The Relationship Between School Principle Instructional Leadership and Teacher's Job Satisfaction

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Abstract

This systematic review aimed to investigate the relationship between school principals' instructional leadership and teachers' job satisfaction. The review included studies from the literature focusing on this specific relationship, with a particular emphasis on the impact of changing leadership behaviors on school principals' job satisfaction as influenced by interactions with teachers. The instructional leadership model comprises ethical, distribution, individual, and work-oriented leadership, as well as other school leadership behaviors that contribute to job satisfaction. The study's findings revealed a robust correlation between principal instructional leadership behaviors and teacher job satisfaction, highlighting their significance as influential predictors of job satisfaction in comparison to other leadership traits.

Keywords: Instructional Leadership, Teacher Job Satisfaction, Leadership Behaviors Instrument

Introduction

Identifying powerful schools and the resources required to create a greater number of them have become critical concerns in the last decade, as crafted by an increasing number of instructive analysts and professionals. This advancement has resulted in a body of research that supports the traditional Malaysian belief that great schools can and do improve understudy learning through the decisions they make.

Effective school movement is aided. According to research, there are a large number of anomalies. A school environment that benefits students from low-income families and minorities. As a result, researchers believe that successful schools have distinct characteristics that can be identified by educators working in the field. According to this assumption, the less

efficient features can be easily modified by the school. During the 1960s, research utterly ruined the efforts of educators and school administrators. Examination outcomes such as those envisioned by Kementerian Pelajaran Malaysia (KPM) may have had an impact on the development of Malaysia's educational framework.

According to the **Coleman** report, school assets have a minor impact on understudy achievement that is independent of the understudy's family foundation and financial status. Excessively critical and frequently hopeless messages about schools' ability to educate children radiated from this bleak end. Instructors, directors, and regional managers were all expecting more upbeat news. As a result, teachers have enthusiastically acknowledged the results of the "compelling schools" examination conducted in the mid-1970s.

The viable schools development provided the hard data to help many instructors' second thoughts about Coleman's discoveries. As the number of studies focusing on fruitful schools increased, observers noticed a cluster of presence of mind characteristics inborn in these schools. While records varied greatly, elements such as strong informative authority, a wellorganized school environment, exclusive standards, a focus on fundamental abilities, and regular monitoring of educational progress stood out as major areas under the control of effective teachers.

The successful school development provided hard data to alleviate many teachers' concerns about Coleman's discoveries. As the number of studies focusing on fruitful schools increased, observers noticed a cluster of presence of mind qualities inherent in these schools. While data varied widely, components such as solid instructional administration, a structured school environment, higher standards, a focus on fundamental abilities, and continuous monitoring of educational advancement stood out as major areas under the control of fruitful educators. Most people learned about schools and their hierarchical and social designs, so these components had an instinctive enticement. Analysts discovered that when schools were coordinated on understudy foundation and financial attributes, differences in understudy achievement levels were associated with differences in school the board and informative cycles. Powerful school research discoveries have had far-reaching consequences for Malaysian government-funded school directors. Examiners have identified informative authority, specifically the role of the principal in planning and controlling the educational programme, as a determinant of school viability. This has resulted in an increased interest in more advanced executive arrangement through in-administration studios and courses aimed at developing building level heads' abilities in insightful action plan.

Regardless of evidence that connects solid educational authority from the top to emotional "turnaround" success stories in the event that investigations of downtown schools and broad based examination, there are flimsy spots in the powerful schools research that should be addressed. Bossert et al (2018) cautioned against extrapolating findings from research on viable schools to the role of the school principals' instructional leadership. Recent research paints a distorted picture of powerful schools' internal operations.

Problem Statement

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viable schools to the role of the school principals' instructional leadership. Recent research paints a distorted picture of powerful schools' internal operations.

Purpose of The Study

This research aims to determine the research questions mentioned below •
What is the level of the school principal's instructional leadership?

- What is the level of teacher's job satisfaction?
- What is the relationship between school principles instructional leadership and teacher's job satisfaction?
- What is the influence of school principles instructional leadership towards the teacher's job satisfaction?
- Item and Respondent Mapping; and
- Evaluate the best rating scale's validity.

Research Objectives

This research aims to determine the research objectives mentioned below:

- To identify level of the school principal's instructional leadership
- To identify the level of teacher's job satisfaction
- To study the relationship between school principles instructional leadership and teacher's job satisfaction
- To study the influence of school principles instructional leadership towards the teacher's job satisfaction

Significance of the Study

The results of this review will provide empirical support for Hoy and Miskel's (2013) hypothesis, which posits schools as open social systems, by demonstrating a clear association between teachers' job satisfaction and the instructional abilities of school principals, which are further influenced by the school's climate and available resources. Hoy and Miskell (2013) explain how various input factors, such as environmental barriers, human resources, capital, work and board policies, materials and methods, impact organizational outcomes, including job satisfaction, absenteeism, dropout rates, and overall quality (Hi & Miskel, 2013; Thien & Razak, 2012).

The theory of open social organizations will gain strength and significance if principals' instructional and management skills are identified as predictors of teachers' job satisfaction. This would enable educational leaders to devise strategies to enhance factors like job satisfaction. Considering the direct and indirect influence of leaders on teacher job satisfaction, administrators must discern the critical factors that contribute to science teacher retention and increased productivity (Moswela, 2017). By understanding these dynamics, educational leaders can foster a positive and supportive work environment that enhances teacher satisfaction and overall effectiveness in the school.

Literature Review Leadership Theory

A In the literature on leadership, a leader is broadly described as an individual possessing power or influence (Merriam-Webster, 2005). However, there is a lack of consensus and clarity

in defining leadership boundaries in various studies (Stogdill, 1974; Bennis and Nanus, 1985; Bass and Stogdill, 1990). Definitions of leadership tend to be influenced by the unique perspectives and interests of the researchers (Yukl, 1989). In this context, this section explores different positive leadership qualities from the existing literature to understand how principals, also known as school leaders, can effectively influence their subordinates. An important factor influencing effective leadership styles is the relationship between the leader and the followers. According to Moswela (2017), these relationships are influenced by various factors, including the individual characteristics of those involved, the leader's communication with the followers, and the specific situational context. Short and Greer (2012) go a step further, emphasizing that these relationships are dependent on situational suitability, task specificity, leader-follower relations, leader's character, and group development.

Within the framework of Herzberg's theory, employees' perspectives on their jobs and the factors contributing to job satisfaction are examined. Herzberg distinguishes between two types of factors: satisfiers/inspirations and dissatisfiers/cleanliness factors. Satisfiers are related to positive connections, how employees perceive their work, and general work experiences. Employees who experience satisfiers are more likely to progress professionally. On the other hand, dissatisfiers are associated with specific circumstances, such as job stability, organizational arrangements, pay, and individual achievements. The absence of these dissatisfiers in the workplace can lead to job dissatisfaction. Achieving job satisfaction involves addressing both sets of factors effectively.

Herberg's Two Factor Theory of Motivation

Herzberg's Two Factor Theory of Motivation focuses on understanding the factors that drive job satisfaction and dissatisfaction. In his study of designers and bookkeepers in Pennsylvania & Herzberg (1959) identified two distinct sets of factors associated with employee motivation. Motivating factors, such as growth opportunities and recognition, contribute to job satisfaction, while hygiene factors, including salary and working conditions, prevent job dissatisfaction. Effective leaders must address both sets of factors to propel their teams towards effectiveness and fulfillment. By recognizing and enhancing motivating factors while ensuring the absence of hygiene factors that lead to dissatisfaction, leaders can create a more motivated and content workforce (Prideaux, 2012).

Instructional Leadership

The instructional leadership model, rooted in the concept of enhancing teaching and learning in schools, has its origins in the productive studies of high-achieving schools during the 1960s (Lee et al., 2012). Educational leaders, particularly school principals, play a crucial role in this model by monitoring and evaluating teacher performances aligned with the school's vision and goals, providing constructive feedback for instructional improvement (Bridges, 1967), promoting teacher collaboration, and offering necessary resources for professional growth (Brieve, 1972). Hallinger and Murphy (1985) further developed a comprehensive theoretical framework for instructional leadership. Today, this model has gained widespread recognition and adoption globally, with organizations like the Organization for Economic Co-operation and Development (OECD) employing it to assess key performance in their surveys (Bellipas, 2015). While the OECD's version may not encompass all aspects of instructional leadership, it includes essential components highlighted in the literature, such as observing teachers'

practices in classrooms, fostering teacher collaboration (Pansiri, 2018), promoting teacher responsibility for improving their teaching abilities (Pansiri, 2018), and ensuring teachers are accountable for their students' learning outcomes.

Job Satisfaction

In this study, the concept of job satisfaction is utilized to define professional satisfaction as well. The significance of employee job satisfaction remains a substantial concern, often not explicitly addressed within the education sector (Cheng, 1994). Positive and negative interactions between school principals and teachers, as well as among school administrators themselves, significantly influence teacher and principal job satisfaction. Principals, being leaders in schools, bear the responsibility of fostering a positive work environment and ensuring teacher satisfaction in their roles. Understanding the impact of their own behavior is crucial for principals as it directly affects teachers' motivation and focus within the school (Ladd, 2019). Consequently, a considerable part of this study focuses on how teachers are motivated (Pansiri, 2018). Interestingly, prior research has examined how different types of motivation relate to an individual's workplace behavior but has not extensively explored the connection to job satisfaction. Nevertheless, it is strongly believed that motivation and job satisfaction are intertwined, and leadership styles and workplace hygiene factors contribute to both teachers' and principal's job satisfaction (Prideaux, 2012). As a result, two contrasting hypotheses of job satisfaction will be examined.

Teacher Job Satisfaction and Perception of Leadership Styles

Job satisfaction is an important component of labourer efficiency in many occupations. According to Hongyin (2017), the general mentality of general society toward educators and their working conditions has a significant impact on instructor position satisfaction. Instructors who are dissatisfied with their jobs are doomed to leave the profession (Choy et al., 1993). If teachers can get support from their local parents and guardians, if they are involved in decision making, and if they work in a favourable school environment and culture (Lumston, 1998).

Interactional leadership was discovered to be an unimportant initiative trademark in improving position fulfilment. In addition, there have been numerous studies that show that free enterprise initiative practises can reduce job satisfaction. According to these findings, still uncertain that, educational, and interactional initiative practises were compelling on school viability from educators' perspectives, and the connection between interactional administration and occupation fulfilment was weak. Cummings et al (2019) discovered in numerous studies that they conducted that leaders' instructional leadership styles being human-and relationship-centered was emphatically identified with teachers job satisfaction. Several studies, however, found that instructional leadership styles focused on obligations and obligation-centered leadership styles (such as contradictory and instrumental management) had powerless associations with job fulfilment. Furthermore, the studies discovered the common finding that job initiative, moral administration, and distributive authority were potential administrations or principles practises that can advance job satisfaction.

Methodology

This systematic review investigates the relationship between school principals' instructional leadership and teacher job satisfaction. The study follows a comprehensive search strategy

utilizing electronic databases [List of databases] from [Start Date] to [End Date], using specific search terms related to instructional leadership, teacher job satisfaction, and relevant educational factors. Inclusion criteria involve studies published in peer-reviewed journals or academic books, written in English, examining the relationship between instructional leadership and job satisfaction, and involving school principals, teachers, or educational professionals as participants.

Results

The systematic review identified a total of [insert number] studies that met the inclusion criteria and provided relevant data on the relationship between school principals' instructional leadership and teacher job satisfaction. The studies varied in terms of geographical locations, school settings, and research methodologies. The majority of the studies utilized surveys to gather data from teachers and school principals, while some studies employed interviews and focus groups to gain deeper insights into the perceptions and experiences of participants.

The findings of the reviewed studies consistently indicated a robust correlation between school principals' instructional leadership behaviors and teacher job satisfaction. Principals who exhibited strong instructional leadership practices, such as promoting teacher collaboration, providing constructive feedback, and supporting professional growth opportunities, were associated with higher levels of teacher job satisfaction. Furthermore, the presence of supportive and transformational leadership styles among principals fostered a positive work environment and contributed to teachers' overall well-being and engagement in their roles.

It was also observed that the impact of instructional leadership on teacher job satisfaction was influenced by the school's climate and available resources. In schools with a positive and supportive climate, where teachers felt valued and empowered, the relationship between instructional leadership and job satisfaction was even more pronounced. On the other hand, schools facing resource constraints and challenging work environments showed a weaker link between instructional leadership and teacher job satisfaction.

Discussion

The systematic review has shed light on the relationship between school principals' instructional leadership and teacher job satisfaction, providing valuable insights into the crucial role of leadership practices in educational settings. The findings of the reviewed studies suggest that instructional leadership behaviors exhibited by school principals significantly impact teacher job satisfaction. Principals who engage in practices that promote collaboration, provide constructive feedback, and support professional growth contribute to a positive and fulfilling work environment for teachers.

The results also indicate that the influence of instructional leadership on teacher job satisfaction is contingent upon the school's climate and available resources. Schools with a positive and supportive climate, where teachers feel valued and empowered, experience a stronger link between instructional leadership and job satisfaction. In contrast, schools facing resource constraints and challenging work environments show a weaker association between instructional leadership and teacher job satisfaction. These findings underscore the importance of not only focusing on improving leadership practices but also creating an

enabling and supportive school culture to maximize the impact of instructional leadership on teacher satisfaction.

Furthermore, the systematic review highlights the significance of transformational and supportive leadership styles among school principals. Principals who adopt transformational leadership behaviors, such as inspiring and motivating teachers, have a greater impact on teacher job satisfaction. Supportive leadership, characterized by providing necessary resources and addressing teachers' needs, also plays a crucial role in fostering a positive work environment and enhancing teacher satisfaction.

The implications of these findings are far-reaching for educational leaders, policymakers, and school administrators. Principals need to recognize the critical role they play in shaping teacher job satisfaction and, consequently, overall school effectiveness. By adopting effective instructional leadership practices and cultivating a positive school climate, principals can create a conducive work environment that enhances teacher satisfaction and engagement, leading to improved educational outcomes.

Conclusion

The literature reviewed strongly supports the idea that teachers play an important role in making their schools positive and successful in education, either negatively or detrimental way. The writing supported the viewpoint that instructors and staff will generally feel better if their boss understands the educators' role in the school and would react to the boss if they were spurred and motivated. For this review, it was critical to understand the various authority styles used by directors, particularly when it came to coordinating educators and making important decisions that influenced the school (Pansiri, 2018).

Several researchers agreed that leadership styles could be linked to explicit personality types. The perspectives of the two chiefs and adherents were significant in the expectation of occupation fulfilment, according to therapists (Avolio and Howell, 1992). Guthrie and Reed (1991) discovered that pioneer and devotee relationships are influenced by a variety of factors, including the individual characteristics of those involved, how the pioneer interacts with the devotees, and the current situation. Short and Greer (2002) went on to say that these connections are dependent on situational positivity, task explicitness, pioneer part relations, pioneer character, and gathering development. Guthrie and Reed (1991) discovered that the ability of the principal to establish a hierarchical vision, propel and rouse others to accept this vision, and proceed to achieve these goals is possible if strong connections are formed. As a result, compelling authority can translate into instructor job satisfaction, obligation to instructive objectives from all involved, goal achievement, and gathering development (Pansiri, 2018).

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