The Relationship between Principal Leadership Styles and Teachers' Job Satisfaction in American Schools in Al Ain City

العلاقة بين أساليب القيادة للمدير ورضا المعلمين في المدارس الأمريكية في مدينة العين

by

NOOR SAGBAN SALIH AL DULAIMI

Dissertation submitted in fulfillment

of the requirements for the degree of

MASTER OF EDUCATION

at

The British University in Dubai

June 2021

DECLARATION

I warrant that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that a copy of my research will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make a digital copy available in the institutional repository.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my thesis for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

_____
Signature of the student

COPYRIGHT AND INFORMATION TO USERS

The author whose copyright is declared on the title page of the work has granted to the British University in Dubai the right to lend his/her research work to users of its library and to make partial or single copies for educational and research use.

The author has also granted permission to the University to keep or make a digital copy for similar use and for the purpose of preservation of the work digitally.

Multiple copying of this work for scholarly purposes may be granted by either the author, the Registrar or the Dean only.

Copying for financial gain shall only be allowed with the author's express permission.

Any use of this work in whole or in part shall respect the moral rights of the author to be acknowledged and to reflect in good faith and without detriment the meaning of the content, and the original authorship.

Abstract

The main objective of this study was to explore which leadership styles principal educators consider to be negative or positive concerning their self-determined job satisfaction. The participants that will be included in this study are teachers from different American schools in Al Ain city, United Arab Emirates. Moreover, the specific questions for this study are: 1. What is the connection between the apparent leadership style of educators' principals and the teachers' self-declared job satisfaction? 2. Does a particular leadership style (transformational, transactional, or laissez-faire) necessarily lead to higher teacher job satisfaction?

Two quantitative instruments were utilized to accumulate information and one qualitative instrument was utilized to increase the profundity of comprehension of the results. Transformational, transactional, and laissez-faire styles of leadership were established utilizing a survey that asked teachers' assessments of their principal's leadership. Also, by utilising one of the quantitative surveys, job satisfaction was measured. After that, interviews were undertaken as part of the qualitative part to add more information to the quantitative part of this research. The results indicate that there are large correlations between the principal's leadership style and the overall job satisfaction of teachers. leaders' transformational leadership, compared to the other two kinds of leadership styles, positively affected educators' general job satisfaction. The research's implications are discussed, and suggestions are made for future research on the subject.

نبذة مختصرة

الهدف الرئيسي من هذه الدراسة هو استكشاف نوعية وأسلوب القيادة للمدراء والتي يعتبرها المعلمون سلبية او إيجابية فيما يتعلق بقناعتهم الوظيفية. المشاركون في هذا البحث هم مدرسون من مدارس أمريكية مختلفة في مدينة العين، الإمارات العربية المتحدة. بالإضافة الى ذلك، فان الأسئلة المحددة لهذه الدراسة هي ١. ما العلاقة فيما يعتقده التربويون بشكل واضح بين أسلوب القيادة للمدراء مع الرضا الوظيفي للمعلمين. ٢. أي من هذه الأساليب القيادية القيادة التحويلية، القيادة التبادلية، القيادة بشكل حر) قادرة على تحسين الرضا الوظيفي لدى المعلم؟ لقد تم استخدام أداتين كميتين لجمع المعلومات وأداة نوعية واحدة لترسيخ فهم النتائج. وقد تم تحديد نمط القيادة التحويلية والقيادة التبادلية والقيادة بشكل حر باستخدام استبيان يظهر حسن تمييز المعلمين وفهمهم لقيادة مديريهم. كما تم قياس درجة الرضا الوظيفي باستخدام أحد الاستبيانات الكمية. وبعد ذلك، تم اجراء مقابلات كجزء من الأداة النوعية وذلك لإضافة مزيد من المعلومات الى الأداة الكمية في هذا البحث. تظهر النتائج صلات كبيرة بين أسلوب القيادة للمدير والرضا الوظيفي العام للمعلمين. بينت هذه الدراسة بان هناك تأثير إيجابي واضح على الرضا الوظيفي العام للمعلمين للقيادة التحويلية لمدراء المدارس مقارنة بالنوعين الاخرين من أساليب القيادة. تقدم هذه الدراسة مقترحات استكشافية للمستقبل حول هذا البحث وتداعياته.

Dedication

This dissertation is dedicated to my parents, my mom and dad. You two have given me so much time, patience and support throughout this journey. You both taught me that I can do anything I choose and that I shouldn't give up and should persevere no matter what. This dissertation wouldn't have been done without your love. Thank you for teaching me that all great accomplishments begin with a small thought and a first step.

Acknowledgement

I have received a great deal of support and encouragement throughout the process of writing this thesis. First and foremost, I would like to thank my family, my parents and brothers, for their endless love and constant prayers. This process required many hours of dedication and this might have resulted in my absence as a daughter and sister. Your patience and kindheartedness have been greatly appreciated and felt.

Additionally, I would like to thank my supervisor, Dr. Christopher Hill, for his valuable insight and guidance throughout the process of writing this thesis. Your expertise has pushed me to expand my knowledge about the topic and sharpen my work. I would also like to thank all of my professors whom I learned a great deal of information from. Without their interesting and attention-grabbing lectures, I would not have gotten this far.

I would also like to thank my principal, vice principal and head of department for guiding me and helping me alter sections and push for new ideas for this dissertation. Receiving wisdom from all of you was essential in completing this project. Moreover, I would like to thank and acknowledge all the participants who were willing to take some time out of their day to answer my questions or to answer the questionnaire this dissertation used. You have taught me so much and the responses you have provided helped in the completion of this dissertation.

Finally, I could not have completed this dissertation without the constant support of my friends, Basma Boutighane and Rudite Erilaid. They did not only provide stimulating discussions which helped in raising the level of my work, but also provided emotional support and happy distractions outside of my research.

Table of Contents

List of Tables

1. Introduction

A large number of obligations are regularly entrusted to educational leaders (Sheninger, 2011). Duties such as observations, tending to the concerns of parents and educators, quality assurance, adhering to the regulations of the ministry of education and so forth are the norm for school leaders. In addition to that, influential school leaders perceive that their leadership style has a direct connection with their school's culture; therefore, it adds additional pressure on them (Whitaker, 2012). Furthermore, a considerable amount of research revealed that the leadership style impacts the satisfaction of teachers and school staff (Mason, 2007). Therefore, it is crucial for school leaders to stay informed with regard to which leadership style and practices are best performed to boost and maintain average degrees of satisfaction inside their schools (Mooney, n.d.).

Leadership attitudes can be categorized into five leadership practices. According to Kouzes and Posner (2013), they are to set a good example, to share the future goals of the school, to accept challenges and try new things, to push people to have a choice, and to encourage and praise people for their excellent work. In addition to the different leadership patterns, other aspects influence teacher satisfaction as well. Things like the principal-teacher bond, the teacher-teacher bond, the salary, the workload, the school's curriculum, the support of the community, the availability of facilities inside the school, contentment with teaching, and teacher's reputation (Bentley and Rempel, 1980). Since school leaders cannot control the previously mentioned aspects, but they need to understand and acknowledge how their leadership style may affect teacher satisfaction.

Research has shown that satisfaction increases when school leaders are reliable, aware of the staff's feelings, and influential when communicating with others (Fullan, 2011; Pressley, 2012; Meador, 2016). Furthermore, Hodges (2005) reports that when school leaders praise and encourage their staff frequently, satisfaction increases. Similarly, when teachers are allowed to collaborate and benefit from one another in professional development sessions, satisfaction intensifies (Fiore, 2009; Meador, 2016). Other research shows that when leaders are supportive, respectful and successful at dealing with school discipline issues, teacher satisfaction is heightened (Whitaker, 2012;

Hodges, 2005; Wilson, 2012). Although there is numerous available research which suggests that leadership styles and teacher satisfaction are connected, there is still a need to understand in which ways satisfaction is affected by leadership styles.

1.1. Study Background

In the present period of change, educators and school leaders are facing new and remarkable challenges since the United Arab Emirates (UAE) is attempting to raise the quality of education rapidly. Despite the excellent progress the UAE had accomplished in the educational sector, the school system has remained under severe criticism for several years (Loughrey et al., 1999; Lootah, 2006). Therefore, in November 2005, Sheikh Nahayan, the former minister of education, declared that the public education is in crisis and needs desperate change. This event was similar in intensity to James Callaghan's 'Ruskin College' speech in 1976, the report released by former US president Ronald Reagan titled 'A Nation at Risk' in 1983, and the No Child Left Behind Act which was signed by former US president George W. Bush in 2001 (Graham, 2013; Klein, 2015; Fitz and Beers, 2002; Thorne, 2011). While those educational reforms were implemented to raise the quality of education and improve the UAE's educational system, it brought new obligations and required schools to adopt rigorous standards. This change greatly and somehow negatively affected the satisfaction of educators and still continues to do so. Therefore, there was a need to understand which parts of these changes affected teacher job satisfaction. This research will look into the relationship between teacher job satisfaction and principal leadership style.

1.2. Research Problem

Many qualified educators leave their careers in education and look for alternatives before retirement age (Harvey, 2014). The reasons cited for this are incompetent leadership and the non-availability of support from the administration (Powell, 2016; Deruy, 2016). Therefore, to urge highly qualified teachers to remain in the education field, there is a need to acquire proof of which leadership styles positively impact the job satisfaction of teachers.

1.3.   Purpose of the Study

The purpose of this study is to decide which leadership styles increase satisfaction based on the opinions of the teachers. These discoveries will have a great significance for both teachers and principals. To be great leaders, principals must have enough knowledge to enroll, employ and maintain qualified teachers. Furthermore, school leaders must be knowledgeable about which practices are best used inside the school.

1.4.   Research Questions

The research questions for this study are:

1. What is the connection between the apparent leadership style of educators' principals and the teachers' self-declared job satisfaction?
2. Does a particular leadership style (transformational, transactional, or laissez-faire) necessarily lead to higher teacher job satisfaction?

1.5.   Rationale for the Study

To be an influential leader, one must be able to look past daily conflicts and picture a more promising future. When school leaders work closely with educators, they can establish trustworthy relationships with them and push them to pursue common goals and visions which benefits the organization (Fullan, 2007; Marzano et al., 2005). Therefore, one must acknowledge that leading schools is a demanding career (Sheninger, 2011). They try to balance regular duties like tending to the concerns of parents and educators, doing classroom observations and implementing new policies while focusing on the needs of the individuals working in the school and the school culture (Sigford, 2005).

Needless to say, the school's achievement is linked to the school's culture; therefore, it needs to be regularly nurtured. Kelley et al. (2005) note that successful schools are always associated with excellent leadership and a good school culture. Those two factors significantly impact the satisfaction of the organisation; therefore, Whitaker et al. (2009) note that successful school leaders are well aware of the relationship between them and work tirelessly to keep them balanced for the overall success of the school.

When it comes to promoting teacher satisfaction within the school, leaders can feel intimidated; however, Whitaker et al. (2009) has found that small changes can emphatically affect how teachers feel about their work environment. For example, job satisfaction can be increased through successful communication (Kessler and Snodgrass (2014). They report that leaders who use written reminders or newspapers to communicate with their teachers and staff are more effective at raising satisfaction than leaders who do not.

While it is common to see the connection between leadership styles, school culture and staff satisfaction, there has been some disturbing research regarding teachers' satisfaction and recruitment. A study conducted by Erdley (2016) shows that there has been a critical decrease in the quantity of students who decide to study anything related to education. Moreover, Fullan (2014) reports that, in 2008, 62% of teachers reported feeling satisfied; however, this satisfaction has shown a 24% decrease since 2008. Similarly, and according to Fullan (2014), school leaders have been showing decreased job satisfaction since 2008 too. These statistics are upsetting and a solution needs to be found; therefore, this research is conducted to determine which leadership styles impact teacher satisfaction based on the perception of teachers.

1.6. Researcher

The researcher was an employee in a school in Al Ain city, United Arab Emirates at the time of the research. The school's student capacity was more than 400 students. She taught elementary school children for three years and has six years of teaching experience. During these three years, several changes in administration had occurred in the researcher's place of employment. Additionally, the researcher changed her previous school and therefore had a new administration when she moved to her current school. Glanz (2002) note that each administrator has a distinctive leadership style. The change in leadership styles from the previous school and within the current school has undoubtedly altered and affected teacher motivation and satisfaction. On the one hand, certain leadership styles increased teacher satisfaction, while other leadership styles

hindered it. Therefore, the researcher was determined to investigate which leadership styles heightened teacher satisfaction, and which ones lowered it.

2. Literature Review

2.1. Introduction

Leadership is the procedure of influencing or modelling done by a person to prompts another person or group to adopt goals shared by the leader and pursue them (Fullan, 2007). Successful leaders understand that in order to convince others to follow, they should develop reliable connections with them. As reported by Marzano et al. (2005), building trust is based on the daily actions of the leaders. Additionally, leadership is not only how leaders treat followers, but it is also the manner by which the leader works through others to accomplish objectives (Owens and Valesky, 2015).

Moreover, as reported by Sheninger (2011) and Sigford (2005), school leaders have a difficult profession, and they have a plethora of tasks to accomplish on a daily basis. To name a few, leaders can be confronted with disciplinary issues, complete ongoing teacher observations, or tend to the concerns of parents and teachers and attend various meetings daily (Glickman, 2002). For this reason, the pace of the school is established by school leaders (Mason, 2007).

According to Whitaker et al. (2009), as school leaders have an effective role within the school, they can set the success or failure of a school. Therefore, influential and successful leaders acknowledge the need to understand the factors which impact the success of the school. Those factors are identified by Whitaker et al. (2009) as leadership styles and teacher satisfaction.

Furthermore, Long (2015) states that teachers' decisions to remain in or to quit their jobs are directly linked to the school's leadership quality. A study conducted by Weale (2015) shows that the majority of new teachers quit within the first year. Similarly, another study by Phillips (2015) reveals that even though a large number of people choose teaching as a career, nearly half of them either quit the job or relocate to another school. Furthermore, it seems that the reason teachers leave their careers in education is related to satisfaction, as reported by Harvey (2014). Thus, to eliminate this crisis and

bring teachers back to the profession, there is a need to understand what kind of leadership styles impact teachers' job satisfaction positively.

2.2.   Teacher Job Satisfaction

Teacher job satisfaction can be defined as the sentiments of eagerness and faithfulness that an individual or group has about a project, a business or a career. Researchers define it as the negative or positive feelings teachers have towards their career (Sunal, Sunal, & Yasin, 2011). Job satisfaction can also offer fulfillments of a need or want for teachers. Consequently, this can affect the productivity of teachers in the workplace. Therefore, the satisfaction of teachers inside the workplace has been an important topic for leaders and administrators inside schools.

A number of studies focused on identifying the factors of teacher satisfaction and dissatisfaction (Russell et al., 2010; Tickle, Chang & Kim, 2011). Researchers discovered that factors such as work stress, salary, systems of evaluation and observation, student-teacher relationship, and administrative support play a significant part in influencing the degree of teacher satisfaction (Tickle et al., 2011; Noddings, 2014). These factors have a tremendous effect on teacher performance and quality of teaching. Therefore, it is crucial to understand the relationship between these factors and increases or decreases in teacher job satisfaction in schools.

Noddings (2014) claims that job satisfaction is not sustained and is lower than desired due to the fact that teachers face a tremendous amount of stress on a daily basis. This pressure can emerge from being blamed for students' low-test scores as well as the new evaluation and observation systems which are forced upon teachers (Noddings, 2014). However, teacher job satisfaction can be improved in a plethora of ways and effective leaders understand that sustaining teacher satisfaction is one of the pillars of efficient school leadership (Tschannen-Moran & Tschannen-Moran, 2014). Similarly, Freidman and Reynolds (2011) report that leadership does not take its first step until teachers are given the support they need. Additionally, Perumal (2011) claims that teacher job satisfaction affects lesson delivery, educator viability and leadership, students' mentalities, and achievement and conduct. Thus, elevated teacher job

satisfaction is essential to a school's success. Many researchers determined the following aspects of how school leaders can positively influence satisfaction.

2.2.1. Communication

According to Kessler & Snodgrass (2014), strong communication can effectively nurture job satisfaction. Thus, leaders are advised to communicate with teachers on a daily basis (Fullan, 2011). However, different leaders have different communication styles. A study carried out by Oktoni et al. (2019) shows that there are four communication styles that leaders use with their teachers; inclusive communication style, assertive communication style, aggressive communication style, and open communication style.

Inclusive communication style is when leaders consider the opinions of teachers and make them feel they are involved in the decisions taken inside the school (Barnlund, 2008). Another communication style is open style. This style allows every teacher to share their feedback, opinion and criticism on issues relating to school policies which are affecting them. It allows leaders to view teachers as human beings not only workers. When leaders engage in an assertive communication style, they are open to listening to others' opinions, but feel comfortable enough to share their opinions as well. They communicate with others without getting offended or manipulated. They also set limitations and boundaries while being engaged in a conversation and are active listeners. One can conclude that inclusive, assertive and open communication styles can be considered a democratic communication style. To elaborate, this type of communication style is characterized by democracy, cooperation, two-way communication, and respect for everyone's opinions (Lussier, 2010). The last communication style is an aggressive style. According to Adubato (2014), aggressive communication can be defined as a style that expresses the opinions, thoughts and feelings of individuals in a way that violates the rights of others to fulfill their needs. Thus, aggressive communication is a verbally abusive style. Leaders who use this style often intimidate others to fulfill their needs through power and control. They are poor listeners and often create a win-lose situation with their staff. This type of style is correlated to an autocratic communication style. In conclusion, these communication styles can affect

teachers' job commitment massively. A study by Guo, Li and Wu (2015) revealed that an autocratic communication style leads to low job satisfaction while a democratic communication style leads to high job satisfaction. The study suggests that leaders should use a democratic communication style often to keep job satisfaction elevated and, in return, increase job commitment.

2.2.2. Praise and Recognition

Praise and recognition can be defined as the acknowledgment of the hard work someone puts in on a daily basis. Hodges (2005) states that being recognized by the higher ups is a nice bonus for teachers. Another study by White (2014) shows that teachers want to be acknowledged for exerting extra effort (e.g., providing additional classes to struggling students, helping parents with things they do not understand inside the curriculum outside working hours, monitoring students during break time, etc.). To praise someone constructively, the teacher's name, action and importance should be mentioned (White, 2014).

Successful leaders know that praise and recognition can affect teacher job satisfaction tremendously. A study by Whitaker (2012) shows that teachers' self-worth and job satisfaction are improved when leaders help build their skills and encourage and praise when appropriate. Similarly, when teachers are encouraged to recognize one another for extraordinary performance, this can boost teamwork, strengthen bonds between them and enhance job satisfaction (Ladika, 2013). Despite this being true, Whitaker et al. (2009) advise leaders to select the appropriate time to praise teachers. When leaders praise and recognize certain teachers regularly, this can result in resentment and hate between teachers which can negatively affect teacher job satisfaction.

2.2.3. Collaboration

Collaboration occurs when members in the school, specifically teachers, work together to achieve a shared goal. Teachers in the United States (US) change jobs in the first three years of teaching due to feelings of isolation which are closely related to low job satisfaction (Parker, Martin, Colmar, & Liem, 2012; Tatar & Horenczyk, 2003).

Feelings of isolation occur because teachers spend their working hours inside the classroom with students, so there might not be opportunities to interact with other teachers. Therefore, collaboration can reduce feelings of isolation and in return increase job satisfaction (Johnson, Kraft, & Papay, 2012; Wimberley, 2011).

A study by Behrstock-Sherratt and Rizzolo (2014) states that teacher job satisfaction can be raised by collaborating. Additionally, another study by Anrig (2015) shows that if teachers and administrators collaborate, this can enhance student achievement. Friendman & Reynolds (2011) state that successful leaders recognise the significance of constant collaboration; therefore, they work towards scheduling opportunities for teachers to plan lessons together, recognise opportunities for student growth and share their success stories (Friendman & Reynolds, 2011).

2.2.4. Professional Development

Professional development is an essential part of any educator's career. However, professional development opportunities that administrators select without the opinions of teachers are notoriously unproductive (Friendman and Reynolds, 2011). Effective leaders understand that teachers need to choose what professional development opportunities they feel are meaningful and engaging. Similarly, Fiore (2009) reported that teachers will have a successful professional development session if it is designed with their needs and desires in mind.

2.2.5. Support

Multiple studies have shown that job satisfaction is greatly influenced by supervisors in any workplace (Grissom & Keiser, 2011; Grissom, Nicholson-Crotty, & Keiser, 2012). Therefore, leaders' support has been greatly associated with teacher job satisfaction (Brown & Wynn, 2009; Grissom, 2011; Moir, 2009). As Whitaker (2012) states, school leaders have the responsibility to support their teachers and effective leaders recognize that support can be demonstrated by listening to their teachers. Consequently, by raising the feelings of being supported, teacher job satisfaction can be heightened. Other research shows that having a supportive leader can show teachers they are valued and unique (Meador, 2016; Hodges, 2005).

2.2.6. Trust

Meador (2016) expressed that the connection between leaders and their teachers must be based on an establishment of trust. However, this kind of relationship takes a great deal of effort to establish. Similarly, Fullan (2007) demonstrated that the connection between leaders and those they lead is built on trust. Trust is critical to teachers' job satisfaction. Teacher job satisfaction is heightened when teachers trust their leaders; however, if one has been misled, tricked, or let down frequently, the ensuing doubt is unfavorable to satisfaction.

Viable leaders create and sustain trusting relationships through their daily actions and practices (Fullan, 2014). Successful leaders comprehend they are liable for guaranteeing a valid trust; thus, they work persistently to build up and uphold reliable associations with their teachers (Fullan, 2014).

2.2.7. Discipline

Rebore and Walmsley (2007) urge high performing schools to create a strong behavior plan that everyone perceive and follow. They assert that a code of discipline is essential for both teachers and students, with the goal that upon entering the school, everyone knows the norm in terms of behaviour.

Moreover, when a student does not comply with the discipline policy and is shipped off to the principal's office, typically it is because teachers have been stretched to the edge and are looking for authoritative help. Therefore, when teachers send students to the principal's or leader's office, it is serious, and effective leaders should ensure educators feel satisfied by telling them improper conduct will be managed (Whitaker, 2012). Furthermore, Whitaker (2012) encouraged administrators to choose disciplinary consequences after talking with the student as well as subsequent to addressing the teacher who referred the student to the leader. This action, as suggested by Whitaker (2012), is essential for causing teachers to feel upheld, and when this happens, teacher job satisfaction is heightened.

2.2.8. School Climate

Much exploration has been applied to what leadership means for a school's environment and, without a doubt, a positive environment is fundamental for the accomplishment of a school. As noted by Kelley et al. (2005), teachers' execution, students' accomplishment and a higher resolve can be accomplished with a positive school environment. Successful school leaders are aware of this and know that the environment of their school is related to their initiative; therefore, they work tirelessly to ensure a welcoming atmosphere in the school.

Positive change in the school is connected to successful leaders (Whitaker, 2012). As verified by Sigford (2005), leaders are answerable for creating a positive environment all through the school. Functional leaders comprehend they have a huge duty to distinguish creative procedures and guarantee a hopeful climate is existing inside their schools.

A successful leader assembles a culture that decidedly impacts teachers which, in return, emphatically impacts students (Marzano et al., 2005). At the point when educators are contented with their school's lifestyle and environment, they are more prepared to assist their pupils with succeeding. As noted by Whitaker et al. (2009), positive teacher job satisfaction is highly related to a positive school environment. In the event that the environment of a school is energetic, exciting, and profitable, at that point the staff inside it think it is a legitimate delight to come to work. Unquestionably, compelling leadership is straightforwardly connected to a school's way of life and environment. When the leader establishes an idealistic pace, the activities of everybody at school are emphatically affected (Whitaker, 2012).

2.2.9. Empathy

To be sympathetic is to have the capacity to comprehend and people's sentiments. Weissbourd and Jones (2014) claim that compassion is not only an ability; it is an expansive and profound feeling of care and humanity. Therefore, showing empathy can be an important tool in heightening teacher job satisfaction. Pressley (2012) notes that

an empathic leadership style can cause everybody to feel like a group and increment efficiency, reliability and job satisfaction.

Moreover, it is especially amazing when principals show compassion for teachers who are disappointed and troubled by conditions they cannot completely handle (Tschannen-Moran and Tschannen-Moran, 2014). By doing this, principals make a positive feeling of association, cultivate collaboration, and summon the ability as well as the mental fortitude to attempt new things.

2.2.10. Respect

Wilson (2012) claims that extraordinary teachers will leave a school where leaders don't respect or confide in them. Powerful leaders perceive that individuals should not exclusively be respected but also feel respected; thus, developing a culture where everybody feels respected is imperative for being an effective school leader. According to Esquith (2014), when school leaders respect and have faith in their educators it is a win for everyone. As a leader, it is significant that you respect the people around you. The vast majority of teachers substantially want the admiration of their leaders. Thus, when leaders give it unreservedly, it establishes an exceptionally optimistic environment (Tamag, 2013).

2.2.11. Summary

Strasser (2014) interviewed a previous city director who expressed that teacher job satisfaction is a side-effect that emerges when teachers are treated as leaders and with respect. It is a result of enabling teachers to settle on choices related to their jobs. Teacher job satisfaction is fundamental for the success of a school. The vast majority would concur that teacher job satisfaction is significant. Individuals are more productive at work when they feel better. Thus, Esquith (2014) suggests that if expert teachers feel better on school campus, satisfaction of students will increase too.

Much research has found that teacher job satisfaction is undoubtedly critical to a school's profitability and that the leadership of a school directly affects the "disposition" of the entire school; therefore, there has been a tremendous necessity to decide what

characteristics teachers attribute to increased job satisfaction and what leadership styles educators believe have a connection to teacher job satisfaction. An in-depth study of leadership styles is fundamental; however, the following segment addresses part of the speculation that influences inspiration and job satisfaction.

2.3. Theoretical Framework

2.3.1. Maslow's Hierarchy of Needs

Fiore (2009) states that Abraham Maslow's Need Hierarchy Theory is the most generally examined and comprehended substance hypothesis of inspiration and it is notable among teachers. Maslow recognized five essential degrees of human necessities that arise in a particular grouping; nonetheless, to advance through the arrangement, lower-level requirements should be met before advancing through the progression.

The following, displayed least to most noteworthy, portray Maslow's chain of command of requirements (Fiore, 2009):

1) Psychological requirements incorporate the requirement for food, water, sanctuary, and well-being.
2) Safety requirements incorporate a craving for security.
3) Social requirements incorporate a longing for having a place and the foundation of fellowship and connections.
4) Esteem requirements incorporate a craving for regard, appreciation, and confidence.
5) Self-realization requirements incorporate a longing to reach a certain potential.

Whitaker et al. (2009) state that Maslow's hypothesis of necessities is fundamental to consider while talking about leadership styles and teacher job satisfaction. In the event that a person's first two requirements are not met, one will not ever have the option to advance to accomplishing other requirements – which are all straightforwardly associated to job satisfaction. Successful school leaders perceive that the most essential requirements of individuals should be met. They understand that individuals not only need to be protected, but they also need to have a sense of security while they are in school. They also work towards cultivating a climate that gives individuals freedoms to move up Maslow's hierarchy (Whitaker et al., 2009).

2.3.2. ERG Theory

The ERG (existence, relatedness, and growth hypothesis) was established by Clayton Alderfer in 1972. It is an augmentation of Maslow's hierarchy of needs, as it also depends on the understanding that necessities are essential factors of a person's inspiration (Fiore, 2009).

1. Existence - requirements for food, water, and a place of refuge (e.g., professional stability, etc.).
2. Relatedness - this requirement includes associations with partners, bosses, apprentices, family, companions, etc.
3. Growth - natural cravings to increase work capability.

The three groups (existence, relatedness, and growth), similar to Maslow's five classifications, can be organized in an order; nonetheless, in contrast to Maslow's hypothesis, Alderfer guessed the levels are flexible. To elaborate, individuals can move past "existence" once that need is entirely fulfilled. Furthermore, according to Fiore (2009), Alderfer claimed that individuals, when unsatisfied, can relapse from higher-level requirements back to lower-level requirements. Similarly, Kadian-Baumeyer (2016) note that Alderfer's ERG hypothesis recommends that individuals' necessities can be reached to and fulfilled at the same time, instead of from bottom up. In any case, as necessities are fulfilled, teachers are spurred on to endeavor to fulfill another need.

It is basic for leaders to perceive the necessities of individuals they lead. In particular, administrators should comprehend that a worker has different necessities that should be fulfilled simultaneously. As per the ERG hypothesis, if the leader focuses exclusively on each need in turn, this will not successfully spur on the teacher (Management Study Guide, n.d.).

2.3.3. Herzberg's Motivation-Hygiene Theory

Frederick Herzberg 's Motivation-Hygiene Theory, also called two-factor hypothesis and double factor hypothesis, recognizes those elements that persuade individuals to have job satisfaction (motivation factors) and job dissatisfaction (hygiene

factors) (Fiore, 2009). As an analyst, Herzberg was keen on seeing what one's demeanor means for inspiration and job satisfaction; consequently, he completed a broad exploration of various workers at nine distinct organizations (Fiore, 2009).

Herzberg talked with his members and requested that they depict times when they felt both great and terrible about their jobs. He, at that point, requested that the members portray what was occurring that caused them to feel that way. As stated by Fiore (2009), numerous individuals stated being noticed for a difficult job they had done at work, being advanced or developed in the organization, or accomplishing a goal made them feel good. These variables, or job satisfaction factors, were referred to as motivation factors.

In addition, a large number of the individuals announced feeling awful at work when circumstances were unacceptable, work contexts were stressful, they were discontent with their bosses, or new organizational approaches were ordered. Hartzell (2016) states that hygiene factors are tied in with causing a representative to feel good, secure, and glad.

Interestingly, Herzberg concluded that job satisfaction and dissatisfaction are not opposites. The bottom line, he guaranteed, is that something opposed to satisfaction is not satisfied, and something opposed to dissatisfaction is not dissatisfied. If something causing job dissatisfaction conditions are resolved (e.g., inappropriate working situations are fixed), staff members don't end up dissatisfied, but satisfaction isn't fundamentally the result either. Therefore, Hartzell (2016) suggests that to make satisfaction happen, motivation factors should be available.

Herzberg's Motivation-Hygiene Hypothesis (1959), and they perceive the significance of guaranteeing that motivation factors are available while hygiene factors are met. When both components are acceptably met, teacher job satisfaction is undoubtedly increased. Hartzell (2016) suggests that a leader should ensure that appropriate hygiene factors are in place while incorporating satisfaction or motivation factors into the workers' job.

No single hypothesis can supply leaders with explicit approaches to deciding how best to motivate individuals; in any case, successful leaders understand that the hypothesis can help extend knowledge about what people perceive as motivating. According to Fiore (2009), the three hypotheses can help school leaders figure out what has the best probability of spurring on their teachers.

As well as being educated with respect to speculations that sway job satisfaction, adequate educational leaders are well informed with regard to which leadership styles are most effective for job satisfaction. The accompanying section characterises, depicts, and gives instances of an assortment of leadership styles.

2.4. Leadership Styles

Leadership is certainly an old idea, yet it was not seriously considered by researchers until practically the twentieth century (Bass, 1990). During the 1930s, the Hawthorne studies first alerted scholars to the conceivable relationship between teachers' job satisfaction and job execution (Sarri and Judge, 2004). In these studies, workers in a manufacturing plant were observed more intensely to enhance their general work execution and efficiency; in any case, the results were that while their performance elevated when agents realised they were being monitored, their revealed job satisfaction decreased under monitoring (Rowden and Conine, 2005). Thus, job satisfaction is a predominant region of study and prompted propels in various workplace settings throughout the planet (Katz, 2004). It is significant, due to the past research laid out previously, to consider leadership styles as a potential impact influencing teachers' job satisfaction.

Leadership is the interaction that is undertaken affecting the assignment targets and systems expected to meet those goals for a gathering or association (Khanna, 2010). All in all, leadership is the capacity to rouse others by giving direction, reason, course, and motivation with an end goal to accomplish an objective or set of objectives through coordinated effort and cooperating. Blasé and Kirby (1992) state that school leadership is characterised as affecting teachers inside the school to carry out systems and accomplish goals to increase student accomplishments. The turnaround and engagement

of an educational system relies upon the connection between leaders and their teachers (Khanna, 2010). Leaders use different approaches with teachers. If the leader's leadership style is sufficiently attuned to the circumstances of the school, the viability of the school can be promoted (Theodory, 1981a). The leader can be either task-oriented or relationship-oriented if he/she can change the exact needs of the teachers (Theodory, 1981b).

Amin et al. (2013) suggests that the characteristics of a leader can decide on a particular leadership style that can lead to a positive image of the leader among teachers. Leadership style is the way of giving guidance, persuading individuals, executing plans, and the strategy to lead others (Newstrom and Davis, 1993). Teachers' job satisfaction can be influenced by the leader's chosen leadership style, which is maintained by the lifestyle and environment of this foundation (Al-Omari, 2008).

It is fascinating to look at leadership styles as there are countless different types. Opinions differ when it comes to the number of leadership styles that can be thought of; nevertheless, sources agree that a leader will display a few qualities of different styles and can actually use a different leadership style based on the circumstances (Howell and Costley, 2001). Abbey and Esposito (2001) suggest that teachers' job satisfaction is identified with the support they receive from school leaders. A possible influence on teachers' job satisfaction could occur because of leaders and the leadership style they use toward teachers (Blasé and Kirby, 1992). This study analysed three leadership styles, namely transactional, transformational, and laissez-faire.

2.4.1. Transformational Leadership

Transformational leaders inspire others to take up more roles and are remarkable role models ("What is Transformational Leadership," 2014). These leaders raise assumptions for their teachers through extreme inspiration; in this way, achieving remarkable findings is the standard. Transformational leaders are deeply persuasive in getting employees to benefit the team because of their incredibly successful ways of convincing. They also have qualities such as likeability, trustworthiness, and sincerity (Raza, 2011).

Under transformational leadership, singular commitments and "execution past assumptions" are praised every now and then ("What is Transformational Leadership," 2014). Those working for transformational leaders regularly show expanded degrees of spirit and are exceptionally energetic (Raza, 2011). Avolio, Bass and Jung (1995) distinguished four components of this leadership style.

Idealised Influence: Leaders with idealised influence act as solid leaders and good examples for employees since they possess exceptional skills, elevated moral and good standards (Avolio, Bass and Jung, 1999). Employees like to follow leaders who have idealised influence because the leader has driven them through excellent self-performance and they admire this behaviour. (Aydin et al., 2013). A leader who uses transformational idealised influence will focus on the necessities of employees over their own and provide the employees with a dream worthy of motivation (Amin et al., 2013). This part of transformational leadership means that a leader can hold the trust of subordinates, preserve their confidence and respect, show them devotion, and grant their deepest desires (Avolio et al., 1995). In general, transformational leaders with idealised influence provide a good example for people to follow.

Inspirational Motivation: The followers are persuaded by these leaders by emphasizing significant standards, encouraging solidarity, and offering enticing dreams of the conditions to come when objectives are achieved (Amin et al., 2013; Aydin et al., 2013). Inspirational motivators are considered to be individuals who are filled with enthusiasm and positive thinking and possess a strong will to achieve goals (Bass, 1995). They can communicate clear goals and the eagerness to achieve them (Bass and Riggio, 2006). This type of leader presents a plan, helps other people concentrate on their jobs, and attempts to cause other people feel that their efforts are important (Avolio et al., 1995). An inspirational-motivational transformational leader is a motivator who motivates individuals to accomplish significant things.

Intellectual Stimulation: Followers of transformational leaders are frequently spurred to be inventive, insightful, and imaginative (Aydin et al., 2013). Intellectual stimulators encourage followers to be creative and critical thinkers (Amin et al., 2013). Critisizing the followers' mistakes is not advised on the grounds that these mistakes

address zones of possible development (Bass, 1998). Followers are urged to test their own conclusions as well as the manager's and association's perspectives and assessments (Amin et al., 2013). The concentration of meetings is typically on conceptualising novel thoughts and creating innovative answers for issues (Amin et al., 2013; Aydin et al., 2013). This type of subcategory is used to get others to look at old issues in new ways, is open to outrageous positions, and helps individuals challenge themselves (Avolio et al., 1995). An intellectually stimulating transformational leader is one who pursues imaginative responses to difficulties and is regularly innovative in solving problems.

Individualised Consideration: Individualised consideration means that the leader, as a mentor to the group, addresses the singular needs and supports each individual to reach their full development and potential. (Amin et al., 2013; Aydin et al., 2013). A transformational leader assists their subordinates to be effective and flourish. Utilising an empowering environment that perceives the differences of each unique individual is imperative as followers' qualities are supported while deficiencies are shaped into qualities through the leader's coaching (Northhouse, 2010). A transformational leader who employs individualised consideration is interested in the welfare of others, hands out projects regardless of the particular qualities and deficiencies of individuals, and focuses on those who appear to be less connected to the group (Avolio et al., 1995). A leader who employs individualised consideration display sympathy and is responsive to the individuality of subordinates.

2.4.2. Transactional Leadership

A transactional leader is one who values goals and organization. As per Spahr (2015), these leaders are very outcome-situated; they are probably going to order military tasks, oversee enormous foundations, or lead projects. Activities driven by transactional leaders frequently request total adherence to exact principles and guidelines, and accomplishment depends on execution audits. Transactional leaders have an extraordinary regard for schedule, cutoff times, and timeliness. Individuals who function admirably in organised, centered conditions flourish under transactional leadership. Notwithstanding, the individuals who appreciate being imaginative and creative battle when working under this style of leadership.

Raza (2011) notes that transactional leadership often revolves around reward or punishment. When one achieves a goal, one receives a reward (e.g., recognition, promotion, etc.). On the other hand, if workers neglect to complete tasks, they are punished (Amin et al., 2013). Transactional leadership depends on an arrangement of reward and punishment; therefore, it does not offer much in terms of job satisfaction to make individuals go past the basics (Raza, 2011). Unquestionably, transactional leadership can negatively affect teachers' job satisfaction. Based on Avolio et al.'s (1995) research, there are three measurements related to transactional leadership.

Contingent Reward: Transactional leaders ensure that the efforts of employees achieve the goals of the organisation (Aydin et al., 2013). Contingent reward is when the leader gives different rewards to enhance the presentation and inspiration of the subordinates when the execution goals are met (Avolio et al., 1995). These rewards can be as monetary rewards or other substantial things that are used to tempt the followers. Contingent rewards are used when the leader directs individuals while enticing them with rewards, emphasising what is normal for them, and guaranteeing that individuals are noticed for their achievements (Avolio et al., 1995). A leader who uses this type of leadership persuades followers with external, explicit recognition for accomplishments.

Active Management-by-Exception: the leader within this measurement assesses the professional by paying close attention to missteps or deviations from the assumptions for his or her position and then quickly remedies the follower (Bass, 1998). This is accomplished by following the subordinate's performance and effectively looking for promising circumstances for development and improvement that are carried out immediately (Aydin et al., 2013). This style is a task-oriented leadership style and pays little attention to building individual interactions with followers (Theodory, 1981b). In this sort of leadership style, the leader corrects the subordinates' faults immediately as the demonstration is effectively followed and observed.

Passive Management-by-Exception: If the presentation shows that there is a problem, the leader uses this style to fix the problem (Aydin et al., 2013). The distinction between both management-by-exception leadership styles is the point at which concerns are noted. In the active leadership style, the leader effectively observes the follower's

behaviour and corrects them when the follower deviates from expectations. In the passive style, on the other hand, the leader latently observes the consequences of the representative's work and corrects him/her when the work product is not sufficiently within guidelines. In the inactive type, the leader waits until the follower's confusion has affected the end result outcomes prior to taking corrective action (Bass and Riggio, 2006; Northouse, 2010). At the point when leaders exceptionally use transactional leadership, actively or passively, they communicate the working assumptions and presumptions to others, remain satisfied with the standard performance, and do not effectively attempt to enhance the standard (Avolio et al., 1995).

2.4.3. Laissez-Faire Leadership

Laissez-Faire Leadership does not allow only one leader to have an opinion or make the decision in the school. Laissez-faire leadership is not represented by strict procedures or strategies. It is substantially relaxed and depends on the leader's trust in the abilities of followers. Apparently, laissez-faire leadership has been associated with high job satisfaction because the leader adopts an exceptionally detached strategy and leaves much of the dynamic cycles to followers (Robinson, n.d.).

Laissez-faire leadership, as indicated by Gill (2015), frequently maintains, "do what you want as long as you take care of business right." These leaders accept that the way to progress originates from building a solid group; when the establishment of cooperative people has been grounded, the leader can move a side and let achievement bloom. While laissez-faire leadership is plainly not the most ideal decision for each association, a few work environments prosper under this leadership style. Successful school leaders perceive the positive effect laissez-faire leadership has on teacher job satisfaction, as this type of leadership offers fantastic autonomy (Robinson, n.d.). On the other hand, Rowold & Scholtz (2009) claim that this type of leadership style has a negative impact on teacher job satisfaction.

2.5. Summary

Effective educational leaders recognize the large connection between leadership styles and teacher job satisfaction; therefore, they constantly work to guarantee solid

satisfaction among their teachers (Mooney, n.d.; Schaefer, 2016; Whitaker et al., 2009). By supplying help for teachers (Whitaker, 2012), ongoing interaction (Kessler and Snodgrass, 2014), acknowledgment (White, 2014; Hodges, 2005), and chances for coordinated effort (Behrstock-Sherratt and Rizzolo, 2014; Friedman and Reynolds, 2011), effective leaders can improve job satisfaction.

Furthermore, adequate leaders take care to supply teachers with significant advancement chances (Fiore, 2009; Friedman and Reynolds, 2011) and to support disciplinary actions (Rebore & Walmsley, 2007; Whitaker, 2012). By showing sympathy (Pressley, 2012; Weissbourd and Jones, 2014) and appreciation (Esquith, 2014; Tamang, 2013), school leaders develop reliable connections (Fullan, 2007; Meador, 2016) and productiv school environments (Kelley et al., 2005; Sigford, 2005).

Leadership in education is not an easy job. A large list of duties is expected of leaders and any individual should not make a hasty decision to dive into this profession. Leaders have a large number of obligations and in order to be successful, should have the ability to effectively adjust the conditions of the work. Since one's leadership directly affects teachers' job satisfaction and experienced teachers consistently leave the profession due to an absence of leadership support, the current research tries to add additional measure to the accessible research by examining the differential effects of principals' leadership styles on teachers' job satisfaction. While leadership styles have been extensively studied in numerous other business environments (Amin et al., 2003), there has been little experimental research related to education, and what has been done has largely been at the higher education level in various nations (Al-Omari, 2008). This research will add to the accessible research and hypothesized understanding of leadership style as it identifies with teacher job satisfaction by examining the connections at the elementary, middle, and high school levels in the city of Al-Ain, United Arab Emirates.

3. Research Methodology

3.1. Introduction

This chapter includes an intensive depiction of the research methods and procedures utilised for this research. It also incorporates the research design, a portrayal of the participants, a depiction of instrumentation and data collection techniques, and a depiction of data analysis strategies. As shown in Chapter 1, the purpose of this dissertation was to distinguish which leadership styles teachers believed influenced teacher job satisfaction at certain American schools in Al Ain City, United Arab Emirates as shown by teacher reactions to the surveys and interviews.

3.2. Characteristics of Mixed Methods Research

A mixed methods approach is utilised in this investigation as this strategy can prompt exact and complete depictions (Johnson and Turner, 2003). A mixed methods configuration is used for gathering, investigating, and blending both quantitative and qualitative information inside a solitary report or arrangement of studies to both clarify and investigate explicit research questions (Stentz, 2012). Mixed method research has an emphasis on both the profundity and the broadness of data across the quantitative and qualitative examination strands. This research evokes an intensive image of teachers' opinions with respect to the effect of leadership styles on job satisfaction through its mixed methods design. This method was considered the most appropriate for responding to the research questions:

1. What is the connection between the apparent leadership style of educators' principals and the teachers' self-declared job satisfaction?
2. Does a particular leadership style (transformational, transactional, or laissez-faire) necessarily lead to higher teacher job satisfaction?

Picking the mixed methods approach for this research project is valuable, as words and stories improve the significance of the quantitative information. It is worthwhile to utilise mixed methods as the qualities of one technique can defeat the shortcomings of another (Creswell and Clark, 2007). The qualitative information can uphold the quantitative information, as the interviews can give more grounded proof to a conclusion through union

and support of results. The research is reinforced when qualitative and quantitative research, utilised together, produce more complete information necessary to inform hypothesis and practice (Morgan, 2007).
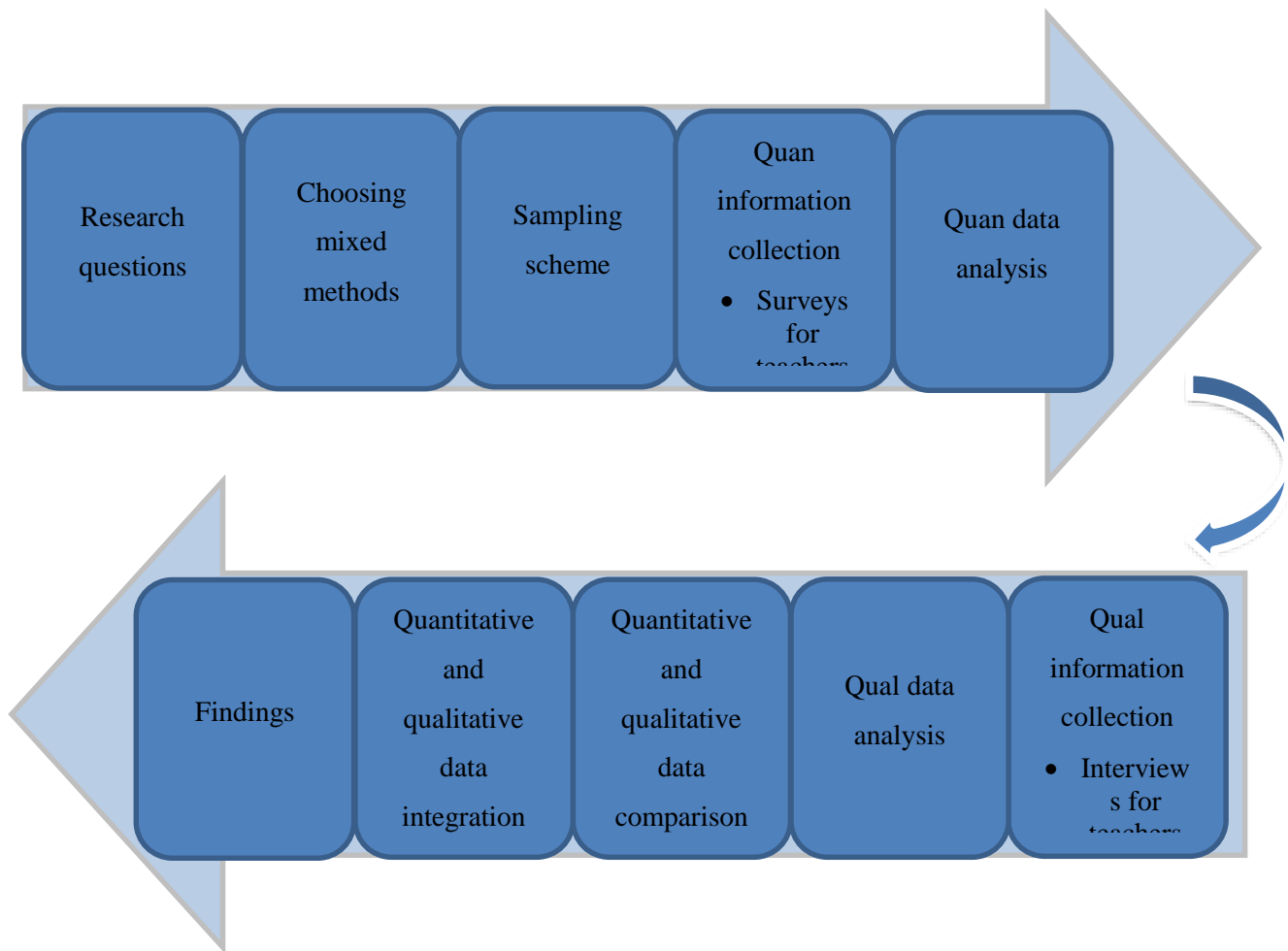
As demonstrated, mixed methods research has many strengths. However, there are additionally shortcomings with this approach that must be tended to. This approach is more costly and takes longer than utilising just a single technique. Therefore, research methodologists are still trying to understand specific details, for example, issues of paradigm mixing and how to qualitatively investigate quantitative information. Another shortcoming of mixed methods research is the discussion about how to decipher clashing outcomes (Johnson and Onwuegbuzie, 2004).

3.3.   Type of Mixed Method Design

This research used an explanatory sequential QUAN→qual design. The "qual" is written in lowercase, which means the qualitative bit of the examination is the less predominant of the strategies. The arrow, QUAN→qual, shows that the examination is consecutive and the quantitative data assortment will happen preceding the qualitative one. The predominant bit of the research is the "QUAN" as it is written in capitalised letters, as this is quantitative-driven research. The surveys and interviews happen in a consecutive pattern. First, the surveys were sent to teachers in each school. When the outcomes from the surveys in each school were analysed, the researcher undertook interviews with the teachers. At that point, the qualitative data coming from the interviews were analysed. After the data had been analysed, they were considered for information triangulation.

Figure 1 mirrors the plan utilised in this examination. The researcher first picked the research questions, then the mixed methods approach was considered generally suitable to fit the necessities of this research. The schools were chosen for both the quantitative and qualitative segments of the research. The researcher gathered and dissected the surveys for the quantitative part of the research. Then, the researcher gathered and examined the qualitative information as the teacher interviews were performed. The quantitative and qualitative information were incorporated, deciphered, and a final report was created.

Figure 1. The research design steps

| Research questions | Choosing mixed methods | Sampling scheme | Quan information collection • Surveys for teachers | Quan data analysis |
| Findings | Quantitative and qualitative data integration | Quantitative and qualitative data comparison | Qual data analysis | Qual information collection • Interviews for teachers |

Source: Researcher's own design (2021).

3.4.   Sampling Strategy and Participants

The general motivation behind sampling is to create an example that best answers to the research questions (Maxwell and Loomis, 2003). This research utilised purposive sampling to examine teachers from four American private schools in Al Ain city. All schools were utilised in both the quantitative and qualitative parts of this research. This strategy of sampling has a few benefits including the usability and the low cost. Purposive sampling can be less tedious than different other options while still keeping a high participation rate. On the other hand, purposive sampling can have different disadvantages including the non-generalisation to a population as opposed to probability sampling. Another detriment of this kind of sampling is the probability of a mistake because of experimenter or subject bias (Maxwell, 2005).

The participants of this research included elementary, middle and high school teachers employed in the four American private schools in Al Ain City. There was a total of 210 teachers employed in the schools included in this study. Of this number, 200 participated in the research. Temporary teachers, transfer teachers, and part-time teachers were excluded from the data collection measures on the grounds that their restricted work in the framework implied that they would not have the option to give longitudinal viewpoints. All members in the investigation were full-time, confirmed teachers employed in grades K-12 who had at least one full year of experience working at the school.

3.5.   Description of Instruments

To design a fitting examination, issues identified with the data collection should be investigated. The vital factor is to feature the centrality of using the research questions to guide specialists with the sort and proportion of the information that should be accumulated, which fits in with the goal of the examination (Lankshear and Knobel, 2004).

Mixed method-based research has various kinds of information which must be considered. Subsequently, sorts and measures of information to be accumulated for this examination are collected according to the research questions. Therefore, this research was guided to pick which data collection tool was critical to it. The planned surveys (Appendix C & D), and coordinated interviews (Appendix E) were used as the most profitable research strategies to collect information for this research. Each of the tools used in this research was carefully selected to complement the large amount of information gathered within the limited time frame.

For the quantitative part of this research, two surveys were developed and used, in line with different research and models, to quantify teacher job satisfaction, and also to measure principals' leadership styles (Wilkinson and Wagner, 1993; Abd-El-Fattah, 2010). The Multifactor Leadership Questionnaire (MLQ) was used to determine teachers' views of their principals' leadership styles, while the Job Satisfaction Scale developed by the researcher was used to indicate each teacher's degree of self-declared job satisfaction (Appendix C & D)

The MLQ is a 21-item questionnaire that utilises a 4-point Likert scale and obtains information about teachers' views of their principal's leadership style according to three classes: transformational, transactional, and laissez-faire leadership (Avolio et al., 1995). As indicated by its creators, the MLQ estimates a single leadership style ranging from transactional leaders who provide unexpected prizes to their subordinates, to transformational leaders who can influence their subordinates to become leaders themselves (Avolio and Bass, 1991). The motivation behind the MLQ is to uncover factors that separate powerful and ineffectual leaders. The survey is created by Bass (1995; 1998) and is viewed as legitimate across different societies and sorts of associations (Antonakis, Avolio and Sivasubramaniam, 2003).

It comprises of 21 expressions that represent one of three unique kinds of leadership styles, namely transformational, transactional, and laissez-faire. When the teachers received the survey online, the researcher asked them to consider the current leader when answering.

The survey posed questions about the principal's impression of leadership style and decision-making processes. Each inquiry utilised a five-point scale (ranging from 0 = not at all to 4 = regularly, if not always) that provided information about the leadership style of each principal. The information obtained from this instrument was able to distinguish four subcategories for transformational leadership, as well as there were two subcategories for transactional leadership. The MLQ has been evaluated by Bass in various examinations and has received high legitimacy and dependability (Bass, 1995; Bass, 1998; Bass, 1990; Bass and Riggio, 2006).

The Teacher Job Satisfaction Scale was the second and separate section of the survey (Appendix D) and was used to measure teachers' job satisfaction levels. This instrument was designed to help this research understand teachers' feelings about their jobs and job satisfaction level. It allows this research to discover the aspects of the work setting that add to teacher job satisfaction. This instrument was utilised with all willing teachers and it includes 18 questions with a five-point Likert scale design. Teachers chose, from one to five, whether they agreed or disagreed with everything on the scale. This survey took around less than ten minutes to finish and it investigates the various elements that this research deemed to be important to teacher job satisfaction. In order

to assess which aspects teachers felt added to, increased or lessened teacher job satisfaction, the accompanying six explicit measurements were evaluated: teacher rapport with principal, teacher rapport with colleagues, teacher salary, teacher load, provided facilities and services, and teacher satisfaction with teaching.

For the qualitative part of this research, an interview instrument (Appendix E) was utilised. It yielded opportunities for teachers to give definite data with respect to what effect leadership style has had on their individual job satisfaction levels. The instrument included a few examining questions that offered openings for more point-by-point reactions from the teachers. These open-ended questions were made to look for answers to the research questions which arose after reviewing the present literature about leadership styles and their connection to teacher job satisfaction. The interview instrument was analysed in advance by topic specialists to guarantee legitimacy. These three specialists had a joint total of 80 years of teaching and leading experience at the elementary, secondary and higher education levels. Every one of the interview questions was explored and ideas were made that managed the incorporation of a strong interview design and the examining inquiries to get more elaborate answers from teachers.

3.6. Data Collection Procedures

3.6.1. Quantitative Data Collection

The researcher took permission from the school's principals by signing a consent form (Appendix A). This form explained the purpose of the study and asked permission to conduct the study inside the school. After gaining permission, the researcher gave a concise explanation to all willing participants in the schools presenting the reason for the research project by expressing that the current examination was investigating which leadership style is associated with increased or decreased job satisfaction of teachers to meet the requirements of the thesis. The motivation behind the research was clarified and all teachers were told that they could decline to participate in the data collection without further clarification or cost to them. After further clarification, it was determined which individuals were qualified to participate in the research (verified teachers with at least one year of experience at the school). This model ruled out other teachers and teacher assistants. Teachers were approached to complete the permission

form (Appendix B) and were informed that their submission constituted their consent to intentionally participate in the study.

The teachers were told to fill in two short surveys which posed questions about their principal's leadership style, and their satisfaction with different issues identified with school work. The permission form and surveys were both given to the teachers who met the criteria for taking part in the investigation (had at least one full scholarly year of teaching experience in the same school) online; surveys were sent as a link, and permission forms were presented to the participants via an iPad with an apple pencil to be signed before answering the surveys. The researcher allowed the teachers to be alone while answering the survey to ensure confidentiality. To ensure the anonymity of the teachers, the surveys had no questions about their names, gender or qualifications. A total of 200 surveys were gathered representing all the four American curriculum schools in Al Ain.

3.6.2. Qualitative Data Collection

Following the quantitative data collection from the surveys, four teachers were interviewed for the qualitative part of this research. Two elementary school teachers, one middle school teacher, and one high school teacher had an open-ended conversation guided by the compiled interview questions (Appendix E). All interviews were conducted at the same time because all schools were close to each other in the school district. Teachers were asked questions and were allowed to speak without reservation in a discussion-like design to get their reactions regarding their own degree of job satisfaction and their perception of their principal's leadership style. All teachers who participated in the interviews were given a consent form and a copy of the questions prior to the interviews.

3.7. Data Analysis

This accompanying section clarifies the research strategies for the various techniques for this mixed methods study. First, the scoring strategies for both of the surveys are clarified. Then, the strategy for classifying and arranging the interviews is described.

3.7.1. Quantitative Data Analysis Procedures

The quantitative part of this research included distinct investigation to dissect the information (Fraenkel, Wallen, and Hyun, 2015). After the surveys were conveyed to participants by the researcher, information was retrieved for examination utilising the SPSS program. The descriptive analysis fundamentally centered around standard deviation and the mean of the information (Bluman, 2013).

3.7.2. Qualitative Data Analysis Procedures

This investigation included a qualitative way to deal with regular themes and examples during the analysis of data (Suter, 2012). Interviews were utilised to get information, including the examples and subjects communicated by participants (Gay, Mills, and Airasian, 2011). After completing the interviews, recordings were made into a transcript and then examined, deciphered, and coordinated (Suter, 2012). Coding was then utilised by arranging the data with marks to recognise the examples and topics communicated during the interviews (Gay et al., 2011).

3.8. Potential Ethical Issues

A researcher should keep up methodological respectability through the thoroughness of the research, followed by adherence to the suspicions, systems, and information propriety that are reliable with every specific research method (Morse, 2003). An innate imperfection in a wide range of research is specialist or researcher bias. As this can't be expunged entirely, it is important that means are undertaken to limit the presence of the bias. Research bias should not be obvious during interviews and the organisation of surveys in order to support precise outcomes.

To ease researcher impact during the interviews, the researcher took a few careful steps to help improve the exploration and not impact participants' reactions. The interviewer should explain the elements that could impact a participant. A change cycle was utilized where the interviewer engaged the member by giving essential mindfulness through the exploration. This change happened through the process of gathering and dissecting information (Fontana and Frey, 1994).

3.9.   Data Integration

Triangulation is the way toward supporting proof from various strategies for data collection, kinds of information, as well as sources (Creswell and Clark, 2007). Triangulation guarantees the investigation is exact, as the data are drawn from numerous sources and use different strategies for data collection. This works to help the researcher in the development of a report that is precise and valid. Webb, Campbell, Schwartz, and Sechrest (1966) expressed that a hypothesis that endures a progression of tests with various techniques could be respected with more legitimacy than a hypothesis that has just a solitary strategy for testing.

Both quantitative and qualitative paradigms of examination have qualities and shortcomings (Erzberger and Kelle, 2003). Methodological triangulation is an intricate cycle wherein the two strategies' qualities play off one another to amplify the legitimacy of the field efforts (Denzin, 1978). In this examination, triangulation analysed the outcomes from the various strategies for data collection. Surveys and interviews were utilised. Triangulation might be viewed as a method of guaranteeing breadth and empowering a more reflexive examination of the information (Johnson and Christensen, 2000). By consolidating numerous strategies, researchers can hope to beat the shortcomings or inherent predispositions and the issues that come from a single method study (Gay et al., 2006).

This investigation utilised methodological triangulation, which includes utilising more than one technique to acquire various kinds of data, qualitative and quantitative. Once quantitative information was assembled and investigated, qualitative information was accumulated to develop the information base derived from the quantitative information. As the qualitative information was accumulated, and analysed, results from the surveys and interviews were compared to discover likenesses and contrasts.

4. Results

4.1. Introduction

As stated by Carver and Feiman-Nemser (2008), teaching as a job is a consistently changing field where the outcomes permanent changes on future generations. In the course of recent years, the last 20 years to be exact, the teaching profession has gone through numerous changes. Teachers are relied upon to give great training to all pupils. Schools are under expanded scrutiny to guarantee all pupils exhibit scholastic accomplishment. The ever-changing field of education is extraordinarily difficult. Teachers are in-need of support and direction to figure out how to teach effectively in the classroom (Billingsley, Israel, and Smith, 2011). Educators may encounter disappointment at the beginning of their profession if they do not receive adequate help (Delgado, 1999). New teachers may feel inadequately prepared for the realities of educating and have a sense of confinement, making them hesitant to ask for help lest they appear incapable (Ingersoll, 2002).

Low job satisfaction can be the result of these reasons. Faced with feelings of inadequacy, disengagement, and disappointment, it is normal that numerous educators leave the field of education, citing job dissatisfaction as to why they left (Ingersoll, 2002). Periodically, numerous profoundly qualified educators leave the profession, citing job dissatisfaction as the reason for their departure. Teacher attrition negatively impacts student academic achievement (Alliance for Excellent Education, 2008) and as a result, student accomplishment declines (Carver and Feiman-Nemser, 2008).

Larkin et al (2016) states that research has found that the higher the level of job satisfaction, the higher the level of retention and teachers are more inclined to leave education to seek other jobs. There are numerous factors that can affect a teacher's level of job satisfaction. As indicated by several researchers (Kirby et al., 1992; Koh et al., 1995; Silins, 1992), the relationship between teachers' job satisfaction and strong leadership has been studied. Nevertheless, one important factor remains unexplored, namely the connection between the principal's leadership style and teachers' job satisfaction.

This exploratory study was motivated to decide whether there was a connection between a principal's apparent leadership styles and teachers' statements of job satisfaction.

The researcher inspected information gathered from two surveys utilised in the investigation to distinguish and state arising topics. The MLQ decided the apparent leadership style of the principal and the researcher's Teacher Job Satisfaction Survey determined the teachers' self-declared job satisfaction. The effect of leadership style on teachers' job satisfaction should be understood to help in creating boundaries that will boost job satisfaction among teachers and possibly keep teachers within the field. This research aims to fill the gaps in the accessible information base on what factors influence teachers' job satisfaction.

4.2.   Research Questions

The motivation behind the research was to explore the connection between principals' leadership style and teachers' job satisfaction. Looking at the motivation behind the examination, the accompanying research questions were utilised to guide this research:

1. What is the connection between the apparent leadership style of educators' principals and the teachers' self-declared job satisfaction?
2. Does a particular leadership style (transformational, transactional, or laissez-faire) necessarily lead to higher teacher job satisfaction?

4.3.   Data collection and Analysis

This research included each of the 210 verified teachers in the selected school district. To be considered qualified to participate, each teacher was required to have at least one working year within the school. To make sure that all educators possess sufficient information of their principal's leadership style, this was important.

Similarly, the data collection occurred on the same day; thus, educators had to be available on the data collection day to participate in the research. With these specifications, ten educators were excluded because they were not present on the day of data collection or had less than one working year with their school.

Thus, the data collected are from a sample consisting of 200 responses. A sample size of at least 107 (51%) was required to be significant, based on a confidence level of 95%. The actual response rate of 200 completed surveys was well above the minimum sample size of 107, and the research questions were answered based on this response rate. Of the total

population of 210 teachers, 200 returned the questionnaires, resulting in a 95% response rate. Table 1 gives an overview of the participation

Table 1 School response rates

Type of School	Number of Respondents	Total Number of Teachers	Response Rate
K – 12 (1)	49	52	94%
K – 12 (2)	57	58	98%
K – 12 (3)	50	55	90%
K – 12 (4)	44	45	97%
Total	200	210	95%

4.3.1. Research Question One

	Adjusted R Square	**F test statistics**	
Transformational, Transactional & Laissez-Faire Leadership Style	0.36	**F**	**Significance**
		46.31	0.000
	Beta (β)	**t test statistics**	
		t	**Significance**
Transformational	0.68	7.59	0.000
Transactional	-0.09	-0.93	0.344
Laissez-Faire	0.07	1.34	0.298
$R^2 = 0.36$ (p < 0.001)			

Multiple regression analysis was utilised to answer the first research question, which is to shed light on the connection between the principal's apparent leadership style and teachers' self-declared job satisfaction. Multiple regression analysis will explain the variation of teacher

job satisfaction due to the leadership styles, which is evaluated by the adjusted R-squared (Carver and Nash, 2005). The result is demonstrated in Table 2.

Table 2 Regression Analysis

According to Table 2, the three leadership styles are responsible for 36% of the influence on teachers' job satisfaction (adjusted R-squared 0.36). The accompanying F-test statistic of the adjusted R-squared is 46.31 and the significance or p-value is 0.000. When multiple regression analysis is performed, An F-statistic value is obtained to determine if different populations have different means. Here, it is found that $p < 0.001$, that is, with a confidence level of 99.9%, there is a scientifically critical relationship between job satisfaction and the three leadership styles. Overall, the information shows that the principal's leadership style influences teachers' job satisfaction.

4.3.2. Research Question Two

Regarding the second question, which asks about the leadership style that produces the highest improvement in job satisfaction, the table shows that transformational leadership is favoured. As it is indicated, transformational leadership has a positive impact on teachers' job satisfaction ($\beta = 0.68$) and this is significantly high based on the 99.9% confidence level as the t-test statistic is 7.59 and the significance is 0.000, which shows that $p < 0.001$. In addition, transactional leadership negatively affects job satisfaction as $\beta = -0.09$; however, this is not high as the accompanying t-test statistic is -0.93 and significance is 0.344, indicating that $p > 0.001$. Finally, laissez-faire leadership had a positive effect on job satisfaction ($\beta = 0.07$) but was not significant as the t-test statistic is 1.34 and significance is 0.203 which means $p > 0.001$.

To supplement the quantitative data collected using the information from the two surveys, qualitative information was also gathered through interviews. This involved meeting with four teachers and asking them questions to determine their self-declared job satisfaction and perspective on their leader's leadership style. The educators were representative of the school site in that there was one teacher from each K - 12 school. This implies that each of the four educators had a specific principal to refer to during the interview, with the assumption that no two principals are completely similar in the way they practice their leadership style. This resulted in an interview, the selection of which is used here to supplement the research findings. The questions that guided the interviews with the educators can be found in Appendix E.

Interview question 1: what qualities of the principal do you value most?

Each of the four teachers indicated that their principal set a good example for the school by exemplifying the good qualities of educators and students. Teacher 1 explained that the principal often makes statements about the positive things that happen in the classrooms, which motivates other teachers to do the same in their classrooms (own correspondence, 2021). A different principal uses an announcement board in the hallway to recognise student and teacher accomplishments that exceed expectations (Teacher 2, own correspondence, 2021). Teachers agree that they value their leaders because the use of encouraging feedback shows that the principal knows what is happening in the school and is committed to making the school fruitful. Teacher 3 presumes that when the principal highlights the acceptable qualities of the school, it motivates others to meet or improve upon these established principles (own correspondence, 2021).

Interview question 2: How is pressure put on teachers who do not perform as expected?

Two teachers indicated that corrections are made surreptitiously (Teacher 3, individual correspondence, 2021; Teacher 2, individual correspondence, 2021). They clarified that evaluations are conducted regularly, regardless of whether they are incidental, and that private meetings between the evaluated teacher and the principal occur after each evaluation. During these meetings, the superintendent points out admirable job performance and where improvements are needed. All teachers receive these periodic incidental inspections as needed so that educators who are not meeting work expectations have the opportunity to improve their teaching techniques before the actual observations. Since the repetition of these inspections is similar for everyone and the meetings with leaders after the evaluations are secret, the teachers struggling are unknown (Teacher 2, individual correspondence, 2021). In this way, teachers get a private chance to address their poor performance and are not publicly reprimanded. Teachers have a sense of stability and feel like the climate is not negative; therefore, teacher job satisfaction is increased.

Interview question 3: What does your principal do to influence your job satisfaction?

Teachers found it difficult to name only specific things. Clearly, in each school approached, the principal does different things to promote teacher job satisfaction. Nevertheless, when asked to focus the information and select a crucial part of it, teacher 4 detailed that the principal distributes food to the school from time to time and encourages educators to mingle while eating in the staff room, which improves the overall school climate (individual correspondence, 2021). Another principal gives educators the freedom to praise each other during class time, which takes into account that such get-togethers help teachers learn new and imaginative ideas that they can apply in their classrooms to increase student attention and enhance educational performance (Teacher 3, individual correspondence, 2021). The second teacher thanked the principal for not imposing changes too quickly when new requirements and requests come from the Ministry of Education or the school leadership team, but allowing educators to adapt on a case-by-case basis to meet the demands (individual correspondence, 2021).

4.4. Summary

The research questions that guided this study analysed the connection between the principal's apparent leadership style and teachers' self-declared job satisfaction. Two surveys were used as part of the quantitative portion of this research; one illuminated the teachers' level of overall job satisfaction and the other captured the principal's leadership style inclinations. The mixed methods information collected showed a large connection between leadership styles and teachers' job satisfaction. This implies for this study that the principal's leadership style has a positive effect on teachers' detailed job satisfaction. In the event that a teacher supports the principal's leadership style, his overall job satisfaction will be higher. Thus, the principal's leadership style is another factor to be considered in measuring all variables that contribute to teachers' job satisfaction.

A closer examination of the quantitative information collected through the survey instruments reveals that transformational leadership style have the most measurable impact on teacher job satisfaction compared to transactional and laissez-faire leadership styles. Transactional and laissez-faire leadership are measurably unimportant, although laissez-faire

leadership style had a positive outcome. This implies that educators seem to gravitate toward a leader who uses a transformational leadership style over a transactional or laissez-faire leadership style. From the qualitative data collected through the interviews, some individual understanding of what the principal's leadership style means for teacher job satisfaction could be inferred. The general viewpoint of the educators interviewed is that they prefer a leader who advocates for them and sets a good example in the school. They feel individually inspired when qualities of the school are publicly displayed; and school life is enhanced when educators have the opportunity to interact with each other and benefit from their own encounters in the classroom. Change happens frequently in education, and it is important that teachers respect school leaders who allow them to make incremental improvements at their own pace rather than face consequences if they are not immediately consistent.

This chapter presented the results of the research and examined the connection between principals' leadership styles and teachers' job satisfaction. Chapter 5 presents a detailed discussion of the research findings. In addition, Chapter 5 presents where future research on this topic is still required.

5. Conclusion, Implications and Recommendations

5.1. Introduction

The teaching profession, as it is impactful on people in the future, is still arguably the best profession. Teachers are constantly striving to enhance their field to ensure an ideal learning process for their students. All educational systems and teachers depend on providing an excellent education to every student. When laws that oversee education practices are changed, it leads to an increasing increase in accountability, as evidenced by Sheikh Nahayan (the former Minister of Education) speech about the public education crisis, which was comparable in intensity to Ronald Reagan and the No Child Left Behind Act. In addition, school divisions are under intense pressure to guarantee and demonstrate that all students are performing academically.

Carver and Feiman-Nemser (2008) state that teaching as a profession has gone through numerous changes and is not the same as it was ten years ago. The ever-changing field of education presents difficulties for all educators. Teachers need encouragement and guidance to figure out how to be effective educators (Billingsley et al., 2011). Delgado (1999) note that when new educators first begin teaching, they are filled with eagerness and expectations; however, this does not last if at the beginning of their careers they receive inadequate support. New teachers may think inadequately about themselves even after spending a long time in university. This can create a sense of disconnectedness that makes them hesitant to request help lest they appear incapable (Ingersoll, 2002). Therefore, job dissatisfaction can occur because of these circumstances and may push the new teachers to seek other careers. Teacher turnover is harmful to both school regions and students because it negatively impacts student academic achievement (Alliance for Excellent Education, 2008). Highly professional educators are fleeing the education sector in large numbers due in part to dissatisfaction with the profession.

Many researchers have found that educators who possess higher job satisfaction have higher levels of job retention and are more likely to stay in this profession (Larkin, Brantley-Dias and Lokey-Vaga, 2016). Among the many factors that can contribute to educators' job satisfaction are the conditions of the work environment, pay, staff relationships, collaboration with students and parents, and caring administration (Abu-Taleb, 2013). In analysing teachers'

job satisfaction, this research attempted to add the principal's leadership style as a factor that contributes to this satisfaction. There is little research on the link between teachers' job satisfaction and the principal's leadership style (Khanna, 2010), even though there is broad agreement that educators have higher job satisfaction when they are provided with a good work environment (Klassen and Anderson, 2009).

5.2.   Summary of the Research

This mixed-methods research examined the interaction between teachers' job satisfaction and their principal's overt leadership style. Studies have shown that teachers' job satisfaction tends to be increased by appropriate leadership style (Bass, 1998). The researcher used mixed-methods research, which examines the influence of leadership style on teachers' job satisfaction, and further investigated this connection using two quantitative surveys and qualitative interviews. These data collection instruments were given to teachers with at least one full year of experience at the selected school to collect their responses about their satisfaction and their principal's leadership style. This research wanted to explore the connection between teachers' self-declared job satisfaction and their leader's apparent leadership style to gain an accurate comprehension if the latter influences job satisfaction.

5.3.   Research Questions

Keeping in mind the motivation behind the investigation, the accompanying exploratory questions were utilised to direct this examination:

1.   What is the connection between the apparent leadership style of educators' principals and the teachers' self-declared job satisfaction?

2.   Does a particular leadership style (transformational, transactional, or laissez-faire) necessarily lead to higher teacher job satisfaction?

5.4.   Limitations

Like any investigation, this investigation has limitations. First, this specific investigation was directed at teachers in Al Ain city school district, and did not take an extensive look at all educators across the country. Therefore, the sample size was moderately small (200 teachers) and should not be generalized. There are several studies from different social settings that have examined the relationship between job satisfaction and leadership style (Amin et al., 2013); nevertheless, this specific research examined the relationship between principal's leadership style and job satisfaction of teachers who have at least one year of

teaching experience in the school. This was done to begin researching a mix of individuals (principals and teachers) to complement the research already conducted for different types of circumstances. It is not advisable to extrapolate the results of this study to the entire teacher population because the sample size used in the research was from one school district in the city of Al Ain.

Moreover, Al Ain city does not have a large population and the sample is from a school region in this city. Future studies on this topic should focus on social event information in different school districts in addition to a larger sample size.

A third limitation of this study is that the sample chosen is teachers in a small community. A prior relationship between the leaders and their subordinates is an important limitation that affects the assessment of the principals' apparent leadership abilities in relation to teachers' job satisfaction. The teacher may rate the leader higher if they were friends outside the workplace or before the principal assumed the leadership role. A previous follower-leader connection can be significant on the assessment of the leader's qualities (Klassen and Anderson, 2009). This is often the case in a small local area as a large number of people are likely to have grown up together. The city of Al Ain is a rather small city compared to Dubai or Abu Dhabi, which means that many families have grown up locally without a large number of people moving in or out of the area. Also because of this factor, many people have many connections to each other. For example, some of the educators were friends with the principal before the principal took the leadership role. This limits the research because outside connections can have have an impact on the conclusions drawn by the respondents.

To conclude, this research shows that teachers' views of their principals add to educators' job satisfaction or dissatisfaction. The information gathered was only about the views of teachers and it should be acknowledged that their findings are abstract. As stated earlier in this research, other factors besides the principal's leadership style can influence job satisfaction, and the various factors were not analysed for the motives of this research. It is also important to state the fact that the environment in which principals executes their leadership style can alter based on circumstances or based on individuals (Bogler, 2001). A research that presents incidental factors related to job satisfaction and employs various instruments to look at real as opposed to apparent leadership style would be useful for additional consideration on this point.

5.5.   Discussion and Implications of Findings

Ingersoll (2002) state that numerous educators leave the teaching profession to seek other careers, citing job dissatisfaction as a justification for leaving; therefore, to comprehend what triggers teacher job satisfaction or dissatisfaction is crucial. Teacher turnover hurts schools throughout United Arab Emirates and negatively impacts student educational achievement (Alliance for Excellent Education, 2008). To try to understand what influences job satisfaction is essential and to relentlessly improve the overall job satisfaction of teachers to guarantee that exceptionally professional educators remain in the classroom teaching the younger generation is also essential. The findings of this study show that there is a positive connection between teachers' job satisfaction and the principal's leadership style. If educators agree with their principal's leadership style, they will be satisfied. The results of this research add to the accessible information about different variables that affect job satisfaction, such as praise and recognition, collaboration, and accessibility of instructional materials.

As motivation for this study, three leadership styles were examined. Transformational leaders have the trust of subordinates, maintain their trust and esteem, show commitment to them, and set a good example (Bass, 1995). In addition, transformational leaders are able to spur on their followers and provide them with an academic incentive that supports development within the educational system (Bass, 1990). However, a transactional leadership style uses the power of reward and intimidation to get employees to conform to established goals (Bass, 1985). This can happen either promptly when a worker ignores the work requirements or later when the decrease in the employee's work performance is noticed (Bass, 1990). Laissez-faire is the third leadership style studied which is basically the absence of leadership given the fact that the pioneer has the substance to continue the norm without making changes that allow workers to continue doing what they do (Avolio, 1999; Bass, 1985).

Along with numerous other previously queried components, it has been found that leadership style has an impact on educators' job satisfaction. Likewise, an in-depth look into the study shows that transformational compared to transactional and laissez-faire leadership style is the one generally liked by educators because the relationship was really influential. The information indicated a great relationship between principals who use transformational leadership and educators' job satisfaction. The conclusion of this finding is that when hiring

principals, care should be taken to ensure that their leadership style promotes educators' job satisfaction. On the other hand, the relationship transactional leadership style had with educators' job satisfaction was minor but negative. The reason for this is that educators do not like when principals are task-oriented and do not value their presence. Shockingly, in this study, laissez-faire leadership style had a positive, albeit insignificant, relationship with educators' job satisfaction. Teachers' job satisfaction is influenced by leadership style (House, 1976), and a leader's characteristics are generally controlled by the culture and environment of the association (Al-Omari, 2008). Leaders' individual skills largely establish a particular leading style that can build a good image of them among followers; however, each leader can alter their leadership style based on circumstances (Amin, Shah, and Tatlah, 2013).

Qualitative findings were collected to strengthen the quantitative part of this research. Data were collected by interviewing four teachers. The teachers detailed the characteristics of the principal that they value, and what reinforces their appreciation is that the principal sets a good example by distinguishing the strong qualities of the teachers and the students. Despite the fact that this is done in distinguished ways in each of the four schools, all teachers feel in order to increase the job satisfaction of teachers, this step is fundamental as it makes them feel that the head is aware of what is happening in the school environment and is committed to push them to accomplish their end goals. When the researcher asked for information about the compensation or pressure strategies used, a factor of transactional leadership style, the educators pointed out that while this is part of any professional training, they like the way it is secretly handled in their schools. They clarified that educator evaluations are conducted on a regular basis and afterwards the principal meets with the inspected teacher. At these meetings, a discussion occur of what has progressed admirably and where there is room for improvement. These regular casual perceptions are received by all teachers whether they want them or not, with the goal that educators who are not doing their jobs well have the opportunity to address their teaching practises before the actual evaluation. This gives teachers a private chance to address their disappointing areas of performance and they are not publicly reprimanded. This way job satisfaction is increased given the fact that the support by the organisation is felt by teachers and they are positioned in a level where regrettable behaviours are not highlighted. The laissez-faire qualities were seen to have a positive impact on teachers' job satisfaction as revealed in the interviews.

Not pushing for change when these circumstances happen, allow teachers to adopt the expectations slowly and then adapt to them. This act can be categories with the laissez-faire leadership, as it is the absence of leadership which allows teachers to act more freely without being pressured by the leadership (Bass, 1990).

5.6.   Conclusion

To conclude, connection between principals' apparent leadership styles and teachers' job satisfaction is present, but it varies in its level of significance depending on the various features of the various styles. The current environment and culture of the school shapes the relationship between the various leadership styles and teachers' job satisfaction. The principal may adjust the way he or she leads to meet the expectations based on various circumstances that arise. In this way, it is fundamental to consider the principal's leadership style in relation to the leadership of the school.

5.7.   Recommendations for Future Research

Some suggestions are recommended for future research on this topic. This research recognized through a complete comprehensive study that numerous factors affecting job satisfaction have indeed been researched, such as communication, praise and recognition, collaboration, professional development, school climate, and other external variables. Future research should explore the idea of teacher job satisfaction by presenting the wide range of factors related to job satisfaction and explicitly those factors related to the principal's leadership style. The current study examined only the connection between job satisfaction and the leadership styles. Based on this study, the results indicated a strong connection between them; therefore, future studies could more explicitly examine the different categories of each type.

Each leadership style has sub-categories. For example, transformational leadership has four (idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration) (Avolio, 1999; Avolio and Bass, 1991). Therefore, it would be useful for future research to examine these sub-categories to gain a thorough comprehension of the relationship.

Furthermore, a study with a bigger sample is needed to allow the sample to represents the entire teacher population. Similar results from a larger sample would add legitimacy to the current study. Third, collecting data from different school districts would give the study more

legitimacy for future research. The leadership style of leaders is supported by the lifestyle and environment of the institution (Al-Omari, 2008). Consequently, comparable information collected from other school districts across the country could yield unexpected results when compared to the current study.

Furthermore, a more affluent school with more noteworthy monetary methods to support educators' demands might show unexpected results compared to the presented research on the grounds that the affluent school might possess a major capacity to give basic materials and equipment to educators; therefore, this might increase teachers' job satisfaction. If the data collection instruments required educators and leaders to answer questions that would show true rather than apparent leadership style, the data collected would be less subjective and would support a sounder measurable study. Finally, this research did not collect or use teacher demographics. A final study using segmented data for educator experience or what degree they hold or gender influences the degree of job satisfaction of teachers.

The corollaries are particularly significant nowadays since educators influence young generations. It is evident that a large number of educators seek other careers when leaving the education sector, citing job dissatisfaction as the primary reason. Finding factors which influence teachers' job satisfaction and enhancing these factors will strengthen the education sector so that students have successful and ideal learning experiences during their school years.

6. References

Abbey, D. E., and Esposito, J. P. (2001) Social support and principal leadership style: A means to reduce teacher stress. Education, 105(3), 327-332.

Abd-El-Fattah, S. M. (2010) Longitudinal effects of pay increase on teachers' job satisfaction: A motivational perspective. The Journal of International Social Research, 3(10), 11-21.

Adubato, S. (2014) Assertive versus aggressive communication. Retrieved from http://www.nj.com/business/index.ssf/2014/01/assertive_versus_aggressive_communication.html

Akinwale, A. S. and Okotoni, C. A. (2019) Assessment of Job Commitment of Secondary School Teachers in Osun State, Nigeria. PEOPLE: International Journal of Social Sciences, 4(3), 1553-1572.

Al-Omari, A. (2008) The relationship between leadership styles of Hashemite University department chairs and job satisfaction as reported by department faculty members. University of Sharjah Journal for Humanities & Social Sciences, 5(2), 101 – 124.

Alliance for Excellent Education. (2008) What keeps good teachers in the classroom? Understanding and reducing teacher reduction. Retrieved from http://all4ed.org/wp-content/uploads/TeachTurn.pdf

Amin, M., Shah, S., and Tatlah, I. A. (2013) Impact of principals/directors' leadership styles on job satisfaction of the faculty members: Perceptions of the faculty members in a public university of Punjab, Pakistan. Journal of Research and Reflections in Education, 7(2), 97 – 112.

Anrig, G. (2015) How we know collaboration works. *Educational Leadership, 72*(5), 30-35.

Antonakis, J., Avolio, B., and Sivasubramaniam, N. (2003) Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. Leadership Quarterly, 14, 261 – 295.

Ary, D., Jacobs, L. C., Sorensen, C., and Walker, D. A. (2014) Introduction to research in education (9th ed.). Belmont, CA: Wadsworth Cengage Learning.

Avolio, B. J. (1999) Full leadership development: Building the vital forces in organizations. Thousand Oaks, CA: Sage.

Avolio, B. J., Bass, B. M., and Jung, D. I. (1995) Multifactor leadership questionnaire: Technical report. Redwood City, CA: Mind Garden.

Avolio, B. J., Bass, B. M., and Jung, D. J. (1999) Re-examining the components of transformational and transactional leadership using the multifactor leadership questionnaire. Journal of Occupational and Organizational Psychology, 72(4), 441 – 462.

Avolio, B., and Bass, B. (1991) The full-range of leadership development. Binghamton, NY: Center for Leadership Studies.

Aydin, A., Sarier, Y., and Uysal, S. (2013) The effect of school principals' leadership styles on teachers' organizational commitment and job satisfaction. Educational Sciences Theory and Practice, 13(2), 806 – 811.

Barnlund, D. C. (2008) A transactional model of communication. In. C. D. Mortensen (Eds.), Communication theory (2nd ed., pp. 47-57). New Brunswick, New Jersey: Transaction

Bass, B. M. (1990) From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 18(3), 19 – 31.

Bass, B. M. (1995) Leadership and Performance beyond Expectations. New York, NY: Free Press.

Bass, B. M. (1998) Transformational leadership: Industrial, military, and educational impact. Mahwah, NJ: Lawrence Erlbaum Associates.

Bass, B. M. and Riggio, R. E. (2006) Transformational Leadership (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Behrstock-Sherratt, E., and Rizzolo, A. (2014) *Everyone at the table.* Retrieved from http://www.ascd.org/publications/educational-leadership/feb14/vol71/num05/Everyone-at-the-Table.aspx

Bentley, R., and Rempel, A. (1980) *The Purdue teacher opinionnaire.* West Lafayette, IN: Purdue Research Foundation.

Billingsley, B., Israel, M., and Smith, S. (2011) Supporting new special education teachers. Teaching Exceptional Children, 43, 20 29.

Blasé, J., and Kirby, P. C. (1992) Bringing out the best in teachers: What effective principals do. Thousand Oaks, CA: Corwin Press, Inc.

Bluman, A. (2013) Elementary statistics: A step by step approach (7th ed.). New York, NY: McGraw-Hill

Brown, K. M., and Wynn, S. R. (2009) Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools, 8*(1), 27-63. https://doi.org/10.1080/15700760701817371

Carver, C. L., and Feiman-Nemser, S. (2008) Using policy to improve teacher induction: Critical elements and missing pieces. Educational Policy, 23(2), 295 – 328. doi:10.1177/0895904807310036

Carver, R.H. and Nash, J.G. (2005) Doing Data Analysis with SPSS Version 12.0. London: Curt Hinrichs.

Creswell, J. W., and Plano Clark, V. L. (2007) Designing and conducting mixed methods research. Thousand Oaks, CA: Sage.

Creswell, J. W., and Clark, V. P. (2007) *Designing and conducting mixed methods research.* Thousand Oaks, CA: Sage.

Delgado, M. (1999) Lifesaving 101: How a veteran teacher can help a beginner. Educational Leadership, 56(8), 27 – 29.

Denzin, N. D. (1978) *The research act: A theoretical introduction to sociological methods.* New York, NY: McGraw-Hill.

DeRuy, E. (2016). *Just paying teachers more won't stop them from quitting.* Retrieved from http://www.theatlantic.com/education/archive/2016/08/paying-teachers-more-wont-stop-them-from-quitting/495305/

Erdley, D. (2016) *Fewer college students opt to pursue career as teachers.* Retrieved from https://archive.triblive.com/news/pennsylvania/fewer-college-students-opt-to-pursue-career-as-teachers/

Erzberger, C., and Kelle, U. (2003) Making inferences in mixed methods: The rules of integration. In A. Tashakkori and C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 457-490). Thousand Oaks, CA: Sage.

Esquith, R. (2014) *Can't wait for Monday.* Retrieved from http://www.ascd.org/publications/educational-leadership/feb14/vol71/num05/Can't-Wait-for-Monday.aspx

Fiore, D. (2009) *Introduction to educational administration: Standards, theories, and practice* (2nd ed.). Larchmont, NY: Eye on Education.

Fitz, J., and Beers, B. (2002) Education management organizations and the privatization of public education: a cross-national comparison of the USA and Britain. Comparative Education 38(2): 137–154.

Fontana, A., and Frey, J. H. (1994) Interviewing: The art of science. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 361-376). Thousand Oaks, CA: Sage.

Fraenkel, J., Wallen, N., and Hyun, H. (2015) How to design and evaluate research in education (9th ed.). New York, NY: McGraw-Hill.

Friedman, A., & Reynolds, L. (2011). *Burned in: Fueling the fire to teach*. New York, NY: Teachers College Press.

Fullan, M. (2007) *The Jossey-Bass Reader on Educational Leadership* (2nd ed.). San Francisco, CA: Jossey-Bass.

Fullan, M. (2011) *Change leader: Learning to do what matters most*. San Francisco, CA: Jossey-Bass/Wiley.

Fullan, M. (2014) *The principal three keys to maximizing impact*. San Francisco, CA: Jossey-Bass/Wiley.

Gay, L. R., Mills, G. E., and Airasian, P. (2006) *Educational research: Competencies for analysis and applications* (8th ed.). Upper Saddle River, NJ: Merrill.

Gay, L. R., Mills, G. E., and Airasian, P. W. (2011) Educational research: Competencies for analysis and applications. Upper Saddle River, NJ: Pearson Higher Ed.

Gill, E. (2015). What is laissez-faire leadership? How autonomy can drive success*. Retrieved from http://online.stu.edu/laissez-faire-leadership/

Glanz, J. (2002) *Finding your leadership style: A guide for educators*. Alexandria, VA: ASCD.

Glickman, C. (2002) *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.

Graham, E. (2013) *'A nation at risk' turns 30: Where did it take us? — NEA Today.*

Grissom, J. A. (2011) Can good principals keep teachers in disadvantaged schools? Linking principal effectiveness to teacher satisfaction and turnover in hard-to-staff environments. *Teachers College Record, 113*(11), 2552-2585.

Grissom, J. A., and Keiser, L. R. (2011) A supervisor like me: Race, representation, and the satisfaction and turnover decisions of public sector employees. *Journal of Policy Analysis and*
Management, 30(3), 557–580. https://doi.org/10.1002/pam.20579

Grissom, J. A., Nicholson-Crotty, J., and Keiser, L. R. (2012) Does my boss's gender matter? Explaining job satisfaction and employee turnover in the public sector. *Journal of Public Administration Research and Theory, 22*(4), 649–673. https://doi.org/10.1093/jopart/mus004

Guo, W. C., Li, T. T. and Wu, N. (2015) Empirical study on the effects of leader's verbal communication style on employee's job satisfaction. Journal of Human Resource and Sustainability Studies, 3, 211- 227.

Hartzell, S. (2016) *Herzberg's two-factor theory: Hygiene factors & motivation.*

Harvey, J. (2014) Getting beyond the blame game. *Educational Leadership, 71*(5), 24- 29.

Hodges, D. (2005) *Looking forward to Monday morning: Ideas for recognition and appreciation activities and fun things to do at work for educators.* Thousand Oaks, CA: Corwin Press.

House, R. J. (1977) A 1976 theory of charismatic leadership. Leadership: The Cutting Edge. A Symposium Held at Southern Illinois University, Carbondale. 189 – 207. Carbondale: Southern Illinois University Press.

Howell, J.P., and Costley, D.L. (2001) Understanding behaviors for effective leadership. NJ: Prentice-Hall.

Ingersoll, R. (2002) The teacher shortage: A case of wrong diagnosis and wrong prescription. National Association of Secondary School Principals Bulletin, 86(631), 16 – 31.

Johnson, B. R., and Onwuegbuzie, A. J. (2004) Mixed methods research: A research paradigm whose time has come. Educational Researcher, 33(7), 14-26.

Johnson, B., and Turner, L. A. (2003) Data collection strategies in mixed methods research. In A. Tashakkori, and C. B. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 297-319). Thousand Oaks, CA: Sage.

Johnson, R. B., and Christensen, L. B. (2000) *Educational research: Quantitative and qualitative approaches.* Boston, MA: Allyn & Bacon.

Johnson, S. M., Kraft, M. A., and Papay, J. P. (2012) How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. Teachers College Record, 114(10), 1e39.

Kadian-Baumeyer, K. (2016) *Alderfer's ERG theory & employee motivation in the workplace.* Retrieved from https://study.com/academy/lesson/alderfers-erg-theory-employee-motivation-in-the-workplace.html

Katz, R. (2004) The human side of managing technological innovations (2nd ed.). New York, NY: Oxford University Press.

Kelley, R., Thornton, B., and Daugherty, R. (2005) Relationships between measures of leadership and school climate. *Education, 126*(1), 17-25.

Kessler, S., and Snodgrass, A. (2014) The house that affirmation builds. *Educational Leadership, 71*(5), 60-63.

Khanna, M. (2010) A comparative study of leadership behavior of principals in relation to job satisfaction of teachers in government and non-government schools of U.T., Chandigarh (India). Academic Leadership, 8(3), 1 – 3.

Kirby, P. C., Paradise, L. V., and King. M. I. (1992) Extraordinary leaders in education: Understanding transformational leadership. Journal of Educational Research, 85(5), 303 – 311.

Klein, A. (2015) *No child left behind overview: definitions, requirements, criticisms, and more.*

Koh, W. L., Steers, R. M., and Terborg, J. R. (1995) The effects of transformational leadership on teacher attitudes and student performance in Singapore. Journal of Organizational Behavior, 16(4), 319 – 333.

Kouzes, J., and Posner, B. (2013) *Leadership practices inventory*. San Francisco, CA: Pfeiffer.

Ladika, S. (2013) Companies Recognizing Importance of Recognition. Retrieved from https://www.workforce.com/news/companies-recognizing-importance-of-recognition-rewards-recognition-providers

Lankshear, C., and Knobel, M. (2004) A handbook for teacher research: From design to implementation. New York: Open University Press.

Larkin, I. M., Brantley-Dias, L., and Lokey-Vega, A. (2016) Job satisfaction, organizational commitment, and turnover intention of online teachers in the K-12 setting. Online Learning, 20(3), 26 – 51.

Long, C. (2015) *Teacher turnover is much lower than you probably think - NEA today.* Retrieved from http://neatoday.org/2015/05/13/teacher-turnover-is-much-lower-than-you-probably-think/

Lootah, M. (2006) United Arab Emirates education: modernization and the challenges of globalization. In: ZiaR (ed.) Globalization, Modernization and Education in Muslim Countries. New York: Science Publishers, 237–247

Loughrey, B., Hughes, A., Bax, S., Magness, C., and Aziz, H. (1999) English Language Teaching in the UAE: Evaluation Report. Roehampton: University of Surrey.

Lussier, R. N. (2010) Organizational structure and communication. Human relations in organizations: Applications and skills building (8thed.) 182-228. New York, NY; McGraw Hill

Management Study Guide. (n.d.) Retrieved from http://www.managementstudyguide.com/erg-theory-motivation.htm

Marzano, R., Waters, T., and McNulty, B. (2005) *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.

Mason, C. (2007) *An assistant principal's guide-- into the fire: How to prepare for and survive the position.* Lanham, MD: Rowman & Littlefield Education.

Maxwell, J. A. (2005) *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.

Maxwell, J. A., and Loomis, D. M. (2003) Mixed methods design: An alternative approach. In A. Tashakkori and C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 241-270). Thousand Oaks, CA: Sage.

Meador, D. (2016) *Ten ways principals can provide ongoing, collaborative teacher support.* Retrieved from http://teaching.about.com/od/SchoolPrincipals/a/Provide-Teacher-Support.htm

Moir, E. (2009) Accelerating teacher effectiveness. Lessons learned from two decades of new
teacher induction. *Phi Delta Kappan, 91*(2), 14-21.

Mooney, L. (n.d.) *Effects of top leadership on morale.* Retrieved from
http://yourbusiness.azcentral.com/effects-top-leadership-morale-7732.html

Morgan, D. L. (2007) Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research, 1*, 48-76.

Morse, J. M. (2003) Principles of mixed methods and multimethod research design. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 187-208). Thousand Oaks, CA: Sage.

Newstrom, J.W., and Davis, K. (1993) Organizational Behavior: Human Behavior at Work. New York: McGraw-Hill.

Noddings, N. (2014) High morale in a good cause. *Educational Leadership, 71*(5), 14-18.

Northouse, P. G. (2010) Leadership: Theory and Practice. (5th ed.) London: Sage.

Owens, R., and Valesky, T. (2015) *Organizational behavior in education: Leadership and school reform* (11th ed.). Upper Saddle River, NJ: Pearson Education. Oxford Dictionary (n.d.).

Parker, P. D., Martin, A. J., Colmar, S., and Liem, G. A. (2012) Teachers' workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. Teacher and Teacher Education, 28, 503e513.

Perumal, M. (2011) *Key strategies to raise teacher morale and school climate.*

Phillips, W. (2015) *Revolving door of teachers costs schools billions every year.* Retrieved from http://www.npr.org/sections/ed/2015/03/30/395322012/the- hidden-costs-of-teacher-turnover

Powell, E. (2016) *US teacher shortage: How to keep teachers from quitting.* Retrieved from http://www.csmonitor.com/USA/Education/2016/0915/US-teacher-shortage-how-to-keep-teachers-from-quitting

Pressley, D. (2012) *The importance of empathy in the workplace.* Retrieved from http://www.sbnonline.com/article/the-importance-of-empathy-in-the-workplace/

Raza, T. (2011) *Exploring transformational and transactional leadership styles.* Retrieved from https://irc.queensu.ca/exploring-transformational-and-transactional-leadership-styles/

Rebore, R., and Walmsley, A. (2007) *An evidence-based approach to the practice of educational leadership*. Boston, MA: Pearson Allyn and Bacon.

Robinson, M. (n.d.). *Manager's leadership style influenced by personality, activity.*

Rowden, R. W., and Conine, C., Jr. (2005) The impact of workplace learning on job satisfaction in small US commercial banks. Journal of Workplace Learning, 17(3), 215 – 230.

Rowold, J., and Scholtz, W. (2009) Transformational and transactional leadership and followers' chronic stress, Kravis leadership institute. Leadership Review, 9(2), 35 – 48.

Russell, E. M., Williams, S. W., and Gleason-Gomez, C. (2010) Teachers' perceptions of administrative support and antecedents of turnover. Journal of Research in Childhood Education, 24(3), 195-208.

Sarri, L. M., and Judge, T. A., (2004) Employee attitudes and job satisfaction. Human Resource Management, 43(4), 395 – 407.

Schaefer, J. (2016) *The root causes of low employee morale.* Retrieved from http://www.amanet.org/training/articles/The-Root-Causes-of-Low-Employee-Morale.aspx

Sheninger, E. (2011) *An open letter to principals: Five leadership strategies for the new year.* Retrieved from http://www.edutopia.org/blog/principals-leadership-eric-sheninger

Sigford, J. L. (2005) *Who said school administration would be fun? Coping with a new emotional and social reality*. Thousand Oaks, CA: Corwin Press.

Silins, H. C. (1992) Effective leadership for school reform. Alberta Journal of Educational Research, 38(4), 317 – 334.

Stentz, J.E., Clark, V.P., and Matkin, G.S. (2012) Applying mixed methods to leadership research: A review of current practices. *Leadership Quarterly, 23*, 1173-1183.

Strasser, D. (2014) An open letter on teacher morale. *Educational Leadership, 71*(5), 10-13.

Sunal, A. B., Sunal, O., and Yasin, F. (2011) A comparison of workers employed in hazardous jobs in terms of job satisfaction, perceived job risk and stress: Turkish jean sandblasting workers, dock workers, factory workers and miners. Social Indicators Research, 102(2), 265-273

Suter, W. N. (2012) Introduction to educational research: A critical thinking approach (2nd ed.). Thousand Oaks, CA: Sage Publications Inc

Tamang, B. (2013) *What do you mean by moral leadership?* Retrieved from http://www.globalethicsnetwork.org/profiles/blogs/what-do-you-mean-by-moral-leadership

Tatar, M., and Horenczyk, G. (2003) Diversity-related burnout among teachers. Teaching and Teacher Education, 19, 397e408.

Theodory, G. C. (1981a) Principals' experience and teachers' satisfaction in Lebanese secondary schools. Journal of Psychology, 108(1), 7 – 10.

Theodory, G. C. (1981b) The effect of the least preferred co-worker measure on school outcomes in Lebanon's educational system. Journal of Psychology, 108(1), 3 – 6.

Thorne, C. (2011) 'The Impact of Educational Reforms on the Work of the School Principal in the United Arab Emirates', *Educational Management Administration & Leadership*, 39(2), pp. 172–185. doi: 10.1177/1741143210390058.

Tickle, B. R., Chang, M. and Kim, S. (2011) Administrative Support and its mediating effect on US public school teachers. Teaching and Teacher Education, 27, 342-349.

Tschannen-Moran, M., and Tschannen-Moran, B. (2014) *What to do when your school's in a bad mood.* Retrieved from http://www.ascd.org/publications/educational-leadership/feb14/vol71/num05/What-to-Do-When-Your-School's-in-a-Bad-Mood.aspx

Weale, S. (2015) *Four in ten new teachers quit within a year.* Retrieved from https://www.theguardian.com/education/2015/mar/31/four-in-10-new-teachers-quit-within-a-year

Webb, E. J., Campbell, D. T, Schwartz, R. D, and Sechrest, L. (1966) *Unobtrusive measures: Nonreactive research in the social sciences*. Chicago, IL: Rand McNally.

Weissbourd, R., and Jones, S. (2014) Special topic/circles of care. *Educational Leadership, 71*(5), 42-47.

What is Transformational Leadership? (2014) Retrieved from http://online.stu.edu/transformational-leadership/

Whitaker, T. (2012) *What great principals do differently* (2nd ed.). New York, NY: Eye on Education.

Whitaker, T., Whitaker, B., and Lumpa, D. (2009) *Motivating and inspiring teachers: The educational leaders' guide for building staff morale* (2nd ed.). Larchmont, NY: Eye on Education.

White, P. (2014). *Learning the languages of appreciation.* Retrieved from http://www.ascd.org/publications/educational-leadership/feb14/vol71/num05/Learning-the-Languages-of-Appreciation.aspx

Wilkinson, A. D., and Wagner, R. M. (1993) Supervisory style and state vocational rehabilitation, counselor job satisfaction and productivity. Rehabilitation Counseling Bulletin, 37(1), 15 – 24.

Wilson, J. (2012) *Principals own the morale of teachers.* Retrieved from http://blogs.edweek.org/edweek/john_wilson_unleashed/2012/08/principals_own_the_morale_of_teachers.html

Wimberley, C. E. (2011). Teacher collaboration and student achievement (Doctoral dissertation). Retrieved from ProQuest (3490620).

Appendices

Appendix A

Principal Permission Letter

Dear Principal,

I am currently enrolled with the Master's Program at The British University in Dubai, and I am currently composing my thesis. The investigation is entitled The Relationship between Principal's Leadership Styles and Teachers' Job Satisfaction in American Schools in Al Ain City. More explicitly, I am looking to figure out which leadership styles, characteristics, and different angles are straightforwardly prominent in increased teacher job satisfaction.

The purpose of this letter is to request permission to lead a research study at your school. I hope you will permit me to enroll you firstly as a principal and your willing teachers from your school to take part in my research. As measurement tools, I plan to use both surveys and interviews to collect data. Willing teachers will be approached to finish either one of them. The survey will be sent using a link from SurveyMonkey, and the interview will either be face to face or online due to COVID-19. The survey will take less than five minutes. The interview will depend on the answers of the interviewee.

No recognizable information about you and your teachers will be accumulated from either data collection tools; therefore, your anonymity will be guaranteed. The solitary individual who will approach and analyze this information will be me, the researcher. After completing this research, the information will be arranged and analyzed in order to build up a hypothesis in regards to which leadership styles are persuasive to elevated teacher job satisfaction.

In the event that your permission is granted, teachers who are willing to participate will be given a permission letter to sign and returned to me toward the start of the surveys.

Your consent to lead this research will be significantly appreciated. Kindly do not hesitate to reach me to address any inquiries or worries that you may have.

Sincerely,

Noor Sagban Salih Al Dulaimi

Approved by:

Signature: _____ Title: _____

Appendix B

Dear Participant,

I am currently enrolled with the Master's Program at The British University in Dubai, and I am currently working on my thesis. The investigation is entitled The Relationship between Leadership Styles and Teachers' Job Satisfaction in American Schools in Al Ain City. More explicitly, I am looking to figure out which leadership styles, characteristics, and different angles are straightforwardly prominent in increased teacher job satisfaction. I hope you will take an interest in this research study that I am leading at your school.

As measurement tools, I plan to use both surveys and interviews to collect data. Willing teachers will be approached to finish either one of them. The survey will be sent using a link from SurveyMonkey, and the interview will either be face to face or online due to COVID-19. The survey will take less than ten minutes. The interview will depend on the answers of the interviewee.

No recognizable information about you will be accumulated from either data collection tools; therefore, your anonymity will be guaranteed. The solitary individual who will approach and analyze this information will be me, the researcher. After completing this research, the information will be arranged and analyzed in order to build up a hypothesis in regards to which leadership styles are persuasive to elevated teacher job satisfaction.

The participation in this research study is entirely voluntary. You may refuse to participate, decide to finish one of the data-collection tools, or decide to finish them both. On the off chance that you choose to partake in this research, you will be approached to sign a permission letter. After you sign the consent form, you are still allowed to withdraw whenever without giving any explanation. Finally, in the event that you consent to partake in this research, if it's not too much trouble, answer the inquiries on the surveys as well as could be expected.

_____

Consent

I have read and I comprehend the given permission letter and have had the chance to ask questions. I comprehend that my cooperation is voluntary and that I am allowed to withdraw whenever, without giving an explanation. I voluntarily consent to partake in this research.

Participant signature: _____ Date: _____

Researcher signature: _____ Date: _____

Appendix C

1. Multifactor Leadership Questionnaire

This survey will help you describe the leadership style of your school principal. Starting with the first question, judge how frequently each statement fits him/her. Twenty-one descriptive phrases are listed below. Please do not skip questions or leave answers blank.

1. Make teachers feel good when dealing with him/her

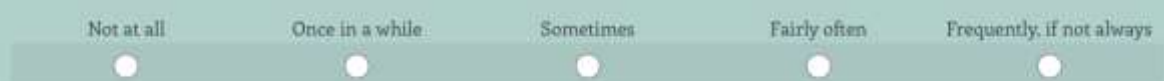| Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○

6. Seems satisfied when teachers meet agreed-upon standards

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○

7. Is content to let teachers continue working in the same ways as always

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○
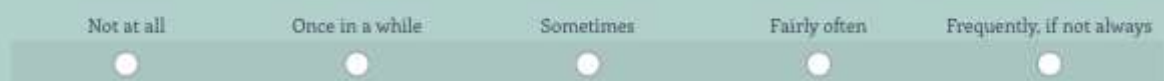
8. Has the complete faith of teachers working for him/her

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○

9. Provides appealing images about what the team can do

12. Provides recognition/rewards when teachers reach their goals

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○

13. Does not try to change anything as long as things are working

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○

14. Is OK with whatever teachers want to do

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○

15. Has followers who are proud to be associated with him/her

18. Gives personal attention to teachers who seem rejected

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○

19. Calls attention to what teachers can get for what they accomplish

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○

20. Tells teachers the standards they have to know to carry out their work

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○

21. Asks no more of teachers than what is absolutely essential

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
○	○	○	○	○

Scoring:

The Multifactor Leadership Questionnaire measures a broad range of leadership types from passive leaders, to leaders who give contingent rewards to followers, to leaders who transform their followers into becoming leaders themselves using seven factors. The score for each factor is determined by summing three specified items on the questionnaire. For example, to determine the score for factor 1, idealized influence, sum your responses for items 1, 8, and 15. Complete this procedure for all seven factors.

TOTAL

Idealized influence (items 1, 8, and 15)	_____ Factor 1
Inspirational motivation (items 2, 9, and 16)	_____ Factor 2
Intellectual stimulation (items 3, 10, and 17)	_____ Factor 3
Individual consideration (items 4, 11, and 18)	_____ Factor 4
Contingent reward (items 5, 12, and 19)	_____ Factor 5
Management-by-exception (items 6, 13, and 20)	_____ Factor 6
Laissez-faire leadership (items 7, 14, and 21)	_____ Factor 7

Score range for transformational leadership: High = 9-12, Moderate = 5-8, Low = 0-4

Appendix D

2. Teacher Job Satisfaction

This instrument is designed to provide the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

1. Preparations (Daily plans, weekly plan, reports, feedback) and other responsibilities occupy a lot of my time

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

2. A job well done by a singular teacher is valued by our principal

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

3. Teachers don't hesitate to share their opinion about the principal's administrative approaches at staff meetings

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

4. The school principal prefers one teacher over the other when performing the same work

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

5. My principal keeps in touch with teachers daily

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

6. The principal constantly requests extra work upon the teacher's time, which is absurd

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

7. I am happy with the policy under which salary increases are granted

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

8. My time table is greater than that of other teachers in our school

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

9. Our principal's leadership in staff meetings challenges our professional growth

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

10. If I could bring in as much cash in another occupation, I would quit teaching

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

11. The number of hours a teacher must work is unreasonable

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

12. My principal provides me with sufficient classroom resources and equipment whenever I need it

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

13. There is a great deal of gossiping among our teachers

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

14. The cooperation of teachers in our school to achieve common, personal and professional goals is noticeable

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

15. My principal makes my work simpler and more enjoyable

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

16. Good teaching strategies are recognized by my principal

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

17. Communication is well developed and maintained between teachers and the principal in our school

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
○	○	○	○	○

Teacher Interview Questions

1. What qualities of the principal do you value most?

2. How is pressure put on teachers who do not perform as expected?

3. What does your principal do to influence your job satisfaction?