Teachers’ Job Satisfaction: Does School Principals’ Leadership Style Matter? A Systematic Review

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Abstract: Leadership style is considered as one among many factors which significantly contributed to teachers’ job satisfaction. Thus, an appropriate style of leadership should be implemented by school principals to increase teachers’ job satisfaction. Therefore, this paper aims to examine previous studies that focused on the relationship between different school principals’ leadership styles and teachers’ job satisfaction to find out which style best to be implemented in the school context. Within this purpose, twenty-five studies related to the issue were found and downloaded in some journals from reputable databases. The studies then analyze through systematic review to compare the differences and similarities. The research revealed that transformational leadership style is the most prominent leadership style which significantly increases teachers’ job satisfaction compared to any other leadership styles. Therefore, the research recommended that school principals and other related parties to have, implement, and maintain transformational leadership in their institutions.

Keywords: Leadership Styles, Transformational, Teachers’ Job Satisfaction, Systematic Review.

1 INTRODUCTION

One cannot deny that the main key factor of successful institution, school, or even government is depending on the way of leaders in leading their institution. In common sense, leadership refers to a process in which a person has an influence in directing a group of people to accomplish specific objectives [1]. In school context, school principals have the obligation to do it. In this regard, school principals also need to enhance, as well as providing effective and efficient leadership to control the performance of the teachers since it is widely known that schools’ objectives will never be accomplished if the resources were not used effectively and efficiently. Further, as a good principal, one should know to create positive environment in the institution. The positive environment can only be achieved when principals implemented appropriate leadership style [2]. Thus, one among many factors which believed to be related to the satisfaction of teachers is appropriate leadership styles implemented by the school principals. Undoubtedly, teachers’ job satisfaction is an important factor which influence the performance and achievement of the students because positive classroom atmosphere comes from satisfied teachers. Without those conditions, teachers cannot create and maintain productive development of students [3]. Similarly, Skaalvik & Skaalvik [4] stated that when teachers satisfied with their job, they can give more positive role in doing their job in their institution. It is because teachers are given with abundant tasks, therefore the feeling of satisfaction among teachers in doing their job is really important to maintain positive attitude toward the tasks given by the school principals. As leadership style is considered as a significant factors in increasing teachers’ job satisfaction, a high attention toward the importance of implementing appropriate leadership styles becomes a popular topic within the past few years [5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29]. These studies have given significant information about the relationship between principals’ leadership styles and the satisfaction of teachers’ job, commitment, school atmosphere, and students’ performance. Therefore, many previous studies have explored different types of leadership styles to find out the appropriate style to be implemented in school environment, for instance transformational [5], [6], [7], [12], [13], [14], [15], [16], [17], [20], [22], [24], [25], [26], [27], [29], democratic [8], [9], [10], [11], [28], transactional [12], [14], [15], [24], servant [18], [19], [21], autocratic [9], ethical [21], and laissez-faire [9], [12], [16], [17], [23], [27]. In general, they found that different leadership styles implemented by the school principals give different results either increasing or decreasing to teachers’ job satisfaction. Even though there were many previous studies conducted in this issue, their findings addressed quite commonly in the literature. Further, these findings were limited only on the specific participants, places, and situations. Therefore, it is important to conclude those findings as a whole. Thus, this research intended to review and synthesize the findings from twenty-five studies related to the issue in order to be able to indicate which leadership style best to be implemented in the school environment.

2 LITERATURE REVIEW

2.1 Definitions of Leadership Styles

Northouse [30] states that leadership begins in a certain group or communities which have the same goals and can influence the followers. However, Rost [31] & Bass [32] argued that the concept of leadership is hard to define as a whole because it is a dynamic process since a leader has periodic characteristics when they lead. The complexity of the concept of leadership might happen because there were many different styles of leadership, for instance transformational, instructional, distributive, interactional, servant, democratic, ethical, autocratic, laissez-faire, and authentic leadership. To clarify this complexity, there were some definitions that might help to understand the differences in those leadership styles. First, transformational leadership style refers to the leaders who can increase their followers’ interest because of having the same vision and mission in their institutions [32]. Second, instructional leadership style refers to the leaders who focus on developing educational programs in their school as well as influencing good relationships among the stakeholders to enhance educational achievement [33]. Next, distributive leaders refer to the person who is ensuring collaboration...
among professionals in their school as well as including them in decision-making processes [34]. Fourth, interactional leadership style refers to the leaders who give some beneficial things to their followers as a reward for their effort in achieving leaders’ demands [35]. Another leadership style is servant leadership. In this regard, leaders who implement this style are the leaders who are not selfish and expect nothing in return from their followers [36]. Sixth, democratic style refers to those leaders who consult with their followers, especially in formulating organizational policies and decision making [37]. Seventh, ethical leadership refers to the leaders who basically use interpersonal relationship in order to assign their followers to follow their rules [38]. Meanwhile, autocratic style refers to the leaders who give orders which should be obeyed by their followers and all decision-making fully in their hands [37]. The laissez-faire leadership style, on the other hand, gives dominant roles and opportunities to all followers in decision making. Further, in this style, the followers are free to do what they want without leaders’ participation. The leaders in this style only play as materials supplier [39]. Lastly, authentic leadership style refers to the leaders that use “knowing one’s self and self-awareness” to maintain good relationship with their followers [40]. Based on those definitions, it can be inferred that each style emphasizes different characteristics of leaders, and therefore the feeling of their followers.

2.2 Previous Research
A research conducted by Kouni, Koutoukos & Panta, [5] entitles “Transformational Leadership and Job Satisfaction: The Case of Secondary Education Teachers in Greece” explore teachers’ perceptions toward the relationship of transformational leadership styles and teachers’ satisfaction. To achieve the goals of the research, they use mixed-method which combines qualitative and quantitative. For the data collection instrument, the research use questionnaire and interview. There were 171 teachers from junior and senior high schools participated in this research. The study revealed that teachers’ job satisfaction is highly related to the transformational leadership style implemented by the principals. Similarly, a research conducted by Obi & Onyeike [7] entitles “Principals’ Leadership Styles and Job Performance of Teachers in Public Secondary Schools In Imo State, Nigeria,” examine if there any relationship between teachers’ performance with principals’ leadership styles. The study revealed that teachers’ performance in Imo State is depending on leadership styles which implemented by the school principals. Another research conducted by Hussain, Ahmad, Malik, & Batool [11] entitles “Principals’ Leadership Styles and Teachers’ Job Satisfaction: A Correlation Study at Secondary Level” explore types of leadership style that contributed to teachers’ job satisfaction. There were two hundred teachers consist of 100 males and 100 females randomly selected to be the participants in this research. The participants then assigned to fill a questionnaire. They found that democratic leadership style was the most prominent leadership styles that contributed to teachers’ job satisfaction since the leaders who implement this style can enhance the participation of their followers.

3 RESEARCH METHOD

3.1 Research Design
The current research aimed to investigate which leadership style best to be implemented in school context by reviewing twenty-five studies related to the relationship between principals’ leadership styles and teachers’ job satisfaction. Thus, to achieve the purpose of the study, systematic review was used. Systematic review is a method used to critically appraising, summarizing, and attempting to reconcile the evidence in a specific topic [41].

3.2 Data Sources
The data of this research were directly taken from different journals in reputable databases such as Scopus and Eric in order to make sure that the previous studies analyzed in this research were highly qualified. In this regard, the new publish studies become priority to be chosen as the data of this research. The researchers only choose and download the studies published within the last 5 years.

![Figure 1: Distribution of the Studies](image)

3.3 Research Procedures and Analysis
The researchers did 3 main procedures in conducting the research. First, the researchers download and saved twenty-five previous studies conducted related to the relationship between school principals’ leadership style and teachers’ job satisfaction from reputable journals in different databases. Then, the researchers read carefully line by line of its abstracts to find out its purposes, methodology, and findings. Finally, those three aspects were put to a synthesize table to ease the researchers to analyze, synthesize as well as to find out the differences and similarities among them.

4 RESULT
After synthesizing the previous studies, the researchers found seven different leadership styles that contributed to teachers’ job satisfaction. Those styles are transformational [5], [6], [7], [12], [13], [14], [15], [16], [17], [22], [24], [25], [26], [27], [29], democratic [8], [9], [10], [11], [28], transactional [14], [15], [24], servant [18], [19], autocratic [9], ethical [21], and laisser-faire [9].
Further, the seven different leadership styles were classified into two categorized which having significant and average score toward the satisfaction of teachers. The leadership styles that categorized to have significant score toward teachers’ job satisfaction are transformational, democratic, and transactional, whereas the leadership styles that categorized to have average score toward teachers’ job satisfaction are servant, autocratic, ethical, and laissez-faire. Interestingly, even though the majority of the studies found that laissez-faire, servant, transactional, and transformational leadership were very much related to teachers’ job satisfaction, some studies revealed differently. In a study conducted by Dutta & Sahney [20] revealed that no relationship was found toward the implementation of transformational leadership style to teachers’ job satisfaction. In term of transactional leadership, Barnett [12] found that the implementation of transactional leadership style by the principals in university context has no relationship toward job satisfaction among lecturers in United States. Further, for servant leadership style, Gungor [21] found that servant leadership has negative relationship to teachers’ job satisfaction. Different with transformational, transactional, and servant leadership styles which only have one previous study that indicate there is no correlation with teachers’ job satisfaction, laissez-faire has five studies which revealed that there were no significant relationship with the implementation of laissez-faire leadership style to the satisfaction of teachers [12, 16, 17, 23, 27].

5 DISCUSSION
The finding of the current research has given a clear picture that teachers’ job satisfaction is significantly influenced by the implementation of leadership styles of the principals. Based on the finding, it can clearly be seen that most previous studies [5, 6, 7, 12, 13, 14, 15, 16, 17, 22, 24, 25, 26, 27, 29] have the same results of identifying that transformational leadership style was the most prominent style which influence in increasing teachers’ job satisfaction despite implemented in different types of school levels, participants, and area. In the first study conducted by Kouni, Koutsoukos, & Panta [5] they try to find out the relationship between transformational leadership styles and job satisfaction in the context of secondary school in Greece by combining qualitative and quantitative method in order to make strong findings. 171 teachers involved in the study and revealed that teachers were satisfied when the principals implemented transformational leadership styles, which therefore also improving the students’ performance and achievement in the school. Similarly, the second study conducted by Elmazi [6] within a survey research also found positive relationship of implementing transformational type of leadership in high school context toward teachers’ job satisfaction. He founds that transformational leadership style which implemented by the school principals can inspire and empower the teachers by making the same vision and mission for the development of the school. In the same vein, Obi & Onyeike [7] conducted a correlation study design attempt to find out if there any relationship of implementing transformational leadership in secondary school in Imo State, Nigeria toward teachers’ job satisfaction. In this regard, 239 vice principals were taken as sample and were assigned to fill up a questionnaire related to the issue. The study revealed that the leadership style was one of the major factors that influencing the satisfaction of teachers in the area. In three different research, as well as its methods, places, and participants, conducted by Barnett [12] and Haj & Jubran [13], and Nyenyembe et.al [14] revealed harmony findings. Barnett [12] conducted a study within university context with 77 sample, Haj & Jubran [13] conducted a study within school context in Galilee Region with 182 sample chosen randomly, and Nyenyembe et.al [14] in secondary school with 180 teachers as the sample revealed that the when the score of implementing transformational leadership was high, the satisfaction of teachers was also high. It is an interesting fact since the research conducted in different time, place, and participants, but having the same result. Further, Barnett [8] also explores transactional leadership style toward teachers’ job satisfaction. In his meta-analysis, he found no relationship between transactional leadership style and teachers’ job satisfaction. However, Nyenyembe et.al [14] seems to disagree with this finding. Nyenyembe et.al [14] on the other hand, indicates that both styles (transformational and transactional) positively related to teachers’ job satisfaction. Supporting the findings of Nyenyembe et.al [14], Nazim & Mahmood [15] who conducted

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Sources</th>
<th>Relationship</th>
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<tbody>
<tr>
<td>Transformational</td>
<td>Kouni, Koutsoukos, Panta [5], Elmazi [6], Obi &amp; Onyeike [7], Barnett [12], Haj &amp; Jubran [13], Nyenyembe et.al [14], Nazim &amp; Mahmood [15], Hariri, et.al [16], Sayadi [17], Somprach et.al [22], Egriboyun [24], Nasra &amp; Heilbrunn [25], Wahab, et.al [26], Hariri et.al [27], Teslaw [29]</td>
<td>Positive</td>
</tr>
<tr>
<td>Democratic</td>
<td>Dutta &amp; Sahney [20], Munir &amp; Iqbal [8], Imhangabe et.al [9], Jones &amp; Glennon [10], Hussain, et.al [11], Muchumu &amp; Kaitula [28]</td>
<td>Negative</td>
</tr>
<tr>
<td>Transactional</td>
<td>Nyenyembe et.al [14], Nazim &amp; Mahmood [15], Egriboyun [24]</td>
<td>Positive</td>
</tr>
<tr>
<td>Servant</td>
<td>Barnett [12], Zhang, Lee, &amp; Wong [18], Al-Mahdy, Al-Harit &amp; El-Din [19]</td>
<td>Negative</td>
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<tr>
<td>Autocratic</td>
<td>Gungor [21], Imhangbe et.al [9]</td>
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<td>Ethical</td>
<td>Gungor [21], Imhangbe [9]</td>
<td>Positive</td>
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<td>Laissez-faire</td>
<td>Barnett [12], Hariri, et.al. [16], Sayadi [17], Kadi [23], Hariri et.al [27]</td>
<td>Negative</td>
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a survey research of college teachers in Punjab agree that both transformational and transactional leadership styles may significantly increase the satisfaction of teachers in doing their job. However, a more significant relationship of leadership style and teachers’ job satisfaction is found in when the principals implementing transformational style rather than in transactional. Likewise, Hariri, Monypenny, & Prideaux [16] and Sayadi [17] conducted two different research within different methods, participants, and places, also found relevant findings. Both of the studies conducted in secondary levels of education and revealed that transformational style have a strong influence in increasing teachers’ job satisfaction, and laissez-faire leadership style has a negative influence. Other research conducted by Somprach, Tang, & Popoonsak, [22], Egriboyun [24], Nasra & Helbrunn [25], Wahab, et al. [26], Hariri, Monypenny, & Prideaux [27]. Tesfaw [29] were also found similar findings which revealed that transformational leadership styles found to be an effective leadership style to increase teachers’ job satisfaction. In addition, another finding revealed by Egriboyun [24] seems to agree with Nyenymb et.al [14] and Nazim & Mahmood [15]. Egriboyun [24] who revealed that transactional leadership style is also positively influencing teachers’ job satisfaction, although it is not as strong as transformational. Furthermore, Hariri, Monypenny, & Prideaux [27] also revealed laissez-faire style has a negative influence on teachers’ job satisfaction, and therefore should be avoided. The second important leadership style found from the previous studies was democratic. Five studies Munir & Iqbal [8], Imhangbe et.al [9], Jones & Glennon [10], Hussain et.al [11], Machumu & Kaitila [28] have agreed that democratic style was also significantly related to the satisfaction of teachers. In general, they revealed that democratic leadership styles implemented by school principals may influence teachers’ motivation and satisfaction since there is a feeling of relatedness among them. In addition, democratic leadership style was also enhancing teachers’ participation in almost all matters, especially in decision-making. For instance, Munir & Iqbal [8] conducted a survey research with 1005 college teachers in Punjab to find out the relationship of implementing democratic style and teachers’ job satisfaction, specifically for women teachers. They found that democratic style jointly influence to the improvement of teachers’ job satisfaction. Imhangbe et.al [9] conducted a research with a wider horizon. Imhangbe et.al [9] was assessing three different leadership styles in the same time which are democratic, autocratic and laissez-faire. Imhangbe et.al [9] investigate those three leadership styles in Edo Central Senatorial District, Nigeria which involving 397 teachers and 69 principals. The research revealed that those three leadership styles contributed about 68.3% to teachers’ job satisfaction. These findings indicate that laissez-faire has a positive relationship with teachers’ job satisfaction seem to disagree with the findings of Barnett [12], Hariri, Monypenny, & Prideaux [16], Sayadi [17], Hariri, Monypenny, & Prideaux [27]. Other important styles that cannot be ignored which related to teachers’ job satisfaction were servant [18], [19] and ethical [21]. Both studies conducted by Zhang, Lee & Wong [18] and Al-Mahdy, Al-Harty & Eldin [19] about the relationship between servant leadership style implemented by school principals and teachers job satisfaction revealed a moderate relationship. Otherwise, a study conducted by Gungor [21] with a quantitative study involving 319 teachers seem to have contrast findings to Zhang, Lee & Wong [18] and Al-Mahdy, Al-Harty & Eldin [19]. Gungor [21] found no relationship between the implementation of servant leadership style and teachers’ job satisfaction. Further, Gungor [21] revealed that ethical leadership style have relationship with teachers’ job satisfaction. Even though it seems that almost all of the studies agree that transformational leadership style has a significant influence in increasing teachers’ job satisfaction, yet, a study conducted by Dutta & Sahney [20] revealed differently. Dutta & Sahney [20] found no relationship toward the implementation of transformational leadership to the satisfaction of teachers. It is interesting to be noted that leadership styles implemented by school principals cannot to be judged as the main factors of decreasing teachers’ job satisfaction since teachers’ characteristics also play an important role in increasing their satisfaction. That is why some research findings did not relevant to one another since the characteristics of the teachers were not the same. Most importantly, it cannot be denied that studies generally revealed that transformational styles of leadership implemented by school principals were significantly revealed to be related as a strong factor in increasing teachers’ job satisfaction. Thus, it can be concluded that transformational leadership style is having a high degree of relationship in increasing teachers’ job satisfaction.

6 RECOMMENDATION
This research’s findings indicate that transformational leadership style has been proved to have significant factor in increasing teachers’ job satisfaction despite of implemented in different participants, places, and situations. Thus, it is recommended for school principals and other related parties to implement, maintain, as well as increasing their transformational leadership styles in return to the improvement of their school qualities as well as the improvement of students’ performance and achievement.

7 ACKNOWLEDGMENT
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8 REFERENCES


