

A Review of Relationship between Principal's Leadership Style and Teacher's Job Satisfaction

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Abstract

Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of their institutions. Many studies have shown that a school leader's leadership style and teacher's job satisfaction are two of the most important and critical factors affecting school effectiveness. Also, many researchers recognized that the school leader's leadership style significantly influences teacher's job satisfaction. To better reach the goals of the school and increase school effectiveness, it will be helpful to clearly comprehend these two important factors. Therefore, theories of leadership, teacher's job satisfaction and relationship between these two factors are reviewed in this study.

Keywords: leadership, leadership style, job satisfaction

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Introduction

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions. Smith (2000) stated "the principal is expected to be an instructional leader who can support, inspire, and develop students and teachers, as well as communicate effectively with all publics within the educational environment" (p. 1). Hallinger and Heck (1998) found that a school leader's leadership style is the main factor that greatly influences school effectiveness and should be underscored.

In addition to a school leader's leadership style, teacher job satisfaction is another critical factor affecting school effectiveness. Schulz & Teddlie (1989) believed that "a teachers' job satisfaction may serve to influence their morale, motivation and general willingness to maximize their teaching potential" (p. 461). Teachers who are not satisfied with their jobs may result in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. As to the relationship between a school leader's leadership style and teacher job satisfaction, the two basic factors influencing school effectiveness, Chieffo (1991) recognized that the school leader's leadership style significantly influences teacher job satisfaction. Therefore, it will be helpful, for reaching the goals of the school and increasing school effectiveness, to clearly comprehend the relationship between these two important factors.

The purpose of this research is to review related theories of the relationship between principal's leadership style and teacher job satisfaction. As leader behavior has great influence on an organization, there are many studies done on related topics. This literature focuses on the development of leadership, leadership theories, job satisfaction, and the relationship between principal's leadership and teacher job satisfaction.

Definition of Leadership

"Leadership is a universal human phenomenon" (Bass, 1981, p. 5) and it can easily be observed anywhere in everyday life from ancient to modern time. Burns (1978) also indicated that leadership is hard to comprehend but is considerable in human activities and can be perceived without notice. Leadership may be felt; however, it is difficult to be defined. Therefore, Yukl (2001) claimed that the number of definitions of leadership is the same as the number of the people who have ever defined it. Although there are many definitions of leadership made from different

aspects, most of them point at leading followers to reach a specific achievement.

Smith (2000) conducted a research on perceived principal behaviors by teachers of elementary schools and she defined that “leadership is the process or activity of influencing an individual or group in efforts towards achieving a goal” (p. 4). Owens (1991) stated that leadership is interpersonal patterns that a leader tries to find followers’ potential needs and gratifies followers’ needs, so that the goals of the organization can be reached by influencing followers. Hackman and Johnson (2000) defined leadership from a communication perspective and they explained that “leadership is human communication which modifies the attitudes and behaviors of others in order to meet shared group goals and needs” (p. 36).

Review of Leadership Theories

The scientific approach to understanding leadership started during the Industrial Revolution. The first modern approach focused on the traits of leaders, and two major categories of initiating structure and consideration were established as the central leadership behavior (Nahavandi, 2000). Later, the approach focused on leaders’ characteristics and the situations. The role of leaders shifted from control to results, and studies paid more attention to employee participation theories. As to a classification of leadership styles, no single one is generally recognized so far. However, they can still be classified as follows:

Trait Approach

These theories started at the beginning of twentieth century, and leaders were thought to be naturally born because they shared specific characteristics. Obviously, the theories paid attention to unique physical and psychological personal traits that differentiate leaders from followers. Stogdill reviewed 124 and 163 trait studies in 1947 and 1970 respectively, and he found that personal characteristics could not affect leadership alone, but must include situational factors (Bass, 1990). He also proposed six dimensions to categorize leadership, including physical characteristics, social background, intelligence and ability, personality, task-related characteristics, and social characteristic (Bass, 1990). Stogdill’s viewpoints showed that a leader’s related behaviors for reaching the goal of the organization are more related to being a successful leader than combining leaders’ traits (Chiang, 1996). Therefore, more and more researchers paid attention to leaders’ behaviors.

Behavioral Approach

Because simply analyzing leaders’ traits cannot provide information to predict or illustrate leadership effectiveness, many researchers turned to study what leaders do and how leaders’ effectiveness is reached. Behavioral theories began in the 1940’s, and emphasized that effective leaders employed a particular leadership to lead their

followers and organizations (Morgan, 1984).

By observing two groups within an insurance company and a railroad company, researchers at the University of Michigan identified two leadership styles: product-oriented and employee-oriented, which had conflicting dimensions (Hackman & Johnson, 2000). The former emphasizes job accomplishment by setting rules for working procedures; on the other hand, the latter focuses on satisfying employee's needs. However, subsequent studies conducted by Michigan researchers asserted that those two types of leadership style are in conflict but are not compatible. Therefore, the viewpoint of the Ohio studies described below became more popular.

The Ohio studies were done almost at the same time as the Michigan studies, and leader behaviors and the effect of leadership style in the organizations were explored. Researchers at the Ohio State University developed the Leader Behavior Description Questionnaire (LBDQ) to be administered in their studies, and it was first used with military personnel to examine perceived leader behaviors. Later the LBDQ was employed in educational field.

There are two dimensions of leader behavior, initiating structure and consideration, represented to show the basic and related facets of leadership skill in the LBDQ. According to Halpin (1966),

Initiating structure refers to the leader's behavior in delineating the relationship between himself and members of the work-group, and in endeavoring to establish a well-defined pattern of the organization, channels of communication, and methods of procedure. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff. (p. 86)

Unlike the relationship of product-oriented and employee-oriented styles in the Michigan Studies, the two dimensions, initiating structure and consideration, are thought to be comparatively independent behavior dimensions, but they can be combined when put into practice. Therefore, four types of leadership styles are produced according to different intensities of the combination of these two dimensions. The four types are high consideration and high initiating structure, high consideration and low initiating structure, low consideration and high initiating structure, and low consideration and low initiating structure.

By using the two dimensions, initiating structure and consideration, the LBDQ provides an objective and trustworthy measurement to depict leader behaviors. In addition, the Ohio studies suggested that a leader could be trained in leadership skills by matching the effects measured from the two dimensions.

Based on human nature, Theory X and Theory Y were proposed by Douglas

McGregor (1960) in the late of the 1950's. In Theory X, people are thought to be lazy and do not like work in nature, so strict task supervision is emphasized. On the other hand, Theory Y focuses on individual and organizational needs, because work is inherently pleasant and a source of satisfaction.

Another popular research study is Blake and Mouton's managerial grid (1985), which conceptualized leadership based on the degree of concern for people and concern for production. Concern for production and concern for people represent the x-axis and y-axis, respectively. From the high or low in both axes, the leaders' leadership style can be determined as inclining toward task orientation or interpersonal orientation.

Situational Approach

A situational approach focuses on the situation and the environment, and the leadership behavior varies in different situations. In addition, "situational theorists conceived leadership effectiveness to involve an interaction between the leader's characteristics, the leader's behavior, the nature of the followers, and the characteristics of the particular leadership situation" (Morgan, 1984, p. 8).

Fiedler's contingency theory (1974) claims that, in order to be an effective leader, a leader should first know the situation in which he leads and then practice the most appropriate leadership. Because the situation changes often, leaders may be moved to a very different situation from what they used to be in. In addition, Fiedler uses the least-preferred coworker (LPC) scale to measure whether the leader is task-motivated (low LPC) or relationship-motivated (high LPC). "Fiedler's research shows that people's perceptions and descriptions of their least preferred coworker indicate their basic goals and priorities toward either accomplishing a task or maintaining relationships" (Nahavandi, 2000, p. 102). This theory highlights the need for leaders to take the influence of situations and predict the most effective leadership style in given contexts.

In Fiedler's contingency theory, there are three situational variables: position power, task structure, and leader-followers relations, which are utilized to delineate leadership situations and control the degree of a leader's impact on followers. Among these three factors, Fiedler admitted that leader-followers relations are the most important because good leader-followers relations result in support and cohesion of the group (Nahavandi, 2000). Task structure refers to efficient task completion and evaluation of task performance. Position power, the power which a leader is granted because of the position of the organization, refers to the influence of a leader's official power over followers to reward or punish.

The path-goal theory was developed in the beginning of the 1970s, and it stated that leaders have the responsibility of clear communications to followers of the path

to the goal, and that rewards were granted after task accomplishment. Due to the expectancy theory being the major basis for the path-goal theory, the path-goal theory shows how a leader's behavior influences followers' performance, removing obstacles of task performance and satisfaction. Therefore, House (1971) explained,

The motivational function of the leader consists of increasing personal payoffs to subordinates for work-goal attainment and making the path to these payoffs to travel by clarifying it, reducing roadblocks and pitfalls, and increasing the opportunities for personal satisfaction en route. (p. 324)

There are four leader behaviors: supportive leadership, directive leadership, participative leadership, and achievement-oriented leadership in the path-goal theory; the nature of the followers and the nature of the task are the two most influential situational variables for selecting leadership style in the path-goal theory (Hackman & Johnson, 2000).

Paul Hersey and Kenneth Blanchard purported that leader behavior is contingent upon variations in the situations, and stressed that leadership is composed of both directive and supportive dimensions which will be applied to given situations (Northouse, 2001). Leader behavior is divided into two dimensions, task and relationship, and the degree of a leader's task and relationship behaviors shown are influenced by the maturity of followers. Maturity includes two components, job maturity, or the followers' task-relevant skills and technical knowledge, and psychological maturity, or the followers' self-confidence and self-respect (Yukl, 1998).

Situational leadership is composed of four leadership styles in accordance with the degree of task and relationship behaviors, including high task and high relationship, high task and low relationship, low task and high relationship, and low task and low relationship. The four styles are the same as the four measure items, telling, selling, participating, and delegating, mentioned below in order.

By combining job and psychological maturity, four measure items are produced to characterize basic leadership styles. First is low job maturity and low psychological maturity, and subordinates need specific guidance (telling). Second is low job maturity and high psychological maturity, and subordinates need direct guidance (selling). Third is high job maturity and low psychological maturity, and subordinates need more to be participative (participating). Fourth one is high job maturity and high psychological maturity, and subordinates need to be able to accept responsibility (delegating).

According to followers' maturity, leaders can have impact on followers by adjusting task and relationship behaviors to fit in different situations, so that growth and development can be promoted (Hackman & Johnson, 2000).

Transformational Approach

The transformational approach emerged in the late of 1970s, and was first developed by Burns (1978). "...[T]ransformational leadership suggested that some leaders, through their personal traits and their relationships with followers, go beyond a simple exchange resources and productivity" (Nahavandi, 2000, p. 185). Transformational leadership focuses on changing followers and the organization, satisfying followers' higher level needs in term of the Maslow's hierarchy needs theory, and mutual stimulation and elevation between the leader and followers. Therefore, Bass (1985) admitted that transformational leaders are not just executive leaders but real reformers in their organization, and they are expected to motivate followers to "raise followers' levels of consciousness about the importance and value of specified and idealized goals, get followers to transcend their own self-interest for the sake of the team or organization, and to move followers to address higher-level needs" (p. 20).

According to Bass (1985), there are four factors, idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation in transformational leadership. Leaders are identified by their followers as role models and are deeply trusted and respected by the followers. Leaders present visions to their followers. By establishing intense emotional bond with followers, the leader inspires and motivates followers to become committed and willing to share the visions. Since transformational leadership attempts to motivate followers to be innovative and creative by trying new approaches to deal with problems in the organization. In addition, by developing personal relationship with each follower, noticing the individual needs of followers, and giving each follower considerations depending on their differences, leaders create supportive climate in the organizations so that followers can be assisted to become self-actualized (Northouse, 2000).

According to Burns (1978), leadership is divided into two dimensions, transformational or transactional leadership. Unlike transformational leadership, transactional leadership is designed to gratify followers' lower level needs in terms of Maslow's hierarchy needs theory, and to request followers, by exchanging things of values with the followers' productivity and task accomplishment.

There are two forms, contingent reward and management by exception, in transactional leadership. The former refers to the exchange of things of values with followers being specified rewards. The latter is that the leader empowers followers to act, and the leader does not interfere until mistakes happen.

In Delgua's (1988) research, the study focused on the influence of transformational leadership and transactional leadership on job satisfaction, and four hundred employees of a manufacturing firm were surveyed to predict employees'

job satisfaction. The most commonly employed instrument of measuring transformational leadership, the Multifactor Leadership Questionnaire (MLQ), the most widely deployed instrument of measuring transformational leadership developed by Bass (1985), was used in this research. The findings of this research were that transformational leadership and transactional leadership successfully and positively predicted job satisfaction.

Review of Theories Job Satisfaction

Job Satisfaction

Job satisfaction is “the degree of satisfaction or gratification experienced by workers with their profession” (Smith, 2000, p. 5). Studies on job satisfaction dated from the beginning of the twentieth century when scientific management theory was prevailing and improving production efficiency was paid much attention. In this period, psychological and sociological variables were ignored (Hoy & Miskel, 1996), and workers and production equipment were thought of as parts of the process of production, so studies focused on extrinsic factors such as salaries and materials. The intrinsic factors, human relations, were not attached importance until the 1920's in the Hawthone Studies.

The Hawthone Studies

The Hawthone Studies, considered critical research, and the human relations approach, which recognized that promoting workers' job satisfaction results in higher productivity, were performed in 1924 at Western Electric Company's Hawthone Works in Cicero, Illinois. Initially, the studies focused on the relationship between physical factors and productivity, and were employed to investigate the influence of illumination intensity on worker productivity. However, not only was illumination intensity not found to be related to productivity, but also that the factors impacting workers' behaviors could not be identified. Elton Mayo, who joined the Hawthone Studies in 1927, was influential in seriously considering psychological and physiological factors in a series experiments in the studies “that have since become research classics in social science” (Hoy & Miskel, 1996, p. 12). Robbins (2000) asserted that

Mayo's conclusions were that behavior and sentiments were closely related, that group influences significantly affected individual behavior, that group standards established individual worker output, and that money was less a factor in determining output than were group standards, group sentiments, and security. (p. 588)

Therefore, work efficiency could be enhanced by not only improving the physical conditions of work, but also improving intrinsic factors such as work attitudes. It was obvious that research on job satisfaction has been attached more importance as

a human factor after the Hawthone Studies.

Hierarchy Needs Theory

After the 1950's, there came some popularly accepted theories of job satisfaction. Hierarchy needs theory, the most famous theory of motivation, was proposed by Abraham Maslow. He divided human needs into five categories: physiological, safety, social, esteem, and self-actualization; from low to high needs in order. If lower order needs, physiological, safety, and social, cannot be satisfied, individuals will be occupied and not pursue high order needs of esteem and self-actualization. Derlin and Schneider (1994) contended, "individual behavior is motivated by a desire to satisfy the need that is most important at a specific point or period in time" (p. 64). In addition, once a need is gratified it is no longer a driver of other behaviors. Although obtaining very little empirical support, the theory is well accepted by practicing managers because of its intuitive logic and easy apprehension (Robbins, 2000).

The Two-Factor Theory

The two-factor theory was proposed by Frederick Herzberg and his colleagues in the late 1950's. He classified job factors into two categories, motivators and hygienes, and these were discussed by Hagedoren (2000). Motivators are satisfiers with which workers can increase job satisfaction. On the other hand, hygienes are dissatisfiers without which workers are led to job dissatisfaction; however, with which workers do not become satisfied. That is, the hygienes make workers reach the degree of no satisfaction at most. Therefore, at the same time, workers might be satisfied by one factor but dissatisfied by another. According to Herzberg, satisfiers include achievement, recognition, work itself, responsibility, advancement; dissatisfiers contain extrinsic job factors, such as company policy and administration, supervision, policy, working conditions, salary, and other factors. (Cited from Bowen, 1987).

The Expectancy Theory

The expectancy theory, proposed by Victor Vroom (1964), focused on workers' individual specific motivation in the organization. The theory indicated that, based on the strength of the workers' expectancy of outcome and the attraction of the outcome after the workers acting, the workers decide to take their actions. Therefore, once workers believe that desired outcome will be obtained after hard work, and that they will receive a reward from their companies after the desired outcome is reached, workers will make full effort in their jobs to reach the goal of the organization. In the theory, job satisfaction is thought of as pursuing a specific goal to which a worker responds; so if a worker chooses his job as his personal goal and strongly believed that he can achieve the goal well and obtain the reward, the worker will be

dedicated to his job and job satisfaction will increase.

Four concepts, valence, expectancy, force, and instrumentality, construct Vroom's expectancy theory. According to Vroom (1964), valence is that "a person has preferences among outcomes or states of nature and preference, then, refers to a relationship between the strength of person's desire for, or attraction toward, two outcomes" (p. 15). "An expectancy is defined as a momentary belief concerning the likelihood that a act will be followed by a particular outcome. Expectancies may be described in terms of their strength" (Vroom, p. 17). Vroom explained that "force remains to be specified how valences and expectancies combining in determining choices, and behavior on the part of a person is assumed to be the result of a field of forces each of which has direction and magnitude" (p. 18). Instrumentality refers to the individual cognition of the relationship between the job outcome and granted reward.

The expectancy sufficiently interpreted where the motivation of workers' behaviors comes from, and it seems to notice individual differences. However, it might not properly pay full attention to individual factors and ignored the factors of the organization.

The Equity Theory

The equity theory, created by J, Stacy Adam (1965), indicates that job satisfaction is influenced by worker's perception of the degree of equity in his or her job situation. Workers compare the ratio of outcome, what they obtain from their job situation, such as pay, promotion, sense of achievement, and job input, to what they input into their jobs, such as skills, labor, time, to that of others. If the ratios are equal, that the state of equality exists thereby resulting in job satisfaction. If the equality does not exist, the unfair situation results in job dissatisfaction.

The Discrepancy Theory

The discrepancy theory (Locke, 1969), postulated that job satisfaction is decided based on the difference between actual incomes which workers obtain, and desired incomes which workers feel that they should obtain. If the amount of the former is higher than or equal to that of the latter, workers will feel satisfied in their job. If the amount of the former is lower than that of the latter, job dissatisfaction will result.

Review of Relationship between Principal's Leadership Style and Teacher Job Satisfaction

There is much research on leadership style and/or job satisfaction, and the results show that leadership style and job satisfaction are significantly related (Fuller et. al., 1999; Packard & Kauppi, 1999; Whaley, 1994; Wilkinson & Wagner, 1993;).

Moreover, we can also find many studies in the education field concerning the relationship between school leader leadership styles and faculty job satisfaction. No matter task and interpersonal leadership style or situational leadership style, task and relationship are two important concepts. Findings of these studies are almost the same as those in the other fields (Bare-Oldham, 1999; Burrows & Munday, 1996; Evans & Johnson, 1990; Mathis, 1999; McKee, 1990; Smith, 2000; Whippy, 2000).

Zigrang (2000) employed the LBDQ and Minnesota Satisfaction Questionnaire to survey seventy-seven teachers who are graduate students at a private university. The study focused on perceived principal's leadership style by teachers, and the influence of principal's leadership style on teacher job satisfaction. The result of the research discovered that principal's leadership style and teacher job satisfaction were closely related. In fact, the consideration leadership style can result in teacher job satisfaction. However, teachers' demographics may not significantly relate to perceived principal's leadership and teacher job satisfaction.

In Law's (1985) research, three hundred and forty seven teachers in public schools in the Kentucky region participated and were surveyed by the LBDQ and the Job Descriptive Index (JDI). The relationship of perceived principal's leadership style by teachers and teacher job satisfaction were assessed in this research. The findings of the research revealed that there is significant positive relationship between principal's leadership style and teacher job satisfaction, and the findings also suggest that teachers' satisfaction with their evaluation and supervision are directly related to principals' consideration leadership style (Law's, 1985).

In Bare-Oldhem's (1999) research, 500 teachers were randomly selected from public schools and the LBDQ and the Mohrinan-Cooke-Mohrman Job Satisfaction were used to survey these teachers. The research was designed to determine perceived principal's leadership style and examine the relationship between principal's leadership style and teacher job satisfaction. Analysis of the data indicated that there was a significant relationship between public school principals' consideration and initiating structure leadership style as perceived by teachers, and teacher job satisfaction (Bare-Oldhem, 1999). High levels of initiating structure and consideration on the LBDQ were thought to be more effective in making teachers satisfied and were recommended.

Chiang (1996) assessed the relationship between president leadership style and teacher job satisfaction in junior colleges in Taiwan. Twenty presidents were surveyed by the Presidents' Leadership Orientations Questionnaire, and two hundred and eighty two teachers were surveyed by the Teacher Job Satisfaction questionnaire and the Presidents' Leadership Orientations Questionnaire. The findings of this research showed that teacher job satisfaction was related to the number of leadership

frames, which are structural, human source, political, and symbolic, and president leadership style perceived by both teachers and presidents was congruent (Chiang). In addition, teachers' demographics influenced teacher job satisfaction.

In Smith's (2000) research, principal's leadership style was based on the perception of teachers as measured by the LEAD-Other instrument and teacher job satisfaction was measured by the Charlotte-Mecklenburg School System's Teacher Survey. Although the results indicated that there was not a statistically significant difference in teacher job satisfaction based on the principal's leadership style, the mean scores implied that teachers in the sample who perceived their principals as high task and high relationship were the most satisfied with their jobs (Smith, 2000).

A case study assessing the relationship between presidential leadership style and faculty job satisfaction in an institute of technology in the south of Taiwan conducted by Wu (2004) showed that the two variables were closely related in the institute. Wu (2003) expanded the study and surveyed all 11 private institutes of technology in the south of Taiwan to investigate the relationship between presidential leadership style and teacher job satisfaction, which revealed the same results as previous research. In addition, cultural factors were found to be critical factors impacting leadership on job satisfaction.

Conclusion

The purpose of this research is to review research on leadership, leadership theories, job satisfaction, and the relationship between principal's leadership and teacher job satisfaction. Vroom (1964) stated that leadership style is one of the most important factors influencing job satisfaction according to fifteen studies. There are many studies exploring the relationship between school leader leadership style and teacher job satisfaction. No matter what categories of leadership are used in the measuring instruments, almost all of them recognize that school leader leadership style and teacher job satisfaction are significantly related.

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校長領導型態與教師工作滿意關係相關理論及研究之探討

吳明蒼*

摘要

教育單位之領導者一如一般組織之領導者，在競爭的環境下，無可避的需面對維護組織目標之挑戰。許多研究顯示，校長領導型與教師工作滿意為影響學校效能之兩大重要因素，多數學者亦發現校長領導型態重大影響教師工作滿意度，清楚了解此二要素，將有助於達到學校目標及增進學校效能。因此，本文將探討領導、教師工作滿意及其兩者關係之理論及相關研究。

關鍵詞：領導、領導型態、工作滿意

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