questionnaire. The findings highlight that there are significant relationships between the leadership styles (transformational, transactional, and laissez-faire) and the teachers' overall job satisfaction. Principals' transformational leadership, in relation to the other two types of leadership styles, had a positive effect on teachers' intrinsic, extrinsic, and overall job satisfaction. Implications of the study are discussed in relation to principals and teachers and recommendations are made for the direction of future research on this topic.

Dedication

I dedicate this dissertation to my children, Annabelle and Alexander Schwartz. You have both given up so much “time” that could be spent with momma. You will no longer hear, “I can’t do that right now, I have homework to do.” Momma will now be available to play with you, cuddle with you during family movie nights, enjoy the family game times, and attend all of your various activities. Thank you for your sacrifice and understanding. I want you both to know that you can do anything you set your mind to and you should always strive to be the best you that you can be in every endeavor in life. Always remember that all great accomplishments start with the decision to just try.

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CHAPTER 1

Purpose and Organization

Introduction

Teaching is one of the greatest professions and one that is ever evolving. Over the past 20 years, the teaching profession has undergone many changes (Carver & Feiman-Nemser, 2008). School districts and specifically teachers are expected to provide a high quality education to all students. With the increase in accountability required by the No Child Left Behind Reauthorization Act of 2008 (NCLB), school districts are under increased pressure to ensure all students demonstrate academic achievement. The constantly changing field of education is very challenging. Teachers need support and guidance to assist them as they learn to be successful educators in the classroom (Billingsley, Israel, & Smith, 2011). Teachers enter the classroom with excitement and anticipation, but may experience failures within the first few years if not given proper support (Delgado, 1999). Even after extensive time spent in a college preparatory program for their chosen profession, teachers may feel underprepared for the reality of teaching once they are actually in a classroom and may also experience a feeling of isolation causing them to be reluctant to ask for assistance to avoid appearing inadequate (Ingersoll, 2002). These combined reasons may lead to job dissatisfaction. With these possible feelings of inadequacy, isolation, and failure it is not surprising that many teachers leave the field of teaching to pursue

other career choices stating low job satisfaction as a reason for their departure (Ingersoll, 2002). Teacher attrition is damaging school districts across America and has a negative effect on student academic success (Alliance for Excellent Education, 2008). The U.S. Department of Education issued a teacher survey in the 2004-2005 academic school year, which found that teacher attrition rate had grown 50% in the 15 years prior to the study and in some cases, teacher “dropout” rates were higher than those of students (U.S. Department of Education, 2006). Highly qualified teachers are leaving the profession in droves claiming one reason is job dissatisfaction. Unfortunately, the shortage of teachers may cause some school districts to lower their standards for teacher quality (National Commission on Teaching and America’s Future, 1997) and thus, the achievement of students decreases (Carver & Feiman-Nemser, 2008).

Research has found that teachers who have higher levels of job satisfaction have higher commitment to the profession and are less likely to leave the field of education to pursue other career choices (Larkin, Brantley-Dias, & Lokey-Vaga, 2016). There are many variables that may attribute to a teachers’ level of job satisfaction including workplace conditions, pay, relationships with staff, student behavior, parent participation, and a supportive administration (Abu-Taleb, 2013). Several researchers have investigated the relationship between teacher job satisfaction and supportive administration leadership (Kirby, Paradise, & King, 1992; Koh, Steers, & Terborg, 1995; Silins, 1992) and found that when teachers feel supported, they are less likely to leave the teaching profession. While there is research to support teachers’ work ability or success based on student achievement as related to job satisfaction, there is comparatively little knowledge focused on how teachers perceived their principals’ leadership behavior as it relates to job satisfaction (Evans & Johnson, 1990). In other words, there are many variables that have been studied to determine which variables have an influence on overall teacher job

satisfaction. However, with all of the available research on the topic of teacher job satisfaction, there is a remarkable lack of research available about how certain variables affect job satisfaction for teachers, namely how leadership styles of the principal affect reported job satisfaction. This information would add another layer to the understanding of what causes a teacher to be satisfied in his or her job and the willingness to stay in the field of education as a career choice.

Statement of the Problem

Considering all of the different research available on teacher job satisfaction, the problem remains that a crucial factor has not yet been investigated, specifically the connection between teacher job satisfaction and principal's leadership styles. Some researchers investigated the relationship between leadership styles and college faculty members' job satisfaction (Leary, Sullivan, & Ray, 1999); however, relatively little empirical research has been conducted on the relationship between teachers' job satisfaction and leadership styles at the high school, middle school, or elementary school level (Khanna, 2010). Even so, it is generally agreed that when teachers are provided with a supportive work environment from administrators they have higher job satisfaction (Klassen & Anderson, 2009).

Purpose of the Study

The intent of this study was to explore the relationship between teachers' self-reported level of job satisfaction and their perception of the leadership style of their principal. The goal of the current study is to determine if different types of leadership have an influence on whether one is satisfied with his or her job in the field of education at the high school, middle school, or elementary level. This study contributes to the knowledge base of the impact of school administration leadership styles as connected to overall teacher job satisfaction and is relevant to

understanding what makes teachers feel satisfied enough to stay in their chosen career for the long term and not pursue other career paths.

Theoretical Foundation

The theoretical framework for this study requires an understanding of the commonly accepted leadership styles which are transformational, transactional, and laissez-faire. There are a number of studies from a variety of cultural contexts and settings that have investigated the conceptual framework of the different leadership styles (Dinham & Scott, 2000) and have found that leaders will mostly likely fall within one of these three types. Leadership style affects followers' job satisfaction (House, 1976) and the qualities of a leader often times are determined by the culture and context of the organization in which one leads (Al-Omari, 2008). The personal abilities of a leader usually determine a specific style for the leader, which may create a positive picture of the leader among the subordinates (Amin, Shah, & Tatlah, 2013). The three selected leadership styles used for this study are transformational, transactional, and laissez-faire.

Leaders who utilize the transformational leadership style motivate subordinates to achieve higher levels of performance expectations, promote new approaches to solve problems, and encourage change while ensuring the team maintains a shared vision (Bass, 1985; Bass & Avolio, 2000). The key to transformational leadership is the use of motivation and encouragement. Under this theory, subordinates are more likely to meet expectations at a satisfactory level or higher if they feel inspired or encouraged to do so. Subordinates, then, comply with leaders' demands based on the intrinsic factor of personal motivation (Evans & Johnson, 1990).

Transactional leadership is based on the idea of a give and take relationship. The leader and subordinates decide on the procedure of attaining objectives by means of exchange of

rewards and the use of coercion to acquire the subordinate's compliance (Bass, 1985). The transactional image of leadership refers to give-and-take relationships between leaders and their followers where each enters the transaction because of the expectation to fulfill self-interests (Bogler, 2001). This leadership theory relies heavily on the use of extrinsic factors, such as, the receiving of some type of reward or the aversion of a negative consequence (Evans & Johnson, 1990).

In contrast to transformational or transactional leadership, laissez-faire leadership is characterized as non-leadership or the absence of leadership (Amin et al., 2013). In this type of leadership style, there is very limited interaction between the leader and his or her followers (Bass, 1990). These leaders fail to take care of the needs and developments of an organization and the subordinates, thus, continue as they have always done with little to no change (Aydin, Sarier, & Uysal, 2013). A laissez-faire leader renounces their liability, delays making decisions, does not give feedback, and makes no effort to meet the needs of the followers (Northouse, 2010). A leader who uses laissez-faire leadership is less likely to give attention to the subordinates or assist in fulfilling their needs (Avolio, 1999).

Research Questions

The goal of this study is to examine the effects of principal leadership style on job satisfaction for teachers at the high school, middle school, and elementary school level. Here it should be noted that this study was aimed to examine only the teachers' perceptions of their principals' behavior and leadership styles rather than the principals' actual behavior. Principals did not self-report their leadership behavior, nor were actual observations made of their behavior. Therefore, throughout the present study, when these concepts are discussed, the references are to the teachers' subjective views rather than to actual observed behavior of the principal. The focus

of the current research was to examine the relationship between perceived leadership styles of the principals and the teachers self-reported perceived job satisfaction in a small rural community in East Tennessee. Both quantitative and qualitative respondent data was examined to identify themes between reported job satisfaction for teachers and administration's leadership style. Keeping in view the purpose of the study, the following research questions were used to guide this study:

- What is the relationship between teachers' perceived leadership style of their principal and the teachers' self-perceived overall job satisfaction?
- Is one leadership style over another (transformational, transactional, and laissez-faire) more likely to improve teacher job satisfaction?

The hypothesis for this study was that teachers will report higher job satisfaction when they have a leader who is either transformational or transactional than when they have a leader who utilizes laissez-faire leadership. Likewise, the null hypothesis was that there would be no difference in reported job satisfaction and the different types of leadership styles.

Limitations

All research has certain inherent limitations, and this study is no different. A key limitation in this study, of measuring perceived leadership skills of principals and the subordinates' job satisfaction, is the prior relationship between the leader and his or her followers. For example, if a leader and a subordinate are friends outside of the work place or prior to the principal accepting the leadership position, then the follower may have a higher opinion of the leader. The relationship prior to the leader-subordinate relationship may have a positive impact on the perception of the leader's abilities (Klassen & Anderson, 2009). In a small community, where most people have likely grown up together, this is sometimes the case.

In the rural setting used for this study within one school district, some of the teachers were friends with their principals prior to the principal accepting the leadership position. In fact, some of the teachers grew up and attended school with people who are now in leadership positions over them. This is a limitation to the study because the external variable of established relationships may play a part in opinions given by the respondents. Although prior relationships might be a limitation for this study, coincidentally, teachers who were promoted into a principal position within the county were moved to another school where they had not previously been employed as a teacher. While it was still true that the teachers of the new school may have known the principal from living in the same small community, teacher co-workers did not have the additional limitation of having co-worker relationships changed to leader-subordinate relationships.

This study also had the limitation of a relatively small sample size. This county has five elementary schools, one middle school, one high school, and two alternative schools. The chosen participants for this study were all teachers, principals, and administrative staff working for this school district. This was not a comprehensive look at all teachers and their principals' leadership styles; rather, it was a view of only a small sample size in order to determine if further research into this area is warranted.

Delimitations

Delimitations define the limits and boundaries of a study. The participants were chosen with three characteristics in common. First, respondents had to be a certified teacher; paraprofessionals or other support staff persons were not used for purposes of data collection because the job evaluations of these people are different than that of teachers' job evaluations. Second, all respondents worked for the same rural small county in East Tennessee. Third, each

of the teachers who participated in the study had been employed for a minimum of one full academic year serving under the principal of their school.

Assumptions

One assumption of the study was that the participants of this research answered the survey questions honestly and objectively, putting aside any feelings or opinions he or she might have outside of the professional working relationships investigated. It is further assumed that the respondents understood the questions asked in the survey instruments. Also, this study was restricted to only teachers and administrators of one county in the state of Tennessee; therefore, it is assumed the generalizability of the study is limited. The small sample size prevents broad scale generalizability to all teacher–principal relationships across the nation. The hypothesis for the study assumed that teacher satisfaction will be less influenced by the laissez-faire leadership style, as this leadership approach is essentially a lack of any form of leadership at all.

Definition of Terms

Job satisfaction is perceived as the affective reactions of the individuals towards their work; however, there is no common idea about how individuals form these emotional reactions (Akkaya & Akyol, 2016). In other words, how one feels about his or her job in general may lead to feelings of satisfaction or dissatisfaction; even so, there are many contributing factors to the level of satisfaction. Job satisfaction is therefore defined as the pleasure the employees feel as a result of evaluating their work and their work life (Anderson, et al., 2014). For purposes of this study, job satisfaction refers to the teachers' perception of their level of fulfillment based on comparing their expectations of the job with the actual outcomes.

Teacher job satisfaction was determined by measuring the teachers' self-reported extrinsic and intrinsic levels of satisfaction. The Mohrman-Cooke-Mohrman Job Satisfaction

Scale was used to assess these teacher perceptions (Mohrman, Cooke, Mohrman, 1978). A copy of this scale is found in appendix C.

Leadership is the process that includes influencing the task objectives and strategies needed to meet those objectives to a group or organization (Khanna, 2010). In other words, school leadership is defined as influencing people within the school to implement strategies and achieve objectives. The development and growth of a school system depends on the relationship between a leader and his or her followers (Khanna, 2010). An appropriate leadership style is more likely to enhance job satisfaction among the subordinates and has the potential to increase the performance of the workers (Madlock, 2008). This argument reinforces the need for the present study.

Transformational leadership is when the followers and their leaders inspire each other to achieve higher levels of motivation in order to collaborate together through the process of change for the whole organization (Burns, 1978; Sillins, 1994). A transformational leader is one who takes care of his or her followers in such a way that their forces are combined to meet the needs and potential of the school (Burns, 2003). A transformational leader works with the subordinates to achieve goals by increasing intrinsic motivation by creating a support system for each employee.

Transactional leadership, on the other hand, is where the leaders identify the primary tasks for the followers to accomplish, establish the structure and criterion for which the goals are to be completed, and then evaluate the followers on their ability to finish the planned work (Aydin et al., 2013). The followers are given rewards or punishments in relation to their ability to achieve the organizational goals (Kottkamp, Mulhern, & Hoy, 1987). Transactional

leadership results in a routinized, non-creative but stable environment (Bogler, 2001) where the employees work for extrinsic incentives.

Laissez-Faire leadership is an approach in which there is essentially no leadership because there is limited interaction between the leader and the followers (Bass, 1990) and as such, the leader rejects responsibility, delays decisions, does not provide effective feedback (Aydin et al., 2013) causing the organization to become stagnant because there is not a sense of growth and development. There is a negative relationship between worker motivation and job performance when Laissez-Faire leadership style is used (Rowold & Scholtz, 2009).

Organization of the Study

Chapter 1 established the need for the study with an overview of the significance for the reason to proceed with the research. The purpose of chapter 2, the literature review, was to present an overview of the significant research and theories surrounding teacher job satisfaction and principal leadership styles. The key issues and challenges were highlighted in the literature review. Chapter 3 provided an overview of the methodology utilized in the study, including the research design, the population and sample, the instruments and survey, and the data analyses that were used. Chapter 4 provided an overview of the quantitative findings and a description of the qualitative information gathered. Chapter 5 provided a summary and the conclusions of the results as well as recommendations for future research.

CHAPTER 2

Literature Review

Introduction

Teaching is one of the few vocations that have a lasting impact on society by having a direct influence on future generations. It is one of the greatest professions and one that is ever changing. Over the past 20 years, the teaching profession has undergone many modifications (Carver & Feiman-Nemser, 2008). The teaching profession faces challenges that continuously reconfigure knowledge, rules, skills, attitudes, and ways of professional development (Massari, 2015). Education has changed and developed fundamentally due to social, cultural, and political changes (Saeed et al., 2011). During the past decade, schools have undertaken essential changes in areas such as students' and teachers' roles, curriculum development, learning strategies, and the analysis of data to determine academic growth (Bogler, 2001). School districts and specifically teachers are expected to provide an excellent education to all students. With the increase in accountability required by the No Child Left Behind Reauthorization Act of 2008 (NCLB), school districts are under increased pressure to ensure all students demonstrate academic achievement. Schools are under intense scrutiny by public and private stakeholders who question the systems' ability to fulfill its goals of teaching basic skills, instilling values, preventing dropouts, and producing a productive workforce for society (Saeed et al., 2011). The

constantly changing field of education is both very demanding and challenging for educators. Teachers need support and guidance to assist them as they learn to be successful educators in the classroom (Billingsley, Israel, & Smith, 2011).

Teachers must be adequately prepared to support students in the constantly changing and challenging environment. Teachers enter the classroom with excitement and anticipation, but may experience failures within the first five years if not given proper support (Delgado, 1999). The first few years spent teaching in a classroom potentially set the tone for the teacher's entire career. A negative first-year experience may lead to the teacher exiting the teaching profession altogether in search of another career path (Paris, 2013). Even after extensive time spent in a college preparatory program for their chosen profession, teachers may feel underprepared for the reality of teaching once they are actually in a classroom and may also experience a feeling of isolation causing them to be reluctant to ask for assistance to avoid appearing inadequate (Ingersoll, 2002). These combined reasons may lead to occupational stress in the teaching environment (Abbey & Esposito, 2001) which might lead to job dissatisfaction. With the feelings of inadequacy, isolation, and failure it is not surprising that many teachers leave the field of teaching to pursue other career choices stating low job satisfaction as a reason for their departure (Ingersoll, 2002). It is important to determine the influential factors that affect teachers' level of job satisfaction in an effort to encourage teachers to stay with the profession because not doing so puts the education of current and future students at risk (Baran, Maskan, & Baran, 2015). The factors leading to teachers' dissatisfaction with their jobs may cause teachers to not only feel unsatisfied, but also to give up on their chosen profession in order to find a new career. Researchers suggest that schools must give more attention to increasing teacher job satisfaction (Heller, Clay, & Perkins, 1993). Teachers unsatisfied with their positions may not

perform to the best of their capabilities, stifling the continuous learning process for the students in their school.

Teacher attrition is damaging school districts across America and has a negative effect on student academic success (Alliance for Excellent Education, 2008). According to the U.S. Department of Education, teacher attrition grew 50% in the 15 years between 1990 and 2005; and furthermore, the report indicated that the attrition of teachers was expected to continue to rise (U.S. Department of Education, 2006). Baran et al. (2015) pointed out that almost 30% of newly-appointed teachers give up teaching within their first five years. Many teachers reported the decision to leave the teaching profession was partially due to lack of support and overall job dissatisfaction (Alliance for Excellent Education, 2005). Highly qualified teachers are leaving the profession in droves because they are unsatisfied with their jobs. Unfortunately, the shortage of teachers may cause some school districts to lower their standards for teacher quality (National Commission on Teaching and America's Future, 1997) and thus, the achievement of students decreases (Carver & Feiman-Nemser, 2008). Teacher job satisfaction is important to overall school success because teacher dissatisfaction decreases student achievement and increases disciplinary problems and teacher turnover rates (Hanushek, Kain, & Rivkin, 2004). Improving teacher job satisfaction may improve the attrition rates by encouraging qualified teachers to remain in the education field instead of leaving to pursue other job possibilities. Determining teachers' level of job satisfaction and the factors influential on their job satisfaction is a very important task for the sake of the education given to the students (Baran, Maskan, & Baran, 2015).

Utilizing the practice of assigning effective mentors or coaches for struggling teachers can be a key component for teacher success and is often used to retain and support teachers

(Kennedy & Cavanaugh, 2010). All teachers can benefit from a mentoring relationship with a more experienced teacher (Wortmann et al., 2008), and this support system privilege should not be reserved for only the struggling teachers. Teachers who have a mentor or coach report feeling less isolation and are more willing to ask for help when needed (Ingersoll, 2002). Mentors can help teachers achieve higher levels of job satisfaction. Although the use of mentors is beneficial, the National Commission on Teaching and America's Future (2007) found that school administrators play a more vital role in reducing the high number of teachers that leave the profession. Positive supervisory support and relationships affect teachers' choices regarding whether to stay with or leave their jobs (Sungu, Ilgan, Parylo & Erdem, 2014). When teachers and the principal have mutual respect for each other, teachers tend to trust the principal because they believe that their principal is supportive of their needs (Korkmaz, 2007). Through the hiring of well-prepared teachers, strong mentoring relationships, and the support of effective administrative staff including principals and assistant principals, new teachers may be retained and the education of students protected from the detrimental effects of teachers leaving the field of education. Considering the high rate of early attrition, it follows that teachers often do not allow themselves the necessary time to become experienced, knowledgeable, and confident long-term educators before leaving the profession. Research has found that teachers who report having higher levels of job satisfaction have higher commitment to the profession and are less likely to leave the field of education to pursue other career choices (Larkin, Brantley-Dias, & Lokey-Vaga, 2016). Principal leadership styles may have an impact on the successful accomplishments of teachers (Evans & Johnson, 1990). Teachers need to feel a sense of accomplishment, achievement, and success early in the first five years of teaching in order to maintain a high level of job satisfaction throughout their career as an educator (Vierstraete,

2005). There is increasing evidence regarding the detrimental effects associated with low job satisfaction and high attrition for teachers, especially for the students whose quality of education declines as highly qualified teachers leave the field of education (Abbey & Esposito, 2001).

Sergiovanni (1992) suggested that teacher satisfaction is highest when teachers both participate and invest in their own performance as a teacher. Participation involves only minimal commitment to the school's goals and vision. These teachers seek only an extrinsic reward, such as pay, for doing their job solely based on the teacher's contract. However, when a teacher invests in his or her own performance as a teacher, the reward for the job becomes intrinsic in nature and can include recognition, achievement, and feelings of competence and empowerment. These educators find the career of teaching exciting, challenging, interesting, and meaningful (Sergiovanni, 1992). Schools can neither function adequately nor excel unless teachers invest their efforts in both the participation of the school's goals and vision as well as the personal performance investment. It is important for teachers to find a level of job satisfaction they are comfortable with in order to maintain teaching at the highest standards to promote the academic growth of their students.

In an effort to understand teacher job satisfaction as related to principal leadership styles, several key areas were explored for the purposes of the literature review for this study. Many variables are important considerations for their effect on overall teacher job satisfaction. Previous research has been quite extensive at looking at many of the variables. For purposes of this study, the focus was to look at teacher job satisfaction and principal leadership styles. Thus, key terms such as job satisfaction, teacher attrition, administrator leadership style, transformational, transactional, and laissez-faire were used as search criteria for portions of this literature review.

Teacher Job Satisfaction

The MetLife Survey of the American Teacher, a survey sponsored by the MetLife Foundation (2012), found that as of 2012, teacher job satisfaction had dropped from 59% in 2009 to 44% in 2012, a drop of 15 percentage points in just three years. This drop marked the lowest teacher job satisfaction score since the survey was first conducted over 30 years ago in 1984. The survey stated several key areas that indicated a significant decrease in teacher job satisfaction that lead to teachers' likelihood to leave the profession. According to the survey, contributors to the reported lower job satisfaction among teachers were the increase in class sizes, reduction of paraprofessional supportive staff in the schools, an increase of responsibilities without corresponding monetary compensation, and inadequate or outdated materials provided by the school system to teach more rigorous and demanding state standards. The results from the survey further found that teachers with the lowest job satisfaction reported noticing an increase in students and families needing health or social services, an increase in the number of students coming to school hungry, an increase in students being bullied, and an increase in student discipline problems at school. In other words, teachers were dissatisfied with their jobs not because of the teaching job itself, but because of outside factors that affected the students' ability to learn in the classroom.

Other studies have researched different variables that might have an influence on teacher job satisfaction and have found contradictory results. Several studies have looked at teacher gender as the variable that determines teacher job satisfaction. Some reports have found that female teachers were less satisfied with their jobs than male teachers (Bishay, 1996; Mwamwenda, 1997), especially when teachers felt unsupported in their role by administrators and colleagues (Kim & Yang, 2016). On the other hand, some studies reported that female

teachers have higher job satisfaction than their male counterparts (Michaelowa, 2002; Spear, Gould, & Lee, 2000) when allowed to exercise autonomy in the decision making in their classrooms (French, Sumsion, Robertson, & Goodfellow, 2008). In contrast to these opposing findings, still other studies have found no difference at all between males and females as related to job satisfaction (Gosnell, 2000; Sargent & Hannum, 2003). Therefore, it appears that the teacher's gender is not a significant, predictable determinant of teacher job satisfaction.

Similarly, there is contradicting evidence regarding the relationship between teacher job satisfaction and length of service. Bishay (1996) found that the longer a teacher is employed in the education field, the higher his or her reported job satisfaction. Other research has found similar results and adds that the longer a teacher chooses to stay in the field of education, the more likely he or she will plan to retire from the field without switching career paths (Ilgan, Parylo, & Sungu, 2015). However in a different study, Gosnell (2000) reported a negative relationship between length of service and teachers' job satisfaction meaning that the longer a teacher is employed in the education field the lower the job satisfaction of that teacher. Similar results were even found when looking at early childcare teachers' job satisfaction when the research indicated the longer a person is employed as an early childcare teacher (pre-school) the more dissatisfied the teacher became (Kim & Yang, 2016). There is further evidence that suggests that those with less than five years of service are most satisfied while those who have been teaching for ten years or more are least satisfied with the job (Agho, Mueller, & Price, 1993; Crossman & Harris, 2006; Poppleton & Risborough, 1991). One possible reason for the varied findings regarding the relationship between teacher job satisfaction and length of service is that teachers are goal oriented and satisfied when they meet those goals (Gaziel, 2014); however, education is constantly changing field (Bogler, 2001) and therefore, the goals are

constantly changing making it difficult for teachers to measure their personal success. Teachers who are new to the profession have not been around long enough to realize the changes required, while those veteran teachers that have been teaching for more than ten years have seen a number of changes. It is difficult to reach one's goals when the goals are constantly changing. Another possible reason for the differences in research findings concerning teacher job satisfaction and length of service is the compensation of teachers has had very little increase over the years (Evans, 2001). Most people enter the workforce with the expectation of improving one's salary with ongoing training and years of experience; however, the field of education has seen a sluggish growth of compensation and benefits over past decades (Green & Munoz, 2016).

Another facet of job satisfaction that has been studied is the communication style of the teacher. Teachers' communication styles have been studied to determine if the way in which a teacher communicates with his or her students is related to teacher job satisfaction. Researchers DiClemente, Ditrinco, Gibbons, and Myers (2013) found that instructors who reported the highest job satisfaction present themselves in the classroom in a manner that invites student participation and involvement. The reason is because teachers who convey to students that they are interested in their welfare, receptive to their needs and caring have students who in turn are more engaged in the learning experiences in the classroom. These teachers report being more satisfied with their job because they are able to get to know their students on an interpersonal level and authentic manner. When teachers invest in their students, the students invest in learning. On the other hand, the same researchers found that teachers who communicate with a controlling, authoritarian manner or in an entertaining way are less satisfied with their jobs because these types of behaviors do not motivate students or enhance teaching. Teachers who

use a relaxed, attentive, and open communication style with students are more satisfied with their job than those who are authoritative in their communication style.

Likewise, Dinham and Scott (1998) found that teachers who report the highest level of satisfaction with their job are the ones who have been able to establish a connection and build relationships with current and past students and their families by keeping in touch after the student leaves the teacher's classroom. When a teacher is able to make an interpersonal relationship by establishing a friendship with a student, and his or her family members, the teacher feels as if a lasting contribution has been made in that student's life therefore increasing overall job satisfaction. Another indication of the importance of teacher-student relationships is found in the study by Shann (1998), which concluded that teachers felt that developing teacher-student relationships was the most critical aspect of the job and what teachers like first and foremost about their jobs were the students. The most effective teachers place an emphasis on building the student-teacher relationship through mutual respect and trust (Gay, 1995) and by doing so student achievement rates are often higher because students know their teacher cares about them on an interpersonal level (Dinham & Scott, 1998). In these situations, teachers report an overall higher job satisfaction (Dinham & Scott, 1998; Shann 1998).

Some research has looked at the differences in teacher job satisfaction between public school teachers and private school teachers. Gius (2015) found that private school teachers are "much more satisfied" with their chosen profession than their public school teachers counterparts. The reason, according to that researcher, is because private schools do not have to contend with the variety of issues troubling the public education school systems, such as state-mandated assessment testing and declining government funding. This finding is especially interesting given that the national average salary for private school teachers is \$10,000 less per

year than public school teachers (Heywood, Siebert, & Wei, 2002) even though on average, the field of education has experienced a slow growth of compensation and benefits over past decades (Green & Munoz, 2016). Guis (2012 & 2013) considered the effects of merit pay on teacher job satisfaction and found that teachers in merit pay districts were less satisfied with their jobs and were more likely to leave for better pay elsewhere. This was true for both private school teachers and public school teachers; even so, the private school teachers receiving merit pay still reported an overall higher job satisfaction than the public school teachers receiving merit pay (Guis, 2013).

There are two variables commonly investigated regarding teacher job satisfaction that have similar findings across the research. First, the findings of several studies looking at teacher compensation as correlated to teacher job satisfaction have found that salary is an irrelevant variable. Sylvia and Hutchinson (1985), Perie and Baker (1997), as well as Sargent and Hannum (2003) reported no significance between teacher salary, merit pay for outstanding performance, teaching rewards (i.e., tangible materials for classroom use), or benefits and teacher job satisfaction. This means that teacher salary and other benefits do not seem to have an influence on teacher job satisfaction. One explanation for this is that teachers have a certain expectation when entering the field of education in terms of compensation and as long as they receive what is expected, there is no negative effect on job satisfaction (Abd-el-Fattah, 2010). This is true for both public and private school teachers (Gius, 2015). The second variable that has consistent findings in research for a relationship to job satisfaction is the academic attainments of teachers. Research by Dabo (1998), Gosnell (2000), Michaelowa (2002) and Sargent and Hannum (2003) all found a significant relationship between teachers' academic attainments and teachers' self-reported job satisfaction. The results of each of these studies suggest that the higher the degree a

teacher earns the lower his or her job satisfaction. The more qualified teachers who have returned to college to earn advanced degrees or areas of specialized training are less satisfied with their jobs as teachers than those teachers who remain less qualified upholding only the minimal degree required to be an educator. In addition to these findings, more qualified teachers who have pursued advanced graduate level degrees are more likely to leave the field of teaching in search of other career opportunities (Darling-Hammond, 1984; Schlechty & Vance, 1983). This corresponds with the evidence that suggests that those with less than five years of service are most satisfied while those who have been teaching for ten years or more are least satisfied with the job (Poppleton & Risborough, 1991; Crossman & Harris, 2006). As teachers continue in the field of education, some will seek higher level of degrees for various reasons. Advanced degrees are used for higher compensation and for advancement opportunities. Teachers' major concern with their compensation was the lack of income growth potential over the course of their career acknowledging the fact that they will be earning roughly the same when they retire as when they were first hired (Larkin, 2016; Maehr & Braskamp, 1986). Many people enter the workforce with the expectation of improving one's salary with ongoing training and years of experience as they approach retirement; however, the field of education has seen a slow-moving growth of compensation and benefits over past decades (Green & Munoz, 2016). Relatively stagnant compensation may lead some teachers to the desire to advance their education in order to increase their income; however, teachers who have pursued advanced graduate level degrees are more likely to leave the field of education altogether in search of other higher paying career opportunities (Darling-Hammond, 1984; Schlechty & Vance, 1983).

Clearly, there are many variables that may contribute to a teachers' level of job satisfaction including workplace conditions, pay, relationships with staff, student behavior,

parent participation, and a supportive administration (Abu-Taleb, 2013). At the school level, teacher job satisfaction is related to school climate and workload stress (Sungu et al., 2014). At the student level, teacher job satisfaction is connected to the racial make-up of the student population, discipline problems of the school, and low-socioeconomic factors outside of teacher control (Frankenburg, 2006). Within the last few years, the problems associated with teacher attrition or teacher “burnout” have received a great deal of public emphasis and media exposure (Abbey & Esposito, 2001). Various human relationships within work environments along with other variables have been investigated as possible explanations for the high number of reported teachers with job dissatisfaction. Although social support has been identified as a buffer against teacher job dissatisfaction, little research has been conducted in this area (Abbey & Esposito, 2001). Providing enough classroom supplies and mentors to new teachers as well as increasing administrative support will assist in the improvement of the working conditions for teachers and thus, may lead to improved job satisfaction (Ingersoll & Smith, 2003). Several researchers have investigated the relationship between teacher job satisfaction and supportive administration leadership (Kirby, Paradise, & King, 1992; Koh, Steers, & Terborg, 1995; Silins, 1992); however, these studies have focused on higher education teachers at colleges and universities and their relationship between supervising department chairs or deans. While many different variables that may affect teacher job satisfaction have been researched, the problem remains that a crucial factor has not yet been investigated; specifically, the connection between teacher job satisfaction and principal’s leadership styles. This study contributes to the knowledge base of the impact of school administration leadership styles as related to overall teacher job satisfaction. The purpose of the present study is to add to the theoretical understanding by filling in gaps of the current understanding of what contributes to teacher job satisfaction.

Types of Leadership

Leadership is not a new concept, but it was not until almost the 20th century that scholars began to study leadership intensely (Bass, 1990). The Hawthorne studies in the 1930s first drew scholars' attention to the possible link between employees' job satisfaction and job performance (Sarri & Judge, 2004; Wren, 1994). During the Hawthorne studies, employees in a factory were monitored more closely in attempts to improve their overall job performance and productivity; however, it was discovered that their performance only increased when the employees knew they were being watched, but their reported job satisfaction declined under the scrutiny (Rowden & Conine, 2005). As a result, the topic of job satisfaction became a prevalent area of study and led to advances in many different contexts in work environments around the world (Katz, 2004). It is important, because of the previous research outlined thus far, to consider principal leadership style as a possible influence affecting job satisfaction for teachers.

Leadership is the process that includes influencing the task objectives and strategies needed to meet those objectives to a group or organization (Khanna, 2010). In other words, leadership is the ability to motivate others by providing guidance, purpose, direction, and inspiration in an effort to achieve a goal or set of goals through collaboration and working together. School leadership is defined as influencing people within the school to implement strategies and achieve objectives in order to improve student achievement (Blasé, J. & Kirby, 1992). The development and growth of a school system depends on the relationship between a leader and his or her followers (Khanna, 2010). Leaders approach their employees in a number of different ways. A school's effectiveness can be maintained if the school principal's leadership style adequately matches the school's situation (Theodory, 1981 a). If a leader is able to change the motivational priorities for the subordinates, then the leader is able to be either task oriented

or relationship oriented based on the situation (Theodory, 1981b). The qualities of a leader may determine a specific style for the leader, which may create a positive picture of the leader among subordinates (Amin et al., 2013). The method in which one chooses to guide his or her followers is called leadership style. Leadership style is the manner and approach of providing direction, motivating people, and implementing plans (Newstrom & Davis, 1993). The leadership style that the principal of a school chooses to exercise is supported by the culture and context of that institution, which may affect the teachers' job satisfaction (Al-Omari, 2008). What makes the study of leadership style so interesting is that there are so many different kinds. Sources vary on the exact number of leadership styles possible; however, most agree that a leader will exhibit some traits from more than one style and may in fact change the leadership style used depending on the situation (Howell & Costley, 2001; Theodory, 1981). Literature suggests job satisfaction of subordinates is related to the support received from superiors (Abbey & Esposito, 2001). The manner in which principals are selected and the leadership style they use with employees may have potential impact with regard to teacher job satisfaction (Blasé & Kirby, 1992). For the purposes of this research, only three types of leadership styles are examined which are transformational, transactional, and laissez-faire.

Transformational Leadership

Transformational leadership is when the followers and their leaders inspire each other to achieve higher levels motivation in order to collaborate together through the process of change for the benefit of the whole organization (Burns, 1978; Sillins, 1994). A transformational leader is one who takes care of his or her followers in such a way that their forces are combined to meet the needs and potential of the school (Burns, 2003). A transformational leader works with the subordinates to achieve goals by increasing motivation by creating a support system. This form

of leadership comprises of behavior that encourages followers by boosting performance ahead of expectations while promoting new approaches to solve problems and encourages changes in order to meet the organization's vision efficiently (Bass, 1985; Bass & Avolio, 2000).

Continuing in the study of transformational leadership style, Bass and Avolio along with another associate identified four dimensions of transformational leadership (Avolio, Bass, & Jung, 1995).

Idealized Influence: The leaders with an idealized influence function as strong leaders and role models for the followers because they have exceptional abilities and high ethical and moral principles (Avolio, Bass, & Jung, 1999). Subordinates gladly follow leaders using idealized influence transformational leadership because the leader has inspired the followers through exceptional personal performance and the followers idealize that behavior (Aydin et al., 2013). A leader using transformation idealized influence will prioritize the needs of subordinates over their own and will offer the followers a vision worthy of inspiration (Amin et al., 2013). The idealized influence form of transformational leadership is an indication of whether a leader is able to hold subordinates' trust, maintain their faith and respect, show dedication to them, and appeal to their hopes and dreams (Avolio et al., 1995). In essence, an idealized influence transformational leader is a role model for others to follow.

Inspirational Motivation: These leaders are inspirational to their followers by identifying high goals, creating a team spirit, and offering appealing visions of the upcoming circumstances if the goals are reached (Amin et al., 2013; Aydin et al., 2013). Transformational leaders who are inspirational motivators are seen as people who are filled with passion and optimism and have a dedication to reaching objectives (Bass, 1985). They are able to convey clear objectives and enthusiasm for reaching goals (Bass & Riggio, 2006). The inspirational motivation leader provides vision, helps others focus on their work, and tries to make others feel

like their work and effort is significant (Avolio et al., 1995). At the core of their abilities, an inspirational motivation transformational leader is an encourager that emboldens others to achieve greatness.

Intellectual Stimulation: Transformational leaders often motivate their followers to be innovative, analytic, and creative (Aydin et al, 2013). Intellectual stimulation refers to the leadership style that inspires subordinates to be imaginative and resourceful in their problem solving approach (Amin et al., 2013) and criticism of subordinates' errors is not encouraged because these errors represent areas of potential growth (Bass, 1998). Subordinates are encouraged to challenge not only their own thinking but also the viewpoints of and values of the leader and the organization (Amin et al., 2013). The focus of meetings is usually the brainstorming of new ideas and the production of creative solutions to problems (Amin et al., 2013; Aydin et al., 2013). Leaders who use transformational intellectual stimulation when dealing with subordinates encourage others to be creative in looking at old problems in new ways, are tolerant of extreme positions, and nurtures people to question their own beliefs and values (Avolio et al., 1995). An inspirational motivation transformational leader is a person who seeks out creative solutions to challenges and often thinks "outside of the box" when problem solving.

Individualized Consideration: Individualized consideration represents leaders act as a team coach by focusing on individual needs, helping each person to reach his or her full growth and potential (Amin et al., 2013; Aydin et al., 2013). Transformational leaders help followers to be successful and to thrive. The use of an encouraging atmosphere, recognizing the differences of each individual person, is crucial because strengths of the followers are encouraged while weaknesses are developed into strengths through mentoring from the leader (Bass & Avolio,

2000; Northhouse, 2010). A transformational leader who utilizes individual consideration shows an interest in others' well-being, assigns projects individually based on people's specific strengths and weaknesses, and gives close attention to those who seem less involved in the group (Avolio et al., 1995). A leader who uses individualized consideration shows empathy and responsiveness to the uniqueness of his or her individual followers.

Transactional Leadership

A second kind of leadership, transactional leadership, is where the leaders identify the key responsibilities for the follows to accomplish, establish the measure for determining if the goals are satisfactorily met, and then evaluate the followers on their ability to finish the planned work (Aydin et al., 2013). The followers are given rewards or negative consequences in relation to their ability to achieve the organizational goals (Kottkamp, Mulhern, & Hoy, 1987).

Transactional leadership results in a routinized, non-creative but stable environment (Bogler, 2001). This form of leadership is supported by an exchange between the leader and the subordinates where a decision is made about the goals and the procedure for attaining those goals by means of rewards and the use of coercion in order to acquire the subordinate's compliance (Amin et al., 2013). There are three dimensions associated with transactional leadership which are contingent reward, active management-by-exception and passive management-by-exception (Avolio et al., 1995).

Contingent Reward: The primary aim of a transactional leader is to ensure the organization's objectives are achieved through the effort of the workers (Aydin et al., 2013). When transactional leaders use contingent rewards, the leader will give various awards to improve the performance and motivations of the followers when performance objectives are fulfilled (Avolio et al., 1995). These rewards may be in the form of monetary compensation or

other tangible items that are used to entice the subordinates into minimal compliance or exceptional performance. A transactional leader using contingent rewards tells others what to do in order to be rewarded, emphasizes what is expected, and ensures that people are recognized for their accomplishments (Avolio et al., 1995). A leader who uses transactional contingent rewards motivates subordinates through the use of extrinsic, tangible recognition for achievements.

Active Management-by-Exception: In this transactional leadership behavior, the leader evaluates the workers looking closely for mistakes or deviances from the expectations of their jobs and then immediately takes corrective action against the subordinate (Bass, 1998). This is done through tracking of workers' performance and actively seeking out opportunities for growth and development to be implemented straightaway (Aydim et al., 2013). In this leadership style, the leader is task oriented with little regard for developing personal relationships with the subordinates (Theodory, 1981b). During this type of leadership style, leaders correct the mistakes of the followers immediately because performance is actively tracked and monitored.

Passive Management-by-Exception: When a leader uses the transactional passive management-by-exception leadership style, the leader waits until the performance indicates there is a problem and then addresses the concerns (Aydin et al., 2013). The difference between the active management-by-exception style and the passive management-by-exception style is when the problems are noticed. With active management-by-exception, the leader actively watches the employee's behavior and makes corrections when the employee deviates from the expectations. On the other hand, with passive management-by-exception, the leader inactively watches the results of the employee's work and takes corrective action when the expected outcome of the work is not adequate to standards. In the passive form of transactional leadership, the leader waits until the subordinates' mistakes have affected the end product's results before taking

corrective measures (Bass & Riggio, 2006; Northouse, 2010). When a leader uses transactional management-by-exception leadership style, whether active or inactive, the leader tells others the job requirements and expectations, remains content with standard performance, and does not actively try to improve the status quo (Avolio et al., 1995).

Laissez-Faire Leadership

The third kind of leadership style investigated for the purposes of this study is laissez-faire leadership. Bass (1990) defines laissez-faire as an approach in which there is essentially no leadership or the absence of leadership entirely. A laissez-faire leader will delay decision making and offers no feedback to the followers (Amin et al., 2013). These types of leaders do not take care of their employees' needs or concerns and allows everything within the organization to continue as it always has in the past (Aydin et al., 2013). Employees, therefore, are often left without guidance or support and this can be especially damaging for new employees who do not receive proper training in order to do their job effectively. There is a negative relationship between the satisfaction, performance and motivation of the subordinates under a laissez-faire leadership style (Rowold & Scholtz, 2009).

Analysis of Leadership Styles

The culture of the school may influence the leadership style of the principal (Al-Omari, 2008) and therefore, in different cultural contexts different leadership styles are preferred and practiced (Shahin & Wright, 2004). An effective leader will adapt his or her leadership style to match the needs of the school or even individual teachers. A confident opinion about a leader's ability may lead towards a positive change in the behavior or attitude of the groups' members and may enhance efficient productivity (Bogler, 2001). Teachers who have faith in their leader and respect the leader will be more likely to have increased productivity and

a higher level of job satisfaction. The job satisfaction of subordinates is related to the support received from superiors (Abbey & Esposito, 2001) and the more supportive a teacher feels his or her leader is, the higher the reported job satisfaction for that teacher. The manner in which principals are selected and the leadership style they use with employees may have potential impact with regard to teacher job satisfaction. Assuring job satisfaction over a long-term requires careful planning and effort by both the administration and by teachers (Saeed et al., 2011). When teachers are satisfied with their jobs, they will be more likely to stay in the profession.

Transformational leadership is thought to be a critical approach in terms of organizational innovation in education (Aydin et al., 2013) because job satisfaction is influenced by the employee's personal characteristics, the leadership style, and the nature of the work itself (Saeed et al., 2011). Transformational leaders can create a positive working climate, reach goals more easily because they have motivated their followers, and create an effective environment where all members are striving to achieve the same goals and vision for the organization (Amin et al., 2013). Group effectiveness can be maintained if the school principal's leadership style adequately matches the school situation (Theodory, 1981a). When a principal is able to relate to his or her followers and encourage them to accomplish the task at hand through encouragement and motivation, it is likely that the school will be effective in reaching its goals. Teachers are likely to report higher job satisfaction when they perceive their principal as someone who shares information with others, delegates responsibilities, and keeps open channels of communication with the teachers (Bogler, 2001) because in this type of environment, teachers feel like they are part of the team (Saeed et al., 2011) and their opinions and ideas are valued.

However, in different cultural contexts, different leadership styles are preferred and practiced (Amin et al., 2013). There are some situations where a supportive transformational leadership style is not the preferred method of empowering the subordinates. For example, if the culture of the school is one where the teachers seem to thrive in a competitive situation, a principal might choose to set goals for the teachers and then reward their efforts in some tangible way by using the transactional contingent reward leadership style. Some studies have found that the contingent reward and the active management-by-exception leadership styles have a positive relationship with the followers' job satisfaction with contingent reward having the highest positive effect (Dastoor, Suwannachin, & Golding, 2003).

Very little research supports the use of laissez-faire leadership styles as an effective leadership style (Aydin et al., 2013). In fact, Bass (1990) defines laissez-faire as an approach in which there is no leadership and no interaction between the leader and his or her followers. In situations where a leader exhibits laissez-faire behavior, another person with a different leadership style will often emerge as the trusted and respected leader of the group (Dastoor et al., 2003) and others will seek out this second person for guidance and support. In a number of studies, laissez-faire behavior by the leader was perceived to have a significant negative relationship with employees' job satisfaction (Avolio et al., 1999; Northhouse, 2010.)

Need for Study

Numerous variables have been explored to determine their impact on teacher job satisfaction. In addition, three different types of leadership styles have been identified and explained. Information thus far from the knowledge base of available research does not provide a clear answer to if leadership styles from principals affect teacher job satisfaction in high schools, middle schools, or elementary schools. The research has been clear on several factors

that have an influence on teacher job satisfaction. Likewise, research also leans towards the use of transformational leadership as the most effective, with transactional also being effective depending on the culture of the work environment. The present student seeks to add another dimension to the available research by looking at the influence of principal leadership styles on teacher job satisfaction in an attempt to fill gaps in the current theoretical understand of principal leadership styles as it relates to teacher job satisfaction.

Summary

The review of literature highlighted how the teaching profession faces challenges because it is continuously changing and evolving. Education must meet the needs of social, political, and cultural changes (Saeed et al., 2011) and schools and teachers are expected to adapt to these changes in order to provide academic enrichment and education to all students. The teaching profession faces challenges that continuously reconfigures knowledge, rules, skills, attitudes, and ways of professional development (Massari, 2015). Teachers are challenged with meeting the academic, social and developmental needs of students with diverse needs and backgrounds. As such, teachers encounter many different variables that may contribute to teacher job satisfaction or dissatisfaction. Teachers who are unsatisfied with their positions may not perform to the best of their capabilities, stifling the continuous learning process for the students in their school.

The review of literature looked at many variables that have been previously considered by other researchers in relation to job satisfaction. Variables such as classroom size, the availability of paraprofessionals, the use of current materials and resources, family health and social service problems, student absenteeism, behavior and discipline concerns were each found to have different amounts of influence over teacher job satisfaction. In addition research considering teacher gender, length of service, monetary compensation, and the attainment of

advanced degrees in relationship to teacher job satisfaction have been considered. Each of these variables added to the growing body of knowledge about teacher attrition due to job dissatisfaction. The present study seeks to add another dimension to the available research by looking at the influence of principal leadership styles on teacher job satisfaction. While leadership styles in multiple other business contexts have been extensively investigated (Amin et al., 2003), very little empirical research has been in the context of education facilities and what has been completed has mostly been at the secondary level of colleges and universities in other countries (Al-Omari, 2008). This study will fill gaps in the available research and theoretical understanding of leadership style as it relates to teacher job satisfaction by investigating the relationships at the high school, middle school, and elementary school levels.

CHAPTER 3

Research Methodology

Introduction

The purpose of the study is to understand the relationship between principal leadership styles and the influence it has on teacher job satisfaction. The study strives to add to the growing body of knowledge that has looked at many different variables that may affect teacher job satisfaction by looking at yet another variable that is important to consider. This chapter examines the research methodology including the population and sample, instrumentation, data collection, and describes how the researcher will analyze the data.

Due to NCLB and the increased accountability for student academic achievement, school districts continue to face an increased pressure to demonstrate student academic gains. Teaching has become a challenging profession that is constantly changing. Every year, new teachers enter the field of education and need support and guidance to assist them in a successful integration into the classroom (Billingsley, Israel, & Smith, 2011). A negative first-year experience may lead to teachers choosing to leave the profession (Paris, 2013). Many teachers report the decision to leave the teaching profession was partially due to the lack of support from their administrators (Alliance for Excellent Education, 2005). Increasing administrator support can assist in the improvement of the working conditions for new teachers (Ingersoll & Smith, 2003)

and may lead to increased teacher job satisfaction. Teachers who are unsatisfied with their positions may not perform to the best of their capabilities or may become frustrated with the profession and leave the field of teaching altogether (Blasé & Kirby, 1992). Principals can gain valuable information about how their own leadership style affects teachers' job satisfaction.

The goal of the present study is to examine the effects of principals' leadership styles on teachers' job satisfaction. A mixed methods research design using both quantitative and qualitative data is used to examine the relationships among the study variables.

Variables

Independent Variable: For purposes of this study, the independent variable is the principals' leadership styles, of which three types were investigated: transformational, transactional, and laissez-faire. It should be noted that the study is aimed to examine the teachers' perceptions of their principals' leadership style rather than the principals' actual leadership style. Therefore, throughout the study, when the concept of leadership style is discussed, the references are to the teachers' views rather than the actual observed behavior of the principals. Quantitative data collected through the use of the Multifactor Leadership Questionnaire was used to measure this variable. This questionnaire measures leadership styles (Amin et al., 2013) and identifies the leader in question as transformational, transactional, or laissez-faire in terms of their perceived leadership characteristics.

Dependent Variable: The dependent variable is the self-reported job satisfaction of the teachers. Quantitative data collected through the use of the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) was used to measure this variable (Appendix B). This scale measures both intrinsic motivators and extrinsic motivators (Mohrman, Cooke, Mohrman, Duncan, & Zaltman, 1977). Intrinsic motivators are those aspects of an individual's job that

impart feelings of achievement, positive self-esteem, accomplishment, personal development, and fulfillment of expectations (Sergiovanni, 1992). On the other hand, extrinsic motivators are those aspects of an individual's job such as fair treatment, degree of respect, the amount of supervision received, the feeling of being informed, and the opportunity for meaningful participation in the development of procedures and goals at their work (Herzberg, 1966). In addition to the quantitative data collected through use of the MCMJSS, qualitative data was also gathered but not in the statistical analysis. Qualitative data was gathered by interviewing three teachers who were representatives of the schools used in the study. Open-ended questions were asked of the teachers to provide additional insight to the reasons for their personal job satisfaction or dissatisfaction.

Population and Sample

The population for the study consisted of all certified teachers who were employed full-time at any of the nine schools chosen for analysis in the study. The study and sample was restricted to a small school district in a rural county of East Tennessee with a population of approximately 19,000 people (U.S. Census Bureau, 2015). The school system has five elementary schools (PreK – 5th grades), one middle school (6th – 8th grades), one high school (9th – 12th grades), and two alternative schools (one for elementary aged students and one for middle school combined with high school aged students). Teachers were made aware that participation in the study was strictly voluntary through an informed consent letter explaining the purpose of the research (Appendix A). Teachers understood that refusing to participate carried no penalty for the teachers; however, 100% of the eligible teachers participated.

The sample of participants surveyed consisted of the entire population of full-time employed certified teachers in a single small county of East Tennessee, omitting only seven

teachers. At the time of data collection there were 235 teachers working in the school district. In addition to regular education classroom teachers, the sample included special education teachers and “special area” teachers (i.e. music, gym, computer lab, and library). Not included in the sample were paraprofessionals who serve as teacher assistants but are not licensed teachers. Teacher effectiveness scores, which include student growth measures and academic achievement, were not considered as stipulations of the study. Also not stipulations for the study were teacher gender, or level of education attained. Other than full-time employment as a certified teacher, the only other stipulation for participation in the study was that the teacher had worked for the school district for a minimum of one full academic calendar year, which excluded five new teachers from participation. This was necessary to ensure that all participants had a working knowledge of their principal through personal experience as a teacher in the school. Two additional teachers were excluded because they were on maternity leave, although still counted in the list of teachers working in the county at the time of data collection. All of the leaders (nine principals) and participants (228 respondents) had a working relationship of a minimum of one full academic school year.

Description of Instruments

A number of questionnaires have been developed, based on various theories and models, to measure teachers’ job satisfaction (Abd-El-Fattah, 2010) and also different leadership styles (Wilkinson & Wagner (1993). For purposes of this study two different survey instruments were used to collect the data for analysis, one to measure teachers’ job satisfaction levels and the other to measure principals’ leadership styles. The Multifactor Leadership Questionnaire (Appendix B) used to ascertain the teachers’ perceptions of their principals’ leadership style, while the

Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) (Appendix C) was used to determine each teacher's self-reported level of job satisfaction.

The Multifactor Leadership Questionnaire (Appendix B) is a 21 item survey that uses a 4-point Likert-scale which asks respondents about their perceptions of the leadership style of their principals, according to the three categories of transformational leadership, transactional leadership, and laissez-fair leadership (Avolio et al., 1995). According to its authors, the Multifactor Leadership Questionnaire measures individual leadership styles ranging from passive leaders to transactional leaders who give contingent rewards to followers, to transformational leaders who are able to transform their followers into becoming leaders themselves (Avolio & Bass, 1991). The purpose of the Multifactor Leadership Questionnaire is to reveal factors that differentiate between effective and ineffective leaders. It is based the theoretical foundation of the questionnaire is based on the work of Bass (1985; 1998) and is considered valid across a number of cultures and types of organizations (Antonakis, Avolio, & Sivasubramaniam, (2003).

The MLQ consists of 21 phrases that describe one of three different types of leadership styles which are transformational, transactional, and laissez-faire. The quantitative questionnaire using a Likert-type scale was given to the respondents who were instructed to think about their current principal when answering the questions. The questionnaire asked a range of questions about the perceptions of the leadership style and decision making strategies of the principal. Each of the 21 questions used a 5-point scale (scored from 0 = not at all to 4 = frequently, if not always) which asked the teachers about the leadership style of their principals. The data collected from this instrument could identify four subcategories for transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) as well as two subcategories for transactional leadership (contingent reward and

management-by-exception). The MLQ has been tested by Bass in a number of studies and has been found to have high validity and reliability (Bass, 1995; Bass, 1998; Bass, 1990; Bass & Riggio, 2006). Although the MLQ is mostly used in military settings to test the leadership style of the military leaders or in business settings to examine the leadership behaviors of the management teams, the MLQ has also been successfully translated to other languages and used in educational settings world-wide (Ingram, 1997).

The second and separate section of the questionnaire was the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) (Appendix C) and was used to ascertain a person's level of job satisfaction, both intrinsically and extrinsically. The MCMJSS is designed to measure self-perceived intrinsic, extrinsic, and overall general satisfaction (Mohrman et al., 1977). According to the authors of the instrument, intrinsic satisfaction is perceived to come from features of the work itself. Intrinsic motivators are those aspects of an individual's job that impart feelings of self-esteem and fulfillment (Sergiovanni, 1992). Mohrman et al., (1977) further explain that extrinsic satisfaction stems from the context or situation in which the person performs their job. To clarify, extrinsic motivators are those aspects of an individual's job such as degree of respect earned and the amount of supervision received (Herzberg, 1966).

The MCMJSS is divided into two categories, extrinsic and intrinsic, and there are four statements in each category. A 6-point Likert scale (scored from 1 = low to 6 = high) was used for participants to score their level of satisfaction for each statement. The developers of the instrument have tested the validity and reliability in several different studies (Mohrman et al., 1977; Mohrman et al., 1978)

Following a brief explanation of the purpose of the study, all certified teachers who met the eligibility requirement to participate in the study were administered an informed consent

(Appendix A) stapled to the two questionnaires used for data collection. For purposes of this study, the respondents were instructed to refer to their current school principal and were asked to complete both questionnaires. The participants were told that each survey would ask a range of questions about their principal's leadership style and decision making strategy, and about their perceptions about the teaching occupation in terms of their personal job satisfaction from various issues related to their work in the school system.

A few select teachers were interviewed in order to gain additional insight to the quantitative data collection. It was anticipated that a qualitative approach gained through the personal account of teachers would add to the interpretation of the numbers. The questions used for the interview are located in Appendix D.

Research Procedures

Following the proposal presentation meeting explaining the planned research, an application to conduct the research study was submitted by the researcher to the Institutional Research Board at Carson-Newman University for approval. Additionally, on December 16, 2016 this researcher spoke with the Superintendent of the chosen school district during a scheduled meeting to request permission to proceed with the research and data collection. This researcher explained the purpose of the proposed research project and distributed copies of the instruments planned for use for data collection. After reviewing the two questionnaires, permission to conduct the study was granted. The permission obtained to begin data collection serves as approval from the Superintendent of the school district necessary to complete this research study. The Superintendent made the recommendation that data collection take place on one day, instead of over a period of time, for ease of collection from the sample population and to not disrupt teachers' daily schedule and routines when their focus should be on their students.

The Superintendent further encouraged this one day data collection procedure by stating that an added benefit was that it would likely improve the response rate and return of useable questionnaires if all the teachers were asked to complete the surveys at one time. Therefore, all data collection took place on a single day on January 3, 2017. This particular day was a Professional Development training day for the teachers and all teachers were at one school building for the duration of the day for training purposes and were without students who remained on winter holiday for the day.

Data Collection

This researcher gave a brief speech to all the faculty of the school system, introducing the purpose of the research project by stating that the current study was looking into what variables affected job satisfaction for teachers for purposes of a graduate course requirement. The purpose of the research project was explained and all teachers were informed that they could deny their participation in data collection without any explanation, penalty, or cost to them. Further explanation outlined which persons were eligible to participate in the study (certified teachers who had a minimum of one academic years' experience working in the school with their current principal). This criteria excluded paraprofessionals and other support personnel who do not hold a teaching license; however, this description allowed some teachers who do not currently teach in a classroom but are still under the supervision of the principal, such as instructional facilitators and data coaches, to be included in the data collection process. Participants were asked to review the informed consent (Appendix A) and were told that their submission of the surveys would constitute their agreement to voluntarily partake in the study. The respondents were instructed to refer to their current school principal and to fill out two short questionnaires that asked a range of questions about the principal's leadership style, their perceptions about the teaching

occupation, and their satisfaction from various issues related to the school work. The informed consent and questionnaires administered simultaneously to all of the teachers who met the qualifications to participate in the study (minimum of one full academic year of service) along with writing tools. The researcher then left the room while the teachers responded to the surveys to protect confidentiality. The principals of each school, who were not eligible to be respondents of the questionnaires for purposes of this study, stayed in the room with the teachers, but conducted an administrator meeting privately amongst themselves in a corner while the teachers completed the task of answering the survey questions independently. The support staff who did not participate in the data collection left the room for the duration of the time it took the teachers to complete the surveys, approximately 20 minutes, and then were summoned back to the meeting room via the school intercom system. In order to maintain confidentiality of the participants, the principal of each school was provided with an envelope for collection of the surveys. The teachers placed their questionnaires in the appropriate envelope marked by school. The principals then sealed the envelopes before returning the data directly to the researcher. A total of 228 questionnaires were collected representing each of the nine schools in the school district.

Following the quantitative data collection from the questionnaires, three teacher colleagues were interviewed. One teacher from the high school, one teacher from the middle school, and one teacher from an elementary school met with the researcher and engaged in an open discussion led by the interview questions prepared (Appendix D). The teachers were asked a series of questions and permitted to talk freely in a conversation style format in order to elicit their responses concerning their personal level of job satisfaction and their perceptions of their principal's leadership style.

Research Design

A quantitative, correlational research design was used for this study. Correlations indicate the relationship between paired scores (Ary, Jacobs, Sorensen, & Walker, 2014) and a correlational study is used for exploring relationships between independent and dependent variables (Creswell, 2005). A correlational research design was appropriate for this study because data could be statistically analyzed to identify whether or not principal leadership styles directly affects teacher job satisfaction.

More specifically, multiple regression is a type of correlational procedure that evaluates relationships among several variables (Ary et al., 2014). A multiple regression analysis is an appropriate technique for measuring the relationship between more than one predictor variables and a criterion variable (Cohen, Manion, & Morrison, 2007). The general purpose of multiple regression is to learn more about the relationship between several independent variables and a dependent variable. In the case of the present study, the data was collected using two Likert-scale questionnaires to determine if a relationship existed between the leadership style of the principal (predictor variables) and the level of job satisfaction for the teachers (criterion variable). The three leadership styles (transformational, transactional, and laissez-faire) are the independent variables and the teachers' job satisfaction is the dependent variable. Therefore, this study employed the use of multiple regression in order to analyze the quantitative data. The results were analyzed to determine if the level of job satisfaction was impacted by the principals' leadership style. In addition, the researcher interviewed three teachers to gather personal narratives concerning the variables that contribute to their level of job satisfaction. This qualitative data was not used in the data analysis process, but did add possible insight to understanding the numbers.

This chapter examined the research methodology including the variables, population, instrumentation, research procedures, data collection process, appropriateness of the design, and data analysis. The following chapter will review the results and analysis of the findings.

CHAPTER 4

Results of the Data Analysis

Introduction

The occupation of teaching is a continuously changing field where the impact has lasting effects on future generations. Over the past 20 years, the teaching profession has undergone many changes (Carver & Feiman-Nemser, 2008). School districts and specifically teachers are expected to provide a high quality education to all students. School districts are under increased scrutiny to ensure all students demonstrate academic achievement. The constantly changing field of education is very challenging. Teachers need support and guidance to assist them as they learn to be successful educators in the classroom (Billingsley, Israel, & Smith, 2011). Teachers may experience failures within the first few years if not given proper support (Delgado, 1999). New educators may feel underprepared for the reality of teaching and may also experience a feeling of isolation causing them to be reluctant to ask for assistance to avoid appearing inadequate (Ingersoll, 2002). These combined reasons may lead to job dissatisfaction. With the feeling of inadequacy, isolation, and failure it is not surprising that many teachers leave the field of teaching altogether stating low job satisfaction as a reason for their departure (Ingersoll, 2002). Often times, many highly qualified teachers leave the profession claiming one reason is because of job dissatisfaction. Teacher attrition has a negative effect on student academic

success (Alliance for Excellent Education, 2008) and thus, the overall achievement of students decreases (Carver & Feiman-Nemser, 2008).

Research has found that teachers who have higher levels of job satisfaction have higher commitment to the profession and are less likely to leave the field of education to pursue other career choices (Larkin, Brantley-Dias, & Lokey-Vaga, 2016). There are many variables that may attribute to a teachers' level of job satisfaction. Several researchers have investigated the relationship between teacher job satisfaction and supportive administration leadership (Kirby, Paradise, & King, 1992; Koh, Steers, & Terborg, 1995; Silins, 1992). However, a gap in the research remains in that a crucial factor has not yet been investigated, namely the connection between teacher job satisfaction and principal's leadership styles.

The focus and motivation for this research study were to determine if there was a relationship between principal's perceived leadership styles and teachers' reported job satisfaction. Originally, the study planned to examine teachers in a small rural county within a single school district at only the high school, middle school, and elementary school levels. However, once the study was completed, data was actually gathered from nine schools total including five elementary schools, one middle school, one high school, and two alternative schools within the same district.

The researcher examined data collected from two instruments used in the study to identify and note emerging themes. The Multifactor Leadership Questionnaire (Appendix B) determined the perceived leadership style of the principal and the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) (Appendix C) established the self-reported level of teacher job satisfaction. Results of the analysis in this research may contribute to a deeper understanding of the impact of teachers' level of job satisfaction. Understanding the impact of principal

leadership styles on teacher job satisfaction will aid in developing parameters that lead to higher teacher job satisfaction and potentially positively impact teacher retention. This study aims to fill in gaps in the available knowledge base about what variables effect teacher job satisfaction.

Research Questions

The purpose of the study was to investigate the relationship between perceived principal leadership styles and teacher job satisfaction. Keeping in view the purpose of the study, the following research questions were used to guide this study:

- What is the relationship between teachers' perceived leadership style of their principal and the teachers' self-reported overall job satisfaction?
- Is one leadership style over another (transformational, transactional, and laissez-faire) more likely to improve teacher job satisfaction?

Data Collection and Analysis

The population for this research consisted of all 235 certified teachers within the chosen school district used for the study. In order to be considered eligible to participate, the teachers must have had a full year's experience in the school. This was necessary to ensure the teachers would all have adequate working knowledge of their principal's leadership behavior. Also, data collection took place on a single day; therefore, to be included, teachers needed to be present on the day of data collection. With these stipulations in mind, seven teachers were excluded because they either had less than one full academic school year of experience in their school or because they were on leave at the time of data collection. Therefore, the data collected came from a sample which consisted of 228 usable responses. In order for the sample size to be significant, a sample size of at least 119 responses (51%) was needed based on a degree of

accuracy plus or minus 0.5, proportional sample size of .5, and a confidence level of 95%. The actual response rate of 228 completed surveys was well above the minimum sample size of 119. When consideration is given to the seven teachers who did not fit the criteria to be eligible to participate, there was a 100% response rate. The response rate was significant enough to guide the researcher in answering the research questions. Table 4.1 provides a detailed overview of the participation by school.

Table 4.1

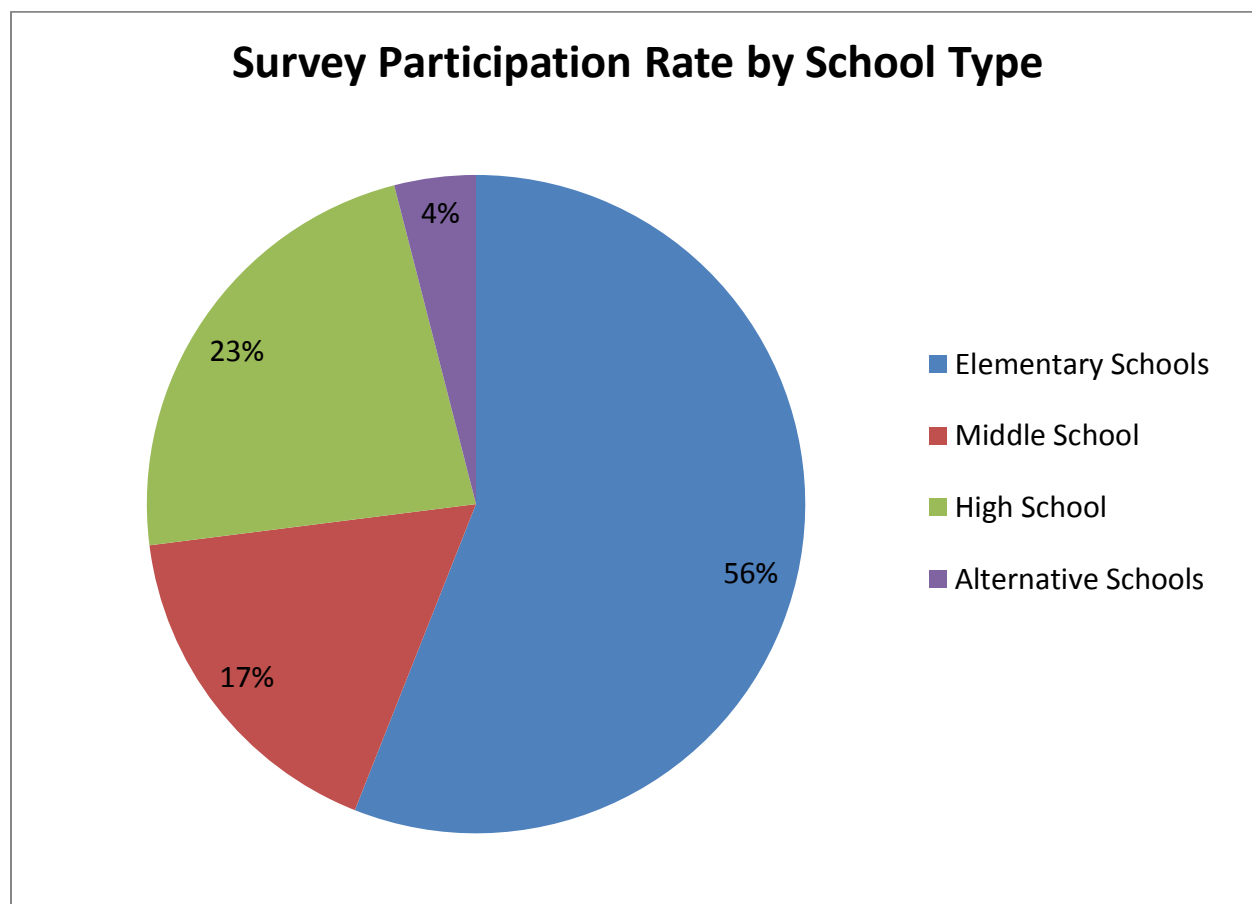
School Response Rates

Type of School	Number of Respondents	Total Number of Teachers	Response Rates
Elementary - 1	33	35	94%
Elementary - 2	16	17	94%
Elementary - 3	30	31	97%
Elementary - 4	27	27	100%
Elementary - 5	20	20	100%
Middle School	40	42	95%
High School	51	52	98%
Alternative - 1	5	5	100%
Alternative - 2	6	6	100%
TOTAL	228	235	97%

From the entire population of 235 teachers, 228 returned the surveys and therefore, by voluntary participation became the study's representative sample (97% return rate). The teachers in this study were from each of the nine schools in the school district with a breakdown of 56%

from the elementary schools, 17% from the middle school, 23% from the high school, and the remaining 4% from the alternative schools as shown in Figure 4.1.

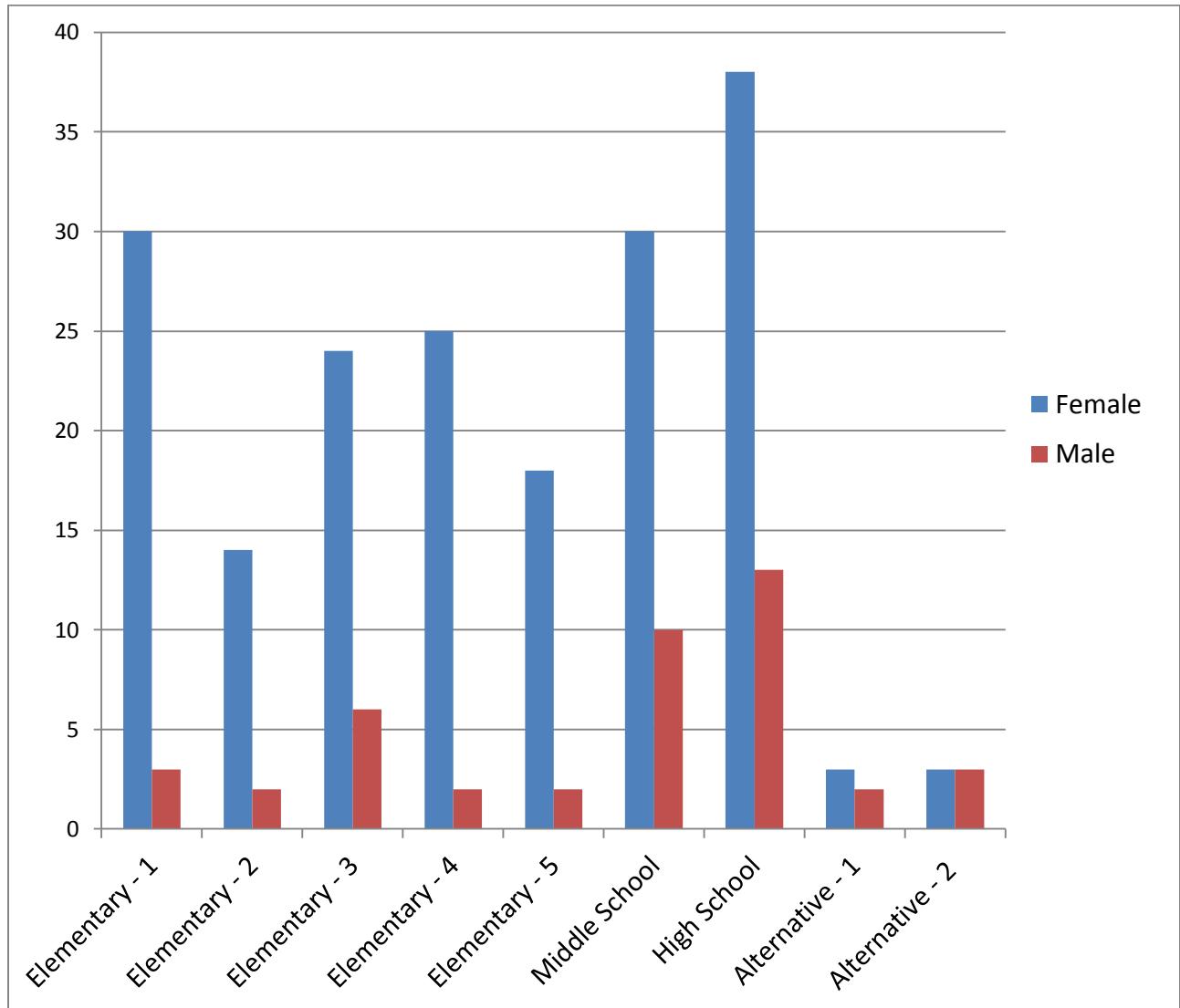
Figure 4.1. *Survey Participation Rate by School Type*



Of the 126 elementary school teachers represented, 88% were women and 12% were men. Of the 40 middle school teachers in the study, 75% were female and 25% were male. At the high school level, 51 people returned a survey and of those, 75% were women and 25% were men. The alternative schools combined have 11 teachers representing a group of 55% females and 45% males. This information was obtained from the Superintendent when a list of the teachers for each school was provided to the researcher; however, teacher gender was not used for statistical analysis and serves only as demographic information for purposes of this study. Each elementary school and alternative school was assigned a number to distinguish between the

schools for purposes of data examination. Figure 4.2 shows the gender breakdown of the teachers.

Figure 4.2. *Demographic Teacher Gender Break Down by School Type*



In reference to the first research question, which seeks to understand the relationship between teachers' perceived leadership style of their principal and the teachers' self-reported overall job satisfaction, multiple regression was used to identify if there was a significant relationship between the variables. The output of multiple regression analysis to address the first research question is presented in Table 4.2.

Table 4.2

Relationship between the Teachers' Overall Job Satisfaction and the Transformational, Transactional, and Laissez-Faire Leadership Styles

	Adjusted R Square	<i>F</i> test statistics	
		<i>F</i>	Significance
Transformation, Transactional, & Laissez-Faire Leadership Style	0.36	44.04	0.000
	Beta (β)	t test statistics	
		t	Significance
Transformational Leadership Style	0.68	7.60	0.000
Transactional Leadership Style	-0.12	-1.19	0.234
<u>Laissez-Faire Leadership Style</u>	<u>0.10</u>	<u>1.52</u>	<u>0.129</u>

Note. $R^2 = 0.36$ ($p < 0.05$)

According to the data, transformational, transactional, and laissez-faire leadership styles account for 36% of the variance in overall job satisfaction (adjusted R square 0.36). The regression analysis yields R , the coefficient of multiple correlation, which indicates the relationship between the predictor variables in combination and the criterion (Ary et al., 2014). In this study, the predictor or independent variables are the three different leadership styles and the criterion or dependent variable is the job satisfaction. The F test statistics for the adjusted R is 44.04 and the associated p -value is 0.000. An F statistic is a value one gets when a regression analysis is run to find if the means between two populations are significantly different (Ary et al., 2014.) It is essential to point out here that the Beta (β) weighting for the three independent variables (transformational, transactional, and laissez-faire leadership styles) are calculated *relative* to each other instead of independent of each other. When R is squared to get the coefficient of determination, we know the amount of variability in the criterion that is due to differences in scores on the predictor variables (Ary et al., 2014). Because the p value is less than 0.05 it is, therefore, a significant relationship. A statistically significant relationship exists

between overall job satisfaction and the transformational, transactional, and laissez-faire leadership styles at the 95% confidence level. In other words, the data indicates that principals' leadership style does have an impact on teachers' overall job satisfaction.

In reference to the second research question which seeks to identify which leadership style over another is more likely to improve teacher job satisfaction, the data confirms that transformational leadership is preferred. The data indicates that the transformational leadership style has the strongest positive effect on overall job satisfaction ($\beta = 0.68$), and this is statistically significant at the 95% confidence level because the t test statistics for the Beta is 7.60 and the associated p -value is 0.000, which validates that $p < 0.05$. This was calculated relative to each of the leadership styles rather than independent of the other leadership styles, which means that transformational leadership style is preferred over transactional and laissez-faire leadership styles. Additionally, the transactional leadership style has a negative effect on overall job satisfaction ($\beta = -0.12$); however, this is statistically insignificant because the t test statistics is -1.19 and the p -value (0.234) is greater than 0.05. Finally, the data shows that laissez-faire leadership style has a positive effect on the overall job satisfaction of teachers ($\beta = 0.10$); however, this is not statistically significant because the Beta is 1.52 and the accompanying p -value is 0.129 which is greater than the 0.05 confidence level.

In order to add to the information gathered quantitatively using the data collected from the two questionnaire instruments, qualitative data was also collected through teacher interviews. Three teachers were interviewed simultaneously and asked a series of questions relating to their own job satisfaction and the view of their principal's leadership style. The teachers were representative of the school district in that there was one teacher from the high school, middle school, and an elementary school. This means each of the three teachers had a different principal

to reference during the interview, with the implied understanding that no two leaders are exactly alike in how they execute their leadership style. A discussion ensued and excerpts are used here for added insight into the study's findings. The questions that guided the teacher interviews are found in Appendix D.

When asked what qualities of the principal do the teachers admire most that encourage their respect, all three teachers reported their principal acts as a role model for the school by highlighting the areas of strengths of the teachers and the students. M. Brown explained that the principal often makes announcements about the positive things that are happening in the classrooms which encourage other teachers to do the same in theirs (personal communication, January 3, 2017). Another principal uses a bulletin board in the main hallway to acknowledge the achievements of students and staff members who go above and beyond what is expected (S. Jenkins, personal communication, January 3, 2017). The teachers agree that they respect their principals because the use of the positive reinforcement shows that the principal is aware of what is going on within the school and is dedicated to ensuring the school is successful. D. Beale concludes that when the principal is highlighting the good attributes of the school, it encourages others to meet or improve on those standards that have been set (personal communication, January 3, 2017).

When asked how pressure is applied to people who do not meet job performance expectations to encourage compliance, two teachers reported that correction is done privately. (D. Beale, personal communication, January 3, 2017; S. Jenkins, personal communication, January 3, 2017). They explained that teacher observations are done frequently, even if only informal, and then private meetings are held between the teacher evaluated and the principal following each observation. During these meetings, the principal outlines what was done well

and where areas of needed improvement exist. All teachers receive these frequent informal observations, whether needed or not, so that teachers who are not meeting job performance expectations have time to correct their teaching practice prior to the formal evaluations. Because the frequency of these observations is the same for everyone and because the meetings held with the principals following the observations are private, no one knows who is struggling and who is not (S. Jenkins, personal communication, January 3, 2017). Teachers, therefore, are given a private opportunity to correct their sub-par performance and are not criticized publically in front of their colleagues. This leads to higher job satisfaction because the teachers feel they are supported by the administration and not in an environment where only negative behavior is capitalized on for purposes of disciplinary action.

Finally, when asked what specifically does the principal do that affects the teachers' personal overall level of job satisfaction, it was difficult for the teachers to name just one thing. It appears that in each school represented, the principal does a number of things that promotes job satisfaction for the teachers. However, when asked to narrow the list and choose the most important, M. Brown reported the principal provides food occasionally for the school to share and encourages teachers to mingle in the teachers' lounge while eating and this improves the overall school climate (personal communication, January 3, 2017). Another principal provides opportunities for the teachers to observe each other during class instruction time, which allows for the teachers to learn new and creative ideas to use in their own classrooms to engage students and improve academic achievement (D. Beale, personal communication, January 3, 2013). The third teacher, S. Jenkins, expressed gratitude to the principal for not forcing change immediately when new constraints and demands are passed down from the state or school board, but that

teachers are free to adapt as needed to meet the requirements (personal communication, January 3, 2017).

Summary

The research questions guiding this study examined the relationship between perceived leadership style of the principal and self-reported teacher job satisfaction. Two questionnaires were used, one determined level of overall job satisfaction and the other noted principal leadership style tendencies. The qualitative data gathered indicates a significant relationship between the independent variables as a whole (leadership style) and dependent variable (overall job satisfaction). This means that for this study, perceived leadership style of the principal does have a positive effect on reported job satisfaction levels for teachers. If a teacher is in favor of the leadership style the principal chooses to use, his or her overall job satisfaction will be higher. Therefore, principal leadership style is yet another variable for consideration when looking at total factors that contribute to teacher job satisfaction or dissatisfaction. Deeper analysis of the quantitative data gathered from the questionnaire instruments shows that transformational, relative to transactional and laissez-faire leadership style, has the most statistically significant influence on teacher job satisfaction. Transactional leadership and laissez-faire leadership are statistically insignificant, although the laissez faire leadership had a positive result. The means that teachers seem to prefer a leader who is transformational in leadership style over a principal who utilizes transactional or laissez-faire leadership style. From the qualitative information gathered through the teacher interviews, some personal insight was obtained about how principal leadership influences teacher job satisfaction. The general perspective of the teachers interviewed is that they prefer a principal who shows dedication to them and acts as a role model in the school. They feel a sense of personal motivation when strengths of the school are

publically highlighted; and the culture of the school improves when teachers are given the opportunity to converse with each other and learn from each other's own experiences in the classroom. Understanding that in the field of education changes occur quite often, the teachers appreciate principals who allow them to make those changes gradually at their own pace instead of giving consequences for lack of immediate compliance.

This chapter described the response rate for the schools used in the study, identified the gender demographic information of the sample, and explored the relationship between leadership styles of principals and job satisfaction of teachers. Chapter 5 provides an in depth discussion of the findings of the research. Additionally, Chapter 5 provides consideration of where future research is still needed on this topic.

CHAPTER 5

Conclusions, Implications, and Recommendations

Introduction

Teaching remains one of the greatest professions because it makes a lasting impact on future generations. Teachers are constantly trying to improve their craft in order to ensure optimal learning for their students. All school systems and educators are expected to provide a high quality education to every student. Changes in the laws governing education practices over the years have led to an increase in accountability as demonstrated by the No Child Left Behind Reauthorization Act of 2008 (NCLB). Furthermore, school districts are under increased pressure to ensure and prove that all students demonstrate academic achievement. The teaching profession has undergone many changes and is not the same as it was a century or even a decade ago (Carver & Feiman-Nemser, 2008). The constantly changing field of education produces challenges for every teacher. Educators need support and leadership to assist them as they learn to be successful teachers (Billingsley, Israel, & Smith, 2011). New teachers enter the classroom with excitement and anticipation, but may experience failures within the first few years if not given proper guidance (Delgado, 1999). Even after several years spent in college preparing for their chosen profession, teachers may in fact feel underprepared once they are actually in a classroom and this may also lead to experiencing a feeling of isolation causing them to be

reluctant to ask for assistance to avoid appearing inadequate (Ingersoll, 2002). These combined reasons often lead to job dissatisfaction and may cause teachers to leave the field of teaching altogether in pursuit of other career choices (Ingersoll, 2002). Teacher attrition is damaging to both school districts and students as it has a negative effect on student overall academic success (Alliance for Excellent Education, 2008). Highly qualified teachers are leaving the profession in droves claiming one reason is job dissatisfaction.

Research has found that teachers who claim to have higher levels of job satisfaction have higher commitment to the profession and are less likely to leave the field of education to pursue other career choices (Larkin, Brantley-Dias, & Lokey-Vaga, 2016). There are many variables that may attribute to a teachers' level of job satisfaction including workplace conditions, pay, relationships with staff, student behavior, parent participation, and a supportive administration (Abu-Taleb, 2013). The current study attempted to add another layer of consideration when examining teacher job satisfaction by looking at principal leadership styles. Relatively little empirical research has been conducted on the relationship between teachers' job satisfaction and leadership styles (Khanna, 2010) although it is generally agreed that when teachers are provided with a supportive work environment they have higher job satisfaction (Klassen & Anderson, 2009).

Summary of the Study

This correlational study analyzed the interplay between teacher job satisfaction and the perceived leadership style of the teachers' principal. Research has shown that appropriate leadership style is more likely to enhance job satisfaction among teachers (Bass, 1998). The researcher utilized the theory that leadership style affects followers' job satisfaction and looked deeper into this relationship using two quantitative questionnaires given to teachers with a

minimum of one full year experience that gathered data about their job satisfaction and their perceptions of the administrator's leadership style. Additionally, qualitative data was gathered in the form of the teacher personal narratives to add insight to the meaning behind the numbers. The purpose of the study was to investigate the relationship between self-reported teacher job satisfaction and the perceived principal leadership style in order to fill gaps in the current empirical understanding of what affects overall job satisfaction.

Research Questions

Keeping in view the purpose of the study, the following research questions were used to guide this study:

- What is the relationship between teachers' perceived leadership style of their principal and the teachers' self-perceived overall job satisfaction?
- Is one leadership style over another (transformational, transactional, and laissez-faire) more likely to improve teacher job satisfaction?

The hypothesis for this study was that teachers will report higher job satisfaction when they have a leader who is either transformational or transactional than when they have a leader who utilizes laissez-faire leadership. Likewise, the null hypothesis was that there would be no difference in reported job satisfaction and the different types of leadership styles.

Theoretical Foundation

The theoretical framework for this study requires an understanding of the commonly accepted leadership styles which are transformational, transactional, and laissez-faire. There are a number of studies from a variety of cultural contexts and settings that have investigated the conceptual framework of the different leadership styles (Dinham & Scott, 2000) and have found that leaders will mostly likely predominately fall within one of these three types while still

exhibiting characteristics from each type. Leadership style affects followers' job satisfaction (House, 1976) and the qualities of a leader often times are determined by the culture and context of the organization in which one leads (Al-Omari, 2008). The personal abilities of a leader usually determine a specific style for the leader, which may create a positive picture of the leader among the subordinates (Amin, Shah, & Tatlah, 2013).

Leaders who utilize the transformational leadership style motivate subordinates to achieve higher levels of performance expectations, promote new approaches to solve problems, and encourage change while ensuring the team maintains a shared vision (Bass, 1985; Bass & Avolio, 2000). The key to transformational leadership is the use of motivation and encouragement. Under this theory, subordinates are more likely to meet expectations at a satisfactory level or higher if they feel inspired or encouraged to do so. Subordinates, then, comply with leaders' demands based on the intrinsic factor of personal motivation (Evans & Johnson, 1990).

Transactional leadership is based on the idea of a give and take relationship. The leader and subordinates decide on the procedure of attaining objectives by means of exchange of rewards and the use of coercion to acquire the subordinate's compliance (Bass, 1985). The transactional image of leadership refers to give-and-take relationships between leaders and their followers where each enters the transaction because of the expectation to fulfill self-interests (Bogler, 2001). This leadership theory relies heavily on the use of extrinsic factors, such as, the receiving of some type of reward or the aversion of a negative consequence (Evans & Johnson, 1990).

In contrast to transformational or transactional leadership, laissez-faire leadership is characterized as non-leadership or the absence of leadership (Amin et al., 2013). In this type of

leadership style, there is very limited interaction between the leader and his or her followers (Bass, 1990). These leaders fail to take care of the needs and developments of an organization and the subordinates, thus, continue as they have always done with little to no change (Aydin, Sarier, & Uysal, 2013). A leader who uses laissez-faire leadership is less likely to give attention to the subordinates or assist in fulfilling their needs (Avolio, 1999).

Limitations

Like all research, this study has certain limitations. First, this particular study was conducted with participants who were all teachers working for one school district and did not represent a comprehensive look at all teachers across the nation. With regard to the generalizability of the sample, the present study intentionally used a relatively small sample size of only 228 teachers. There have been a number of studies from a variety of cultural contexts and settings that have investigated the relationship between leadership styles and job satisfaction (Amin et al., 2013); however, this particular study looked specifically at the relationship between the leadership style of principals and teachers with a minimum of one year teaching experience. This was done to begin investigating a specific combination of people (teachers and principals) in order to add to the plethora of research done for various other types of situations. It should be noted that because the sample used for this study was from a single school district in a small county of East Tennessee the sample size was rather small and any attempt to generalize the findings or conclusions to the whole population of all teachers should be approached with caution.

Secondly, as noted, the sample came from only one school district with a small population in a rural community. The working dynamics of inner city schools, private schools, larger schools, or more affluent schools are likely to be different than the dynamics of a small

school district, in a rural community with a high amount of low-socioeconomic students. Future research for this topic, in addition to having a larger sample size, should also focus on gathering data from different types of school districts.

Because the sample was chosen from the teachers in a small community, a third limitation of this study exists. A fundamental limitation to measuring perceived leadership skills of principals in relationship to the subordinates' job satisfaction is the prior relationship between the leader and his or her followers. For example, if an administrator and a teacher were friends outside of the work place or prior to the principal accepting the leadership position, then the teacher may have a higher opinion of the leader. The relationship prior to the leader – subordinate relationship may have a positive impact on the perception of the leader's abilities (Klassen & Anderson, 2009). In a small community, where most people have likely grown up together, this is sometimes the case. In the school district used for this study the rural setting has caused generations of families to be raised in the community without many people moving away from or into the community. As a result, some of the teachers were friends with their principals prior to the principal accepting the leadership position. In fact, some of the teachers grew up and attended school with people who are now in leadership positions over them. This is a limitation to the study because the external variable of established relationships may play a part in opinions given by the respondents. In all cases for this study, however, if a principal had been a teacher and then was promoted to the position of administrator, he or she was moved to a different school and was not permitted to be a principal where he or she had previously been a teacher.

Finally, this study demonstrates that the teachers' perceptions of their principals contribute to the teachers' overall job satisfaction or dissatisfaction. The data collected was about *perceptions* only and it should be noted that the teachers' perceptions are subjective. As

pointed out previously, other variables can affect job satisfaction in addition to leadership style of the principal and the other variables were not examined for purposes of this study. It also is important to note that the context within which an administrator makes decisions and executes his or her leadership style may change from one situation to the next or even one person to the next (Bogler, 2001). A study which accounts for extraneous variables on job satisfaction and uses different instruments to look at actual, rather than perceived, leadership style would be prudent for further consideration on this topic.

Discussion and Implications of Findings

It is important to understand what leads to teacher job satisfaction or dissatisfaction because many teachers leave the field of teaching to pursue other career choices stating low job satisfaction as a reason for their departure (Ingersoll, 2002). Teacher attrition is damaging school districts across America and has a negative effect on student academic success (Alliance for Excellent Education, 2008). It is imperative to learn what effects job satisfaction and make diligent improvements on teachers' overall job satisfaction in order to ensure that highly qualified teachers remain in the classroom, educating our future generations. The results of this study indicate there is a positive relationship between principals' leadership styles and teachers overall job satisfaction. Teachers are more likely to be satisfied with their job when they approve of their principal's leadership style. The findings of this study add to the available knowledge of other factors that influence job satisfaction such as classroom size, years of teaching experience, and availability of resources to use in the classroom, to name a few.

Three leadership styles were investigated for purposes of this study. Transformational leaders hold subordinates' trust, maintain their faith and respect, show dedication to them, and act as their role model (Bass, 1985). Additionally, transformational leaders may motivate their

followers and provide intellectual stimulation for them which encourages change and growth in the school system (Bass, 1990). Transactional leadership styles, on the other hand, utilize the power of rewards and coercion to illicit employee compliance with the established goals (Bass, 1985). This can be done either immediately as soon as an employee disregards the expectations or later once the decline of the employee's job performance is noticed (Bass, 1990). The third leadership style investigated was laissez-faire leadership, which is essentially the lack of leadership because the leader is content to allow the status quo to continue without initiating change allowing employees to do as they have always done (Avolio, 1999; Bass, 1985).

This study found that leadership style does influence teachers' level of job satisfaction, along with many other factors reviewed previously. In addition, a deeper look at the research indicates that transformational, relative to transactional and laissez-faire, is the leadership style that is most preferred by teachers as this correlation was statistically significant. The data showed a positive and significant correlation between transformational leaders and teachers' overall job satisfaction. The implication from this finding is that care should be taken when hiring principals in order to ensure their leadership style will promote job satisfaction for teachers. There was a negative correlation between transactional leadership style and teacher job satisfaction, although this was not significant, the underlying assumption is that teachers are not as satisfied with their jobs when principals use only rewards or coercion to ensure teachers are doing their jobs. Surprisingly, laissez-faire characteristic leadership styles in this study had a positive, although insignificant, correlation to teachers' overall job satisfaction. Leadership style affects followers' job satisfaction (House, 1976) and the qualities of a leader often times are determined by the culture and context of the organization in which one leads (Al-Omari, 2008). The personal abilities of a leader usually determine a specific style for the leader, which may

create a positive picture of the leader among the subordinates (Amin, Shah, & Tatlah, 2013).

Leadership style can change as the situations change.

Personal insights to the quantitative data were given through information gathered from interviewing three teachers. Teachers reported the qualities of the principal they admire most and that encourage their respect is that the principal acts as a role model for the school by highlighting the areas of strengths of the teachers and the students. Although carried out in different ways in the different schools, the teachers interviewed agree that this is essential to improving their job satisfaction because it shows the principal is connected to the happenings of the school and is dedicated to helping them achieve their goals. This is a form of transactional leadership. When asked about rewards or coercion techniques used, a response of transactional leadership style, the teachers were quick to point out that although this is a part of any job experience, they appreciate the fact that it is done privately at their schools. They explained that teacher observations are done frequently and then private meetings are held between the teacher evaluated and the principal following each observation. During these meetings, the principal outlines what was done well and where areas of needed improvement exist. All teachers receive these frequent informal observations, whether needed or not, so that teachers who are not meeting job performance expectations have time to correct their teaching practice prior to the formal evaluations. Teachers, therefore, are given a private opportunity to correct their sub-par performance and are not criticized publically in front of their colleagues. This leads to higher job satisfaction because the teachers feel they are supported by the administration and not in an environment where only negative behavior is capitalized on for purposes of disciplinary action. The laissez-faire characteristics of the principals leadership style was seen as a positive influence on the teachers' job satisfaction, according to the interviews. The teachers agreed that not

forcing change immediately when new constraints and demands are required allows for teachers to adapt as needed to meet the new requirements. This is a laissez-faire approach because this leadership style is content to allow things to go on as they have always been without the need for pushing change (Bass, 1990).

Conclusion

In conclusion, the relationship between perceived principal leadership styles and teachers' self-reported overall job satisfaction does exist; however it varies in its degree of importance with reference to the different aspects of the different styles. The interplay between teachers' job satisfaction and the leadership style (transformational, transactional, and laissez-faire) used is defined by the schools' existing climate and culture. Different situations that arise may require the principal to adapt his or her leadership style in order to meet the demands of the requirements. In order to add another layer of job satisfaction to teachers, it is therefore, imperative to consider the leadership style of the principal leading the school.

Recommendations for Future Research

For future research on the relationship between teacher job satisfaction and principal leadership styles several recommendations are suggested. This study acknowledged through a comprehensive literature review that many variables have already been investigated that affect job satisfaction such as working conditions, pay and benefits, class size, gender of teacher, and other outside factors. Future studies should investigate the concept of teachers' job satisfaction by accounting for the many different variables associated with job satisfaction and specifically those variables connected to leadership styles of principals. The present study only investigated the relationship between overall job satisfaction and the three leadership styles of transformational, transactional, and laissez-faire. Knowing that there is a significant relationship

between leadership style and job satisfaction based on this research, future research could take a deeper look at more specifically at the various levels of each type of leadership.

Transformational leadership has four sub-factors (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration), while transactional leadership has two sub-factors (contingent reward, and management-by-exception) (Avolio, 1999; Avolio & Bass, 1991; Avolio, Bass, & Jung 1999). Future research would be prudent to investigate these sub-factors for a deeper understanding of correlation between leadership styles and job satisfaction.

Secondly, additional research is needed with a larger sample size in order to ensure that the sample is representative of the whole population of teachers. A larger sample size, producing the same results, would add validity to the present study. Third, future research for this topic, in addition to having a larger sample size, should also focus on gathering data from different types of school districts. Al-Omari (2008) found that the leadership style that leaders in an institution choose to exercise is reinforced by the culture and context of that institution. Therefore, similar data collected from inner city schools, for example, may have different results than the present study. Because of the nature of working in an inner city school the principal may have to lead the school differently than the principals in the county school used for the current study.

Likewise, a more affluent school with greater financial means of supporting the needs of teachers may show different results than the current study in terms of leadership style because the leaders at the affluent school have greater ability to provide necessary supplies and tools for the teachers and this could raise teacher job satisfaction. Fourth, by using different data collection instruments that would require teachers and principals to answer questions that would indicate actual leadership styles, as opposed to perceived leadership styles, the information gathered would be less subjective and would uphold stronger statistical analysis. Finally, the

demographics of the teachers other than gender were not collected or used in this study.

Completing a study using demographic information for teachers to determine if the years of teaching experience or level of education obtained impacted the level of job satisfaction for teachers would be beneficial.

These suggested next steps in this line of research are especially valuable today because teachers have a job that affects future societies. Presently, teachers are leaving the teaching profession in high numbers to pursue careers outside of education stating low job satisfaction as a main cause for their decision. Discovering the variables that affect teacher job satisfaction and improving those variables would cause the field of education to be strengthened so that students have effective and optimal learning experiences while in school.

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Appendices

Appendix A: Study Participation Informed Consent

Appendix A: Study Participation Informed Consent

Dear Colleague/Volunteer:

I am a student at Carson-Newman University working on an education doctoral degree in Administrative Leadership. I am conducting research entitled “The Relationship Between Teacher Job Satisfaction and Principal Leadership Styles.” The purpose of the research study is to examine the teachers’ perception of their principals’ leadership style and how it is related to their self-reported job satisfaction in this school district.

I would like to invite you to participate in this study. It may take approximately 10-20 minutes of your time to complete the attached two surveys.

Your participation in this study is strictly voluntary. If you choose not to participate or to withdraw from the study at any time, you can do so without any further obligation, penalty, or adversely affecting your relationship with me, your school, or your administrator. All survey responses are anonymous and will be kept confidential. No identifying information will be collected that can connect you to your survey responses. The results of the research may be published, but no individual’s identity will be used or recognized.

Participation in this study has no foreseeable risks to you. Although there may be no direct benefit to you, this research has the capability to help your school to discover how its leadership practices and beliefs impact the different ways in which teachers function within your school. Your participation in this research will also help to expand the body of knowledge of leadership theories as related to job satisfaction for teachers.

You may ask questions about the research study before agreeing to participate or following completion of the study if needed. Please feel free to contact me at (865) 309-4936. If you have questions concerning your rights as a research subject that have not been answered by me, or would like to report any concerns about this study, you may contact Carson-Newman University at (865) 471-2000.

By completing the two attached surveys, you are consenting to voluntarily participate in this study as described. You acknowledge and understand the nature of the study and the potential risks to you as the participant. There are no other agreements, written or verbal, related to this study beyond that expressed in this informed consent letter.

Thank you in advance for your time and willingness to participate.

Sincerely,

Gwendolin Schwartz

Appendix B: Multifactor Leadership Questionnaire (MLQ) Form

Appendix B: Multifactor Leadership Questionnaire (MLQ) Form

Instructions:

This survey will help you describe the leadership style of a person [your school principal] you have been asked to rate. Starting with the first question, judge how frequently each statement fits that person. Twenty-one descriptive phrases are listed below. Please do not skip questions or leave answers blank. Use the rating scale below.

KEY

0 = Not at all 1= Once in a while 2 = Sometimes 3 = Fairly Often 4 = Frequently, if not always

To the best of your knowledge, your principal:

1. makes others feel good to be around him/her0 1 2 3 4
2. expresses with a few simple words what the team could and should do0 1 2 3 4
3. enables others to think about old problems in new ways0 1 2 3 4
4. helps others develop themselves0 1 2 3 4
5. tells others what to do if they want to be rewarded for their work0 1 2 3 4
6. seems satisfied when others meet agreed-upon standards0 1 2 3 4
7. is content to let others continue working in the same ways as always0 1 2 3 4
8. has the complete faith of others working for him/her.....0 1 2 3 4
9. provides appealing images about what the team can do0 1 2 3 4
10. provides others with new ways of looking at puzzling things0 1 2 3 4
11. provides feedback to others about how he/she feels they are doing0 1 2 3 4
12. provides recognition/rewards when others reach their goals0 1 2 3 4
13. does not try to change anything as long as things are working0 1 2 3 4
14. is OK with whatever others want to do0 1 2 3 4
15. has followers who are proud to be associated with him/her0 1 2 3 4
16. helps others find meaning in their work.....0 1 2 3 4
17. gets others to rethink ideas that they had never questioned before0 1 2 3 4
18. gives personal attention to others who seem rejected0 1 2 3 4
19. calls attention to what others can get for what they accomplish0 1 2 3 4
20. tells others the standards they have to know to carry out their work0 1 2 3 4
21. asks no more of others than what is absolutely essential0 1 2 3 4

Scoring:

The Multifactor Leadership Questionnaire measures a broad range of leadership types from passive leaders, to leaders who give contingent rewards to followers, to leaders who transform their followers into becoming leaders themselves using seven factors. The score for each factor is determined by summing three specified items on the questionnaire. For example, to determine the score for factor 1, idealized influence, sum your responses for items 1, 8, and 15. Complete this procedure for all seven factors.

	TOTAL
Idealized influence (items 1, 8, and 15)	_____ Factor 1
Inspirational motivation (items 2, 9, and 16)	_____ Factor 2
Intellectual stimulation (items 3, 10, and 17)	_____ Factor 3
Individual consideration (items 4, 11, and 18)	_____ Factor 4
Contingent reward (items 5, 12, and 19)	_____ Factor 5
Management-by-exception (items 6, 13, and 20)	_____ Factor 6
Laissez-faire leadership (items 7, 14, and 21)	_____ Factor 7

Score range for transformational leadership: High = 9-12, Moderate = 5-8, Low = 0-4

SCORING INTERPRETATION

Factor 1 – IDEALIZED INFLUENCE indicates whether the leader holds subordinates' trust, maintains their faith and respect, shows dedication to them, appeals to their hopes and dreams, and acts as their role model.

Factor 2 – INSPIRATIONAL MOTIVATION measures the degree to which the leader provides vision, uses appropriate symbols and images to help others focus on their work, and attires to make others feel their work is significant.

Factor 3 – INTELLECTUAL STIMULATION shows the degree to which the leader encourages others to be creative in looking at old problems in new ways, creates an environment that is tolerant of seemingly extreme positions, and nurtures people to question their own values and beliefs and those of the organization

Factor 4 – INDIVIDUALIZED CONSIDERATION indicates the degree to which the leader shows interest in others' well-being, assigns projects individually, and pays attention to those who seem less involved in the group.

Factor 5 – CONTINGENT REWARD shows the degree to which the leader tells others what to do in order to be rewarded, emphasizes what is expected from others, and recognizes others' accomplishments.

Factor 6 – MANAGEMENT-BY-EXCEPTION assesses whether the leader tells others the job requirements, is content with standard performance, and is a believer in "if it isn't broke, don't fix it."

Factor 7 – LAISSEZ-FAIRE measures whether the leader requires little of others, is content to let things ride, and allows others to do their own thing.

Appendix C: Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS)

Appendix C: Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS)

Instructions:

The following is a list of items on the Mohrman-Cooke-Mohrman Job Satisfaction Scale (1978). Consider each statement based on your perception of the item in your school. Please respond by circling the appropriate number for scaled response. Indicate your level of satisfaction with various facets of your job by selecting one number on the six-point scale after each statement.

The scale ranges from 1 = low to 6 = high.

Intrinsic Satisfaction		Low	1	2	3	4	5	6	High
1	The feeling of self-esteem or self-respect you get from being in your job	1	2	3	4	5	6		
2	The opportunity for personal growth development in your job	1	2	3	4	5	6		
3	The feeling of worthwhile accomplishment in your job	1	2	3	4	5	6		
4	Your present job when you consider the expectations you had when you took the job	1	2	3	4	5	6		
Extrinsic Satisfaction		Low	1	2	3	4	5	6	High
5	The amount of respect and fair treatment you receive from your supervisors	1	2	3	4	5	6		
6	The feeling of being informed in your job	1	2	3	4	5	6		
7	The amount of supervision you receive	1	2	3	4	5	6		
8	The opportunity for participation in the determination of methods, procedures, and goals	1	2	3	4	5	6		

Developed by Allan M. Mohrman, Jr. Robert A. Cooke, and Susan Albers Mohrman (1977)

Appendix D: Teacher Interview Questions

Appendix D: Teacher Interview Questions

The following questions were presented to select teachers during an informal discussion about their job satisfaction as it relates to the leadership style of their principal.

- 1) What qualities of your principal do you admire that encourages you to respect his or her leadership?

- 2) In what ways does your principal motivate you to be successful at your job?

- 3) How is pressure applied to people who do not meet job performance expectations in order to ensure compliance with the schools' goals?

- 4) In what ways does your principal obtain the full involvement of the teachers for projects?

- 5) What specifically does your principal do that affects your overall level of job satisfaction?