

THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND TEACHERS' JOB  
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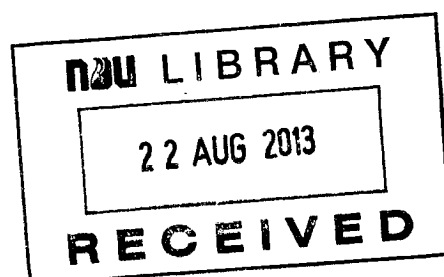
A Thesis  
Submitted in partial fulfillment  
of the requirements for the degree of  
Master in Education- School Management and Educational Leadership

by

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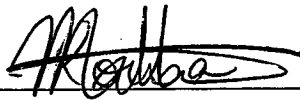
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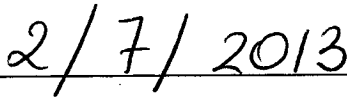
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### **Abstract**

The study investigated the relationship between the three leadership styles; transformational, transactional and laissez-faire, and 73 Elementary I female teachers' job satisfaction in 10 schools (5 private and 5 public) in Lebanon. The instruments used were the Multi-Factor Leadership Questionnaire, Fifth Edition, Short Form (MLQ-5X Short, the Job Descriptive Index (JDI, 2009 revised) and Job in General Scale. Correlation and descriptive analysis (one-way ANOVA) were used to analyze data.

The results revealed that both transformational and transactional leadership were positively and significantly correlated with job satisfaction while laissez-faire leadership was negatively and significantly correlated with job satisfaction. It was also found that both transformational and transactional leadership were positively correlated with the five facets of job satisfaction which are: supervision, promotion, people on the present job, pay and work. While Laissez-faire leadership was negatively correlated with the five facets of job satisfaction listed above. Moreover, the results indicated that no significant difference existed between the demographic variables (age, education and experience) and job satisfaction while they indicated that female teachers working in public schools are more satisfied than those working in private schools.

It was recommended that principals encourage teachers to develop and improve as well as take the JDI and JIG yearly to stay up-to-date with their level of satisfaction. Moreover, principals should be well trained to use a combination of transactional and transformational leadership.

## TABLE OF CONTENTS

CHAPTER	PAGE
Chapter One: Introduction	1
Background of the Study	2
Statement of the Problem	3
Purpose of the Study	3
Rationale	3
Research Questions	4
Definitions of Terms	5
 Chapter Two: Review of Related Literature	 7
What is Job Satisfaction	7
Theories Related to Job Satisfaction	8
Factors Influencing Job Satisfaction	9
What is Leadership?	12
The Essence of Effective Leadership	13
The Development of Leadership Theories	14
Leadership Styles of the New Leadership Approaches	16
Leadership Style and Job Satisfaction	18
Demographic Characteristics and Job Satisfaction	21
What is Job Motivation?	24
The Relationship between Job Satisfaction and Job Motivation	24
Role of the Principal	25
Conclusion	26

Chapter Three: Methodology	28
Hypothesis	28
Population	29
Sample	29
Instruments	29
Reliability of Instruments	33
Scoring of Instruments	33
Design	34
Procedure	35
Data Analysis	36
Summary	36
Chapter Four: Findings and Analysis	37
Demographic Background	37
Hypothesis Testing	39
The Five Facets of Job Satisfaction	51
The Demographic Variables	51
Chapter Five: Conclusion, Limitations, and Recommendation	53
Answer to Research Question 1	53
Answer to Research Question 2	56
Answer to Research Question 3	58
Answer to Research Question 4	60
Answer to Research Question 5	62

Causes of Job Satisfaction	63
Relationship between Leadership Styles and Job Satisfaction Theories	63
Balance between Transformational and Transactional Leadership	64
Balance between Leadership and Management	65
Job Satisfaction and Job Motivation as Base for improving Organizations	66
Limitations	66
Conclusion	66
Implication	67
Recommandations	67
Future Suggestions	68
References	69
APPENDIX A: Letter to Elementary I Principal (English)	81
APPENDIX B: Letter to Elementary I Principal (Arabic)	82
APPENDIX C: Letter to Elementary I Teacher (English)	83
APPENDIX D: Letter to Elementary I Teacher (Arabic)	84
APPENDIX E: Survey on the Relationship between Demographic Characteristics and Teachers' Job Satisfaction	85
APPENDIX F: Multifactor Leadership Questionnaire (MLQ Short 5X) (English)	86
APPENDIX G: Multifactor Leadership Questionnaire (MLQ Short 5X) (Arabic)	88
APPENDIX H: Job Descriptive Index and Job in General Scale (English)	91
APPENDIX I: Job Descriptive Index and Job in General Scale (Arabic)	94



## LIST OF TABLES

	PAGE
Table 2.1 Leadership Styles and Factors of the New Leadership Approach	18
Table 3.1 Sample Items of the MLQ (Rater Form)	30
Table 3.2 Number of Items on the JDI and JIG	31
Table 3.3 Sample Items of the JDI and JIG	32
Table 4.1 Ages of Respondents	38
Table 4.2 Educational Level of Respondents	38
Table 4.3 Summary of Correlation between Transformational L. S. and Job Satisfaction	40
Table 4.4 Summary of Correlation between Transactional L. Style and Job Satisfaction	40
Table 4.5 Summary of Correlation between Laissez-Faire L. Style and Job Satisfaction	41
Table 4.6 Means and Standard Deviations of Leadership S. and Job Descriptive Index	42
Table 4.7 Summary of Correlation between Leadership Styles and JDI Facets	43
Table 4.8 Means and Standard Deviations of Age and Job Satisfaction	43
Table 4.9 One-way ANOVA Summary for Age and Job Satisfaction	44
Table 4.10 One-way ANOVA Summary for Educational Level and Job Satisfaction	46
Table 4.11 Means and Standard Deviations of Job Experience on Job Satisfaction	47
Table 4.12 One-way ANOVA Summary for Job Experience and Job Satisfaction	48
Table 4.13 Means and Standard Deviations of School Type on Job Satisfaction	49
Table 4.14 One-way ANOVA Summary for School Type and Job Satisfaction	49

## LIST OF FIGURES

	PAGE
Figure 2.1 Eras of Leadership Development	15
Figure 4.1 Job Experience of the Respondents	39
Figure 4.2 Mean Plot for Overall Job Satisfaction	44
Figure 4.3 Mean Plot for Overall Job Satisfaction	45
Figure 4.4 Mean Plot for General Job Satisfaction	48

## Chapter 1

### Introduction

Schools are very important organizations which we cannot live and grow without. In the early years, schools were not as complex as they are today. They were simple enterprises where students attended just to read the Bible and learn some simple skills. The buildings were simple and the furniture was inadequate. Moreover, there was little need for administration. As for the teachers, they used to teach children of grade one to grade eight. The teachers were also responsible for teaching them good manners and sometimes did some janitorial work. While nowadays, schools have changed completely. Teachers work according to their degrees, and they are not responsible for doing janitorial work anymore. As for the administration, it plays an important role in running the school. Since the role of the schools changed, an increasing awareness of the need for professional leadership and administration has developed (Campbell, Bridges, Corbally, Nystrand, & Ramseyer, 1971).

A very crucial element of schools success is the presence of experienced leaders who know how to deal with problems effectively and build a welcoming and supportive working environment where teachers work comfortably. It is well known that schools have to stay up to date and improve year after year. This can only happen with the presence of such leaders who also employ powerful and charismatic principals in every division to represent them. If the principal is up to the level and succeeds in creating an open and collaborative environment in which every teacher's voice counts, then teachers will definitely do their best. "People who spend a lot of time in educational systems are frequently asked why schools are so different from each other. "More often than not the answer is leadership" (Hanson, 2003, p. 154).

## Background of the Problem

Teacher retention has always been an issue in the world of education. In a study related to teachers' retention by Chapman (1984), results showed that teachers are least satisfied with their job and have a less overall life satisfaction than employees in other professions. Moreover, a teacher shortage is a problem that has always existed in the United States, and in the state of Georgia since more than half of the secondary teachers in Georgia are planning to leave the profession within ten years, 33% are planning to teach for few more years before leaving and 43% intend to retire after teaching for 30 years (Johnson, 2004). Again in the United States, a huge number of teachers leave their profession either to work in another school or to work in other occupation (Ingersoll, 2001). Recently, studies have revealed that 50% of new teachers are dropping out of their profession by the end of their fifth year (Bobek, 2002; Hope, 1999). Having so many problems in their workplace, employees find stress one of the challenging and common problems. A successful leader directs subordinates to work effectively and seriously to achieve the organizational goals (Wu, 2006). The principal of the 21<sup>st</sup> century has many responsibilities such as standing for important values, modeling effective behavior, and keeping the school's vision in mind (Ferrandino, 2001). In other words, facing a constant challenge, leaders should have an appropriate leadership style to keep teachers motivated and satisfied. Teachers' job satisfaction is an important issue that every school should take seriously.

Moreover, the relationship between job satisfaction and leadership styles is even more important since a leader can motivate or de-motivate employees. Many teachers commit themselves to the school they are working in simply because they are satisfied with their relationship with their principal and their working environment in general. The leader has to play a big role, which is to model the good and positive attitude to his/her employees so that this will

reflect in their work. Principals have to model a positive attitude and give them the privilege to be viewed as professionals, so that they, as role models, can reflect it on their students. Although the relationship between leaders' style and teachers' job satisfaction is interesting and many researchers have been conducting studies on it, little of this kind of research has been done in Lebanon. So the purpose of this study is to investigate the relationship between these two variables in Lebanon.

### **Statement of the Problem**

School leaders' role is to support teachers. A teacher, as any other employee, will definitely not be satisfied and motivated in his/her work if the leader exhibits negative leadership styles. Moreover, dissatisfied teachers may think of quitting the profession, the matter that may lead to teacher attrition. Schools that provide their teachers with administrative support and autonomy have low attrition rates than those that don't (Guarino, Santibanez, & Daley, 2006). Teachers are required to be role models to their students and to model good behaviors and positive attitudes. For them to achieve this goal, teachers have to sense it themselves from their leaders.

### **Purpose of the Study**

This research deals with the three main leadership styles which are transformational, transactional, and laissez-faire. The purpose of this study is to determine the effectiveness of these three leadership styles through testing their relationship with female teachers' job satisfaction.

### **Rationale**

Principals and teachers are the heart of any school since they are the determinants of its success (Cunningham & Cordeiro, 2009). Teachers' job satisfaction is an important issue to

tackle since it is the base for everything that happens in school. If teachers are satisfied in their jobs, they will probably be more motivated. Logically speaking, if teachers have a positive relationship with their principal based on mutual respect and positive communication, they will more likely look forward to going to work and giving their best. When employees feel their needs are being met and they are satisfied in their work, they will be more likely to exert extra effort to accomplish organizational goals (Mackenzie, 2007). This also will reflect on their work and relationship with students.

Many researchers have argued that teachers make a difference in any reform process. If they have positive attitudes towards the school they work in, they make it succeed. Therefore, to ensure success, schools must give more attention to teachers' job satisfaction and find ways to increase their satisfaction and keep them in the school. Moreover, teacher retention has become a serious issue nowadays. As mentioned previously, studies have revealed that 50% of teachers are leaving their jobs after 5 years of teaching (Bobek, 2002; Hope, 1999). This is due to many reasons one of which is job satisfaction. The loss of experienced teachers is a serious issue since when schools lose qualified and experienced teachers, the administration has to put more effort and money to recruit and train new teachers. The money spent on recruiting and training could have been spent on other things such as improving instructional quality (Chapman, 1984). The results of this study might open leaders' eyes to think about their leadership style and try to relate it to their subordinates. Moreover, leaders will get to know what type of leadership best satisfies their employees and might modify their leadership styles leading to the improvement of teachers' commitment to the school.

### **Research Questions**

The research study tries to answer the following questions:

1. What is the relationship between transformational leadership style and female teachers' overall job satisfaction?
2. What is the relationship between transactional leadership style and female teachers' overall job satisfaction?
3. What is the relationship between laissez-faire leadership style and female teachers' overall job satisfaction?
4. Are there differences in job satisfaction among demographic variables (age, level of education, and years of teaching)?
5. Are there differences in job satisfaction between private and public schools?

### **Definitions of Terms**

**Principal.** "A principal is the chief administrative officer of an attendance unit in a school system. Such an attendance unit may be an elementary school, a junior high school, a senior high school, or some combination of these, according to the organization of the school district" (Campbell, Bridges, Corbally, Nystrand, & Ramseyer, 1971, p. 364).

**Subordinate or follower.** "Someone whose primary work activities are directed and evaluated by the leader" (Yukl, 2010, p. 27).

**Leadership.** Leadership is a relationship in which both leaders and followers influence one another 'to perform in a way to reach a defined goal' (Bennis & Nanus, 1985).

**Transformational Leadership.** Transformational leadership is the ability to look beyond our own self-interest aiming to 'empower and challenge others to achieve a higher level of functioning' (Bass, 1997).

**Transactional Leadership.** Bass, Avolio, Jung, and Berson (2003) described transactional leadership as one that is based on reward.

**Laissez-Faire Leadership.** It is a passive one in which leaders don't take decisions or possess their authority (Bass & Avolio, 1995; Bass 1999). Such leaders don't have the 'adequate skills to perform supervisory duties' (Den Hartog, Van Muigen, & Koopman, 1997).

**Job Satisfaction.** According to Berry (1997), job satisfaction is an employee 'reaction to his/her job experiences'.



## Chapter 2

### Review of Related Literature

Many studies have been conducted about job satisfaction. Some aimed to look at how job satisfaction changed over time while others aimed to compare job satisfaction in different geographical areas or between men and women or job satisfaction combined with other factors. Many of these studies were written concerning leadership styles and their effectiveness. In order to have great teachers in every school, we should have great leaders that create a comfortable and trusting working environment to ensure teachers' job satisfaction and increase it year after year.

#### What is Job Satisfaction?

Every single person wishes to be satisfied in his/her workplace to be able to wake up in the morning looking forward to going to work and giving his/her best. Job satisfaction refers to “an overall affective orientation on the part of individuals towards work roles which they are presently occupying” (Kalleberg, 1997, p. 126). Satisfaction is defined “as the extent to which the rewards actually received meet or exceed the perceived equitable level of rewards” (Hanson, 2003, p. 200). Bogler (1999) said that job satisfaction is based on two factors: intrinsic and extrinsic. The intrinsic factor is related to achievement, independence at work, and professional prestige and development, while the extrinsic factor is related to work condition, pay, and benefits. Stanton and Crossley (2000) defined job satisfaction as the feeling employees have about their jobs in relation to prior jobs. As for Wright and Davis (2003), job satisfaction is an enjoyable emotional state that results from the appraisal of one's job or job experience. Job satisfaction was defined as “a predictor of teacher retention, a determinant of teacher commitment, and, in turn, a contributor to school effectiveness” (Shann 1998, p.67).

## Theories Related to Job Satisfaction

There are many theories related to job satisfaction such as Need-hierarchy Theory, Expectancy Theory, and ERG Theory.

**Need-hierarchy Theory by Maslow.** Maslow divided human motivation into five basic levels which are physiological, safety, social, esteem, and self-actualization. He stated that people have to be satisfied with the physiological needs in order to become motivated to seek the safety needs (Hanson, 2003).

*Physiological needs:* They are the basic needs of people such as food, water and shelter.

*Safety needs:* They become important when physiological needs are being met. Safety needs include protection of job security, protection from danger, illness, and economic disaster.

*Social needs:* They become important when safety needs are being met. Social needs include acceptance in society and having the sense of belonging.

*Esteem needs:* They become important when social needs are being met. Esteem needs include the need for approval, respect and appreciation.

*Self-actualization needs:* They become important when esteem needs are being met. Self-actualization includes the need to be effective, creative, and happy in whatever a person is doing.

**ERG Theory by Alderfer.** Alderfer agreed with Maslow on the fact that if one need is fulfilled, the need for another factor increases. Alderfer divided human needs into 3 levels which are the Existence, Relatedness and Growth needs (Hanson, 2003).

*Existence needs:* They are the desire for satisfying physiological needs (food, water and shelter) as well as safety needs (security and protection).

**Relatedness needs:** They are the desire for satisfying social needs (social acceptance and having a sense of belonging).

**Growth needs:** They are the desire for satisfying the highest level of needs which are self esteem (being respected and appreciated) and self actualization (be effective and creative in their work).

**Expectancy Theory by Vroom.** Vroom believed that people get motivated to do certain things to get a desired reward. If the reward is undesirable, people don't put effort to achieve something. This is the essence of the Expectancy Theory. This theory explains why some workers are not motivated in their work (Hanson, 2003).

### **Factors Influencing Job Satisfaction**

To have a positive impact on the students' wellbeing, teachers have to be well themselves (McCallum & Price, 2010). On a global scale, the attrition rate is high for experienced teachers and low for young teachers entering the profession (Amelsvoort, 1999). Teacher attrition is a global concern (McCallum & Price, 2010). Teacher shortage and attrition is not something new; it has been a cyclic threat for decades (Weaver, 1983). Those who leave the teaching profession because of dissatisfaction link their departure to many reasons such as low salaries, student discipline problems, poor students' motivation, and inability to take decisions and lack of support from the school administration. When asked for suggestions, teachers suggested that in order to decrease retention, they should be given more authority and decision-making power. Studies show that teachers leave their job because either they are not satisfied or they want to find a better job (Ingersoll, 2003). Previous studies link job satisfaction to organizational effectiveness (Ostroff, 1992).

**Relationship with Leader.** Personal skills and abilities are some factors that may lead to teachers' satisfaction in their careers. Those who have a leadership role and learn new things constantly are the ones who have more satisfaction in their job. Moreover, the one who is directly related to teachers' job satisfaction is the school administrator since teachers' appreciation of their career goes back to their relationship with their leader. Therefore, it is very important for administrators to be aware of their role and influence on their teachers' job satisfaction (Chapman & Lowther, 1982). In his book entitled "Teachers Talk", Godar (1990) interviewed teachers who quit teaching. One of the teachers said, "I must admit that administrators do usually treat teachers as if they're dealing with just some more kids" (Godar, 1990, p.96). "Inefficient administration, poor communication, lack of autonomy, lack of coordination and commitment to the work among their colleagues and absence of clear goals or structure necessary to attain them" are major factors that decreased teachers' satisfaction (Nias, 1981 p.240). Moreover, Blase and Blase (1996) stated that one of the most important reasons that teachers leave their profession is when they feel humiliated by their administrators and having the feeling of being 'used'.

**Leadership Style.** Principals' leadership style plays an important role in teachers' job satisfaction. Teachers don't feel comfortable when they work with a laissez-faire leadership since chaos leads to stress. For instance, one of Godar's (1990) interviewee said, "I just had so many basic problems... like I couldn't even get them to stay in their seats. You know- I got no support from the assistant principal or the principal" (Godar, 1990, p. 103). Another teacher said, "And the thing was, as a first year teacher, it was like you were thrown to the wolves; there was nobody to try and help me; it was like trial and error with me" (Godar, 1990, p. 111). From this, it can be said that teachers prefer to have principals who are ready to listen, help, guide, and

support them rather than give them the total freedom to do whatever they want without interfering. Moreover, teachers like to participate in the decision making process which increases their job satisfaction (Ejimofofor, 2007).

**Communication.** Furthermore, communication is an essential factor that affects teachers' job satisfaction. Principals who communicate openly and respectfully have more satisfied employees than those who are antisocial and unwilling to communicate effectively (Kumari & Pandey, 2011).

**Responsibility.** Bishay (1996) found that teachers who have greater responsibility were more satisfied in their job than those with less responsibility. Teachers who have administrative positions (i.e. head of department) or advisor ship work were more satisfied in their work.

**Working with Children.** An interview was done with 100 primary teachers about factors that satisfy and dissatisfy them in the schools they teach in. Many teachers believe that "working with children" and the "happy atmosphere in the class" are satisfiers by themselves. Working with children makes the teachers forget all their problems. Moreover, others stated that teachers felt satisfied by the praise they receive from their colleagues and supervisor. Wanting to help children learn is another factor that influences teachers' job satisfaction since many teachers feel satisfied when they see their students' progress. However, in the same study, teachers stated some factors that dissatisfy them. In addition that, teachers work conditions (ventilation, decoration, cleanliness, physical surroundings) was often unsatisfactory (Nias, 1981).

**Other Factors.** It has been revealed that pay, promotion, work conditions, fringe supervision, and fairness are important factors that affect job satisfaction (Parvin & Kabir, 2011).

Money (pay) is an important factor and can be referred to as a 'good motivator' since all employees work for money.

Work condition is also an important factor in job satisfaction since a trusting and good work environment where all employees are working peacefully will increase the employees' job satisfaction hence increase their performance as well.

In addition, fairness is a very important factor that increases employees' job satisfaction and performance since when the leader deals with all the subordinates fairly with respect to pay, promotions, and working hours, no jealousy will arise; hence, problems will decrease and determination will increase.

### **What is Leadership?**

From the early 1800 till now, studies have been developing regarding leadership. Leadership is a broad concept that makes giving it one specific definition a very difficult task. It has always been a widely discussed topic everywhere. Moreover, it is a critical factor in enhancing an organizational performance. In any organization, all leaders are required to carry out tasks with limited resources to the maximum level in order to maintain the competition and the high standards of this organization (Riaz & Haider, 2010).

**Leadership Definitions.** Although there are many definitions for leadership, Yukl (2010) believes that there is no correct definition that captures the core of leadership. He defined leadership as a process in which intentional influence is exerted by the leader over other people to guide and facilitate activities in an organization. He also defined leadership as a process in which leaders and followers agree on what needs to be done and how to do it. Similarly to Yukl's definition, Voon, Lo, Ngui, and Ayob (2011) defined leadership as the interaction that occurs between a leader and his/her followers, which aims to reach a defined goal. According to Cunningham and Cordeiro (2009), leadership is the ability to imagine an improved school and lead the staff to work to bring this imagination into life. Warriner (1955) defined leadership as 'a

form of relationship between persons (which) requires that one or several persons act in conformance with the request of another' (p.367). In his book entitled "Educational Administration and Organizational Behavior," Hanson (2003) stated many definitions of leadership adopted from other authors. For instance Katz and Kahn consider leadership as the ability to induce extra effort from the followers. While Kelly defined leadership as the ability to help followers achieve a certain goal. Tomlinson (2004) stated that effective leadership is about commitment and inspiring others.

**Leadership vs. Management.** Leadership and management are two different concepts. Managers are straight forward, value stability, and avoid risk-taking. They are impersonal and focus on short-term results. They don't care about how their followers feel or what they think, they only want things to be done perfectly. As for leaders, they are personal since they care about people's feelings. Simply, managers focus their attention on how things get done while leaders try to get people to perform better (Yukl, 2010).

### **The Essence of Effective Leadership**

To be an effective leader, one must have basic skills and qualities. Some people are born with skills that make them good natural leaders while others have to learn and internalize leadership skills (Smith, 1996). It is so challenging to evaluate the effective leadership since people differ by nature. In any organization, there are different kinds of people. Some people become active for a short period of time, others accept responsibility and contribute to making the organization work better, and many others avoid responsibility. What is effective for a person might not be effective for another. Generally speaking, effective leadership involves building mutual trust and cooperation, strengthening collective identity, organizing and coordinating

activities, encouraging collective learning, obtaining necessary resources and support, developing and empowering people, and promoting social morality.

**Empowering people.** Leaders empower people by encouraging them to become more involved in the decision making process and become more creative. Many leaders believe that empowering people enables them to lose control and invite chaos. This is not true since together, the leader and the follower contribute in the success of any organization (Smith 1996).

### **The Development of Leadership Theories**

The concept of leadership is not something new. It has been a subject of interest to almost everybody. The concept of leadership has passed through many stages from the late 1800s till now. There are many approaches for studying leadership. The approaches that will be discussed in this study are: Trait Approach, Behavior Approach, Contingency Approach, and the New Leadership Approach. Figure 2.1 below outlines the development of the leadership theories.

**Trait Theory.** The Trait Theory appeared in the late 1800s until the mid 1940. It is one of the earliest approaches for studying leadership. As its name indicates, this approach emphasizes the traits of leaders such as personality, motives, values, and skills. In this era, scholars did many studies to identify the individual traits of efficient leaders. Back in time, it was believed that some people have certain traits that make them natural leaders (Yukl, 2010).

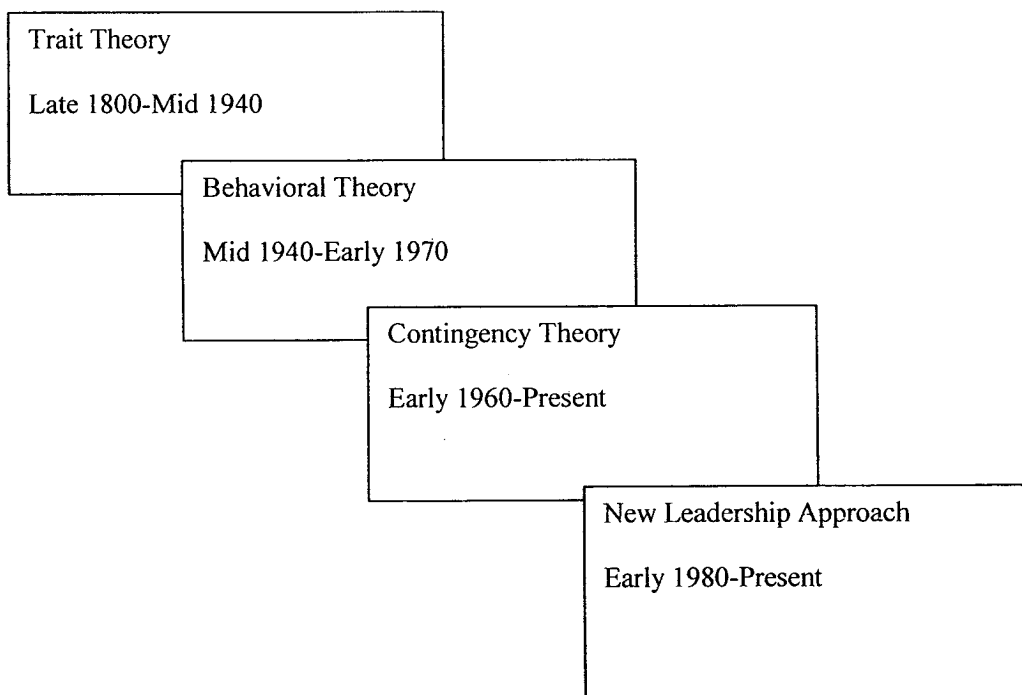
**Behavior Theory.** The Behavior Theory appeared in the mid 1940 till early 1970 when scholars became discouraged with the trait approach and gave more attention to what managers do on the job. This era emphasizes how managers deal with everyday issues rather than their traits. Scholars' main concern was to identify how leaders carry out their daily activities such as coping with demands and solving conflicts (Yukl, 2010).



**Contingency Theory.** The Contingency Theory appeared in the early 1960s till present. In that era, scholars' main concern was the flexible leadership. The belief of this theory is that leader behavior varies from one situation to another. The same leader can be flexible and strict depending on the situation. Researchers and scholars found out that leadership styles cannot be applied universally (Yukl, 2010).

**New Leadership Theory.** In the early 1980s till present, scholars became very interested in the emotional and symbolic aspects of leadership. Therefore, Bass (1985) developed transformational leadership which focuses on values. In this leadership style, followers and leaders feel trust, loyalty, and respect towards one another. Then, transactional leadership appeared to contradict transformational leadership. Followers in transactional leadership do a certain job to get a reward. There is no emotional link between followers and leaders. Eventually, a third style, the laissez-faire, appeared. In this leadership style, leaders avoid responsibility and interacting with followers.

Figure 2.1: The Eras of Leadership Development



## Leadership Styles of the New Leadership Approaches

Bass and Avolio (1995) developed a leadership model that identified three leadership behaviors which are the Transformational, Transactional, and Laissez-faire style as shown in Table 2.1.

**Transformational Leadership Style.** This leadership style is mainly about building common interests between leaders and their followers since leaders enable followers to believe in the goal rather than reach it to get a reward. Moreover, with followers of a transformational leader feel trust, admiration, loyalty, and respect toward the leader. The leader enables the followers to disregard their own good and think of the good of the organization as well as make the follower aware of the importance of his/her work (Yukl, 2010). This type of leadership emphasizes what you can do for your country since transformational leaders encourage change through instilling pride and respect as well as encouraging their followers to think creatively. It satisfies the higher needs of the followers and enables followers to make self-sacrifices and view the needs of the organization as a priority (Yukl, 2010).

***Transformational leadership factors.*** The five elements of transformational leadership are: attributed charisma, idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Attributed charisma is when the leader possesses heroic qualities. Idealized influence is when the leader encourages trust and respect among others and acts as a role model for his/her followers. Inspirational motivation is when the leader inspires others to achieve their goals and overcome challenges. Intellectual stimulation is when the leader encourages others to be creative and to see things from different perspectives. Finally, individualized consideration is when the leader shows care and responds to the needs of others (Bass, 1999; Lievens et al., 1997).

**Transactional Leadership Style.** Bass et al. (2003) described transactional leadership as a one that is based on reward. Rules and regulations are two important factors that are dominant (Cited in Bass, 1997). The relationship between the leader and followers is based on bargains. The leader identifies what the subordinates have to do and the subordinates do it to get a reward (Lievens et al., 1997). Followers may perform a certain task not because they are convinced but because they have to.

*Transactional leadership factors.* It includes two elements which are the contingent reward and the active management-by-exception. Contingent reward is when leaders set their expectations and followers meet the expectations to get rewarded. Active management-by-exception is when leaders monitor followers' performance and take corrective actions to make sure that standards are being met. Management-by-exception is when leaders only intervene when standards are not being met (Bass 1999).

**Laissez-Faire Leadership Style.** The last leadership style is the Laissez-faire. It is a passive kind of leadership in which leaders ignore problems and followers' needs (Long & Thean, 2011). Moreover, laissez-faire leaders abandon responsibility. It can be called active only when the leader decides to elect to avoid taking some actions (Antonakis, Avolio, & Sivasubramaniam, 2003).

*Laissez-Faire leadership factors.* It includes two elements: passive management-by-exception and laissez-faire. The management-by-exception is when leaders only intervene when standards are not being met (Bass 1999), while the laissez-faire is a non-leadership factor where leaders avoid taking decisions or using their authority (Bass & Avolio, 1995). There is neither interaction nor agreements between the leader and followers (Lievens et al., 1997).

Table 2.1: Leadership Styles and Factors of the New Leadership Approach

Leadership Styles	Factors
Transformational Leadership	Inspirational or Charisma
	Attributed Charisma
	Idealized Influence
	Inspirational Motivation
	Intellectual Stimulation
	Individual Consideration
Transactional Leadership	Contingency reward
	Active Management-by-exception
Laissez- Faire Leadership	Passive Management-by-exception
	Laissez-Faire

### Leadership Styles and Job Satisfaction

**Transformational Leadership and Job Satisfaction.** There is a relationship between job satisfaction and transformational leadership. Bogler (1999) found that teachers who were given the opportunity to develop and participate in decision making were more satisfied in their jobs than those who weren't. A school that aims to create an open, collaborative, and trusting environment for teachers will end up having highly satisfied teachers (Baughman, 1996). A study was conducted in public and private tertiary institutions in Ghana revealed a positive correlation between transformational leadership and employees' job satisfaction (Hukpati, 2009). Teachers exposed to transformational leadership are more willing to exert effort and work on

themselves than those who don't. Bogler (1999) found out that teachers will have greater satisfaction when they perceive their principal as a person who shares information, delegates authority, and communicates openly. Many studies proved that transformational style is correlated with employees' satisfaction with their leader and their willingness to put extra effort in the work they do (Nemanich & Keller, 2007; Seltzer, Numerof, & Bass, 1989; Riaz & Haider, 2010; Baltaci, Kara, Tascan, & Ausalli, 2012; Bushra, Usman, & Navid, 2011). In a study that asked 800 teachers to describe the characteristics of their principals that have a positive impact on them, the teachers believe that when the principal listens, shares experiences, uses examples, gives teachers the choice, contradicts destructive policies, encourages risk tasking, offers professional literature, and recognizes teachers' strength and weaknesses, they become more motivated and satisfied (Blase & Blase, 1999). Survey analysis of a rural primary school teachers, principals, and village leaders of one of China's poorest regions showed that teachers may be more satisfied if they work in schools that support collaboration and with leaders who support education and innovation (Sargent & Hannum, 2005). Transformational leaders encourage their followers to take responsibility and work on tasks that would satisfy employees (Emery & Barker, 2007). Transformational leaders carry new and original ways of managing their organization, and this has a positive influence on the employees hence increases their job satisfaction (Von et al., 2011). Moreover, when leaders encourage their followers to be innovative and look at a problem from different perspectives, the latter will more likely have a sense of attachment with the organization they work in (Riaz & Haider, 2010).

**Transactional Styles and Job Satisfaction.** Even though many studies revealed the strong relationship between transformational leadership styles and job satisfaction, other studies

have found a strong relationship between transactional leadership styles and job satisfaction (Wu, 2006).

It was found that transactional leadership creates a positive working environment for teachers to teach effectively (Pepper, 2010). It was found that superintendents expect principals to be transactional leaders and this increases their confidence (Campbell, Bridges, Corbally, Nystrand, & Ramseyer, 1971). Moreover, some studies have shown that the transformational and transactional leadership styles help predict the employees' satisfaction with their leaders (Bennett, 2009; Khan, Ramzan, Ahmed, & Nawaz, 2011). It has been found that employees are satisfied with their jobs when their leader uses a combination of both theories, the contingent reward dimension of the transactional leadership and the individual consideration of the transformational leadership (Chen, Beck, & Amos, 2005). However, a study conducted by Parasha, Qamar, Mirza, Hassan, and Waqas (2012) in Pakistan revealed that both transformational and transactional leaders satisfy their followers, but transactional leadership was more significant. Moreover, a study was conducted in Tehran to determine the relationship between leadership styles and job satisfaction revealed that transformational and transactional leadership are moderately correlated with teachers' job satisfaction (Hamidifar, 2009). However, a study showed the correlation of transactional leadership with job success rather than job satisfaction (Riaz & Haider, 2010). Bass (1999) believed that nowadays, transactional leadership alone does not lead to job satisfaction. Bogler (2001) stated that the less leaders display transactional leadership, the more employees seem to be satisfied.

Adeyemi (2010) discovered that, in certain situations, the more authoritarian (transactional) the leader is, the more effective the teachers become since some people need to be

forced to do a task before they do it. Since 1980, many studies have been revealing that the best leaders are those who follow the transformational and transactional styles (Bass, 1997).

**Laissez-Faire Leadership and Job Satisfaction.** Studies such as the one conducted by Judge and Piccolo (2004) revealed the negative effects that laissez-faire leadership has on employees' job satisfaction. A study conducted in Taiwan to determine the relationship between leadership styles and teachers' overall job satisfaction revealed that there is no significant relationship between laissez-faire leadership style and job satisfaction (Wu, 2006). Moreover, Nguni, Slegers, and Denessen (2006) conducted a study of leadership styles and job satisfaction in Tanzania and found out that Laissez-Faire leadership has a weak positive effect on job satisfaction. Besides, studies have shown that leaders should avoid the laissez-faire style since it is not related to followers' job satisfaction (Khan et al., 2011). Bass (1997) stated that every leader who avoids responsibility will end up having dissatisfied followers, and this applies to every organization. Bass also added that laissez-faire leadership is strongly related to employees' job dissatisfaction.

### **Demographic Characteristics and Job Satisfaction**

Age, gender, years at present institutes, years of teaching, years employed outside teaching, highest degree held, salary, marital status, and school location are demographic variables that proved to influence job satisfaction. Demographic factors are of great importance while talking about job satisfaction. The literature was inconsistent in finding which variable is related to job satisfaction. Many researchers including Chapman and Lowther (1982), Chapman and Green (1986), Ingersoll (2001) and Ghafoor (2012) believed in the relationship between demographic factors and job satisfaction. They proved that marital status, gender, age, salary, level of education, and participation in administrative duties are variables that influence job

satisfaction. Bogler (2001) proved that teachers' satisfaction in their job goes back to many factors such as their occupational perceptions, leadership styles, and a number of their demographic characteristics. Demographic factors have a role to play in teachers' satisfaction and dissatisfaction in their profession. Many studies were conducted to determine whether job satisfaction and demographic variables (age, year of experience and educational level) were related (Bowen, Radhakrishna, & Keyser, 1994; Nestor & Leary, 2000; Oguntunde, 2009; Castillo, Conklin, & Cano, 1999; Grady, 1985; Scott, Swortzel, & Taylor, 2005). Some researchers proved that there is a significant relationship between those two variables, while others proved the contrary.

**Age.** To start with age, Ingersoll (2001) stated that young teachers are more likely to leave their profession than older teachers. This is congruent with other studies done by Oguntunde (2009), Grady (1985), and De Nobile and McCormick's (2006). He found that as age increases, the level of job satisfaction increases as well. Moreover, Nestor and Leary (2000) as well as Bowen et al., (1994) proved that employees who are older have a higher level of job satisfaction. In addition to that, Bishay (1996) conducted a study on the relationship between age and job satisfaction and found out that job satisfaction seems to increase with age and years of teaching service. De Nobile and McCormick (2006) as well as , Lau, Yen, and Chan (2005) conducted studies on the relationship between job satisfaction and age and found out that staff members who are in the 20-30 and 31-40 age groups are less satisfied than those who are in 41-50 and 50+ age groups. The findings above are contrary to Scott, Swortzel, and Taylor's (2005) who believed that age has no significant correlation with job satisfaction.

**Education.** As for the educational qualifications, some research studies proved that teachers' degree status was not significantly related to the overall job satisfaction (Cano &



Miller, 1992; Castillo, Conklin, & Cano 1999; Oguntunde, 2009; Scott, Swortzel, & Taylor 2005), while others proved that employees with the least education are more satisfied than those who have high degrees (Gryski & Decotiis, 1983). However, Ghafoor's (2012) study in Pakistan revealed that the employees holding a Ph.D. degree were more satisfied than their colleagues who had a Master or a Bachelor degree.

**Experience.** Moreover, years of teaching are also an important issue to tackle. Many researchers stated that years of teaching experience has nothing to do with job satisfaction (Castillo, Conklin, & Cano, 1999; Cano & Miller, 1985). On the other hand, Grady (1985) proved the contrary. He concluded that as the number of years of teaching experience increases, the overall level of job satisfaction increases as well. Moreover, Lau, Yen, and Chan (2005) found that teachers with less teaching experience tend to show less satisfaction than those who have experience in teaching. Nestor and Leary (2000) as well as Bowen et al., (1994) conducted studies that had consistent results with that of Grady and Lau et.al. As for Abraham and Medoff (1984), they proved that promotion and job security accumulated from experience usually lead to job satisfaction. However, Ejimofor (2007) conducted a study in Nigeria about teachers' job satisfaction and the results of his study revealed that an increase in the number of years of teaching experience led to a decrease in job satisfaction.

**Private and Public Schools.** As for the relationship between job satisfaction in private and public schools many studies have been conducted to determine which sector best satisfies employees and many contradictory results emerged. For instance, it has been revealed that public employees tend to show lower satisfaction than private employees (Falcone, 1991). Moreover, teacher retention is proven to be higher in public schools than private ones (Guarino, Santibanez, & Daley, 2006). However, other studies proved the contrary. For instance, Ghafoor (2012)

proved that the academic staff from the public sector appeared to be more satisfied than those from the private sector.

### **What is Job Motivation?**

Job motivation is a person's willingness to do his/her best even in difficult situations (Nohria, Groysberg, & Lee, 2008). There are many factors that motivate employees some of which are: reward, positive reinforcement, feedback, recognition and empowerment. Many employees feel motivated when leaders offer rewards in exchange for the effort they put. While others prefer positive reinforcement constantly and regularly that encourages appropriate behavior and nudges inappropriate behavior. Many other employees enjoy getting feedback to understand their strengths and progress. While others get motivated when they feel that their work and effort are being appreciated. Empowerment is another motivator which makes employees share in the decision making process and encourages them to become productive and creative (Smith, 1996).

### **The Relationship between Job Satisfaction and Job Motivation**

Job satisfaction is the feelings employees have about their jobs in relation to prior jobs (Stanton & Crossley, 2000). Job motivation is an internal drive in which leaders don't have control over. All they can do is creating an environment so that people will feel motivated (Smith, 1996). Job satisfaction and job motivation are interrelated since teachers who are happy in their work (satisfied) are highly motivated to reach their goal. For instance, if the level of satisfaction does not meet expectations, the level of motivation will drop accordingly (Hanson, 2003). Mackenzie (2007) also believed in the relationship between job satisfaction and job motivation. He stated that when employees' needs are being met, they will feel motivated to exert extra effort to accomplish organizational goals. Yukl (2010) stated that transformational

leaders admire, trust and respect their followers. This makes them satisfied hence they become motivated to do more than they originally are expected to do.

### **Role of the Principal**

The principal of any division has many roles to play and many responsibilities to hold.

**Director.** Every principal should direct the subordinates to work effectively (Wu, 2006). This could be done either by continuously supervising them (transactional) or by building in them the will to work effectively to reach a goal (transformational). Principals have to coordinate with teachers to stay updated with what's happening as well as stay informed about challenging and weak students. Moreover, they are responsible for coordinating activities (Campbell, Bridges, Corbally, Nystrand, & Ramseyer, 1971).

**Model.** Modeling is also one of the principals' roles since a principal cannot ask the teachers to be punctual and organized if he/she does not model the same behavior (Ferrandino, 2001). Modeling effective behavior such as respect, trust, and positive communication are essential for creating a comfortable working environment for teachers. Modeling effective behavior helps principals maintain a problem-free environment in the division they work in.

**Influence.** Principals should have the ability to influence teachers and have a mission which gives continuity to actions overtime (Campbell, Bridges, Corbally, Nystrand, & Ramseyer, 1971; Smith, 1999).

**Trust and Believe in Teachers.** One of the most important roles of any principal is to believe in the teachers' capabilities and view them as professionals. If teachers feel supported, trusted, and safe, they will be able to sit with their principals and discuss difficulties or very sensitive issues they face in their work, or else they will be more likely to close up and keep their problems to themselves (Blase & Blase, 1994).

**Train.** Principals have to keep themselves and their teachers trained and up to date.

Teachers who are not trained to deal with special-need children or challenging ones will feel frustrated and stressed; hence, they will end up quitting the teaching profession (Godar, 1990).

**Empowering Teachers.** Principals who involve teachers in decision making empower them by allowing them to share ideas and give their opinion regarding rules and regulations or any other issue that might arise since they are the ones concerned. Moreover, they should work with teachers to improve or modify educational programs (Campbell, Bridges, Corbally, Nystrand, & Ramseyer, 1971; Smith, 1996).

**Reward.** Principals should reward teachers when necessary since it makes teachers more satisfied and motivated (Campbell, Bridges, Corbally, Nystrand, & Ramseyer, 1971). Teachers believe that being rewarded even through praise increases their tendency to work harder. In other words, being rewarded increases their motivation. Therefore, principals should recognize teachers' work and achievements frequently and praise them regularly at meetings or informal walk-thoughts. For instance, some teachers state that hearing the word 'thank you' for the work that they do makes them feel good and enhances their self esteem (Blase & Blase, 1996; Smith 1996).

**Command.** Although principals have to be flexible and engage teachers in the decision making process, they should know when to give commands (Campbell, Bridges, Corbally, Nystrand, & Ramseyer, 1971). Since principals deal with many teachers, they might not be able to satisfy all, hence making and giving commands when necessary are the only way out.

## **Conclusion**

As a conclusion, teacher attrition is a global concern and the reason is either because they are not satisfied or they want to find a better job. Principals have an important role to play and

their leadership style influences teachers' job satisfaction and motivation. Many studies revealed a positive correlation between leadership styles and job satisfaction of the followers as well as demographic factors and job satisfaction. Researchers found that teachers exposed to transformational and transactional principal behavior experience more satisfaction in their jobs than those exposed to laissez-faire styles. Moreover, it was proven that employees working in private sectors have more job satisfaction than those working in public sectors. Moreover, job satisfaction and job motivation are two interrelated concepts which complete one another. As for the two terms 'leadership' and 'management', they are not similar and principals should be aware of the differences between these terms.

## Chapter 3

### Methodology

This study investigated the possible relationship between principals' leadership styles, demographic variables, and teachers' job satisfaction in 10 schools (5 private and 5 public) in Lebanon.

#### Hypotheses of this Study

1. There is a significant and positive correlation between transformational leadership styles and Elementary I teachers' overall job satisfaction.
2. There is a significant and positive correlation between transactional leadership styles and Elementary I teachers' overall job satisfaction.
3. There is no significant or negative relationship between laissez-faire styles and Elementary I teachers' overall job satisfaction.
4. Teachers who are less than 30 years old are more likely to experience dissatisfaction in their job than those who are more than 30 years old.
5. Teachers with master's degree are more likely to experience dissatisfaction than those with lower degrees.
6. Teachers who have been teaching for more than 10 years are more likely to be satisfied in their job.
7. Teachers who work in private schools are more likely to be satisfied than those working in public schools.

## **Population**

The population of this study consists of Elementary I female teachers in both private and public schools in Lebanon. Teachers who participated had more than two years of experience in the school they worked in, and they also varied in their educational levels.

## **Sample**

The study was carried out in 10 schools in Lebanon: 5 private and 5 public schools. The schools vary in geographic location, size, and religious affiliations. It was planned that 100 female Elementary I teachers (grades 1, 2 and 3) would participate in the study (50 teachers from private schools and 50 teachers from public schools). Female teachers that have at least two years of experience were randomly selected by the research assistant from the teachers' list to be part of the sample. However, only 73 teachers participated (40 teachers from public schools and 33 teachers from private schools).

## **Instruments**

The relationships between leadership styles and teachers' job satisfaction were determined using two questionnaires, the Multi-Factor Leadership Questionnaire (MLQ-5X Short) (see Appendix F) and the Job Descriptive Index and Job in General Scale (Bowling Green State University, 1997) (see Appendix H).

The Multi-Factor Leadership Questionnaire, Fifth Edition, Short Form (MLQ-5X Short) is appropriate for this study since it measures the three leadership styles transformational, transactional, and laissez-faire as well as their factors. It was originally developed by Bass in 1985. Later on, Bass and Avolio (1995) introduced the MLQ-5X Short, which involves the nine sub-aspects of the three leadership styles, which are charisma or idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-

by-exception (active), management by exception (passive), and laissez-faire behaviors. This questionnaire consists of 36 items that measure the nine subscales stated above and 9 other items that measure satisfaction, effectiveness, and extra effort. The 36 items were used for this study since the purpose is to measure the leadership styles of principals. Those subscales are rated on a five-point Likert scale ranging from 0 (Not at all) to 4 (Frequently), and their reliability has been found to be satisfactory; transformational leadership ranged from 0.72-0.93, transactional leadership ranged from 0.58-0.78, and laissez-faire leadership was 0.49 (Den Hartog, Van Muigen & Koopman, 1997). The questionnaire consists of a leader and rater form. The leader form describes the leadership style of the leader as perceived by the leader him/herself, while the rater form describes the leadership style of the leader as perceived by the subordinates. In this study, the rater form was only used. Table 3.1 below shows some items from the questionnaire.

Table 3.1: Sample Items of the Multifactor Leadership Questionnaire (Rater Form)

0	1	2	3	4
Not at all	Once in a while	Sometimes	Fairly Often	Frequently
1. Talks optimistically about the future			0	1 2 3 4
2. Spends time teaching and coaching			0	1 2 3 4
3. Avoids making decisions			0	1 2 3 4

Job Satisfaction was measured using the Job Descriptive Index (JDI, 2009 revised) and Job in General Scale developed by Smith, Kendall, and Hulin in 1969. It is an instrument that includes 72 items to measure five facets of employees' job satisfaction, while the Job in General measures employees' overall satisfaction. The five facets of employees' satisfaction are satisfaction with the job, pay, promotion, supervision, and people on the present job. There are



18 items related to satisfaction with job, 9 items related to satisfaction with salary, 9 items related to promotion, 18 items related to supervision, and 18 items related to satisfaction with coworkers. The Job In General Scale includes 18 items that measure the overall satisfaction of employees. Each of the scales was scored separately. About half of the items are worded favorably (e.g., creative) and the others are worded unfavorably (e.g., dull). Respondents marked “Y” for yes, “N” for no and “?” no decision.

The Job Descriptive Index has a reliability that ranges from 0.86 to 0.91. This reliability was determined in 1997 when approximately 1,600 respondents filled it out. As for the validity, it goes back to the 1985 version when many techniques were operated yielding to evidence that strongly shows the correlation of Job Descriptive Index with job satisfaction and various job attitudes. As for the Job in General, it has a high reliability via coefficient alpha 0.91 and a high validity since it correlates with job satisfaction and various job attitude and behaviors (Plake, Impara, & Spies, 1995). Table 3.3 below shows some items from the questionnaire.

Table 3.2: Number of Items on the Job Descriptive Index and Job in General Scale

	Total number of items	Favorable items	unfavorable items
Job in General	18	10	8
People on Present Job	18	8	10
Supervision	18	9	9
Opportunities for promotion	9	5	4
Pay	9	4	5
Work on Present Job	18	11	7

Table 3.3: Sample Items of the Job Descriptive Index and Job in General Scale

<b>Item Statement</b>	<b>Rating</b>
<b>Job in General</b>	
Pleasant	Y N ?
Undesirable	Y N ?

<b>Item Statement</b>	<b>Rating</b>
<b>People on Your Present Job</b>	
Stimulating	Y N ?
Slow	Y N ?

<b>Item Statement</b>	<b>Rating</b>
<b>Supervision</b>	
Hard to please	Y N ?
Praise good work	Y N ?

<b>Item Statement</b>	<b>Rating</b>
<b>Opportunities for promotion</b>	
Good chance for promotion	Y N ?
Opportunities somewhat limited	Y N ?

<b>Item Statement</b>	<b>Rating</b>
<b>Work on the present job</b>	

Fascinating	Y N ?
Boring	Y N ?

### Testing the Reliability of Instruments

The reliability of the Multi-Factor Leadership Questionnaire, Fifth Edition, Short Form (MLQ-5X Short) was tested with regard to the samples and setting of this study for the three leadership styles; transformational, transactional, and laissez-faire as originally found. It was detected that the reliability (Cronbach's coefficient alpha) was satisfactory; thus, transformational leadership was 0.89, transactional leadership 0.72 and laissez-faire leadership was 0.87 from 73 responses while in totality, the MLQ-5X had a high reliability (Cronbach's coefficient alpha) of 0.91 with the current respondents.

Similarly, a pilot study was conducted on 25 respondents and yielded an acceptable reliability for the Job Descriptive Index (work on present job, pay, promotion, supervision, and people on the present job) and Job in General questionnaire. The reliability (Cronbach's alpha) coefficients were 0.68, 0.71, 0.78, 0.70, and 0.73 for people on the present job, work on present job, pay, opportunity for promotion and supervision respectively, while job in general had 0.63. In total, the Job in General and the Job Descriptive Index facets was 0.81 reliable. From the above, it shows that both the Multi-Factor Leadership and Job in General and the Job Descriptive Index Questionnaire were psychometrically reliable for the study.

### Scoring of the Instruments

The Multifactor Leadership Questionnaire was scored using the average scores for the items on the scale. The questionnaire has 20 items for transformational leadership, 8 items for transactional leadership, and 8 items for laissez-faire. The scores were derived by summing the

items that make up the scale to obtain a value for every leadership style (transformational, transactional and laissez-faire). Each individual scored a minimum of 0 and a maximum of 4 on each item. Then those choices were added to obtain scores for every respondent on each leadership style. Every respondent is supposed to score a minimum of 0 and a maximum of 80 for the transformational, 0 to 32 for transactional and laissez-faire leadership styles.

The Job Descriptive Index and Job in General Scale were scored by assigning numerical values. For the favorable words, “Y” indicated satisfaction and received 3 points, “N” indicated dissatisfaction and received 0 points, and “?” received 1 point. As for the unfavorable words, “Y” indicated dissatisfaction and received “0” points, “N” indicated satisfaction and received 3 points, and “?” received 1 point. Points for the Job in General and for the work, supervision, and coworkers were added together to have a score for each facet, while the points for the pay and promotion facets were also added but doubled since they are half as many as the other facets.

## **Design**

Correlation research methods were used in this quantitative study to determine whether there is a relationship between principals' leadership styles (independent variable) and teachers' job satisfaction (dependent variable) in 10 schools in Lebanon. Demographic variables were included in the study on relationship. First of all, reliability analysis (Cronbach alpha) was used to determine the reliability of the results. Then, correlation analysis was conducted to measure the relationship between the two variables (job satisfaction and leadership styles) and their facets. As for the relationship between job satisfaction and demographic variables as well as type of schools, a descriptive (frequencies and graphs) and inferential (one-way ANOVA) statistics analysis technique were used.

## Procedure

In every school, the researcher had a research assistant (teacher in the school) who helped in distributing the questionnaires. A meeting was held with every Elementary I principal to discuss the purpose of the research and distribute a cover letter (see Appendix A and B) to each principal to re-explain the purpose of the study. After the principal accepted to participate, he/she asked the research assistant to randomly nominate 10 teachers with not less than 2 years of experience to be part of this sample. Every research assistant chose 10 teachers and gave them a packet containing a letter (see Appendix C and D) to explain the purpose of the study while protecting their anonymity. After gaining the teachers' acceptance, the research assistant gave every teacher a demographic questionnaire (see Appendix E), one Multifactor Leadership Questionnaire (see Appendix F for English and G for Arabic) to measure how they view the leadership style of their leader, and one Job Description Index and another Job in General Scale (see Appendix H for English and I for Arabic) to measure their satisfaction. The teachers were given 3-4 days to fill out the questionnaires either in school or at home. Every research assistant in every school collected the questionnaires from their colleagues, put them in a sealed envelope and gave them to the principal. One of the research assistants was responsible to pass by all the schools and collect the questionnaires from the principals and give them back to the researcher. Please note that all the letters and questionnaires were translated into Arabic in case some teachers prefer to fill them out in Arabic. After collecting all the questionnaires, the researcher scored them and then conducted a correlation and other analysis to determine the relationship between leadership styles and teachers' job satisfaction.

## **Data Analysis**

The data were analyzed using the Statistical Package for the Social Sciences version 16 (SPSS 16.0). The alpha was set at 0.05 and 0.01 and means, frequencies, percentages, standard deviations, and coefficients were produced. Correlation analysis was conducted to determine the relationship between transformational leadership and job satisfaction, transactional leadership and job satisfaction, as well as laissez-faire leadership and job satisfaction. Moreover, correlation analysis was also used to determine the relationship between the three leadership styles and the five facets of job satisfaction. The descriptive statistics analysis technique one-way ANOVA was used to examine the relationship between demographic variables and job satisfaction as well as to compare job satisfaction between teachers in private and public schools.

## **Summary**

This part described the population, sample, instruments, scoring and reliability of instruments, design, procedure, and data analysis. This research was conducted using a quantitative approach. Out of 100 teachers, 73 filled out the questionnaires. The instruments used were MLQ-5X, JDI and JIG which have demonstrated high reliability. Cronbach alpha, descriptive statistics analysis, and one-way ANOVAs were computed using SPSS 16.0.

## Chapter 4

### Findings and Analysis

This chapter presents the results of the study. It gives a systematic breakdown of the responses provided by respondents on the questionnaire. This research deals with the three main leadership styles which are transformational, transactional, and laissez-faire. The purpose of this study was to determine the effectiveness of these three leadership styles through testing their relationship with female teachers' job satisfaction and job satisfaction facets.

The study was purely quantitative, but some level of descriptive statistics – frequencies, percentages and charts were used to analyze the demographics while means and standard deviations as well as linear graphs also described some relationships. Since Hypotheses 1, 2, and 3 sought to determine the relationship between variables, Pearson 'r' correlation was used with the help of SPSS version 16. On the other hand, Hypotheses (4, 5, 6, and 7) compared two or more independent groups; therefore, the one-way ANOVA was used to analyze them. In total, 100 questionnaires were distributed, but only 73 (33 [45.2%] and 40 [54.8%] from private and public school female teachers respectively) were retrieved and scored for analysis.

#### Demographic Background

This part describes the demographics of the respondents. Table 4.1 presents the ages of the respondents. It can be seen that the majority, 54.8% (40/73) of the respondents were above 40 years and 35.6% (26/73) were between 30 and 39 years, while only 9.6% (7/73) were less than 30 years.

Table 4.1: Ages of Respondents

Age in years	Frequency	Percentage
< 30	7	9.60
30 – 39	26	35.60
>40	40	54.80
Total	73	100

Similarly Table 4.2 presents the educational levels of the respondents. It shows that 61.6% (45/73) of the respondents in the study had bachelor's degree in various fields, and 20.5% (15/73) had master's degree. However, 17.8% (13/73) of the respondents had certificates below bachelor's degree.

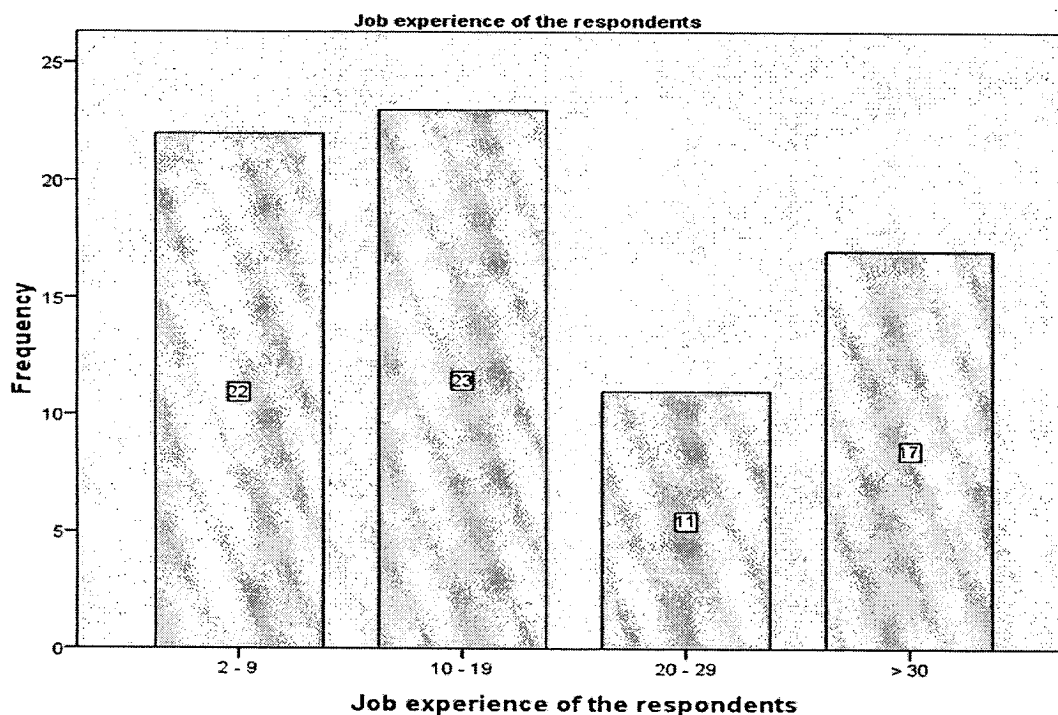
Table 4.2: Educational Level of Respondents

Educational level	Frequency	Percentage
< B Degree	13	17.80
B Degree	45	61.60
M Degree	15	20.50
Total	73	100

The work experience level of respondents was also examined, and it is illustrated in figure 4.1 below.



Figure 4.1: Job Experience of the Respondents



From figure 4.1, it can be seen that 23/73 equivalent to 31.5% of the respondents had 10 to 19 years work experience, while 22/73 (30.1%) had only 2-9 years teaching experience. Also, 17/73 (23.3%) of the respondents had over 30 years teaching experience, and finally, 11/73 (15.1%) of the respondents had between 20 to 30 years teaching experience.

### Hypotheses Testing

In the first place, the first hypothesis concerning the relationship between transformational leadership style and job satisfaction was tested and the summary is presented in Table 4.3 below.

Table 4.3 indicates the correlation coefficient between transformational leadership and teachers' job satisfaction. The means and standard deviations of transformational leadership and job satisfaction are ( $M = 57.62$ ,  $SD = 11.82$ ) and ( $M = 41.84$ ,  $SD = 7.42$ ) respectively. The result of the Pearson correlation,  $r = 0.39$ ,  $N = 73$ ,  $p < 0.01$  indicates a moderate significant and

positive correlation between transformational leadership style and job satisfaction of the respondents at 0.01 significant level. Thus, an increase in the practice of transformational leadership style results in the increase in the teachers' job satisfaction. This result, therefore, supports the hypothesis that there is a significant and positive correlation between transformational leadership styles and Elementary I teachers' overall job satisfaction.

Table 4.3: Summary of Correlation between Transformational L. style and Job Satisfaction

Variables	N	Mean	SD	R	P-value	P
Transformational L. style	73	57.62	11.82	0.39	0.000	< 0.01
Job satisfaction(JIG)	73	41.84	7.42			

To see whether transactional leadership style relates to teacher's job satisfaction, the two variables were correlated. Table 4.4 indicates the correlation coefficient between transactional leadership and job satisfaction. The means and standard deviations scores are (M = 23.18, SD = 5.06) and (M = 41.84, SD = 7.42) respectively. The result of the Pearson correlation when the means were correlated is  $r = 0.36$ ,  $N = 73$ ,  $p < 0.01$ . It indicates a moderate significant and positive correlation between transactional leadership style and job satisfaction of the respondents at 0.01 level of significant. Thus, an increase in the practice of transactional leadership style results in the increase in the teachers' job satisfaction. Therefore, it can be said that this result supports the hypothesis that there is a significant and positive correlation between transactional leadership styles and Elementary I teachers' overall job satisfaction.

Table 4.4: Summary of Correlation between Transactional L. Style and Job Satisfaction

Variables	N	Mean	SD	r	P-value	P
Transactional L. style	73	23.18	5.06	0.36	0.001	< 0.01
Job satisfaction(JIG)	73	41.84	7.42			

Thirdly, laissez-faire leadership style was correlated with job satisfaction to determine the relationship between them. Table 4.5 shows the correlation coefficient between laissez-faire style and job satisfaction. The means and standard deviations scores are ( $M = 9.25$ ,  $SD = 7.02$ ) and ( $M = 41.84$ ,  $SD = 7.42$ ) respectively. The result of the Pearson correlation when the means were correlated is  $r = -0.30$ ,  $N = 73$ ,  $p < 0.01$ , which indicates a moderate significant but negative correlation between laissez-faire leadership style and job satisfaction of the respondents at 0.01 level of significant. Thus, an increase in the practice of laissez-faire leadership style results in the decrease in the teachers' job satisfaction. Therefore, this result supports the third hypothesis that there is a significant negative relationship between laissez-faire styles and Elementary I teachers' overall job satisfaction. The finding is presented in the Table 4.5 below.

Table 4.5: Summary of Correlation between Laissez-Faire L. Style and Job Satisfaction

Construct	N	Mean	SD	R	P-value	P
Laissez-faire L. style	73	9.25	7.02	-0.30	0.005	< 0.01
Job satisfaction(JIG)	73	41.84	7.42			

To have a better interpretation of the results, the three leadership styles were correlated with the five job satisfaction facet to determine the possible relationship between them. Table 4.6 presents the descriptive summary – means and standard deviations – of results for the three perceived leadership styles: transformational, transactional, and laissez-faire, and the five facets of job descriptive index: work, pay, promotion, supervision, and people on your job. The mean scores and standard deviation for perceived transformational, transactional, and laissez-faire leadership styles were  $M_{(73)} = 57.62$ ,  $sd = 11.82$ ;  $M_{(73)} = 23.18$ ,  $sd = 5.06$  and  $M_{(73)} = 9.25$ ,  $sd = 7.02$  respectively, while that of the JDI facets followed in that order on the same table.

Table 4.6: The Means and Standard Deviation of Leadership Styles and Job Descriptive Index

Variables	Mean	Sd	N
transformational leadership style	57.62	11.82	73
transactional leadership style	23.18	5.06	73
laissez-faire leadership style	9.25	7.02	73
work facet of JDI	39.25	9.52	73
pay facet of JDI	15.67	14.02	73
promotion facet of JDI	22.25	13.30	73
supervision facet of JDI	40.66	9.11	73
people on your job of JDI	44.26	10.64	73

Table 4.7 below shows the correlation coefficients between the leadership style and JDI facets. It can be seen that transformational leadership styles positively correlates with supervision, work, promotion, people on present job, and pay facets of JDI, indicating that in the opinion of the respondent, the higher the leadership style of their school appear to be transformational the more satisfied they are about supervision, work, promotion, pay, and people on present job.

Similarly, transactional leadership style is correlated positively with supervision, people on present job, pay, work, and promotion of the JDI, demonstrating that in the judgment of the respondent, the higher the leadership style in their school show to be transactional the more satisfied they are about supervision, people on present job, work, pay and promotion.

On the contrary, laissez-faire leadership styles is negatively correlated with supervision, promotion, people on present job, pay, and work facets of the JDI, signifying that in the estimation of the respondent, the higher the leadership style of their school appears to be laissez-faire the less satisfied they are about supervision, promotion, people on present job, work, and pay.

Table 4.7: The Summary of Correlation between Leadership Styles and JDI Facets

JDI Leadership Facets	Transformational Leadership style	Transactional Leadership style	Laissez-faire Leadership style
People on your present job	0.25	0.25	-0.34
work facet	0.27	0.06	-0.003
pay facet	0.17	0.18	-0.28
promotion facet	0.25	0.24	-0.41
supervision facet	0.58	0.45	-0.47

The hypothesis testing continued with one-way ANOVA including hypotheses 4 to 7. The fourth hypotheses compared age groupings of the respondents on overall job satisfaction. The result is summarized in Tables 4.8 and 4.9 as well as figure 4.2. Table 4.8 shows the number of respondents in age grouping, their mean, and standard deviation scores, thus a descriptive summary of the results.

Table 4.8: The Means and Standard Deviation of Age and Job Satisfaction.

Age groups	N	Mean	Sd
< 30	7	40.43	10.49
30 - 39	26	41.08	7.67
> 40	40	42.58	6.77
<b>Total</b>	<b>73</b>	<b>41.84</b>	<b>7.42</b>

The mean scores and standard deviation of the perceived job satisfaction were  $M_{(7)} = 40.43$ ,  $sd = 10.49$ ;  $M_{(26)} = 41.08$ ,  $sd = 7.67$  and  $M_{(40)} = 42.58$ ,  $sd = 6.77$  for teacher respondents age groupings, <30, 30-39 and >40 years respectively with the linear interpretation on figure 4.2. Facially it can be seen that those >40 years perceived more (42.58) job satisfaction than 30-39 and <30 years group (41.08 and 40.43) correspondingly, as depicted by the mean plot in Figure

4.2. However, to ascertain whether those differences were significant between the mean scores as indicated, we resort to the one-way ANOVA result from Table 4.9.

Figure 4.2: Mean Plot for Overall Job Satisfaction

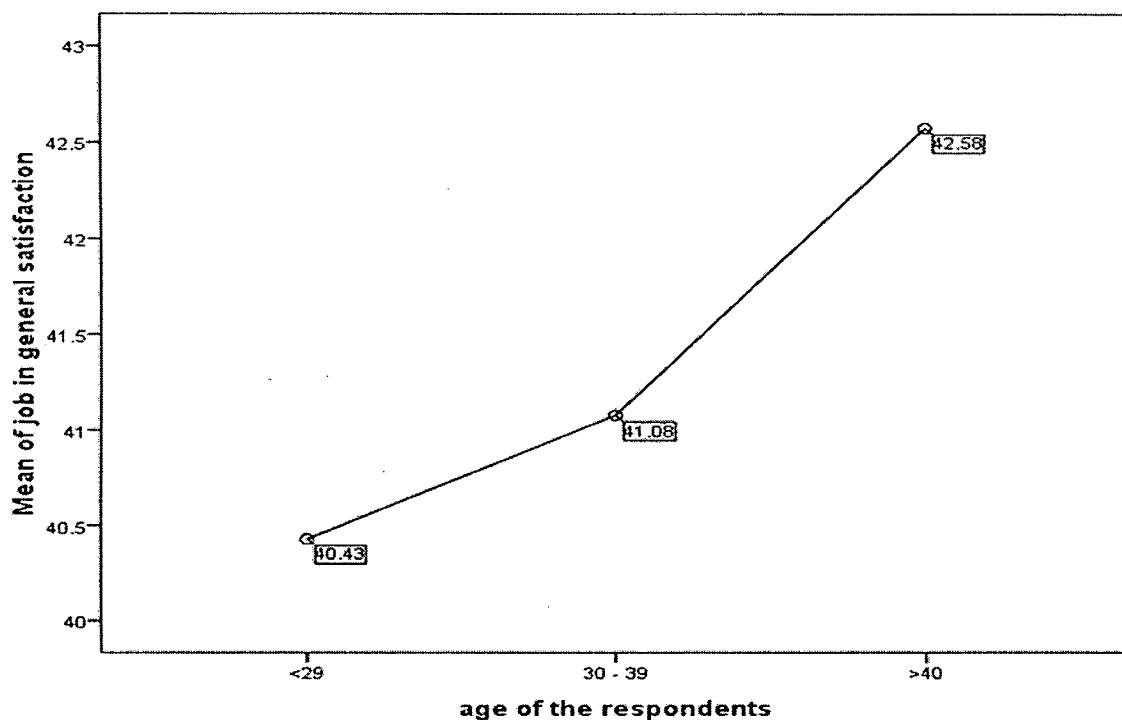


Table 4.9: One-way ANOVA Summary for Age and Job Satisfaction.

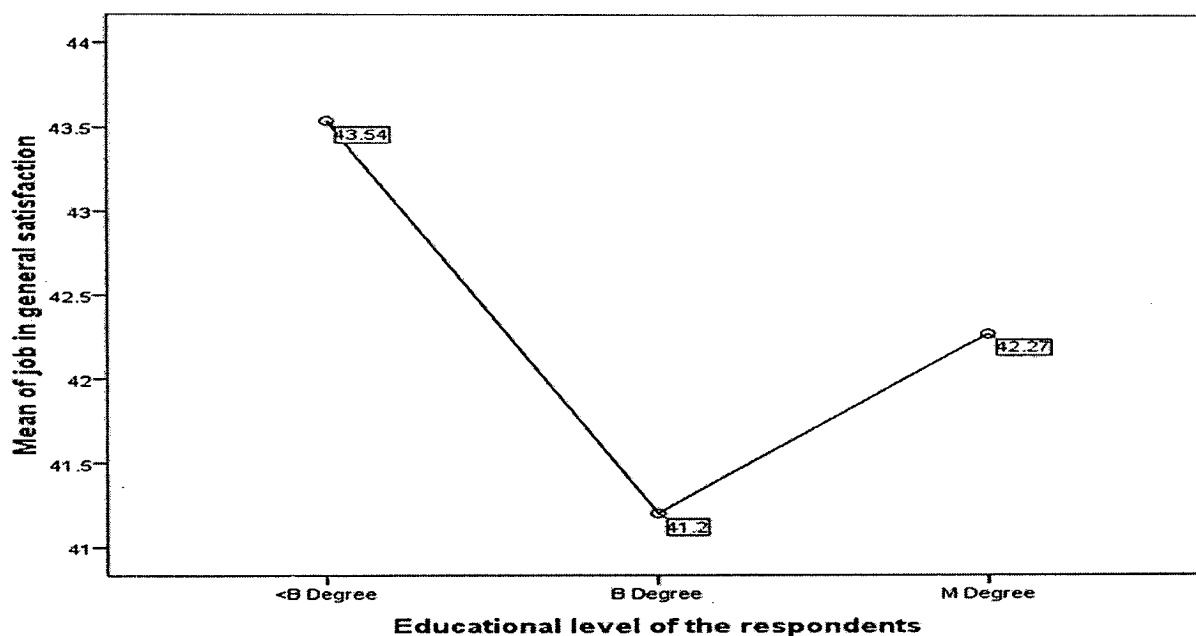
Groups	Sum of squares	Df	Means	F	P-value	P
Between Groups	50.69	2	25.35	0.45	0.638	> 0.05
Within Groups	3917.34	70	55.96			
Total	3968.03	72				

From Table 4.9 the ANOVA result,  $F_{(2, 72)} = 0.45$ ,  $P > 0.05$  indicates that no significant difference exists between the various age groups on their perceived job satisfaction at 0.05 significant level. This means that all the various age categories have the same job satisfaction.

Thus age was not a factor in perceiving job satisfaction. Therefore, Hypothesis 4 indicating that teachers who are less than 30 years old are more likely to experience dissatisfaction in their job than those who are more than 30 years old was not supported. Thus female Elementary I teachers in Lebanon do not perceive higher or lower job satisfaction based on age.

The fifth hypothesis tested is concerned with educational level and job satisfaction. The descriptive summary of the results for the perceived job satisfaction among female teacher based on educational levels shows that the mean scores and standard deviation of their perceived job satisfaction were  $M_{(13)} = 43.54$ ,  $sd = 7.83$ ;  $M_{(45)} = 41.20$ ,  $sd = 7.09$  and  $M_{(15)} = 42.27$ ,  $sd = 8.30$  for teachers who had certificates below bachelor degree, bachelor degree, and master's degree respectively with the linear interpretation on Figure 4.3. It can be seen that female teachers who have less than bachelor's degree have more job satisfaction than those who have masters and bachelor degrees.

Figure 4.3: Mean Plot for Overall Job Satisfaction



However, to ascertain if the difference is significant, let us resort to the ANOVA result in table 4.10. Table 4.10 below shows that the one-way ANOVA result is  $F_{(2, 72)} = 0.53$ ,  $P > 0.05$ , which indicates that no significant difference exists between at least any two of educational groups on their perceived job satisfaction at 0.05 significant level. This means that all the various educational categories gave about the same job satisfaction. Thus educational level was not a factor in perceiving job satisfaction.

Table 4.10: One-way ANOVA Summary for Educational Level and Job Satisfaction.

Groups	Sum of squares	Df	Means	F	P-value	P
Between Groups	58.66	2	29.33	0.53	0.594	> 0.05
Within Groups	3909.34	70	55.85			
Total	3968.03	72				

Therefore, Hypothesis 5 that teachers with master's degree are more likely to experience dissatisfaction than those with lower degrees was not supported. Thus, female Elementary I teachers do not perceive job satisfaction based on educational level.

Furthermore, another hypothesis tested concerned experience and job satisfaction as follows in Tables 4.11, 4.12 and Figure 4.4. Table 4.11 shows the number of respondents in teaching experience grouping, their mean and standard deviation scores, or descriptive summary result.



Table 4.11: The Means and Standard Deviation of Job Experience on Job Satisfaction.

Experience(yrs)	N	Mean	Sd
2 – 9	22	41.45	8.25
10 – 19	23	41.70	7.73
20 -29	11	44.91	4.64
>29	17	40.53	7.40
Total	73	41.84	7.42

The mean scores and standard deviation of the perceived job satisfaction were  $M_{(22)} = 41.45$ ,  $sd = 8.25$ ;  $M_{(23)} = 41.70$ ,  $sd = 7.73$ ;  $M_{(11)} = 44.91$ ,  $sd = 4.64$  and  $M_{(17)} = 40.53$ ,  $sd = 7.40$  for teacher respondents experience groupings, 2 - 9, 10 – 19, 20 - 29 and >29 years respectively with the linear interpretation on figure 4.4. From Table 4.11 and Figure 4.4, it can be seen that those who had 20 -29 years teaching experience perceived more (44.91) job satisfaction than 10 – 19, 2 - 9 and >29 years groups (41.70, 41.45 and 40.53) respectively, as depicted by the mean plot – Figure 4.4. However, to ascertain whether these differences are significant enough to conclude, we resort to the one-way ANOVA result from Table 4.12.

Figure 4.4: Mean Plot for General Job Satisfaction

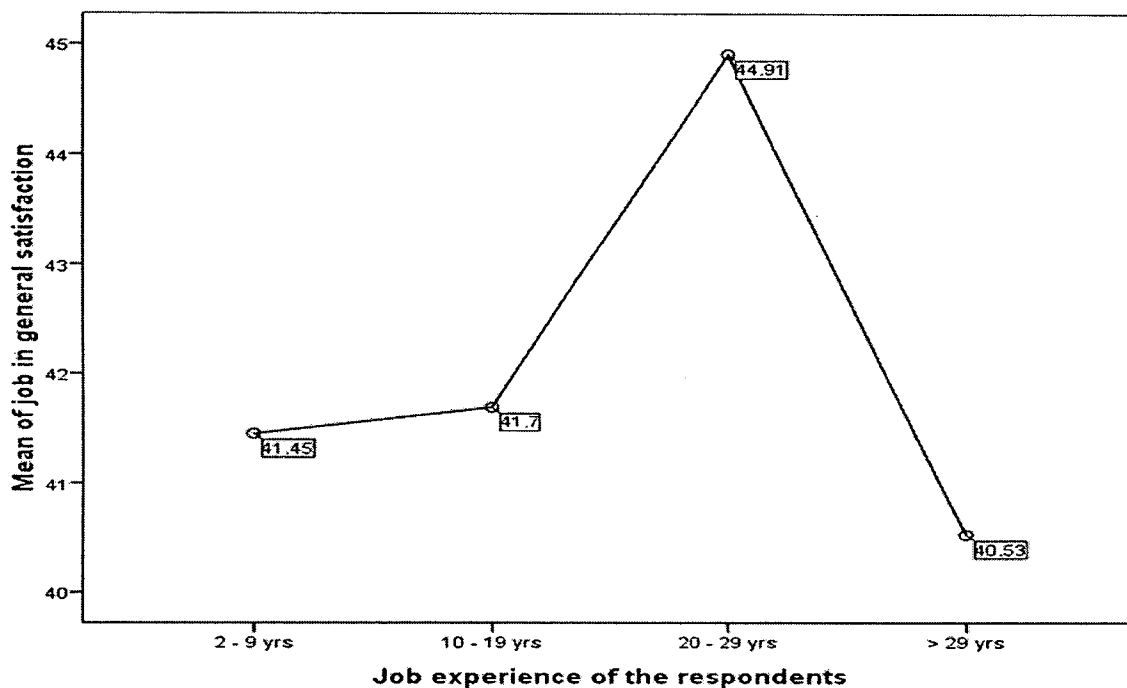


Table 4.12: One-way ANOVA Summary for Job Experience and Job Satisfaction.

Groups	Sum of squares	Df	Means	F	P-value	P
Between Groups	136.56	3	45.52	0.82	0.487	>0 .05
Within Groups	3831.67	69	55.53			
Total	3968.03	72				

Table 4.12 indicates that the ANOVA result is lower than 0.05, which means there is no significant difference between the various teaching experience groups on their perceived job satisfaction. It shows that teaching experience or number of year taught was not a factor in perceiving job satisfaction. Therefore, Hypothesis 6 that teachers who have been teaching for more than 10 years are more likely to be satisfied with their job than those who teach less than

10 years was not supported. Thus, female Elementary I teachers do not perceive higher or lower job satisfaction based on experience.

The last hypothesis on whether school type (public or private) affects perceived job satisfaction was tested. Table 4.13 shows the number of respondents according to the school type of the teacher, be it public or private, as well as the means and standard deviations of both.

Table 4.13: Means and Standard Deviation of School Type on Job Satisfaction.

Experience(yrs)	N	Mean	Sd
Public	40	43.42	6.66
Private	33	39.91	7.94
Total	73	41.84	7.42

The mean scores and standard deviation of the perceived job satisfaction based on the school type were:  $M_{(40)} = 43.42$ ,  $sd = 6.66$  and  $M_{(33)} = 39.91$ ,  $sd = 7.94$  for teacher respondents teaching in public and private respectively. Table 4.14 shows that those teaching in public schools have more job satisfaction than those teaching in private schools. However, to establish whether this difference is significant enough to conclude, we resort to the one-way ANOVA result from Table 4.14.

Table 4.14: One-way ANOVA for School Type and Job Satisfaction.

Groups	Sum of squares	Df	Means	F	P-value	P
Between Groups	223.53	1	223.53	4.24	0.043	< 0.05
Within Groups	3744.50	71	52.74			
Total	3968.03	72				

The ANOVA result,  $F_{(3, 69)} = 4.24$ ,  $P < 0.05$  revealed that a significant difference exists between the various school types on their perceived job satisfaction at 0.05 significant level. This means that the various school types perceived job satisfaction differently. It shows that school type, public or private, was a factor in perceiving job satisfaction. Consequently, Hypothesis 7 that teachers who work in private schools are more likely to be satisfied than those working in public schools was not supported. Thus, female Elementary I teachers in public schools perceived higher job satisfaction than their private schools counterparts.

As a conclusion, it can be said that most of the respondents are above 40 years old and have bachelor's degree. Moreover, the majority have 10-19 years of experience. As for the leadership styles and their correlation with job satisfaction, it was proven that both transformational and transactional leadership are positively and significantly correlated with the overall job satisfaction. The results of this study are in alignment with prior research and studies where all the transformational leadership actions such as modeling effective behavior, building a trustworthy environment, supporting teachers, involving teachers in the decision making process, and viewing teachers as professionals make teachers more satisfied and motivated (Wu, 2006; Blase & Blase, 1996; Bogler, 1999; & Baughman, 1996). On the contrary, laissez-faire leadership negatively and significantly correlates with the overall job satisfaction of Elementary I female teachers. The results are in alignment with previous research and studies where Judge and Piccolo (2004) found out that this type of leadership leads to negative effects on employees' job satisfaction. Moreover, Bass (1997) stated that any leader who avoids responsibility will end up having dissatisfied followers.

### **The Five Facets of Job Satisfaction**

The relationship between the three leadership styles and the 5 facets was tested out of inquiry to study which facet is correlated with which style. It was found that both transformational and transactional leadership were positively correlated with the five facets of job satisfaction which are: supervision, promotion, people on the present job, pay, and work, while laissez-faire leadership was negatively correlated with the five facets of job satisfaction listed above. Previous studies and many authors related leadership styles to the job satisfaction facets. They viewed it as an interrelated chain. Transformational leaders have proper supervision skills to keep teachers motivated and satisfied in their work. Such leaders are always updated with teachers' work and encourage teachers fairly according to their efforts and creativity; hence, they give these teachers the salary that they deserve (Mackenzie, 2007; Blase & Blase, 1994).

### **The Demographic Variables**

Concerning the demographic variables and job satisfaction, the results indicated that no significant difference existed between age and job satisfaction, education and job satisfaction, and experience and job satisfaction. Many points of view and results from previous studies were contradictory with this study. For instance, Oguntunde (2009) and Grady (1985) proved in their study that as age increases, job satisfaction also increases, while Scott, Swartzel, and Taylor (2005) proved that there is no significant relationship between age and job satisfaction. The same thing applies for education and experience. Ghafoor (2012), and Gryski and Decotiis (1983) stated that teachers with the least education are more satisfied in their job, while Cano and Miller (1992) and Scott, Swartzel, and Taylor (2005) believed that there is no significant correlation between both. Last but not least, this study showed that female teachers working in public schools are more satisfied than those working in private schools. Most of the previous studies

proved the contrary. For instance, Falcone (1991), Guarino, Santibanez, and Daley (2006) stated that public school teachers are less satisfied than private school teachers, while Ghafoor's (2012) results were in alignment with those of this study stating that public school teachers are more satisfied than private school teachers.

## Chapter 5

### Conclusion, Limitations, and Recommendation

This chapter contains the summaries of all analysis results and conclusions based on those results. Some suggestions, discussions of research limitations as well as guides for further study are presented at the end of this chapter.

#### Research Questions

**Research Question 1: What is the relationship between transformational leadership style and female teachers' job satisfaction?** Hypothesis 1 was supported since the results revealed that transformational leadership is positively correlated with Elementary I teachers' overall job satisfaction. Based on the findings of Research Hypothesis 1, results were in alignment with prior research. For instance, Bogler (1999) and Baughman (1996) also proved that teachers who work in an open, collaborative, and trusting environment that gives them authority and decision making power end up having more job satisfaction than those who don't. Having authority and decision making power makes the teacher feel trusted, which increases his/her motivation to work and give his/her best. Teachers exposed to transformational leadership styles are more willing to exert effort and work on themselves (Riaz & Haider, 2010; Numerof & Bass, 1989; Nemanich & Keller, 2007). Riaz and Haider (2010) also concluded that since transformational leaders encourage followers to be innovative and look at the problem from different perspectives, followers will end up having a high sense of attachment with the organization they work in. This means that teachers exposed to this type of leadership become more motivated. Moreover, the same study was conducted in Nigeria in 2007 by Ejimofor, who found that teachers believed that their perceptions of their opportunity to make decisions were significant predictors of job satisfaction. Moreover, many studies regarding leadership styles and

job satisfaction have been conducted by many researchers such as Blase and Blase (1999), Riaz and Haider (2010), and Sargent and Hannum (2005) and ended up having the same results. Ramey (2002) has conducted the same study on nurse managers and their followers in Appalachian state, USA and found a positive and moderate correlation between the two variables.

*Transformational leadership and the five facets of job satisfaction.* Since transformational leadership positively correlates with overall job satisfaction, transformational leadership was correlated with the five facets of job satisfaction to study which facet is correlated with this leadership style. It was found that transformational leadership styles positively correlates with supervision, work, promotion, pay, and people on present job facets.

*Supervision.* As for the supervision facet, studies have revealed that transformational leaders adopt new and original ways of managing their organization and dealing with subordinates. They use modeling and examples as well as contradict destructive policies which lead to the increase in employees' satisfaction regarding supervision (Von et al., 2011; Blase & Blase, 1999). When principals deal with teachers smoothly and positively, teachers will definitely be satisfied while if teachers feel that their opinions are disregarded and their principals are using negative communication skills with them, they will not be satisfied hence reflect a negative attitude. Moreover, Blase and Blase (1994) mentioned a very important point in their book which is the sensitivity of supervision. Teachers who feel that they are closely supervised and that the principal is standing behind the door to supervise them will have a low self esteem and low job satisfaction. Teachers like to feel trusted and comfortable. By having these feelings, they will be able to discuss their fear and problems openly with the principal.



*Work.* Results revealed a significant positive correlation between transformational leadership and work. Results are consistent with previous research which proved that teachers exposed to transformational leadership styles are more willing to exert effort and work on themselves (Riaz & Haider, 2010; Numerof & Bass, 1989; Nemanich & Keller, 2007). Riaz and Haider (2010) also concluded that since transformational leaders encourage followers to be innovative and look at the problem from different perspectives, followers will end up having a high sense of attachment with the organization they work in. This means that teachers exposed to this type of leadership become more motivated: hence, they enjoy their work and exert extra effort.

It can be said that the facets of job satisfaction are interrelated since employees who have the authority to make decisions and think creatively will be satisfied in their work and will work together as a team and hence they will put more effort to be reach their goals and be promoted to a higher position. Moreover, employees who communicate openly and positively with their principals will discuss their problems and try to solve them together in order to become more satisfied in their work.

*Promotion and pay.* Principals who follow up their teachers and supervise them properly will definitely be aware of what those teachers are doing and the efforts they are putting in their work. Based on this supervision, principals promote the qualified teachers and give them the adequate salary.

*People on present job.* Moving to employees' satisfaction with people on the present job, researches have supported the fact that transformational leadership is correlated with team work spirit among employees. For instance, a study was conducted to find the relationship between transformational leadership and team performance. This study revealed that transformational

leader behaviors promote improved teamwork process (Dionne, Yammarino, Atwater, & Spangler, 2003). Moreover, when teachers have the right to speak and think creatively, they will definitely have high morals which will reflect in the interaction with other teachers. Smith (1996) stated that empowerment (which is offered by the transformational leader) offers teachers many positive outcomes such as enhanced job satisfaction and positive cooperation between one another.

**Research Question 2: What is the relationship between transactional leadership style and female teachers' job satisfaction?** Hypothesis 2 was also supported since the results revealed that transactional leadership is positively correlated with Elementary I teachers' overall job satisfaction. The finding is consistent with Wu (2006) who proved that the transactional leadership style would definitely lead to teachers' job satisfaction. However, it contradicts Dale (2012) who concluded that the less teachers perceive their leader as transactional, the more their job satisfaction increases. Dale's results might be due to many factors such as characters of teachers since some teachers feel safe when they follow rules and regulations. Teachers may also vary on what satisfies them since humans are complex by nature. Many other researchers in the field have done their research and got to the conclusion that transactional leadership alone does not lead to teachers' job satisfaction.

Bass (1999) and many other researchers (Parasha, Qamar, Mirza, Hassan, & Waqas, 2012) concluded that principals should combine the transformational and transactional leadership styles to make their teachers more satisfied in their job. Similarly, in this research, both leadership styles were positively correlated with teachers' overall job satisfaction. Hence, a combination of both will surely be the best solution since one leadership style may not satisfy all teachers.

*Transactional leadership and the five facets of job satisfaction.* As for the relationship between transactional leadership and the five job satisfaction facets, it was found that transactional leadership positively correlates with people on the present job, promotion, supervision, work, and pay facets.

*Supervision.* Supervision is positively correlated with transactional leadership style and the results of this study are consistent with that of Nias (1981) who interviewed many primary teachers working in public and private schools to study what affects their satisfaction. It has been proven that many employees don't do their work until someone is supervising them. If the leader cares less about their work, they will not be satisfied, hence work less and the contrary is true (Adeyemi, 2010). Many teachers stated that supervision is an important facet. This leadership style focuses on rules, regulations, steps, and coordination to keep the principal updated with what is happening in the department. The more teachers coordinate with one another and with the principal, the more satisfied they become. Moreover, teachers' job satisfaction increases when they have a principal who sets a realistic goal and clear steps to reach it and decreases when they feel unsupervised and neglected from the principal (Godar, 1990).

*People on the Present Job.* 'People on the present job' is positively and significantly correlated with transactional leadership style. Rules and regulations decrease the tension between teachers since it enables every teacher to know his/her limits. For instance, in most of the schools, the rule says that when the bell rings, the teacher has to leave the classroom and give way to a new teacher to enter. If this rule disappears in every school, teachers will not know when to start and when to end their lessons. Hence, chaos will rise and tension will appear between teachers. Transactional leaders clearly specify the role of every individual which decreases the chances of facing problems with one another.

*Promotion.* As mentioned previously, promotion is significantly and positively correlated with transactional leadership style. This is due to the constant follow ups that transactional leaders do with their teachers to make sure they are on the right track. This enables leaders to realize who is worth promoting to a better position and who is not (it is a type of reward). Moreover, Vroom stated in his theory of job satisfaction that people get motivated to do a certain job if the reward is desirable (Hanson, 2003). Most teachers like to be promoted to higher positions. This makes them put more effort in their work to get promoted. So if promotion is what they desire. Then, they will do all what it takes to reach it.

*Work and Pay.* As mentioned previously, there was a positive correlation between transactional leadership and the two facets which are pay and work. This contradicts Nias (1981) who found that teachers' major source of dissatisfaction is lack of autonomy in their work. Transactional leadership disregards this factor and believes that teachers have to obey orders and not give their opinions.

Many teachers like to follow rules and regulations and be constantly supervised by their leader. This makes them feel satisfied with their work itself. Pay can be a type of reward for many teachers who have a transactional leader. Since such leaders closely supervise them, he/she might give them the salary they deserve.

**Research Question 3: What is the relationship between laissez-faire leadership style and female teachers' job satisfaction?** Hypothesis 3 was supported since the results revealed that laissez-faire leadership is negatively correlated with Elementary I teachers' overall job satisfaction. The results of this study are consistent with many previous research conducted in many countries. For instance, Hamidifar (2010) conducted a study on the relationship between leadership styles and employees' job satisfaction in Tehran, Iran in which he found a significant

and negative influence of the laissez-faire style on the subordinates' job satisfaction. Moreover, two other studies were conducted; one in Tanzania (Nguni, Slegers & Denessen, 2006) and the other in Taiwan (Wu, 2006). Both studies had consistent results with the results of this study which is a negative correlation between leadership styles and teachers' job satisfaction. When interviewed, many teachers stated that they quit teaching because their administrators avoided responsibility and avoided engaging them in training sessions (Godar, 1990). The results as well as previous researches imply that laissez-faire leadership style is not welcomed in school administration since it makes teachers frustrated and dissatisfied.

*Laissez-faire leadership and the five facets of job satisfaction.* As for the relationship between laissez-faire style and the five facets, it can be said that laissez-faire leadership styles negatively correlates with supervision, work, promotion, people on present job and pay facets of JDI. The results of this study are realistic since it was previously proven that laissez-faire leadership is negatively correlated with the overall job satisfaction so logically speaking if teachers are not satisfied with their overall job if their leader follows the laissez-faire style, how will they be satisfied with the work, supervision, people on present job, promotion, pay, and supervision?

*Work.* The results of this study indicated a negative correlation between this type of leadership and satisfaction with the work itself. Employees who have no one to refer back to when problems arise or when they need advice will feel alone and responsible for every single problem that occurs in their workplace. This may decrease their job satisfaction and motivation to put effort and work creatively (Godar, 1990). Bass (1997) and Judge and Piccolo (2004) are some researchers that agree on this point.

*People on the present job.* 'People on the present job' is also negatively correlated with laissez-faire leadership style. Laissez-faire leaders avoid interfering when problems arise, so if teachers were facing a problem between one another, there will not be anyone to solve the problem hence the relationship between one another will become worse. Moreover, since there are no rules and regulations to follow, teachers will not know their limits. Every teacher will interfere in the others' business, which creates tension and problems in the workplace.

*Supervision.* Similarly, supervision is negatively correlated with laissez-faire leadership style. As mentioned earlier, teachers prefer to have rules and regulations or someone to refer back to whenever needed. In this case, there is no one to refer back to. Teachers have to solve their problems on their own, which decreases their motivation to work as well as their job satisfaction. Very often, teachers leave their profession because of the very weak administration who avoids responsibility. Teachers stated that lack of books, chaos at work, and the lack of training sessions were their major reasons for leaving the teaching profession. Supervision is a serious issue that creates many problems such as teachers' misunderstanding and chaos in the workplace (Godar, 1990).

*Pay and promotion.* Pay and promotion are also negatively correlated with laissez-faire leadership style. It can be seen as a chain. The laissez-faire leader is not present to see how teachers are working and check their progress (supervision). Hence, teachers will not be given their right (pay and promotion) which is dissatisfying. Teachers who are working hard might not be rewarded and those who are not working seriously might not be punished hence chaos will arise which decreases their job satisfaction.

**Research Question 4: Are there differences in job satisfaction among demographic variables (age, level of education, and years of teaching)?**

*Age and job satisfaction.* There is no significant difference between the various age groups on their perceived job satisfaction. This means that all the various age categories perceived about the same job satisfaction. Therefore Hypothesis 4 stating that teachers who are less than 30 years old are more likely to experience dissatisfaction than those who are more than 30 years old was not supported. Interestingly, the results of this study contradict many researches done before. It does not support Ingersoll (2011), Oguntunde (2009), Grady (1985) as well as Lau, Yen, and Chan (2005) who proved that younger teachers are more likely to be dissatisfied in their job and leave the teaching profession. This variation can be due to geographical location of the samples used, rules and regulations of the school and period in which the research was conducted as well as the grade levels the teachers teach. However, the findings of this research support Scott, Swortzel, and Taylor (2005) who stated that there is no correlation between age and job satisfaction.

*Education and job satisfaction.* Similarly, there were no differences in job satisfaction among demographic variables (age, level of education, and years of teaching) which means that Hypothesis 5 stating that teachers' with masters degree are more likely to be satisfied in their jobs than their colleagues with lower degrees is disconfirmed. The results of the study support many researches done before such as those done by Cano and Miller (1992), Castillo, Conklin, and Cano (1999), Oguntunde (2009) and Scott, Swotzel, and Taylor (2005). They proved that there is no significant relationship between educational level and job satisfaction. However, the results were contrary to Gryski and Decotiis (1993) as well as Ghafoor (2012) who proved that there is a significant correlation between those two variables. This variation can be due to the time period and geographical location of the respondents of Gryski, Decotiis, and Ghafoor's studies.

*Experience and job satisfaction.* Similarly, no significant difference existed between various teaching experience groups on their perceived job. This means that Hypothesis 6 indicating that teachers who have been teaching for more than 10 years are more likely to be satisfied in their job is disconfirmed. The results indicate that experience has nothing to do with job satisfaction among teachers. The results of this study support many previous research such as the ones done by Castillo, Conklin, and Cano (1999), and Cano and Miller (1985), who proved that there is no relationship between job satisfaction and years of teaching experience. However, it contradicts with Grady (1985), Lau et al. (2005), and many other researchers who proved that there is a relationship between those two variables. The difference in findings can be due to the condition of service in the field of teaching as well as the period in which the research was conducted.

**Research Question 5: Are there differences in job satisfaction between private and public schools?** There are differences in job satisfaction between private and public schools. A significant difference exists between the various school types on their perceived job satisfaction. Results disconfirmed hypothesis 7 by revealing that female Elementary I teachers in public school perceived higher job satisfaction than their private school counterparts. The results of this study contradict Ghafoor's (2012) results, which revealed that teachers working in private schools are more satisfied. However, Falcone (1991) proved that teachers teaching in public schools are more satisfied which goes hand in hand with the findings of this research. The results reveal that public school teachers are being treated better by the government than private sector teachers.



## **Causes of Job Satisfaction**

From this study, it can be said that the causes of job satisfaction are directly related to leadership styles. Both transformational and transactional leadership are positively correlated with job satisfaction. Teachers enjoy working with transformational and transactional leaders while they detest working with laissez-faire leaders. Demographic variables such as age, experience, and education have nothing to do with job satisfaction while the nature of the school (private and public) is a major factor that affects their satisfaction. As a conclusion, the causes of job satisfaction are limited to the leadership styles of the principal as well as the school type.

## **Relationship between Leadership Styles and Job Satisfaction Theories**

Job satisfaction is a result of many interrelated factors. In this paper, characteristics of Need-hierarchy, Expectancy Theory and ERG Theory were discussed earlier. The two variables, job satisfaction theories and leadership styles could be interrelated. As mentioned before, Maslow and Alderfer divided human needs into five aspects which are the physiological, safety, social, esteem, and self actualization.

Transactional leadership which is based on rules and regulation as well as rewards satisfies the first two needs which are physiological and safety needs. Transactional leaders are not personal. All they want from their followers is to perform a certain task. If followers perform it, they will be rewarded; hence their job will be secured.

As for the transformational leadership, which is based on values and mutual respect and trust between followers and leaders, it satisfies the last three needs which are the social, esteem and self-actualization need. As Yukl (2010) stated, transformational leaders activates the followers' higher-order needs. Workers enjoy having the sense of belonging to the organization (social state) which is provided by the transformational leader. Moreover, appreciating workers

efforts and achievements increase their self esteem (esteem state), hence they work on themselves to become everything they are capable of becoming (self-actualization state).

Both leadership styles, transformational and transactional, should be interrelated since they complete one another. Followers can't reach the self-actualization state (provided by the transformational leadership) if they haven't passed through the safety state (provided by the transactional leadership).

### **Balance between Transformational and Transactional Leadership**

The results of this study revealed that both leadership styles positively correlate with job satisfaction. As many other researchers believe, I think that both the transformational and transactional leadership should be combined in one theory and adopted by every principal in every school since researches and previous studies prove that teachers' job satisfaction and empowerment increase by the following actions of principals:

- Modeling effective behavior (transformational leadership)
- Modeling professional behavior such as being positive, friendly and caring.  
(transformational leadership)
- Building a trustworthy environment (transformational leadership)
- Providing professional development and training programs (transformational and transactional leadership)
- Support teacher experimentation and innovation (transformational leadership)
- Praising teachers and using other symbolic rewards (transactional leadership)
- Enabling discussions and sharing problem solving strategies (transformational leadership)
- Empowering teachers (transformational leadership)

### **Balance between Leadership and Management**

Briefly, managers avoid risk taking, enjoy stability, and focus on short-term goals while leaders encourage risk taking, seek constant improvement and focus on long-term goals. An effective leader cannot be either a pure 'leader' or a pure 'manager'. Sometimes, leaders have to give commands while, at other times, they have to be more flexible depending on the situation. There should be a balance between both since, in certain situations, there should be a focus on short term goals to reach long term goals. Risk taking is not always beneficial and stability might sometimes affect the organization positively. Therefore, an effective leader knows how to balance between both. He/she knows when to encourage risk taking, when to give orders and when to give and take with teachers to keep all followers satisfied.

### **'Job satisfaction and Job Motivation' as Base for Improved Organizations**

As mentioned earlier, job satisfaction and job motivation are two interrelated concepts. Many researchers proved that employees' job satisfaction and their willingness to put extra effort in the work they do are interrelated (Nemanich & Keller, 2007; Seltzer, Numerof, & Bass, 1989; Riaz & Haider, 2010; Baltaci, Kara, Tascan, & Ausalli, 2012; Bushra, Usman, & Navid, 2011). Therefore, it is clear that job satisfaction leads to job motivation since satisfied employees come to their workplace with a smile on their faces, give their best, and most of all build a sense of attachment with the organization they work in (Riaz & Haider, 2010). When they build this sense of attachment, they will do their best to make it succeed.

Having such a positive attitude toward their work will reflect on their daily life tasks such as their teaching styles, relationship with coworkers, and relationship with students and parents. Hence, the school will become "the best place to be". Smith (1996) stated that the more people are satisfied, the greater their motivation becomes, hence the more effective they happen to be in

their work. In few words, leadership is what makes schools different from each other (Hanson 2003).

### **Research Limitations**

1. The study was conducted in Elementary I division. Therefore, the results don't apply to teachers of other divisions.
2. In one of the schools, data collection occurred at a very sensitive time where the teachers were having a conflict with their principal. Many teachers didn't fill in the questionnaire in good mood hence the reliability of the results might have been affected.
3. Many teachers refused to fill the questionnaires since they believed that the results might reveal their feelings about their school leader hence having a negative relationship with him/her.
4. Many other teachers simply didn't return the questionnaires and others didn't fully answer them.
5. This research used a quantitative approach which only answers the "what" question. If a qualitative approach was introduced which answers the "why" question, the results would have been more accurate.

### **Conclusion**

The results of this study reflect the population of Elementary I female teachers in Lebanon. Elementary I female teachers believe that the two satisfying leadership styles are the transformational and transactional while the laissez-faire leadership was not welcomed by them. The results reflected the effectiveness of these two leadership styles. Transformational and transactional leadership are positively correlated with the five facets of job satisfaction while laissez-faire leadership is negatively correlated with the five facets of job satisfaction.

Surprisingly, it appears that their level of satisfaction is not affected by their age, level of education, and teaching experience, which might reveal that teachers' main concerns are not the demographic variables but their relationship with their principal. The miscorrelation between age, level of education, and teaching experience shed a light on the importance of "leadership styles" and their relationship with job satisfaction. However, teachers working in public schools were more satisfied than those working in private schools. As we all know, some private schools are prestigious. The results of this study indicate that teachers care less about the schools' prestige since it doesn't correlate with their satisfaction level.

### **Implication**

Based on the results of this study, the transformational and transactional leadership styles are the most satisfying leadership for employees. These results might help principals improve teachers' job satisfaction. All they need to do is increase their performance on the 7 facets of transformational and transactional leadership styles. Supervisors or principals should be aware of the importance of those two leadership styles and use a combination of both leadership styles to enhance their employees' job satisfaction. They should be well trained to do that. Moreover, they should be trained to take proper actions such as providing strong leadership and a supportive working environment for all employees. The practice of laissez-faire leadership style should be discouraged since it does not contribute to job satisfaction.

### **Recommendations**

1. Principals should encourage their teachers to professionally develop and give them authority.
2. Principals should be trained and attend workshops and seminars to use a combination of transformational and transactional leadership since they seem to increase job satisfaction.

3. Teachers should be encouraged to take the JDI and JIG yearly to determine if they are satisfied. This helps principals stay updated with their employees' level of job satisfaction and take proper actions accordingly.
4. Principals should integrate teachers' demographic properties with continuous assessment and evaluation of teachers' feelings to stay updated with the relationship between their teachers' job satisfaction and those demographic properties.

### **Future Research Suggestions**

1. It has been found in this study that the minority of teachers (9.6%) were less than 30 years old. Further studies can be conducted to determine why young female teachers are not interested in the teaching profession.
2. It has been found in this study that only 20.5% of teachers have their master's degree. Further studies can be conducted to determine the reason that hinders teachers' educational or professional development,
3. Further studies can be conducted on teachers teaching different levels (Secondary school, middle school, primary school...)
4. A combination of both quantitative and qualitative design can be done in public and private schools teachers to determine why public school teachers are more satisfied than private.
5. Further research can be conducted to determine teachers' level of job satisfaction as well as principals' mostly used leadership style.
6. This study can be expanded to include student achievement and school effectiveness.
7. More studies can be conducted using the MLQ rater and leader form to compare how leaders view themselves and how raters view their leaders

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Appendix A  
Letter to Elementary I Principal

Dear Elementary I Principal,

The aim of this research is to examine whether there is a relationship between leadership styles and teachers' job satisfaction in ten schools in Lebanon.

You are invited to participate in this study. If you agree, I kindly ask you to randomly choose ten teachers who have been working in the school for more than two years and distribute the research package to them.

Please note that confidentiality is very important, therefore asking one of the teachers to collect the questionnaires and place them in an envelope is necessary. I will pass by to collect the envelope after the ten teachers complete the questionnaires.

Please note that neither the school nor the teachers will be mentioned in the study when I publish the results and that the teachers' participation in this study is completely voluntary.

The success of this study depends on your participation and cooperation.

Thank you in advance.

## Appendix B

## Letter to Elementary I Principal- Arabic

حضرة مدير / مديرة القسم الابتدائي الأول،

هذا الإستفتاء محضّر في إطار دراسة جامعّة حول العلاقة بين أساليب القيادة التربوية وعمل المعلّمت في المدارس اللّبنانيّة والهدف من هذه الدراسة هو الحصول على درجة الماجستير في القيادة التربوية والإدارة المدرسيّة.

يتوجّه هذا الإستفتاء إلى معلّمت القسم الابتدائيّ الأوّل شرط أن يكون قد مضى على انخراطهن في حقل التّعليم عامين أو أكثر وهو مرفق برسالة تشرح الهدف من هذه الدّراسة. لذا، من المهمّ أن تتمّ الإجابة عن هذه الأسئلة بحرص ودقّة. كما وأنّ مشاركة المعلّمت في الدّراسة هو أمرٌ طوعيّ تمامًا.

هذا الاستفتاء سرّي لذا على معلّمة واحدة فقط جمع الاستفتاء ووضعها في مغلف مختوم واعطائه لك. إجابات معلّمتكم لن تستعمل بأيّة طريقة تكشف هويّتكم أو هويّة مدرستكم.

نجاح هذه الدّراسة يعتمد على مشاركتكم و تعاونكم.

أشكر الجزيل لكم.

## Appendix C

### Letter to Elementary I Teacher

Dear Elementary I Teacher,

The aim of this research is to examine whether there is a relationship between leadership styles and teachers' job satisfaction in ten schools in Lebanon.

You are invited to participate in this study. If you agree, you will receive a package from your principal containing:

1. Multifactor Leadership Questionnaire.
2. Job Descriptive Index and Job in General Scale.

Your participation is completely voluntary. Make sure that if I publish the results of the study, neither the school nor the teachers will be identified. One of the teachers will collect all the questionnaires and put them in a sealed envelope and give them to the principal.

The success of this study depends on your participation and cooperation.

Thank you in advance.

## Appendix D

## Letter to Elementary I Teacher-Arabic

حضرة معلمة القسم الابتدائي الأول،

هذا الإستفتاء محضّر في إطار دراسة جامعيّة حول العلاقة بين أساليب القيادة التربويّة وعمل المعلّّات في المدارس اللبنايّة والهدف من هذه الدراسة هو الحصول على درجة الماجستير في القيادة التربوية والإدارة المدرسيّة.

أنتِ مدعوّة للمشاركة في هذه الدّراسة. في حال موافقتك، سوف يتمّ تسليمك نوعين من

الإستفتاء :

١- إستفتاء حول القيادة التربويّة المتعدّدة العوامل.

٢- إستفتاء حول المؤشرات الوصفية للوظيفة ودورها في المقياس العام.

هذا الإستفتاء سرّي لذا على معلمة واحدة فقط جمع الإستفتاء ووضعها في مغلف مختوم

واعطائه للمدير او المديرية.

إجاباتكم لن تستعمل بأيّة طريقة تكشف هويّتكم أو هويّة مدرستكم. من المهمّ أن تتّمتّ

الإجابة عن هذه الأسئلة بحرص ودقّة. كما وأنّ مشاركتكم في هذه الدّراسة هو أمرّ طوعيّ

تمامًا.

نجاح هذه الدّراسة يعتمد على مشاركتكم و تعاونكم.

الشّكر الجزيل لوقتكم وتعبكم وتفكيركم الذي استثمرتموه في الإجابة عن هذا الإستفتاء.

## Appendix E

**Survey on the Relationship between Demographic Characteristics and Teachers' Job Satisfaction.**

Place an "X" in the box beside the information that best describes you.

Name: \_\_\_\_\_

**School type**

- Public
- Private

**Age**

- < 29 years old
- 30-39 years old
- > 40 years old

**Level of education**

- Less than bachelors degree
- Bachelors degree
- Masters degree

**Years of teaching at the institute**

- 2-9 years
- 10-19 years
- 20-29 years
- > 30 years

Appendix F

Multifactor Leadership Questionnaire (MLQ Short 5X)

**Multifactor Leadership Questionnaire**

**Rater Form**

Name of Leader: \_\_\_\_\_ Date: \_\_\_\_\_

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. Answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer the questionnaire anonymously.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

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

*The Person I Am Rating...*

- |                                                                                                  |   |   |   |   |   |
|--------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Provides me with assistance in exchange for my efforts.....                                   | 0 | 1 | 2 | 3 | 4 |
| 2. *Re-examines critical assumptions to question whether they are appropriate.....               | 0 | 1 | 2 | 3 | 4 |
| 3. Fails to interfere until problems become serious.....                                         | 0 | 1 | 2 | 3 | 4 |
| 4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards..... | 0 | 1 | 2 | 3 | 4 |
| 5. Avoids getting involved when important issues arise.....                                      | 0 | 1 | 2 | 3 | 4 |
| 6. *Talks about his/her most important values and beliefs.....                                   | 0 | 1 | 2 | 3 | 4 |
| 7. Is absent when needed.....                                                                    | 0 | 1 | 2 | 3 | 4 |
| 8. *Seeks differing perspectives when solving problems.....                                      | 0 | 1 | 2 | 3 | 4 |
| 9. *Talks optimistically about the future.....                                                   | 0 | 1 | 2 | 3 | 4 |
| 10.*Instills pride in me for being associated with him/her.....                                  | 0 | 1 | 2 | 3 | 4 |
| 11.Discusses in specific terms who is responsible for achieving performance targets.....         | 0 | 1 | 2 | 3 | 4 |
| 12.Waits for things to go wrong before taking action.....                                        | 0 | 1 | 2 | 3 | 4 |
| 13.*Talks enthusiastically about what needs to be accomplished.....                              | 0 | 1 | 2 | 3 | 4 |
| 14.*Specifies the importance of having a strong sense of purpose.....                            | 0 | 1 | 2 | 3 | 4 |
| 15.*Spends time teaching and coaching.....                                                       | 0 | 1 | 2 | 3 | 4 |
| 16.Makes clear what one can expect to receive when performance goals                             |   |   |   |   |   |



are achieved.....	0	1	2	3	4
7. Shows that he/she is a firm believer in “if it ain’t broke, don’t fix it.”.....	0	1	2	3	4
8. *Goes beyond self-interest for the good of the group.....	0	1	2	3	4
9. *Treats me as an individual rather than just a member of the group.	0	1	2	3	4
10. Demonstrates that problems must become chronic before taking action.....	0	1	2	3	4
11. *Acts in ways that build my respect.....	0	1	2	3	4
12. Concentrates his/her full attention on dealing with mistakes, complaints and failures.....	0	1	2	3	4
13. *Considers the moral and ethical consequences of decisions.....	0	1	2	3	4
14. Keeps track of all mistakes.....	0	1	2	3	4
15. *Displays a sense of power and confidence.....	0	1	2	3	4
16. *Articulates a compelling vision of the future.....	0	1	2	3	4
17. Directs my attention toward failures to meet standards.....	0	1	2	3	4
18. Avoids making decisions.....	0	1	2	3	4
19. *Considers me as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
20. *Gets me to look at problems from many different angles.....	0	1	2	3	4
21. *Helps me to develop my strengths.....	0	1	2	3	4
22. *Suggests new ways of looking at how to complete assignments...	0	1	2	3	4
23. Delays responding to urgent problems.....	0	1	2	3	4
24. *Emphasized the importance of having a collective sense of mission.....	0	1	2	3	4
25. Expresses satisfaction when I meet expectations.....	0	1	2	3	4
26. *Expresses confidence that goals will be achieved.....	0	1	2	3	4
27. Is effective in meeting my job-related needs.....	0	1	2	3	4
28. Uses methods of leadership that are satisfying.....	0	1	2	3	4
29. Gets me to do more than I expected to do.....	0	1	2	3	4
30. Is effective in representing me to higher authority.....	0	1	2	3	4
31. Works with me in a satisfactory way.....	0	1	2	3	4
32. Heightens my desire to succeed.....	0	1	2	3	4
33. Is effective in meeting organizational requirements.....	0	1	2	3	4
34. Increase my willingness to try harder.....	0	1	2	3	4
35. Leads a group that is effective.....	0	1	2	3	4

## Appendix G

## إستفتاء حول القيادة التربويّة المتعدّدة العوامل.

يستخدم هذا الاستفتاء لوصف أسلوب القيادة لدى مدير / مديرة القسم الذي تعمل / تعملين فيه.

إن كان البند لا يمت لك بصلّة أو إن كنت غير متأكّدة من الإجابة أو لا تعرفين الإجابة، الرجاء

عدم الإجابة عنه. يجدر الذكر أن هذا الاستفتاء سرّي ولا يتطلب ذكر هويّتك.

في الصفحات التالية، سيتم سرد خمسة واربعين بياناً وصفيّاً. الرجاء استخدام مقياس التصنيف التالي:

٠ ( صفر ) : أبداً ١ : نادراً جداً ٢ : أحياناً ٣ : غالباً ٤ : في أكثر الأحيان إن لم يكن دائماً

الشخص الذي أصنّفه :

- ١- يوفّر لي المساعدة مقابل جهودي. \_\_\_\_\_
- ٢- يعيد دراسة الافتراضات الحاسمة للتأكّد بأنّها مناسبة. \_\_\_\_\_
- ٣- يفشل في التّدخل حتىّ الحين التي تصبح فيه المشاكل خطيرة. \_\_\_\_\_
- ٤- يركّز اهتمامه على المخالفات والاختفاء والانحرافات عن المعايير. \_\_\_\_\_
- ٥- يتجنّب التّدخل حين تظهر قضايا هامّة. \_\_\_\_\_
- ٦- يتحدّث عن أهمّ القيم والمعتقدات التي يؤمن بها. \_\_\_\_\_
- ٧- ليس موجوداً عند الحاجة إليه. \_\_\_\_\_
- ٨- يبحث عن وجهات نظر مختلفة لحلّ المشاكل. \_\_\_\_\_
- ٩- يحاور بتقاؤل بشأن المستقبل. \_\_\_\_\_
- ١٠- يشعرني بالفخر لصلتي به. \_\_\_\_\_
- ١١- يناقش بعبارات محدّدة المسؤول عن أداء الهدف بنجاح. \_\_\_\_\_

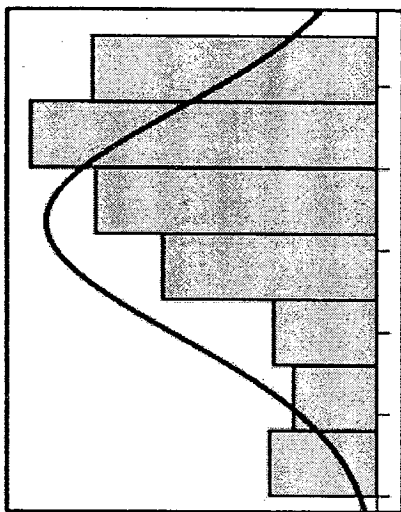
- ١٢- ينتظر أن تتأزم الأمور ليَتَّخَذَ أيَّ إجراء. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ١٣- يحاور بحماس عمّا يجب إنجازه. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ١٤- يحدّد أهميّة وجود هدف والعمل لتحقيقه. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ١٥- يكرّس وقته للتدريس والتدريب. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ١٦- يوضح ما يمكن الحصول عليه عند تحقيق هدف معين. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ١٧- يظهر أنه يؤيّد مقولة : " إن لم تكن مكسورة، فلا تصلحها". \_\_\_\_\_ . ١ ٢ ٣ ٤
- ١٨- يتجاوز مصلحته الذاتيّة لمصلحة المجموعة. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ١٩- يعاملني كفرد لا كعضو في مجموعة. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٢٠- يعتقد بأنّ المشاكل يجب أن تصبح خطيرة لكي يتخذ أيّ إجراء. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٢١- يفرض احترامه من خلال عمله وطريقة تصرفه. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٢٢- يركّز اهتمامه الكامل على كيفية التعامل مع الاخطاء والشكاوى والفسل. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٢٣- يدرك العواقب المعنويّة والاخلاقيّة لقراراته. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٢٤- يتتبع جميع الاخطاء. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٢٥- يظهر شعورًا بالقوة والثقة. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٢٦- يقدم رؤية واضحة ومقنعة للمستقبل. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٢٧- يوجّه انتباهي نحو الفشل في تلبية المعايير. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٢٨- يتجنّب اتّخاذ القرارات. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٢٩- يعتبر أنّ لي احتياجات وقدرات وتطلّعات مختلفة عن الآخرين. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٣٠- يشجّعني على النظر الى المشاكل من زوايا مختلفة. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٣١- يساعدني على تطوير نقاط قوتي. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٣٢- يقترح طرق جديدة للنظر في كيفية اكمال المهام. \_\_\_\_\_ . ١ ٢ ٣ ٤
- ٣٣- يتأخّر بالردّ على الأسئلة العاجلة. \_\_\_\_\_ . ١ ٢ ٣ ٤

- ٤ ٣ ٢ ١ ٠ ٣٤- يؤكد على أهمية وجود روح جماعية لتأدية المهام. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٣٥- يعبر عن رضاه حين أحقق هدفاً ما. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٣٦- يعرب عن ثقته بأن الأهداف ستتحقق. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٣٧- فعال في تلبية حاجات وظيفتي. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٣٨- يستخدم أساليب قيادة مرضية. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٣٩- يدفعني للقيام بأكثر مما كنت أتوقع القيام به. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٤٠- فعال في تمثيلي أمام الإدارة العليا. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٤١- يعمل معي بطريقة مرضية. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٤٢- يزيد من رغبتني بالنجاح. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٤٣- فعال في تلبية المتطلبات التنظيمية. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٤٤- يزيد من استعدادي لبذل جهود أكبر. \_\_\_\_\_
- ٤ ٣ ٢ ١ ٠ ٤٥- يقود مجموعة فعالة. \_\_\_\_\_

Appendix H

Job Descriptive Index and Job in General Scale

# THE JOB DESCRIPTIVE INDEX



2009 Revision

*including*

**The Job in General Scale**

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**Bowling Green State University**

**Job in General**

Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write

Y for "Yes" if it describes your job  
 N for "No" if it does not describe it  
 ? for "?" if you cannot decide  
 .....

- Pleasant
- Bad
- Great
- Waste of time
- Good
- Undesirable
- Worthwhile
- Worse than most
- Acceptable
- Superior
- Better than most
- Disagreeable
- Makes me content
- Inadequate
- Excellent
- Rotten
- Enjoyable
- Poor

**People on Your Present Job**

Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write

Y for "Yes" if it describes the people with whom you work  
 N for "No" if it does not describe them  
 ? for "?" if you cannot decide  
 .....

- Stimulating
- Boring
- Slow
- Helpful
- Stupid
- Responsible
- Likeable
- Intelligent
- Easy to make enemies
- Rude
- Smart
- Lazy
- Unpleasant
- Supportive
- Active
- Narrow interests
- Frustrating
- Stubborn

The Job Descriptive Index  
 © Bowling Green State University  
 1975-2009

The Job in General Scale  
 © Bowling Green State University  
 1982-2009

**Work on Present Job**

Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write

Y for "Yes" if it describes your work  
N for "No" if it does not describe it  
? for "?" if you cannot decide

.....

- Fascinating
- Routine
- Satisfying
- Boring
- Good
- Gives sense of accomplishment
- Respected
- Exciting
- Rewarding
- Useful
- Challenging
- Simple
- Repetitive
- Creative
- Dull
- Uninteresting
- Can see results
- Uses my abilities

**Pay**

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write

Y for "Yes" if it describes your pay  
N for "No" if it does not describe it  
? for "?" if you cannot decide

.....

- Income adequate for normal expenses
- Fair
- Barely live on income
- Bad
- Comfortable
- Less than I deserve
- Well paid
- Enough to live on
- Underpaid

### Opportunities for Promotion

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write

- Y for "Yes" if it describes your opportunities for promotion  
N for "No" if it does not describe them  
? for "?" if you cannot decide

- .....
- Good opportunities for promotion
  - Opportunities somewhat limited
  - Promotion on ability
  - Dead-end job
  - Good chance for promotion
  - Very limited
  - Infrequent promotions
  - Regular promotions
  - Fairly good chance for promotion

### Supervision

Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write

- Y for "Yes" if it describes the supervision you get on the job  
N for "No" if it does not describe it  
? for "?" if you cannot decide

- .....
- Supportive
  - Hard to please
  - Impolite
  - Praises good work
  - Tactful
  - Influential
  - Up-to-date
  - Unkind
  - Has favorites
  - Tells me where I stand
  - Annoying
  - Stubborn
  - Knows job well
  - Bad
  - Intelligent
  - Poor planner
  - Around when needed
  - Lazy

(Go on to back page)

## Appendix I

## Job Descriptive Index and Job in General Scale-Arabic

إستفتاء حول المؤشرات الوصفية للتوظيف ودورها في المقياس العام.

أ- أعمل بالمطلق :

فكري بعملك بالمطلق.

- إن كانت الكلمة تصفه، الرجاء وضع Y و اذا كانت الكلمة لا تصفه الرجاء وضع N.

بحال عدم القدرة على اختيار الاجابة، الرجاء وضع اشارة ؟

- |                             |                              |
|-----------------------------|------------------------------|
| _____ ١- مُسِرّ             | _____ ١٠- سيئ                |
| _____ ٢- رائع               | _____ ١١- مضيعة للوقت        |
| _____ ٣- جيد                | _____ ١٢- غير مرغوب فيه      |
| _____ ٤- يستحق الجهد        | _____ ١٣- الأسوأ على الاطلاق |
| _____ ٥- مقبول              | _____ ١٤- الأفضل             |
| _____ ٦- الأفضل على الاطلاق | _____ ١٥- غير مرضٍ           |
| _____ ٧- يُشعرني بالسعادة   | _____ ١٦- غير ملائم          |
| _____ ٨- ممتاز              | _____ ١٧- مزعج               |
| _____ ٩- ممتع               | _____ ١٨- ذات مستوى ضعيف     |

ب- ألتوظيفة الحالية في العمل :

فكري بوظيفتك الحالية في العمل.

- إن كانت الكلمة تصفها، الرجاء وضع Y و اذا كانت الكلمة لا تصفه الرجاء وضع N.

بحال عدم القدرة على اختيار الاجابة، الرجاء وضع اشارة ؟

- |                         |                   |
|-------------------------|-------------------|
| _____ ١- مثيرة للاهتمام | _____ ١٠- روتينية |
|-------------------------|-------------------|



- ٢- مرضية \_\_\_  
 ٣- جيدة \_\_\_  
 ٤- محترمة \_\_\_  
 ٥- مكافئة \_\_\_  
 ٦- تشكل تحدياً \_\_\_  
 ٧- فيها تكرار \_\_\_  
 ٨- غير ممتعة \_\_\_  
 ٩- ذات نتائج ظاهرة \_\_\_  
 ١١- مملّة \_\_\_  
 ١٢- تمنح شعوراً بإنجاز شيء مهم \_\_\_  
 ١٣- مشوقة \_\_\_  
 ١٤- مفيدة \_\_\_  
 ١٥- بسيطة \_\_\_  
 ١٦- فيها إبداع \_\_\_  
 ١٧- غير مثيرة للاهتمام \_\_\_  
 ١٨- تطلب استخداماً لقدراتي \_\_\_

ج- ألتراتب :

فكري بالتراتب الذي تحصل / تحصلين عليه حالياً.

- إن كانت الكلمة تصفها، الرجاء وضع Y و إذا كانت الكلمة لا تصفه الرجاء وضع N.

بحال عدم القدرة على اختيار الاجابة، الرجاء وضع اشارة ؟

- ١- كافٍ لتغطية المصاريف العادية \_\_\_  
 ٢- بالكاد يكفي للعيش \_\_\_  
 ٣- مريح \_\_\_  
 ٤- جيد \_\_\_  
 ٥- عادل \_\_\_  
 ٦- غير عادل \_\_\_  
 ٧- أقلّ ممّا أستحق \_\_\_  
 ٨- يكفي معيشتي \_\_\_  
 ٩- غير كافٍ \_\_\_

د- فرص الترقية :

فكري بفرص الترقية في مكان عملك.

- إن كانت الكلمة تصفها، الرجاء وضع Y و إذا كانت الكلمة لا تصفه الرجاء وضع N.

بحال عدم القدرة على اختيار الاجابة، الرجاء وضع اشارة ؟

- ١- جيّدة \_\_\_\_  
٢- حسب القدرات \_\_\_\_  
٣- حسب الصدفة \_\_\_\_  
٤- غير منتظمة \_\_\_\_  
٥- محدودة الى حدّ ما \_\_\_\_  
٦- طريق مسدود \_\_\_\_  
٧- محدودة للغاية \_\_\_\_  
٨- منتظمة \_\_\_\_  
٩- منصفة أو مقبولة \_\_\_\_

هـ- ألمدير أو المديرية :

فكري بالإشراف التي تحصل / تحصلين عليه بعملك.

- إن كانت الكلمة تصفه، الرجاء وضع Y و إذا كانت الكلمة لا تصفه الرجاء وضع N.

بحال عدم القدرة على اختيار الاجابة، الرجاء وضع اشارة ؟

مديري أو مديرتي :

- ١- داعم / داعمة \_\_\_\_  
٢- فظّ / فظة \_\_\_\_  
٣- دبلوماسي / دبلوماسية \_\_\_\_  
٤- مطلع / مطلعة على آخر المستجدات \_\_\_\_  
٥- يميّز / تميّز بين الأشخاص \_\_\_\_  
٦- مزعج / مزعجة \_\_\_\_  
٧- يجيد عمله / تجيد عملها \_\_\_\_  
٨- بارع / بارعة \_\_\_\_  
٩- دائم / دائمة الحضور عند الحاجة إليه / إليها \_\_\_\_  
١٠- صعب / صعبة الارضاء \_\_\_\_  
١١- يمدح / تمدح العمل الجيّد \_\_\_\_  
١٢- ملهم / ملهمة \_\_\_\_  
١٣- غير لطيف / لطيفة \_\_\_\_  
١٤- يحدّد / تحدّد لي موقعي \_\_\_\_  
١٥- عنيد / عنيدة \_\_\_\_  
١٦- قاس / قاسية \_\_\_\_  
١٧- يفتقر / تفتقر إلى التخطيط \_\_\_\_  
١٨- كسول / كسولة \_\_\_\_

ج- زملاء العمل :