

THE RELATIONSHIP BETWEEN DIVISION HEADS' LEADERSHIP STYLES AND TEACHER SATISFACTION AT SIAM COMMERCIAL COLLEGE OF TECHNOLOGY

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Abstract: This study aimed to bridge the gap between the minimal literatures in regards leadership styles and job satisfaction. To guide this study, the following two research questions were formulated: (1) what is the relationship between division heads' leadership style and teacher satisfaction at Siam Commercial College of Technology? (2) what are the influence of each component of division heads' leadership on teacher job satisfaction? This study included 166 subordinates at Siam Commercial College of Technology. Using a quantitative approach, the participants were asked to answer questions about their division heads' using the Multifactor Leadership Questionnaire and their job satisfaction using the Job Satisfaction Survey. The results from both of these surveys were computed into the Statistical Package for the Social Sciences (SPSS) software for analysis. Using descriptive analysis to find the means and Pearson correlation coefficient to find the correlation a relationship was found small relationship was found between perception of division heads' leadership style and teacher job satisfaction; $r=.375$ for transformational and $r=.249$ for transactional. These two correlations with job satisfaction both fall under the category of "weak" therefore the researcher determined that there was a slight relationship with perception of division heads' leadership styles and job satisfaction at Siam Commercial College of Technology. In addition a breakdown of all facets of leadership and job satisfaction were analyzed. The finding showed that subordinates perceived their division heads' to have a mixture of both transformational and transactional leadership with the subordinates showing a mid-range of job satisfaction. All facets of transformational leadership showed a greater correlation to job satisfaction than to half of the facets within transactional leadership (management by exception (passive) and Laissez-faire).

Keywords: Transformational, Transactional, Job Satisfaction, Leadership.

Introduction

The success or failure of any educational organization heavily depends on the teamwork and communication between administrators and their subordinates. A

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leader is an important person to lead the country through any crisis and develop the country in the midst of changes for the benefits of all citizens which helps the country to complete with others. The job description of an educational administrator as described by Fiore is, “an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community” (Fiore, 2009), simply stated to be an effective administrator one must properly facilitate work and knowledge to all levels.

To effectively facilitate, an administrator must have a number of skills such as, setting & shaping expectations, creating equilibrium, engaging staff in knowledge transfer, observing & coaching the learning process, and expanding knowledge & skills. By assisting the administrator with data illustrating their strength and weaknesses it can increase the probability of an improvement in the administrator’s effectiveness leading to the betterment of all around leadership in the organization. Furthermore by receiving information from their subordinates the facilitator is allowed to see a clear picture of their subordinate’s satisfaction, which is in direct correlation of their work efforts.

Within the organization there are many teachers that lack motivation and feel distress because of the high workload, low income, and the low levels of support. By understanding the teachers themselves the organization can deploy the proper methods of leadership in order to have a more fulfilled staff in turn developing the college as a whole. If the results turn out in favor to one style or the other and even a combination of both, if used properly, could have long lasting and positive results.

Theoretical Framework

The design of this study is focused on the leadership and management styles of the division head of each of the major faculties at Siam Commercial College of Technology. The design is modeled after the following theories as a theoretical framework.

1. *Transformational Leadership Theory* in its essence is an approach that motivates subordinates through inspiration. The nature of transformational leadership is to transform subordinates from followers to leaders. “More importantly, the leader using transforming leadership style leads his or her followers by uplifting their motivation and full potential in order to achieve the common goal in a moralistic way” (Than, 2014). James McGregor Burns was first to introduce the concept but Bernard M. Bass later solidified his ideas by addressing the psychological mechanisms that define transformational leadership. Bass (1985) suggests that there are five different components of transformational leadership.

- a) **Individualized Consideration:** The leader fulfills the subordinate’s needs, acts as a mentor, and listens to their concerns. The leader is to act as a coach; giving time, care, and support while keeping an “open door” approach.
- b) **Intellectual Stimulation:** With this approach leaders strive to question and challenge the norm and encourage their subordinates to do so as well. This leader uses their subordinates’ creative thinking as a learning experience and in turn finds new approaches.

- c) **Inspirational Motivation:** The leader acts as an idealist who brings about visions that will motivate subordinates' through inspiration. Aside from creating a vision an inspirational leader must be able to articulate the vision to their followers through proper communication in order to give a clear picture and to give purpose to the followers by allowing them to connect to the leader's vision.
- d) **Idealized Influence (behavior & attributed):** The leader acts as a model with high work ethics and achievements, which sets the stage for their subordinates to emulate.

2. *Transactional Leadership Theory:* in general terms, is a leadership style in which the leader rewards good behavior and uses punishment for unsatisfactory work. There are four components of transactional leadership which include contingent reward, management by exception active, management by exception passive, and laissez-faire.

Transformational leadership has played an increasing role within leadership over the years. One of the most differentiating factors of transformational from other forms of leadership is placing a higher level of needs upon subordinates as opposed to the leader. With this leadership style both parties grow in unison with one another more or less equally. By focusing on the goals of the organization, the transformational leader is able to motivate followers above what they believe they can do (Avolio, 2007).

There are major differences between transactional and transformational leadership one being that transactional leaders follow the existing structure of the organization whether that is from previous leaders within the organization or from those outside of the organization. The transactional leader gives the job expectation and rewards based on the completion of each tasks, in contrast by the transformational leader giving motivation to the subordinates to exceed the given task.

(See Figure 1 on the next page)

Method/Procedure

This study encompasses a quantitative approach, which will be divided into 2 phases as follows: collection of data and analyzing of data. The use of a quantitative approach consist of a Likert scale questionnaire that will be used to determine their subordinates perception of them and another Likert scale questionnaire to determine the subordinates job satisfaction.

The participants in this study were all from Siam Commercial College of Technology (Bor Wor Saw and Bor Wor Cha). All 166 teachers at the school will participate in the study. Within the vocational school there are 5 faculties with a varied amount of teachers ranging from 30 to 60 individuals per faculty. The ages and sex of the teachers vary largely and will be included in the questionnaire. In this study the population is the same as the sample because they both consist of all teachers within SCTECH.

To carry out the research objectives, a quantitative approach is used. The quantitative approach was needed to collect data to show the difference or similarities in perception. The data was drawn from a questionnaire that was adapted from the

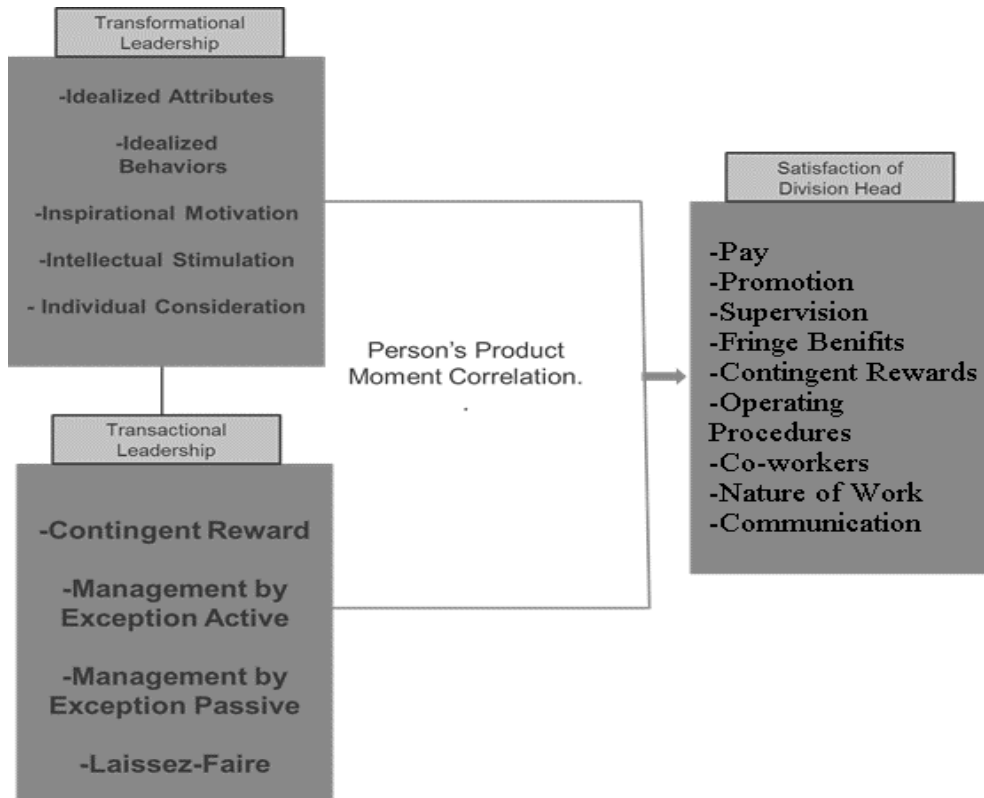


Figure 1: Conceptual Framework of A Model for Analysis of The “Relationship between Division Heads’ Leadership Styles and Teacher Satisfaction at Siam Commercial College of Technology.”

“Multifactor Leadership Questionnaire Form”. The MLQ was designed to “identify and measure key leadership and effectiveness behaviors shown in prior research to be strongly linked with both individual and organizational success” (Bass & Avolio, 1995). Known as “the best validated measure of transformational and transactional leadership” the MLQ is the #1 most used test in regards to the assessment of transformational leadership. The questionnaire utilized a 5-point Likert scale consisting of 45 questions. These items contain nine components of leadership including 5 transformational leadership factors, and 4 transactional. The components of division heads’ leadership are as follows: transformational leadership, measured by intellectual stimulation (questions # 2, 8, 30, 32 on the MLQ), idealized attributes (questions # 10, 18, 21, 25 on the MLQ), idealized behavior (questions # 6, 14, 23, 34 on the MLQ), inspirational motivation (questions # 9, 13, 26, 36), and individual consideration (questions # 15, 29, 29, 31 on the MLQ) and transactional leadership, measured by contingent reward (questions # 1, 11, 16, 35 on the MLQ), management by expectation (active) (questions # 4, 22, 24, 27 on the MLQ), management by expectation (passive) (questions #3, 12, 17, 20 on the MLQ), and Laissez-Faire (questions # 5, 7, 28, 33 on the MLQ).

The MLQ has been used numerously over the years and is a well-established being used in over 300 research programs (Bass& Avolio). The validity of the MLQ from data taken from 87 studies showed the overall validity coefficient of 0.44. The reliability of the MLQ has shown repeated results with reliability scores for each of the scales ranging from 0.74 to 0.91 which shows positive consistency (Bass & Avolio, 200). From the extensive use and positive statistical data the researcher is confident in its measurements of leadership.

The Job Satisfaction Survey is a tool designed by Professor Paul Spector from the division of psychology out of the University of South Florida. The survey is used to determine how subordinates feel about the organization and their attitudes of various attributes that lead to job satisfaction. The survey contains nine separate facets; pay (questions #1, 10, 19 , 28 on the JSS), promotion (#2, 11, 20, 33), supervision (#3, 12, 21, 30), fridge benefits (4, 13, 22, 29), contingent rewards (5,14, 23, 32), operating procedures (6, 15, 24, 31), coworkers (7, 16, 25,34), nature of work (8, 17, 27, 35), and communication (9, 18, 26, 36), which are all combined to get an overall satisfaction score. (Spector, 2011) Each facet consists of four items and a Likert scale that ranges from *strongly disagree* to *strongly agree*. The validity and reliability for the Job Satisfaction Survey was explained by Spector (1985) but since then the test has been updated and is numerously re-evaluated through its extensive research.

Initially the data used to determine reliability and validity for the JSS consisted of 3,148 respondents in 19 samples (Sector, 1985). The samples were all employees of the human resource sector. Three of the samples were used in the test—retest measure of reliability. Spector used the coefficient alpha to see the consistency of the survey. The results for the survey ranged from .60 for coworkers to .91 for overall satisfaction. From the data the measures for reliability in the JSS were above the needed requirements. A test-retest was conducted on three small samples (Spector, 1985). In these cases the correlation coefficients ranged from .37 to .74.

Spector used both a discriminate and convergent validity test using the JSS to compare with the Job Descriptive Index, which has already been tested for validity and reliability. The correlations between the two facets were significant enough to confirm the validity of the JSS.

Table 1: Summary of Research Process

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
1. To investigate the relationship between teacher perceptions of their SCTECH division head's leadership styles and teacher job satisfaction.	Teachers at SCTECH	Questionnaire	Person's Coefficient Correlation
2. To investigate the significant factors of leadership that creates teacher job satisfaction at Siam Commercial School of Technology.	Teachers at SCTECH	Questionnaire	Linear Regression

Findings/Results

Table 2 infers that there is a difference small difference between transformational and transactional leadership yet not enough to be statistically different; the results show that subordinates slightly more transformational than transactional.

Table 2: Means for Transformational and Transactional Leadership

	N	Mean	Std. Deviation
Transformational	166	3.90	.55
Transactional	166	3.17	.50
Valid N (listwise)	166		

A descriptive analysis was conducted to find the overall means and standard deviation for job satisfaction as shown in Table 3. The means score of 3.06 shows that the relative job satisfaction at Siam Commercial College of Technology is more or less neutral, although more data must be conducted to see a broader aspect.

Table 3: Job Satisfaction Means

	N	Mean	Std. Deviation
Job_Satisfaction	166	3.06	.36
Valid N (listwise)	166		

Presented in table 4&5, a Persons correlation coefficient was used to determine the relationship between the two leadership styles and job satisfaction. “Correlation is an effective size and so we can verbally describe the strength of the correlation using the guide that Evans (1996) suggest for the absolute value of r: .00-.19 “very weak”, .20-.39 “weak”, .40-.59 “moderate”, .60-.79 “strong”, and .80-1.0 “very strong”. Although the correlation between transformation and job satisfaction is higher ($r=.375$) than that of transformational ($r=.249$) they both fall under “weak” in the above mentioned scale. Although the significance is small it still proves hypothesis 1, “There is a significant difference between teacher perception of their division heads leadership style and teacher job satisfaction”

Table 4: Persons Correlation Coefficient for Transformational Leadership and Job Satisfaction

	Transformational	Job Satisfaction
Pearson Correlation	1	.38**
Sig. (2-tailed)		.000
N	166	166

** Correlation is significant at the 0.01 level (2-tailed).

Table 5: Persons Correlation Coefficient for Transactional Leadership and Job Satisfaction

	Transactional	Job Satisfaction
Pearson Correlation	1	.25**
Sig. (2-tailed)		.001

Table 5: Persons Correlation Coefficient for Transactional Leadership and Job Satisfaction

	Transactional	Job Satisfaction
N	166	166

** Correlation is significant at the 0.01 level (2-tailed).

To answer research question 2, a breakdown of each of the leadership and job satisfaction facets were divided down to determine the weight of each of the characteristics, as shown from tables 7-15.

Participants perceived their division heads' as being mostly transformational in their leadership forms of idealized behavior (M=4.00, S.D. =.62), inspirational motivation (M=3.94, S.D. =.58), and individualized consideration (M=3.91, S.D. =.70). These findings support the literature, in which it says that good leaders are said to be visionaries who can specifically use transformational styles to improve the organization (Yukl, 2009).

The lowest scores came from two of the facets of transactional leadership; *laissez-faire* (M=2.57, S.D. =.853) and management by exception passive (M=2.40, S.D. =.853). These facets are considered negative and it is good that the perception of division heads' in this sense is low.

The hypothesis "there is a significant influence of each component of division heads' leadership on teacher job satisfaction." was proven to be valid by the data. The highest correlation of job satisfaction is inspirational motivation ($r=.419$) with its job variance at 18% ($R^2=.176$) followed by idealized behavior ($r=.348$) with its variance in job satisfaction at 12% ($R^2=.121$) and then intellectual stimulation ($r=.346$) with its variance in job satisfaction at 12% ($R^2=.120$). These three facets are under a transformational style of leadership and all include an active leader. The positive correlation shows division heads' that are perceived to care about their subordinates, in terms of actively pursuing ways to make them better, bring about a better all-around environment.

Furthermore hypothesis #2 shows that the exact opposite of the highest correlations in both r and in leadership style are management by exception (passive) ($r=.067$) with the variance in job satisfaction at 0% ($R^2=.004$) and *Laissez-Faire* ($r=-.026$) with the variance in job satisfaction at 0% ($R^2=.001$). This correlation is in fact good for the organization because the mean scores for the division heads' perceived leadership style for both of these facets are the lowest. This supports that some facets of leadership are detrimental to job satisfaction.

Table 6: Variance in Job Satisfaction by Facets

Leadership Facets	Variance in Job Satisfaction
Idealized attributes	6%
Idealized behavior	12%
Intellectual stimulation	12%
Inspirational motivation	18%
Individualized consideration	8%
Contingent reward	12%
Management by expectation active	12%

Table 6: Variance in Job Satisfaction by Facets

Leadership Facets	Variance in Job Satisfaction
Management by expectation passive	0%
Laissez-faire	0%

Table 7: Model Summary and Parameter Estimates

Dependent Variable: job satisfaction

Equation	Model Summary				Unstandardized Coefficient		Standardized Coefficient
	R Square	F	df	Sig.	Constant	b1	Beta
Linear	.058	10.10	1	0.001776	2.56	.13	.24

The independent variable is idealized attributes

Table 8: Model Summary and Parameter Estimates

Dependent Variable: job satisfaction

Equation	Model Summary				Unstandardized Coefficient		Standardized Coefficient
	R Square	F	df	Sig.	Constant	b1	Beta
Linear	.12	22.63	1	0.000004	2.25	.20	.35

The independent variable is idealized behavior

Table 9: Model Summary and Parameter Estimates

Dependent Variable: job satisfaction

Equation	Model Summary				Unstandardized Coefficient		Standardized Coefficient
	R Square	F	df	Sig.	Constant	b1	Beta
Linear	.12	22.32	1	0.000005	2.28	.21	.35

The independent variable is intellectual stimulation

Table 10: Model Summary and Parameter Estimates

Dependent Variable: job satisfaction

Equation	Model Summary				Unstandardized Coefficient		Standardized Coefficient
	R Square	F	df	Sig.	Constant	b1	Beta
Linear	.18	35.00	1	0.000000	2.03	.26	.42

The independent variable is inspirational motivation

Table 11: Model Summary and Parameter Estimates

Dependent Variable: job satisfaction

Equation	Model Summary				Unstandardized Coefficient		Standardized Coefficient
	R Square	F	df	Sig.	Constant	b1	Beta
Linear	.08	14.97	1	0.000158	2.47	.15	.29

The independent variable is individualized consideration

Table 12: Model Summary and Parameter Estimates

Dependent Variable: job satisfaction							
Equation	Model Summary				Unstandardized Coefficient		Standardized Coefficient
	R Square	F	df	Sig.	Constant	b1	Beta
Linear	.12	21.87	1	0.00006	2.34	.18	.34

The independent variable is contingent reward

Table 13: Model Summary and Parameter Estimates

Dependent Variable: job satisfaction							
Equation	Model Summary				Unstandardized Coefficient		Standardized Coefficient
	R Square	F	df	Sig.	Constant	b1	Beta
Linear	.12	21.57	1	0.000007	2.37	.18	.34

The independent variable is management by expectation (active)

Table 14: Model Summary and Parameter Estimates

Dependent Variable: job satisfaction							
Equation	Model Summary				Unstandardized Coefficient		Standardized Coefficient
	R Square	F	df	Sig.	Constant	b1	Beta
Linear	.00	.74	1	0.391374	2.99	.03	.07

The independent variable is management by expectation (passive)

Table 15: Model Summary and Parameter Estimates

Dependent Variable: job satisfaction							
Equation	Model Summary				Unstandardized Coefficient		Standardized Coefficient
	R Square	F	df	Sig.	Constant	b1	Beta
Linear	.01	.11	1	0.7376995	3.09	-.01	-.03

The independent variable is Laissez-Faire

Discussion

The outcome of this study has a number of theoretical applications. These applications will be analyzed and discussed in relations to adding upon the theories of leadership and development in an educational setting.

This study has been the first of its kind in a Thai vocational setting. To utilize the Multifactor Leadership Questionnaire (MLQ) and the Job Satisfaction Survey (JSS) to assess leadership perception has yet to be done. By doing this a new angle is given into the leadership theories. It is typical for a study to have the division heads' assess their own leadership styles but that can have its drawbacks in the form of bias. By testing these theories across a new platform, the concept of transformational and transactional leadership can be further developed.

This work also contributes to the every changing landscape of the education system and of the times we live in. Numerous studies have shown that a passive

approach is detrimental and this body of work helps add to that. Passive leadership styles such as management by exception (passive) and laissez-faire are becoming noticeably clear that they have a minimal or nonexistent role in the work place. As more and more research is done, the faster these outdated systems of leadership will be abolished.

Furthermore, the data will give administrators and division heads at Siam Commercial College an empirical look at what needs to be done to create a more satisfying work place. By looking at the statistics, SCTECH needs to make numerous changes to its overall leadership style if any progression in terms of satisfaction is to be achieved.

It is shown from past literature that and from general knowledge that good educational leaders lead to good educational outcomes. It is suggested that about one quarter of total school effects on student outcomes can attributed to organizational leadership (Leithwood, 1996). It is also found that the most significant impacts to leadership come from teachers' influences through development and appraisal. This study has a number of implications to better the overall organizational development.

Found in this study, the highest correlation came across was a transformational style of leadership. This would suggest that leaders should continue and build on a supportive aspect of their behavior. With the information from this study, school leaders can improve on their current styles, policies, and practices. This can help build on future leadership frameworks for the organization and hopefully build towards a more satisfactory work place. Moreover, creations of new or improved systems of assessment and evaluation can further build towards improvement.

Suggested by the literature, Thailand is still in a developing and chaotic state in terms of economics, politics, and education. This can possibly be attributed to a misunderstanding or lack of knowledge in terms of proper leadership and the understanding of subordinates. By gathering more empirical data and having a clear picture of what works and does not, the data from this study, if used correctly, can improve the overall atmosphere of numerous organizations even outside of the educational structure.

Lastly, to achieve maximum output from the research it is recommended that division heads should:

- foster standards for themselves that others would like to follow. A key characteristic to have as a motivator is high standards and accountability with ones actions,
- focus less on a direct means of telling their subordinates what to do and focus more on an indirect means; this can be done by creating a persona that is admirable to others and in turn they will guide themselves to be more like the said leader,
- use more mentoring and coaching techniques as a developmental tool,
- create clear goals for both individuals and teams; when the goals are met allow for those individuals to present themselves in a social gathering where other peers are invited to the occasion,
- have more occasions that highlight the major contributes that each member of the faculty has done,

- create time for teachers to create. Allow them enough freedom for them to be able to stimulate their minds and put their thoughts into action,
- allow teachers to participate more in important decision-making processes,
- have a proper area where staff can feel free to open up and discuss the future betterment of the organization,
- be ample and generous with proper recognition of birthdays and other special events. Make the teachers feel they are not only a part of the organization but part of a family,
- praise any great ideas or innovations on stage as a special event to push others towards that direction,
- perform one on one performance feedback sessions that have a clear goal setting objective with a proper timeline,
- have anything done that benefits the organization be praised immediately and sincerely,
- push a culture shift where teachers can share knowledge and give constructive criticism without feeling ridiculed,
- make themselves seen during the processes of important work done by employees,
- support resources and facilities to develop leadership (Naknan, 2012),
- and help subordinates through the previously mentioned work process by giving approval and direction if necessary.

The results of this study give a number of opportunities for future research. It would be suggested that other schools within the Thai educational structure conduct a similar research to give them a more defined understanding in what proper leadership should be like. Because of the nature of the research, future studies can be done within any level of the educational system.

In addition it would be suggested that a qualitative approach be taken to see if the feelings of the subordinates and the leaders are in line with the data. Future studies could impose focus groups, interviews, or case studies with all staff. These methods would give added value to the study and more than likely, produce extra information.

In terms of the leadership theories, this research can give more of an outlook on the importance of each facet. In general terms, the literature suggests the focus being on one or the other, transformational or transactional leadership, but perhaps the focus can be more on the facets of both. Furthermore, “leaders can adjust their leadership style depending on a range of situational factors because there is not limited leadership style for a leader to use in a given situation” (Aung, 2014). If it is more detailed future researchers may be able to add or take away some facets to make the styles more valid and defined. The research shows that teachers at Siam Commercial College of Technology gain much more satisfaction through approaches of leadership that focuses on, at the very least, partial acknowledgment whether that is through verbal praise or a physical gift. On the other hand, techniques of passive leadership should be avoided if possible within the organization because, as shown by the research, it has no effect on satisfaction and may even be detrimental.

Finally, job satisfaction is an issue that can and should be constantly developing. This study clearly shows that job satisfaction levels are only par throughout the board

and needs to be addressed. The study shows that some of the factors of leadership can increase job satisfaction therefore a deeper awareness of the link between job satisfaction and leadership theories can help gain a better understanding for intrinsic and extrinsic satisfaction.

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