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Teacher Perceptions of Administrator Leadership Styles
Regarding Job Satisfaction

by

Zachary Tyler Johnson

July, 2017

A Dissertation submitted to the Education Faculty of Lindenwood University in
partial fulfillment of the requirements for the degree of

Doctor of Education


School of Education

Teacher Perceptions of Administrator Leadership Styles
Regarding Job Satisfaction

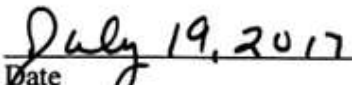
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This Dissertation has been approved as partial fulfillment
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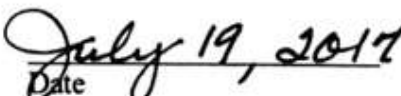
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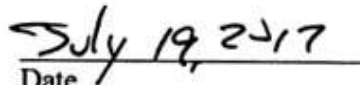
Dr. Sherry DeVore, Committee Member



Date



Dr. Kent Medlin, Committee Member



Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

Full Legal Name: Zachary Tyler Johnson

Signature: Zach Johnson Date: July 19, 2017

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Abstract

One of the greatest challenges within education is a growing shortage of teachers (Epps & Foor, 2015). Various factors can be attributed to this phenomenon; however, two major factors that influence teachers to leave the profession are accountability and administrator leadership styles (Weinbaum, Weis, & Beaver, 2012). These two factors are crucial components that contribute to teacher job satisfaction or dissatisfaction (Epps & Foor, 2015). The purpose of this project was to examine various administrator leadership styles and their effects on teacher job satisfaction (Voon, Lo, Ngui, & Ayob, 2011). According to Voon et al. (2011), the leaders of any organization must take into deep consideration the effect of their leadership styles on the success of the organization. Two methods of analysis were used to support the study: a qualitative analysis using coding and theming and a quantitative analysis using descriptive statistics. The results of both analyses revealed the influence various administrator leadership styles have on teacher job satisfaction. The results indicated administrator leadership styles reflecting qualities of a transformational leadership style and a democratic leadership style positively impact teacher job satisfaction. The two analyses also revealed two factors motivate teachers and increase their job satisfaction: responsibility and the work itself. The results suggested school administrators should be reflective about their leadership styles and the motivating factors that increase teacher job satisfaction. Administrators can then make changes to their leadership styles and ensure certain motivational factors are integrated to increase teacher job satisfaction.

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Chapter One: Introduction

All employees seek job satisfaction (Qayyum, 2013). Employees look for praise, autonomy, responsibility, value, and appreciation, all of which can sometimes be difficult to find on the job (Qayyum, 2013), but are a result of the leadership skills and styles supervisors display (Kadi, 2015). From an educational context, it is imperative for school administrators to find an appropriate and effective leadership style that ultimately leads to a direct positive influence on teacher job satisfaction (Chandar & Priyono, 2015).

One of the reasons school leaders must establish effective leadership styles is because of the major influence of leadership on reducing teacher anxiety, stress, and pressure (Richards, 2011). In today's educational world, teachers have been faced with rigorous accountability measures from legal obligations such as the No Child Left Behind (NCLB) Act (Lee, Shin, & Amo, 2013). Educators are forced to meet high demands that many teachers and school leaders believe are out of their control (Koruklu, Feyzioglu, Ozenoglu-Kiremit, & Aladag, 2012). Furthermore, it is critical for school administrators to identify the factors that help reduce anxiety, stress, and pressure from the demands and accountability of these legal obligations (Riddle, 2012). School administrators must be aware of the factors causing teachers to be either satisfied or dissatisfied with their jobs (Qayyum, 2013). These factors enable school administrators to self-assess their individual leadership styles and make changes to positively impact teacher job satisfaction (De Oliveira Rodrigues & Ferreira, 2015).

Background of the Study

Job satisfaction has been extensively researched in many countries throughout the world (Amos, Acquah, Antwi, & Adzifome, 2015). Research on job satisfaction actually

began in the fields of industry and business administration, with a primary focus on the working classes (Avci, 2015). Educational research regarding job satisfaction did not take place until after other fields had examined the topic (Avci, 2015).

Amos et al. (2015) stated there has been an increase in teachers choosing to leave the profession due to job dissatisfaction. Teachers are becoming more dissatisfied because of increased demands, poor leadership, and a call for more accountability; consequently, teachers perform poorly in the classroom and student achievement is negatively affected (Anghelache, 2014). Due to the increase in teacher dissatisfaction, educational researchers have become intensely focused on the area of teacher job satisfaction (Anghelache, 2014).

As educational research extended, school administrators began to examine and reflect on their leadership styles in a more profound way (Chandar & Priyono, 2015). The reason for this increased scrutiny is because leadership directly influences the success of an organization (Hussain & Hassan, 2016). Simply put, leadership is what holds the staff, students, and district together and is essential to the success of every organization (Avci, 2015). Not only does leadership hold all these components together, it also directly affects the overall success and failure of the organization as a whole (Avci, 2015).

According to Hussain and Hassan (2016):

Therefore, the leadership style (if effective) may expand the performance of organizations and also help in the attainment of desired goals or (if ineffective) have negative impact on organizational performance and attitudes of employees. This strong relationship between leadership styles and organizational performance lured many scholars to study the phenomenon of leadership extensively that

resulted into numerous leadership theories. Each theory suggests a different model and most often a different set of leadership styles for effectiveness of the leadership. The number of leadership styles in the leadership literature has been therefore, increasing as the study of leadership has evolved over the course of history. (p. 412)

The initial development of a valid definition of leadership is a daunting task, but it is even more difficult to interpret the meaning of leadership (Okçu, 2014). According to Chandar and Priyono (2015), leadership is the ability of an individual to have an influence on a person, group, or organization that leads to the accomplishment of common goals. However, Chin-Yi (2015) stated leadership is defined as maintaining the satisfaction levels of employees.

Chin-Yi (2015) also viewed leadership from the perspective of the individual. To truly define leadership, there must be a focus placed on the followers' perspectives (Chin-Yi, 2015). Some followers simply want to know what is actually being offered to them from the leadership, because they wish to eliminate confusion and having to guess what type of leader they are following (Chin-Yi, 2015). Regardless of countless attempts to define leadership, it is appropriate to understand leadership styles have many different definitions and interpretations (Chandar & Priyono, 2015).

In the context of education, various leadership styles exist that school administrators can choose to adopt in order to improve effectiveness and success (Allen, Grigsby, & Peters, 2015). Shamaki (2015) highlighted that in the context of educational leadership, various styles have a significant impact on teacher performance and effectiveness in the classroom. Regardless of the leadership style administrators choose to

adopt, it is critical for school administrators to understand the success of the school district depends upon its leadership (Lee et al., 2013). Therefore, school administrators must become cognizant of the major influence leadership styles have on teacher job satisfaction (Avci, 2015).

Another reason for the increase in focus on teacher job satisfaction is due to the strong impact of job satisfaction on the overall positive outlook of teachers (Shamaki, 2015). A positive outlook among teachers yields staff buy-in, creativity, collaboration, and a willingness to see the school succeed (Lee et al., 2013). Teachers who have a positive outlook typically work under a leadership style they enjoy (Shamaki, 2015). An ineffective school administrator could potentially hinder the effectiveness of a teacher if the leadership is in conflict with the teacher's tasks, roles, values, and vision (Avci, 2015).

Because of this potential discord, school administrators should be aware of their own individual leadership styles (Lee et al., 2013). Now more than ever, school administrators are challenged to self-assess and self-reflect on the leadership styles they demonstrate (Avci, 2015). The results of self-assessment and self-reflection can potentially guide school administrators to develop high-morale schools, creating academically successful schools, and ensuring teacher satisfaction (Shamaki, 2015). There is strong evidence supporting the effectiveness and success of various leadership styles (Lee et al., 2013). Depending on the context, all leadership styles modeled by school leaders have been proven effective at times and ineffective at other times (De Oliveira Rodrigues & Ferreira, 2015). Never has there been just one leadership style proven always to be successful (Lee et al., 2013). For the purpose of this study, various

leadership styles were reviewed. These leadership styles included democratic leadership, transformational leadership, transactional leadership, authoritative leadership, and laissez-faire leadership (Shamaki, 2015).

Shamaki (2015) revealed school administrators who choose to adopt a democratic style of leadership have teachers who work more effectively because of collaboration and a team-based approach. Shamaki (2015) also asserted a democratic leadership style increases employee buy-in and interest in making the organization successful; therefore, school leaders should choose to adopt a democratic leadership style.

However, Allen et al. (2015) stated even though a transformational leadership style can be complicated, the qualities of a transformational leader can have a direct impact on the establishment of a positive work environment. Employees under a transformational leadership style find themselves with some control over the decisions the organization makes, which in turn improves work ethic (Allen et al., 2015).

According to De Oliveira Rodrigues and Ferreira (2015), transactional leaders centralize on the idea leaders and followers offer an exchange to one another. This exchange between leaders and followers creates motivation and diligence among employees (De Oliveira Rodrigues & Ferreira, 2015). Transactional leaders also clearly articulate expectations to employees to ensure they comprehend the expectations and rewards which are in place (Shamaki, 2015).

Some leadership styles, such as authoritative leadership, have a poor reputation (Chin-Yi, 2015). Authoritative leadership emphasizes the concept leaders perceive they are more knowledgeable, experienced, and skilled than employees and can make executive decisions without anyone else's ideas or suggestions (Razak, Jaafar, Hamidon,

& Zakaria, 2015). For employees who enjoy making decisions, providing input, and sharing ideas to help the organization, the authoritative style can be difficult to work under (Chin-Yi, 2015). Although authoritative leadership is often perceived as a challenging leadership style to work under, leaders modeling an authoritative leadership style have proven to be effective (Razak et al., 2015).

Another leadership style with a similar reputation to authoritative leadership is laissez-faire leadership (Yang, 2015). A laissez-faire leader typically has no clear direction or vision for the organization (Shamaki, 2015). Oftentimes, employees feel they are unsupported, and they also feel lost because they have no idea what to do in the workplace (Shamaki, 2015). Although there may be preconceived notions that a laissez-faire leadership style is not the most ideal leadership style, an effort should be made for leadership critics to be open-minded (Yang, 2015).

Because of the overall increase in teacher dissatisfaction, educational researchers are being forced to pay careful attention to leadership by analyzing various leadership styles and the effects they have on employees (Yang, 2014). School leaders in the 21st century face countless demands and intense pressure to keep schools growing and succeeding (Yang, 2014). The demands and intense pressure place an even higher concentration on, and exposure to, the leadership styles demonstrated (Lee et al., 2013). School administrators are facing countless challenges, and these challenges are placing a premium value on the role of a school administrator (Avci, 2015). Challenges and tasks demand a much higher level of skills, tools, and knowledge from the leadership (Avci, 2015).

As a result, the role of the school administrator has now evolved from the traditional role, which was focused on school management (Brauckmann & Pashiardis, 2012), to a more profound role that ensures collaboration and staff participation is a top priority (Harris, 2012). It is difficult, however, to ensure collaboration with the evolved school leadership role because of the increased demands placed on school leaders and teachers alike (Shamaki, 2015). School leaders are now challenged to find ways to balance their roles as instructional leaders and facility managers with the establishment of collaborative opportunities so all stakeholders can be involved in the learning and teaching process (“The Every Student Succeeds Act: Explained,” 2015).

Several additional influences have increased demands and applied extreme amounts of pressure on school administrators (“The Every Student Succeeds Act: Explained,” 2015). One of those influences, the NCLB ACT, signed by President George W. Bush and enforced in 2001 by the U.S. Department of Education (“The Every Student Succeeds Act: Explained,” 2015), placed a high demand on school administrators and teachers to ensure expectations are met (Wiseman, 2012). The NCLB law stressed accountability through the use of standardized testing, a standards-based curriculum, and the Adequate Yearly Progress Report (“The Every Student Succeeds Act: Explained,” 2015).

These demands have pressured school administrators to ensure schools frequently strive to improve and meet high standards (Shamaki, 2015). Educational laws, such as the NCLB Act, are one of the primary reasons teachers and school administrators are leaving the profession (“The Every Student Succeeds Act: Explained,” 2015). Although education policies are required, there is little research and data suggesting these policies

benefit students, teachers, or the education system (Amo, 2015). The lack of data supporting the effectiveness of such laws is another factor contributing to teacher dissatisfaction (Amo, 2015). Further research should be conducted to examine the relationship between educational policies and student outcomes (Amo, 2015). Amo (2015) stated:

Beyond there being very little evidence that school accountability policies positively impact student outcomes, there has been limited research on the relationships between school accountability policies and organizational outcomes such as principal engagement and leadership. (p. 2)

There is no question there are increased challenges in education when it comes to retaining teachers (Epps & Foor, 2015). High demands and accountability measures placed on school districts are creating negative outcomes for school administrators and teachers (Aydin, Sarier, & Uysal, 2013). These types of negative outcomes should motivate school administrators to become more cognizant of their own leadership styles and to self-reflect on the influences of their leadership (Aydin et al., 2013). School administrators, by becoming aware of their leadership styles, may be able to increase teacher efficacy and satisfaction (Aydin et al., 2013).

Theoretical Framework

It is critical for organizations to be aware of employee satisfaction levels (Ghazi, Shahzada, & Khan, 2013). As satisfaction levels begin to rise, the achievement of the organization begins to increase as well (Gkolia, Belias, & Koustelios, 2014). Having a sense of awareness should help organizations make changes to improve the satisfaction of employees (Ghazi et al., 2013). With that concept in mind, the framework that guided this

study was the two-factor theory created by Fredrick Herzberg (Dartey-Baah & Amoako, 2011).

Although there is no clear simplistic definition for job satisfaction, numerous attempts have been made by experts to provide perspectives on the definition of job satisfaction (Ghazi et al., 2013). Some of the attempts to describe job satisfaction have involved negative and positive feelings regarding work, positive attitudes or emotional dispositions from work, and emotional reactions and attitudes toward work (Smith & Shields, 2013). However, the most prominent and broadly used perspective to describe job satisfaction is Herzberg's two-factor theory (Dartey-Baah & Amoako, 2011).

Employee motivation levels are a critical component to an organization's success or failure (Smith & Shields, 2013). Herzberg's two-factor theory focuses on motivator factors and hygiene factors (Dartey-Baah & Amoako, 2011). Herzberg described these factors as being on different ends of a continuum (Dartey-Baah & Amoako, 2011).

Herzberg targeted five motivator factors that lead to job satisfaction, also known as intrinsic factors (Smith & Shields, 2013). These factors include achievement, recognition, the work itself, responsibility, and advancement (Smith & Shields, 2013). According to Herzberg, these five motivator factors provide job satisfaction (Dartey-Baah & Amoako, 2011). Herzberg also targeted five hygiene factors, known as extrinsic factors, including salary, supervision, interpersonal relations, policy and administration, and working conditions (Smith & Shields, 2013). Herzberg contended none of the hygiene factors provide job satisfaction (Smith & Shields, 2013).

Herzberg argued if motivator factors are not present, an employee will be in a balanced state of satisfaction rather than experiencing dissatisfaction (Yusoff, Kian, &

Idris, 2013). Likewise, if hygiene factors are not present, then the employee will be in a balanced state of dissatisfaction rather than a state of satisfaction (Dartey-Baah & Amoako, 2011). This ultimately means motivator factors exclusively contribute to job satisfaction and hygiene factors exclusively contribute to job dissatisfaction (Yusoff et al., 2013).

Employees seek employment opportunities that meet individual needs and provide a place of satisfaction (Yusoff et al., 2013). Therefore, it is critical employers know the factors that influence satisfaction and dissatisfaction among their employees (Dartey-Baah & Amoako, 2011). Herzberg's two-factor theory is an excellent resource for employers to use to improve awareness of factors that increase and decrease employee satisfaction (Yusoff et al., 2013). Herzberg's two-factor theory also creates opportunities for employers to self-reflect, make changes, and improve on their leadership (Dartey-Baah & Amoako, 2011).

Statement of the Problem

One of the greatest challenges within the educational profession is a growing shortage of teachers (Epps & Foor, 2015). Teachers choose the teaching profession because they love to teach and are passionate about helping students achieve high goals (Erdama & Demirel, 2016). Despite this passion, most new teachers are currently choosing to leave the profession within the first five years of employment (Amos et al., 2015; Epps & Foor, 2015). Various factors can be attributed to this phenomenon; however, two major factors influencing teachers to leave the profession are accountability and administrator leadership styles (Lingam & Lingam, 2015). According to Epps and

Foor (2015), these two factors are crucial components that determine whether teachers are satisfied or dissatisfied with their jobs.

School districts are being held accountable for demonstrating Adequate Yearly Progress (AYP) that reflects each district's performance across several different areas (Lee et al., 2013). Consequently, every area of AYP places increased pressure, demands, and accountability on teachers to perform effectively ("The Every Student Succeeds Act: Explained," 2015). One of the main goals of NCLB was to help motivate teachers; the reality, however, is that teachers are discouraged rather than motivated by high levels of accountability (Lee et al., 2013).

The other major factor that affects teacher job satisfaction is administrative leadership style (Epps & Foor, 2015). Administrator leadership style is an area that has been intensely researched because of the major impact it has on teacher job satisfaction (Epps & Foor, 2015). Lee et al. (2013) stated school administrators are the most essential component holding school districts together while they develop and sustain success. Strong leadership is critical to teacher satisfaction in every school district (Chandar & Priyono, 2015). Teachers who are satisfied under their leaders are afforded more autonomy, responsibility, value, and appreciation (Chandar & Priyono, 2015). Many school leaders have failed to adopt a leadership style that offers these types of opportunities; as a result, teachers are becoming dissatisfied and are ultimately leaving the profession (Chandar & Priyono, 2015).

Purpose of the Study

The purpose of this study was to examine various administrator leadership styles and their effects on teacher job satisfaction (Voon et al., 2011). According to Voon et al.

(2011), the leaders of any organization must take into deep consideration the effects of their leadership styles on the success of the organization. Voon et al. (2011) additionally stated leaders should also consider adopting appropriate leadership styles because of the major impact leaders have, not only on employee job satisfaction, but also on commitment and productivity (Avci, 2015; Chandar & Priyono, 2015; Lee et al., 2013; Shamaki, 2015).

Two common components – effective leadership and employee satisfaction – increase the overall success of any business, organization, or school district (Voon et al., 2011). In the context of this study, school districts with an effective leadership style that maintains teacher job satisfaction are destined for achievement (Voon et al., 2011).

Bogler (2001) also supported the notion teacher job satisfaction is increased when school leaders are open with all personnel, share leadership, and maintain clear and transparent communication throughout the school year. The purpose of this study was to examine various administrator leadership styles and their effects on teacher job satisfaction (Voon et al., 2011).

Research questions. The following research questions guided the study:

1. What are teacher perceptions of administrator leadership styles regarding teacher job satisfaction?
2. What are teacher perceptions of motivator factors, including advancement, recognition, achievement, responsibility, and the work itself, that influence teacher job satisfaction?
3. What are teacher perceptions of administrator leadership styles in regard to teacher experience, age, gender, and size of school district based on enrollment?

Significance of the Study

Many educational researchers have observed there is a strong relationship between school leadership and teacher job satisfaction (Bogler, 2001). Various leadership styles have been shown to be effective across different educational settings and have also been shown to increase teacher job satisfaction (Bogler, 2001). Although various school leadership styles have increased teacher satisfaction, these various leadership styles have also proven to be ineffective at times based on context and demographics (Aydin et al., 2013). This current study is significant because it was focused on context and demographics in relation to various leadership styles and job satisfaction (Aydin et al., 2013).

It is also extremely beneficial to view how a combination of various leadership styles is perceived by teachers (Aydin et al., 2013). These perceptions can help administrators and teachers gain a better understanding of various leadership styles and their impact on teacher job satisfaction. Bogler (2001) expressed while substantial research has been conducted on teacher job satisfaction, very minimal research has been conducted on the perceptions of teachers regarding job satisfaction. Therefore, this study is significant in closing the gap between teacher job satisfaction and administrator leadership styles by eliciting teacher perceptions (Aydin et al., 2013).

Definition of Key Terms

For the purposes of this study, the following terms are defined:

Achievement. Achievement is an individual completing a task or project at work and receiving praise for the outcome (Riley, 2005).

Advancement. Advancement is the expected or unexpected possibility of promotion (Riley, 2005).

Every Student Succeeds Act (ESSA). The ESSA is a reform of the No Child Left Behind Act focused on giving states more leeway in a broad range of educational areas (“The Every Student Succeeds Act: Explained,” 2015).

Recognition. Recognition occurs when an employee receives acknowledgement deserved for a job well done (Riley, 2005).

Responsibility. Responsibility involves the degree of freedom employees have to make their own decisions and implement their own ideas (Riley, 2005).

The work itself. The concept of the work itself involves the employee’s perception of whether the work is too difficult, challenging, too easy, boring, or interesting (Riley, 2005).

Limitations and Assumptions

One limitation of this study is the sample taken from a select number of schools. Considering not every school district was used, the results of the study reflect only the schools involved in the study. Along these same lines, the select number of participants interviewed in each school district is also a limiting factor. Unfortunately, it would not be possible to interview every teacher in every school district, which could change the results of the study. However, the results from the study should be considered a starting point to better understand teacher perceptions of various administrative leadership styles and the effects they have on teacher job satisfaction.

Certainly, a broader sample size would lend more credibility to the topic (Bluman, 2013). This present study was limited by the size of the sample. A broader sample size

could result in more diverse perspectives, and therefore, give more credence to the findings. A broader sample size could also yield more stable findings relative to the relationships among job satisfaction, leadership style, and other related variables. There could also be more findings if more leadership styles were involved. This study focused on only a few common leadership styles used across organizations, businesses, and school districts.

The two instruments used for this study were interviews and a survey. The survey reflects the quantitative portion of the study using a descriptive analysis. The interviews reflect the qualitative portion of the study using a coding and theming analysis. These two methods were appropriate for this research study because they accurately and meaningfully reflect the data collected. They were also appropriate because they accurately drew out the perceptions of teachers.

Summary

Chapter One included a brief introduction to key topics relevant to the dissertation. Some of those topics included teacher job satisfaction, influences of teacher job satisfaction, leadership styles affecting teacher job satisfaction, and teacher perceptions regarding job satisfaction. The next chapter includes a review of literature and a more profound description of each of these topics and the impact of the topics on the study.

Chapter Two: Review of Literature

A major problem across the nation is that teachers are becoming dissatisfied in their work (Weinbaum et al., 2012). Teachers are leaving the field ultimately because they are dissatisfied with the profession (Epps & Foor, 2015). Two common factors are leading to teacher attrition: one is the leadership styles under which teachers are working, and the second is the increasing demands of accountability (Anghelache, 2014; Weinbaum et al., 2012). Preventing this outcome requires quality and effective leadership, because school leadership has a strong relationship with satisfaction levels of teachers (Josanov-Vrgovic & Pavlovic, 2014). It is important to understand teacher satisfaction is a critical component to the overall success of school districts (Voon et al., 2011).

Within this chapter, the first area discussed is the framework involving Frederick Herzberg's two-factor theory. Herzberg's theory explains the factors that contribute to employees becoming satisfied or dissatisfied with their places of employment (Smith & Shields, 2013). The second area focuses on the diverse leadership styles used in working environments and their impact on employee performance and satisfaction levels (Collie, Shapka, & Perry, 2012). The third area includes the major factors that have an impact on teacher job satisfaction (Collie et al., 2012). The fourth area focuses on several factors that influence teacher perceptions (Collie et al., 2012). The fifth and final area centers on various teacher demographics that potentially contribute to teacher satisfaction or dissatisfaction (Yesil Dagli, 2012).

Theoretical Framework

Although there has been a broad range of research conducted on job satisfaction, there has been a lack of consensus on what job satisfaction truly means (Smith & Shields, 2013). Definitions, interpretations, and experiments have been constantly revolving and evolving over a period of decades (Smith & Shields, 2013). However, nearly 50 to 60 years ago, Fredrick Herzberg led the charge to examine the issue of job satisfaction, and he studied what employees found to increase and decrease their satisfaction (Dartey-Baah & Amoako, 2011). Herzberg accomplished this task by developing what became known as the two-factor theory (Smith & Shields, 2013). The two-factor theory, also known as the motivation-hygiene theory, has received widespread attention for its practical approach to motivating employees (Dartey-Baah & Amoako, 2011). This practical approach has gained attention from educational experts and researchers across the world (Smith & Shields, 2013).

Herzberg's study focused on around 200 male employees from two different employment contexts (Smith & Shields, 2013). The goal was to determine the factors employees found to be satisfying and dissatisfying (Waltman, Bergom, Hollenshead, Miller, & August, 2012). According to Smith and Shields (2013), Herzberg decided to interview the employees to determine what factors influenced them to become satisfied or dissatisfied. Interviewees were also asked to reference specific and precise situations in which they found themselves either satisfied or dissatisfied with their jobs (Smith & Shields, 2013). The interviews revealed two completely separate factors influencing the employees' satisfaction (Smith & Shields, 2013). These two factors fell on opposite ends

of a continuum and became known as motivation factors and hygiene factors (Smith & Shields, 2013).

The first factor, motivation, focuses on identifying the motivating factors that lead employees to become satisfied with their jobs (Dartey-Baah & Amoako, 2011).

Motivators are noted in Herzberg's two-factor theory as stimulating "positive orientation towards one's job, arising content factors of [the] job such as Achievement, Responsibility, Recognition, Advancement, Work itself" (Mehboob, Sarwar, & Bhutto, 2012, para. 7). These motivation factors are, in a sense, components of an employee's job that provide contentment and intrinsic motivation (Waltman et al., 2012). These factors are inherent to work and are considered to be internal factors that stem from intrinsic motivation (Waltman et al., 2012). Smith and Shields (2013) determined the motivational factors expressed by Herzberg are the leading factors in discovering if employees are satisfied with their places of employment.

The second category of factors discussed by Herzberg are hygiene factors, which contribute to job dissatisfaction (Waltman et al., 2012). The hygiene factors include salary, interpersonal relations, supervision, company compliance, company policies, and working conditions (Mehboob et al., 2012). These factors do not lead to positive satisfaction, but are focused on employees maintaining their current level of job satisfaction (Mehboob et al., 2012). When hygiene factors are absent, employees experience job dissatisfaction (Dartey-Baah & Amoako, 2011). After Herzberg discovered these factors, he came to believe the factors could be categorized as external factors extrinsic to the work itself (Mehboob et al., 2012).

Overall, Herzberg's two-factor theory of job satisfaction has been regarded as one of the most widely used and highly respected theories in determining job satisfaction (Waltman et al., 2012). However, there are important facts and limitations to consider in Herzberg's two-factor theory regarding job satisfaction (Waltman et al., 2012). One is the idea job satisfaction and job dissatisfaction operate on a completely different spectrum (Malik & Naeem, 2013). According to Mehboob et al. (2012), "The two feelings can't be treated as opposite to each other, the opposite of satisfaction is not dissatisfaction, but rather no satisfaction, while opposite of dissatisfaction is no dissatisfaction" (p. 8). An extensive amount of criticism has been placed on the separation of hygiene factors from motivation factors (Mehboob et al., 2012).

According to Waltman et al. (2012), some factors have been placed in different categories; for example, the salary factor was placed in the motivation category instead of the hygiene category. Malik and Naeem (2013) also stated, "Herzberg's motivator-hygiene factor theory was tested across diverse cultures, samples, occupations, and methods but to date there is still no consensus to what extent Herzberg's predictions are valid" (p. 1032). Herzberg's theory did not emphatically state both factors play a potential role in determining job satisfaction (Waltman et al., 2012). Researchers argued against Herzberg by expressing employees are either satisfied or dissatisfied based on individual intrinsic and extrinsic factors (Waltman et al., 2012).

In essence, there is still a certain degree of criticism being placed on Herzberg's two-factor theory (Smith & Shields, 2013). A number of researchers have found Herzberg's theory to be too broad and simplistic (Smith & Shields, 2013). Obviously, there needs to be more extensive research and study to better understand the factors that

lead employees to become satisfied and/or dissatisfied with their jobs (Waltman et al., 2012).

Regardless of any opposition or criticism, Herzberg's two-factor theory is a powerful tool for determining the job satisfaction of employees (Smith & Shields, 2013). Herzberg's theory helps identify the key factors that lead employees to satisfaction or dissatisfaction with their jobs (Smith & Shields, 2013). Smith and Shields (2013) stated examining Herzberg's two-factor theory helps leaders across diverse organizations improve job satisfaction. Leaders from various organizations can be more aware of certain factors that could increase or decrease their employees' satisfaction (Malik & Naeem, 2013).

Leadership Styles

The development and creation of leadership styles has occurred over a long period of time (Razak et al., 2015). Leadership styles are continuing to evolve over time in regard to characteristics, behaviors, actions, and values (Evans & Johnson, 1990). It is important to understand the value placed on leadership styles because leadership is vital to any business, organization, or district (Avci, 2015). Research on leadership styles is continuing to take place because of the major impact leadership has on the success of an organization (Hussain & Hassan, 2016). Additionally, Hussain and Hassan (2016) expressed an organization's success or failure is tied to the type of leadership displayed. The leadership style displayed can ultimately change the direction in which the organization is headed (Avci, 2015). A major emphasis should be focused on effective leadership styles and their impact on the productivity of employees (Avci, 2015).

There has never been one leadership style always proved to be effective (Olasupo, 2011). Research supports various leadership styles can be both effective and ineffective (Olasupo, 2011). De Oliveira Rodrigues and Ferreira (2015) indicated the effectiveness of leadership styles depends on the context. Allen et al. (2015) stated there are certain leadership styles school administrators can use to improve effectiveness and success. Olasupo (2011), on the other hand, believed regardless of the leadership style modeled, effective leaders create successful students, teachers, and school districts.

Many attempts have been made to examine the effects of various administrator leadership styles on teacher job satisfaction (Sheppard & Brown, 2014). In just the past several years, there has been an initiative from educators to change the school leadership philosophy (Sheppard & Brown, 2014). This philosophy involves school leaders creating multiple opportunities for employees to lead the school while also being strong instructional leaders (Shamaki, 2015).

Traditionally, school employees had few opportunities to lead, and school leaders were considered managers (Schleicher, 2012). According to Razak et al. (2015), “Leaders set a direction for the rest of us; they help us see what lies ahead; they help us visualize what we might achieve; they encourage us and inspire us” (p. 57). Razak et al. (2015) further emphasized how leadership plays a major role in the overall effectiveness of the school as well as the satisfaction of teachers. According to Shamaki (2015), in order for schools and other organizations to achieve common goals, leaders must first find ways to impact and motivate their followers.

Furthermore, being highly motivated has a direct impact on employees’ commitment to and performance in their professions (Shamaki, 2015). All leadership

styles attempt to motivate teachers to improve. This section is focused on various administrator leadership styles including transformational, transactional, authoritative, democratic, and laissez-faire (Chandar & Priyono, 2015).

The first leadership style, transformational leadership, focuses primarily on empowering followers by placing them in leadership positions that expose their skills, talents, and abilities (De Oliveira Rodrigues & Ferreira, 2015). Transformational leaders simply want people's strengths to be part of the organization's function (De Oliveira Rodrigues & Ferreira, 2015) and are continually building unity and a sense of shared leadership among personnel (Okçu, 2014). The unity created allows leaders to work toward achieving common goals and developing a common vision among all personnel (Okçu, 2014).

According to De Oliveira Rodrigues and Ferreira (2015), "In transformational leadership, the leaders appoint goals that go beyond the short-term objectives and are concentrated on higher organizational needs" (p. 493). This means transformational leaders are constantly looking at the "big picture" (De Oliveira Rodrigues & Ferreira, 2015). Most employees who work under a transformational leadership style find themselves excited about coming to work and making a positive impact each day (Aydin et al., 2013). Transformational leadership causes employees to have a positive outlook and a feeling of appreciation (De Oliveira Rodrigues & Ferreira, 2015). Employees who experience those two components tend to find themselves with higher job satisfaction levels (Aydin et al., 2013).

According to Allen et al. (2015), many researchers and professionals have attempted to compare transformational leadership to other leadership styles; however,

there is a distinct difference between transformational leaders and leaders who embody other leadership styles. Transformational leaders focus on magnifying their followers' strengths and are staff-centered (Okçu, 2014). Okçu (2014) stated transformational leaders do not look exclusively at the organizational goals, but also at achievement. Achievement under transformational leaders ensures all personnel are utilizing their skills, resources, and abilities to accomplish a common goal (Okçu, 2014).

Transformational leaders are never looking to create success on their own, but are instead using all personnel to achieve success for the organization (Allen et al., 2015). They ensure employees are playing special and vital roles in the overall development and success of the organization (Allen et al., 2015). Transformational leaders also sincerely and profoundly care about their employees' personal and professional goals (Okçu, 2014). Not only do transformational leaders want success for their employees from a professional perspective, but they also want employees to achieve personal goals (Okçu, 2014).

Clearly, transformational leadership impacts job satisfaction in a positive way because of the engagement opportunities it creates (Chaudhry & Javed, 2012). Although this is not true in all cases, researchers continue to determine transformational leadership is one of the most effective leadership styles in the modern era (Okçu, 2014). Transformational leaders' actions are particularly essential in public organizations such as schools (Okçu, 2014). School districts embrace school leaders who focus on collaboration, which is a big part of transformational leadership (Chaudhry & Javed, 2012). Scholars have also suggested multiple leadership styles besides transformational leadership have proven to be effective in public organizations; however, being

inspirational has been revealed as one of the necessary qualities of a good leader regardless of the style of leadership he or she uses (Okçu, 2014). Being inspirational is a primary component of a transformational leadership style, which makes transformational leadership a strong recommendation for school administrators (Okçu, 2014).

The second leadership style, transactional leadership, operates through order and structure, in which the leader creates a directed environment (Chaudhry & Javed, 2012). Transactional leadership is often described as a rewards-penalty system that centralizes on the idea leaders and followers offer an exchange to one another (De Oliveira Rodrigues & Ferreira, 2015). Transactional leaders also clearly articulate their expectations to employees to ensure comprehension of the expectations and rewards in place for meeting those expectations (Chaudhry & Javed, 2012). There are few cases in which people working under transactional leadership find themselves confused or misunderstand expectations (Chaudhry & Javed, 2012).

Researchers have determined three different dimensions pertaining to the transactional leadership style, which include rewarding staff, correcting staff, and not correcting leadership (Okçu, 2014). Essentially, this means transactional leaders may demonstrate different behaviors at different times (Chaudhry & Javed, 2012). De Oliveira Rodrigues and Ferreira (2015) stated all three dimensions are prevalent in a transactional leadership style. Some clear differences exist between transformational and transactional leadership, but one similarity is the establishment of trust (De Oliveira Rodrigues & Ferreira, 2015). Unlike transformational leadership, which focuses on gaining trust through inspiration and empowerment, transactional leadership builds trust through

consistency in rewarding and punishing employees for their behaviors and actions (Chaudhry & Javed, 2012).

Transactional leaders may be perceived by their employees as exclusive problem solvers who neglect the value, appreciation, and feelings of their employees (Okçu, 2014). This type of approach can be harmful to staff morale and staff buy-in, which in turn can cause people to leave their places of employment (Okçu, 2014). However, research does support this type of leadership approach still leads to productivity and effectiveness in many different organizations (Okçu, 2014). As is the case with every leadership style, further research should be conducted to determine if a transactional leadership style may potentially lead to teachers becoming dissatisfied or satisfied with their jobs (Avci, 2015).

The third leadership style, authoritative leadership, emphasizes the concept leaders perceive they are more knowledgeable, experienced, and skilled than their employees and can make executive decisions without anyone else's ideas or suggestions (Razak et al., 2015). This type of leadership style results in employees having minimal decision-making opportunities (Chin-Yi, 2015). Employees must agree with an executive decision regardless of whether the decision is what is best for the organization (Chin-Yi, 2015). Consequently, authoritative leaders come across as domineering and controlling to their employees at times (Razak et al., 2015). Therefore, only certain types of people have the ability and patience to work under an authoritative leadership style (Chin-Yi, 2015).

According to Razak et al. (2015), authoritative leadership can also be known as autocratic leadership. This type of leadership results in a leader making all of the

organization's choices, decisions, and conclusions without any input or minimal input from other personnel in the organization (Razak et al., 2015). One perception of authoritative leadership style is the negative influence it has on people because of the leader's tendency to be domineering and overpowering, ultimately damaging the confidence and effectiveness of employees (Chin-Yi, 2015). Authoritative leadership is a more traditional approach in organizations, and extensive research suggests using an alternative leadership style to increase teacher job satisfaction (Razak et al., 2015).

A fourth leadership style commonly practiced is a democratic leadership style (Klinker, Hoover, Valle, & Hardin, 2014). This particular leadership style encompasses various perspectives with an impact on the overall function of an organization through the setting of common goals, visions, and themes (Razak et al., 2015). Klinker et al. (2015) stated:

Democratic leadership defined as a moral endeavor, responsiveness, and building democratic communities, through decisions that embodied responsiveness, offered our prospective administrators a flexibility of spirit and ideas and heart through which to filter their experiences. (p. 190)

Some researchers have found democracy is becoming irrelevant due to the increased demands of expectations and accountability placed on leaders (Bogotch, 2011).

Organizations such as school districts are at times forced to make executive decisions without the consent of employees (Bogotch, 2011).

Although using democracy in organizations seems to be losing popularity, some research shows democracy is one of the most effective, productive, and common leadership styles utilized (Razak et al., 2015). The focus of a democratic organization is

to provide opportunities for staff input, buy-in, and feedback to make the organization better (Bogotch, 2011). A democratic leadership style simply centralizes on the idea of getting all personnel involved when it comes to the decision-making process, a concept essential for satisfied educators (Bogotch, 2011).

A fifth leadership style is laissez-faire leadership, sometimes described as a hands-off leadership style (Shamaki, 2015). Shamaki (2015) stated:

Laissez-faire style involves a leader that has no clear goal and also gives no professional leadership to his group; he has no pattern of working, supervising, and initiating notions. Laissez-faire leadership refers to the type that allows free contribution of ideas and opinions without interference by the leader. (p. 200)

The modeling of a laissez-faire leadership style has consistently resulted in negative effects on the productivity and performance of an organization (Furtner, Baldegger, & Rauthmann, 2013). Followers of a laissez-faire leadership style simply have little initiative to make the organization better (Zydzianaite, Lepaite, & Suominen, 2013). Oftentimes, it is very difficult to build unity among employees because of the lack of initiative (Furtner et al., 2013). In the study conducted by Skogstad, Hetland, Glasø, and Einarsen (2014), the organization using a laissez-faire leadership style found itself divided among personnel with little or no direction on expectations and goals.

Kadi (2015) suggested laissez-faire leadership has a harmful influence on people's feelings and motivation levels in their places of employment. Kadi (2015) also stated there is truly nothing worse than discouraging employees' confidence in, attitude toward, and perception of their performance. Yang (2015) offered a different viewpoint:

In this sense, laissez-faire leadership might be viewed as a result of ignorance or negligence, but it may also be viewed as a result of respect from a leader.

Therefore, given the possibility that laissez-faire leadership could be a strategic choice by a leader and/or perceived positively by subordinates, there is a need to approach laissez-faire leadership in a more balanced way so as to steer away from the conventional view with its implicit judgment and from subsequent associations with negative outcomes. Thus, while extant definition of laissez-faire leadership is already embedded with negative understanding, there is a need to consider laissez-faire leadership in a more neutral manner. (p. 3)

Although there may be preconceived notions a laissez-faire leadership style is not the most recommended leadership style, an effort should be made for leadership critics to be open-minded (Yang, 2015). However, a laissez-faire leadership style may foster teacher dissatisfaction in the workplace (Kadi, 2015). Leaders who choose to demonstrate a laissez-faire leadership style may find themselves ultimately choosing to enter other professions (Kadi, 2015).

It is critical to understand multiple styles of leadership have proven to be effective (Olasupo, 2011). Various leadership styles result in different implications on an organization and the organization's employee satisfaction levels (Olasupo, 2011).

According to Aydin et al. (2013), it is important for researchers to continue to study the areas of leadership because of the significant impact leadership has on an organization.

Leadership plays a significant role in every organization, and the absence of effective leadership can potentially lead to detrimental consequences for an organization (Razak et al., 2015). Many organizations, particularly educational institutions, have the

necessary resources and strategies to perform proficiently in all areas; however, the absence of strong, quality leadership makes those areas less likely be proficient (Razak et al., 2015). Furthermore, school leaders should become aware of their own leadership styles because of the potentially negative impact a style might have on teacher job satisfaction (Razak et al., 2015).

Job Satisfaction

The term “satisfaction” can have many different meanings, including validation, enjoyment, agreement, and peace (Gilman, Peake, & Parr, 2012). Song and Mustafa (2015) described job satisfaction as the state in which employees develop a sense of positive or emotional feelings toward their place of employment, as well as positive feelings toward their managers or leaders. Amos et al. (2015) stated, “It [job satisfaction] has been and continues to be extensively researched in many developed and developing countries because the evidence suggests that job satisfaction has a bearing on economic productivity and the well-being of workers” (p. 1). Therefore, job satisfaction is an area that cannot be overlooked and must be given the utmost attention (Hülshager, Alberts, Feinholdt, & Lang, 2013).

Numerous researchers have discovered factors that influence employee job satisfaction (Tinu & Adeniji, 2015). Tinu and Adeniji (2015) shared there is a direct link between job satisfaction and circumstances in the workplace environment, also known as employee work circumstances. These circumstances can be broad and dependent upon the job, but can nonetheless potentially and negatively impact the satisfaction levels of employees (Tinu & Adeniji, 2015). Work circumstances vary from one place of

employment to another; however, it is important for leaders to be knowledgeable of those areas and their implications (Chaudhary, 2011).

Finding opportunities to develop and sustain job satisfaction should be a school administrator's priority on a day-to-day basis (Aydin et al., 2013). With all the increased demands and accountability systems currently in place, teacher job satisfaction levels are being significantly affected (Gius, 2015). According to Sabina, Okibo, Nyang'au, and Ondima (2015), creating job satisfaction in the workplace can be a very daunting and difficult task. Regardless, it is imperative to keep teachers satisfied (Sabina et al., 2015), because teachers are an integral part of the success and failure of the school (Shaw & Newton, 2014). Ensuring success requires school administrators maintain focus on developing avenues to ensure teachers are satisfied with their jobs (Shaw & Newton, 2014).

Ultimately, school administrators should ensure job satisfaction is placed as a top priority (Epps & Foor, 2015). School administrators have the ability to inspire their teachers and increase job satisfaction (Epps & Foor, 2015). This concept of job satisfaction leads teachers to become fully engaged, and effective instructors in the classroom increase student achievement (Shaw & Newton, 2014). As long as school administrators focus on teacher job satisfaction as a top priority, students will continue to grow and succeed (Shaw & Newton, 2014).

Factors Influencing Teacher Perceptions

Evidence supports the notion most teachers desire to enter the educational profession to make a difference in the lives of students (Connolly, 2012). However, there are factors influencing teachers and causing their perspectives to change (Collie et al.,

2012; Connolly, 2012). Staggering statistics suggest there are an increasing number of teachers who are choosing to depart from the educational setting based on some very clear factors (Tran, 2015). These factors include below average salaries, working conditions, leadership styles, stress, evaluation systems, and trust (Tran, 2015).

These multiple school-related factors have a direct impact on teacher job satisfaction (Bellibaş, 2015). The impact these factors have on teacher job satisfaction can be different depending on the teacher (Hoekstra, 2014), and sometimes these factors can either negatively or positively impact a teacher's satisfaction level (Connolly, 2012). Regardless, school-related factors do impact teacher job satisfaction, and careful attention should, therefore, be placed on job satisfaction (Hoekstra, 2014).

For years, researchers have conducted studies to identify job-related factors that influence the way teachers perceive their jobs and their overall job satisfaction (Høigaard, Giske, & Sundsli, 2012). Tran (2015) supported the idea teacher perceptions are impacted by working environment factors, and those factors play an essential role in teacher job satisfaction. Abu Taleb (2013) stated, "Examples of work-related dimensions include salaries, interpersonal relations and cooperation, safe environment, parental involvement, administrative leadership, recognition, advancement, work-load, sufficient teaching and learning resources, student behavior, autonomy, and advancement opportunities" (pp. 144-145).

Chaudhary (2011) concluded some teachers find themselves less satisfied in areas such as advancement, pay, superior relationships, and work environment. Because all these areas are central to building teacher morale, more research should be utilized to examine and determine the job-related factors that impact teacher job satisfaction

(Chaudhary, 2011). One of the most common factors influencing job satisfaction is below average salaries (Song & Mustafa, 2015). Teacher pay can be a critical component in whether a teacher chooses to stay or leaves the profession (Khalid, Irshad, & Mahmood, 2012). Yilmaz and Altinkurt (2011) revealed some teachers believe they are not receiving adequate pay for the amount of time, energy, and work they are putting in. In order to compensate for this problem, Gius (2015) shared performance-based pay is being used more and more; however, performance-based pay is not something highly valued by most teachers.

Connolly (2012) revealed requiring teachers to be in compliance with policies directed toward performance-based pay minimizes teachers' true passion for getting into the educational field. Teachers do not desire to enter the educational field for the purpose of getting rich; they enter the field with an intuitive passion to impact students in all aspects of their lives (Gius, 2015). Performance-based pay diminishes the passion of teachers and creates a negative view of the field (Connolly, 2012).

Another viewpoint – Fredrick Herzberg's two-factor theory – suggests salaries are not one of the leading factors resulting in a person's satisfaction in the workplace (Hanushek & Rivkin, 2007). However, Olurotimi, Asad, and Abdulrauf (2015) suggested rewards such as salaries, financial incentives, and financial benefits play a big role in the motivation of teachers, but this motivation is not always lasting. Sabina et al. (2015) found teachers who become satisfied with their salaries must still receive additional incentives, and school administrators must work extremely hard to develop various ways to motivate that type of teacher.

A second factor contributing to teacher job satisfaction revolves around the teacher's working conditions (Hanushek & Rivkin, 2007). According to Ladd (2009), working conditions can be one of the most accurate indicators teachers are satisfied with their jobs and stated, "For teachers, the work environment is determined in part by the educational challenges associated with the economic and racial mix of students in the school – characteristics of schools that are typically easy for the researcher to measure" (p. 1). This means there are many challenges outside of the teacher's control that can have a strong effect on working conditions (Ladd, 2009). Teachers who end up in an environment they do not desire eventually become discouraged (Hanushek & Rivkin, 2007). Working conditions can be perceived as too boring, challenging, or unattractive to teachers, which ultimately causes disengagement (Hanushek & Rivkin, 2007).

It is important to note there are major differences between working conditions in suburban areas and urban cities (Ladd, 2009). Researchers have suggested the working conditions in a school district located in the city could differ from those in a school district located in the country (Hanushek & Rivkin, 2007). This is not true for all cases, but it is true in most (Hanushek & Rivkin, 2007).

Due to the significance of working conditions and their probable impact on teacher happiness, school administrators need to examine the quality of a school's working conditions to keep teachers satisfied (Ladd, 2009). Successful schools are reliant on every single aspect of the school working environment, which means developing a strong and desired working environment is extremely important (Collie et al., 2012). Sabina et al. (2015) suggested school administrators develop and establish a high-quality working environment, because it will help motivate and satisfy teachers.

Another common factor regarding teacher job satisfaction relates to the leadership style under which they are working (Sabina et al., 2015). Arifin (2015) examined the influences of job satisfaction through an experimental study and determined there is a strong relationship between teacher satisfaction and leadership style. According to Evans and Johnson (1990), the result of a teacher's effectiveness in the classroom is closely connected to the leadership styles their school leaders model.

Kadi (2015) found leadership styles have a dramatic impact on both teacher and student success and satisfaction. Katranci, Sungu, and Saglam (2015) also suggested a school administrator's leadership qualities have a strong effect on teacher perceptions, and those qualities should be closely aligned with the culture and climate of the school. Understanding the relationship between leadership and teacher satisfaction requires school leaders to make teacher job satisfaction a high priority (Baran, Maskan, & Baran, 2015).

Teachers also tend to find more satisfaction working under leadership styles that model qualities closely associated with their own (Katranci et al., 2015). Given most teachers are team-oriented, teachers are found to be more satisfied with their jobs when a school administrator ensures his or her teachers are engaged in the decision-making process (Sabina et al., 2015). Shared perspectives are essential to increasing staff morale, creating staff buy-in, and making decisions best for all involved (Sabina et al., 2015).

Overall, the type of leadership style an administrator models is critical (Sabina et al., 2015), and the impact can be positive or negative depending on the teacher (Katranci et al., 2015). Many scholars believe leaders' individual behaviors, actions, decision-making abilities, and practices are extremely impactful (Katranci et al., 2015).

Ultimately, school administrators should choose to model a leadership style that focuses on increasing teacher job satisfaction and minimizing factors that work against it (Sabina et al., 2015).

Stress is another factor that affects teacher job satisfaction (Ferguson, Frost, & Hall, 2012). There is an overwhelming amount of information supporting the idea stress has an extreme influence on teachers' satisfaction (Skaalvik & Skaalvik, 2015). As teachers become stressed, their performance in the classroom suffers as well as their engagement (Jain, Tyagi, & Kumar, 2015). Teachers who are overly stressed find themselves trying simply to survive instead of seeking administrative and colleague support (Jain et al., 2015).

Some studies have revealed teaching is the single most stressful job, but understanding teacher stress can be difficult because educational researchers have many different interpretations (Skaalvik & Skaalvik, 2015). Ultimately, teacher stress has developed into one of the most important areas of focus across the nation, as well as around the world (Jain et al., 2015). According to Thieman, Henry, and Kitchel (2012), some teachers find themselves unsuccessful at fitting into the culture of the school because of stress. As a result, they become discouraged and perform poorly in the classroom, which leads to poor performance from students (Thieman et al., 2012).

A survey developed by teachers revealed too much workload, lack of principal support, minimal time for relief, teaching unmotivated students, and increasing demands of accountability were five common areas relating to stress (Richards, 2011). These five areas are oftentimes overlooked by school administrators, but they require intense attention for positive changes (Thieman et al., 2012). Richards (2011) also reported stress

can be manifested as exhaustion, lack of passion, a tendency to question strengths, increased use of medications, and poor interactions with peers. These indicators of stress require school administrators to pay close attention to faculty and to implement interventions (Thieman et al., 2012). To ensure stress is limited, teachers need meaningful and timely support from their school administrators (Richards, 2011). As they begin to provide support, administrators will see an increase in teacher job satisfaction (Richards, 2011).

Evaluation systems implemented by school administrators are another factor that can have a dramatic impact on teacher satisfaction levels (Chappelear & Price, 2012). Over the past several years, there has been an enormous amount of time, energy, and effort spent on developing quality teacher evaluation systems requiring principal involvement in the classroom (Ruffini, Makkonen, Tejwani, & Diaz, 2014). However, evaluating teachers can have a negative outcome on teachers no matter the effectiveness of the evaluation system (Chappelear & Price, 2012).

In a study about principals' interventions for instructional improvement, teachers responded to questions suggesting they prefer indirect intervention because it creates autonomy (Chappelear & Price, 2012). Teachers preferred not to have their supervisor constantly monitoring them as it negatively impacts their performance (Chappelear & Price, 2012). Contrarily, some teachers who need support believe it is essential for principals to provide continual positive support through supervision (Hughes, Matt, & O'Reilly, 2015). Supervision should act as a means to provide meaningful, timely, and specific feedback to employees, and this process creates growth and positive improvement for teachers (Hughes et al., 2015). Ultimately, there are different

perceptions regarding the role of supervision depending upon different teacher demographics (Range, Finch, Young, & Hvidston, 2014)

Another factor influencing teacher perceptions of job satisfaction is trust (Braun, Peus, Weisweiler, & Frey, 2013). Trust is the foundation that must be established for any business or organization to thrive (DiPaola & Tschannen-Moran, 2014). According to two separate studies, trust and job satisfaction are strongly correlated (DiPaola & Tschannen-Moran, 2014). DiPaola and Tschannen-Moran (2014) also determined there is a significant increase in positive satisfaction levels when teachers find themselves trusting their principals. Therefore, school administrators should make it a primary focus to develop trust between themselves and their teachers and should strive to increase the level of trust with their teachers on a daily basis (Asencio & Mujkic, 2016).

Trust can be developed through teachers' willingness to participate in collaboration and in accomplishing common goals (Handford & Leithwood, 2013). Handford and Leithwood (2013) also asserted school administrators should constantly focus on developing opportunities for staff to be involved, a practice which demonstrates leaders' trust in the teachers' abilities and perspectives (Asencio & Mujkic, 2016). There may be times school administrators are expected to make an executive decision; however, they must choose to involve teachers in the decision-making process frequently in order to gain trust (Handford & Leithwood, 2013). Establishing trust between staff and leadership creates confidence in staff and also increases motivation, which leads to successful outcomes in every aspect of the school (Asencio & Mujkic, 2016).

According to Chaudhary (2011), there are a variety of additional factors affecting teacher job satisfaction. The education world would benefit from researchers spending

extensive time and effort analyzing multiple factors affecting this area (Collie et al., 2012). When researchers choose to analyze these factors, an even clearer picture as to what significantly impacts teachers' satisfaction levels will emerge (Collie et al., 2012). Collie et al. (2012) also suggested school administrators should become fully aware of the major implications of teacher perceptions on job satisfaction.

School leaders can increase their knowledge of the factors that affect teachers' satisfaction levels as they make this knowledge a priority (Baran et al., 2015). Leaders should also work diligently to ensure teachers are satisfied with their jobs overall (Skaalvik & Skaalvik, 2015). Job satisfaction is most likely to take place when an employee has individual and professional needs met, and it is the responsibility of school leaders to ensure this happens (Amos et al., 2015). To ensure teachers are satisfied with their jobs, strong and effective leadership must be present (Amos et al., 2015). School leaders should have a logical plan to continually improve teachers' satisfaction by being aware of factors that influence job satisfaction levels (Amos et al., 2015).

As teachers become more satisfied, school leaders and teachers will find student achievement and staff morale are positively affected (Baran et al., 2015). Goleman, Boyatzis, and McKee (2013) suggested there is a strong relationship between administrative emotional intelligence and the school's organizational climate pertaining to teacher job satisfaction. In other words, teachers desire administrators who are emotionally connected with them to maintain a positive school climate (Goleman et al., 2013).

Teachers expect strong school administrators to step up and provide the necessary support to get through challenging times (Jain et al., 2015). It is also important for school

administrators to provide quality training experiences for teachers to build self-confidence and to increase teacher satisfaction levels (Tran, 2015). According to Baran et al. (2015), determining the factors that influence teachers' job satisfaction is an extremely important task; however, an even more important task is to take the appropriate measures to ensure those factors are increasing teachers' satisfaction levels. Further research should be conducted to help identify common themes and factors that influence levels of teacher job satisfaction (Baran et al., 2015).

Teacher Demographics and Job Satisfaction

Multiple teacher demographics contribute to the steady rise in the number of teachers choosing to leave the profession (Tran, 2015). Yesil Dagli (2012) noted some demographics may contribute to job satisfaction more than others. Careful and intense attention should be placed on examining demographic factors (Tran, 2015). Some of those demographics include gender, socioeconomic status, and experience (Yesil Dagli, 2012).

One demographic affecting teacher job satisfaction is gender (Tran, 2015). An enormous amount of research has been conducted on job satisfaction; however, more research focused on gender and its relationship to job satisfaction should be a primary focus (Howard-Baldwin, Celik, & Kraska, 2012). Researchers have concluded both male and female teachers are satisfied and dissatisfied with their jobs (Tran, 2015). Studies suggest there are other factors that affect satisfaction levels, but gender is a prominent factor (Tran, 2015). According to Mäkelä, Hirvensalo, and Whipp (2014), gender is one of the most common teacher demographics studied by researchers. One of the reasons gender is so heavily researched is because it is integral to understanding the reasons male

and female teachers perceive things similarly and differently (Şentuna, 2015). Diverse studies have revealed some male teachers find certain factors increase their satisfaction levels while female teachers find those same factors to decrease their satisfaction levels (Tran, 2015). Males and females have different perspectives on leadership and its effect to job satisfaction (Saeed et al., 2011).

Leadership is oftentimes viewed by males as not having a significant impact on job satisfaction; conversely, females frequently view leadership as having a significant impact on job satisfaction (Mäkelä et al., 2014). Men tend to find themselves more independent and reliant on themselves to increase their satisfaction levels versus being influenced by leadership (Mäkelä et al., 2014). Women, however, tend to be more dependent on the leadership they are working under and seek feedback, which increases their satisfaction levels (Tinu & Adeniji, 2015). Women also tend to choose the teaching profession because it is a more traditional role, while men choose the teaching position for social mobility (Mäkelä et al., 2014). Another study revealed females tend to have more satisfaction working in the educational setting than males (Tinu & Adeniji, 2015). Saeed et al. (2011) suggested male and female teachers also have different perspectives on leadership styles, which in turn results in different satisfaction levels.

Although research supports teacher satisfaction varies between genders, there is also research supporting satisfaction does not vary based on gender (Tinu & Adeniji, 2015). Yazici and Altun (2013) did not find any major distinctions between male and female instructors regarding satisfaction levels with their jobs. In other words, male and female teachers tend to have the same views toward factors that influence job satisfaction (Yazici & Altun, 2013). Therefore, it is important to note there is research indicating job

satisfaction does not vary based on gender. More research is needed to further determine the effect between gender and job satisfaction (Tinu & Adeniji, 2015).

A second demographic affecting teacher job satisfaction is the school's socioeconomic status (Klar & Brewer, 2014). Preconceived notions tie rural schools to low socioeconomic status (Kabungaidze, Mahlatshana, & Ngirande, 2013). According to Kabungaidze et al. (2013):

Due to competition for scarce skills, the attraction and retention of teachers in rural schools is probably the biggest challenge in the education sector today. It is imperative for the education department to have knowledge of the impact of job satisfaction and some demographic variables on employee turnover intentions to improve the attraction and retention of teachers especially those with scarce skills.
(p. 53)

Increased focus on rural school districts should be a primary emphasis for educational professionals because of the association rural school districts have with low socioeconomic status (Kabungaidze et al., 2013). Teachers are leaving these types of schools because teachers are not equipped with the resources and knowledge teachers need to increase student achievement (Klar & Brewer, 2014). Rural teachers' satisfaction levels are being negatively affected and require an intense focus (Klar & Brewer, 2014).

Matsuoka (2015) found teachers working in schools with higher socioeconomic status have higher job satisfaction levels than teachers working in low socioeconomic schools. It is not uncommon for school districts with low socioeconomic status to experience challenges in keeping teachers satisfied (Goodpaster, Adedokun, & Weaver, 2012). Goodpaster et al. (2012) determined teachers in rural districts who specialize in

science, technology, engineering, and mathematics (STEM) are dissatisfied with their jobs because of work overload, stress, and lack of pay. Yesil Dagli (2012) also determined teachers working in school districts with poor working conditions and a negative school climate may be inclined to leave the district or even the profession.

Isernhagen (2012) suggested teachers working in low income schools or Title 1 schools should avoid isolating themselves. It is common to find teachers working in low socioeconomic schools who feel as though they are on their own with minimal or no support (Matsuoka, 2015). Instead, teachers should rely on one another to stimulate motivation, commitment, and perseverance by collaboratively working together (Isernhagen, 2012).

While a majority of the research supports the idea low socioeconomic schools negatively impact teacher satisfaction, Koruklu et al. (2012) found an increase in teacher satisfaction in these types of school environments. Koruklu et al. (2012) established schools in some of the most impoverished areas are staffed with effective teachers who enjoy working with challenging students and challenging circumstances. These teachers truly and passionately enjoy working with circumstances that stretch them and their resources, because it gives them a great feeling of accomplishment (Matsuoka, 2015).

Some teachers look beyond upscale school facilities, competitive salaries, and supportive community (Koruklu et al., 2012) to the individual students facing challenging circumstances who need to have someone care for them (Matsuoka, 2015). Although it may not be common to find teachers seeking employment in low socioeconomic school districts, there are teachers who desire to work exclusively in that type of environment

(Koruklu et al., 2012). Koruklu et al. (2012) ultimately presented no significant connections between teacher satisfaction and school socioeconomic status.

Additional teacher demographics affecting job satisfaction include the amount of teacher experience and the age of the teacher (Yesil Dagli, 2012), which both have a strong connection with teacher job satisfaction (Mäkelä et al., 2014). Yucel and Bektas (2012) recommended school leaders take into consideration the diverse ages and experience of their teachers because of the significant impact these have on teacher satisfaction. Høigaard et al. (2012) suggested there should be considerable and careful attention given to newly qualified teachers because of the high demands and work overload that can ultimately lead those teachers to leave the profession. According to Mäkelä et al. (2014), there is usually a strong connection between teacher experience and motives to leave the teaching profession. One study suggested teachers with greater than four years of teaching experience have a higher chance of leaving the profession than teachers with four years or fewer (Yesil Dagli, 2012).

Epps and Foor (2015) revealed there is a major difference between novice and experienced teacher job satisfaction levels because of the amount of appreciation novice teachers receive (Hughes et al., 2015). They suggested novice teachers have more opportunities for being appreciated than experienced teachers, and the gap of appreciating should be diminished between the two (Epps & Foor, 2015). Contrarily, some younger teachers choose to leave the profession for reasons such as dissatisfaction with their jobs or the desire to raise their children (Hughes et al., 2015). Ultimately, teachers' age and experience have a strong connection with overall job satisfaction. Extensive research

should be conducted to provide support in increasing job satisfaction for teachers of all ages (Mäkelä et al., 2014).

According to Qayyum (2013), there are variations between teacher demographics and their effect on job satisfaction. Some demographics may be more or less influential depending on the circumstances (Mäkelä et al., 2014). Regardless of teacher demographics, it is important teachers possess positive outlooks on their schools (Mäkelä et al., 2014). Teachers who can maintain a positive outlook will find themselves satisfied with their jobs (Qayyum, 2013).

Summary

In Chapter Two, Herzberg's two-factor theory, the framework, as well as job satisfaction, various leadership styles, factors influencing teacher perceptions, and teacher demographics were discussed. The following chapter includes several key points that support and develop the study, including how a qualitative and quantitative analysis was used. The process for both methods of analysis is explained in detail. An extensive number of teachers from diverse backgrounds were participants for this study. The data received from the teachers helped answer the three research questions of this study and further expanded research in the area of teacher job satisfaction.

Chapter Three: Methodology

Teacher job satisfaction is considered to be an essential component in the success of a school district (Chandar & Priyono, 2015). Teacher effectiveness dramatically improves when leaders display qualities such as positive feedback, autonomy, responsibility, value, and respect (Avci, 2015). School administrators who have an effective leadership style potentially have a major influence on reducing the stress, anxiety, and pressure placed on teachers during the school year (Chandar & Priyono, 2015). Furthermore, school administrators must be cognizant of, and reflect on, their own individual leadership styles because of the direct impact of their leadership on teacher job satisfaction (Avci, 2015).

In this chapter, three different research questions are restated. Along with the research questions, the population and sample size used for this study are discussed. Twelve one-on-one interviews were conducted involving kindergarten through 12th-grade teachers. These teachers were interviewed after approval by Lindenwood University's Internal Review Board. The questions were open-ended in order to elicit teacher perceptions of administrative leadership styles as they pertain to job satisfaction.

A survey was also used in the study. Members of the Missouri State Teachers Association (MSTA) were emailed a survey by MSTTA officials with questions pertaining to administrator leadership styles and job satisfaction. The questions in the survey were transparent and brief to engage MSTTA members' participation. Data were collected and documented following the interviews and survey and were then analyzed to determine the findings. Lastly, ethical considerations protected all parties participating in the study.

Problem and Purpose Overview

The purpose of this research was to examine to what extent various administrative leadership styles affect teacher job satisfaction (Voon et al., 2011). According to Voon et al. (2011), the leaders of an organization must take into deep consideration the effect of their leadership style on the organization. Previous research suggests leaders who adopt an effective leadership style increase staff commitment, productivity, and job satisfaction (Voon et al., 2011).

Voon et al. (2011), believed job satisfaction is significantly affected by leadership, which also profoundly impacts the success of organizations, businesses, and school districts. Research also supports the notion teachers increase their job satisfaction when school leaders are open with all personnel, share leadership, and maintain clear and transparent communication (Bogler, 2001).

Research questions. The following research questions guided the study:

1. What are teacher perceptions of administrative leadership styles regarding teacher job satisfaction?
2. What are teacher perceptions of motivator factors, including advancement, recognition, achievement, responsibility, and the work itself, that influence teacher job satisfaction?
3. What are teacher perceptions of administrative leadership styles in regard to teacher experience, age, gender, and size of school district based on enrollment?

Research Design

This mixed-methods study was created to elicit perspectives of teachers from diverse backgrounds and their perceptions of administrator leadership styles as they relate to teacher job satisfaction. The study focused on key factors from administrator leadership styles that influence teacher job satisfaction as identified by teachers from kindergarten through 12th grades. For the qualitative portion, 12 teachers were interviewed from southwest Missouri. For the quantitative portion, a survey was sent to members of the MSTA.

Population and Sample

The population for the qualitative research was comprised of all teachers from a southwest Missouri conference. A random sample included 12 teachers from this conference. Permission was granted to participate in the study by each school district's superintendent. The quantitative population consisted of approximately 30,000 certified K-12 teachers who were members of the MSTA during the 2016-2017 school year. A total sample of 995 teachers participated in the online survey.

Instrumentation

Interview questions (see Appendix A) were developed by the researcher to obtain perceptions of kindergarten through 12th-grade teachers. The interviews were used to increase the knowledge of teacher perceptions of administrator leadership styles regarding teacher job satisfaction. The questions were field-tested by qualified staff within a public school system before the interview process began. All participants involved in the interview process received a letter of introduction (see Appendix B), a

letter of informed consent (see Appendix C), and a copy of the interview questions prior to the interviews.

The quantitative portion included a survey developed by the researcher. Following survey development, the researcher sent the survey to the MSTA official to review and upload. The survey included questions regarding teachers' age, experience, size of school district, and gender. The survey included questions pertaining to motivational factors and leadership style characteristics which positively and negatively affect teacher job satisfaction. The purpose of describing motivational factors and leadership style characteristics in the survey was to ensure participants would have a clear understanding of what these factors and characteristics represent. The survey also included an informational email (see Appendix D), which was sent to current MSTA members by an MSTA representative. Attached to the email was an informed consent form (see Appendix E) and a link to the survey questions (see Appendix F).

Data Collection

Following approval of the Lindenwood University Institutional Review Board (see Appendix G), superintendents from all five school districts in southwest Missouri used in the study were contacted to obtain permission (see Appendix H) to conduct the study within their school districts. Each participant in the study voluntarily chose to be a part of the study, and all information obtained from the study was kept confidential and safely secured. A two-way methodology was utilized to communicate to all qualitative participants in the study initially via email and then by phone.

Before the interviews began, an email was sent to all participants thoroughly explaining the study and ensuring participants would remain anonymous and interviews

would be kept confidential. The researcher attached a copy of the interview questions and provided each participant with a copy of the informed consent in the email. Prior to the interviews taking place, participants were given precise instructions on the interview process and details on what would occur following the interviews. Each participant interviewed was asked 10 identical, open-ended questions. Interviews took place in a closed setting with only the participant and the researcher present. All interviews were recorded and transcribed. A copy of the transcript was sent to each corresponding participant to check for accuracy. All data retrieved from the study will be secured for three years. After three years, the hard copies, electronic copies, and audio recordings will be destroyed.

Before the survey was conducted, a representative from the MSTA was contacted to gain consent for conducting the survey. The survey was sent to the MSTA for review and then uploaded to be distributed. Once consent was returned to the researcher, an informational email was sent to the MSTA members with an informed consent letter and the survey link. Data were then collected from MSTA members who chose to participate in the survey. The survey also included an informational email which was sent to current MSTA members by an MSTA representative. Attached to the email was an informed consent form and a link to the survey questions.

Data Analysis

This study involved a qualitative approach to identify common themes and patterns during the data analysis process (Suter, 2012). Interviews were used to obtain data, including the patterns and themes expressed by participants (Gay, Mills, & Airasian, 2011). Following the interviews, transcripts were inspected, interpreted, and organized

(Suter, 2012). Coding was then used by categorizing the information with labels to identify the patterns and themes expressed during the interviews (Gay et al., 2011).

The quantitative approach involved descriptive analysis to analyze the data (Fraenkel, Wallen, & Hyun, 2015). After the survey was sent out to MSTA members by the MSTA representative, data were returned to the researcher for analysis using the Qualtrics software system. The descriptive analysis primarily focused on standard deviation and the mean of the data (Bluman, 2013).

Ethical Considerations

Prior to conducting the study, approval from the Lindenwood University Institutional Review Board was obtained. All documents, data, and materials used in the study were properly secured and kept confidential in compliance with federal guidelines. Participants involved in the study were presented with an informed consent form before they participated in the study, which is also in compliance with federal guidelines. Lastly, all procedures conducted during the study were taken with care, professionalism, and ethical considerations.

Summary

Chapter Three included an overview and the purpose of the study. A discussion of the instruments used in the study was detailed, and the population and sample were also described. The data collection process was explained and how the data were analyzed was detailed. This mixed-methods study included 12 teachers who were interviewed. A complementary survey sent to participating members of the MSTA was also used. The main goal was to gather teacher perceptions of administrative leadership styles regarding job satisfaction.

Chapter Four is comprised of the results from the interviews and surveys. The sample data were obtained from the interviews and surveys and then subsequently analyzed. There were also two different formats used to reflect and interpret the data. Coding and theming were used for the qualitative portion, and descriptive statistics were used for the quantitative portion.

Chapter Four: Analysis of Data

The purpose of this project was to examine various administrative leadership styles and their effects on teacher job satisfaction. According to Voon et al. (2011), the leaders of any organization must take into deep consideration how much of an effect their leadership styles have on the success of the organization. Voon et al. (2011) also stated leaders should consider adopting appropriate leadership styles because of the major impact leaders have on employees' job satisfaction, commitment, and productivity. This study can help to create an awareness of the positive and negative effects of leadership styles on the satisfaction of teachers.

As stated in Chapter One, school districts across the country are continuing to lose teachers (Epps & Foor, 2015). Teachers are finding themselves discouraged and burned out even within the first few years of teaching (Lingam & Lingam, 2015). One statistic says most new teachers are choosing to leave the profession within the first five years of employment (Epps & Foor, 2015).

Various factors can be attributed to this phenomenon; however, two major factors that influence teachers to leave the profession are accountability and administrative leadership styles (Lingam & Lingam, 2015). The prevalent teacher exodus is extremely harmful to the current education system and negatively impacts schools as they prepare students for a meaningful future. With all of that taken into consideration, this study was designed to determine ways to help, support, and keep teachers satisfied in the profession.

There were two instruments implemented in this mixed-methods study that incorporated both quantitative and qualitative analysis. The first instrument used for the quantitative portion of the study was a survey, which was created by the researcher and

sent out by an official from the MSTA to all certified K-12 members of the MSTA. The survey was developed and distributed using Qualtrics software system through Lindenwood University. The survey contained seven brief questions that aligned with the research questions for the study.

The second instrument used for the qualitative portion of the study was a set of 10 interview questions. These 10 questions were asked of teachers who chose to participate in the study and who came from various educational backgrounds and demographics. The interview questions were also developed and closely aligned with the research questions in the study. This chapter contains the results from the surveys and interviews conducted pertaining to the research topic.

Qualitative Analysis

Interview questions for the participants were designed to elicit responses from teachers to gain insight into their perceptions of administrator leadership styles in regard to job satisfaction. Each teacher was asked a series of 10 questions to reflect thoughts about the topic. Some of the questions pertained to teachers' thoughts about leadership styles they have either experienced or heard about. The questions were also designed to draw out the leadership styles teachers preferred or did not prefer without giving a textbook definition of each leadership style. Other questions pertained to motivator factors that increased or decreased their job satisfaction. Some teachers requested clarification for particular questions just to ensure their responses were appropriate and closely aligned with the questions. The time range of responses from each participant was between 10 minutes and 30 minutes.

Of the four school districts that chose to participate in this study, there were four participants from School District A, four participants from School District B, two participants from School District C, and two participants from School District D. Table 1 depicts each school district and the number of participating teachers from each district.

Table 1

Participants by School District and Number of Teachers in Each District

Participating Districts	Number of Teachers from District
School District A	4
School District B	4
School District C	2
School District D	2
Total	12

Note. $n = 12$.

Research question one. What are teacher perceptions of administrative leadership styles regarding teacher job satisfaction?

Coding and theming were used for research question one in regard to the qualitative analysis. The data collected from each question were carefully analyzed to determine common themes. Each participant was asked 10 open-ended questions resulting in responses aligned with research question one.

Interview question one. How have different administrative leadership styles affected your satisfaction level?

There were various responses to question one from the 12 teachers who were interviewed. Teachers 2, 3, 4, 6, 9, 11, and 12 had an immediate and direct response indicating various administrator leadership styles had a strong influence on their job satisfaction. Those teachers then followed up with various reasons why they support the strong effect between administrator leadership styles and job satisfaction. According to Teacher 3:

I think different leadership styles can affect the teacher or teaching styles. Some administrators are looking for different performance indicators, and some teachers can be lost and confused. Some administrators may communicate and build good relationships with the employees, which is a positive thing. It depends on the type of administrator and how they interact with their employees, whether it's face-to-face, weekly meetings, or email.

Teacher 2 talked briefly about having good experiences with his administrators because his administrators allowed him to be creative. He quickly followed up with how leadership improved job satisfaction:

I was thinking back to different ones [administrators] I have had. For the most part, I have had good experiences because every administrator leadership style has allowed me to do what needs to be done and to be creative. The leadership improved my satisfaction levels.

Teacher 6 said there was an impact as well. She also expressed how important it was for school leaders to have an open-door policy and to be supportive. Teacher 6 expressed:

I would say this is a pretty big part of job satisfaction for me. I have worked in eight different schools. I tend to work best with an administrator that has an open-

door policy and really is involved with my classroom and the day-to-day operations. Those are the administrators I have felt were the most supportive. I have had administrators in the past that were not very organized and kind of arbitrary. One day they're strict; then another day they are laid back. I wasn't sure what to count on each day. I was certain I wasn't being supported.

Teacher 12 expressed little doubt there is was a strong influence from administrator leadership styles. Teacher 12 also talked a little more about the expectations she has for an administrator. She expressed she wants clear expectations, autonomy, and to feel like part of a team:

Well, there definitely is a strong effect. I think leaders that have made me feel like being part of a team instead of someone who was being watched all the time definitely made me happier with my job. I also appreciate someone that made me feel like I was actually getting something done instead of like I was untrusted, or like a little kid they had to take care of. Also, any leaders that I felt like I knew what they wanted from me I always felt happier with because I didn't have to feel like they would come back in and tell me I was doing something wrong.

Teachers 1, 5, and 8 responded to question one a little bit differently. They presented personal experiences they have had with different administrators. Teacher 5 expressed the importance of an administrator having a sense of balance with his or her leadership style. Leaders should not be on one extreme or the other; instead, they should be right in the middle. According to Teacher 5:

Well, I am in my 28th year of teaching, and I have worked under eight different principals and several assistant principals as well. I have experienced early on

when the principal was not seen in my classroom, and they were simply more of a manager. I have also worked for principals on the other extreme where expectations were very high and the principal was in the classroom every day. So I think I'm probably going to prefer the "Goldilocks" effect where it has to be just right. I like a principal right in the middle. This is a good situation.

Teacher 8 talked about how instructional leadership is an important quality of an administrator's leadership style. She believed the number one job of the administrator is to be a sound instructional leader. Teacher 8 said:

The stronger the instructional leadership qualities they have, the more satisfied I am. Also, a leader that offers a more hands-on approach is more influential to my satisfaction as opposed to someone who says read this book or go observe someone. Leaders that are concerned mainly with the physical aspects of their job have been my least favorite leaders. The number one job of the school administrator is to be a strong instructional decision maker because we are in the business of educating kids.

Teacher 1 focused on the trust aspect between employees and leaders:

I think the more trusted I felt by the leadership, then there is more job satisfaction for me. Whenever I felt like my input was valued, or what I had to say created more satisfaction, that helped a lot as well. Then there is the other side of that. When I don't feel like I can trust the administration, in whatever sense, that is probably not going to increase my satisfaction.

Teacher 10 was the only participant who expressed the leadership styles he has worked under have not affected his satisfaction level. Instead, his satisfaction simply comes from

knowing he is doing his best. According to Teacher 10, “I’ve sat under five different principals and none of their leadership styles has affected my teaching style. I think satisfaction for me is just doing the best that I can at my job.”

Interview question two. How would factors such as having responsibility, receiving praise for work, being promoted, achieving success, and having challenging tasks influence your satisfaction? Why?

Many of the responses pertaining to question two indicated all factors have a positive influence on job satisfaction. Teachers 1, 2, 4, 7, 8, and 12 agreed all factors contribute to increasing their satisfaction levels. These teachers also spoke in-depth about reasons why those factors contribute to increasing their satisfaction levels.

Teachers expressed all factors can be motivating, and motivation leads to more satisfaction. According to Teacher 1:

Well, I think those things influence satisfaction. For one thing, as a teacher you have a lot of responsibility already. Receiving praise from work comes from a lot of different ways. What I’m saying is that with factors such as responsibility, receiving praise comes in many different ways, and not just from administration. I think whenever students are doing well, that’s a good thing. I do believe small successes and big successes lead to satisfaction. Not just the leadership influences satisfaction. Achieving success is something we do every day in small and big ways. All things are important.

Teacher 2 said:

I definitely think all factors would lead to motivation. Knowing that you’re supported is great. It’s always a good thing to hear that you’re doing a great job.

All of these things lead to motivation. If you're more motivated, then your satisfaction is going to be better.

Teacher 4 agreed all factors increase her satisfaction. She also emphasized soliciting teacher input through delegating responsibility and assigning committees. According to Teacher 4:

I guess as a teacher we have a lot of responsibilities. Right now our building is transitioning into standards-based grading. A lot of that responsibility has been placed in the teachers' hands. I enjoy my job much more when I am directly involved instead of being told what I have to do. To an extent, our administration has mandates from the state, etc. It's human nature to receive positive reinforcement, so any time we are asked to be part of a committee or asked for input, it would increase the desire to be here and my satisfaction. I really can't be promoted unless I get an administrator degree. All of those things would definitely increase my satisfaction.

Teacher 7 had no hesitation admitting all factors increase her satisfaction. She also spoke highly in regard to praise and feeling appreciated:

Makes all the difference in the world. If you don't feel appreciated, then you want to move on down the road to somewhere else. If you're getting praised and you feel appreciated, then you want to stick around and do your best. That's just a basic human desire.

Teacher 8 expressed all factors increase her satisfaction as well. Teacher 8 declared:

The factors create a sense of self-worth. Self-worth and being satisfied with my job lets me know I am a valued team member. Then I would want to strive to be

better having been given those honors. It's kind of a reflection of my job performance. It's kind of people needing people to do this.

Teacher 12 was the last participant to express all factors increase her satisfaction.

According to Teacher 12:

I think they all would definitely increase my satisfaction. They would make me feel like I was valued and important. I don't necessarily need promotions, but I do need someone to see what I am doing and to think that what I am doing is a good thing.

Teachers 5, 6, 10, and 11 believed praise and responsibility are two of the more important factors that increase their satisfaction levels. These teachers spoke about how those two factors affect the performance of teachers and placed a high value on both of them.

According to Teacher 5:

Students need to be recognized for their achievements, and staff needs to be recognized as well. When students are successful, we need to feel successful. That feeling of accomplishment boosts our satisfaction when we are given validation. Morale is also high, and that leads to being more satisfied with our jobs.

Teacher 6 gave a specific example about how he was given responsibility and how praise resulted from the responsibility:

I was allowed to lead the garden club. That was an interest I had a passion for and gave me a great deal of job satisfaction. There was a lot of praise from administration and parents when leading the garden club.

Teacher 10 echoed Teacher 6 regarding praise and responsibility affecting job satisfaction; however, Teacher 10 also spoke about how his own personal goals and intrinsic factors influence his satisfaction. Teacher 10 said:

I think that responsibility and achieving success does affect my satisfaction, but it's my own personal pressure that I put on myself. It's not an outward pressure. It's my own personal goals that impact my satisfaction. It's not from an administrator.

Teacher 11 was the last teacher to talk specifically about praise and responsibly being a factor in her satisfaction. Teacher 11 stated:

Just some of the thoughts I had. I'd say when teachers are given certain responsibility that means the leadership has confidence in them. Of course, everyone wants to be praised. That's human nature. The positive reinforcement is definitely important.

Ultimately, most of the participants responded all factors have an impact on their job satisfaction.

Interview question three. How do you determine if you are completely satisfied with your job?

For question three, five teachers referenced their feelings promptly when determining if they are satisfied with their jobs. Teachers 1, 3, 4, and 7 immediately responded with how happy they feel. Teacher 1 also asked several questions pertaining to her feelings:

How I feel is probably the biggest thing. Do I want to be at school? Do I want to be at work? What's my attitude? What's my attitude toward my boss? What's my

attitude towards students and colleagues? How am I feeling? Do I want to go to work? Am I looking to be at another place or stay? Am I looking for another place to hang my hat?

Teacher 4 talked about how she feels when she goes home after school. She also talked about being able to compartmentalize emotions from work and home. According to Teacher 4:

I think about when I go home at the end of the day and how I feel. Being a teacher, we don't get to leave work at work. Sometimes there are things we carry over from work to home such as frustrations. If I am not emotionally having to deal with those frustrations at home, then I would be satisfied with my job. If I am dealing with emotions or spillover from school to home, then I am most likely not going to be satisfied.

Teacher 7 responded promptly as well:

Well, whether you are happy or not. If you are a teacher, your goal is not to just get your work done and sit behind a desk. Instead, you're wanting to go out and make a difference in your children's lives. If you are unhappy at the end of the day and dread going back, then it's probably not good.

Teacher 3 had a similar response to Teacher 7, but referred to the students' happiness instead of her own. Teacher 3 believed student happiness and student achievement influence her satisfaction. Teacher 3 stated:

My satisfaction is determined by my students' happiness. If they have learned something. If they feel challenged. If students want more opportunities to learn.

I'm not looking for more pay or an administrator's approval. I'm just trying to meet the students' needs and the parents' as well to fulfill my job satisfaction.

Teachers 2, 5, 8, and 11 had a different response to question three. These teachers believed an employee is never completely satisfied with a job. Instead, they expressed satisfaction fluctuates based on various factors. They also noted question three was difficult to answer because there is no direct answer. According to Teacher 2:

I don't think you're ever completely satisfied. I have never found a person that says everything about their job is great. There are going to be hiccups in every job. I just don't think a person is ever completely satisfied.

Teacher 8 agreed with Teacher 2 and also talked about students influencing her satisfaction level:

Well, completely is a hard word there. Is anyone ever completely satisfied with their job? If I look forward coming to work. If I am not looking for another job. If I love what I am doing and making a difference for the kids. That's what gives me my satisfaction.

Teacher 5 expressed every job has ups and downs. She also talked about morale, student success, and relationships influencing her satisfaction. Teacher 5 stated:

I think every job has highs and lows. I don't know too many people that say everything goes right all of the time. I think staff morale is very important. For immediate satisfaction, I think staff morale, student success, and relationships with students and the principal help increase satisfaction.

Teacher 11 agreed no one is completely satisfied with his or her job. Teacher 11 also believed it is a positive thing for a teacher to not be satisfied with the job because dissatisfaction pushes people to want to strive for more. Teacher 11 stated:

I don't know if someone is completely satisfied with their job. I think you should always strive to be better at your job. I don't think a person should ever be stagnant. Of course, one thing is waking up every morning and looking forward to what I do. Feeling like I have accomplished something is its own satisfaction. It's important that you should never be satisfied with their job. I personally want to always strive to be better.

Teacher 9 had a different response than all of the other participants. Teacher 9 referred to satisfaction coming from a spiritual fulfillment and talked about how the only satisfaction she receives comes from the will of God. Teacher 9 said:

I am in my 22nd year of teaching. My satisfaction has come from the will of God. Knowing that I am where I am supposed to be. That comes through a lot of prayer and disappointment. And the fact that I don't always go where I am supposed to go but when I am trusting in Him I can go wherever I am.

Question three resulted in diverse perspectives on what makes the participants satisfied with their jobs.

Interview question four. What do you consider to be an effective leadership style?

Teachers 6, 9, 10, and 12 mentioned the words "communication" and "listening" in response to question four. Some teachers responded in detail to what good communication and listening looks like. They also gave some scenarios to support their

reasoning behind communication and listening being important components of an effective leadership style.

Teacher 6 talked about listening as an important component. She also believed it is great for a leader to have experience in the classroom. According to Teacher 6:

I think of someone who listens as much as they speak. Someone who also has a great deal of classroom experience so they know what day-to-day life is for teachers. For example, I would feel more comfortable if my administrator had experience teaching in the same grade level as I taught. Also someone that follows up with things. Also someone that is humanistic.

Teacher 9 did not hesitate about communication being an important component for an effective leadership style. Teacher 9 said:

I will say the positives first. The first and foremost is a great communicator. If we are not communicating well, then it's not good for the relationships. And I would say a good listener and being open-minded. The negatives would be someone that is a helicopter boss or a micromanager, which would not work well with me.

Teacher 10 responded with communication as well. She also talked about effective administrators treating teachers fairly and looking out for their best interests:

I think good communication is very important. The administrators that I have enjoyed working for the most have been the ones whose offices you leave feeling like you have been treated fairly, and they have your best interest in mind, regardless of whether they say yes or no to your request. Again, I think good communication as to why they are making a decision and just being open. That is very important.

Teacher 12 also expressed the listening and communication components. She emphasized administrators need to be involved as well. According to Teacher 12:

They listen to people's opinions about all issues but are not afraid to make an executive decision. We have had leaders with whom we talk everything to death, and no one is satisfied with the results because no decision has been made. I also think a leader needs to be involved. They need to be willing to trust that people are doing the right thing and have the right motivations. I also think they need to communicate very clearly what they expect.

Teachers 1, 4, 5, 7, and 11 responded to question four by emphasizing the importance of a leader being collaborative, inspirational, motivational, praising, charismatic, and willing to delegate authority. All of the qualities fell under two different leadership styles: transformational and democratic. Teacher 1 felt like a democratic style is most effective while also emphasizing trust and being genuine with employees. According to Teacher 1:

I think effective leadership trusts the people they have under them, but they are always looking to better them. I think part of it is having a democratic leadership style. I think ideally you are trusting your people, and they trust you. They trust you are a leader they want to get behind. You are genuine. You are who you say you are. I think people figure that out quickly.

Teacher 5 articulated collaboration is a big part of an effective leadership style. She also discussed consistent expectations impacting the morale of the staff. Teacher 5 stated:

I think an effective leadership style is collaborative again, where it's not just the principal says this is what we are going to do and this is how you do it. They get input from the staff and sometimes that's not just teachers; that's all staff.

Sometimes decisions that need to be made involve everybody, and so collaborative decision-making needs to be available. If they're willing to get input from teachers and staff, that's important. Also, having consistent expectations for all teachers and staff because that improves the morale as well. If some people are allowed to do certain things that others cannot do, that can create issues. So if everyone is expected to do the same thing, then that's a good thing.

Teacher 7 believed the praising and collaborative aspect of a leader is important, which falls under the transformational leadership style. Teacher 7 said, "Someone who appreciates you and notices when you are doing something right and acknowledges that. Someone that is organized and takes people's opinions into consideration, but ultimately makes the decision in the end." Teacher 11 talked about charisma, inspiration, motivation, collaboration, and delegating being important factors of an effective leadership style. Teacher 11 stated:

I have definitely worked in several different school districts under several different administrators. I like an administrator that is charismatic. Also, a kind of leadership that inspires and motivates staff is great. Basically, leaders that have everyone contribute, and I think you need to hear from all of your staff. I think sometimes leaders gravitate to a certain few and don't see the whole picture of the building or district. Effective leaders are going to inspire and motivate their team. When you talk to everyone, you also recognize the true leaders in your building. Then you know how to delegate certain tasks.

Teacher 4 was the last teacher to focus on collaboration as an important factor in a leadership style. She also talked about a leader being flexible and open. According to Teacher 4:

In order for teachers to be effective, I think we need the administration to be flexible. Teachers are currently under a lot of stress with a lot of expectations. I need administration that can be flexible, patient, and have an open-door policy. I can go in and express concerns, and the administration is going to do their best to be supportive and to help what they can. I also value administration that will step into that leadership role. I think sometimes a principal doesn't take a true leadership role. I think they try to make everyone happy, and I think that can kind of backfire. This can be extremely confusing for everyone. Just being flexible and collaborative is really important. To also not only allow collaboration but to collaborate with us is as important.

Teachers 2 and 8 responded to question four differently than the previous participants. They both expressed an effective leader is one who models clear expectations. Simply, leaders do not ask anything from their staff they would not do themselves.

Teacher 2 also talked about a leader allowing for creativity and being supportive.

Teacher 2 said:

I think someone that is encouraging. Someone you definitely feel supported by. Someone that lets you teach your curriculum as long as you're being effective. I like a leadership style that shows they have been there before. Most I have known have been teachers before. I like administrators that lead by example and back up what they say.

Teacher 8 added:

I think someone who is not afraid to roll up their sleeves and jump right in there.

Instead of commanding or telling people to do things, they do it themselves. I feel an effective leadership style will not ask anything from someone that they would not do.

Ultimately, question four revealed an effective leadership style can vary based on diverse perspectives, but listening and communication are essential with every effective leadership style.

Interview question five. How would a leadership style that focuses on collaboration, relationships, and empowerment influence your job satisfaction? Why?

The responses to question five were generally similar among all 12 participants. Some participants talked more about one component than the others; however, all participants believed collaboration, relationships, and empowerment have a positive impact on their satisfaction to some degree. Teacher 1 said:

I think it sounds more like a democratic leadership style. It focuses on collaboration, empowerment, and relationships. It's huge on job satisfaction.

When you are trusting people, that is important as well. Of course, the leadership should oversee everything, but giving power is what lacks in a lot of leadership.

Too many leaders have power and do not let go and trust their people.

Teacher 2 believed all three need to take place to have good satisfaction. According to

Teacher 2:

I think all these things need to take place for you to have good satisfaction. Being able to work with your colleagues and build relationships makes you feel like you

belong. Any administrator that has those qualities is definitely going to improve your satisfaction in your job.

Teacher 3 focused more specifically on the relationship and empowerment aspect when she stated, “I think relationships that are focused on actually giving constructive feedback to one another is awesome. Also, if teachers have a say and have support, then they are more apt to buy into what the administrator is looking for.”

Teacher 4 had no hesitation in saying all three components positively influence her satisfaction. She also talked about how she needs to have collaboration. Teacher 4 said:

That would definitely be a positive influence on my satisfaction. I would personally need collaboration. That’s my personal teaching style. I need to be able to talk to my grade-level team. I need to be able to talk to my principal and to be able to get my thoughts out. I have a hard time sitting in my room and not being able to bounce ideas off someone. The relationships I have with other teachers are very important. Having a leadership that focuses on building relationships helps increase job satisfaction. Having empowerment is a good thing along with getting positive feedback. Simply letting me know I am doing what’s expected, having a positive influence on everyone, and letting me know I am valued are great things. All would have a positive influence on my satisfaction.

Teacher 5 agreed all three components are important. She also talked about relationships improving the staff morale, which is always a good thing. Teacher 5 said:

Collaboration, relationship, and empowerment are so important. The principals I have had integrate those things, causing staff morale to go up. I think

relationships are a good thing to have with staff. Those relationships can lead to student and teacher success. Those three are just so important and absolutely necessary for the rapport of the building.

Teacher 6 said she would love being part of a building where those three things are prevalent. Teacher 6 also talked about a personal experience with her administrator and how the relationship influenced her personally. According to Teacher 6:

I would love to be in a building like that. I think collaboration is key. There are so many things a teacher has to know, and more heads working together make that possible. Relationships are vital. With the administrator I currently work for, I am her friend, and she is my leader. I feel like I can approach her with personal and professional things. I would also like someone to give me options when it comes to empowerment and not someone that just tells me what to do.

Teacher 8 talked about all three being important and having an impact on satisfaction to a degree. She also believed relationships create trust and respect among personnel:

Well, collaboration is definitely good. It keeps the team spirit high. Two minds are always better than one. Building relationships establishes trust, and respect can't hurt anything. Empowerment is about self-worth and feeling valued. All three of those things go into the degree of job satisfaction.

Teacher 11 focused on collaboration and relationships with her response:

Having people work together and not feel so isolated is a great thing. I think it's good for teachers to collaborate. It takes all of us to help our students be successful. Teachers also benefit from an environment that promotes relationships between colleagues instead of making them compete against one another. I have

been in those situations in the past, and the results are not good. The workplace can be very unpleasant for teachers and students. I think it needs to be an environment where teachers are working towards the same goal and not putting teachers against one another.

Teacher 12 talked about support and help. This reflected how she feels about relationships in the work setting. Teacher 12 said:

Well, that [support and help] would definitely improve my satisfaction also. I would feel like I am not the only one who had to make decisions. Instead, I would have help and support through collaborating. I would also feel like what I was doing was important to other people and not just me. This environment would be a lot better in the classroom.

In regard to question five, participants responded favorably about a leadership style focused on empowerment, collaboration, and relationships.

Interview question six. How would a leadership style that focuses on compliance, expectations, and authority influence your job satisfaction? Why?

Teachers 2, 5, and 8 were the only participants who responded to question six by expressing positivity to a certain degree. They believed compliance, expectations, and authority are acceptable to a certain point; however, all three participants did not agree all three components fully influence their job satisfaction. Teacher 5 made it clear reasonable expectations are appropriate. She also talked about how if expectations are not reasonable, then staff morale can go down. According to Teacher 5:

I think reasonable expectations are necessary. I believe a principal should have expectations for staff, teachers, and students, but the key word is “reasonable.”

When expectations are overly expectant to do lots of mass changes, it becomes stressful and overwhelming. So if it's overly demanding and above what is reasonable, then that's detrimental to the morale and the building. The "my way or the highway" attitude doesn't go too far and can be very stressful. If morale goes down for staff and teachers, that affects students.

Teacher 8 agreed all three components are important, but she also expressed it is important for there to be balance. She also noted interpersonal skills are essential when using the three components. It is not so much if a leader uses the three components, but how they use them. Teacher 8 said:

All of those things are important, but you need to have a little bit of balance with how much they are used. Kind of back to the previous question. You have to acknowledge the staff and make sure they have input. It boils down to how the administration leadership style would focus on compliance expectations and authority. If they had withdrawn interpersonal skills, then it would be detrimental to job satisfaction. I believe they would need to have strong interpersonal skills and be able to interact with staff as well as parents and students.

Teacher 2 immediately expressed all three components need to be present. According to

Teacher 2:

This definitely needs to happen. You need your administrators to hold people accountable for what they are doing. I think this is necessary especially for an assistant principal who needs to be stricter. Especially when it comes to discipline with students. You want them to hold students accountable.

The remaining teachers (1, 3, 4, 6, 7, 9, 10, 11, and 12) expressed a leadership style focused on compliance, authority, and expectations negatively influences their satisfaction. According to Teacher 1:

I think if the focus is on authority, then it's not good. I think that's more of an authoritarian leadership style. If that's the way they are, then I would be looking for another job. I don't think whether you're college educated or not, you would ever accept that type of leadership. If you're an intelligent person, that's not the type of leadership that is going to promote growth and satisfaction. It's not. It would definitely affect my satisfaction, and I would not want to stay there.

Teacher 4 stated:

I guess for the most part it would have a negative influence on me. I don't have a problem with authority. I don't have an issue with someone telling me this is what I need done. However, leaders that do not allow for questioning, concerns, opinions, and thoughts, I would not be able to work under. Teachers also are not going to have the same thoughts. I think it's important for teachers to have different teaching styles, and it's important for a leader to allow for diverse opinions, ideas, and suggestions. It would be very difficult for me.

Teacher 3 felt like question six represented a dictatorship leadership style. She also said everyone is going to be dissatisfied under that type of leadership. According to Teacher 3:

I think that sounds more like a dictatorship authority figure. They are not really looking for input from staff but more for control of the staff. You cannot have control if you don't have buy-in from staff on what you are wanting to

accomplish. Therefore, you are going to have dissatisfied teachers and students. If the teachers are not happy, then the students are not going to be happy. We all have to work together.

Teacher 10 also said he would be affected negatively:

So that one would affect me negatively. You know we took a personality test. One of my traits is I don't like being told what to do. I'm great at doing things when they're in front of me, but I just don't like being forced into doing something. That type of leadership would affect me negatively.

Overall, the majority of participants expressed they did not prefer a leadership style focused on compliance, expectations, and authority.

Interview question seven. In what ways do administrator leadership styles impact teacher perspectives on teaching?

There were various responses to question seven. Some teachers expressed their perspectives on teaching are affected while other teachers are not affected based on administrator leadership styles. However, Teachers 5, 8, 2, 7, 4, 1, 6, and 12 expressed their perspectives would be affected to some degree.

Teacher 10 believed his teaching performance can be affected and can also be enhanced through an administrator leadership style focused on good communication and support. Teacher 10 said, "I think they can enhance the performance of the teachers through good communication. Definitely making sure the teachers feel like the administration is on their side and not against them is important." Teacher 12 echoed a similar response. She also expressed her perspectives on teaching can be altered if she does not feel like she has autonomy in her classroom. Teacher 12 said:

I think they [my perspectives] definitely make a difference. They can also make a difference if I am in control of my classroom or if I am just acting as part of someone else's mandate. When I feel like I am in control, I do a better job covering the content and understanding what decisions need to be made. I know what I am looking for instead of what my principal is looking for. Therefore, autonomy is really important.

Teacher 6 felt her performance can suffer due to a leadership style that is close-minded, lacks relationship-building opportunities, and has minimal collaboration. Teacher 6 said:

I think it has a great deal of impact on how you work in the classroom. If you're in fear, that translates to your day-to-day interaction with students and their families and staff. Whereas if you had someone that was much more approachable and believed more in collaboration and the human aspect of building a relationship, then I would feel safe.

Teachers 1 and 4 expressed in some form administrator leadership styles do not affect their perspectives on teaching. Teacher 1 responded by saying a good teacher is going to be a good teacher no matter what type of leadership style they work under. They simply will not change how they approach teaching. Teacher 1 said:

I think a good teacher is going to be a good teacher even when she has a lousy boss unless the boss is finding a way to sabotage her or things like that. A good teacher is a good teacher.

Teacher 4 also talked about administrator leadership styles not affecting her perspectives on teaching; however, she did feel it is necessary for a leader to provide great communication and constructive feedback. According to Teacher 4:

I guess that goes back to having a leader that is collaborative and willing to communicate. I personally don't judge my own teaching performance just based on my principal's opinion. I look at a lot of different factors. I look at parents and how parents feel about the relationships I build with them and how well I am teaching their children. I take into consideration my teaching performance in the classroom. However, knowing that my administration is communicating to me helps me be able to make changes where changes need to be made. I am very open to constructive criticism. I want to know how to improve. I want to know what things I can do better for my principal. I don't constantly want positive feedback. I also want to know what the negatives are. I can definitely make changes and adjustments when I receive communication from my administration.

In regard to question seven, the participants expressed their perspectives on teaching are affected to some degree based on leadership styles.

Interview question eight. How would a leadership style that focuses on being laid-back, not ambitious, and careless influence your job satisfaction? Why?

For question eight, all participants expressed a leadership style that is laid-back, not ambitious, and careless would have a negative influence on their job satisfaction. Teacher 1 thought the leadership style would last for a few days and would not be a leadership style people wanted to follow. She also believed people who demonstrate that type of leadership style can be likable, but that is not necessarily a good thing. According to Teacher 1:

Might be a good for a few days. You want a leader that you can get behind, and you want a leader you want to get behind and support. They can be likable, but

it's not a good leadership style. Leadership matters, and people are not going to follow a leadership that is careless. I think it would be hard to gain respect from the community as well.

Teacher 2 expressed she would not feel motivated:

For the unmotivated teacher, this would probably be great. If you care and want to move forward in your career, then this would be an awful leadership style to work under. I guess for the motivated teacher, it wouldn't increase satisfaction. I have had an administrator that was laid-back, and I questioned their purpose and what they were doing.

Teacher 4 said she would rely on her intrinsic motivation if she was to ever work under that type of leadership style. Teacher 4 stated:

I want to know my leaders are paying attention and they sincerely care about students. Giving constructive criticism helps to show they genuinely have concern. With leaders that are not engaged and don't have expectations, I tend to be intrinsically motivated to help with that type of leadership. However, it tends to help when administration pushes me and wants to see me grow. It's not that I couldn't work under a leadership style like that, but I would not prefer it.

Teacher 6 believed her performance in the classroom would suffer and stated:

I think that [type of leadership] would make me very nervous. It would not make me a very effective teacher. If you walk into a building that doesn't have a curriculum outline, then that affects the student achievement and the teacher's performance. I also feel that if someone is arbitrary and inconsistent, then you're left in limbo and not knowing how they will respond.

Teacher 3 expressed laughter after reading question eight. She also said she would feel very confused and uncertain about expectations. According to Teacher 3:

That one I laughed about. If there were administrators like that, teachers would tend to do their own thing. They would feel ambiguous on what they were supposed to do. They would do their own thing. If the school leader does not give direction, then the staff would be lost.

Teacher 12 said this type of leadership would be frustrating, and she would definitely be less satisfied with her job:

That would definitely frustrate me. I would definitely be less satisfied. I would feel like I was doing things and being responsible for everything. I couldn't count on anything. Teachers would be arguing all the time. Everyone would be doing their own thing and be unsure on what needs to get done.

All of the participants expressed they would not prefer a leadership style lacking ambition, laid back, and careless.

Interview question nine. How would you determine if a leadership style is successful?

There were two consistent responses to question nine. The first response was the morale or climate of the school determines if a leadership style is successful. Teachers 2, 3, 5, 6, and 7 responded by saying morale, climate, or teacher stress to some degree determine if a leadership style is successful. Teacher 6 mentioned morale and relationships built between the administrators and other stakeholders are important as well. According to Teacher 6:

I think you can tell by the climate of your building. How easily teachers approach issues with administrators. I think administrators should go eat lunch in the lunch room. You can definitely hear teachers' frustrations there. I think that would be a great way to tell if they were effective or not.

Teacher 5 said:

Staff morale. I think the relationships with parents and community are very important, and especially relationships where you feel comfortable going in and talking with the administrator. If you feel good about being at school and have a good relationship with the principal, then that carries over into the classroom and carries over to the relationships with students, parents, and community.

The second consistent response to questions nine was success. Some teachers responded by saying teacher success, school success, and student success reveal a successful leadership style. According to Teacher 12:

I think a leadership style in education is successful if teachers feel useful and are actually accomplishing something. Teachers are stress-free even though it's nearly impossible for teachers to be stress-free. If stress isn't coming from the administration, I want to be at school, and I don't look to avoid them.

Teacher 9 talked about success and the outcomes if success is not prevalent in a school district:

I would say looking at the success of the students. If the kids are happy and want to come to school, then that speaks a lot about the leadership style. Also the productivity of the employees. Do they enjoy coming to work or do they drag their feet all day and moan and groan? Our district has very few openings. People

either retire or people resign to stay home with their babies. I have been told by a lot of people from other districts to let me know when we have an opening. I can't say this is the same for all buildings.

Teacher 4 talked about grade-level success and how staff are treated. She believed when staff are treated fairly, then they are working under the right kind of leadership style.

According to Teacher 4:

It depends whether we are able to function successfully as a grade level. If we have leadership that is inconsistent and we are getting told different things, then that makes it much more difficult to function successfully. I also look to see if our grade level is getting consistent feedback, we are all getting the right information, and we are all getting support. Also, all teachers need to feel they are treated fairly, and that's how I would determine if leadership is successful. If I am not burned out when I go home or have emotional issues involving my supervisors, that's a good thing. If I feel excited or prepared to come back to school, I would feel I was working under a successful leadership style.

Although there were some diverse responses to question nine, the participants expressed they would determine a leadership style is successful based on their feelings.

Interview question ten. How do you feel about various leadership styles and their relationship to job satisfaction?

For question ten, the idea was for the participants to summarize their overall outlooks on leadership and its effect on job satisfaction. There were various responses to question ten from the participants; however, several teachers responded to question ten by repeating their answers to previous questions in the interview. Teacher 2 talked about

how leaders should lead by example regardless of leadership style. He also talked about collaboration and empowerment having an influence on his satisfaction. Teacher 2 stated:

If you have a leadership style that is going to lead by example and you feel supported in the classroom, you're going to have more satisfaction. You're going to enjoy your job way more with a leader that praises and is not laid-back. The micromanagement that doesn't let the teacher explore is not going to influence in a positive way. The best leadership styles that promote collaboration and empowerment and holds teachers accountable are going to make the biggest difference.

Teacher 3 also talked about collaboration being important to job satisfaction. According to Teacher 3:

Going back to collaboration, if a leader is working hand-in-hand to help students be successful, then that is great. They should not act in an accusatory way but in a supportive and problem-solving way. I also think teachers tend to like that kind of leadership and push to be more successful.

Teacher 4 expressed there is a direct correlation to job satisfaction and also emphasized she would not want to work under a leadership style that was controlling. Teacher 4 stated:

I think leadership has a direct correlation to job satisfaction. I think having a leadership style that is controlling is going to be difficult. It would be very difficult for me personally to work under. I would not want someone to control me. It would be difficult to work under a principal that was not invested. I want someone that is in the middle. Also, someone that values the kids is very

important. It's hard to work under administration who does not value the students. We, as teachers, know that if we have a principal who cares, we are going to respect them more. Knowing I have a principal who cares increases job satisfaction and helps me want to come to work.

Teacher 8 believed collaboration is important and also talked about the influence of leadership on the morale of staff. Teacher 8 stated:

I would want a leader that believes in collaboration, team discussion, and team work. All that would foster if I was satisfied with my job. I believe a certain kind of leadership can make or break the morale of the staff, which in turn goes into the school climate as a whole. If the staff picks up that they are not trusted, or their thoughts and ideas are not considered, then job satisfaction definitely goes down. Ultimately, retaining teachers is a big thing. We all know there is a lot of teacher burnout within the first five years.

Teacher 6 said leadership affects everything:

I think everything blows downhill. The successful building has a successful and effective leader. Teachers are great, students are great, and students' families are wonderful. I feel like if there's a mess at the top then it trickles on down to everyone.

Teacher 7 referenced a specific principal who influenced her job satisfaction in a positive way. According to Teacher 7:

I will use an example. The very first principal I had was very organized, intelligent, very caring, loved everyone, and was interested in everyone's personal

life. She praised people and ensured the teachers were on the cutting edge of what was going on. That to me is the best principal you could ever have.

In regard to question ten, it was reported by all of the participants leadership has a direct impact on teacher job satisfaction.

Quantitative Analysis

Survey. The survey used for this research study was developed by the researcher and then distributed by the MSTA. The MSTA administrator was able to embed a link into an email sent out to all members of the MSTA requesting participation in the survey. Once participants completed the survey, the data were immediately sent to a Qualtrics software system used by Lindenwood University. The Qualtrics software system was used as the primary database for the quantitative portion of the study. Data were immediately collected following participants' completion of the survey. The Qualtrics software system was also the primary source where data were analyzed and used to determine the results of the study.

For this particular study, the population included approximately 30,000 MSTA members who were current, certified, and taught grades K-12. The survey was also filtered by the MSTA to ensure those demographics were exclusively recipients of the email. The database from the Qualtrics software system processed responses from 995 participants who answered most survey items. Before removing incomplete records, there were 1,029 records.

Although there were a high number of survey participants, there were a small number of surveys that were incomplete. The incomplete surveys were not factored into the final analysis. The participants also provided demographic information which aligned

with the research questions. Demographic information such as participants' age, gender, grade level taught, and size of school district (based on enrollment) was also collected. The results were analyzed by first describing the characteristics of the sample. Secondly, the results were analyzed by focusing on responses to the three research questions.

Below are tables containing collected data. Tables 2-6 represent the basic characteristics of the sample of participants who chose to participate in the survey. Table 2 represents the age demographic, Table 3 represents the gender demographic, Table 4 represents grade levels taught, Table 5 represents experience, and Table 6 represents the size of school district based on enrollment.

Teacher age was analyzed based on three age groups. Table 2 reveals teachers aged 21-40 represented 46%, or nearly half, of the participants. The next closest age range was 41-50, which represented 30.1% of participants. Although the 50-plus age group was represented by the lowest percentage, it was very close to the 40-50 age group at 23.8% (see Table 2).

Table 2

Demographic Information of Participants (Age)

Age group	<i>n</i>	Percentage
21-40	459	46.1
41-50	299	30.1
50-plus	237	23.8
Total	995	100

Note. *n* = 995.

A total of 813 (81.7%) women and 180 men (18.1%) who participated in the survey. There was a far higher percentage of women who chose to participate in the survey compared to men. Close to 3% of the total number of MSTA members chose to participate in the survey (see Table 3).

Table 3

Demographic Information of Participants (Gender)

Gender	Frequency	Percent	Valid percentage	Cumulative percentage
Male	180	18.1	18.1	18.1
Female	813	81.7	81.9	100.0
Total	993	99.8	100.0	

Note. $n = 993$.

Participants reported their grade levels by responding to one of three categories. There was a high percentage of participants from grade levels K-5 (40.9%) and 9-12 (37.7%). Participants from grades 6-8 represented 21.1%, which was far less than the other two categories of grade levels taught (see Table 4).

Table 4

Demographic Information of Participants (Grade Levels Taught)

Grade Levels Taught	<i>n</i>	Percentage
K-5	407	40.9
6-8	210	21.1
9-12	375	37.7
Not Reporting	3	.3
Total	995	100

Note. $n = 995$.

Participants reported their years of teaching experience by category. There was a fair balance among the participants' years of experience. The highest number of participants represented 10-20 years of experience, and the lowest number of participants represented 1-3 years of experience. Participants with 10-20 years of experience had a total of 361 participants (36.3%), and participants with 1-3 years of experience had a total of 145 participants (12.6%). Again, there was not a lot of variation between the participants' years of experience (see Table 5).

Table 5

Demographic Information of Participants (Experience)

Years of Experience	<i>n</i>	Percentage
1-3	145	14.6
4-10	255	25.6
10-20	361	36.3
20 or more	234	23.5
Total	995	100

Note. *n* = 995.

Because of the small number of participants in large school districts, the three highest enrollment categories were reduced to one category representing enrollments of 1,500 or more. This resulted in four groups for school district size. It is important to note over half (51%) of the participants represented school districts with enrollments from 100-500 students. The next closest was 28%, which involved participants from school districts with student enrollments from 500-1,000 students. This meant a high percentage of participants represented medium to larger-size school districts. There were also eight participants who chose not to select the size of school district (see Table 6).

Table 6

Demographic Information of Participants (Enrollment)

Student Enrollment	<i>n</i>	Percentage
0-100	94	9.5
100-500	508	51.1
500-1,500	286	28.7
1,500 or more	99	9.9
Not reporting	8	.8
Total	995	100

Note. *n* = 995.

Next, the results were analyzed by focusing on responses to the three research questions created by the investigator.

Research question one. What are teacher perceptions of administrative leadership styles regarding teacher job satisfaction?

Teachers were presented with brief descriptions of five leadership styles. Each style was rated on a 1 to 5 scale. A rating of 1 represented the highest contribution to job satisfaction, and a 5 represented the lowest contribution to job satisfaction. The sample size varied, because not all teachers rated every item. As Table 7 reveals, measures of skew and kurtosis were within acceptable ranges for a normal distribution.

Three styles, democratic, transactional, and transformational, were similarly preferred with a mean score between 2.17 and 2.30. The transformational leadership style had a mean score of 2.17 and a standard deviation of 1.24. The democratic leadership

style had a mean score of 2.18 and a standard deviation of 1.20. The transactional leadership style had a mean score of 2.30 and a standard deviation of 1.23. The two least-preferred styles were also rated similarly with the authoritative leadership style having a mean score of 3.86 and the laissez-faire leadership style having a mean score of 4.06 (see Table 7).

Table 7

Leadership Styles

Style	<i>n</i>	M	SEM	SD	Skew	Kurtosis
Authoritative	990	3.86	.041	1.28	-.90	-.34
Democratic	989	2.18	.038	1.20	.84	-.23
Laissez-faire	991	4.06	.044	1.39	-1.28	.21
Transactional	992	2.30	.039	1.23	.71	-.43
Transformational	991	2.17	.039	1.24	.89	-.26

Research question two. What are teacher perceptions of motivator factors, including advancement, recognition, achievement, responsibility, and the work itself, that influence teacher job satisfaction?

Teachers expressed their perceptions of motivational factors related to job satisfaction by rating their levels of job satisfaction for each of the six motivator factors on a 1 to 5 scale. A rating of 1 represents the perception of the most positive effect of the

motivator on job satisfaction and a 5 represents the perception of the most negative effect of job satisfaction.

From the data, measures of skew and kurtosis were within acceptable ranges for a normal distribution. The standard deviation was also low, which indicated scores were distributed closely around the mean. The lowest standard deviation was 1.12, representing salary, and the highest standard deviation was 1.27, representing recognition. Again, the standard deviation for all motivator factors also reflects the reliability of the data collected. Table 8 indicates the work itself had the strongest effect on job satisfaction, having a mean score of 2.06 and a standard deviation of 1.25. The motivator with the second-highest positive effect on job satisfaction was responsibility, which had a mean score of 2.06 and a standard deviation of 1.25. Contrarily, the motivator with the most negative effect on job satisfaction was policies, which had a mean score of 2.94 and a standard deviation of 1.19. The motivator with the second-most negative effect was salary, which had a mean score of 2.53 and a standard deviation of 1.12 (see Table 8).

Table 8

Motivator Factors

Motivator	<i>n</i>	M	SEM	SD	Skew	Kurtosis
Achievement	985	2.24	.04	1.19	.77	-.34
Policies	986	2.94	.04	1.16	.19	-.75
Recognition	985	2.39	.04	1.27	.67	-.60
Responsibility	991	2.11	.04	1.21	1.07	.19
Salary	986	2.53	.04	1.12	.42	-.50
Work Itself	978	2.06	.04	1.25	1.10	.12

Research question three. What are teacher perceptions of administrative leadership styles in regard to teacher experience, age, gender, and size of school district based on enrollment?

To answer research question three, the teacher ratings of each administrative leadership style regarding the four factors – teacher experience, age, gender, and size of school district based on enrollment – were analyzed. The means reflect the average rating for each style for the different groups. The lower the average rating represented the most desired leadership style and the higher average rating represented the least desired leadership style. Comparison among the group means was preplanned based on the research question.

Based on the analysis, the years-of-experience factor rated each leadership style similar across all categories. It is evident the laissez-faire leadership style was rated the

least desired in all four categories of teaching experience. Contrarily, the transformational leadership style was rated the most desired in all four categories of teaching experience (see Table 9).

Table 9

Teacher Experience and Leadership Style

Style	1-3 Years	4-10 Years	10-20 Years	20+ Years
	n = 144	n = 254	n = 358	n = 234
Authoritative	3.81	3.82	3.79	4.03
Democratic	2.04	2.22	2.23	2.13
Laissez-faire	4.17	3.94	4.01	4.20
Transformational	2.15	2.17	2.18	2.16
Transactional	2.24	2.28	2.34	2.32

Note. Teacher experience and leadership style rated by mean.

Of the teachers who participated in the study, there were 144 teachers in the 21-40 age category, 254 teachers in the 41-50 age category, and 358 teachers from the 51+ age category. The transformational leadership style had the highest mean rating among all of the five leadership styles at 2.07. 41-50 age category. The lowest mean rating of all of the five leadership styles was 4.21, involving the laissez-faire leadership style in the 41-50 age category.

Younger teachers' (21-40) mean ratings of authoritative style were lower than for teachers in the other two age groups. Teachers from the 21-40 age category ranked

authoritative leadership with a mean score of 3.71. Teachers from the 41-50 age category ranked authoritative leadership slightly higher with a mean score of 3.95, and teachers from the 51+ age group ranked authoritative leadership highest with a mean score of 4.03.

Younger teachers' (21-40) mean ratings of laissez-faire style were lower than for teachers in the 41-50 age group. Younger teachers' (21-40) mean ratings of laissez-faire leadership were also lower than the other two groups. Teachers from the 21-40 age category ranked laissez-faire leadership with a mean score of 3.94, while teachers from the 41-50 age category ranked laissez-faire leadership with a mean score of 4.21. Teachers from the 51+ age group ranked laissez-faire leadership with a mean score of 4.09 (see Table 10).

Table 10

Teacher Age and Leadership Style

Style	21-40 Years	41-50 Years	51+ Years
	n = 144	n = 254	n = 358
Authoritative*	3.71	3.95	4.03
Democratic	2.26	2.07	2.15
Laissez-faire*	3.94	4.21	4.09
Transformational	2.23	2.07	2.17
Transactional	2.37	2.24	2.26

Note. Teacher age and leadership style rated by mean.

In regards to the gender factor, women rated the democratic style lower than men did. The democratic mean for woman was 2.33, and the democratic mean for men was 2.14. Also, transformational leadership was rated the most desired for both genders at 2.18 for men and 2.16 for women. Contrarily, the laissez-faire leadership style was rated the least desired for both genders with 3.93 representing the women and 4.09 representing the men (see Table 11).

Table 11

Teacher Gender and Leadership Style

Style	Women	Men
	n = 808	n = 180
Authoritative	3.79	3.88
Democratic*	2.33	2.14
Laissez-faire	3.93	4.09
Transactional	2.26	2.31
Transformational	2.18	2.16

Note. Teacher gender and leadership style rated by mean.

In regard to the school district factor, the laissez-faire leadership style had the lowest rating with all four categories having a mean score of at least 4.0. Contrarily, the transformational leadership style had a rating of 2.22, which was the highest mean across all four categories (see Table 12).

Table 12

Teacher School District Size and Leadership Style

Style	0-100 Ss	100-500 Ss	500-1,500 Ss	1,500+ Ss
	n = 94	n = 506	n = 285	n = 107
Authoritative	3.76	3.84	3.86	4.03
Democratic	2.12	2.18	2.18	2.24
Laissez-faire	4.12	4.05	4.04	4.11
Transactional	2.19	2.33	2.28	2.30
Transformational	2.00	2.22	2.19	2.02

Note. Ss = Students enrolled in a school district. This table represents teacher school district size and leadership style rated by mean.

Summary

Chapter Four was comprised of the results from the interviews and surveys. The sample data obtained from the interviews and surveys aligned with the three research questions. The data are used in Chapter Five to reveal findings, conclusions, implications for practice, recommendations for future research, and an overall summary.

Chapter Five: Summary and Conclusions

The purpose of this project was to examine teacher perceptions of various administrative leadership styles and the effects they have on teacher job satisfaction. According to Voon et al. (2011), the leaders of any organization must take into deep consideration how much of an effect their leadership styles have on the success of the organization. Voon et al. (2011) further stated leaders should consider adopting appropriate leadership styles because of the major impact leaders have on employees' job satisfaction, commitment, and productivity.

This study was an attempt to reveal which leadership styles teachers prefer and what factors motivate them the most. The findings will help school administrators reflect and become more knowledgeable about various leadership styles and the impact those leadership styles have on teachers' job satisfaction.

Three research questions guided this study:

1. What are teacher perceptions of administrative leadership styles regarding teacher job satisfaction?
2. What are teacher perceptions of motivator factors, including advancement, recognition, achievement, responsibility, and the work itself, that influence teacher job satisfaction?
3. What are teacher perceptions of administrative leadership styles in regard to teacher experience, age, gender, and size of school district based on enrollment?

This chapter contains a summary of the findings, conclusions, implications, and suggestions for future research. The research questions were used to guide the study and

present the summary of the findings. The implications are presented with the recommendations for future research.

Findings

A qualitative analysis using coding and theming was used to answer research question one. A quantitative analysis using descriptive statistics was used to answer research questions one, two, and three. The two methods of analysis were synthesized to reveal commonalities and summaries following each individual analysis.

For research question one, the intent was to reveal teachers' opinions about various leadership styles and their effects on job satisfaction. For the quantitative analysis using descriptive statistics, teachers were presented with brief descriptions of five leadership styles. Each style was rated on a 1 to 5 scale in which a rating of 1 represented the highest contribution to job satisfaction.

The data revealed two similarities. First, the three most-desired leadership styles – transactional, transformational, and democratic – were rated relatively equally. These three leadership styles had an average rating of 2.17 to 2.30. Second, the two least-desired leadership styles were laissez-faire and authoritative, which were also rated relatively equally. Those two leadership styles had an average rating of 3.86 to 4.06. Measures of skew and kurtosis were within acceptable ranges for a normal distribution.

For research question one in terms of the qualitative analysis by means of coding and theming, four major themes were revealed. Qualities of a transformational leadership style and a democratic leadership style were expressed the most according to the different themes. The first major theme was support. Teachers consistently expressed feeling supported is a major influence on their satisfaction. Teachers desire to feel supported

through instructional decision making and building decision making. Teachers believed the more their administrators demonstrate support through their leadership styles, the more satisfied teachers are.

The second major theme was collaboration. Teachers consistently expressed they desire to work under an administrator leadership style that promotes collaboration. Teachers expressed staff buy-in, team decision making, and delegating authority are major components in making collaboration successful.

The third major theme was relationships. Teachers consistently expressed their satisfaction would be increased under a leadership style focused on building sound relationships between leaders and staff. Teachers noted building those relationships is accomplished through administrators who work hard to establish trust and respect between themselves and their staff.

The fourth major theme was care. Teachers consistently expressed they desire to feel cared about. Not only did teachers express they want to be cared about as professionals, but also as individuals. They believed administrators who model a leadership style revealing they genuinely and sincerely care for the staff directly increase teacher job satisfaction.

For research question two, the purpose was for teachers to identify which factors influence their satisfaction the most. In the quantitative analysis, teachers expressed their perceptions of motivational factors related to job satisfaction by rating their level of job satisfaction for each of six motivators on a 1 to 5 scale. A rating of 1 represented the perception of the most-positive effect of the motivator on job satisfaction. The two factors with the highest positive effect on teacher satisfaction were the work itself and

responsibility. The work itself factor had an average rating of 2.06, and the responsibility factor had an average rating of 2.11. The two factors with the lowest positive effect on job satisfaction were policies and salary. The policies factor had an average rating of 2.93, and the salary factor had an average rating of 2.53. Measures of skew and kurtosis were within acceptable ranges for a normal distribution. This made the data of the study more credible and valid.

For research question three, a quantitative analysis was utilized. To answer question three, the teacher ratings of each administrative leadership style in relationship to the four factors – teacher experience, age, gender, and size of school district based on enrollment – were analyzed. The means reflect the average rating for each style for the different groups.

Comparison among the group means were preplanned based on the research question. Younger teachers' (21-40) mean ratings of the authoritative style were lower than for teachers in the other two age groups. Younger teachers' (21-40) mean ratings of the laissez-faire style were also lower than teachers from the other two age groups. Although the data revealed meaningful information, the data may be considered unreliable. This is due to a glitch in the Qualtrics software system that caused the range of age groups to be broadened and altered from the original range once the survey was distributed.

For the gender factor, female teachers rated the democratic leadership style lower than men did. The females' average rating for the democratic style was 2.33, and the males' average rating for the democratic style was 2.14. Although the gender data revealed meaningful results, the data could be considered unreliable. Of the 998

participants, 81% were females and 19% were males. This could cause the data to be unreliable, invalid, and skewed.

For the size of school district factor, the transformational leadership style received the highest average mean rating across all categories. Contrarily, laissez-fair leadership style received the lowest average mean rating across all categories. Similarly, to the school district factor, the years of experience factor revealed the transformational leadership style was the top choice in all four categories. Also, laissez-faire leadership had the lowest rating in all four categories.

Conclusions

The results of this study reveal the influence various administrative leadership styles have on teacher job satisfaction. The results indicated administrative leadership styles reflecting qualities of a transformational leadership style and a democratic leadership style tend to positively impact teachers' job satisfaction.

According to De Oliveira Rodrigues and Ferreira (2015), when leaders display transformational leadership behaviors, employees develop trust in the leadership, which has an everlasting impact on the success of any organization. A democratic leadership style simply centralizes on the idea of getting all personnel involved when it comes to the decision-making process, which is essential for educators (Bogotch, 2011). Having this type of leadership style can have a positive influence on teachers' job satisfaction (Bogotch, 2011).

There were also motivating factors that proved to increase teachers' job satisfaction. These factors were found to be responsibility and the work itself. Teachers expressed when they receive responsibility in the school building, they find their job

satisfaction increasing. This could result from building decision making, instructional decision making, or other areas that allow for teacher responsibility. Teachers also felt like the type of work they are doing in the school increases their job satisfaction. The quality of the work and the type of the work teachers do can increase or decrease their satisfaction.

Frederick Herzberg's two-factor theory focused on five various factors proven to increase an employee's job satisfaction, and two of them are responsibility and the work itself (Smith & Shields, 2013). Herzberg's two-actor theory of job satisfaction has been regarded as one of the most-used and highest-respected theories to determine job satisfaction (Chandra, Cooper, Cornick, & Malone, 2011).

Implications for Practice

The results of this study revealed various administrator leadership styles can impact teachers' job satisfaction. Specifically, teachers' satisfaction will increase with administrators who model either a transformational leadership style, a democratic leadership style, or a style with similar qualities (Razak et al., 2015). It would be wise for current and future administrators to consistently reflect on their own leadership styles because of the impact on teachers' job satisfaction (Avci, 2015).

Reflection creates an opportunity for administrators to make necessary changes to their leadership styles in order to maintain teacher satisfaction (Voon et al., 2011). It would also be beneficial for current and future administrators to constantly observe other leadership styles across different school districts (Razak et al., 2015). This could help administrators increase their awareness of various leadership styles that are effective or

not effective at keeping teachers satisfied based on different school district demographics (Voon et al., 2011).

The present study's findings also have implications for ongoing professional development, which should be offered to school administrators in an effort to improve their leadership (Razak et al., 2015). School boards should make it a priority for school administrators to receive ongoing professional development by implementing new policies (Razak et al., 2015). These policies should require administrators to attend professional development to improve their effectiveness as leaders. Ultimately, leadership is a critical component to the success of the school district, which makes it a valuable reason to enforce professional development (Chin-Yi, 2015).

The results of this study also revealed factors that motivate teachers and increase their satisfaction. These motivators are teacher responsibility and the type of work teachers do. School leaders and educational agencies should place a major emphasis on integrating these two motivators into every school building (Malik & Naeem, 2013). Responsibility and the work itself should be a top priority, ensuring teachers maintain their job satisfaction (Dartey-Baah & Amoako, 2011). School districts and state school boards could develop policies that ensure both motivators are a primary focus of every school district (Dartey-Baah & Amoako, 2011).

Recommendations for Future Research

The outcomes of this study focused on participants across Missouri. Had the sample size included participants from school districts across the United States, the results could have been different. This could happen because of different conservative and liberal beliefs across the country. Although participants in this study rated

transformational and democratic leadership styles positively, participants with a more liberal belief system might have different perceptions of democratic and transformational leadership styles. Further research on various leadership styles across the United States could potentially reveal different leadership styles are more effective at increasing teacher job satisfaction than the ones discovered in this study.

There were two motivators teachers revealed as having a meaningful impact on motivation and satisfaction. Those two motivators were teacher responsibility and the work itself; however, participants were limited to five choices for motivators from the quantitative analysis using the survey. These were also two motivator factors Frederick Herzberg revealed in his two-factor theory. Depending upon teacher and school demographics, there could be a wide variety of factors that motivate teachers and increase their satisfaction.

Future researchers should examine multiple demographic variables other than the ones used in this study. Also, the degree to which demographics are related to leadership styles other than the ones presented in this study could be meaningful. According to Waltman et al. (2012), although Herzberg's two-factor theory is a credible source, there should also be considerable attention placed on the notion Herzberg's two-factor theory does not consider all factors potentially leading to job satisfaction. There have been many other research studies focused on the area of job satisfaction, and many other factors were developed from these studies (Waltman et al., 2012). Further exploration of additional motivators could be meaningful in increasing teachers' job satisfaction.

Summary

This study was conducted to determine how various administrator leadership styles impact teacher job satisfaction. Teachers, more and more, are choosing to leave the profession due to increased demands and accountability through federal, state, and local requirements (Razak et al., 2015). This is causing teachers to experience intense pressure while feeling unsupported (Avci, 2015). Although accountability is a key component, the type of leadership style modeled by a school administrator has a strong effect on teachers. This study revealed which administrator leadership styles positively impact teachers' satisfaction as well as the factors that motivate teachers.

The two methods of analysis used in the study revealed teachers desire to work under a transformational leadership style and a democratic leadership style. The qualitative analysis using coding and theming revealed four major themes. The four themes were care, support, relationships, and collaboration. Each of these themes represented characteristics of a transformational leadership style and a democratic leadership style. The quantitative analysis using descriptive statistics revealed similar results. Transformational leadership and democratic leadership were both rated as having the highest positive effect on teacher job satisfaction. Transformational leadership had an average rating of 2.17, and democratic leadership had an average rating of 2.18.

There were also two motivator factors revealed to have a positive effect on teacher job satisfaction. These two motivator factors were responsibility and the work itself. Again, descriptive statistics were used for the quantitative portion of the study, and coding and theming were used for the qualitative portion of the study. Teachers rated responsibility and the type of work they are doing as having the most positive effect on

their satisfaction. Teachers rated responsibility with an average rating of 2.06, and the work itself with an average rating of 2.11.

The present study was limited by the size of the sample. Only a select number of teachers had the opportunity to participate in the study. Future studies could expand and create a broader sample size, which could result in diverse perspectives and lend more credibility to the topic. A broader sample size could also yield more stable findings relative to the relationships among job satisfaction, leadership style, and other related variables. Another future study worthy of exploration would be the analysis of ethics and its relationship, if any, to leadership style.

The results revealed school administrators need to make it a priority to reflect on their leadership styles. As they reflect, administrators become more cognizant of the possible effects of their leadership styles on teacher job satisfaction. As they become more cognizant, they can begin to see how their individual leadership styles are effective or ineffective. Oftentimes, administrators choose to look at other factors instead of their leadership styles that may be causing problems with teachers and staff. Comparing these two components can help administrators make changes to their leadership where needed and also offer guidance to other administrators. Administrators can embed policies into their school districts that ensure motivating factors such as the responsibility teachers receive and the type of work teachers do are a top priority in the district.

Appendix A

Interview Questions

1. How have different administrative leadership styles affected your satisfaction level?
2. How would factors such as having responsibility, receiving praise for work, being promoted, achieving success, and challenging tasks influence your satisfaction?
Why?
3. How do you determine if you are completely satisfied with your job?
4. What do you consider to be an effective leadership style?
5. How would a leadership style that focuses on collaboration, relationships, and empowerment influence your job satisfaction? Why?
6. How would a leadership style that focuses on compliance, expectations, and authority influence your job satisfaction? Why?
7. In what ways do administrator leadership styles impact teacher perspectives on teaching?
8. How would a leadership style that focuses on being laid back, not ambitious, and careless influence your job satisfaction? Why?
9. How would you determine if a leadership style is successful?
10. How do you feel about various leadership styles and their relationship to job satisfaction?

Appendix B

Letter of Introduction

Dear Teachers,

My name is Zach Johnson. I am currently a student at Lindenwood University. I am also currently writing my dissertation on *Administrative Leadership Styles Regarding Teacher Job Satisfaction*. The reason you are receiving this email is because I am seeking teachers in your district to participate in my research study. Each teacher's participation will involve a one-on-one interview with me in a secure setting. Participants will answer 10 questions which will be made available for review to participants prior to the interview.

Please note participation is voluntary, and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw from the study. I will interview a maximum of five teachers from your school district and a maximum of five teachers from each of three additional school districts.

It is important to note all information collected will be kept confidential, and all participants' identities will be kept anonymous. Furthermore, teachers' identities will not be revealed in any publication or presentation that may result from this study, and the information collected will remain in the possession of the investigator in a safe location.

If you wish to participate in one of the interviews, please feel free to contact me by email or phone. My email address and cell phone number are shown below. A copy of

the Informed Consent Form is attached to this email for your review. Please contact me if you have any questions or if you wish to participate.

Thank you!

Email: ztjohnson22@yahoo.com

Phone: [REDACTED]

Appendix C

Interview Adult Informed Consent Letter

LINDENWOOD

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

“Teacher Perceptions of Administrator Leadership Styles Regarding
Teacher Job Satisfaction”

Principal Investigator Zach Johnson

Telephone: [REDACTED] E-mail: [REDACTED]

Participant _____ Contact info _____

1. You are invited to participate in a research study conducted by Zach Johnson under the guidance of Dr. Shelly Fransen. The purpose of this research is to examine various administrative leadership styles and the effects they have on teacher job satisfaction.
2. a) Your participation will involve:
 - Permission has been given by your superintendent to conduct interviews and contact teachers in your school district. Your superintendent sent an email to teachers inviting them to participate in the interview process. Teachers who are willing to participate were asked to contact the PI by email or phone to establish a date and location for the interviews.
 - The PI will interview participants one-on-one in a private setting. Informed consent for participation will be explained to teachers participating in the interview process. Participants will be asked to sign this informed consent form prior to beginning the interview process.
- b) The amount of time involved in your participation will be five minutes for the introduction and informed consent and 20-30 minutes for the interview questions.

Audio recordings will be used in the interview process.

Approximately 12-20 participants will be involved in this research.

3. There is limited risk associated with this research. Specifically, this study has a small sample size and the possibility exists that readers of the research may be able to identify participants even if identifying information is omitted.
4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about administrator leadership styles' effects on teacher job satisfaction.
5. Your participation is voluntary, and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.
6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study, and the information collected will remain in the possession of the investigator in a safe location.
7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Zach Johnson, at [REDACTED] or the Supervising Faculty, Dr. Shelly Fransen, at [REDACTED]. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Marilyn Abbott, Provost, at mabbott@lindenwood.edu or 636-949-4912.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participants Signature Date

Participants Printed Name

Signature of Principal Investigator Date

Investigator Printed Name

Appendix D



We are sharing this request with you on behalf of an MSTA member and current EdD candidate. We have not released any email addresses or contact information and your survey responses are completely anonymous. For more information on this please contact Aurora at [REDACTED].

Dear %%First Name%%,

My name is Zach Johnson. I am a student at Lindenwood University. I am also writing my dissertation on *Administrative Leadership Styles Regarding Teacher Job Satisfaction*. The reason you are receiving this email is because I am seeking MSTA members who are certified K-12 teachers to participate in my research study. Your participation will involve completing a 5-10 minute survey which is linked at the end of this email. Also included in the link is an informed consent letter which you should read before participating in the survey. Please note participation is voluntary and you may choose not to participate in this research. You will NOT be penalized in any way should you choose not to participate or to withdraw from the study. It is also important to note that all information collected will be kept confidential and all participants' identities will be kept anonymous.

Furthermore, teachers' identities will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location.

If you have questions or wish to contact me, please feel free to do so. You may contact me anytime via email at [REDACTED] phone at [REDACTED] [REDACTED] This survey is approved by the Lindenwood University Institutional Review Board (Dr. Marilyn Abbott, Provost) who may be contacted by telephone at 636-949-4912 or at mabbott@lindenwood.edu to share any concerns, questions, input, or complaints about the research study.

*Please click [here](https://lindenwood.qualtrics.com/SE/?SID=SV_0IBLWaiKWSDIyhf) to access the teacher perception survey
https://lindenwood.qualtrics.com/SE/?SID=SV_0IBLWaiKWSDIyhf

Sincerely,
 Zach Johnson

Appendix E

Survey Adult Consent Form

LINDENWOOD

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

“Teacher Perceptions of Administrator Leadership Styles Regarding
Teacher Job Satisfaction”

Principal Investigator Zach Johnson

Telephone: [REDACTED] E-mail: [REDACTED]

Participant _____ Contact info _____

1. You are invited to participate in a research study conducted by Zach Johnson under the guidance of Dr. Shelly Fransen. The purpose of this research is to examine various administrative leadership styles and the effects they have on teacher job satisfaction.
2. a) Your participation will involve:
 - Reading an introduction letter and an informed consent letter explaining participation in the study.
 - Completing the survey by following the link sent to MSTA members by an MSTA representative via email.
 - MSTA members receiving the email and invited to participate in the survey are certified, current K-12 teachers.

b) The amount of time involved in your participation will be five minutes to read the introduction and informed consent and 10-15 minutes to answer questions in the survey.

Approximately 30,000 participants will potentially be involved with this study.
3. There are no anticipated risks associated with this research.

4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about administrator leadership styles' effects on teacher job satisfaction.
5. Your participation is voluntary, and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.
6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study, and the information collected will remain in the possession of the investigator in a safe location.
7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Zach Johnson, at [REDACTED] or the Supervising Faculty, Dr. Shelly Fransen, at [REDACTED]. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Marilyn Abbott, Provost, at mabbott@lindenwood.edu or 636-949-4912.

I have read this consent form and have been given the opportunity to ask questions. I may retain a copy of this consent form for my records. I consent to my participation in the research described above by completing the survey.

Appendix F**MSTA Member Survey**

1. Gender Male
 Female

2. Age Range 21-25
 26-30
 31-40
 40-50
 over 50

Years of Experience

1-3 years
 4-10 years
 10-20 years
 over 20 years

Size of School District

Class 1
 Class 2
 Class 3
 Class 4
 Class 5
 Class 6

Grade Levels Taught

K-5th
 6th-8th
 9th-12th

6. Please rank leadership styles from 1-5, with 1 being the leadership style that has the most positive effect on job satisfaction and 5 having the least positive effect on job satisfaction.

- _____ Authoritative—emphasizes the concept that leaders perceive they are more knowledgeable, experienced, and skilled to make executive decisions without anyone else’s ideas or suggestions (Ertureten, Cemalcilar, & Aycan, 2013).
- _____ Democratic—encompasses various perspectives having an impact on the overall function of an organization through the setting of common goals, visions, and themes (Razak et al., 2015).
- _____ Laissez-faire—a leader who has no clear goal and also give no professional leadership to his group, he has no pattern of working, supervising, and initiating notions. Laissez-faire leadership refers to the type that allows free contribution of ideas and opinions without interference by the leader (Shamakia, 2015, p. 200).
- _____ Transformational—empowers followers by placing them in leadership positions among other positions that expose their follower’s skills, talents, and abilities (Rodrigues & Ferreira, 2015).
- _____ Transactional—transactional leaders clearly articulate their expectations to their employees to ensure they comprehend the expectations and the rewards in place for meeting those expectations (Vice, 2015).

7. Please score the following on a scale of 1 to 5 with 1 having the most positive effect on job satisfaction and 5 having the least positive effect on job satisfaction.

Salary

1 2 3 4 5

The Work Itself (challenging/boring)

1 2 3 4 5

Responsibility (autonomy, freedom, independence)

1 2 3 4 5

Achievement (student, district, teacher success)

1 2 3 4 5

Advancement (promotions, climb the ladder, increase responsibility)

1 2 3 4 5

Recognition (praise, feedback, positive reinforcement)

1 2 3 4 5

School District Policies (compliance, structured, thorough)

1 2 3 4 5

Appendix G



DATE: October 3, 2016

TO: Zach Johnson

FROM: Lindenwood University Institutional Review Board

STUDY TITLE: [924865-1] Teacher Perceptions of Administrator Leadership Styles Regarding Job Satisfaction

IRB REFERENCE #:

SUBMISSION TYPE: New Project

ACTION: APPROVED

APPROVAL

DATE: 10/3/2016 EXPIRATION DATE: 10/3/2017

REVIEW TYPE: Full Committee Review

Thank you for your submission of New Project materials for this research project. Lindenwood University Institutional Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Full Committee Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to the IRB.

This project has been determined to be a project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the completion/amendment form for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of .

Please note that all research records must be retained for a minimum of three years.

Appendix H
Letter of Permission

September 20, 2016

██████████
████████████████████

Dear ██████████

I am writing to request permission to conduct interviews with five teachers from the ██████████. The five teachers interviewed can teach from kindergarten through high school level. I am currently enrolled at Lindenwood University in St. Charles, MO, and am in the process of writing my dissertation for a doctoral degree in Educational Administration. The study is titled, *Teacher Perceptions of Administrator Leadership Styles Regarding Teacher Job Satisfaction*.

Following the IRB approval, superintendents from four southwest ██████████ ██████████ school districts will be contacted to invite teachers within their school districts to participate in the interview portion of the study. Teacher participants will voluntarily choose to be a part of the study. All information obtained from the study will be kept confidential and will be safely secured. Two methods will be utilized to communicate to all participants in the study, initially via email and finally in person or by phone.

Before the interviews begin, an email will be sent to all participants thoroughly explaining the study and ensuring all participants will remain anonymous and interviews

will be confidential. The researcher will attach a copy of the interview questions and provide each participant with a copy of the informed consent in the email. Prior to the interviews taking place, participants will be given precise instructions on the interview process and details on what will occur following the interviews. Each participant interviewed will be asked 10 identical, open-ended questions. Interviews will take place in a closed setting with only the participant and the researcher present. All interviews will be recorded and transcribed. A copy of the transcript will be sent to each corresponding participant to check for accuracy.

If approval is given, superintendents will be contacted and provided with the 10 interview questions for their own viewing. The superintendent can then send out an email to district teachers to obtain participants for the study. It is important to note no one will be forced to participate and the participants will be anonymous. No cost will be incurred. Participants will be asked about their perceptions of administrator leadership styles in regard to their job satisfaction.

Approval to conduct this study will be greatly appreciated. Please do not hesitate to contact me with any questions or concerns about participation at [REDACTED]

[REDACTED] You may also contact Dr. Shelly Fransen at [REDACTED] or

[REDACTED] A copy of this letter and your written consent should be retained by you for future reference.

Thank you for your consideration.

Zach Johnson

Doctoral Candidate

I, _____ (print name), on
_____ (date), give permission to Zach Johnson to conduct
interviews with teachers in the _____ pertaining to his dissertation which
focuses on teacher perceptions of administrator leadership styles in regard to teacher job
satisfaction.

_____ (signature)

_____ (date)

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Vita

Zach Johnson earned a bachelor's of science degree in physical education from Evangel University in 2012. He worked as a physical education teacher and baseball coach while attending graduate school at Evangel University. Zach graduated with a master's degree in educational leadership.