

ABSTRACT

Independent Study Title : **School Leadership Styles that Affect Teachers’
Job Satisfaction**

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The purpose of this study was not only to add information to the existing collective literature on leadership styles and teacher satisfaction, but also information regarding the dominant leadership styles which included usage of motivators that created an environment for satisfaction of teachers.

It is evident that there is no one best leadership style. However, most teachers might agree with the leadership style of Robert House, because his type of leadership might promote satisfaction. Hence, it took into account environmental factors and subordinate contingency factors. A principal satisfies teachers by adopting one or more leadership styles based on the situation and teachers need. The dominant style was directive to guide new teachers; a supportive style to teachers during their first years; an achievement style to meet higher needs of teachers; a participative style was

good for teachers using an internal locus of control and for groups. A Participative style was dominant compared to other styles.

Teachers are also pleased with the principal when he/she considers both intrinsic and extrinsic factors. Teacher satisfaction is derived from intrinsic rather than extrinsic rewards. Principals must deal with hygiene factors first and then use appropriate motivators to inspire teachers. The overall finding of this study related to dominant factors which caused teachers' satisfaction in their job were: good leadership, feedback and recognition, and participation in the school's activities.