TRANSFORMATIONAL LEADERSHIP AND JOB SATISFACTION OF FEMALE PRIMARY TEACHERS IN UAE: A QUANTITATIVE PERSPECTIVE

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Abstract

This study is conducted to analyze the affect of perceived transformational leadership style of principal on the job satisfaction of primary teachers in UAE. The sample population was 223 school teachers working in primary schools in UAE. Bass and Avolio Multifactor Leadership style Questionnaires was used to measure the leadership styles of the principals and Mohrman-Cooke-Mohrman Job Satisfaction Scale instrument was used to measure the job satisfaction of teaching faculties. Another demographic questionnaire by researcher measured teachers' personal characteristics. Descriptive statistics, Pearson Correlation and Multiple Regression Analysis were employed to analyze the data. The findings of the study revealed that there was significant influence of transformational leadership styles of principals on the job satisfaction of teacher. The inspirational motivation and individualized consideration leadership styles showed positive significant predictive relationship with job satisfaction of teachers. Demographic variables of primary teachers did not influence their job satisfaction

Key Words: Transformational, Transactional, Laissez faire, Leadership Style, Job Satisfaction, Principal, Teachers, UAE.

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Introduction

In educational organization, a strong educational leader or principal is a necessity because they play a potential role in effectiveness of a school. Bogler (2001) pointed out that the success of the educational organizations is highly dependent on the way teachers feel about their work and how satisfied they are with their job. Many researchers (Loke& Crawford, 2001; Red &Yarmohammadian, 2006;Fatima, B. 2010) in their studies found that leadership style has significant impact on the job satisfaction of employees.According to Lipham (1981) principal's leadership styles influence teacher's job satisfaction which was further supported by Ingram (1997), who in his study on K-12 school teachers, found that principals who were perceived to exhibit high transformational behavior had greater positive effects on teachers' job satisfaction. Researcher Kerry Webb (2003) found transformational leadership of administrators as significant predictors of lecturer's job satisfaction in his research at colleges and universities in USA. Ejimofor's (2007) study in Nigeria examining transformational leadership skills and teacher job satisfaction, in secondary institutions concluded that transformational leadership behavior affected teachers' job satisfaction. This finding further showed that engagement of teachers in decision-making and the creation of opportunities for teachers professional growth development by transformational leaders predicted teachers' job satisfaction. Chen et al (2008) in their studies of higher education in Taiwan also found that transformational leadership was significant predictor of lecturers' job satisfaction in university and an organization that fosters high employee's job satisfaction is more capable of retaining and attracting employees with the skills it needs (Red &Yarmohammadian, 2006).

Purpose of the study

This study aimed to explore the effect of perceived transformational leadership styles of principals on the job satisfaction of primary female teachers working in private schools in UAE.

Literature Review

Job satisfaction

Locke (1976) defined job satisfaction as the positive or pleasing emotional state resulting from the appraisal of one's job or experience. It is a general attitude towards the job, the difference

between the amount of rewards employee receive and the amount they believe they should receive. There are many evidences that employees with high level of job satisfaction are less likely to leave the organization and dissatisfied workers are more likely to resign (Hanson & Miller, 2002). Employee satisfaction is generally regarded as important ingredient for organizational success. According to Galup, Klein and Jiang (2008), successful organization normally have satisfied employee whereas poor job satisfaction can cripple an organization.

Demographic variables and job satisfaction

There are many evidences that employees with high level of job satisfaction are less likely to leave the organization and dissatisfied workers are more likely to resign (Hanson & Miller, 2002). Employee satisfaction is generally regarded as important ingredient for organizational success. According to Galup, Klein and Jiang (2008), successful organization normally have satisfied employee whereas poor job satisfaction can cripple an organization.

Personal characteristics of teachers also affect their job satisfaction. Chaudhary (2003) found that teachers working in college have some degree of job satisfaction with respect to experience. Dixit (1993) found that primary teachers teaching in hindi medium schools were more satisfies than those teaching in english medium school.R. Mohalik (2013) found that teachers having less age are more satisfied than teachers having more age. He also found that highly qualified teachers are less satisfied than teachers having less academic qualification.Saiyadain(1998) found that gender and experience as the factors affecting job satisfaction of Malaysian public managers. Ardic (2002) found that rank and age of the Turkish academician as influencing factor on their job satisfaction.

Transformational Leadership Style

According to Northhouse (2007) 'leadership is a process in which an individual influences a group of individuals to achieve a common goal'. Leadership is the ability to persuade others to seek defined objectives enthusiastically. James Burn (1978) defined transformational leadership is as a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". The transformational leaders interact with followers in such a way as to stimulate their thinking, to inspire their performance and to perform beyond expectations.

"Transformational leadership is a process of influencing in which leaders change their associates awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way" (Avolio& Bass, 2004). According to Bass (1997), transformational leaders show following characteristics-

Idealized Influence Attributed. They are exemplary role model for their followers. Principal can be trusted and respected by the teachers andthey try to emulate their behavior.

Idealized Influence Behavior The leader shared a vision and a sense of mission with the followers. Radicals, innovative solutions to critical problems are proposed for handling follower's problems.

Inspirational Motivation They motivate teachers to commit to the vision of the organization and inspire, motivate and encourage them to reach the goal of the organization

Intellectual Stimulation They promote critical thinking and problem solving to make the organization better.

*Individualized Consideration*They acts as coaches, give advice, mentor teachers and help them to achieve goals.

Leadership Styles and job satisfaction

Perceived leadership of principal is one of the major determinant of teachers' job satisfaction. Mason (1998) in his research demonstrated that perceived leadership style predicted job satisfaction of teachers in educational setting. Researcher James Griffith (2004) in his study also found that in educational organizations, principal's transformational leadership style was directly related to job satisfaction of teachers. Nguni et al, (2006) studied transformational leadership behaviors in school settings in Tanzania and his study findings showed that transformational leadership behaviors had positive effects on job satisfaction of teachers.Webb (2009) using 104 higher education institutions supported that the transformational model was predicting follower job satisfaction. He established that Charisma, Individual Consideration, and Contingent Reward were significant predictors of followers' job satisfaction.

In case of UAE where most of the primary teachers working in private education sector are expatriates, who has come here for a better earning and living style, dissatisfaction in job will cause absenteeism, good teachers quitting, lesser productivity which will cause low standard of teaching in primary schools in UAE.

Research questions

This study is guided by the following research questions:

1. Up to what extent do thepersonal characteristics of primary teachers effect their job satisfaction in UAE?

2. Up to what extent does the perceived transactional leadership style of principals influence the job satisfaction of private school teachers in UAE?

Methodology

Research Design

The nature of this study is quantitative and a descriptive correlational research design is used to investigate the relationship between the perceived leadership styles of principals and job satisfaction of the primary school teachers in UAE. A total of 300 questionnaires were distributed in all six schools, out of which, only 223 questionnaires were returned with the return rate of 74%. The data collected were analyzed for descriptive statistics, Pearson correlational analysis and multiple regression analysis by using SPSS 13.

Participants

This study was carried out in six private schools situated in different emirate of UAE. A total of 223 expatriate teachers took part in this survey. The sample consisted of 5.4 % male teachers and 96.6 % female teachers. With regard to professional qualifications, majority of them (72 %) had degree in Education.

Instrumentation

Three instruments were used to assess leadership styles of principals and job satisfaction of teachers and their personal information.

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1.Demographic questionnaire: It consisted of five items which measured-gender, age, academic qualification, professional qualification.

2. Multifactor Leadership Questionnaire (MLQ 5X short form) developed by Avolio and Bass (2004) was used to measure the perceived leadership style of principals. The Cronbach's coefficient for the different subscales of leadership styles were as follow-Idealized Influence Behavior-0.78, Idealized Influence Attributed-0.76, Inspirational Motivation-0.72, Intellectual Stimulation-0.75, Individualized Consideration-0.78.

3. Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) developed by Mohrman, Cooke, Mohrman&Zaltman, 1977 was used to measure the job satisfaction of school teachers Reliability coefficient for the job satisfaction scale was .80 which was almost identical in magnitude to those reported for educator respondents by Mohrman et al (1977).

Results

Descriptive Statistics

Descriptive statistics of demographic Variables and leadership styles and job satisfaction was reported in Table 1 and Table 2.

Table 1: **Mean, SD of demographic variables of Teachers**

Variables	No of Items	Mean	SD	N
Age	2	2.41	.83	
Academic Qualification	4	2.44	.60	223
Professional Qualification	4	1.87	.53	
Experience	5	2.90	1.55	

Table 2: **Mean, SD of Transformational Leadership Styles of Principals and Job Satisfaction of Teachers**

Variables	No of Items	Mean	SD	N
Transformational Leadership Style				
Idealized Influence Behavior	4	11.93	3.40	
Idealized Influence Attributed	4	11.69	3.40	
Inspirational Motivation	4	12.47	3.27	
Intellectual Stimulation	4	10.76	3.49	223
Individualized Consideration	4	10.87	3.65	
Job Satisfaction				
Job Satisfaction	8	34.85	9.79	

Comparison of means suggested that teachers reported more satisfaction with individual consideration dimension of the transformational leadership.

Pearson Correlation

The research questions were analyzed by performing Pearson's correlations for demographic variables of teachers and their job satisfaction as shown in Table 3. Further each leadership style of principals and job satisfaction of teachers were correlated by pearson correlations as shown below in Table 4.

Table 3: Pearson coefficients of Personal Characteristics of Teachers and their Job Satisfaction

Personal Characteristics	Age	Academic Qualification	Professional Qualification	Experience
Job Satisfaction	.08	-.11	-.07	.08

** $p < .01$

All the four personal characteristics of the teachers were not correlated to their job satisfaction significantly.

Table 4: Pearson Coefficients of Transformational Leadership style factors of Principals and Job satisfaction of Teachers

Leadership styles	Transformational leadership style				
	IIB	IIA	IM	IS	IC
Job Satisfaction	.38**	.33**	.45**	.40**	.49**

** p ‹ .01

The result of the correlational analysis showed that the correlation between job satisfaction factor and four leadership factors of the transformational leadership style were moderate and statistically significant. All these correlations were positive and individualized consideration factor had maximum correlation value with job satisfaction.

Multiple Regression Analysis

The predictive relationship between the perceived transformational leadership styles of principle and job satisfaction of expatriate teachers was further analyzed by employing multiple regression analysis where subscales of transformational were taken as independent variables and job satisfaction of teachers as dependent variable. Result of regression analysis was shown in the Table 5 and Table 6.

Table 5: Regression Analysis of Personal Characteristics of Teachers on their Job Satisfaction

Personal Characteristics	Df	β (beta)	t	Sig.	R-square	F
Age	1	.04	.51	.60		
Academic qualification	1	-.10	-1.36	.17		
Professional Qualification	1	-.03	-.51	.60	.02	.91
Experience	1	.03	.38	.70		

* p< .05, N = 223

All the four personal characteristics of teachers do not have any predictive relationship with the job satisfaction of the teachers and were non - significant.

Table 6: Regression Analysis of Perceived Transformational Styles of Principals on the Job Satisfaction of Teachers

Leadership Style	Df	β(beta)	t	Sig.	R-square	F
Idealized Influence Behavior	1	.009	.11	.91		
Idealized Influence Attributed	1	-.13	-1.55	.122		
Inspirational Motivation	1	.24	3.00	00**	.30	18.66**
Intellectual Stimulation	1	.14	1.7	.08		
Individualized Consideration	1	.36	4.39	.00**		

* $p < .05$, N = 223

It was found that perceived transformational leadership style subscales accounted for 30 % of the variance in job satisfaction of the primary teachers. Out of the five subscales of transformational leadership style, inspirational motivation and individualized consideration subscales were positive and significant predictors of the job satisfaction and the magnitude of contribution for individualized consideration was highest.

Discussion and Conclusion

The findings of the study clearly indicate that demographic factors of primary teachers of private school did not contribute significantly to their job satisfaction in UAE. Demographic characteristics like Age, academic qualification, professional qualification and experience as a teacher did not influence their job satisfaction.

Result of this study showed the significant and meaningful relationship between perceived transformational leadership style of principals and teachers' job satisfaction. Transformational leader transform teachers and the educational organizations in their values, need, goals, ethics and work culture. Many research studies supported the theory that the group of transformational leadership factors had strong positive influence on the job satisfaction of teachers in educational organizations Ozaralli, 2003; Griffin, 2004 S.C. Nguni, 2005) and the finding of this result was consistent with these results.

With regard to the influence of the individual transformational leadership factors, it was found that two transformational factors – inspirational motivation and individualized consideration had

significant and positive predictive relationship with the job satisfaction of teachers. Mason (1998) also found that inspirational motivation was positive predictor of teachers' job satisfaction. These transformational principals inspire their teachers to go above and beyond their own self –interests in achieving their goals and this motivates teachers to become more involved in their tasks, they remain focused and look for new approaches to do their jobs which results in an increase in the degree of satisfaction with their work.They are able to bring a deeper insight and appreciation of their hard workgives them immense satisfaction.

The individualized consideration style had highest positive influence on the job satisfaction of teachers and this result was consistent with other researchers (K.Webb, 2003; A. M. Barnett, 2003) in educational organizations. A plausible explanation is the way and manner in which principals show consideration to individual teachers for their uniqueness.Principals attend these teachers on the basis of their unique abilities, skills and potentials. These are identified, developed and used accordingly to the benefit of the organization. Principals give personal attention, personal advice, coaching, mentoring and provide opportunities for development of teachers and organizations. They understand the needs of each teacher and work continuously to get them to develop to their full potential.

Limitations & Recommendation

The limited number of male participation (5.4%) in this study was a limitation and this sample did not include teachers from public schools. Teachers from all the seven emirates of UAE also could not take part in this research survey.

The findings of this study demonstrate that transformational leadership behavior has influence on the job satisfaction of teachers. Thus the results of this study have some relevance on leadership training, policymakers and school leaders. It is recommended that Pre-service and in service training programs and workshops aimed at equipping prospect and present school leaders with transformational leadership skills and competencies that enhance leadership should be organized. They should act as a coach, give advice and mentor individual teachers and this will reduce teacher's stress and boost job satisfaction. It is further recommended that educational ministries and boards of institutions should establish and implement programs that help to foster transformational leadership skills among school heads.

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