

Teachers' Job Satisfaction: The Effect of Principal's Leadership and Decision- Making Style

Manolis Koutouzis^{1,*} & Konstantina Malliara²

¹School of Humanities, Hellenic Open University, Greece

²University of Thessaly, Greece

*Corresponding author: School of Humanities, Hellenic Open University, Greece. E-mail: ekoutouzis@eap.gr

Received: July 10, 2017 Accepted: August 2, 2017 Published: December 13, 2017

doi:10.5296/ije.v9i4.10272 URL: <https://doi.org/10.5296/ije.v9i4.10272>

Abstract

Research on school effectiveness indicates that teachers' job satisfaction is a factor which significantly affects many aspects of quality in education. It has been demonstrated that two factors which contribute significantly to the increase of teachers' job satisfaction are: principal's leadership style and principal's decision-making style. The purpose of this paper is to examine the relationship between teachers' job satisfaction, leadership style and decision-making style. A research survey was conducted and data collected through a self-reported questionnaire. The questionnaire consisted of one demographic and 3 standard instruments – "General Index of Job Satisfaction", "Multifactor Leadership Questionnaire", "General Decision-Making Style Instrument"- and was completed by 156 teachers in Magnesia Prefecture, Greece. Analysis of data indicates that there is a relationship between principal's decision-making style and his/her leadership style as transformational leadership style as well as the transactional one relate positively to teachers' job satisfaction. Finally, two decision-making styles were proved to be related to teachers' job satisfaction in primary schools: the rational decision-making style and the dependent one. The present study provides useful information about the way principals could contribute to the increase of teachers' job satisfaction. In order to increase teachers' job satisfaction, principals should use a mix of different leadership styles and decision-making styles that respond better to each situation.

Keywords: Job Satisfaction, Leadership Style, Decision-Making Style, Teachers, Principals

1. Introduction

In recent years a complex series of reforms have been carried out in schools, which generate new challenges for all shareholders (Silins & Mulford, 2002). In this context, teachers' role is constantly highlighted as teachers are recognized as key factors that significantly affect quality of education. In order for teachers to cope with their demanding role, it is necessary for them to feel good about their job and draw satisfaction from it. Moreover, if we take into consideration the fact that satisfied employees work more effectively, (Ostroff 1992 in Cerit, 2009, p. 600), the importance of improving teachers' job satisfaction can easily be understood. Satisfied teachers tend to be more enthusiastic and willing to invest more time and energy in educating students (Nguni et al., 2006).

The significance of teachers' job satisfaction has led to investigation of the factors that can contribute to its increase. Arguably, two of these factors are principal's leadership style and principal's decision-making style (Bogler, 2001; Griffith, 2004; Hariri, 2011; Hui et al., 2013). These two elements can affect considerably the way teachers feel about their job in schools.

Advocates of transformational leadership in the field of education argue that it has the potential to create a climate of enthusiasm and support (Hallinger & Heck, 1998, Leithwood, 2005). This does not mean of course that transformational leadership can be a one-size-fits-all panacea. More recent studies indicate that a combination of transformational and transactional practices could be used (Nguni et al., 2006, Koutouzis & Papazoglou, 2016). Regarding decision-making style, Baiocco et.al (2009) state that most researchers believe that the rational style can boost teachers' job satisfaction more effectively. There are other researchers, however, who point out that the effectiveness of a particular decision-making style depends on the context in which the decision will be made and on cultural and personal variables as well (Mau 1995, in Baiocco et al., 2009, p. 964).

Despite the significance of these two issues (namely leadership and decision-making style), no relevant research been carried out in Greece. This paper tries to cast light on the investigation of this impact, and thus our purpose is to examine the relationship between job satisfaction, leadership style and decision-making style in the educational sector in Greece. As Greek educational system is highly centralized and bureaucratized it is clearly interesting to discuss the above relation in a context that clearly differs from the (decentralized) contexts in which relevant studies have been conducted.

2. Literature Review

The purpose of this section is to discuss the terms that are used in our research namely, job satisfaction, leadership styles and decision-making styles. It should be mentioned from the beginning, however, that an in depth analysis of the relevant terms and processes goes beyond the scope of this paper. Therefore, some widely accepted definitions are used rather as a basis for the discussion that follows.

2.1 Job Satisfaction

Job satisfaction is not a new issue as it has drawn interests among scholars for many decades (Allport, 1954; Locke, 1969; Oshagbemi, 1997; Koustelios, 2001; Zembylas & Papanastasiou, 2004; Menon & Athanasoula-Reppa, 2011; Saiti & Fassoulis 2012). This interest can be explained by the belief that job satisfaction contributes to the organizational effectiveness (Saari & Judge, 2004) and that satisfied employees are the greatest assets of any organization (Beri, 2013). Various researchers have given different definitions for job satisfaction. A widely used research definition is by Locke (1976), who defined job satisfaction as “*a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences*” (p. 1300). There seems to be an agreement among researchers and authors that job satisfaction is a multidimensional construct or rather a complex variable which includes several dimensions related both to the job itself, as well as the individual.

In the education sector, teachers’ job satisfaction refers to “*a teacher’s affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher*” (Lawler, 1973, op.cit Zembylas & Papanastasiou, 2004, p. 359).

Relevant research in Greece (Koutselios 2001) has indicated that there are four factors affecting job satisfaction of teachers: working conditions, recognition by students and parents, meritocracy, recognition by colleagues and principals. It should be noted here that Greek Educational System is highly centralized and formalized (Koutouzis, 2012). Principals do not have extensive managerial or leadership role as they mainly operate as administrators, ensuring that centrally formulated educational policy is followed by schools and teachers. They rather implement than lead. However there are signs of gradual, albeit slow, decentralization in Greek education.

2.2 Leadership

Currently the discussion on *Leadership* is as vivid as ever! Public and private organizations nowadays are desperately seeking leaders, while knowledge and research evidence in the field is expanding. According to Vroom and Jago (2007), the term “leadership” does not have a standardized definition because it is not a scientific term. Yukl (1992) stresses the arbitrary and subjective character of leadership definitions. However, every definition seems to reflect the assumption that leadership is a process of influence. Hoy and Miskel (2008) state that leadership is a social process in which a member (or members) of an organization affect significantly every aspect of its activities. Bush, Bell and Middlewood (2010) argue that the concept of intentional influence is central in the leadership process. Finally, Iszatt-White and Sounders (2014) state that leadership can be understood as an attempt to influence, by exercising power, actions and behaviors of others,

In education there has been a remarkable shift from administration to management and more recently to leadership. Although relevant discussion is far from being concluded, there is now convincing evidence that school leadership is considered to be a key element in effective schools which have a mainly indirect impact on student learning and school effectiveness

(Hansson & Andersen, 2007; Raihani, 2008, Bush, Bell & Middlewood 2010, Day & Sammons, 2014).

The ongoing research in quest of the characteristics of good leaders has led to the development of different approaches to leadership. In this study Bass and Avolio's theory on transformational leadership), known as "Full Range Leadership Theory" (FRLT), is adopted (Avolio, 2010).

According to the FRLT a transactional leader tries to maintain the status quo, gives rewards or punishments and makes the relationship between them and workers an economical transaction. Transactional leaders have three characteristics which represent their behavior: 1) contingent reward, where interaction involves an exchange, 2) management by exception (active), where leaders supervise to make sure mistakes are not made by workers and 3) management by exception (passive), where leaders intervene only when things go wrong (Barnett et al., 2001; Barnett & McCormick, 2003, Iszatt-White, Saunders, 2014).

In contrast, a transformational leader tries to boost the performance of workers through the creation of a collective interest and motivates them to perform beyond expectation (Bass & Avolio, 1990; Hui et al., 2013). Transformational leaders have four distinguishing characteristics: 1) idealized influence (attributes/ behaviour), where leaders put followers' need first and try to be role models for them, 2) inspirational motivation, that includes ways by which leaders motivate and inspire their followers, 3) intellectual stimulation, where leaders encourage their followers to be innovative and to approach old situations in new ways and 4) individualized consideration, where leaders pay attention to the needs of every member (Barnett et al., 2001; Geijsel et al., 2003, Iszatt-White, Saunders, 2014).

According to researchers from educational background (Leithwood et. al, 2006, Silins & Mulford 2002), in educational settings transformational leadership encompasses six underlying dimensions vision and goals, culture, structure, intellectual stimulation, individualized support, performance expectation). Arguably, however, these dimensions are represented in the characteristics of transformational leaders presented above.

2.3 Decision-Making

Decision-making is the process of choosing "*among alternative courses of action in a manner appropriate to the demands of the situation*" (Kreitner, 2008, p.206). Hengpiya (2008) claims that decision-making is a salient factor upon which is based the survival of any organization. Depending on the levels of decentralization, decision-making processes in schools could include issues such as curriculum changes, budget, personnel and school policy, use of resources etc. (Ejimofor, 2007). Scott and Bruce (1995) define decision-making style as the reaction pattern used by an individual who faces a situation that requires a decision. Decision making has been studied from different perspectives and there are many definitions decision-making styles. The approach adopted in this paper has been developed by Scott and Bruce (1995). According to the above authors there are five decision-making styles: 1) rational, based on a deep investigation of the alternatives, 2) intuitive, which is feeling-oriented, 3) dependent, characterized by use of advice and directions received from

others, 4) spontaneous, which displays a sense of immediacy, making a decision as quickly as possible and 5) avoidant, which avoid making a decision.

2.4 Relationship between Leadership Style and Decision-Making Style

According to Vroom (2000 op cit. Hui et al., 2013, p. 176) the decision-making style that a leader employs is an important element of effective leadership. Leadership styles tend, in many occasions to determine decision-making styles (Hui et al., 2013; Tatum et al., 2003). According to research data transformational leaders use rational decision-making style as more alternatives and different perspectives are taken into consideration (Hariri, 2011; Tambe & Krishnan, 2000; Tatum et al., 2003). On the other hand, transactional leaders tend to make use of less information thus, employing other decision making styles such as intuitive or spontaneous (Tatum et al., 2003). Tambe and Krishnan (2000), in research on an organization based in India, also found a positive relationship between transformation leadership style and rational decision-making style.

2.5 Relationship between Job Satisfaction and Leadership Style

Research conducted in a variety of workplaces indicates a positive relationship between transformational leadership style and employees' job satisfaction (Bartolo & Furlonger, 2000; Erkutlu, 2008; Rad & Yarmohammadian, 2006). In the educational settings, research indicates that the leadership style which leads to a higher level of performance and job satisfaction is the transformational one (Bogler, 2001; Griffith, 2004; Ejimofor, 2007, Nguni et al., 2006), since transformational leaders pay attention to individuals' needs (Hariri, 2011). In contrast, transactional leaders' behavior has a negative impact on employees' job satisfaction (Koh et al., 1995; Nguni et al., 2006).

2.6 Relationship between Job Satisfaction and Decision-Making Style

Working with a principal who encourages teachers to participate in the decision-making process has a positive impact on teachers' commitment and job satisfaction (Bogler, 2001; Dinham & Scott, 2000; Griffith, 2004). With respect to decision-making style, Hui and others (2013) in their research that was conducted in schools in China found that there is a relationship between teachers' job satisfaction and principal's decision-making style.

It is interesting to note here, research conducted by Hariri (2011) in Indonesia. His findings show that the rational and the dependent decision-making style have a positive relationship with teachers' job satisfaction, while the others have a negative relationship. Tambe and Krishnan (2000) came to the same conclusion in their research in India. More specifically, they found that the decision-making style which has the most positive impact on teachers' job satisfaction is the rational one. However, there is also a different opinion, in which, according to Beri (2013), principal's decision-making style does not have any effect on teachers' job satisfaction.

Concluding the theoretical discussion we should mention that the above presented research evidence does not fully explain the mechanisms through which leadership and decision-making style affect teachers' job satisfaction. They rather provide useful indications and research directions.

3. Methodology of Research

As stated in the beginning of the paper, the purpose of this study is to examine the relationship between teachers' job satisfaction, the principal's leadership style and the principal's decision-making style in a sample of Greek teachers. Therefore, the main research question can be states as follows:

1. To what extent do principal leadership style and principal decision-making style affect teachers' job satisfaction?

This question can be answered by answering the following sub-questions?

- a) What is the correlation between the principal's leadership style and the principal's decision-making style?
- b) Is there any correlation between teachers' job satisfaction and the principal's leadership style?
- c) Which dimensions of leadership styles affect more significantly teachers' job satisfaction?
- d) What is the relationship between teachers' job satisfaction and the principal's decision-making style?

3.1 Research Tools

A quantitative survey was used in order to investigate the research questions described above. Specifically, a self-response questionnaire survey was designed to collect data from primary school teachers in Magnesia, Greece. Four questionnaires were used in this study, one self-designed demographic questionnaire (Note 1) and three standard deviation instruments which are described below.

Job Satisfaction Questionnaire: We used the "General Index of Job Satisfaction" instrument of Brayfield and Rothe (1951), as translated into Greek and adapted by Kafetsios and Loumakou (2007). Therefore, 12 items were used, rated on a 5-point Likert-type scale ranging from "strongly disagree" to "strongly agree". The General Index of Job Satisfaction has well-established reliability. In particular, Brayfield and Rothe (1951), based on a sample of office employees, reported internal consistency reliability ($\alpha = 0.87 > 0.70$).

Leadership Style Questionnaire: The Multifactor Leadership Questionnaire (MLQ- 6s) developed by Bass and Avolio (1990) was selected to measure leadership style, which was translated into Greek by researchers. It consists of 21 items- in our study we used only 18 (Note 2) rated on a 5-point Likert-type scale ranging from "not at all" to "very typical". MLQ ask the respondents about the leadership style of their principals, according to the four categories of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration) and the two categories of transactional leadership style (contingent reward and management by exception). The coefficient a reliabilities per scale has been found to be satisfactory: idealized influence: .86,

inspirational motivation: .90, intellectual stimulation: .86, individualized consideration: .91, contingent reward: .87, management by exception: .71 (Tejeda et al., 2001).

Decision-making Style Questionnaire: The General Decision-Making Style (GDMS) was used to describe the teacher-perceived principal's decision-making style (Scott & Bruce, 1995) which was translated into Greek by the authors. The GDMS instrument comprises five decision-making styles: rational, dependent, intuitive, spontaneous, and avoidant with five items identified for each style and measured on a 5-point Likert-type scale, from "strongly disagree" to "strongly agree". Scott and Bruce (1995) validated the GDMS using a sample of 4 studies they had conducted and they reported internal consistency: Rational: 0.77-0.85, Intuitive: 0.78-0.84, Avoidant: 0.93-0.94, Dependent: 0.68-0.86, Spontaneous: 0.87.

Internal consistencies of the three instruments were explored by using Cronbach's α coefficient where a value of 0.70 is considered adequate. The coefficient reliabilities per scale has been found to be satisfactory: job satisfaction (total): 0.86, idealized influence: 0.88, inspirational motivation: 0.80, intellectual stimulation: 0.86, individualized consideration: 0.74, contingent reward: 0.78, management by exception: 0.70, rational decision-making style: 0.91, intuitive: 0.75, dependent: 0.83, avoidant: 0.90, spontaneous: 0.88.

3.2 Sample

The population of this study was all the teachers who work in primary schools in Magnesia. The questionnaire was administered to 240 teachers. Convenience sampling procedure was used. The return rate was 68%.

As shown in Table 1, 156 teachers returned the questionnaire, of whom 101 were women (64.7%) and 53 men (34%). In terms of age, most teachers (59.6%) were 46 to 55 years old and had 16 to 25 years of experience (43.6%). Most teachers had additional studies, and the majority worked in an urban area (61.5%). Finally, 89.1% were permanent teachers.

The most important participants' demographic characteristics are shown in Table 1 in terms of frequency and percentage.

3.3 Process

The questionnaire was administered to the participants in person, using the hand delivery mode, in their natural setting (schools). The purpose of the study was outlined in general, anonymity was guaranteed and the participants were advised that participation was voluntary and that their answers would remain confidential and will only be used for academic purposes. Thus, they were encouraged to answer as honestly as possible.

3.4 Analysis

The Statistical Package for the Social Science (SPSS) version 20 was used to analyse the responses to the questionnaires. The data were coded, entered into SPSS, cleaned for errors and checked for missing data. Then, the internal consistency of the overall scale was measured by Cronbach's α coefficient. Next, descriptive analysis was used to describe the participants and the variables. Finally, Pearson's correlation and stepwise regression was used to address the research questions.

Table 1. Demographic Characteristics

<u>Demographic characteristics</u>	<u>Frequency</u>	<u>Percentage</u>
<u>Gender</u>		
man	53	34.0
woman	101	64.7
<u>Age</u>		
< 35	19	12.2
36-45	42	26.9
46-55	93	59.6
> 56	2	1.3
<u>Number of years in current school</u>		
<5	82	52.7
6-11	43	27.6
>11	29	18.2
<u>Number of years with current principal</u>		
1-2	58	37.2
3-4	74	47.4
5-6	10	6.4
>6	10	6.4

4. Results

4.1 Leadership Styles

The following tables (tables 2, 3, 4) report mean (M), standard deviation (SD), skewness and kurtosis in order to describe the characteristics of the variables.

Table 2. Descriptive Statistics for Leadership Styles

<u>Variables</u> (Note 3)	<u>M</u>	<u>SD</u>	<u>Skewness</u>	<u>Kurtosis</u>
<u>Leadership Style:</u>				
Transformational	3.53	0.88	-0.64	-0.16
Transactional	3.41	0.81	-0.45	-0.13
<u>Dimensions:</u>				
Idealized influence	3.69	1.03	-0.86	0.02
Inspirational motivation	3.56	0.94	-0.54	-0.09
Intellectual stimulation	3.41	0.97	-0.55	-0.61
Individualized consideration	3.47	0.91	-0.46	-0.18
Contingent reward	3.17	0.99	-0.31	-0.51
Management by exception	3.66	0.78	-0.75	0.68

As shown in Table 2, teachers believe that their principals demonstrate both transformational and transactional leadership styles. Mean of transformational leadership style was the highest ($M= 3.53$, $SD= 0.88$) followed by mean of transactional leadership style ($M= 3.41$, $SD= 0.81$). Additionally, idealized influence ($M= 3.69$, $SD= 1.03$), was more often used by principals, followed by inspirational motivation ($M= 3.56$, $SD= 0.94$), individualized consideration ($M= 3.47$, $SD= 0.91$) and intellectual stimulation ($M= 3.41$, $SD= 0.97$). Regarding the transactional leadership style, management by exception ($M= 3.66$, $SD= 0.78$) seems to be preferred followed by contingent reward ($M= 3.17$, $SD= 0.99$).

4.2 Decision Making Styles

Table 3. Descriptive Statistics for Decision-Making Styles

Variables	M	SD	Skewness	Kurtosis
<u>Decision-making style:</u>				
Rational	3.92	0.82	-0.70	0.09
Intuitive	3.00	0.74	-0.02	0.37
Dependent	3.10	0.88	-0.10	-0.86
Avoidant	2.19	0.91	0.57	-0.11
Spontaneous	2.11	0.86	0.48	-0.72

Table 3 suggests that principals demonstrate all five decision-making styles. Mean of rational decision-making style was the highest ($M= 3.92$, $SD= 0.82$), followed by mean of dependent decision-making style ($M= 3.10$, $SD= 0.88$), intuitive decision-making style ($M= 3.00$, $SD= 0.74$), avoidant decision-making style ($M= 2.19$, $SD= 0.91$) and spontaneous decision-making style ($M= 2.11$, $SD= 0.86$).

4.3 Job Satisfaction

Finally, Table 4 presents mean, standard deviation, kurtosis and skewness for total job satisfaction. The results show that teachers feel satisfied by their job in schools as mean of total job satisfaction is higher than 3 ($M= 3.83$, $SD= 0.62$)

Table 4. Descriptive Statistics for Teachers' Job Satisfaction

Variable	M	SD	Skewness	Kurtosis
Job Satisfaction	3.83	0.62	-0.69	0.33

4.4 Correlation between Leadership and Decision-Making Styles

In order to answer our first research question concerning possible correlation between principal's leadership style and decision-making style, the Pearson correlation was used.

Table 5. Correlation between Transformational Leadership Style and Decision-Making Styles

Relationships	r
Transformational and rational	0.79**
Transformational and intuitive	-0.02
Transformational and dependent	0.41**
Transformational and avoidant	-0.35**
Transformational and spontaneous	-0.36**

* $p < 0.05$, ** $p < 0.01$

Table 6. Correlation between Transactional Leadership Style and Decision-Making Styles

Relationships	r
Transactional and rational	0.72**
Transactional and intuitive	0.13
Transactional and dependent	0.38**
Transactional and avoidant	-0.19*
Transactional and spontaneous	-0.11

* $p < 0.05$, ** $p < 0.01$

As we can see in Table 5, correlations were statistically significant, with the exception of correlation between transformational leadership style and intuitive decision-making style ($r = -0.02$, $p > 0.05$). More specifically, transformational leadership was significantly and positively related to rational decision-making style ($r = 0.79$, $p < 0.01$) and to dependent decision-making style ($r = 0.41$, $p < 0.01$). A significant and negative relationship was found between transformational leadership style and two other decision-making styles: avoidant ($r = -0.35$, $p < 0.01$) and spontaneous ($r = -0.36$, $p < 0.01$).

Table 6 shows the relationships between transactional leadership style and decision-making styles. The results showed that transactional leadership style had a statistically significant and positive relationship with rational ($r = 0.72$, $p < 0.01$) and dependent ($r = 0.38$, $p < 0.01$) decision-making style. A negative but significant relationship was found between transactional leadership style and avoidant decision-making style ($r = -0.19$, $p < 0.05$). No relationship was found between transactional leadership style and intuitive decision-making style ($r = 0.13$, $p > 0.05$) and between transactional leadership style and spontaneous decision-making style ($r = -0.11$, $p > 0.05$).

4.4 Correlation between Leadership Style and Teachers' Job Satisfaction

The same process was followed in order to answer our second research question regarding the possible correlation between leadership style and teachers' job satisfaction.

Table 7. Correlation between Principal's Leadership Styles and Teachers' Job Satisfaction

Relationships	r
Transformational style and job satisfaction	0.32**
Transactional style and job satisfaction	0.34**

* $p < 0.05$, ** $p < 0.01$

Pearson's r parametric test of correlation revealed that there is a significant and positive relationship between transformational leadership style and teacher's job satisfaction ($r = 0.32$, $p < 0.01$). Moreover, transactional leadership style was significantly and positively related to teachers' job satisfaction ($r = 0.34$, $p < 0.01$).

4.5 Dimensions of Leadership Styles as Predictor Variables of Teachers' Job Satisfaction

In order to answer the third question, a stepwise regression method was used and job satisfaction was considered as a dependent variable whilst the six dimensions of leadership styles were treated as independent or predictor variables.

Table 8. Dimensions of Transformational Style as Predictors of Job Satisfaction

Variables	Beta(Note 4)	sig.(Note 5)
<u>Dependent variable:</u>		
Job satisfaction		
<u>Independent variables:</u>		
Idealized influence	0.12	0.21
Inspirational motivation	-0.08	0.47
Intellectual stimulation	-0.05	0.66
Individualized consideration	0.36	0.00
Contingent reward	0.03	0.73
Management by exception	0.37	0.00

The regression revealed that two dimensions contribute significantly to teachers' job satisfaction and these were the individualized consideration ($B = 0.36$, $p = 0.00 < 0.01$) and the management by exception ($B = 0.37$, $p = 0.00 < 0.01$). The R^2 for the individualized consideration was 0.130 which indicates that this dimension can predict the 13% of teachers' job satisfaction. Regarding management by exception, the R^2 was 0.139 therefore, management by exception can predict the 13.9% of teachers' job satisfaction.

4.6 Decision-making style and teachers' job satisfaction

In order to answer our last research question, Pearson correlation was also used.

Table 9. Correlation between Principal's Decision-Making Styles and Teachers' Job Satisfaction

Relationships	r
Rational style and job satisfaction	0.31**
Intuitive style and job satisfaction	0.06
Dependent style and job satisfaction	0.32**
Avoidant style and job satisfaction	-0.20*
Spontaneous style and job satisfaction	-0.10

* $p < 0.05$, ** $p < 0.01$

The results showed that teachers' job satisfaction had a significant relationship with three decision-making styles. More specifically, teachers' job satisfaction was positively related to rational decision-making style ($r = 0.31$, $p < 0.01$) and to dependent decision-making style ($r = 0.32$, $p < 0.01$). On the contrary, teachers' job satisfaction was negatively related to avoidant decision-making style ($r = -0.20$, $p < 0.05$). Finally, no relationship was found between teachers' job satisfaction and two decision-making styles: intuitive ($r = 0.06$, $p > 0.05$) and spontaneous ($r = -0.10$, $p > 0.05$).

5. Discussion

As stated in the beginning of the paper, the purpose of this study was to examine the relationship between teachers' job satisfaction and principal's leadership and decision-making style.

The descriptive analysis indicated that, according to teachers' perceptions, principals in Greece exhibit both transformational and transactional leadership styles with a slight tendency on transformational leadership practices and behavior. This result is in line with the findings of the existing bibliography (Fukushige & Spicer, 2007; Hariri, 2011). Also, teachers believe that principals demonstrate all five decision-making styles. However rational decision making style is more frequently demonstrated. This result confirms results obtained in prior studies (Hariri et al., 2012; Tambe & Krishnan, 2000). Finally, mean value of job satisfaction reveals that primary teachers in Magnesia are satisfied with their job.

With regard to the first research sub-question, i.e., the relationship between principal's leadership and decision-making style, the results of the study show that the transformational principal as well as the transactional principal use rational and dependent decision-making styles in order to reach to a decision. Similar results were found in the studies by Hariri (2011), Hariri and others (2014) and Eberlin and Tatum (2008). Interestingly, transformational and transactional leaders appear to follow mostly the rational decision-making style even though one would expect that a transactional leader would follow a more restrictive style. However, we can argue that Greek principals take rational decisions

in order as a means to influence teachers to achieve organizational goals. The results of our study are consistent with the idea that principals exhibit various decision-making styles which depend on certain contextual variables.

With regard to the second sub-question, i.e., about the relationship between principal's leadership style and teachers' job satisfaction, data suggest that transformational and transactional leaders seem to positively influence teachers' job satisfaction. This outcome is again in line with Hariri's research findings (Hariri, 2011). However, this finding is in contrast with previous studies which have shown that teachers' job satisfaction has a positive relationship only with the transformational leadership style (Bogler, 2001; Ejimofor, 2007; Griffith, 2004; Nguni et al., 2006; Nzioka, 2013). This difference may well be explained by the bureaucratic and centralized nature of the Greek educational system and the consequent culture this has created. It could be proposed therefore that principals could combine transformational and transactional leadership styles according to the context. As Bass and Avolio claim (1990), effective school leaders should reflect transformational and transactional leadership dimensions in their practice.

Next, we examined the effect of the components of each leadership style on teachers' job satisfaction. Data suggest that individual consideration is the component of transformational leadership style which can mostly predict teachers' job satisfaction. This finding is in accordance with the results of previous studies (Erkutlu, 2008; Fukushige & Spicer, 2007). We believe that the result might indicate that principals do pay attention to everyone's needs, encourage teachers to develop professionally and so teachers derive satisfaction from their job and put more effort in accomplish their tasks. With regard to the transactional leadership dimensions, management by exception was the component that best predicts teachers' job satisfaction. However, this result is opposite to previous research, which found that contingent reward has the highest correlation with job satisfaction (Fukushige & Spicer, 2007; Nguni et al., 2006). Teachers in our sample seem to feel more satisfied when principals do not intervene in their duties. One has to bear in mind though that principals in Greek schools do not have the relative autonomy and resources provide contingent reward to teachers related to salary, promotion and status.

Our fourth and last result supports a significant relationship between rational decision-making style and teachers' job satisfaction. This outcome is in line with the studies of Tambe & Krishnan (2000), Hariri (2011) and Hariri and others (2012). Also, a positive but less significant relationship was found between dependent decision-making style and teachers' job satisfaction, whilst the other styles had a negative or no relationship with job satisfaction. Similar results were found in previous studies (Hariri, 2011; Hariri et al., 2012). The fact that rational decision-making style has the highest relationship with teachers' job satisfaction can easily be interpreted. When school leaders exhibit rational decision-making style, they process more information and assess the long-term effect of their decisions, thus making teachers feel safe and experience more job satisfaction. However, this is not a clear indication that rational decision-making style should always be used. Rather, in more complicated problems, leaders could consider intuitive decision-making style as an alternative (Yang, 2003).

6. Limitations and Recommendations

There are some limitations of this study. First, the sample is small does not allow generalizations. However, given the centralized character of the system which does not allow significant differences among schools (centralized curriculum, centralized appointment of teachers), there is no indication that the specific results are context specific and apply only in the region of Magnesia. Moreover, the study was conducted using the quantitative method, which is susceptible to subjectivism. Future studies on this topic should also employ the qualitative method and take into consideration principals' perspectives.

As mentioned earlier, no research studies have systematically examined the relationship between teachers' job satisfaction, leadership style and decision-making style in Greece. From a practical standpoint, we can use the information arising out of the findings of the present study in order to develop strategies for improving school leadership and develop in-service training programs for principals, as there are no preparation programs. Through these programs, leaders could be exposed to both transformational and transactional leadership styles as well as the use of rational decision-making style mostly.

7. Conclusions

So, to what extent do principal leadership style and principal decision-making style affect teachers' job satisfaction? The results of our study showed that leadership and decision-making styles vary across situations and individuals. It has not been suggested that one leadership style or one decision-making style is more appropriate than another in order to boost teachers' job satisfaction.

The overall implication of our study is that principals could increase teachers' job satisfaction by using a combination of transformational and transactional leadership style and by following primarily the rational decision-making style. We hope that our research will help school leaders act in a way that makes teachers feel happy with their job and become a starting point for further investigation of this topic in schools all over Greece.

References

- Allport, G.W. (1954), *The Nature of Prejudice*, Addison-Wesley, Reading, MA.
- Antonakis, J., & House, R. J. (2002). The full-range leadership theory: The way forward. *Transformational and charismatic leadership: The road ahead*, 2, 3-34.
- Baiocco, R., Laghi, F., & D'Alessio, M. (2009). Decision-making style among adolescents: Relationship with sensation seeking and locus of control. *Journal of Adolescence*, 32(4), 963-976. <https://doi.org/10.1016/j.adolescence.2008.08.003>
- Barnett, K., McCormick, J., & Conners, R. (2001). Transformational leadership in schools—panacea, placebo or problem? *Journal of Educational Administration*, 39(1),

24-46. <https://doi.org/10.1108/09578230110366892>

- Barnett, K., & McCormick, J. (2003). Vision, relationships and teacher motivation: a case study. *Journal of Educational Administration*, 41(1), 55-73. <https://doi.org/10.1108/09578230310457439>
- Bartolo, K., & Furlonger, B. (2000). Leadership and job satisfaction among aviation fire fighters in Australia. *Journal of Managerial Psychology*, 15(1), 87-93. <https://doi.org/10.1108/02683940010305324>
- Bass, B. M., & Avolio, B. J. (1990). Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, 14(5). <https://doi.org/10.1108/03090599010135122>
- Beri, N. (2013). Job Satisfaction among Primary School Teachers In Relation To Decision Making Styles of Their Heads. *Educationia Confab*, 2(9), 21-29.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37(5), 662-683. <https://doi.org/10.1177/00131610121969460>
- Brayfield, A. H., & Rothe, H. F. (1951). An index of job satisfaction. *Journal of applied psychology*, 35(5), 301-311 <https://doi.org/10.1037/h0055617>.
- Bush, T., Bell, L., Middlewood D. (eds), (2010) *The Principles of Educational Leadership & Management*, Sage, London.
- Cerit, Y. (2009). The effects of servant leadership behaviours of school principals on teachers' job satisfaction. *Educational Management Administration & Leadership*, 37(5), 600-623. <https://doi.org/10.1177/1741143209339650>
- Day, C., & Sammons, P., (2014). *Successful, School Leadership*, Education Development Trust, Reading.
- Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, 38(4), 379-396. <https://doi.org/10.1108/09578230010373633>
- Eberlin, R. J., & Tatum, B. C. (2008). Making just decisions: organizational justice, decision making, and leadership. *Management Decision*, 46(2), 310-329. <https://doi.org/10.1108/00251740810854177>
- Ejimofor, F. O. (2007). *Principals' Transformational Leadership Skills and Their Teachers' Job Satisfaction in Nigeria* (Doctoral dissertation). Cleveland State University, USA.
- Erkutlu, H. (2008). The impact of transformational leadership on organizational and leadership effectiveness: The Turkish case. *Journal of management development*, 27(7), 708-726. <https://doi.org/10.1108/02621710810883616>
- Fukushige, A., & Spicer, D. P. (2007). Leadership preferences in Japan: an exploratory study. *Leadership & Organization Development Journal*, 28(6), 508-530.

<https://doi.org/10.1108/01437730710780967>

- Geijsel, F., Slegers, P., Leithwood, K., & Jantzi, D. (2003). Transformational leadership effects on teachers' commitment and effort toward school reform. *Journal of Educational Administration*, 41(3), 228-256. <https://doi.org/10.1108/09578230310474403>
- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42(3), 333-356. <https://doi.org/10.1108/09578230410534667>
- Hansson, P. H., & Andersen, J. A. (2007). The Swedish Principal: Leadership Style, Decision-Making Style, and Motivation Profile. *International Electronic Journal for Leadership in Learning*, 11(8).
- Hariri, H. (2011). *Leadership styles, decision-making styles, and teacher job satisfaction: an Indonesian school context* (Doctoral dissertation). James Cook University, Australia.
- Hariri, H., Monypenny, R., & Prideaux, M. (2012). Principalship in an Indonesian school context: can principal decision-making styles significantly predict teacher job satisfaction? *School Leadership & Management*, 32(5), 453-471. <https://doi.org/10.1080/13632434.2012.723617>
- Hariri, H., Monypenny, R., & Prideaux, M. (2014). Leadership styles and decision-making styles in an Indonesian school context. *School Leadership & Management*, (ahead-of-print), 1-15.
- Hengpiya, A. (2008). Construct validation of a school principal decision-making styles scale. *Malaysian Journal of Learning & Instruction*, 5, 41-61.
- Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice*. (8th Edition). New York: McGraw-Hill, Inc.
- Hui, H., Salarzadeh Jenatabadi, H., Ismail, B., Azina, N., Radzi, W. M., & Jasimah, C. W. (2013). Principal's leadership style and teacher job satisfaction: A case study in China. *Interdisciplinary Journal of Contemporary Research in Business*, 5(4), 175-184.
- Iszatt-White, M., & Saunders C. (2014). *Leadership*. Oxford, Oxford University Press.
- Kafetsios, K., & Loumakou, M. (2007). A comparative evaluation of the effects of trait emotional intelligence and emotion regulation on affect at work and job satisfaction. *International Journal of Work Organisation and Emotion*, 2(1), 71-87. <https://doi.org/10.1504/IJWOE.2007.013616>
- Koh, W. L., Steers, R. M., & Terborg, J. R. (1995). The effects of transformational leadership on teacher attitudes and student performance in Singapore. *Journal of Organizational Behavior*, 16(4), 319-333. <https://doi.org/10.1002/job.4030160404>
- Koustelios, A. D. (2001). Personal characteristics and job satisfaction of Greek teachers. *International journal of educational management*, 15(7), 354-358.

<https://doi.org/10.1108/eum0000000005931>

- Koutouzis, M., (2012). Διοίκηση - Ηγεσία - Αποτελεσματικότητα: Αναζητώντας πεδίο εφαρμογής στο ελληνικό εκπαιδευτικό σύστημα in Παπαδιαμαντάκη Π. & Καρακατσάνη Δ., (επ), «Σύγχρονα ζητήματα εκπαιδευτικής πολιτικής. Αναζητώντας το νέο σχολείο», Επίκεντρο, 2012
- Koutouzis, E., & Papazoglou A., (2016) “*Transforming Greek Primary Schools into Learning Organization*” XII International Transformative Learning Conference, At Pacific Lutheran University, Tacoma, WA, USA, 20-23 October, 2016*
- Kreitner, R. (2008). *Management*. (11th Edition). Canada: Houghton Mifflin Harcourt.
- Leithwood, K., Janzi, D. (2006) Transformational School Leadership for Large-Scale Reform: Effects on students, teachers, and their classroom practice. *School Effectiveness and School Improvement*, 17(2), 201-22. <https://doi.org/10.1080/09243450600565829>
- Locke, E. A. (1969). What is job satisfaction?. *Organizational behavior and human performance*, 4(4), 309-336. [https://doi.org/10.1016/0030-5073\(69\)90013-0](https://doi.org/10.1016/0030-5073(69)90013-0)
- Locke, E. A. (1976). The nature and causes of job satisfaction. In: Dunnette, M. *Handbook of industrial and organizational psychology*. Chicago, IL: Rand McNally, 1297-1349.
- Menon, M. E., & Athanasoula-Reppa, A. (2011). Job satisfaction among secondary school teachers: The role of gender and experience. *School Leadership & Management*, 31(5), 435-450. <https://doi.org/10.1080/13632434.2011.614942>
- Mohammadi, H. H., Ghafourian, H., & Khorshidi, A. (2012). The Relationship between Principals Leadership Style and Teachers Job Satisfaction of Kahrizak Region. *Journal of Basic and Applied Scientific Research*, 2(12), 13091-13096.
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School effectiveness and school improvement*, 17(2), 145-177. <https://doi.org/10.1080/09243450600565746>
- Nzioka, E. K. (2013). *Influence of principals' leadership styles on secondary school teachers' job satisfaction in Kangundo District, Kenya* (Doctoral dissertation). University of Nairobi, Kenya.
- Oshagbemi, T. (1997). Job satisfaction and dissatisfaction in higher education. *Education + Training*, 39(9), 354-359.
- Pashiardis, P. (1993). Group decision making: the role of the principal. *International Journal of Educational Management*, 7(2), 8-11. <https://doi.org/10.1108/09513549310026921>
- Raihani. (2008). An Indonesian model of successful school leadership. *Journal of Educational Administration*, 46(4), 481-496. <https://doi.org/10.1108/09578230810882018>

- Rad, A. M. M., & Yarmohammadian, M. H. (2006). A study of relationship between managers' leadership style and employees' job satisfaction. *Leadership in Health Services, 19*(2), 11-28. <https://doi.org/10.1108/13660750610665008>
- Saari, L. M., & Judge, T. A. (2004). Employee attitudes and job satisfaction. *Human resource management, 43*(4), 395-407. <https://doi.org/10.1002/hrm.20032>
- Saiti, A., & Fassoulis, K. (2012). Job satisfaction: factor analysis of Greek primary school principals' perceptions, *International Journal of Educational Management, 26* (2), 370 - 380 <https://doi.org/10.1108/09513541211227773>
- Scott, S. G., & Bruce, R. A. (1995). Decision-making style: The development and assessment of a new measure. *Educational and psychological measurement, 55*(5), 818-831. <https://doi.org/10.1177/0013164495055005017>
- Silins, H., & Mulford, B. (2002). Schools as learning organisations: The case for system, teacher and student learning. *Journal of Educational Administration, 40* (5), 425-446. <https://doi.org/10.1108/09578230210440285>
- Tambe, A., & Krishnan, V. R. (2000). Leadership in decision-making. *Indian Management, 39*(5), 69-79.
- Tatum, B. C., Eberlin, R., Kottraba, C., & Bradberry, T. (2003). Leadership, decision making, and organizational justice. *Management Decision, 41*(10), 1006-1016. <https://doi.org/10.1108/00251740310509535>
- Tejeda, M. J., Scandura, T. A., & Pillai, R. (2001). The MLQ revisited: Psychometric properties and recommendations. *The Leadership Quarterly, 12*(1), 31-52. [https://doi.org/10.1016/S1048-9843\(01\)00063-7](https://doi.org/10.1016/S1048-9843(01)00063-7)
- Vroom, V. H., & Jago, A. G. (2007). The role of the situation in leadership. *American Psychologist, 62*(1), 17-24. <https://doi.org/10.1037/0003-066X.62.1.17>
- Yang, B. (2003). Political factors in decision making and implications for HRD. *Advances in developing human resources, 5*(4), 458-479. <https://doi.org/10.1177/1523422303257289>
- Zembylas, M., & Papanastasiou, E. (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration, 42*(3), 357-374. <https://doi.org/10.1108/09578230410534676>

Notes

Note 1. The demographic questionnaire was developed specifically for this study and is used to describe participants' demographics: gender, age, work experience, certification, job level, school location.

Note 2. The other 3 items refer to laissez-faire leadership style which we did not study in our

survey.

Note 3. Transformed values of variables

Note 4. Standardized coefficients

Note 5. Significance

Copyright Disclaimer

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).