

## **What Type of School Leadership Satisfies Teachers? A Mixed Method Approach to Teachers' Perceptions of Satisfaction**

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Transformational leadership theory predicts a greater than anticipated commitment from followers as a result of certain prescribed leadership behaviours. This occurs as a result of motivating and elevating followers commitment with a compelling vision of the future that can only be obtained with their help. Further, the theory claims, there is a strong correlation between transformational leadership and the degree of teacher satisfaction achieved. This paper reports on a mixed method approach to evaluating the influence of transformational and transactional leadership behaviours on teachers' perceptions of satisfaction with their leader. A quantitative survey was conducted in 52 secondary schools, involving 458 respondents across NSW, and a multilevel modelling analysis was used to explore the relation between principal's leadership styles and teachers' perception of satisfaction with leadership. Three schools were then selected based on the results of the multilevel analysis, and a qualitative study using a semi-structured interview technique employed to investigate those specific principal leadership behaviours that influenced teachers' perceptions of satisfaction with leadership. Several findings emerged, including the importance of individualised consideration behaviours in accounting for variations in teachers' perceptions of satisfaction with leadership scores, and the utility of specific behaviours such as "an open door policy".

### **Introduction**

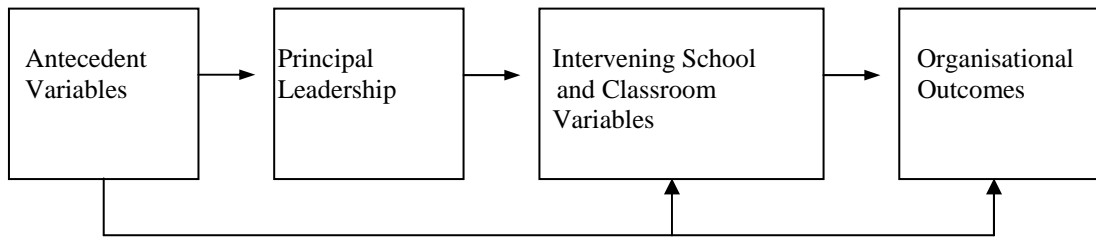
A substantial proportion of recent effective schools research over the past two decades has been directed at exploring the influence of principal's leadership behaviours and the achievement of school goals (Shum & Cheng, 1997). Of particular interest has been the relation between principal's leadership style and their impact on outcomes related to teachers' perception of satisfaction, effectiveness and the amount of effort they are willing to exert (Bass & Avolio, 1997). New paradigms of leadership (Burns, 1978; Bass, 1985; Bass & Avolio, 1994; Leithwood & Jantzi, 1990) have allowed these effects to be examined from new perspectives, with particular emphasis given to the question of the type of school leadership that teacher's finding satisfying.

Prominent among these new leadership paradigms has been the transformational and transactional model (Burns, 1978; Bass, 1985; Bass & Avolio 1997). This model of leadership posits that follower performance can be lifted to a level beyond that which would be normally expected. Moreover, advocates claim that while transactional leadership is effective, "a greater amount of extra effort, effectiveness and satisfaction is possible from employees by augmenting transactional with transformational leadership" (Bass and Avolio, 1997, p. 22).

### *Theoretical Framework*

This paper reports on a mixed method approach to evaluating the influence of transformational and transactional leadership behaviours on teachers' perceptions of satisfaction with their leader. A quantitative survey was conducted in 52 secondary schools, involving 458 respondents across NSW, and a multilevel modelling analysis was used to explore the relation between principal's leadership styles and teachers' perception of satisfaction with leadership. Three schools were then selected based on the results of the multilevel analysis, and a qualitative study using a semi-structured interview technique employed to investigate those specific principal leadership behaviours that influenced teachers' perceptions of satisfaction with leadership.

A mediated-effects model (Hallinger & Heck, 1998, p.162; Figure 1) was used to examine the relations between principal's leadership style behaviours and administrator effects within schools. This model recognises that antecedent variables can have an important causal influence that effect desired outcomes such as teacher satisfaction, and that teachers' perceptions of these outcomes will be mediated not only by principal's leadership style, but by school and classroom level constructs such as school learning environment and school culture as well.



**Figure 1.** Theoretical framework guiding research on leadership, school learning environment and selected teacher outcomes.

### *Transformational, Transactional and Laissez-Faire Leadership*

Transformational leadership is hypothesised to occur when leaders and followers unite in pursuit of higher order common goals, when "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, p. 20). This implies that the leader-follower relationship is one in which the purposes of both become fused, creating unity and collective purpose (Barker, 1990). The leader motivates followers to "work for transcendental goals instead of immediate self-interest, for achievement and self-actualisation rather than safety and security" (Murray & Feitler, 1989, p. 3), and creates within followers a capacity to develop higher levels of commitment to organisational goals (Leithwood & Jantzi, 2000).

Transactional leadership is hypothesised to occur when there is a simple exchange of one thing for another. Burns (1978, p. 19) argued that transactional leadership occurs "when one person takes the initiative in making contact with others for the purpose of exchange of valued things". In this relationship the leader and the led exchange needs and services in order to accomplish independent objectives (Barker, 1990; Kirby, Paradise & King, 1992).

Bass et al. (1997) conceptualised a third type of leadership, laissez-faire leadership, which was hypothesised to occur when there is an absence or avoidance of leadership. In this case decisions are delayed, and reward for involvement absent. No attempt is made to motivate followers, or to recognise and satisfy their needs (Bass & Avolio, 1997).

Transformational leadership models emphasize that "transformational leaders are able to alter their environments" to meet their desired outcomes (Kirby, King & Paradise, 1992, p. 303). Transformational school leaders do this by promoting educational restructuring and innovation, focusing on building vision, encouraging collaborative participation and raising the role of followers to that of leader (Silins, 1994).

### *Teacher Outcomes - Global Satisfaction*

The concepts of teacher job satisfaction and teacher motivation have long been intertwined in the literature, causing some confusion. This, Dinham and Scott (1997, p. 362) have argued, is because "both phenomena are inextricably linked through the influence each has on the other". Motivation refers to the stimulus for behaviour in a particular context, while satisfaction refers to the product or result of behaviour within a particular context (Dinham & Scott, 1997).

Of particular interest in this study is the influence that leadership styles have on teachers' perceptions of satisfaction. Bass and Avolio (1997) have argued that transformational leadership can produce extraordinary outcomes in terms of increased commitment to achieving group or organisational goals. This is done through raising follower awareness to the importance of achieving group goals, transcending self-interests for the sake of the team, and developing follower's needs to higher levels in areas such as achievement.

## **The Purpose of the Study**

This paper examines the impact of the transformational, transactional and laissez-faire leadership styles of school principals on teachers' perception of satisfaction with leadership. Most of the recent literature reviewing teacher satisfaction has examined particular intrinsic and extrinsic factors that have acted as either satisfiers or dissatisfiers. Dinham and Scott (1997, p. 375) have argued the existence of a "third domain" of factors that fall between intrinsic satisfiers and extrinsic dissatisfiers. This third domain is made up of school based factors, such as school leadership, climate and decision making, school reputation, and school infrastructure, and has been demonstrated to influence teachers' perception of satisfaction.

Specifically, this paper focuses on examining three leadership behaviours, namely, the dissemination of vision (transformational behaviour), individualised consideration (a hybrid transformational / transactional behaviour) and laissez-faire leadership and their role in influencing teacher perceptions of satisfaction with leadership using a sophisticated multilevel modelling technique.

### *Method*

In the first phase of the study, government schools in New South Wales were grouped into forty administrative districts, each with its own District Office, District Superintendent and support staff. Schools were randomly ordered within their administrative districts. The first, second and third schools within each district were contacted regarding possible involvement in this study. Of the 117 schools contacted, 52 secondary schools from 31 regions agreed to participate in this study. After data cleaning, the total sample size consisted of 458 staff and 49 principals.

In the second study, three schools were selected based on the results obtained in the quantitative phase. Schools were selected that had demonstrated the transformational factor of "vision" and the transformational / transactional factor of "individualised consideration", in order to question teachers and principals about the perceived influence of these styles on teacher job satisfaction and school learning environments.

### *Teacher Demographics*

In the quantitative phase of the study, the staff sample size ( $n=458$ ) consisted of 200 males (43.7%) and 235 (51.3%) females (missing = 23 or 5.0%), the majority of whom (60.0%) were full time teachers. A smaller number ( $n=132$ ) came from promotions positions held within their schools (28.9%). The majority of respondents ( $n=340$ ; 74.2%) had more than 11 years teaching experience, and had been in their current school for more than 6 years (49.1%). 291 staff (63.5%) reported teaching within their current principal for more than 2 years.

In the qualitative phase of the study, four or five staff (including principals) were interviewed from each of the three schools involved. Staff were selected randomly based on pre-determined criteria, including the exclusion of staff who had been in their school for less than 12 months. The average teaching experience of staff in each of the three schools was respectively 11.75 years (School A), 6 years (School B) and 4.66 years (School C). Schools A and C were located in rural areas, while School B was an urban school.

### *Instruments*

The Multifactor Leadership Questionnaire (5X - Short) (Bass & Avolio, 1997) was used to examine transformational and transactional leadership constructs. Although this instrument reportedly measures five transformational and four transactional constructs, data analysis, confirmatory factor analysis could only identify one transformational factor, vision and one hybrid transformational / transactional factor, individualised consideration. Further, a non-leadership factor, laissez-faire leadership, was also extracted from the data set.

The School Learning Environment Questionnaire (SLEQ) developed by Fraser (1986) was used to examine eight learning environment constructs. Again, confirmatory factor analysis could only find support for seven of Fraser's (1986) eight original constructs, and included Student Supportiveness, Affiliation, Professional Interest, Centralisation, Innovation, Resource Adequacy and Achievement Orientation.

Four scales were developed to examine selected teacher outcomes. These included satisfaction with leadership (taken from MLQ-5X (Short)), perceptions of teacher effectiveness and perception of teacher influence (taken from Patterns of Adaptive Learning Questionnaire - (Midgley, Maehr, Hicks, Roeser, Urdan, Anderman & Kaplan, 1996)), and perceptions of teacher control (taken from School Learning Environment Questionnaire).

Of particular interest in this paper is the relation between the three identified leadership styles and teachers' perception of satisfaction with leadership, and the mediating effect, if any, that school learning environment have in moderating that influence.

In the qualitative study, a series of open-ended questions and prompts was developed after reviewing both the literature on school leadership, school learning environment and teacher outcomes (job satisfaction, effectiveness, influence and control), and analysing the results of the earlier quantitative research. Specifically, informants were asked a series of questions designed to give opportunity to explore facets of school learning environment. Questions and prompts included:

- What strategies does the Principal use to encourage excellence?  
Prompt: How does the Principal encourage you to work hard?
- How does the Principal let you know you have done a good job?  
Prompt: How does the Principal make you feel valued within the School?
- What makes working at this school satisfying?  
Prompt: Is this a good school to teach in? Why?

### **Phase 1: Quantitative Study**

#### *Identification of the variables*

Confirmatory factor analysis techniques were applied to the data gathered from 458 teachers in 52 schools across New South Wales. Fit indices for the three-factor leadership model indicate a chi square value of 321.229 (df = 101) was obtained for this solution, and the accompanying fit statistics indicated a very good fit (TLI = .928; RNI = .940; RMSEA = 0.0691). All these fit statistics were well within the acceptable range for being considered a good fit. The seven-factor school learning environment model indicated acceptable fit statistics, with TLI, RNI and RMSEA indices recorded at .928, .940 and 0.0691 respectively. Likewise, the fit statistics for the four factor teacher outcome model was indicated as .947 (TLI), .957 (RNI) and 0.0731 (RMSEA).

#### *Levels of analysis*

Multilevel regression models were fitted to teachers' perceptions of satisfaction with leadership scores. The result of fitting a multilevel regression model is displayed in Table 1. The power of multilevel analysis lies in the fact that the influence of explanatory variables can be considered on multiple levels. Further, the school learning environment, leadership and teacher outcomes constructs such as satisfaction with leadership are group perception constructs and lend themselves to analysis from a group level perspective. To facilitate this individual teacher responses were aggregated to obtain group level means, which were used in the analysis. The analysis could also consider the variation in teacher level scores of group level variables.

#### *Data Analysis*

Data was collected using the MLQ-5X (Short) and SLEQ instruments along with a number of demographic and teacher outcome based questions. Initially the data were screened and examined for outliers and missing data using PRELIS 2.30 (Joreskog & Sorbom, 2003; Rowe, 2000) before fitting explanatory multilevel models. Cases with more than 20% missing data were discarded. The EM method (Joreskog & Sorbom, 2003) of estimation of missing data was employed to impute missing values for the remaining cases, which in total accounted for less than 5% of the scores in the data set.

Factor scale scores for each of the variables used in the study were calculated. After examining the underlying structure of the constructs used in the analysis using confirmatory factor analysis, a multilevel modelling technique was employed to examine the relation between variables. Multilevel modelling techniques were then applied to examine the relation between a principal's leadership style and teachers' perception of satisfaction with leadership.

Table 1

## Variation in Teachers' Global Satisfaction with Leadership Scores (N=458) in 52 Schools.

<b>Explanatory Variables</b>	<b>Multilevel Model 1</b>	<b>Multilevel Model 2</b>	<b>Multilevel Model 3</b>	<b>Multilevel Model 4</b>	<b>Multilevel Model 5</b>	<b>Multilevel Model 6</b>	<b>Reduced Model 6</b>
<b>Fixed:</b>							
Constant							
( $\beta_{0j}X_0$ ):	-.014(.079)	-.002(.039)	-.018(.075)	-.022(.071)	-.002(.037)	-.002(.037)	-.002(.037)
<i>School Level Demographic</i>							
X <sub>1</sub> <i>Teachs</i> ( $\beta_1$ )			-.100(.076)	-.048(.073)	-.028(.042)	-.013(.048)	
X <sub>2</sub> <i>Texps</i> ( $\beta_2$ )			-.001(.116)	.086(.115)	.019(.075)	-.094(.096)	
X <sub>3</sub> <i>Ssizs</i> ( $\beta_3$ )			-.098(.074)	-.099(.070)	-.010(.044)	.004(.046)	
X <sub>4</sub> <i>Tages</i> ( $\beta_4$ )			-.101(.113)	-.114(.110)	.015(.070)	.093(.080)	
X <sub>5</sub> <i>Tgens</i> ( $\beta_5$ )			.086(.076)	.053(.073)	-.006(.044)	-.068(.055)	
X <sub>6</sub> <i>Pgens</i> ( $\beta_6$ )			.035(.077)	.014(.073)	-.026(.042)	-.060(.052)	
<i>Teacher Level Demographic</i>							
X <sub>7</sub> <i>Teacht</i> ( $\beta_7$ )				-.210(.043)*	-.197(.040)*	-.201(.040)*	-.185(.038)*
X <sub>8</sub> <i>Texpt</i> ( $\beta_8$ )				-.059(.071)	-.079(.068)	-.076(.068)	
X <sub>9</sub> <i>Tcurt</i> ( $\beta_9$ )				-.179(.053)*	-.168(.048)*	-.164(.048)*	-.197(.038)*
X <sub>10</sub> <i>Taget</i> ( $\beta_{10}$ )				.018(.065)	.022(.063)	.020(.062)	
X <sub>11</sub> <i>Tgent</i> ( $\beta_{11}$ )				.022(.043)	.020(.041)	.020(.041)	
X <sub>12</sub> <i>TSCPt</i> ( $\beta_{12}$ )				-.072(.054)	.004(.043)	-.017(.046)	
<i>School Level Leadership</i>							
X <sub>13</sub> <i>VI</i> s ( $\beta_{13}$ )		.082(.064)			.050(.068)	.033(.075)	
X <sub>14</sub> <i>IC</i> s ( $\beta_{14}$ )		.345(.062)*			.310(.072)*	.262(.080)*	.361(.049)*
X <sub>15</sub> <i>LF</i> s ( $\beta_{15}$ )		-.150(.055)*			-.169(.056)*	-.209(.082)*	-.159(.049)*
<i>School Level School Learning Environment</i>							
X <sub>16</sub> <i>SS</i> s ( $\beta_{16}$ )						.055(.055)	
X <sub>17</sub> <i>AFF</i> s ( $\beta_{17}$ )						-.007(.053)	
X <sub>18</sub> <i>PI</i> s ( $\beta_{18}$ )						.155(.064)*	
X <sub>19</sub> <i>CEN</i> s ( $\beta_{19}$ )						.019(.068)	
X <sub>20</sub> <i>INN</i> s ( $\beta_{20}$ )						-.070(.077)	
X <sub>21</sub> <i>RA</i> s ( $\beta_{21}$ )						-.033(.054)	
X <sub>22</sub> <i>AO</i> s ( $\beta_{22}$ )						.010(.057)	
<b>Random:</b>							
$u_{0j}$ (School-level)	.227(.064)*	.000(.000)	.189(.056)*	.169(.050)*	.000(.000)	.000(.000)	.000(.000)
$e_{0ij}$ (Teacher-level)	.763(.053)*	.711(.047)*	.761(.053)*	.677(.047)*	.634(.042)*	.625(.041)*	.639(.042)*
% of Variance Explained		28.2%	4.0%	14.5%	35.9%	36.9%	35.5%
-2 (Log-Likelihood)	1239.846	1143.639	1232.416	1179.259	1090.984	1084.422	1094.752

NOTE: IGLS solutions shown; fitted parameter estimates with standard errors in parentheses.

\* Statistically significant beyond the  $p < .05$  level by univariate two tailed test i.e. the parameter estimate is greater than twice its standard error.

## *Multilevel Modelling*

Multilevel modelling provides a useful analytical tool with which to examine the relations between the explanatory variables (vision, individualised consideration and laissez-faire leadership) and teachers' perception of satisfaction with leadership scores. While multilevel modelling does not infer causality between the variables examined, it is particularly suited to this application, as the data has a nested data structure. This allows relationships to be examined both at a teacher level and a school level.

## *Results and Discussion*

Initially, a two level variance component model was fitted to teachers' global satisfaction with leadership scores (Multilevel Model 1; Table 1). The random part of the model indicates that variance at both the school and teacher level was found to be statistically significant. Figure 1 shows the ranked residuals plotted for each of the school level global satisfaction with leadership data sets. Many schools were indicated as departing significantly from the overall average line. The results shown in both Model 1 (Table 1) and Figure 1 indicate that there are substantial school-to-school differences in global satisfaction with leadership.

Multilevel Model 2 (Table 1) indicates the amount of variance that can be attributed to the three leadership explanatory variables, vision (VIs), individualised consideration (ICs) and laissez-faire leadership (LFs), without considering the confounding effects of the other explanatory variables. Individualised consideration (ICs) is indicated as having a large, statistically significant positive influence on teacher perceptions of global satisfaction with leadership (SAT), whereas laissez-faire leadership (LFs) is indicated as having a statistically significant negative influence on these teacher perceptions. Vision (VIs) is not indicated as having a statistically significant influence on teacher perceptions of global satisfaction with leadership (SAT). The random part of the Multilevel Model 2 (Table 1) indicates these three explanatory variables account for 28.2% of the explained variance, and that residual variance is indicated at both the school and the teacher levels.

Multilevel Model 3 (Table 1) indicates the amount of variance that can be attributed to the school-average level school demographic explanatory variables. While collectively these six explanatory variables accounted for 4% of the recorded variance, none of these explanatory variables were demonstrated to have any statistical significance. The change in the log likelihood statistic between Multilevel Models 1 and 3 also indicated the non-significance of these explanatory variables. Multilevel Model 4 (Table 1) indicates the result of fitting a block of six teacher level explanatory variables to account for the variation in teachers' global satisfaction with leadership scores. The demographic explanatory variables of teacher position (*Teach<sub>t</sub>*) and teacher current time in the school (*Tcurr<sub>t</sub>*) were indicated as having a statistically significant, negative influence on teachers' perception of global satisfaction with leadership (SAT) scores (Multilevel Model 4, Table 1). This result suggests that more senior and longer serving teachers are less satisfied with leadership than are younger teachers. The random part of the model indicates that the addition of this block of explanatory variables explains 14.5% of the variance. In addition, the random part of the model indicates the residual variance (unexplained variance) at the school level is also statistically significant.

In Multilevel Model 5 (Table 1), a block of three leadership explanatory variables have been added to school and teacher level demographic variables to account for the variance in teachers' global satisfaction with leadership scores. Both individualised consideration (ICs) and laissez-faire leadership (LFs) explanatory variables were demonstrated as being statistically significant. The addition of this block of explanatory variables, along with the teacher level and school level demographic variables, accounted for 35.9% of the recorded variance. Most of the change in residual variance indicated in these results was recorded at school level rather than teacher level. Multilevel Model 6 (Table 1) indicates the addition of school average level school learning environment explanatory variables. One variable is indicated as having a statistically significant, positive influence on teachers' global satisfaction with leadership scores, professional interest (PIs).

Reduced Model 6 (Table 1) indicates the result of removing all non-significant explanatory variables in accounting for variations in teachers' innovation scores. Four explanatory variables were indicated as accounting for 35.5% of the variance in teachers' global satisfaction with leadership scores. Three variables were indicated to have a statistically significant, negative influence on teachers' global satisfaction with

leadership scores, the teacher level demographic variable teacher position (*Teacht*), teacher level teacher current time in school (*Tcurr*) and school average level laissez-faire leadership (*LFs*). Predictably, teachers' perception of global satisfaction with leadership (*SAT*) increased with a fall in laissez-faire (*LFs*) leadership style behaviour. These results also suggest that younger, inexperienced teachers are more satisfied, and perhaps less cynical than older teachers who are more experienced in the profession. One explanatory variable was indicated as having a statistically significant, positive influence on global satisfaction scores, namely, school-average level individualised consideration (*ICs*). The analysis suggests that teachers in schools respond favourably to the individualised consideration (*ICs*) behaviours of their principals. This finding is somewhat controversial in that it is contrary to transformational leadership literature describing the role vision plays in both obtaining extra effort from followers and as a motivator that induces follower satisfaction (Bass, et al, 1997).

It was expected that the leadership style of principals would influence teachers' perception of global satisfaction with leadership (*SAT*). It was further expected, according to the transformational leadership literature (Bass et al, 1997), that visionary leadership behaviour (*VI*s) would demonstrate a marked influence on leadership satisfaction. However, the results of this analysis have indicated that teachers' perception of leadership satisfaction is more positively influenced by a principal's individualised consideration (*IC*s) behaviour than it is by visionary (*VI*s) behaviour. This result is contrary to that predicted in the transformational leadership literature.

## **Phase 1: Qualitative Study**

### *Data Analysis*

The next phase of the study involved interviewing staff in schools to determine the relation between principals' leadership behaviour and teachers' perceptions of satisfaction. Data was collected from staff informants and principals using a tape recorder. Data was then analysed using a content analysis approach. The data was arranged into segments of material based on an organising system derived from the issues raised in the open-ended interview questions. A careful reading of transcribed interview texts revealed that it was possible to identify patterns or categories in responses. These categories were separated into key concepts that were recorded on cards. In this was tentative themes could be identified. The next step in the analysis was to identify the phrases that characterised different themes. A further step involved placing phrases into theme typologies that consisted of responses in which words were used in a certain context. Finally, each typology was examined and then propositions were generated.

### *Results and Discussion*

Several themes emerged from an analysis of informants' responses (Table 2). These included intrinsic motivation (Theme 1), collegiality (Theme 2), student relations (Theme 3), the quality of the school environment (Theme 4), the leadership practices of the principal (Theme 5) and the role of the parents (Theme 6).

Several staff informants across all three schools involved in this survey mentioned the role of intrinsic motivation (Theme 1). Three staff suggested that their satisfaction derived from the fact that they enjoyed the job they did in the school they were currently working in (Alice (A1) in School A, Belinda (B1) in School B, and Colin (C2) in School C). Two informants suggested that they believed their job was worthwhile (Bruce (B3) in School B, and Colin (C2) in School C), while others mentioned their commitment to the students they currently worked with (Bruce (B3) in School B, and Claire (C1) in School C). Bruce (B3) in School (B), who had initiated a number of year group specific programs, reflected:

*I believe I've done a good job while being here - I've initiated a number of brand new things and those things have been beneficial not just for Year 7 and 8 but the whole school. So, from my perspective, that's been satisfying for me.*

Table 2

What staff believe makes working in their school satisfying.

Themes	Category	Responses			
		Principal (Schools)	School A Teachers	School B Teachers	School C Teachers
1. Intrinsic motivation	1. Teaching in this school has help to improve my teaching 2. Teaching in this school has given me a sense of doing something worthwhile 3. I enjoy the job I do in my school 4. I'm committed to the students in my school		A1	B1 B3	C2 C1
2. Collegiality	1. I work with a great faculty in this school 2. I work with good teachers in this school 3. We work together as a team in this school	P3 P3	A1 A3	B2, B3 B3	C1
3. Students relations	1. I enjoy seeing students develop and achieve 2. This is a good school for kids 3. Students in this school are responsive to any help they are given 4. The students in this school treat me with respect	P1	A1, A4 A3	B1 B2	C2 C2
4. The quality of the school environment	1. The school is a positive and happy place to work 2. In comparison with previous schools, it's the best 3. This school has a good reputation	P3 P1	A1, A3	B3	C3
5. Leadership practices of the principal	1. The leadership of the school is good 2. The principal of the school is consistent 3. The principal supports us 4. We laugh a lot at school	P3 P1	A1		C3 C2, C3
6. Parents	1. The parents support us in this school			B2	

Several informants reflected on the quality of collegial relationships that existed between staff (Theme 2). These included intra and inter faculty relationships, as well as relationships with ancillary staff. Allan (A3) in School A stated:

*The staff are quite easy to work with - there don't seem to be unpleasant clashes. I've got an office as big in the area as this (indicating with his hands) with five people in it. In the 12 years I've been there we have never had a cross word. People don't understand how well we get on together. We work as a team - I like that and I value that. And also I guess, it's like everything else, even the office ladies are very, very helpful. The staff are very helpful. When you put all those factors together, it makes for a happy environment.*

Ally (A4) at School A agreed with Allan's (A3) assessment of collegial relations in their school:

*I also work with particularly good teachers, and I'm in the staff room with people who I have an excellent relationship with, who feel the same sense of commitment to the kids as I do. So that's another big issue. I enjoy my immediate workplace, and I suppose it provides me with satisfaction personally. I feel that what I'm doing is valued.*

The words "team and team member" were mentioned a number of times, and some staff informants reflected that their satisfaction in teaching at their particular school grew out of an expectation that they were a small part of a bigger picture. Barry (B2) at School B reflected:

*We can rely on other staff to do their job, and they do it well. That makes it a lot easier, and I think it's valued. I think they have a common purpose... They are certainly working in their departments together - (and) we are a big staff.*

Relationships with students provided a continuing source of teacher satisfaction in schools (Theme 3). Many staff informants indicated that their interaction with the students in their schools was a key reason for them remaining in the teaching profession. Respondents made many positive reflections about their interactions with students, particularly in terms of discipline. Alice (A1) in School A commented:

*I think the kids here are really good, even though we whine about the kids, we don't have a really big group of kids that do the wrong thing.*

Barry (B2) in School B also saw student discipline as providing a positive satisfier for him. Talking about the students in School B, he stated:

*I've always liked the students. I was only saying yesterday - we do very little disciplining here...*

Other sources of satisfaction mentioned included environmental factors (Theme 4). Some informants mentioned that their schools were happy and positive places to work in (Alice (A1) and Allan (A3) in School A, and Bruce (B3) in School B), and that compared to other schools, their current school was the best.

Two informants in School C (Colin (C2) and Cathy (C3)) recognised the important influence the principal's behaviour can have on staff morale (Theme 5). Colin (C2) compared his current school with his previous school, and indicated that the principal's behaviour had an impact on staff morale. He stated:

*Well, I've recently worked at another school and during that time ... the leadership was totally inconsistent - non-existent at times - say one thing and do another - not follow it through and I know the staff morale was fairly low...*

Lastly, one staff informant, Barry (B2) in School B viewed parental support as a contributing factor that influenced teachers' perceptions of job satisfaction in his school.

## Summary and Conclusions

An analysis of the data collected as part of the quantitative phase of this study indicated that the three leadership styles of visionary leadership, individualised consideration and laissez-faire leadership exerted a differential relation with each of the teacher outcome measures under examination (see Table 1). The most surprising and controversial finding was that visionary leadership style behaviours of principals were indicated as having no statistically significant relation with teachers' perceptions of global satisfaction with leadership, influence, effectiveness and control. This is a startling result in that it is contrary to findings reported in other industries (Avolio, Bass & Jung, 1995), and contrary to the theoretical underpinnings of transformational and transactional leadership paradigm (Bass, 1985). However, the remaining two leadership style behaviours, individualised consideration and laissez-faire leadership, did indicate a statistically significant relation with teachers' perceptions of global satisfaction with leadership. Individualised consideration demonstrated a strong, positive, statistically significant relation with teachers' perceptions of global satisfaction with leadership. This result suggests that teachers' perceptions of global satisfaction with leadership is significantly related to the leadership style as exercised by their principals. By contrast, laissez-faire leadership, unsurprisingly, indicated a negative, statistically significant relation with teachers' perceptions of global satisfaction of leadership and perceptions of influence. This result also reinforces the finding that teachers like to be led by a principal who affirms them and knows and cares for them as individuals, and not by a principal who avoids decision-making and is absent when important issues arise.

Overall these results imply that teachers are influenced more by their principal's individualised consideration behaviours than they are by visionary leadership behaviours. Further, and as expected, teachers' perceptions of global satisfaction are negatively influenced by their principal's laissez-faire leadership behaviour. The results indicate that teachers' scores for global satisfaction with leadership are higher when related to principals' individualised consideration behaviours than they are for principals' visionary or laissez-faire leadership behaviours. This suggests that teachers prefer and are satisfied with principals who know them individually rather than principals who are absent when needed.

Several intrinsic motivators or satisfiers were identified as a result of the qualitative survey (Table 2). Most of these motivators emphasized the relational nature of teaching as a profession. Motivators included factors such as receiving encouragement, both as a group and individually, acknowledgement of effort, the ability to develop strong relationships with students, and the positive influence of working in a collegial environment that is free from unpleasant clashes. These factors, according to the informants' reports, were those that were satisfying as far as their jobs were concerned. An important satisfier, at least in the perception of some of the staff interviewed, was the modelling role the principal played in the daily life of the school. Several staff felt that because the principal was seen associating with them in daily school life, following the principal's lead was an easy and satisfying thing to do. These results are consistent with findings by Bogler's (2001, p. 679) who has argued that it is through this participative behaviour that "principals can develop and foster positive feelings and attitudes of teachers regarding their vocation". Staff in the second phase of the study identified several possible factors that operated as satisfiers within their schools. These school-level factors included quality and clarity of communications, flexible application of school rules and regulations, the positive use of the "chain of command" executive structure within the school, the use of an "open door" policy as far as access to the principal was concerned and the perception of the school as a happy environment. Each of these factors has the potential to act in a dissatisfying manner, adversely influencing teachers' attitudes towards their occupation. Conversely, these factors can also make attending to the daily job of teaching a satisfying vocation.

Several dissatisfiers were also elucidated in the qualitative study. Most of these dissatisfiers were extrinsic to teachers, in that their effect was extraneous and came from outside the locus of control of the individual teacher. Factors included in this domain related to the task of teaching, and were reported in terms of increased workloads, expectations of doing more with less resources, stress from the pace of educational change, low morale and low public esteem of teaching as a profession. One interesting dissatisfier to emerge was the juxtaposition of enjoying teaching but having a general feeling of animosity towards the structures of teaching imposed by the Department of Education and Training. These results are supported by Dinham and Scott (1997), who consider this domain, that is, the area between the intrinsic satisfiers of teaching and the extrinsic dissatisfiers of educational change, workload, and structures as the most important domain of all. This domain is made up of school based factors including: school leadership, school learning environment

and school reputation, and is the domain over which schools and principals have most control. It appears that the factors within this domain have the propensity to either act as motivators or dissatisfiers in schools, depending on how they operate within their environments.

The results of this study have indicated that teachers' perception of global satisfaction with leadership is influenced positively by principal's individualised consideration behaviours rather than by principal's visionary leadership behaviour. Further, teachers responded positively to several specific individualised consideration behaviours, including modelling behaviours and affirming the role of teachers within their schools.

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