THE RELATIONSHIP BETWEEN TEACHERS’ PERCEPTION OF THE HEAD TEACHER’S LEADERSHIP STYLE AND TEACHERS’ JOB SATISFACTION AT AN INTERNATIONAL SCHOOL IN BANGKOK

Stephen Dampier

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Educational Administration Graduate School of Human Sciences ASSUMPTION UNIVERSITY OF THAILAND 2017
THE RELATIONSHIP BETWEEN TEACHERS’ PERCEPTION OF THE HEAD TEACHER’S LEADERSHIP STYLE AND TEACHERS’ JOB SATISFACTION AT AN INTERNATIONAL SCHOOL IN BANGKOK

Stephen Dampier
I.D. No. 5919501

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
MASTER OF EDUCATION
In Educational Administration
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND
2017
Thesis Title: THE RELATIONSHIP BETWEEN TEACHERS’ PERCEPTION OF THE HEAD TEACHER’S LEADERSHIP STYLE AND TEACHERS JOB SATISFACTION AT INTERNATIONAL SCHOOL IN BANGKOK

By: STEPHEN DAMPIER

Field of Study: EDUCATIONAL ADMINISTRATION

Thesis Advisor: DR. JEROME BANKS

Accepted by the Graduate School of Human Sciences, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in Education

(ASSOC. PROF. DR. SUWATTANA EAMORAPHAN)
Dean of the Graduate School of Human Sciences

Thesis Examination Committee

.................................................. Chair

(Assist. Prof. Dr. Watana Vinitwatanakhun)

.................................................. Advisor

(Dr Jerome Banks)

.................................................. Faculty Member

(Asst. Prof. Dr. Yan Ye)
Thesis Title: THE RELATIONSHIP BETWEEN TEACHERS’ PERCEPTION OF THE HEAD TEACHER’S LEADERSHIP STYLE AND TEACHERS JOB SATISFACTION AT INTERNATIONAL SCHOOL IN BANGKOK

By: STEPHEN DAMPIER

Field of Study: EDUCATIONAL ADMINISTRATION

Thesis Advisor: DR. JEROME BANKS

Accepted by the Graduate School of Human Sciences, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in Education

(Assoc. Prof. Dr. Suwattana Eamoraphan)

Dean of the Graduate School of Human Sciences

Thesis Examination Committee

Chair

(Asst. Prof. Dr. Watana Vinitwanakhun)

Advisor

(Dr. Jerome Banks)

Faculty Member

(Asst. Prof. Dr. Yan Ye)

External Expert

(Asst. Prof. Dr. Wichuda Kijtornatham)
ABSTRACT

I.D. No.: 5919501

Key Words: HEAD TEACHER’S LEADERSHIP STYLE, TEACHER JOB SATISFACTION

Name: STEPHEN DAMPIER

Thesis Title: THE RELATIONSHIP BETWEEN TEACHERS’ PERCEPTION OF THE HEAD TEACHER’S LEADERSHIP STYLE AND TEACHERS’ JOB SATISFACTION AT AN INTERNATIONAL SCHOOL IN BANGKOK

Thesis Advisor: DR. JEROME BANKS

The purpose of this study was to examine the relationship between the teachers’ perception of the Head Teacher’s leadership style and the teachers’ job satisfaction at a selected International School in Bangkok, Thailand. To guide this study the following research questions were devised: (1) To what degree do the teachers perceive the Head Teacher to use transformational leadership style? (2) What is the teachers’ level of job satisfaction at the selected international school? (3) Is there any relation between teachers’ perception of the Head Teacher’s leadership style and job satisfaction?

The study included 55 participants; these participants were all 55 teachers that work at the selected International School. The researcher conducted a quantitative study to answer the research questions and test the research hypothesis; there is a significant relationship between the teachers’ perception of the Head Teacher’s leadership style and job satisfaction. The Multifactor Leadership Questionnaire and Minnesota Satisfaction Questionnaire were used to satisfy the first two research questions. Correlation analysis was conducted to answer the third research question and test the hypothesis.
The results from this research were analysed using descriptive analysis to find the means and Pearson correlation to find a correlation relationship. The results indicated the teachers’ did not perceive the Head Teacher to use a transformational leadership style. The teachers showed they were neither satisfied nor dissatisfied. Finally, the analysis indicated that there was no significant relationship between the teachers’ perception of the Head Teacher’s leadership style and their level of job satisfaction.

Following on from this research the researcher recommended that the Head Teacher should act more as a mentor or a coach to the teaching staff. Also a more collaborative culture should be fostered amongst staff. It was also recommended that the administrators at the selected International School should have a more transparent pay structure.
I would like to express my sincere gratitude and appreciation to all of the people that have supported me during this journey. Writing this thesis has at times been difficult and stressful and without the support of the people around me it would have not been possible. Working full-time means my time has often been limited and this has been a time consuming process so I have needed the help and support of many people.

Firstly, I would like to thank the staff at my school that took the time to take part in this study and my Head Teacher for allowing me to conduct this study at my International School.

Second, I have to thank my thesis advisor a truly inspirational man, Dr Jerome Banks. Not only was his support outstanding during this process but also I could listen to this man talk all day long and I have never had such a good time in a class than what I had in a Dr Banks class. Asst. Prof. Dr. Watana Vinitwatanakhun is also someone who I have a great deal of respect for and she has been a constant source of help, advice and inspiration. I also have to give a special thanks to Asst. Prof. Dr. Yan Ye who took time out of her busy schedule to assist and advise me.

Third, I have to thank of all of my classmates on the EA program. The support and friendship throughout the course was a continued source of pleasure and I do believe I have made many friends for life.

Forth, I am fortunate that I have the support of two loving families close to me here in Thailand and even from a far in England. Without them I would not have been able to complete this.
Finally, and most importantly I have had the support of my beautiful wife Koii. Without her support this would never have been possible. When I have felt down, stressed and just wanted to give up her positive attitude and smile have always lifted me.
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPYRIGHT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>v</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>ix</td>
</tr>
</tbody>
</table>

### CHAPTER I  INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Research Questions</td>
<td>5</td>
</tr>
<tr>
<td>Research Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Research Hypothesis</td>
<td>5</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>6</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>7</td>
</tr>
<tr>
<td>Scope of the Study</td>
<td>8</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>9</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>11</td>
</tr>
</tbody>
</table>
CHAPTER II  REVIEW OF RELATED LITERATURE

Leadership ........................................................................................................ 13
Leadership Style ............................................................................................. 15
Transformational Leadership Style ................................................................. 16
Transactional Leadership Style ....................................................................... 18
Situational Leadership Style ........................................................................... 19
Job Satisfaction and Theories ........................................................................ 20
Related Studies on Leadership Styles and Teachers’ Job Satisfaction .......... 22
Historical Background ..................................................................................... 24
Summary ........................................................................................................... 25

CHAPTER III  RESEARCH METHODOLOGY

Research Methodology ..................................................................................... 27
Research Design ............................................................................................... 27
Population ......................................................................................................... 28
Research Instrument ........................................................................................ 28
Validity and Reliability of the Research Instrument ...................................... 31
Collection of Data ............................................................................................. 32
Data Analysis .................................................................................................... 32
Summary of the Research Process ................................................................... 34
## CHAPTER IV  RESEARCH FINDINGS

- Demographic results of the participants .............................................. 35
- Findings for Research Question 1 ........................................................ 38
- Findings for Research Question 2 ........................................................ 41
- Findings for Research Question 3 ........................................................ 43

## CHAPTER V  CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

- Summary of the Study ......................................................................... 44
- Findings................................................................................................ 45
- Conclusions .......................................................................................... 47
- Discussion ............................................................................................ 48
- Recommendations ................................................................................ 52

## REFERENCES .......................................................................................... 57

## APPENDICES .......................................................................................... 62

- Appendix A: Questionnaire............................................................... 63

## BIOGRAPHY .......................................................................................... 67
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Score and Interpretation for Items on MLQ ...................................... 29</td>
</tr>
<tr>
<td>2</td>
<td>Score and Interpretation for Items on MSQ ...................................... 30</td>
</tr>
<tr>
<td>3</td>
<td>Reliability Statistics ........................................................................ 31</td>
</tr>
<tr>
<td>4</td>
<td>Summary of Research Process................................................................ 34</td>
</tr>
<tr>
<td>5</td>
<td>Gender Frequency and Percentages .................................................. 36</td>
</tr>
<tr>
<td>6</td>
<td>Age Frequency and Percentages ....................................................... 36</td>
</tr>
<tr>
<td>7</td>
<td>Years of Teaching Frequency and Percentages .................................... 37</td>
</tr>
<tr>
<td>8</td>
<td>Years of Working at the Selected International School ....................... 37</td>
</tr>
<tr>
<td>9</td>
<td>Mean for Transformational Style ...................................................... 38</td>
</tr>
<tr>
<td>10</td>
<td>Mean for Teachers’ Perception to Idealised Attributes........................ 38</td>
</tr>
<tr>
<td>11</td>
<td>Mean for Teachers’ Perception to Idealised Behaviour........................ 39</td>
</tr>
<tr>
<td>12</td>
<td>Mean for Teachers’ Perception to Inspirational Motivation ................. 39</td>
</tr>
<tr>
<td>13</td>
<td>Means for Teachers’ Perception to Intellectual Stimulation.................. 40</td>
</tr>
<tr>
<td>14</td>
<td>Mean for Teachers’ Perception to Individualised Consideration.............. 40</td>
</tr>
<tr>
<td>15</td>
<td>Job Satisfaction Mean ....................................................................... 41</td>
</tr>
<tr>
<td>16</td>
<td>Descriptive Results for Intrinsic and Extrinsic Job Satisfaction......... 41</td>
</tr>
<tr>
<td>17</td>
<td>Results of Pearson Correlation Analysis ........................................... 43</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Conceptual Framework</td>
<td>8</td>
</tr>
<tr>
<td>2 Maslow’s Hierarchy of Needs</td>
<td>21</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This study investigates the Head Teacher’s leadership skills in relation to the teachers’ job satisfaction at an International School in Bangkok, Thailand. In this chapter the researcher will identify the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, the scope of the study, a definition of terms, and the significance of the study.

Background of the Study

A leader’s behavior can have massive effects on job satisfaction. In positive ways such as showing humility, giving credit, forgiving for mistakes and empowering them a leader can improve job satisfaction. Akdol & Arikboga (2015) stated that an absence of these attributes could have a negative impact upon job satisfaction.

Teaching itself can be a stressful job and is full of challenges (Mohan, 2007). The researcher’s experience in working in schools as a teacher and in management positions understands that satisfied teachers will deliver excellent performance. From this experience, the researcher has observed that many factors contribute towards a teacher’s job satisfaction for example workload, working environment, rewards system and the leader.

Job satisfaction is a factor that greatly influences the success of any organization, whether that is a school or bank. Although there a number of factor that contribute to organizational performance, job satisfaction has been shown to have a significant influence
upon this (Bakotić, 2016). Organizational performance does depend greatly on job satisfaction.

The leader is looked to get the maximum performance required to have success in any organization. Cohen (1990) commented that leadership could be perceived as the ability to influence people within the organization to achieve the aims and accomplish tasks.

Leadership is a field research that has been widely studied. There is no question leadership is vital not only in schools but in any organization whether that is in politics, the military or business. Leadership style is not exclusive to any one style and this researcher seeks to define the teacher’s perception of the Head Teacher at the selected International in Bangkok. The researcher selected one particular style for this research, transformational leadership. This is a universal approaches to leadership that can be applied to a wide range of situations and diverse cultural contexts (Leong, 2011). In the 21st century, it is this particular leadership style that most adequately fit the types of leaders found in International Schools. This style has over thirty years of research and continues to add to the empirical support for these styles (Judge & Piccolo, 2004).

Leadership can either be transformational, transactional or a combination of both. Transformational leadership is about leaders developing their staff, building trust and commitment and cultivating an interest in the organization and their goals. Transactional leadership, however, is more based on a system of rewards or punishments in line with employees’ performance (Yukl, 1989). There is a clear distinction between these two particular leadership styles.

This is a field of research that has been widely studied but not conducted at this particular International School. The selected International School was established in 2008, in Bangkok Thailand and like all International Schools the teachers will have a unique set of challenges. This is discussed by Hayden & Thompson (2000) who argued that working in a
diverse multicultural environment such as an international school adds to the usual demands placed upon a teacher, this means having to adjust to the cultural differences.

**Statement of the Problem**

Working within an International School brings with it a unique set of problems. Simply by its nature, an International School is often outside of a teacher’s home country. The context of an international school is one of cultural differences and these cultural differences are the cornerstone of all international schools (Walker, 2000). This means a teacher working within an International School will have to adjust to a new environment, this can cause varying levels of job satisfaction.

It has been suggested that job satisfaction is a heavily linked to teacher retention (Shann, 1998). Teacher retention is often a problem within International Schools; the fact that working in an International School means that teachers are often living away from their home country can be seen as one reason for low levels of retention. Job satisfaction is often a cause for teachers wanting to leave and can be accentuated if they are outside of their home country.

As the researcher is a teacher at this selected International School, he wanted to determine the reason why the school has struggled to retain teachers since many have resigned and moved onto new schools in the last four years. The researcher has worked at the selected International School for four years and in each year a number of teachers has left. In the first year six teachers left, the second year seven teacher left, in third year five teachers left and in the last academic year eight teachers left, because of this retention rate the researcher wanted to investigate this and determine what could be causing this.
The researcher has observed the Head Teacher demonstrate a number of different behaviours and it is the intention of the researcher to identify the perception of his leadership style from the teaching staff at the selected International School. Leadership issues can be defined as inadequate support from leadership, little to no involvement in decision-making, unfair decision making and a lack of transparency (Ingersoll, 2003). One suggestion is leadership style is directly linked to job satisfaction and job satisfaction levels can lead to high or low levels of job retention. The reasons teachers often cite for leaving a job is retirement, to find a new job or dissatisfaction with their current job. Reasons can include such things as salaries, student discipline issues, and leadership issues.

Leaders today work in a multifaceted environment, dealing with complex challenges day-to-day. This can often be complicated and unpredictable and it is their job to lead the school in spite of these challenges. Alongside this head teachers also have to make sure that their teachers and other members of staff are motivated with sufficient levels of job satisfaction to achieve the vision and goals set out by the leader (Marshall, 2014). This is accentuated in many cases because some teachers and principals have not had enough professional development in how to deal with these challenges (Dinham & Scott, 2000).

In this study, the researcher intended to determine the level of job satisfaction amongst the teachers at the selected International School. It was the researcher’s intention to see if there is a relationship between the teachers’ perception of the Head Teacher’s leadership style and job satisfaction amongst the teachers.
**Research Questions**

1. To what degree do the teachers perceive the Head Teacher to use transformational leadership style?
2. What is the teachers’ level of job satisfaction at the selected international school?
3. Is there any relationship between teachers’ perception towards the head teacher’s leadership style and job satisfaction?

**Research Objectives**

1. To identify to what degree do the teachers’ perceive the Head Teacher to use transformational leadership style.
2. To identify the level of job satisfaction at the selected international school.
3. To determine the relationship between teachers’ perception towards the Head Teacher’s leadership style and job satisfaction.

**Research Hypothesis**

There is a significant relationship between the teachers’ perception of the Head Teacher’s leadership style and job satisfaction.
Theoretical Framework

The major theories that were used as the basis for this study consisted of the transformational theory related to leadership style and job satisfaction theory. Burns (1978) developed the transformational theory and Bass (1985) also went on to develop the theory further. He revised the model of transformational leadership to include idealized influence, inspirational motivation, individual consideration and intellectual stimulation (Bass, 1985).

The theory of transformational leadership is often described as a process of change. Leaders facilitate their employees to improve themselves. This process in turn improves the organization because it gives the employees a sense of responsibility (Koehler & Pankowski, 1997). Originally transformational leadership was broken down into four characteristics: charisma, inspiration, intellectual stimulation and individualized consideration (Bass, 1985). Avolio and Bass (1995) developed this further into five characteristics: idealized influence, idealized behaviours, inspirational motivation, intellectual stimulation and individualized consideration.

The job satisfaction theory that was used is based on Herzberg’s Two-Factor (motivator-hygiene) Theory (1959). Herzberg’s motivation-hygiene theory has linked to teachers’ high order needs. The motivator factors have been aligned to satisfying a teacher’s higher order need, these factors could be intrinsic areas of their work such as praise and opportunities for progression. In contrast hygiene factors such as working conditions could align to dissatisfaction (Dinham & Scott, 1998).

These theories were selected for this study based upon the researchers experience working within an International School. The environment of an International School suits these particular leadership styles. Teaching is a profession that requires constant development and career long learning, thus a transformational leader can facilitate this.
Teaching is a profession where professional development never ends and all teachers should be continuously learning. An effective school administrator should be capable of empowering teachers to develop, giving meaningful personal and emotional support to teachers, promoting self-confidence, and holding teachers in high esteem (Hoy & Miskely, 1996). Transformational leadership is a style that cultivates relationships between leaders and teachers. Subsequently, teachers feel satisfied with their job and thus want to improve school performance (Syptak, Marsland & Ulmer 1999). This researcher believes that this formed the perfect basis for research into job satisfaction at an international school.

The job satisfaction theory is a classic theory and as previously mentioned there are many factors within in the theory that teachers would see as motivators for levels of job satisfaction.

This study intended to determine the teachers’ perception of the Head Teacher’s leadership style and the level of the teachers’ job satisfaction. The researcher’s intention was to determine whether there was a relationship between these two variables. This has been abstracted in the conceptual framework shown in figure 1 (next page). The box on the left framework shows the Head Teacher’s leadership style as transformational, using the MLQ (Avolio & Bass, 1995). On the right side of the framework shows teachers’ job satisfaction as a set of nine variables based on the MSQ instrument (Weiss, Dawis, England & Lofquist, 1967).
The study was conducted on all 55 teachers of the selected International School in Bangkok, Thailand. The study was conducted during the second term of study in January 2018. The study will be conducted with all 55 teachers that work at the selected International School.

The population is small in this study and was a limitation. The population was only 55 members of teaching staff. However, this study was designed to determine the relationship between their perception of the Head Teacher’s leadership style and job satisfaction at the International School. The study focused on only one leadership style, transformational. The researcher chose this style specifically because it fits the situation at the selected International School.
Definitions of Terms

**Teachers** - refers to all full-time foreign teachers at the selected International School.

**Perceptions** - refers to the way of interpreting or understanding

**Teachers’ perception** – refers to the attitude or opinion of all the teachers towards the Head Teacher’s leadership style, specifically the degree to which the teachers’ perceive the Head Teacher to be a transformational or transactional leader.

**The International School** – The selected International School in Bangkok, Thailand where this study is to be conducted.

**Head Teacher** - this refers to the senior leader or principal working at the selected International School.

**Head Teacher’s Leadership style** – The senior leader’s perceived leadership style at the selected International School

**Transformational leadership** – refers to a type of leadership where the leader inspires the subordinates through encouragement and valuing their input. It is broken down into five factors.

- **Idealised influence** – a leader who has the ability to act as a role model thus gaining the support and trust of their subordinates. This trust ultimately leads to dedication towards the leader. This was evaluated using questions 5, 9, 11 and 13 on the Multifactor Leadership Questionnaire (MLQ).

- **Idealised behaviours** – similar to idealized influence. The leader must be able to organize followers into achieving results beyond expectations. This was evaluated using questions 2, 7, 12 and 19 on the MLQ.
**Inspirational motivation** – this refers to a leader that can inspire others towards their vision and goals. This was evaluated using questions 4, 6, 14 and 20 on the MLQ.

**Intellectual Stimulation** – this refers to a leader who encourages their subordinates to think independently and stimulates them intellectually, thus helping them to solve problems creatively. This was evaluated using questions 1, 3, 16 and 18 on the MLQ.

**Individualised Consideration** – a leader who is also a mentor and a coach. Helps their subordinates to grow and develop as individuals. This was evaluated using questions 8, 10, 15 and 17 on the MLQ.

**Job satisfaction** – a measure of how content an individual is with his or her job. This can be broken down into 9 factors that can affect his or her motivation at work. These are then broken down into two further categories, motivators or intrinsic factors and hygiene factors or extrinsic factors.

**Supervision** – refers to the quality of the leader or leadership team. This was evaluated using questions, 5 and 6 on the Minnesota Satisfaction Questionnaire (MSQ).

**Colleagues** – refers to the relationships with others within the workplace. This was evaluated using questions, 9 and 18 on the MSQ.

**Working conditions** – refers specifically to the environment where the teachers work. This would include the facilities and working hours. This was evaluated using questions, 12 and 17 on the MSQ.

**Pay** – refers to the salary teachers receive. This was evaluated using question 13 on the MSQ.

**Responsibilities** – refers to the level an individual or individuals are liable of groups of people in the organization. This was evaluated using questions 2, 10, 15 and 16 on the MSQ.
**Work itself** – refers to the teaching and working with co-workers. This was evaluated using questions, 1, 3 and 7 on the MSQ.

**Advancement** – refers to advancement, positive changes to status or promotion of an individual within the organization. This was evaluated using questions, 4 and 14 on the MSQ.

**Job security** – refers to the level of job security and guarantees of employment. This was evaluated using question 8 on the MSQ.

**Recognition** – refers to the acknowledgement of achievement given to an individual. This can be in public or private. This was evaluated using questions 11, 19 and 20 on the MSQ.

**Significance of the Study**

There has been no previous research at the selected International School regarding this topic. Therefore, this research will help to inform the Head Teacher about the perception of their leadership style. The Head Teacher may then be able to learn from this study and adjust their leadership style in ways that would help increase teachers’ level of job satisfaction.

The results of this research may be able to assist the school going forward in terms of knowing what influences job satisfaction. The results will help them prepare for the future and administrators will be able to see the relationship between its staffs’ perception of the Head Teacher’s leadership style and job satisfaction to help make any changes they see fit.

This research may also assist future research conducted in this field. It can also be used for further research. The findings could have practical and theoretical implications for
the improvement of leadership in school and teacher job satisfaction in International Schools.

The examination of the relationship between teachers’ perception of the Head Teacher’s leadership style and job satisfaction will contribute knowledge to existing literature and studies on leadership styles and job satisfaction.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher reviewed a range of related literature in line with the themes found this research. The researcher-reviewed literature related to leadership and leadership styles in particular one style, which this study was based upon transformational. Two other leadership styles were reviewed, transactional leadership and situational leadership. The researcher also reviewed job satisfaction theories (Herzberg’s Two-Factor Theory and Maslow’s Hierarchy of Need Theory), related studies on the relationship between leadership styles and job satisfaction, and the historical background of the selected International School.

Leadership

There is a vast amount of literature that discusses what the nature of leadership is and what defines good leadership. The concept of what leadership is has been discussed widely in literature and it is necessary for this researcher to define leadership before exploring leadership theories used in this research. Yukl (2006) argued that leadership is a process and one part of that process is to influence others towards achieving collective goals. The leader sets the goals, and then goes about getting people to understand them and decide what needs to be done and how they can accomplish them. This process of facilitating efforts to achieve these goals is what leadership is (Yukl, 2006).

Change is a term that is often used when discussing what leadership is, in the sense that leadership is about making and implementing changes. Leaders are the ones that create
the systems that managers need and instigate change in organisations. Leadership is fundamentally about changes, setting goals and aiming to achieve these goals (Kotter, 1998). To achieve these goals a method must be decided and the method in which the process of influencing people within an organized group to achieve a set of collective goals is decided by the leader (Stogdill, 1950).

Bass (1981) explores the idea that leadership is actually a universal model. It is fundamentally part of the human experience and small groups of humans from the beginning of time looked towards leaders for direction, guidance and inspiration. Common quotes such as “he was born to lead” or “she is a natural leader” are phrases often used when discussing leadership. This would lend weight to the idea that Bass (1981) is suggesting that leadership is a natural trait and some people are simply born with it. This contradicts the notion that leadership is a process and thus implying that anyone can learn how to lead.

Yukl (2006) discusses how leaders’ personality traits are emphasized in positions of power and that some people are natural leaders. This could then suggest that only certain individuals make good leaders (Yukl, 2006). However, leadership is a craft that can be learned and a process can be developed (Northouse, 2010).

Leadership can be seen as a process. Jacobs & Jacques (1990) suggested that leadership is the process of giving purpose. Meaningful direction towards selected goals and aims is part of this process. Since working towards these in any organization is a collective effort it requires effort to achieve this, the process to cause this willing effort is what leadership is.

In relation to this study that examines the relationship between leadership styles and job satisfaction Lashbrook (1997) suggests that leadership influences job satisfaction and is in fact one of the most important factors. Schools like any organization require management thus making leadership a contributing factor towards job satisfaction inevitable.
In summary, leadership can be viewed in a variety of ways. There are however some reoccurring ideas and themes. One such theme is that leadership is a process of influencing others to achieve a target or accomplish a task.

**Leadership Style**

Leadership theories, including trait, behavior, contingency and power, explain why some leaders succeed and others fail. Trait theories identify the qualities associated with successful leaders, such as integrity, assertiveness and empathy, while behavioral theories define how leaders function. In the 1930s, Kurt Lewin described three types of behavior: autocratic, democratic and laissez-faire. Other theories, known as contingency theories, try to predict which leadership style works best in which situation, while power theories examine how influence impacts successful leadership (Goleman, 2011).

Leadership styles are behaviours used by leaders, to influence followers and make decisions regarding the vision, strategy, and operations of the group. Leadership style is the method and approach in which a leader, implements plans, motivates people and provides direction so as to achieve the goals of the organisation. This therefore means that leadership style and the level of success of the interactions between leader and followers are important factors that indicate success in any organisation. Holdford (2003) discussed however, leadership styles vary from one organisation to another and it is essential to mention that no two leaders can control and lead their organisations in the same way.
Transformational Leadership

Burns (1978) identified transformational leadership as one of two types of leadership (the other being transactional) and later Bass (1985) developed the concept of transformational leadership further. Bass (1985) broke this concept down into four factors, intellectual stimulation, individualized consideration, individualized motivation and idealized influence. These concepts were developed further; Avolio & Bass (2000) broke transformational leadership into five factors, idealized influence, idealized behaviours, inspirational motivation, intellectual stimulation and individualised consideration.

Transformational leadership can be seen as a way of raising levels of motivation. Burns (1978) alleged that the engagement of one person or a group of people, a leader can influence followers in such a way that higher levels of motivation, attainment and satisfaction are achieved; this is what the essence of transformational leadership consists of.

Bass (1985) discussed that transformational leaders are successful at leading their followers or subordinates to a “greater awareness about the issues of consequence.” This can only be achieved if the leader has vision and a great sense of self-confidence. Bass (1985) argues that this strength precludes the ability to see what is right or good. Essentially a good leader is often determined by their actions and the impact these actions can have upon others.

As mentioned earlier transformational leadership can be explained as five components. The first to consider is individualized consideration; Bass and Riggio (2006) explained this as a leader paying special attention to the needs and development of their staff. A transformational leader will serve to be a coach or mentor rather than a leader. This can be facilitated through listening, and clear two-way lines of communication. This interaction should be personal and the leader should accept the individual differences amongst their staff.
The next two components are related to behaviours and attributes. Idealised influence and idealized behaviours are sometimes classed as one characteristic because they are similar both focus on how a leader influences their followers but idealized influence focus on the attributes of the leader, certain attributes that the followers would seek to emulate. Idealised behaviours focus on how leaders can impress their followers with their behaviours (Bass & Riggio, 2006).

Following on the next characteristic is inspirational motivation. A leader that demonstrates this facet of transformational leadership will aim to motivate and inspire followers. A leader will inspire their followers by being enthusiastic, optimistic, providing challenges and a sense of meaning (Bass & Riggio, 2006).

Finally, transformational leaders would show qualities classified as intellectual stimulation. This facet means leaders should increase their followers’ efforts to innovate. This can be achieved by questioning traditions and assumptions. Leaders should also apply new approaches to known problems and established situations (Bass & Riggio, 2006). Openness and transparency from the leader are key characteristics of intellectual stimulation. Bandura (1977) asserted that this openness leads to increased level of confidence in the leader and self-efficacy amongst followers. Therefore, this increased level of self-efficacy naturally leads to increased effectiveness.
Transactional Leadership

Burns (1978) not only identified transformational leadership as one particular style of leadership but also transactional leadership. Transactional leadership involves leaders giving followers something they want, this would be in exchange for something the leaders want. Transactional leadership can thus be seen as an exchange of something valued. Kuhnert & Lewis (1987) discuss that a transactional leader should be the person in this exchange that makes the first contact and takes the initiative.

Transactional leadership involves a system of rewards and sanctions. For transactional leadership to work there must be some acknowledgment and rewards for goals being achieved. Followers will generally follow if this relationship is developed and successful transactional leaders will recognize this (Kellerman, 1984). Empirical evidence suggests that transactional leadership works within some workplace settings (Bass & Riggio, 2006).

Transactional leadership has been broken into four characteristics: contingent reward, management by exception passive and active and finally laissez-faire. Brymer & Gray (2006) asserted that contingent reward is an exchange between the follower and the leader, which involves rewards based upon performance. This usually involves the satisfactory completion of a task or tasks.

Management by exception is active or passive. Active means the leader will take a keen interest in the work of the employee. Clear goals and targets will be set; this will be monitored and evaluated either throughout the task or upon completion. Passive means the leader will only get involved when problems occur. Laissez-faire takes the passive style further by saying that a leader will have minimal involvement but create the conditions where employees work independently. This means they will have to make decisions by themselves.
and thus get to make decisions by themselves, this can mean employees lack purpose and direction (Brymer & Gray, 2006).

Whether the leadership style is transformational or transactional Burns (1978) and Bass (1985) both agree that actions that leaders take regardless of the style have an impact upon their subordinates, in positive or negative ways.

**Situational Leadership**

This style of leadership is specific to the situation being exercised. Typically this style will involve a more autocratic or participative approach. The leader will typically pick the style depending on the situation (Bolden, Gosling, Marturano & Denisison, 2003). This theory is different to transformational leadership and transactional leadership. This is because rather than focusing on a specific trait, situational leadership proposes that effective leadership needs a leader that fundamentally understands the situation and the appropriate response (Grint, 2011).

Hersey & Blanchard (1969) identified the situational model as a perspective of leadership. This model suggests that the developmental levels of a leader's subordinates play the greatest role in determining which behaviours are most appropriate. This theory is based on the amount of support a leader must provide given the situation. The level of support is also dependent on the "level of maturity" of the followers.

This model is broken down into two main characteristics, directive behavior and supportive behavior. Bolden et al. (2003) asserted that directive behavior could be defined as one-way communication, clearly defined roles and close supervision of performance. Supportive behavior on the other hand requires two-way communication and facilitating the followers in decision-making.
Yukl (2006) argued that the effective leader would engage in a mix of these styles dependent on the situation. The level of maturity of the followers will also determine the correct leadership style to use. Thus these task and relation behaviours exhibited by the leader are dependent rather than mutually exclusive.

**Job Satisfaction**

The famous Greek teacher and philosopher, Aristotle once said “pleasure in the job puts perfection in the work” this was said nearly 2,500 years ago and still sounds as wise now as it did then. Tillman and Tillman (2008) described job satisfaction as simply a measure of how an individual feels about their job. This can be in relation to pay, working conditions, and management amongst other possible factors.

There are many features of work that cause employees to become dissatisfied, also elements that if done poorly or in the wrong way will also lead to dissatisfaction. Christensen (2012) discussed certain factors that could be grouped as hygiene factors. These are things such as status, pay, job security, working conditions, company policies and supervisors.

Herzberg et al. (1959) pioneered this idea that job satisfaction can be explained in different factors. His two-factor theory suggested that there are different factors found within jobs that can lead to satisfaction and dissatisfaction. From interviewing a group of engineers he discovered that the factors that contribute towards job satisfaction can be described as motivation factors and hygiene factors. Motivation factors include such variables as achievement, recognition, and responsibilities that contribute towards motivation amongst employees. However, hygiene factors such as status, working conditions, company policies, supervision and job security did not directly link to job satisfaction or motivation, but they
did produce positive working condition and an absence of these hygiene factors could lead to dissatisfaction (Herzberg et al., 1959).

The two-factor theory includes variables that motivate individuals towards job satisfaction. A different of variables within the job also leads towards job dissatisfaction. Extrinsic hygiene factors lead to job dissatisfaction and intrinsic motivators are factors that lead to job satisfaction (Herzberg, 1974).

Prior to Herzberg (1959) there was other influential work in relation to job satisfaction. Maslow (1954) investigated job satisfaction first by theorizing about an individual’s hierarchy of needs and then developed this further in 1970. He classified an individual’s need into five categories (see figure 2) from low priority to high priority. As an individual advances through these needs they reach higher levels of fulfillment and satisfaction.

![Fig 2. Maslow's Hierarchy of Needs (Borgatti, 2001).](image)

The needs of the employees could align to goals within an organization to increase levels of job satisfaction. Maslow (1970) suggested this and he also explained that ignoring the needs of the employees would lead to dissatisfaction.
Related Research on Leadership styles and Job Satisfaction

There have been a number of studies that have explored the relationship between a leader’s leadership style and teacher’s job satisfaction. This research has selected a number of related studies.

Joseph Kirk Biggerstaff (2012) conducted research to determine the relationship between teacher perceptions of elementary school principal leadership style and teacher job satisfaction. Biggerstaff (2012) used the same framework as this researcher so this study acts as a good benchmark for this researcher’s study. Biggerstaff (2012) conducted his study at an elementary school and from his sample he concluded that there is a relationship between the teachers’ perception of the principal’s leadership style and teacher job satisfaction. He found there to be a direct correlation between the perception and the job satisfaction. He identified a positive correlation between all five transformational leadership factors and the level of job satisfaction. However, he also concluded that his study showed a positive correlation between some elements of transactional leadership and job satisfaction. The researcher recommended that if leaders aim to achieve high levels of job satisfaction amongst their staff they should include a reward element in the job.

Nadasara & Thuraisingam (2014) looked into the influence of the principle’s leadership style and the teachers’ job satisfaction at a secondary school. Their aim was to examine the impact of two particular leadership styles, democratic and autocratic. Whilst this is not identical to this researcher’s study, parallels can be drawn. Nadasara & Thuraisingam (2014) found democratic leadership had a positive impact upon job satisfaction whereas autocratic leadership has a negative impact. Their study proved that democratic leadership
actually improved job satisfaction, reporting that teachers were highly likely under these circumstances to increase their efforts.

Kiboss & Jemiryott (2014) investigated the relationship between the principles leadership style and job satisfaction in secondary school in Kenya. Their framework was based democratic, autocratic and transactional leadership styles. They concluded that the principle’s leadership style does have a direct influence on a teacher’s job satisfaction; in particular transactional facets have a negative impact. However, they state that their research indicates that not one leadership style alone has the best results for teachers’ job satisfaction. Kiboss & Jemiryott, (2014) concluded that two or more styles blended seamlessly with one be used more depending on the situation. They also asserted that depending on the conditions, objectives or the people different leadership styles are required.

The Bogler study (2001) studied the influence of leadership style on teacher job satisfaction. The study focused on the teachers’ perception of the principal’s transformational and transactional leadership style amongst other perceptions such as teacher occupation perceptions and perception of the principal’s decision-making strategies. Bogler (2001) found in his findings that teachers’ job satisfaction was significantly linked to the transformational attributes shown by the principal.

Similarly Waters (2013), found that when investigating the relationship between teachers’ perception of leadership style and the relationship with job satisfaction that both transformational and transactional leadership may be appropriate in certain situations. Waters (2013) conducted quantitative and qualitative research and discovered whilst there are a number of factors that contribute towards job satisfaction leadership style contributed significantly.

Marshall (2014) conducted a study to also determine the relationship between the Principal’s leadership style and teachers’ job satisfaction at a secondary school in Barbados.
Marshall (2014) concluded that a principal’s leadership style does have a significant impact upon teachers’ job satisfaction. However, the findings from his sample also concluded that although the principle’s leadership style did contribute significantly to the teachers’ level of job satisfaction there are other important factors to consider as well when considering the level of job satisfaction. The researcher concluded that there are many variables that intervene and have positive and negative impacts upon the level of teachers’ job satisfaction (Marshall, 2014).

To summarise, this researcher reviewed a number of studies related to this study and the results can be split into two categories. Whilst all studies concluded that a leader’s leadership style has an impact upon a teacher’s job satisfaction some argue that one particular style has a more positive impact whereas some studies say that a combination of leadership styles have a greater impact. Many also argue that there are other significant factors to consider, not just leadership style when investigating job satisfaction.

**Historical background**

The selected International School was established in 2010 and the school operates within the education faculty of a well-known university in Bangkok, Thailand. The academic programme is primarily structured for students who wish to enter Universities overseas, or international programmes at Thai Universities. The School is accredited by the Thai Ministry of Education (MOE), which recognises the diploma as equivalent to the Thai secondary school certificate.

All students are taught in English language, with small class sizes. The students in years 10 and 11 will study Cambridge International Examinations IGCSEs and can go on to
study A-Level once these have been completed. The International School is relatively small with around 350 pupils. These pupils are mainly Thai nationals with a small percentage of other international students.

The leadership structure at the International School is on Head Teacher with three deputy head teachers in the senior management team. There is also a middle management structure, which includes subject and key stage coordinators. The current Head Teacher has been leading the school since 2011.

The researcher has worked with the current Head Teacher for the past four years. Whilst working alongside the Head Teacher the researcher has observed some traits of transformational leadership. This is one of the reasons why the researcher selected this particular leadership for the study.

**Summary**

After reviewing all of the literature and related studies it is clear that leadership is a significant part of a school and such a significant part will inevitably have an impact upon a teacher’s level of job satisfaction. Teacher’s make up the fabric of a school and how they are managed is of upmost importance. From reviewing the related studies teachers are professionals who often carry strong opinions on how a school should be run. How a Principal or Head Teacher approaches the leadership of a school will impact positively or negatively upon their level of job satisfaction.

This researcher is satisfied after reviewing the literature and related studies the leadership theory of transformational leadership is the best fit for the setting of an international school. A Principal or Head Teacher in an international school will exhibit some if not all of these characteristics, whether that is transformational such as developing staff through professional development programs or leading by example through his or her
behaviour. This researcher has seen many of these elements working within an international school.

The traditional two-factor theory of job satisfaction the researcher believes that these theories will work well in determining the research objectives at the selected International School. The researcher has observed what teachers value when it comes to job satisfaction. The factors in this traditional theory are a good match for what teachers at the selected International School value.

The related research on both leadership style and job satisfaction indicate a variety of results and this can depend on the setting in which the study is conducted.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methods in which data was collected and the procedures used to analyze the collected data. Included in this chapter will be the research design, the target population, research instrument, and collection of data, data analysis and summary table of the research process. The research methodology is based upon these objectives:

- To identify to what degree do the teachers’ perceive the Head Teacher to use transformational leadership style.
- To identify the level of job satisfaction at the selected international school.
- To determine the relationship between teachers’ perception towards the head teacher’s leadership style and job satisfaction.

Research Design

This study was a quantitative relationship study to determine the relationship between teachers’ perception of the head teacher’s leadership style and teachers’ job satisfaction at an international school in Bangkok. From the data collected means and standard deviations data analysis was used to determine teachers’ perception towards the Head Teacher’s leadership style. Means and standard deviations data analysis was also used to determine the level of job satisfaction at the selected international school.

Pearson Product Moment Correlation was used to determine the relationship between teachers’ perception of the head teacher’s leadership style and teachers’ job satisfaction.
Population

All the participants in this study were the teachers that work at the selected International School. This International School is not large and only has fifty-five teachers. The population is relatively small, however with such a small population there is no need to sample. This is advantage of having a small population; in this study the researcher did not have to take a cross section of the population thus the entire teaching population of the selected International School took part in the study.

It was the researcher’s intention to determine the relationship between the teachers’ perception of the Head Teacher’s leadership style and teachers’ job satisfaction at the International School. This means the researcher was satisfied that the research questions were answered satisfactorily because every member of the teacher staff was involved.

Research Instrument

Quantitative methods were used to conduct this study. To measure the research objectives this researcher used a questionnaire to gather the data required for the study. The research instrument was created in English language because the school is an International School where all teachers have a high proficiency in English. The first part gathers some basic demographic information such as gender, age and education level. This demographic data was collected and used on chapters 4 and 5 for further discussion. These results provided some descriptive statistics for the selected International School.

The second part was an adopted questionnaire, the Multifactor Leadership Questionnaire (MLQ). The questionnaire was adopted from Avolio and Bass (1995). This
questionnaire was originally designed for leaders to determine their leadership style as, transformational or transactional. For the purpose of this study, the wording has been changed slightly; it was also reduced from 45 items to 20 items to include items that only cover transformational leadership style. This is because it is to be used to determine the teachers’ perception of the Head Teacher’s leadership style and the degree to which the teachers’ perceive the Head Teacher to use a transformational leadership style.

The third part of the questionnaire uses questions from the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967). This instrument was used to measure the level of job satisfaction amongst the teachers at the selected International School.

The MLQ questionnaire was an instrument developed by Bass & Avolio (1995). They set out to identify and measure leadership behaviours shown in previous studies to have been associated with individual and organisation success. The MLQ has been developed and validated for over twenty years (Roswold, 2008). It is viewed as the standard instrument for measuring transformational leadership (Judge & Piccolo, 2004). The adopted MLQ for this study consists of 20 items and the questions use a Likert scale from 1 to 5, see the table below.

**Table 1: Score and Interpretation for Items on MLQ.**

<table>
<thead>
<tr>
<th>Teachers’ Perception of Head Teacher’s Leadership Style</th>
<th>Score</th>
<th>Range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>5</td>
<td>4.51 – 5.00</td>
<td>Very High</td>
</tr>
<tr>
<td>Fairly Often</td>
<td>4</td>
<td>3.51 – 4.50</td>
<td>High</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>2.51 – 3.50</td>
<td>Moderate</td>
</tr>
<tr>
<td>Once in a while</td>
<td>2</td>
<td>1.51 – 2.50</td>
<td>Low</td>
</tr>
<tr>
<td>Not at all</td>
<td>1</td>
<td>1.00 – 1.50</td>
<td>Very Low</td>
</tr>
</tbody>
</table>
The 20 items in the MLQ contain five factors of transformational leadership style. The items that measure transformational leadership are, idealized attributes, questions 5, 9, 11, and 13; idealized behaviour, questions 2, 7, 12, and 19; inspirational motivation questions 4, 6, 14 and 20; intellectual stimulation, questions 1, 3, 16, and 18; individualized consideration, questions 8, 10, 15 and 17.

The Minnesota Satisfaction Questionnaire (MSQ) was the instrument used in this research to measure the level of teacher’s satisfaction at the selected International School. The short-form version of the MSQ was designed to measure the level of satisfaction an employee has with his or her job (Weiss et al., 1967). The MSQ consists of 20 items and the questions use a Likert scale from 1 to 5, see the table below.

**Table 2: Score and Interpretation for Items on MSQ.**

<table>
<thead>
<tr>
<th>Teachers’ Level of Job Satisfaction</th>
<th>Score</th>
<th>Range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>5</td>
<td>4.51 – 5.00</td>
<td>Very High</td>
</tr>
<tr>
<td>Satisfied</td>
<td>4</td>
<td>3.51 – 4.50</td>
<td>High</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>2.51 – 3.50</td>
<td>Moderate</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>2</td>
<td>1.51 – 2.50</td>
<td>Low</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>1</td>
<td>1.00 – 1.50</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

The 20 items in the MSQ short-form are designed to measure intrinsic and extrinsic factors related to job satisfaction. In total there are nine factors: supervision questions 5 and 6; colleagues, 9 and 18; working conditions questions 12 and 17; pay question 13; responsibilities questions 2, 10, 15 and 16; work itself questions, 1, 3 and 7; advancement questions 4 and 14; job security question 8; recognition questions 11, 19 and 20.
This is the short-form version of the MSQ and the researcher decided to use this instrument because it covers all the variables in the job satisfaction theory and due to the nature of teaching the researcher does not want to overburden the teachers at the selected International School with a long questionnaire.

**Validity and Reliability of the Instrument**

This researcher points to the work of Bass & Avolio (2000) that show a high level of consistency when using the MLQ. In terms of reliability the MLQ has shown frequent results with reliability scores for each of the scales ranging from 0.74 to 0.91, this is a consistent and positive. In terms of the validity Bass & Avolio (2000) have shown robust evidence from validity, the MLQ has been used thousands of different pieces of research including dissertations for doctorate programs and masters theses.

The MSQ Weis et al., (1967) have shown that the reliability coefficients of the scales ranged from 0.59 to 0.97. In general they found that the MSQ scales have consistent reliability. Weis et al., (1967) state the validity of the MSQ short form was inferred from validity of the long-form MSQ. Other than that they suggest, that the support for the validity from the Theory of Work Adjustment (Weiss et al., 1967).

The researcher also did a Cronbach alpha reliability analysis using statistical analysis software; the results are shown in the table below.

**Table 3: Reliability Statistics**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Cronbach’s Alpha</th>
<th>N of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLQ</td>
<td>.967</td>
<td>20</td>
</tr>
<tr>
<td>MSQ</td>
<td>.713</td>
<td>20</td>
</tr>
</tbody>
</table>
Collection of Data

The researcher gained permission from the Head Teacher to conduct this research at the selected International School. There is no permission letter because the Head Teacher wishes the school to remain anonymous.

The researcher distributed the paper questionnaires individually to every member of the staff in the population. The researcher distributed the paper questionnaires to each member of the staff during a staff meeting. The researcher is a member of the management team and holds a meeting weekly with staff. During this meeting the questionnaire was distributed and they completed in their own time. The completed questionnaire was returned anonymously by envelope. This study was conducted in January 2018, thus the questionnaires were distributed in January 2018 and questionnaires were returned over a two-week period. All questionnaires were returned with a 100 percent valid return rate.

Data Analysis

Research objective 1: To identify to what degree do the teachers’ perceive the Head Teacher to use transformational leadership style. For this objective, Means and Standard Deviation will be used for data analysis to compute the scale score for each question.

Research objective 2: To identify the level of job satisfaction at the selected international school. For this objective, Means and Standard Deviation will be used for data analysis to compute the scale score for each question.
Research objective 3: To determine the relationship between teachers’ perception towards the head teacher’s leadership style and job satisfaction. Pearson product correlation analysis will be used for the statistical analysis
### Summary of the Research Process

#### Table 4: Summary of Research Process

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method or Research Instrument</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify to what degree do the teachers’ perceive the Head Teacher to use transformational leadership style.</td>
<td>55 teachers at the International School</td>
<td>Questionnaire</td>
<td>Means and standard deviations</td>
</tr>
<tr>
<td>To identify the level of job satisfaction at the selected international school.</td>
<td>55 teachers at the International School</td>
<td>Questionnaire</td>
<td>Means and standard deviations</td>
</tr>
<tr>
<td>To determine the relationship between teachers’ perception towards the head teacher’s leadership style and job satisfaction.</td>
<td>55 teachers at the International School</td>
<td>Questionnaire</td>
<td>Pearson product correlation</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter presents the results, data analysis and interpretation of the answers from the 55 teachers who took part in the survey at the selected International School in Bangkok, Thailand. The data was collected from the participants through a questionnaire in relation to the following research questions. The statistical findings are explained and examined in three parts:

1. To what degree do the teachers perceive the Head Teacher to use transformational leadership style?
2. What is the teachers’ level of job satisfaction at the selected international school?
3. Is there any relationship between teachers’ perception towards the Head teacher’s leadership style and job satisfaction?

Demographic Results of the Participants

In this section the general demographic profile of the participants will be discussed. In total all 55 teachers who work at the selected International School took part in the research. The four factors included in the demographic section of the questionnaire are gender, age, years of teaching experience and years working at the selected International School. The demographic results are shown through the use of frequency distribution and percentage.
Table 5: Gender Frequency and Percentage

<table>
<thead>
<tr>
<th>Gender</th>
<th>People</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36</td>
<td>65</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4 shows the information on gender. Out of the 55 participants 36 were male making up 65% of the total compared to only 19 females at 35%.

Table 6: Age Frequency and Percentages

<table>
<thead>
<tr>
<th>Age</th>
<th>People</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>30-39</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>40-49</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>50-59</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>60 and above</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5 shows the demographic information regarding the age of the participants. The largest age demographic is 20-29 with a frequency of 17 participants that makes up 31% of the total population. The lowest frequency was that of the 60+ demographic, only 5 of the participants were in this demographic making up only 9% of the total population.
Table 7: Years of Teaching Experience Frequency and Percentage

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>6-10</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>11-15</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>15 and above</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6 shows the years of teaching experience each of the participants has. 0-5 years and 6-10 years had the joint the largest frequency with 17 each, this equates to 31% each of the total population. The lowest frequency was the 11-15 years range with 10 participants equating to 18% of the total population.

Table 8: Years Working at the Selected International School Frequency and Percentage.

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>30</td>
<td>55</td>
</tr>
<tr>
<td>4-6</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>7 and above</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 7 shows the years each participant has spent working at the selected International School. The results clearly show that the largest range is 0-3 years with 30 participants equating to well over half of the total population of teachers at 55%. The lowest range is 7 and above years with only 8 participants equating to 15% of the total population of teachers.
Findings for Research Objective One

This section shows results in relation to research question one, to what degree do the teachers perceive the Head Teacher to use transformational leadership style? The framework for this was based on transformational leadership style, which is broken down into five variables. The variables in relation to transformational leadership style are; Idealised attributes, Idealised behaviour, Inspirational motivation, Intellectual stimulation and Individualised consideration. The participants’ perceptions were rated on a 5-point scale. 1= Not at all 2=One in a while 3=Sometimes 4=Fairly often 5=Frequently, if not always.

Table 9: Mean for Transformational Leadership Style (N-55)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational</td>
<td>1.89</td>
<td>0.58</td>
<td>Low</td>
</tr>
</tbody>
</table>

Table 8 shows to what degree the teachers perceive the Head Teacher to use a transformational leadership style. Transformational leadership has a mean of 1.89, which is interpreted as low on the interpretation scale. From these results the teachers do not perceive the Head Teacher to be transformational. A more detailed look into the five variables of the leadership styles was conducted to obtain a more specific into the teachers’ perception of the Head Teacher’s leadership style. The results are in the tables on the next page.
Table 10: Means for Teachers’ Perception to Idealised Attributes (N = 55)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instills pride in me for being associated with him/her</td>
<td>1.49</td>
<td>0.76</td>
<td>Very Low</td>
</tr>
<tr>
<td>Goes beyond self-interest for the good of the group</td>
<td>2.05</td>
<td>0.62</td>
<td>Low</td>
</tr>
<tr>
<td>Acts in ways that builds my respect</td>
<td>1.95</td>
<td>0.73</td>
<td>Low</td>
</tr>
<tr>
<td>Displays a sense of power and confidence</td>
<td>2.07</td>
<td>0.74</td>
<td>Low</td>
</tr>
<tr>
<td>Total</td>
<td>1.00</td>
<td>0.71</td>
<td>Very low</td>
</tr>
</tbody>
</table>

Table 11: Means for Teachers’ Perception to Idealised Behavior (N = 55)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks about their most important values and beliefs</td>
<td>1.67</td>
<td>0.79</td>
<td>Low</td>
</tr>
<tr>
<td>Specifies the importance of having a strong sense of purpose</td>
<td>2.00</td>
<td>0.69</td>
<td>Low</td>
</tr>
<tr>
<td>Considers the moral and ethical consequences of decisions</td>
<td>1.82</td>
<td>0.74</td>
<td>Low</td>
</tr>
<tr>
<td>Emphasizes the importance of having a collective sense of mission</td>
<td>2.05</td>
<td>0.65</td>
<td>Low</td>
</tr>
<tr>
<td>Total</td>
<td>1.88</td>
<td>0.72</td>
<td>Low</td>
</tr>
</tbody>
</table>

Table 12: Means for Teachers’ Perception to Inspirational Motivation (N = 55)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks optimistically about the future</td>
<td>2.02</td>
<td>0.59</td>
<td>Low</td>
</tr>
<tr>
<td>Talks enthusiastically about what needs to be accomplished</td>
<td>2.15</td>
<td>0.70</td>
<td>Low</td>
</tr>
<tr>
<td>Articulates a compelling vision of the future</td>
<td>1.42</td>
<td>0.73</td>
<td>Low</td>
</tr>
<tr>
<td>Expresses confidence that goals will be achieved</td>
<td>2.18</td>
<td>0.90</td>
<td>Low</td>
</tr>
<tr>
<td>Total</td>
<td>1.94</td>
<td>0.73</td>
<td>Low</td>
</tr>
</tbody>
</table>
### Table 13: Means for Teachers’ Perception to Intellectual Stimulation (N = 55)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-examines critical assumptions to questions whether they are appropriate</td>
<td>1.96</td>
<td>0.71</td>
<td>Low</td>
</tr>
<tr>
<td>Seeks differing perspectives when solving problems</td>
<td>1.96</td>
<td>0.79</td>
<td>Low</td>
</tr>
<tr>
<td>Gets me to look at problems from many different angles</td>
<td>1.98</td>
<td>0.73</td>
<td>Low</td>
</tr>
<tr>
<td>Suggests new ways of looking at how to complete assignments</td>
<td>1.98</td>
<td>0.73</td>
<td>Low</td>
</tr>
<tr>
<td>Total</td>
<td>1.97</td>
<td>0.74</td>
<td>Low</td>
</tr>
</tbody>
</table>

### Table 14: Means for Teachers’ Perception to Individualised Consideration (N = 55)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spends time teaching and coaching</td>
<td>1.58</td>
<td>0.80</td>
<td>Low</td>
</tr>
<tr>
<td>Treats me as an individual rather than just as a member of a group</td>
<td>2.00</td>
<td>0.60</td>
<td>Low</td>
</tr>
<tr>
<td>Considers me as having different needs, abilities, and aspirations from others</td>
<td>1.91</td>
<td>0.94</td>
<td>Low</td>
</tr>
<tr>
<td>Helps me to develop my strengths</td>
<td>1.55</td>
<td>0.87</td>
<td>Low</td>
</tr>
<tr>
<td>Total</td>
<td>1.76</td>
<td>0.81</td>
<td>Low</td>
</tr>
</tbody>
</table>

In table 10 the overall teachers’ perception of the Head Teacher’s idealized attributes was interpreted as very low on the interpretation scale. One item in particular on table 5, ‘Instills pride in me for being associated with him’ was interpreted as very low with a mean of 1.49. In tables 11 to 14 the total mean of the other four variables were interpreted as low on the interpretation scale.
Findings for Research Objective Two

This section shows results in relation to research question two, what is the teachers’ level of job satisfaction at the selected international school? Job satisfaction is broken down into nine factors that are divided into two categories, intrinsic and extrinsic. Intrinsic is made up of motivating factors such as; work itself, advancement, responsibilities and recognition. Extrinsic is made up of hygiene factors that include; working conditions, pay, supervision, colleagues and job security. The participants’ level of satisfaction was rated on a 5-point scale. 1= Very dissatisfied 2=Dissatisfied 3=Neutral 4=Satisfied 5=Very satisfied.

Table 15: Job Satisfaction Mean (N-55)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall job satisfaction</td>
<td>2.91</td>
<td>0.35</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

A descriptive analysis of the teachers’ level of job satisfaction is shown in table (10). The means score is 2.91 which according to the interpretation table (2), is moderate. Below is a table of the specific breakdown of job satisfaction means in relation to the intrinsic and extrinsic factors.

Table 16: Descriptive Results of Intrinsic and Extrinsic Job Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrinsic Satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being able to keep busy all the time</td>
<td>3.89</td>
<td>0.91</td>
<td>High</td>
</tr>
<tr>
<td>The chance to work alone on the job</td>
<td>3.91</td>
<td>0.86</td>
<td>High</td>
</tr>
<tr>
<td>The chance to do things different from time to time</td>
<td>3.73</td>
<td>1.06</td>
<td>High</td>
</tr>
<tr>
<td>The chance to be ‘somebody’ in the school</td>
<td>2.67</td>
<td>1.05</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Interpretation</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------</td>
<td>-----</td>
<td>----------------</td>
</tr>
<tr>
<td>Being able to do things that go against my conscience</td>
<td>2.69</td>
<td>0.54</td>
<td>Moderate</td>
</tr>
<tr>
<td>The chance to do things for other people</td>
<td>3.55</td>
<td>0.93</td>
<td>High</td>
</tr>
<tr>
<td>The chance to tell people what to do</td>
<td>2.49</td>
<td>0.94</td>
<td>Low</td>
</tr>
<tr>
<td>The chance to do something that makes use of my abilities</td>
<td>2.64</td>
<td>1.25</td>
<td>Moderate</td>
</tr>
<tr>
<td>The chances for advancement on this job</td>
<td>1.96</td>
<td>0.86</td>
<td>Low</td>
</tr>
<tr>
<td>The freedom to use my own judgement</td>
<td>3.47</td>
<td>0.97</td>
<td>Moderate</td>
</tr>
<tr>
<td>The chance to try my own methods of doing the job</td>
<td>4.15</td>
<td>1.12</td>
<td>High</td>
</tr>
<tr>
<td>The praise I get for doing a good job</td>
<td>2.22</td>
<td>0.89</td>
<td>Low</td>
</tr>
<tr>
<td>The feeling of accomplishment I get from the job</td>
<td>3.27</td>
<td>1.04</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Extrinsic satisfaction</strong></td>
<td>2.51</td>
<td>0.91</td>
<td>Moderate</td>
</tr>
<tr>
<td>The way my Head Teacher handles his/her teachers</td>
<td>1.96</td>
<td>0.81</td>
<td>Low</td>
</tr>
<tr>
<td>The competence in my line manager in making decisions</td>
<td>1.98</td>
<td>0.82</td>
<td>Low</td>
</tr>
<tr>
<td>The way my job provides for steady employment</td>
<td>3.00</td>
<td>0.96</td>
<td>Moderate</td>
</tr>
<tr>
<td>The way company polices are put into practice</td>
<td>2.45</td>
<td>0.99</td>
<td>Low</td>
</tr>
<tr>
<td>My pay and the amount of work I do</td>
<td>1.89</td>
<td>0.83</td>
<td>Low</td>
</tr>
<tr>
<td>The working conditions</td>
<td>3.25</td>
<td>0.82</td>
<td>Moderate</td>
</tr>
<tr>
<td>The way my co-workers get along with each other</td>
<td>3.04</td>
<td>1.12</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>All Satisfaction</strong></td>
<td>2.91</td>
<td>0.35</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

The lowest item in table (16) is ‘My pay and the amount of work I do in the school’ with a mean of 1.89 whereas the highest item is ‘The chance to try my own methods of doing the job’ with a mean of 4.25.
Findings for Research Objective Three

This section shows results in relation to research question three, is there any relationship between teachers’ perception towards the head teacher’s leadership style and job satisfaction? The results from this analysis will also test the hypothesis: there is a significant relationship between the teachers’ perception of the Head Teacher’s leadership style and job satisfaction. To determine the relationship between the variables of the Head Teacher’s leadership style and teachers’ job satisfaction a Pearson Product Correlation analysis was used. The results of this analysis are shown in table 16 below.

Table 17: Results of Pearson Correlation Analysis.

<table>
<thead>
<tr>
<th></th>
<th>Job Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational leadership</td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.206</td>
</tr>
<tr>
<td>Sig.</td>
<td>1.31</td>
</tr>
</tbody>
</table>

Table 13 shows the Pearson correlation statistical analysis used to answer research question 3. The results show there is no significant relationship between the teachers’ perception of Head Teacher’s leadership style and job satisfaction. The analysis shows the P value (0.206) is more than .05. This means that if the P value is greater than 0.05 the hypothesis must be rejected. In statistical analysis an alpha of 0.05 is used as the significance cutoff.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

In this chapter the researcher will conclude the study by discussing the results from the previous chapter. This chapter will also consist of an overview of all the previous chapters; the research findings and also conclusions will be drawn on the research questions and research hypotheses. The limitations in this study will be discussed along with recommendations for future research and the implications.

Summary of the Study

The researcher had observed that retention rates at the selected International School were particularly in the four years the researcher had worked at the selected International school. As discussed in the literature review staff retention has been linked to job satisfaction. The level of job satisfaction amongst teachers within a school has been linked to a number of different factors one of which is leadership, the researcher sought to determine if there was a relationship between the teachers’ perception of the Head Teacher’s leadership style and the teachers’ job satisfaction.

A quantitative study was conducted on all 55 members of teaching staff at the selected International School in Bangkok, Thailand. The study examined the degree to which the Head Teacher has a transformational leadership style and the relationship this has with the teachers’ level of job satisfaction. This International School was selected because the researcher works at the school and was interested in determining what would possibly be a factor in such a low level of teacher retention each academic year. The researcher selected
transformational leadership style for the basis of the theoretical framework because of its relevance in a 21st century International School.

The data was collected using the Multifactor Leadership Questionnaire (MLQ) (Avolio and Bass, 1995) and the Minnesota Satisfaction Questionnaire (MSQ) (Weis et al., 1967). On the questionnaire there was also a small demographic section to collect some basic demographic information on the participants in the study. Altogether 55 teachers from the selected International School were provided with questionnaires to rate their perceptions towards the Head Teacher’s transformational leadership style and survey their level of job satisfaction. There was a 100% valid return rate of the questionnaires. Once the data was collected and collated descriptive and correlative tests were conducted to answer the research questions and test the research hypothesis.

**Findings**

In this section data from chapter 4 was used. The demographic data of the participants and the findings from all three research questions will be presented.

The findings found that the majority of the 55 teachers that work at the selected International School are male (65%). Their ages ranged across all five categories of age demographic, 20-29 and 60+. Nearly half of the population is between the ages of 20-39 (48%) with the smallest demographic being the 60+ category. This indicates that the population is fairly young but has quite an even spread across most of the categories.

Well over half of the population has less than ten years of teaching experience (62%), with only 20% of teachers having over 15 years of experience. Finally, over half of the population has only worked at the selected International School for up to three years.
Only 15% have worked at the school for tenure of over seven years. This researcher can infer from these results that retention rates as discussed in chapter 1 of this study are particularly high amongst the teaching staff. This is shown clearly in the demographic data produced because over half of the staff has only worked at the school for a period of 0-3 years.

The findings regarding the degree to which the teachers perceive the Head Teacher to use transformational leadership are as follows. Transformational leadership is style is made up of five variables, idealized attributes, idealized behaviour, inspirational motivation, intellectual stimulation and individual consideration. The total mean score for idealized attributes was 1.00; the total mean score for idealized behavior was 1.88 and the total mean score for inspirational motivation was 1.94. For the final two facets the means core for intellectual stimulation was 1.97 and the total means score individualised consideration was 1.76. Overall, the total mean score for all five facets of transformational leadership was 1.89.

The lowest scoring item in the leadership questionnaire was ‘instills pride in me for being associated with him/her’ with a mean score of 1.49. The highest scoring item was ‘expresses confidence that goals will be achieved’ with a mean score of 2.18.

The findings regarding the teachers’ level of job satisfaction are as follows. Job satisfaction was split into extrinsic and intrinsic factors. The total mean score for intrinsic factors was 3.12 and the total mean score for extrinsic factors was 2.51. Overall, the total mean for job satisfaction was 2.91.

The lowest scoring item in the job satisfaction questionnaire is ‘my pay and the amount of work I do’ with a mean total of 1.89. The highest scoring item was ‘the chance to try my own methods of doing the job’ with a mean score of 4.15.

The findings regarding the relationship between the teachers’ perception of the Head Teacher’s leadership style and their level of job satisfaction are as follows. The results show
that significance was 1.31 and above the .001 level. This indicates that there is no significant relationship between these two sets of variables.

Conclusion

The total mean score for each facet of transformational leadership were interpreted as low. The one exception to this interpretation was for the means score for the teachers’ perception to idealized attributes, this was interpreted as very low. The overall mean score for the teachers’ perception of the degree to which the Head Teacher uses a transformational leadership style was interpreted as low. This indicates that the teachers at the selected international school do not perceive the Head Teacher to use a transformational leadership style.

The lowest scoring item in the leadership questionnaire was ‘instills pride in me for being associated with him/her’ with a mean score of 1.49. This is interpreted as very low, meaning the researcher can infer that the Head Teacher does not command a high level respect amongst the teaching staff at the selected International School.

The total mean score for both intrinsic and extrinsic factors of the teachers’ level of job satisfaction at the selected International School were interpreted as moderate. The overall mean score their level of job satisfaction was therefore interpreted as moderate. This implies that the teachers’ at the selected International School are neither satisfied nor dissatisfied. This is interpreted as neutral and would indicate that something needs to change at the selected International School to improve levels of job satisfaction.

The lowest scoring item in the job satisfaction questionnaire is ‘my pay and the amount of work I do’ with a means total of 1.89, this can be interpreted as low meaning the
teachers are not satisfied with the level of pay for the work they do at the selected International School. The highest scoring item was ‘the chance to try my own methods of doing the job’ with a means score of 4.15, this is interpreted as high. The researcher can infer that the teachers are satisfied that they can be creative and try their own methods in the classroom.

For the final research question the researcher looked into the relationship between the teachers’ perception of the Head Teacher’s leadership style and job satisfaction. As shown in the findings the analysis shows that there is no significant relationship between the leadership style and job satisfaction.

To identify to what degree the teachers perceived the Head Teacher to use a transformational leadership style the research used a questionnaire with twenty items covering all five facets of transformational leadership. The five facets are idealised attributes, idealised behavior, inspirational motivation, intellectual stimulation, and individual consideration.

Overall, the teachers did not view the Head Teacher at the selected International School as transformational. This is not to say that transformational leadership style is the only way a school can achieve success, there are numerous leadership styles and as discussed in chapter II there a number of different styles that can be used individually or in combinations. Holdford (2003) discussed that the success of interactions between leaders and their subordinates are important factors that indicate success in an organisation.
However, as he also discussed leadership styles vary from one organisation to another and no two leaders will control or lead their organisations in the same way.

As the researcher has shown in the findings the teachers’ are neutral in their levels of job satisfaction. Various research points to transformational leadership having a positive effects on things such as motivation and better results. However as Hersey & Blanchard (1969) identified with the situational model of leadership, the level of support the leader will give to their subordinates is dependent on their level of maturity. This could be one explanation as to why the teachers’ at the selected International School did not exhibit low levels of job satisfaction despite the leader not showing any traits of transformational leadership style. The Head Teacher at the selected International School may have identified which style is appropriate for the teachers at the school.

Idealised attributes according to the findings in this study was the lowest total means score amongst all of the five facets of transformational leadership style. A leader that exhibits transformational leadership qualities acts in way that builds respect and focuses on how leaders can impress their behavior onto their followers (Bass & Riggio, 2006). In the findings the researcher noted that one of the lowest scoring items in the job satisfaction survey was the item ‘the way my Head Teacher handles his teachers’. The researcher can infer that if the Head Teacher had acted in such a way to build respect amongst the teachers then this would not have scored so low.

Yukl (2006) suggested that certain people make natural leaders. He further asserted that certain personality traits are emphasised when in a positions of power and if an individual has these then they will make a natural leader. This would suggest that the Head Teacher may never be a natural leader but maybe more suited to an administrative leadership role that does not require transformational qualities. However, leadership like anything it’s craft that has to be developed learnt and refined over time. Like any role in life it can be
improved upon (Northouse, 2010). This would counter Yukl’s (2006) assertion that certain people just make natural leaders.

To identify the teachers’ level of job satisfaction at the selected International School the researcher used a questionnaire with twenty items covering intrinsic and extrinsic factors of job satisfaction.

Job satisfaction is simply a measure of an employee’s level of their satisfaction with their work and conditions. A measure of how they feel about their job. This can be in relation to pay, management, and environment; amongst numerous other factors (Tillman and Tillman, 2008).

The findings have shown a range in different interpretations amongst the items in the job satisfaction questionnaire. Overall, job satisfaction was interpreted, as neutral, meaning staffs are neither satisfied nor dissatisfied with their job. The same can be said for intrinsic and extrinsic factors both interpreted as neutral.

Looking at the analysis of the scores amongst the different items on the questionnaire there is nothing that can be interpreted as very high or very low, the ranges going from high, moderate, to low. The item that scored the highest on the questionnaire was ‘the chance to try my own methods of doing the job’. Any employee in any organisation that can be creative and try things for themselves will feel more satisfied. Maslow (1954) when creating his ‘Hierarchy of Needs’ places creativity at level 5 on his hierarchy. The chance to try new things and work independently, have a feeling of responsibility are naturally things that teachers can enjoy in their own classroom. These are the factors that scored high on the questionnaire. For staff to be creative, having the chance to do things differently and keeping busy is linked to high levels of job satisfaction (Borgetti, 2001).

Working with good people can also have a positive impact upon levels of job satisfaction. This was interpreted as high meaning the teachers at the International School are
satisfied they get the chance to do things for other people. Borgatti (2001) asserted that having supportive relationships with co-workers and the chance to help people in the workplace create a sense of belonging leading to higher levels of satisfaction.

One particular item, which scored low, was how company policies were implemented in the School. The researcher can infer that this means that company policies are often not implemented in a satisfactory manner and possibly not in a transparent way. Bandura (1977) explained that transparency and a more open system could also lead to enhance levels of job satisfaction and efficacy amongst staff.

What is clear from the findings is that there are many factors that impact teachers’ level of job satisfaction. Marshall (2014) concluded that there are many variables that intervene and have positive and negative impacts upon the level of teachers’ job satisfaction. This is supported by the findings in this study.

The results of the analysis on the findings show that there was no significant relationship between the teachers’ perception towards the Head Teacher’s leadership style and job satisfaction. The researcher can infer that other things must have a wider impact upon job satisfaction, this indicated in the work of Marshall (2014) who found that there are numerous variables that impact job satisfaction. Waters (2013) concluded that leadership is not the only factor that contributes towards job satisfaction, and did assert that leadership plays a significant role but amongst many factors.

It would be unfair to say that the level of teachers’ job satisfaction is simply linked to the Head Teacher or Principal’s leadership style. There are a number of reasons why teachers can have high or low level of job satisfaction such as, workloads, poor pay and school culture. Ingersoll (2003) did however discuss that leadership style has been identified as a leading factor and reason for many teachers leaving the profession within the first 5 years of their career.
The researcher only focused on transformational leadership style in this study and some research has concluded that job satisfaction is linked to multiple facets of separate styles such transactional or situational styles. Kiboss & Jemiryott (2014) concluded that facets from multiple leadership styles linked to job satisfaction. This could be a reason as to why in this study there was a significant relationship between the Head Teacher’s leadership style and job satisfaction, it might be the case that a transactional leadership style may have more facets that link directly to job satisfaction at the selected International School.

Biggerstaff (2012) identified a positive correlation between all five transformational leadership factors and levels of job satisfaction, which goes against the research in this study. However, he also did conclude from his findings that elements of transactional leadership showed a positive correlation with levels of job satisfaction. Biggerstaff (2012) asserted that factors such as rewards and levels of pay would achieve high levels of job satisfaction. This would correlate with the findings in this study, one of the lowest means score in the job satisfaction survey was levels of pay.

Satisfied teachers are often more likely to remain in a job rather than seeking new employment thus having a satisfied teaching staff will increase the levels of staff retention at a school (Popham, 2004). This certainly applies at the selected International School.

Recommendations

This study was the first of its kind at the selected International School. The study was built around transformational style. The researcher believes this study contributes to continuously developing international schools. As discussed in chapter II there are many related pieces of research, that have indicated that transformational leadership has a positive
effect on teachers’ level of job satisfaction whereas elements of transactional leadership, such as passive leadership styles, can have a detrimental effect upon levels of job satisfaction amongst teachers. Even though this study has not shown a significant relationship between the Head Teacher’s leadership style and job satisfaction, the levels of job satisfaction were neutral. It is the belief of this researcher that if the Head Teacher developed a more transformational leadership style, it could increase levels of motivation or if he did employ a transformational style, then the results could be different. This researcher believes that exhibiting more transformational qualities would do no harm and may lead to better productivity.

It is possible that the Head Teacher at the selected International School does not have transformational characteristics and may never have these characteristics because it does not come naturally for him. As previously discussed in this chapter, many pieces of previous research have discussed the notion that leadership qualities can be developed over time. It would be the recommendation of this researcher that the current Head Teacher at the selected International School look to develop some of the traits associated with transformational leadership, either through professional development or by observing others.

The Head Teacher could develop transformational qualities. Some of the things he should focus on include spending more time acting as a coach or a mentor, if time is an issue, then take a more keen interest in the teachers’ professional development and allowing time and resources for this. This is supported by the findings where two of the lowest scoring items in the job satisfaction questionnaire are the chances for advancement on the job’ and ‘the way my Head Teacher handles his teachers’. By spending his time coaching or acting as a mentor, this could help remedy this and improve levels of satisfaction.

The Head Teacher or administrators could foster a more collaborative culture within the school where teachers are given time to work together. This was highlighted as positive on the job satisfaction questionnaire. The teachers at the selected International School felt
satisfied with being able to help other members on staff. This researcher would recommend encouraging this further by getting departments to work together on cross-curricular activities and providing the teachers with time to work together on projects.

One of the lowest scoring items in the job satisfaction questionnaire was ‘the competence in my line manager making decisions.’ Allowing all teaching staff to make contributions in the decision making process, through the use of focus groups would be something that could help shift some of the decision making away from management or at least be a more transparent system. This could in turn help increase levels of job satisfaction amongst teachers at the selected International School.

‘The way company polices are put into practice’ was a low scoring item on the job satisfaction questionnaire. Based upon the direct experience of the researcher working at the selected International School the researcher would recommend reviewing the process for introducing new policies, because teachers are not involved in any process and the system is not transparent. Transparency is important within any organization and this could lead to enhanced levels of job satisfaction.

Another low scoring item in the job satisfaction survey was ‘the amount of praise I get’. The Head Teacher could demonstrate the behaviours expected from the teachers. Incidentally this also scored very low on the leadership questionnaire. One-way to help correct this would be to take the opportunity to praise individuals and teams when appropriate.

This research was able to provide empirical evidence to the administrators at the selected International School that could be used to help improve levels of job satisfaction. Progression for a developing International School could be seen as having satisfied staff. Satisfied staff will in turn be more likely to stay beyond their initial contract and thus create a sustained teaching body that can help the school develop.
The lowest mean score in relation to job satisfaction was the item ‘my pay and the amount of work I do’ clearly the results indicate this has an effect on teachers’ levels of job satisfaction. It would be too easy to simply say give the teachers more money because this does not always equate to happiness. The recommendation would be to have clear salary structures, transparency and possibly performance related pay. From working at the selected International School this researcher is not clear who gets what and how they can advance, this links with another item that scored low on the job satisfaction questionnaire, ‘the chances for advancement on this job’.

The results of this research give a number of opportunities for related research into this field of study. Certainly other international schools in Bangkok could conduct similar research and the research could be expanded to include a number of international schools in one study. These future studies could give a more defined study into the perception of Principals’ and Head Teachers’ leadership styles possibly by including more leadership styles such as situational leadership style. Alternatively a study could be conducted focusing on one other leadership style such as transactional leadership. The study could investigate whether there is any significant relationship between this particular leadership style and job satisfaction.

In terms of job satisfaction this is always an issue that will be monitored and studied in any organization not just international schools. Future research could address other variables such as workloads, relationship with colleagues, organizational climate, pay or company policies to see if they have a relationship with teachers’ level of job satisfaction in schools.

Research could also be based upon demographic data. Future research could seek to explore if there are any links in perceptions of Principals’ or Header Teachers’ leadership style and demographic information such as age or nationality.
Finally, a qualitative approach could be taken. Extra information could be produced through the use of focus groups or interviews with teaching staff. This new information could be compared in line with data collected from a quantitative study.
REFERENCES


Herzberg, F. (1976). The managerial choice: To be efficient and to be human. Homewood, IL: Dow Jones-Irwin;


New Jersey: Leadership Library of America.


APPENDICES
APPENDIX A

Questionnaire

Adopted MLQ and MSQ questionnaire
Part I. Demographic Information

Gender: Male / Female

Age: 20 - 29 / 30 - 39 / 40 - 49 / 50 - 59 / 60 +

Years of teaching experience: 0-5 / 6 - 10 / 11 - 15 / 15 +

Years working at the Selected International School: 0-3 / 4 - 6 / 7 +

Part II. Leadership Questionnaire

Instructions: This questionnaire is used to describe the leadership style of the Head Teacher at this Selected International School, as you perceive it. Answer all items on this answer sheet. Judge how frequently each statement fits your perception of the Head Teacher and circle the numeral that represents your perception. Please answer this questionnaire anonymously.

Use the following rating scale:
1 = Not at all / 2 = Once in a while / 3 = Sometimes / 4 = Fairly often / 5 = Frequently, if not always

1 Re-examines critical assumptions to questions whether they are appropriate
2 Talks about their most important values and beliefs
3 Seeks differing perspectives when solving problems
4 Talks optimistically about the future
5 Instills pride in me for being associated with him/her
6 Talks enthusiastically about what needs to be accomplished
7 Specifies the importance of having a strong sense of purpose
8 Spends time teaching and coaching
9 Goes beyond self-interest for the good of the group
10 Treats me as an individual rather than just as a member of a group
11 Acts in ways that builds my respect
12 Considers the moral and ethical consequences of decisions
13 Displays a sense of power and confidence
14 Articulates a compelling vision of the future
15 Considers me as having different needs, abilities, and aspirations from others
16 Gets me to look at problems from many different angles
17 Helps me to develop my strengths
18 Suggests new ways of looking at how to complete assignments
19 Emphasizes the importance of having a collective sense of mission
20 Expresses confidence that goals will be achieved
Part III Job Satisfaction Survey

Instructions: This questionnaire is used to describe your level of job satisfaction. Answer all items on this answer sheet. Circle the numeral that represents how satisfied you are with that aspect of the job. Answer questionnaire anonymously.

Use the following rating scale:  
1 = Very dissatisfied / 2 = Dissatisfied / 3 = Neutral / 4 = Satisfied / 5 = Very satisfied

At this Selected International School, this is how I feel about...

1. Being able to keep busy all the time
2. The chance to work alone on the job
3. The chance to do things different from time to time
4. The chance to be ‘somebody’ in the school
5. The way my Head Teacher handles his/her teachers
6. The competence in my line manger in making decisions
7. Being able to do things that go against my conscience
8. The way my job provides for steady employment
9. The chance to do things for other people
10. The chance to tell people what to do
11. The chance to do something that makes use of my abilities
12. The way company polices are put into practice
13. My pay and the amount of work I do
14. The chances for advancement on this job
15. The freedom to use my own judgement
16. The chance to try my own methods of doing the job
17. The working conditions
18. The way my co-workers get along with each other
19. The praise I get for doing a good job
20. The feeling of accomplishment I get from the job
BIOGRAPHY
Stephen Dampier was born in 1982 in Lincoln, United Kingdom. Growing up in the ancient cathedral city of Lincoln, steeped in over 2000 years of history he became fascinated by history. He took this passion with him to university where he gained a BA (Hons) in Politics. He graduated with honours in 2008 from the University of Lincoln.

Upon completion of his undergraduate degree he worked in various industries included finance, telecommunications and the civil service. None of these careers left him fulfilled and did not allow him to share his passion of history. Teaching became the vehicle to do this and he thus went back to university. He completed his Postgraduate certificate in Secondary Education at the University of Hull in 2008. After successfully gaining his qualified teacher status he spent the next six years teaching in the UK.

The next step in his life was to fulfill an ambition of working overseas. He was hired at an International School in Bangkok, Thailand. Within this school he also was a Head of Department and the Head of Key Stage 3. After four years in the school he decided to start his next adventure at an International School in Doha, Qatar.