Principal's Leadership Style and Teacher Job Satisfaction: A Case Study in China

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Abstract

This article is to verify the relationship among teacher job satisfaction, principal's leadership style, and principal's decision making style. Based on samples randomly chosen from among primary, secondary and high schools in Chinese educational systems in China, the required data were gathered through a mail survey. The results confirmed that the principal's decision making plays the role of a mediator between teacher job satisfaction and leadership style.

Keywords: Principal's leadership style, principal's decision making style, teacher job satisfaction

1. Introduction

Teachers who are satisfied with their job are more enthusiastic and interested in devoting more energy and time to student achievement (Ngumi et al., 2006). Therefore, understanding the important factors affecting teacher job satisfaction is vital to attain the required information to support an educational system to succeed in its objectives (Perie et al., 1997). Since the principal's leadership behavior is one of the positive factors that have a direct relationship with job satisfaction (Bogler, 2001, Minesy, 2004), considerable research has been carried out on the influence and impact of leadership behavior on job satisfaction (Stockard and Lehman, 2004, Griffith, 2004). Furthermore, the principal's decision making style also affects teacher job satisfaction. Working with a principal who encourages teachers to get involved in decision making tasks has a positive influence on teachers' involvement and commitment to their teaching duties and classes (Bogler, 2001). Teachers who work with principals who share information with them, and involve them more in management decisions are more satisfied.