



RESEARCH ARTICLE

The Impact of School Leadership Styles on Teacher's Job Satisfaction

Avni Rexha^{1*}, Osman Buleshkaj²

¹ Independent Researcher and A/Director, Dep. of Pre-University Education, Ministry of Education, Science, Technology and Innovation, Pristina, Kosovo

² Associate Researcher, Kosovo Pedagogical Institute, Prishtina, Kosovo

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ABSTRACT

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The aim of this study is to examine the influence of school principals' leadership style on teachers' internal and external job satisfaction as well as their overall job satisfaction. The research was conducted among primary, middle and high school teachers in Kosovo, with a sample size of 437 participants selected through convenience sampling due to practical limitations. Data was collected using electronic forms. Leadership styles were assessed using a scale that included democratic, autocratic, and laissez-faire leadership. Teacher job satisfaction was measured using the Minnesota Satisfaction Questionnaire (Short Form). Multiple regression analysis was used to answer the research questions. The results showed that democratic leadership was positively correlated with teachers' extrinsic, intrinsic and general job satisfaction. However, autocratic leadership did not have a significant impact on any aspect of job satisfaction. Interestingly, the laissez-faire leadership style showed effects on intrinsic job satisfaction and overall job satisfaction. These findings shed light on the importance of leadership styles for teachers' job satisfaction and have implications for educational leadership practices in Kosovo and potentially other similar contexts.

***Corresponding Author:**

avni.rexha@rks-gov.net

1. INTRODUCTION

For many people, being a teacher is a stressful and challenging job, which, also brings challenges and requires constant motivation and job satisfaction. On the other hand, managers can influence employees' job satisfaction, commitment and productivity by using appropriate leadership styles (Rad and Yarmohammadian, 2006). While leadership has been extensively explored in diverse social science domains, there is no unanimous agreement on its definition. The absence of consensus can be attributed to variations in how leadership is perceived and prioritized across different contexts (Northouse, 1999), while job satisfaction can be conceptualized as the affective consequence of an individual's cognitive appraisal of their job, encompassing a spectrum of positive, neutral, or negative reactions (Sarwar et al., 2015). In brief, job satisfaction encompasses the multifaceted construct of positive employee affect and cognition related to their work and work environment (Robbins, 1998). The influence of the head of an educational institution can be viewed from various aspects, but it is important to note the influence of his leadership style on teachers' job satisfaction. Process direction is thought to require strong leadership. Managers have to direct and oversee various tasks in order for others to complete them (Nazim and Mahmood, 2018) and the teaching profession is a process with a lot of task fulfilment but the education mission seems to be dependent on the way teachers feel about their work and how satisfied they are with it (Bogler, 2001). So, the importance of leadership and job satisfaction seems to be crucial in education.

On the other hand, a number of studies has explored the relationship between leadership styles and teacher job satisfaction (Belias and Koustelios, 2014; Long, et al. 2014; Janssen and Van Yperen, 2004;

Lok and Crawford, 1999). However, there is a dearth of research on how leadership style affects teachers' intrinsic and extrinsic job satisfaction. In literature, a person's attitude toward their work is known as their intrinsic job satisfaction and Extrinsic job satisfaction consists of the factors external to and affecting the individual externally (Bektaş, 2017). For the leadership style, in this paper we are going to explore democratic, autocratic and laissez-faire leadership style of the principals. In the democratic approach, team members are invited to participate in the decision-making process, even if the democratic leader has the final say. By including workers or team members in activities, this not only improves job satisfaction but also aids in skill development (Bhatti et al., 2012) and Lewin et al (1939) concluded that democratic style of leadership is the most effective leadership style. Conversely, an autocratic leader would prefer to uphold the rigid hierarchical structure of the company and place more emphasis on work than on interpersonal relationships. Autocratic leaders force their subordinates to perform their duties without giving them the freedom to do otherwise (Peker et al., 2018). An example of an autocratic leadership style is one in which the leader makes the final decision without consulting the members of the group or organization (Bogler, 2001). The third type of leadership style is referred to as the laissez-faire style. A leader using this style manages technical resources, gets materials, oversees working conditions, and provides the necessary information. He gives colleagues and individuals the freedom to make decisions with little oversight (Bosiok, 2013).

In the Kosovo context, this issue has not been extensively studied. Similar studies were observed in the work of Mehmeti et al. (2023), who examined the relationship between the level of job satisfaction and demographic variables such as gender, age, experience, etc. in primary and secondary schools. In addition, Potera and Mehmeti (2019) examined the relationship between job satisfaction and motivation to participate in teachers' professional development. A research conducted by Bislimi and Buleshkaj examined the second standard of principals' professional practice – the quality and learning standards by Kosovo school principals, reaching conclusion that school principals practice some leadership activities to foster implementation of quality teaching and learning standard (Bislimi and Buleshkaj, 2022). Buleshkaj and Koren explored the leadership practice regarding curriculum implementation in Kosovo schools to outline the main strategies to enhance school based activities (Buleshkaj and Koren, 2022). The impact of teacher professional development trends in Kosovo and the role of principals in these issues was a subject elaborated by (Krasniqi, 2022) Furthermore, the Ministry of Education, Science, Technology and Innovation of Kosovo had issued an Administrative Instruction on the Standards for professional practice of school leaders in 2012 (MESTI - Administrative Instruction – on Standards for professional practice of school leaders nr. 04/2012). Although this instruction provides all necessary standards to be accomplished by school principals, anyway it was not updated since 2012 and on the other hand trends in education changed rapidly.

However, a study measuring the influence of leadership styles on job satisfaction has not yet been conducted. Therefore, this study aims to investigate and analyse this specific problem in the context of education in Kosovo.

In light of the aforementioned, the aim of this study is to examine the effects of the school principal's leadership style in the in external and internal job satisfaction of teachers, and overall job satisfaction of teachers. Based on the main purpose of this paper, answers to the following research questions were sought:

1. What are the extrinsic, intrinsic and overall job satisfaction levels of teachers?
2. What is the effect of democratic leadership style on extrinsic, intrinsic and overall job satisfaction?
3. What is the effect of autocratic leadership style on extrinsic, intrinsic and overall job satisfaction?
4. What is the effect of laissez-faire leadership style on extrinsic, intrinsic and overall job satisfaction?

2. LITERATURE REVIEW

Publications examining job satisfaction have consistently underscored its significance within various context (Ortan et al., 2021). According to Bektaş (2017) related literature addresses job satisfaction

generally under two main titles, which are intrinsic job satisfaction and extrinsic job satisfaction. Intrinsic job satisfaction is related to individual's expectations from her/his job and reflects her/his attitude towards her/his job and extrinsic job satisfaction consists of the factors external to and affecting the individual external. Moreover, extrinsic and intrinsic factors both affect employee job satisfaction. Motivational needs are met by intrinsic factors, which are derived from internal meaning and personal characteristics and include self-esteem, personal growth, and a sense of accomplishment. On the other hand, extrinsic factors such as fair treatment, supervision levels, and contextual elements like age and tenure also play a significant role in shaping individuals' satisfaction with their jobs (Matthews et al., 2018; Dobrow et al., 2018). Work is fundamentally relational, emphasizing relationships as the main source of motivation. The relationship between a leader and follower is crucial to this relational aspect of work, giving access to the mental and physical resources needed to advance in the role (Furnham, 2006; Grant, 2008).

According to Dubinsky et al. (1995) the leadership style is thought to be especially crucial for accomplishing organizational goals. Three types of leadership styles are categorized in this study: democratic, autocratic and laissez-faire. Democratic leadership focuses on encouraging people to share their ideas, facilitating communication, and synthesizing all available data to make the best decision. Democratic leadership is an approachable method of managing a group where all members have equal authority. Democratic leadership functions best in groups where participants are eager to share their knowledge and talents (Ray and Ray, 2012). In an autocratic leadership style, the administrator puts his own interests before those of his subordinates. Human needs are not sufficiently taken into account. The leader is stingy, cruel, power-mad and self-centered. He makes decisions without first consulting a group (Adeyemi, 2013). The laissez faire style is characterized by a high degree of avoidance, indecision, and apathy. The management-by-exception leadership style is characterized by a focus on mistakes, standard setting, error searching, rule enforcement, and deviation monitoring (McColl-Kennedy and Anderson, 2005).

Several studies have shown a significant positive relationship between leadership style and employee job satisfaction (Rad and Yarmohammadian, 2006; Bartolo and Furlonger, 2000; Hui et al., 2013). In this paper, we have concentrated on the topic of job satisfaction in the education sector, taking into account the importance of principal leadership and education. Teacher job satisfaction is of great importance, in as much as research has proven that satisfied teachers usually show higher performance and productivity at work (Brezicha et al., 2020). Conversely, the principal bears ultimate accountability for overseeing every facet of the school, rendering judgments, and directing the institution's operations and working environment has become more intense, and stressful, moreover there is a high pressure to perform, to overcome cultural differences, survive in the globalizing and competitive world (Alonderiene and Majauskaitė, 2016). A positive atmosphere is established when the principal employs the most appropriate leadership styles for the staff (Mehrotra, 2005). The essential element for job satisfaction for teacher is the leadership of a principal (AH Ch et al., 2017). Findings of previous research show that leadership in general has positive impact on intrinsic, extrinsic and overall job satisfaction of the followers (Chang and Lee, 2007; Griffith, 2004). But some studies like AH Ch et al., (2017) study's shows that there is the positive and significant relationship between democratic leadership style and job satisfaction of teachers and that there is negative relationship of principals' autocratic leadership style with job satisfaction of teachers. Furthermore, according to Yousef (2000) improving employees' job satisfaction hinges on adopting suitable leadership behaviours and different leadership styles exert varying influences on job satisfaction. So, the importance of this paper is to examine the effects of the school principal's democratic, autocratic and laissez-faire leadership style in the in external and internal job satisfaction of teachers, and overall job satisfaction of teachers which for now is an unresearched area and make a gap in the literature of leadership and job satisfaction in education.

3. MATERIALS AND METHODS

The aim of this study is to examine the influence of school principals' leadership style on teachers' internal and external job satisfaction as well as their overall job satisfaction. The descriptive and causal-comparative research method was chosen for the problem chosen from the quantitative approach.

3.1 Data collection

The study population encompassed elementary, middle and high school teachers working in Kosovo. Due to practical limitations in reaching the entire teacher population, this study employed the convenient sampling method. Data collection was carried out through electronic form. Consequently, the study sample consisted of 437 teachers. Descriptive information about the participants is presented in Table 1.

Table 1: Demographic data of the sample

Variables	Categories	Frequency	Percent
Gender	Female	325	74.4
	Male	112	25.6
Age	25 and under 25	16	3.7
	26-34	65	14.9
	35-44	157	35.9
	45-54	132	30.2
	Over 55	67	15.3
Education	Bachelor	224	51.3
	Master	213	48.7
Experience	1-10 years	138	31.6
	11-20 years	143	32.7
	21- 30 years	104	23.8
Level of School	Over 30 years	52	11.9
	Primary	140	32.0
	Secondary	210	48.1
	High School	87	19.9
Secondary Job	Yes	105	24.0
	No	332	76.0

3.2. Measurements

Leadership styles were measured by the scale developed by Kiliç and Yilmaz (2018), which encompasses democratic leadership, autocratic leadership and laissez-faire leadership, The Cronbach's alpha for democratic leadership was ($\alpha = 0.958$), autocratic leadership ($\alpha = 0.793$), laissez-faire leadership ($\alpha = 0.882$).

Teachers' job satisfaction levels were assessed using the Minnesota Satisfaction Questionnaire (short form), developed by Weiss et al. (1967). This questionnaire consists of 20 questions and utilizes a Likert scale with five categories: "very satisfied", "satisfied", "neutral", "not satisfied", and "not at all satisfied". It focuses on both intrinsic ($\alpha = 0.889$), and extrinsic ($\alpha = 0.889$) factors, as well as general factors, in order to determine teachers' job satisfaction levels. Points are assigned and tallied during data analysis, with a maximum possible score of 100 and a minimum of 20. A score of 75 and above indicates a high degree of job satisfaction, while a score of 25 or below indicates low satisfaction. Scores ranging from 26 to 74 represent a moderate level of job satisfaction.

3.3. Factorial analysis

To conduct the statistical analyses, IBM SPSS v.26 and AMOS v.26 were employed. Confirmatory Factor Analysis (CFA) was employed. Initially, the item loadings of the latent constructs were scrutinized. The standardized factor loadings of the scale items were higher than 0.70, with a few exceptions where certain items exhibited standardized loadings ranging between 0.50 and 0.70. All t-values associated with these loadings demonstrated statistical significance at the $p < 0.01$ level. Subsequently, two items characterized by lower factor loadings, which perturbed the model fit, were systematically removed. Furthermore, one correlation was made between the error terms of the autocratic leadership scale, one correlation for intrinsic satisfaction, and another correlation between intrinsic satisfaction items. Following this, the composite reliability and convergent validity of the measures were checked. Each scale yielded a composite reliability value surpassing 0.70. Moreover, the average extracted variance (AVE) pertaining to the latent constructs exceeded 0.50.

To gauge the adequacy of the model fit, four indices were employed: the χ^2/df ratio, the Comparative Fit Index (CFI), the Standardized Root Mean Square Residual (SRMR), and the Root Mean Square Error of Approximation (RMSEA). The hypothesized model demonstrated a satisfactory fit ($\chi^2 = 1507.193$, $df = 514$, $CFI = 0.904$, $SRMR = 0.057$, $RMSEA = 0.067$).

Table 2: Goodness of fit result

Indices of fit	Values
Chi square	1507.193
Df	514
Cmin/Df	2.932
Comparative fit index (CFI)	0.904
Standardized root mean square residual (SRMR)	0.057
Root mean square error of approximation (RMSEA)	0.067

3.4 Common method variance

Precautions were taken to mitigate the potential for common method variance (CMV), following the suggestions by Podsakoff *et al.* (2012), as the data were cross-sectional and obtained at a single point in time. Firstly, the study’s voluntary and anonymous nature was emphasized in the instruction letter. Secondly, validated scales were employed, and their order was randomized with varying endpoints (in the case of Google Forms) to alleviate respondents’ social desirability bias. Finally, an exploratory factor analysis (EFA) was conducted on all the items, with the number of factors restricted to one. The findings revealed that a single factor accounted for less than 0.50 of the explained variances, thus showing that CMV was not an issue.

4. RESULTS

Table 3: Descriptive analysis

	Statement	Mean	Std. Deviation
1.	Being able to keep busy all the time	88.56	0.67
2.	The chance to work alone on the job	79.86	0.88
3.	The chance to do different things from time to time	78.95	0.92
4.	The chance to be “somebody” in the community	84.49	0.82
5.	The way my boss handles his/her workers*	82.15	1.04
6.	The competence of my supervisor in making decisions*	79.18	1.05
7.	Being able to do things that don’t go against my conscience	75.01	0.91
8.	The way my job provides for steady employmen	83.84	0.77
9.	The chance to do things for other people	82.20	0.82
10.	The chance to tell people what to do	83.94	0.75
11.	The chance to do something that makes use of my abilities	86.91	0.75
12.	The way company policies are put into practice*	72.13	0.99
13.	My pay and the amount of work I do*	56.06	1.10
14.	The chances for advancement on this job*	69.98	1.08
15.	The freedom to use my own judgment	78.44	0.98
16.	The chance to try my own methods of doing the job	80.96	0.94
17.	The working conditions*	66.22	1.15
18.	The way my co-workers get along with each other*	75.79	0.99
19.	The praise I get for doing a good job*	73.09	1.11
20.	The feeling of accomplishment I get from the job	82.47	0.90

*Extrinsic factors

Table 3 describes the results of the descriptive analysis. The descriptive statistics show the average reported job satisfaction level among respondents is 78.01, indicating a moderately high level of overall satisfaction. Respondents reported an average extrinsic job satisfaction level of 73.23, which

suggests a moderate level of satisfaction with external factors such as pay, benefits, and working conditions. In terms of intrinsic job satisfaction, respondents reported a higher average score of 81.92, indicating a strong level of satisfaction.

4.1 Regression analysis

To answer research questions, multiple regression analysis was utilized. The results of this analysis are presented in Table 4.

Table 4: Regression analysis

Regression Weights	Beta Coefficient	R ²	F	t-value	p-value
Democratic Leadership → Intrinsic Job Satisfaction	0.33	0.42	107.30	8.03	p < 0.05
Autocratic Leadership → Intrinsic Job Satisfaction	.036	0.42	107.30	0.88	p = .374
Laissez-faire Leadership → Intrinsic Job Satisfaction	.078	0.42	107.30	2.65	p < 0.05
Democratic Leadership → Extrinsic Job Satisfaction	.575	0.62	240.91	13.28	p < 0.05
Autocratic Leadership → Extrinsic Job Satisfaction	.061	0.62	240.91	1.45	p=0.148
Laissez-faire Leadership → Extrinsic Job Satisfaction	.048	0.62	240.91	1.55	p = .121
Democratic Leadership → Job Satisfaction	.441	0.57	193.51	11.42	p < 0.05
Autocratic Leadership → Job Satisfaction	.047	0.57	193.51	1.25	p = .210
Laissez-faire Leadership → Job Satisfaction	.064	0.57	193.51	2.34	p < 0.05

We see an impact of the democratic leadership, autocratic leadership and laissez-faire leadership on teachers' intrinsic job satisfaction. The model was significant $F(3, 433) = 107.306, p < 0.001$. Moreover, the $R^2 = .426$ depicts that the model explains 42.6% of the variance in intrinsic job satisfaction. The dependent variable Intrinsic job satisfaction was regressed on predicting variable democratic leadership. Democratic leadership significantly predicted intrinsic job satisfaction, which indicates that the democratic leadership can play a significant role in shaping Intrinsic job satisfaction of teachers ($b = .331, p < .005$). These results clearly direct the positive effect of the democratic leadership of the principal Intrinsic Job satisfaction. Furthermore, to test if autocratic leadership of principals' have a significant impact on Teachers' intrinsic job satisfaction, the dependent variable Intrinsic Job satisfaction was regressed on predicting variable autocratic leadership. Autocratic leadership doesn't predicted significantly Intrinsic job satisfaction ($b = .036, p = .374$). The laissez-faire leadership had a statistically significant impact on intrinsic job satisfaction ($b = .078, p < 0.005$). Furthermore, we tested impact of democratic leadership, autocratic leadership and laissez-faire leadership on teachers' Extrinsic Job satisfaction. The model was significant $F(3, 433) = 240.914, p < 0.001$. Moreover, the $R^2 = .625$ depicts that the model explains 62.5% of the variance in Extrinsic Job satisfaction. Democratic leadership significantly predicted extrinsic job satisfaction, which indicates that the democratic leadership can play a significant role in shaping extrinsic job satisfaction of teachers also ($b = .575, p < .005$). Furthermore, to test if autocratic leadership of principals has a significant impact on Teachers' intrinsic job satisfaction, the dependent variable extrinsic job satisfaction was regressed on predicting variable autocratic leadership. The result shows that autocratic leadership doesn't predict significantly extrinsic job satisfaction ($b = .061, p = .148$). And, the laissez-faire leadership also didn't have a statistically significant impact on extrinsic job satisfaction ($b = .048, p = 0.121$).

The effect of democratic leadership, autocratic leadership and laissez-faire leadership on overall job satisfaction was tested and the model was significant $F(3, 433) = 193.511, p < 0.001$. Moreover, the $R^2 = .573$ depicts that the model explains 57.3% of the variance in overall teachers' job satisfaction. Democratic leadership significantly predicted overall job satisfaction ($b = .441, p < .005$). Furthermore, the dependent variable overall job satisfaction was regressed on predicting variable autocratic leadership. The result shows that autocratic leadership doesn't predict significantly overall job satisfaction ($b = .047, p = .210$). And, the laissez-faire leadership have a poor statistically significant effect on extrinsic job satisfaction ($b = .064, p < 0.05$). The table shows the summary of the findings.

5. DISCUSSION

The aim of this paper was to examine the effects of the school principal's democratic, autocratic and laissez-faire leadership style in the external and internal job satisfaction of teachers, and overall job satisfaction of teachers. The descriptive analysis indicated a moderately high level of overall satisfaction of teachers. Furthermore, teachers reported an average extrinsic job satisfaction level which suggests a moderate level of satisfaction. In terms of intrinsic job satisfaction, teachers reported a higher average score, indicating a strong level of satisfaction. The reason for the mean satisfaction of teachers with the level of extrinsic factors could be that some of the statements on the level of extrinsic factors refer mainly to the management of the institution that stimulates teachers. Similar results were found in the works of Baroudi et al. (2020), Abdullah et al. (2023), Ansori et al. (2022). Similar results in the Kosova context were also found in the work of Mehmeti et al. (2023).

The results show us that leadership styles have a positive effect on job satisfaction. Specifically, based on the regression analysis the democratic leadership had a positive effect on extrinsic job satisfaction, intrinsic job satisfaction and overall job satisfaction of the teachers, which suppose that when principals of schools use democratic leadership the teachers will be more satisfied both intrinsically and extrinsically with their job, which in conclusion can results with higher performance and better working skills (Brezicha et al., 2020). This could be because in a democratic leadership where the freedom to express different thoughts and ideas is valued, teachers feel more able to contribute to decision-making processes (Bhargavi and Yaseen, 2016) and feel valued for their contributions. According with Puni et al. (2014), high performance is acknowledged and rewarded, and decision-making in a democratic system is decentralized. A democratic leadership style can help create a more engaged atmosphere among teachers and administrators. This can help foster collaboration among school staff. When teachers have the opportunity to participate in decision-making processes and play an active role in shaping school policy and practice, they feel more motivated and engaged in their work (Giao and Hung, 2018; Thanh and Quang, 2022). A work culture in which all teachers are treated fairly and equally can increase job satisfaction and help to reduce stress and tension in the work environment (Febriantina, et al, 2020). Thess results supports finding of authors (Alonderiene and Majauskaite, 2016; Al-Owaidi et al.; AH Ch et al., 2017; Mahmoud et al., 2023) who in same matter found that democratic leadership has a significant impact on teachers' job satisfaction.

Furthermore, the principal's autocratic leadership style did not appear to have a positive impact on extrinsic, intrinsic, or overall job satisfaction. Based on this fact, we can conclude that the dimensions or characteristics of an autocratic leader such as: E.g. strict rules, abdication of responsibility, non-involvement of teachers in decision-making, etc. do not appear to provide satisfaction for teachers. The authoritarian leadership style can have a negative impact on teachers' job satisfaction for various reasons. An authoritarian principal often makes decisions alone (centralized) or with a few people in leadership positions without consulting the teaching staff (Du et al., 2020). This lack of involvement in the decision-making process can lead to teachers feeling they have little control over their work environment, resulting in lower job satisfaction. The authoritarian leadership style can be accompanied by limited communication, where information and instructions to teachers are sparse and dictated from above (Wang, et al., 2022; Asim, et al., 2021). This lack of communication can lead to feelings of isolation and a lack of support from managers, which increases stress and tension levels in the working environment. According to Bass and Bass (2008), autocratic leadership was generally associated with a lower level of satisfaction and increased stress among subordinates. Furthermore, teachers in an authoritarian environment can feel immense pressure to achieve certain goals and convince their superiors. This can lead to a tense and anxious atmosphere among teachers, which reduces job satisfaction and affects their performance. These results are consistent with the findings of (Al-Owaidi et al., 2023; Alonderiene and Majauskaite, 2016; AH Ch et al., 2017; Jerome, 2018) who found that autocratic leaders do not have a positive impact on improving teachers' overall job satisfaction, although improving satisfaction could lead to better work engagement.

The third leadership style which was the laissez-faire leadership style seem to have an effect in intrinsic job satisfaction and overall job satisfaction which let to understand that the leaders that use laissez-faire leadership style mostly intrinsically motivate their members of school as a results it can be expected for this teachers to work in a manner which let the intrinsic factor influence their working abilities, fulfilling tasks, participate in others activities etc. The laissez-faire leadership style

can have a positive effect on teachers' job satisfaction for several reasons. A laissez-faire approach can create a more open atmosphere between teachers and administrators and can have positive effects by leading to a sense of autonomy and self-control (Yang, 2015). In addition, laissez-faire leaders provide full freedom to teachers (Oguz, 2010) as a result may feel more motivated to achieve personal success and contribute to the success of the school. Greater responsibility for decision making and achieving set goals can increase feelings of accountability and job satisfaction. These results are consistent with the findings of (Ali and Dahie, 2015; Shaari et al., 2022). Studies with opposite conclusions have been found in the literature. In the works of (Ma'ruf et al., 2020; Nyenyembe et al., 2016; Parveen et al., 2022), the laissez-faire style has a negative impact on job satisfaction.

6. CONCLUSIONS AND FUTURE RESEARCH

The findings of this study suggest that democratic leadership had a significant effect on overall job satisfaction and both intrinsic and extrinsic job satisfaction. This implies that when teachers have a principal who use this type of leadership, they perceive their leaders as participative, inclusive, and collaborative, they are more likely to feel satisfied with their jobs. Furthermore, intrinsic and extrinsic job satisfaction effect of democratic leadership implies that aspects such as autonomy, recognition, and meaningful work are important contributors to job satisfaction, because these aspects are empowered by democratic leadership style. On the other hand, the results on the autocratic leadership let to conclude that a top-down, directive leadership approach may not be conducive to fostering satisfaction among educators and school should look for principals that use different approaches in leading the school toward are fields and directions that the school work cause the satisfaction of teachers no only affect their performance but also the way that school function. While laissez-faire leadership had a significant effect on both overall job satisfaction and intrinsic job satisfaction, it didn't significantly influence extrinsic satisfaction. This implies that laissez-faire leadership, characterized by a hands-off approach and trust in employees' abilities, may primarily impact factors related to personal fulfilment and the overall work environment rather than tangible rewards or external factors. In summary, the study highlights the importance of democratic and laissez-faire leadership styles in promoting overall job satisfaction and intrinsic factors among teachers, while suggesting that autocratic leadership may not be effective in this context. Additionally, it underscores the nuanced effects of different leadership styles on various dimensions of job satisfaction within educational settings. Future research might investigate whether the sense of empowerment and involvement in decision-making processes fostered by democratic leadership contributes to job satisfaction by increasing job meaningfulness and perceived control. It could be valuable to examine potential moderators or mediator of the relationship between leadership styles and job satisfaction. Factors such as organizational culture, teacher characteristics, and contextual variables within schools may influence the extent to which democratic leadership positively impacts satisfaction.

7. LIMITATIONS

This study has some limitation. The findings' generalizability may be limited by the study's small sample size, which may not have been sufficient to fairly represent the varied population of teachers and educational settings. A smaller sample size might not be able to fully capture the variety of job satisfaction levels, leadership styles, and contextual elements that affect the relationships that are being studied. Furthermore, the quantitative nature of the study using questionnaires may constrain the depth of understanding regarding the contextual nuances within educational settings. Although the data offer insightful information about the connections between leadership philosophies and teacher work satisfaction, it's possible that they leave out important contextual details and dynamic interactions that influence these relationships in practical settings and descriptive data obtained through questionnaires may oversimplify the complex dynamics underlying leadership practices and job satisfaction among teachers.

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