

A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' SELF-DIRECTED LEADERSHIP AND THEIR JOB SATISFACTION IN A PRIVATE SCHOOL IN AYUTTHAYA

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Abstract: This study aimed to identify the relationship between teachers' self-directed leadership and their job satisfaction in the selected private school in Ayutthaya, Thailand. This study was conducted in a selected private school in the school year of 2019-2020. This study utilized the Revised Self-Leadership Questionnaire (RSLQ) developed from Bandura's Social Cognitive Theory, and the teachers' job satisfaction questionnaire based on Herzberg's Motivation-hygiene Theory. The questionnaires were translated into Thai language and distributed to 63 full-time teachers in the selected school with 100% return rate. Descriptive Statistics Mean and standard deviation, and Pearson Product Moment Correlation Coefficient were used to analyze the collected data. The results of this study showed that the levels of teachers' self-directed leadership and teachers' job satisfaction in this selected school were "High". Moreover, this study also found there was a significant relationship between teachers' self-directed leadership and their job satisfaction in the selected school in Ayutthaya.

Keywords: Self-directed Leadership; Teacher's Job Satisfaction

Introduction

In schools, teachers were playing crucial roles in various educational activities, especially in the teaching and learning process. Their perception towards the self-directed leadership in the schools may also affect the effectiveness of the teaching and learning as well as the school management work. As Masood, Burns & Backhouse (2006) pointed, leadership is not only an essential part of organizations but also one of the most researchable areas in educational perspectives. In the organizations, employees' self-directed

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