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Influence of the Managerial Style on Job Satisfaction among Teaching Staff

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Abstract: *This study aims to assess the impact of managerial style on job satisfaction among teaching staff. The objectives include identifying factors that hinder the effective performance of teachers, examining key positive and negative interactions between managers and teachers, and exploring correlation between the managerial style and teachers' job satisfaction. A total of 216 teachers from preschool, primary, middle, (30%), secondary school (20%) and high schools participated in the study. A questionnaire comprising 21 items was employed as the research method, facilitating the exploration of relationships between managers and their teaching staff. The findings suggest that managers possess a greater persuasive influence over female teachers compared to their male counterparts. Additionally, there is no strong correlation between teachers' salaries and their job satisfaction in education. Managers also demonstrate sensitivity to teachers' feelings based on their age. Furthermore, a positive relationship exists between a manager's empathetic approach and teachers' feelings of satisfaction. When managers grant teachers autonomy in their work, it fosters an increased initiative in executing school projects.*

Keywords: *leadership, teachers, educational manager, job satisfaction.*

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Influence of the Managerial Style on Job Satisfaction Among Teaching Staff

For teachers across preschool, primary, secondary and high school settings, job satisfaction is a crucial aspect of the educational environment. A teacher who is dedicated and finds pleasure in their work can provide students with a high-quality education. The enjoyment derived from work significantly influences the effectiveness of teaching and the resulting educational outcomes. Effective management and teachers' job satisfaction are basic components of organisational success.

Job satisfaction can be understood as the transition to achieving personal results. When discussing satisfaction, we refer to happiness, well-being and the joys that teachers experience within the educational setting. A thorough analysis of happiness or job satisfaction reveals that it encompasses not only individual experiences but also outcomes that can yield exceptional results. The final outcomes of work are often influenced by the degree of satisfaction experienced at that time. A significant contributor to workplace well-being lies in relationships with colleagues, managers and staff. The more naturally work is conducted, free from excessive restrictions and rigid rules, the greater the pleasure derived from completing tasks. Healthy relationships among employees can greatly enhance job satisfaction (MacDonald, 2019). When colleagues share a similar appreciation for work, and teamwork is stable, the objectives set forth can be pursued with clarity and purpose.

According to Barbu (2009), the leadership style adopted by school principals establishes the educational standards within their institutions. Thus, management within educational organisations is a fundamental phenomenon. Teachers and principals represent the core elements of quality in effective education.

School principals have had to adapt their managerial styles to achieve their objectives (Niculescu, 2010). In this context, they must continually improve their leadership skills to provide effective guidance that enhances teacher satisfaction and student achievement. The goals of the schools cannot be realised without the effective utilisation of resources. A crucial aspect of the educational environment is that leaders must be well-informed and communicate clear sets of personal and educational values, ensuring that the education system benefits from competent and robust school leadership alongside satisfied teachers (Clipa & Honciuc, 2020). Each educational institution may exhibit different leadership models that reflect its unique characteristics. The specialised literature identifies three primary leadership

styles: participative, authoritarian and delegated leadership (Clark, 2000). Additionally, management styles can be broadly classified into two categories: transactional and transformational leadership (Elmazi, 2018). The diversity of leadership styles indicates that no single theory can fully encapsulate the characteristics of one or more management styles, reflecting both the remarkable variety of educational institutions and the complex nature of challenges faced in schools.

Robbins (2000) emphasises the significance of an individual's overall attitude at work. A positive attitude correlates with feelings of pleasure, well-being and job satisfaction. In this context, teachers must experience these positive states to enjoy their work. Typically, principals' leadership styles manifest in their behaviours and interactions with teachers, students, parents and other school staff. An effective leadership style can foster a positive school climate, leading to greater comfort and satisfaction among teachers, students, staff and parents. Conversely, ineffective leadership can yield the opposite effect (Clipa & Greciuc, 2018). Job satisfaction is not merely about attendance and remuneration; various factors can either facilitate or obstruct this state of pleasure at work. Chirchill et al. (1976) defined job satisfaction as comprising seven components: the job itself, coworkers, supervision, company policy and support, pay, promotion and advancement and customers. Key elements influencing teachers' job satisfaction include collegial relationships, passion for teaching, managerial appreciation, fair compensation, benefits and opportunities (Bush, 2020; Bond, 2022).

Data from Angwaomaodoko's study (2023) revealed a strong correlation between teachers' job satisfaction and the leadership styles adopted by administrators and school leaders. Consequently, principals' leadership styles significantly influence job satisfaction among secondary school teachers. Yuniarti et al. (2023) demonstrated that the performance of teachers in public primary schools can be enhanced by integrating effective leadership styles with increased job satisfaction. When both leadership style and job satisfaction are high, teacher performance improves. Mahmoud et al. (2023) found that democratic leadership styles have the most substantial impact on job satisfaction. In contrast, Parveen et al. (2022) indicated that autocratic leadership positively influences teachers' job performance, while laissez-faire leadership negatively affects performance due to its problematic or ineffective nature. A study among primary school teachers in Greece (Panagopoulos et al., 2024) revealed a strong positive association between transformational leadership and job satisfaction. These findings underscore the critical role of effective leadership in fostering a positive and supportive work environment for teachers. Mwesigwa et al. (2020) indicated that job

satisfaction partially mediates the relationship between leadership styles and organisational commitment in academia.

The primary objective of this research is to evaluate how managerial style influences teachers' job satisfaction. The secondary objectives include:

- Identifying the main factors that negatively impact teachers' job satisfaction;
- Highlighting the fundamental elements of managerial style;
- Focusing on problematic situations arising from the manager's style in relation to employees;
- Establishing the existence of a positive relationship between the manager and the teaching staff.

The hypotheses of this research are as follows:

Hypothesis 1: Significant differences exist between the variables 'gender' and 'persuasive arguments' of the manager.

Hypothesis 2: The principal is attentive to teachers' feelings based on their age.

Hypothesis 3: A positive correlation exists between teachers' freedom to perform their work and their initiative in executing projects.

Hypothesis 4: A positive correlation exists between teachers' job performance and their compensation.

Hypothesis 5: The principal's empathetic behaviour positively correlates with teachers' job satisfaction.

Methodology

Research Variables

The independent variables include education level, gender, professional experience, age and job satisfaction, while the dependent variables encompass persuasive arguments, self-esteem, work autonomy, persuasive power, salary, personal appreciation and freedom in work.

Participants

This study was conducted on a sample of 216 teachers from all four levels of education: preschool, primary, middle school and high school. Teachers of various ages, with different years of experience and from different education levels participated. A larger proportion of female teachers compared to male teachers participated in this research (65% female, 35% male). According to data about ages from Table 1, a significant number of teachers aged between 35–50 took part in the study.

Table 1 *Distribution of age categories within the sample*

Age	Counts	% of Total	Cumulative %
26–35 years	72	33.3 %	33.3 %
35–50 years	112	51.9 %	85.2 %
Over 50 years	32	14.8 %	100.0 %

The teachers of our sample are from all four levels of education (preschool 20%, primary school 30%, secondary 20%, high school 34%).

Research Methods and Instruments

The research methodology employed was quantitative, based on a questionnaire. The instrument used was a scale designed to assess the influence of the managerial style on the job satisfaction of teaching staff. A single questionnaire created in Google Forms was administered to teachers in an online format. The questionnaire included a consent form for participation and was tailored according to established models such as Job Satisfaction (Churchill et al.), TLQ and LBDQ, adapted for research purposes. A 21-item scale was then administered to a developmental sample (N = 216) of preschool, elementary, middle and high school teachers to obtain item analyses and reliability estimates, resulting in a refined 21-item scale. This reduced scale was administered to a validation sample (N = 216) to gather evidence of construct validity. The scale comprises 21 items, including four questions related to age, gender, experience in education and education level; six items concerning leadership behaviour (LBDQ); five items from the TLQ; and six items regarding job satisfaction (TJSQ).

Results

Hypothesis 1: Significant differences exist between the variables 'gender' and 'persuasive arguments' of the manager.

Data analysis from Table 2 reveals that managers possess a greater persuasive influence over female teachers than over male teachers. The significance threshold ($p < .001$) indicates substantial differences between the variables of gender (male and female) and 'persuasive arguments'. Consequently, principals' explanations are more effectively assimilated by female teachers than by their male counterparts.

Table 2 *Independent Samples T-Test statistic regarding the persuasive arguments of the manager*

Independent Samples T-Test								
		Statistic	df	p	Mean difference	SE difference		**Effect Size**
Convincing arguments in explications	Student's t	3.55 [a]	214	< .001	0.442	0.125	0.196	0.688

[a] Levene's test is significant (p < .05), suggesting a violation of the assumption of equal variances

Hypothesis 2: The manager is attentive to teachers' feelings based on their age.

Results from Table 3 indicate that the Levene test, which verifies the homogeneity of variances, shows a p-value lower than 0.05, suggesting a violation of the homogeneity of equal variances.

Table 3 *Homogeneity of Variances Test (Levene's)*

Independent Samples T-Test											
		Statistic		df	p	Mean difference	SE difference		Effect Size		
Convincing arguments	Student's t	3.55	[a]	214	< .001	0.442	0.125	Cohen's d	0.505		
[a] Levene's test is significant (p < .05), suggesting a violation of the assumption of equal variances											

According to the One-Way ANOVA test (Table 4), the F-value is high, and the p-value is less than 0.05, indicating statistically significant differences between the means, suggesting that the attention paid to teachers' feelings by the principal is influenced by age.

Table 4 *One-Way ANOVA test statistic regarding the attention paid to teachers' feelings*

One-Way ANOVA (Welch's)				
	F	df1	df2	p
Attention paid to teachers' feelings	16.9	2	94.0	< .001

Hypothesis 3: A positive correlation exists between teachers' freedom to perform their work and their initiative in executing projects.

To analyse the relationship between the variable of autonomy in performing tasks and the degree of initiative encouraged by the principal, a Pearson correlation analysis was conducted. The Pearson correlation coefficient is high, $r = 0.812$, with $p = 0.001$ ($p < 0.05$). Given that the significance threshold is $p < 0.05$, we conclude that a significant relationship

exists between these variables. The more freedom the principal grants teachers in their work, the more likely they are to take the initiative in various projects. Teachers who receive this autonomy are confident in their abilities and believe their decisions will be accepted by their principal as correct.

Hypothesis 4: A positive correlation exists between teachers' job performance and their compensation.

To analyse the relationship between job satisfaction and fair compensation, a Pearson correlation analysis was performed. The Pearson correlation coefficient is $r = 0.018$, with $p = 0.795$ ($p > 0.05$). Since the value of the significance threshold is $p > 0.05$, we conclude that there is no significant relationship between these variables. Regardless of well or how fairly teachers are compensated, their job satisfaction remains unchanged. Teachers are motivated by factors beyond salary.

Hypothesis 5: The principal's empathetic behaviour positively correlates with teachers' job satisfaction.

To analyse the relationship between job satisfaction and the attention given to teachers' feelings, a Pearson correlation analysis was conducted. The Pearson correlation coefficient is moderate, $r = 0.196$, with $p = 0.004$ ($p < 0.05$). Given that the value of the significance threshold is $p < 0.05$, we conclude that there is a significant relationship exists between the two variables. The manner in which a manager expresses empathy towards his employees and engages with their emotional states contributes significantly to teachers' enjoyment of their work environment. At times, a leader's behaviour and sensitivity to teachers' emotional states may hold greater importance than any financial compensation received for their work.

Limitations of the Research

A primary limitation of this research is the sample size, which may not be representative of a larger population. Consequently, the findings of this study cannot be generalised.

Conclusion

This study investigated the relationship between managerial style and teachers' job satisfaction. Participants included both female and male teaching staff from various educational levels, each with differing perspectives on job satisfaction and managerial styles. Analysis of the collected data indicates that numerous factors influence job satisfaction among teachers. The results suggest that teachers are motivated not solely by

salary but by intrinsic factors and the joy of teaching. Not everyone is suited to be a teacher, as the primary motivation often stems from a passion for education rather than financial gain. Managers exhibit greater persuasive power over female staff compared to male staff. Teachers' emotional states play a beneficial role for managers, who can leverage these emotions to achieve specific goals. Teachers are acutely aware of their appreciation, yet this does not significantly impact their work. Significant differences were found between the principal's persuasiveness and teachers' job satisfaction. The more effectively a principal presents ideas, objectives or projects, the more likely teachers are to engage with them. The level of education in which a teacher works does not appear to influence how managers promote them. Teachers perform their duties more effectively and with greater satisfaction when the well-being of their colleagues aligns with their expectations. Ultimately, the manager plays a crucial role in enhancing teachers' job satisfaction, as the pleasure derived from work yields significant results within educational institutions.

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