

RELATIONSHIP BETWEEN THE SCHOOL PRINCIPAL LEADERSHIP STYLE AND TEACHERS' JOB SATISFACTION IN SERBIA

IVANA JOSANOV-VRGOVIC¹
NEBOJSA PAVLOVIC²

ABSTRACT

The principal leadership style is his/her behaviour in a working process, which influences all school relevant performances. Teachers' job satisfaction refers to the affective attitude of teachers towards their role, derived from the evaluation of characteristics of the job itself. The aim of this research is to define relationship between school principal style and teachers' satisfaction. The sample includes 22 primary and secondary schools from Serbia. In this paper, authors used two different instruments to determine behaviour of principals and teachers satisfaction. First instrument that determines leadership style of the school principal is adapted Blake's instrument also known as the managerial grid model. The second instrument used is Job Satisfaction Survey (JSS) in order to obtain information on teachers' satisfaction. In each school 10 teachers and their principals filled in the questionnaire. This JSS collected 220 teachers' answers and 22 principals' answers. Results indicate that the school principal leadership style influences teacher's satisfaction. Principals that are people-oriented positively influence teacher's satisfaction in the areas school development, management, relationship with colleagues and teamwork. Principal that are tasks-oriented negatively influence teacher's satisfaction in the areas of communication, management, school development and safety. Also, results indicate that teachers are mostly satisfied with aspects of safety, working skills, and nature of work.

KEYWORDS: Leadership style, teachers' job satisfaction, the managerial grid model, educational management

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1. INTRODUCTION

Education is the fundamental of the development of modern society. The most significant factors in the educational resources include quality and number of staff in educational institutions, quality of education, principal leadership style, work equipment and working environment. A number of studies show that teachers are becoming less satisfied with their jobs and show the intention to leave the profession and organization (Perie and Baker, 1997; Evans, 1998).

Principal and teachers help school to achieve its goals. Principal leadership style and teachers' satisfaction are two very important factors for the work of the school. A large number of researches came to a conclusion that the principal leadership style is one of the most important factors of teachers' satisfaction (Herzberg et al. 1959; Kusum and Billingsley, 1996; Perie and Baker, 1997; Dinham and Scott, 1998; Evans, 1998; Tillman and Tillman, 2008; Sharma and Jyoti, 2006). In addition to the principal leadership style, the most frequently included factors of teachers' satisfaction are nature of work, working conditions, personality and teacher behavior, demographic factors, interaction with students, the ability to contribute to the growth and development of students, teachers' autonomy, culture and climate of the school, etc.

¹ Modern Business School, Belgrade, Serbia, Assistant professor, josanov.vrgovic@gmail.com

² Faculty of Hotel Management and Tourism, Vrnjacka Banja, Serbia, Assistant professor, racapn@gmail.com

The principal leadership style is principal's behaviour in a working process, which influences all school performances. A competent principal with leadership competencies has a great impact on teachers. He/she creates his/her management style through education, training and personal development (Spector, 1997), he/she provides creative working environment (Hallinger and Heck, 1998) and positive climate in school.

The second critical factor of school efficiency is teachers' satisfaction. Teacher who is not satisfied with work can perform poor teaching and relationship with students, which can have a negative impact on the school efficiency (Chieffo, 1991). Job satisfaction in schools is important because it contributes to organizational learning and teaching effectiveness, ultimately affects the achievement of students themselves (Rowan et al., 2002), their study (Sharma and Jyoti, 2006), their social, emotional, intellectual development and academic success (Blandford, 2000). Also, teachers who do not feel supported in their work may be less motivated to give their best in the classroom, and teachers who are very satisfied with their jobs are very unlikely to change the institution they work for or to change their profession.

Research presented explored problem of relationship between leadership style and teachers' satisfaction. It is assumed that the style of the school's principal influences teachers' satisfaction. School employees were selected for the survey sample due to their great importance for the community, since extremely important and socially recognized work is involved: teaching and educating young people and their preparation for professional work. The results of a large number of studies have also shown that job satisfaction is positively related to productivity, while it is negatively related to absenteeism and fluctuations (DeCotiis and Summers, 1987; Huang, 2004). For avoiding fluctuation and absenteeism in schools, it is necessary to identify the factors that influence teachers' satisfaction.

It is assumed that leaders in educational institutions are the same as leaders in other organizations. For the research of principals' style, a two dimensional matrix is used, which includes coordinates for people and tasks, and it is known as the managerial grid (Blake and Mouton, 1985). This model includes the entire sequence of styles and possibilities. The leader can move within the network so it is observable: to check if his/her orientation moved to task or people. The most important advantage of the managerial grid is that the leader can adapt his/her style to a specific situation at school. In order to be effective, he/she has to maintain the attention on people and tasks. The emphasis of this system is placed on team leadership.

The theoretical importance of research is reflected in better familiarity of connection between leaders' orientation and teachers' satisfaction. Research includes only one region of Serbia. Further research is recommended since certain limitations might occur.

2. RELATED WORKS

Everyday experiences show that the individual performing of tasks is very important. Almost every adult is half of his life involved in some form of labor. When you take into account the time spent being educated for a specific work and working, as well as periods of free time filled with worries and problems at the workplace, the initial hypothesis about the central role of work in human life is not difficult to justify. Since a large part of human life is spent in a workplace place, it can be assumed that life should be pleasant and comfortable. Job satisfaction and job dissatisfaction, satisfaction and dissatisfaction with workplace affect the mental health of humans as well as in other areas of his life. These are the reasons why job satisfaction has become one of the most studied concepts in the field of organizational psychology, organizational behavior and human resource management.

The school is a kind of a working organization, whose goals can be classified in a same way as goals of every other organization (Pastuović, 1999). The satisfaction of teacher with work should be one of the desired outcomes of every school/educational institution (Schulz and Teddlie, 1989), because it contributes to organizational and teaching effectiveness, which ultimately affects the achievement of students themselves and their learning (Sharma and Jyoti, 2006).

The literature includes numerous attempts to define the job satisfaction. Hoppok is considered the first theorist, industrial psychologist, who introduced the concept of satisfaction with work in the literature (1935). This construct described it as a combination of psychological, physiologic and environmental events that will make a person to say: "I am satisfied with my work". Vroom defines satisfaction with work as an affective orientation of a person to his/her working role (Vroom, 1964). According to Locke, the satisfaction with work is comfortable or positive emotional condition which derives from the work evaluation or working experience (1976). Smith argues that job satisfaction is an effective response of a worker to business (Smith, 2000). The person with high level of job satisfaction has positive feelings about his/her work while person who is not satisfied has negative feelings regarding his/her work. According to several authors, job satisfaction is actually an attitude we have towards the job (Grinberg and Baron, 1998; Robbins, 2001; Vujić, 2008). Job satisfaction as an attitude has three main components: cognitive, affective and behaviour component. The cognitive component consists of a number of assumptions and beliefs about the job; the affective component consists of feelings toward their work and behavioral component. Based on these structures, job satisfaction can be defined as cognitive, affective and behavioral reactions of individuals to their jobs.

Definition of job satisfaction has evolved during time, and many people believe that job satisfaction is connected with positive affective reaction. In other words, job satisfaction is a general affective orientation towards work, a general feeling towards it or an affective response to a type of person, the type and content of work (Smith et al., 1969; Guzina, 1980; Kreitner et al., 1999). Job satisfaction defined in this way could be operationalized as love for one's job or as a degree to which people like their jobs.

According to these common definitions, satisfaction with work can be accepted as an affective condition of comfortability or hostility, which appears when teacher evaluates his/her working role (Domović, 2004). The teacher's job satisfaction is also related to the affective attitude of teachers towards their role, while the function of teacher's satisfaction is perceived as the relationship between what he/she wants from teaching and what is offered to him/her (Zembylas and Papanastasiou, 2004).

Consequences appear when employees like or dislike their job. When they are satisfied, they do not want to leave the organization. On the other hand, when they are not satisfied, they want to leave the organization. If they are dissatisfied with work, they can react against this condition. Dissatisfied employees passively observe the situation and allow the things to get worse (Robbins and Judge, 2009). Satisfaction can have the impact on work (Lee and Ahmad, 2009) and on work in the school (Filak and Sheldon, 2003). Although, there is no strong acceptance between researchers and consultancies that higher satisfaction with work can produce better working performances. Teachers noted that they get most satisfaction from the work with young people (students) in: monitoring their growth and development; enjoying in seeing how they grow and mature; the pleasure to do something they enjoy (love toward their subject and teaching); the flexibility and freedom of behavior in the classroom (Brunetti, 2001; Marston et al., 2006). It confirms research results according to which the satisfaction with work is more connected with intrinsic rewards (Farrar, 1981; DeJesus, 1991; Choy et al., 1993; Porter, 1993; Dinham and Scott, 1996; Domović, 2004; Noddings, 2006; Sharma and Jyoti, 2006, 2009).

National culture can have a strong influence on employees' satisfaction (Robbins and Judge, 2009). Hofstede defined following culture features for south-east Europe: high distance of power, high level of risk avoidance, highlighted collectivism and "female culture" – social status is appreciated as an instrument for obtaining of material wealth (Vujić, 2008). Jerotić argued on the topic of working dissatisfaction caused by the environment of people who live in area of southeast European country (Jerotić, 1993).

Teachers' satisfaction is also under the influence of their relationship with the school principal. If the same principle is applied to school like in all other organizations, their most important correlation is reflected in areas of communication, tasks allocation, and responses. All of these previously mentioned the influence on teachers' satisfaction (Hackman and Oldham, 1975). According to Herzberg, there are two kinds of factors that influence job satisfaction: exter-

nal and internal factors (Herzberg, 1966). Principal and his/her management are one of external factors with strong influence on attitudes of teachers. The positive attitude improves the relationship between principal and teachers. Therefore, teachers get internal motivation. The good balance between external and internal factors improves higher satisfaction of teachers.

Different instruments could be used for measuring of job satisfaction. Most frequently used are Job Satisfaction Survey (JSS) developed by Paul Spector, 1985 (Spector, 1985) and The Minnesota Satisfaction Questionnaire (MSQ, 1967 and 1977) (Weiss et al., 1967). Teachers work includes interaction with colleagues, principal, parents, students, respect for rules and policies, achieving standards in performances, accepting working requirements that are far from ideal ones (Robbins and Judge, 2009). It means that satisfaction evaluation of teacher is a result of complex analysis that includes numerous, as well as different working elements. Some of these elements are: communication, satisfaction, working skills, career, school development, management, and relationship with colleagues, teamwork, equality, and safety (Hilgerman, 1998; Friday and Friday, 2003). We also find some attempts of measuring only one item presented in form of a question: "Think about the work you are doing, balance all its advantages and limitations and then evaluate to which extent you are actually satisfied with your job" (Benmansour, 1994).

Research studies about influence of leadership style on job satisfaction imply the fact that the school principal style plays an important role in influencing teachers' job satisfaction (Skrapits, 1986; Rosenholtz, 1989; Andermann et al., 1991; Billingsley, 1993; Lashbrook, 1997; Lok and Crawford, 1999; Schultz and Teddlie, 1999; Dinham and Scott, 2000; Bogler, 2001; Griffith, 2004; Mehrotra, 2005; Sharma and Jyoti, 2006; Cerit, 2009; Jošanov-Vrgović, 2012). Open-minded principals with friendly, relaxed, attentive, impartial, supportive behavior, who are better communicators and who value their subordinates contribute to greater teachers' satisfaction. Teachers are also more satisfied with their jobs if managers provide support, develop a positive climate in the school, keep open communication with dignity and treat teachers with respect (Evans and Johnson, 1990; Ma et al., 1999). Principals who assist in the professional growth and development of teachers and enable the development of their skills, knowledge and abilities, usually increase their job satisfaction (Ma et al., 1999; Dinham and Scott, 2000; Bogler, 2001; Cerit, 2009). Some researchers have shown that behavior of directors in supporting educational institutions has a positive effect on job satisfaction of teachers and their desire and decision to remain in the institution (Kusum and Billingsley, 1996). Other researchers discovered that different leadership styles will create different working environments and that they have a direct influence on job satisfaction (Timoty and Ronald, 2004).

According to Northouse, leadership is a process in which individual has an influence on the group in order to achieve common goal (Northouse, 2008). Leaders and followers are the part of the leadership and they have to be analysed within their relationships.

The school principals are selected in a specific way. Principal is always a leader and teachers as followers have elected him/her for this position. They recognized him/her as their leader. Teachers have voluntarily agreed to place a leader as a person who will guide them through their work. In accordance with the selected managerial grid model, leaders can demonstrate people-oriented and tasks-oriented behaviour. Effective leadership usually lies in the fact that leader balances between these two behaviours. Approach to the leadership styles is applied very easy in different leadership situations. In the school, leader constantly expresses his/her behaviour related to tasks and people. Evaluation of leadership style can also lead to the information of a way in which leader communicates with others and how they can change their behaviour in order to achieve higher efficiency (Blake and Mouton, 1985).

The managerial grid model is a behavioral leadership model developed in early '60s by Robert R. Blake and Jane Mouton and it was updated several times (Blake and Mouton, 1964, 1978, 1985; Blake and McCanse, 1991). This model originally identified five different leadership styles based on the concern for people and the concern for tasks. It is designed to explain how managers can help organizations to fulfil their purpose using two factors: concern for people and concern for tasks. Concern for people is related to a way in which leader treats staffs in organiza-

tion who attempt to achieve their goals; while concern for tasks is related to a way in which leader conducts organizational tasks (Blake and Mouton, 1985).

The managerial grid model combines concern for tasks and concern for people in the model which contains two axes that intersect. Vertical axis represents concern for people while horizontal axis represents leaders concern about tasks. Each axis contains scale with 9 points, where 1 presents minimum and 9 presents maximum concern. By connecting results of each of axis, different leadership styles can be presented. The managerial grid model can contain 5 basic leadership styles: Impoverished management (1,1), Country club management (1,9), Authority-compliance (9,1), Middle of the road management (5, 5) and Team management (9, 9).

Impoverished management (1,1) – This style represents a leader who does not care about tasks and relationships. This kind of leader is not interested, not committed and has a lack of will to fulfil defined goals.

Country club management (1,9) – This style is characterized by a lack of concern for tasks and a great concern for relationships between people. These leaders create positive atmosphere, cooperation, and they are willing to help and comfort. Leaders take care about attitudes and feelings of people, and individuals are obliged to achieve personal and social requirements.

Authority-compliance (9,1) – This style is characterized by a strong aligning of tasks and weaker emphasizing of people role. It is also being driven by results while people are seen as working tools. This leader prefers control, he/she is demanding, energetic and authoritative.

Middle of the road management (5,5) – This style represents leaders who are willing to compromise and who are moderately interested in tasks and people. They find balance by being oriented to people and to tasks. This leader mitigates disagreements and prefers middle solutions.

Team management (9,9) – This style presents leaders whose highlighted concern are people and tasks. This leader encourages involvement, works excellently, solves problems, clarifies authority and follows progress. Also, he/she is open for suggestions and enjoys in work. High level of participation and teamwork are promoted.

There is no consensus which leadership style is the best solution. Some researchers suggest that managers with maximum concern for tasks and people are most effective (Blake and McCaense, 1991). Others argue that there is no complete connection between maximum results and effectiveness in all situations (Yukl, 1994).

3. METHODOLOGY

The problem of this research was: Establishing to what extent the connection between principal orientations and teachers' satisfaction in the school is observed. Specific problems are following: a) what is the connection between principals' people-oriented style and teachers' satisfaction, b) what is the connection between principals' tasks-oriented style and teachers' satisfaction, and c) does the dominant leadership style influence differences in teachers' satisfaction patterns. The research problem created common hypothesis: **H**: There is statistically significant connection between school principal's leadership style and teachers' satisfaction. Specific hypotheses are following: **H1**: There is statistically significant correlation between principals' people-oriented style and teachers' satisfaction; **H2**: There is statistically significant correlation between principals' tasks-oriented style and teachers' satisfaction; **H3**: Leader's score on the "people-orientation" scale can be described by the employees' scores on the job satisfaction scales via linear regression analysis; **H4**: Leader's score on the "tasks-orientation" scale can be described by the employees' scores on the job satisfaction scales linear regression analysis.

The main objective of this research is the following: determining whether there is a connection between principals' leadership style and teachers' satisfaction in the school workgroup. As this objective postulates causality between the leadership style and employees' satisfaction, this research should try to examine the hypothetical model where the leadership style can be backtracked by the employees' satisfaction structure and levels. However, the exploratory nature of this research proposes to observe correlations between the two concepts, which should pre-

cede the model verification stage. Therefore, specific objectives are set as follows: a) to determine whether there is statistically significant correlation between principals' people-oriented style and teachers' satisfaction, b) to determine if there is a statistically significant correlation between principals' tasks-oriented style and teachers' satisfaction, c) to determine if ten dimensions of satisfaction can be regressed to principals' people-oriented style and d) to determine if ten dimensions of satisfaction can be regressed to principals' tasks-oriented style.

The researchers used two instruments. First instrument is used for determination of leadership style of the school principal. For purpose of researching the behaviour of school's principal, the adapted Blake's instrument is used, which is also known as the managerial grid model (Blake and Mouton, 1985). The instrument includes 18 questions with Likert scale (5 statements), of which 9 questions are related for concern for people (y-axis) and the other 9 questions are related for concern for tasks (x-axis). The second instrument is used in order to obtain information on teachers' satisfaction, and it is called *Job Satisfaction Survey (JSS)* (Spector, 1985). In this research, the adapted version is used, which includes 29 questions with Likert scale (5 statements). These questions should describe aspects of satisfaction related to work.

The sample includes 22 primary and secondary schools from one region in Serbia. From each school 10 teachers and their principals filled in the questionnaire. This process resulted with 242 respondents, of which 220 are teachers and 22 principals. Out of 22 principals 14 are females and 8 are males.

The dependent variable is teachers' satisfaction. It is operationalized through 10 areas: career, communication, nature of work, school development, work training, management, and relationship with colleagues, team work, equality and safety. These aspects are needed for the description of the dependent variable.

The independent variables are related to style and orientation of a leader. There are three independent variables: principal's score on the people-oriented scale, principal's score on the task-oriented scale, and principal's general leadership style defined as "people-oriented" or "task-oriented" - when the difference between the two scales was greater than 3 units (otherwise, the "mixed leadership style" was attributed to the principal). People-oriented leader is a leader who is a team leader, and he/she is oriented to people. It means that this leader obtained better results on relationship with people than results on relationship with tasks. Tasks-oriented leader is also a team leader with better results on relationship with tasks than relationship with people. Leader who uses mixed leadership style is people-oriented and tasks-oriented in the same amount. We provide a) descriptive statistics (arithmetical mean and standard deviation) of all variables and b) concluding statistics, which include correlation and regression techniques for determination of direction and level of connection between dependent and independent variable, as well as an ANOVA test for three identified leadership styles.

4. RESULTS

4.1 Descriptive statistics

As it can be seen in Table 1, all areas of teachers' satisfaction are relatively high. At the scale from 1 to 5, they all are over the value 3. However, respondents presented the highest satisfaction with safety, working skills and nature of work. After that, there are: management, communication, school development, equality, teamwork, relationship with colleagues and career. It should be noted that there is very small scope of areas with highest and lowest level of satisfaction. As we can see in Table 2 the total of teachers' satisfaction is relatively high ($M=3,81$).

Table 1: The descriptives of the teachers' satisfaction areas

	N	Min	Max	M	SD
Career	220	1	5	3,41	0,870
Communication	220	1	5	3,94	0,710
Nature of work	220	1	5	3,99	0,761
School development	220	1	5	3,8	0,773
Working skills	220	1	5	4,02	0,598
Management	220	1	5	3,95	0,765
Relationship with colleagues	220	1	5	3,60	0,762
Team work	220	1	5	3,67	1,049
Equality	220	1	5	3,86	0,911
Safety	220	1	5	4,10	0,942

N-number of respondents, Min-minimum, Max-maximum, M-arithmetic means, SD-standard deviation

Table 2: The total of teachers' satisfaction

	N	Min	Max	M	SD
Teachers' satisfaction	220	1	5	3,81	0,489

N-number of respondents, Min-minimum, Max-maximum, M-arithmetic means, SD-standard deviation

The average orientation of school principal to people is $M=7,36$, while his/her average tasks-orientation is $M=7,45$ (see Table 3). Therefore, the difference is very small, so we can say that school principals in this sample are equally oriented to people and tasks. The gender differences were also observed and presented in the same table, but there were not any significant differences found.

Table 3: The magnitude of people-orientation and tasks-orientation by the school principal

	N	Min	Max	M	SD
People-oriented style	22	5,8	8,6	7,36	0,783
Tasks-oriented style	22	6,4	8,4	7,45	0,675
People-oriented style (female)	14	5,8	8,6	7,79	0,695
People-oriented style (male)	8	6,0	8,3	7,28	0,822
Tasks-oriented style (female)	14	6,4	8,1	7,32	0,642
Tasks-oriented style (male)	8	6,7	8,4	7,59	0,718

N-number of respondents, Min-minimum, Max-maximum, M-arithmetic means, SD-standard deviation

4.2 Correlation analysis

Spearman correlation coefficient is used for investigating the connection between principals' people-oriented style and teachers' satisfaction in individual areas and in total value (see Table 4). There is statistically significant positive connection of principals' people-oriented style and satisfaction with school development ($\rho=0,760$, $p=0,007$), relationship with colleagues ($\rho=0,691$, $p=0,019$) and teamwork ($\rho=0,615$, $p=0,044$). All statistically significant correla-

tions are positive, which implies that increasing of one variable result in the increase of another and vice versa. It should be noted that all statistically significant correlations are high in scope from 0,615 to 0,760. There is no statistically significant connection between principals' people-oriented style and satisfaction in areas of communication, nature of work, working skills, career, management, equality and safety. Also, there is no statistically significant connection between principals' people-oriented style and overall score from the satisfaction scale.

Table 4: Correlation between principals' people-oriented style and satisfaction of teachers

		People-oriented style
Career	rho	,168
	p	,621
Communication	rho	,364
	p	,270
Nature of work	rho	,377
	p	,253
School development	rho	,760**
	p	,007
Working skills	rho	-,365
	p	,270
Management	rho	,589
	p	,056
Relationship with colleagues	rho	,691*
	p	,019
Teamwork	rho	,615*
	p	,044
Equality	rho	,481
	p	,135
Safety	rho	,575
	p	,064
Total satisfaction of teachers	rho	,581
	p	,061

* Statistical significance on the level 0,05, * *Statistical significance on the level 0,01, rho-Spearman correlation coefficient, p - Statistical significance

Connection between principals' tasks-oriented style and teachers' satisfaction were also explored (see Table 5). Spearman correlation coefficient showed that there is statistically negative correlation between principals' tasks-oriented style and teachers' satisfaction in areas of communication (rho=-0,612, p=0,046), school development (rho=-0,380, p=0,049) and safety (rho=-0,739, p=0,009). These results suggest that more principal is oriented to task, teachers are less satisfied with communication, school development and safety. There is no statistically significant connection between principals' tasks-oriented style and satisfaction in areas working skills, career, relationship with colleagues, teamwork, and equality. Also, principals' tasks-oriented style is not in statistically significant positive correlation with overall score regarding the satisfaction of teachers.

Table 5: Correlation between principals' tasks-oriented style and teachers' satisfaction

		Tasks-oriented style
Career	rho	-,043
	p	,899
Communication	rho	-,612*
	p	,046
Nature of work	rho	-,433
	p	,184
School development	rho	-,380**
	p	,049
Working skills	rho	,122
	p	,721
Management	rho	-,461
	p	,153
Relationship with colleagues	rho	,096
	p	,778
Teamwork	rho	,148
	p	,664
Equality	rho	-,582
	p	,060
Safety	rho	-,739**
	p	,009
Total satisfaction of teachers	rho	-,462
	p	,152

* Statistical significance on level 0, 05, * *Statistical significance on level 0, 01, rho-Spearman correlation coefficient, p – Statistical significance

4.3 Regression analysis

In reaching the goal of verifying “leadership style” > “employee satisfaction” hypothesis, linear regression analyses have been performed. Although the leadership style dimensions are perceived as independent variables, in this step they were used as “dependent” variables, in attempt to backtrack them by looking at the teachers' satisfaction structures.

Table 6: Regression model coefficients explaining the people-orientation variable

Model		Standardized	Sig.
Dependent Variable: People-orientation		Coefficients	
		Beta	
1	(Constant)		.000
	Communication	-.105	.095
	Nature of work	-.117	.057
	Working skills	.066	.269
	Career	.092	.187
	School development	.254	.000
	Management	.238	.003
	Relationship with colleagues	.298	.000
	Team work	.223	.001
	Equality	-.045	.417
	Safety	-.064	.289

The people-orientation dimension was successfully explained by a few teachers' satisfaction dimensions: school development, management, relationship with colleagues and team work, with adjusted R Square .688 significant at .000 level, as shown in table 6. Since the regression coefficients are positive, it can be concluded that leaders who manifest greater orientation towards people influence greater job satisfaction of their workers on the marked dimensions.

The task-orientation dimension was successfully explained by a few teachers' satisfaction dimensions: communication, school development, management, and safety, with adjusted R Square .465 significant at .000 level, as shown in table 7. It is interesting to notice that the significant regression coefficients are all negative, showing that the observed variables of teachers' work satisfaction are in favour of leaders that manifest less orientation towards tasks. In other words, leaders who are highly task-oriented tend to make their employees feel less satisfied with their job.

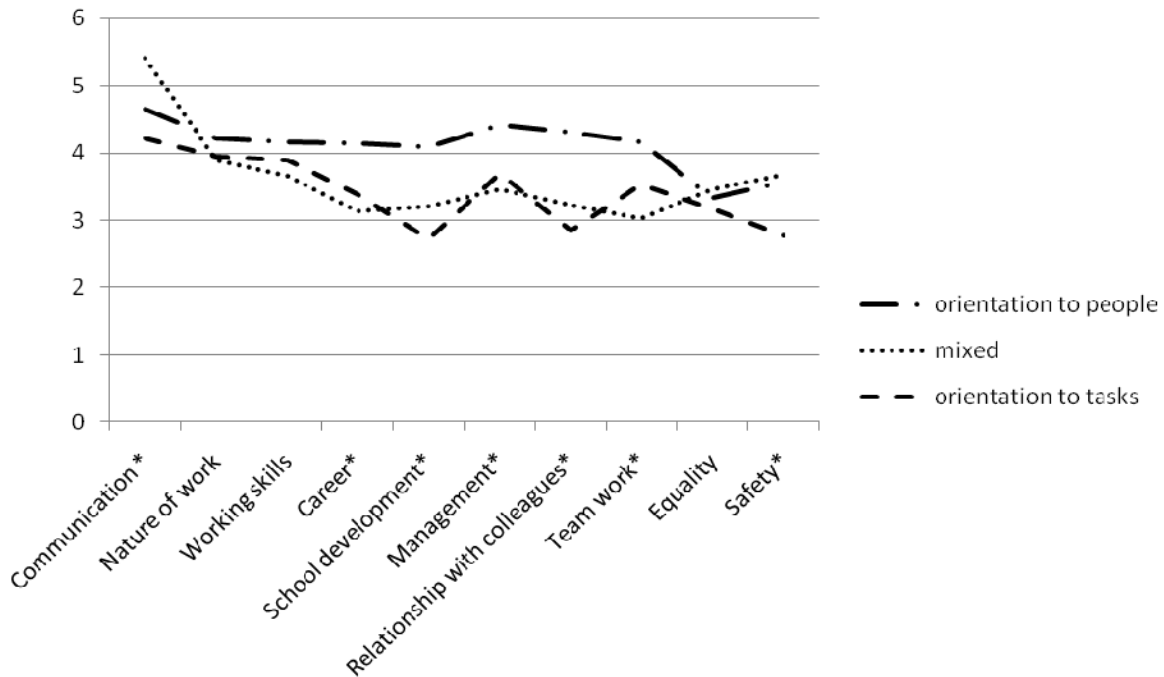
Table 6: Regression model coefficients explaining the task-orientation variable

Model		Standardized	
Dependent Variable: Tasks-orientation		Coefficients	Sig.
		Beta	
1	(Constant)		.000
	Communication	-.350	.000
	Nature of work	-.091	.254
	Working skills	.058	.458
	Career	.177	.053
	School development	-.188	.035
	Management	-.224	.031
	Relationship with colleagues	-.171	.109
	Team work	.106	.076
	Equality	-.100	.168
	Safety	-.236	.003

4.4 Differences between the leadership styles

Finally, the principals were categorized in their dominant leadership style types, based on their scores in people-oriented and task-oriented dimensions, as explained in chapter 3. Although the sample of principals was of modest size, we decided to run ANOVA procedure to determine if the employees working under principals with different leadership styles have different satisfaction dimensions patterns. Therefore, these results should be accepted with caution and they call for a new research with bigger sample size of principals. As shown in graph 1, there are significant differences in majority of the satisfaction dimensions that were measured (marked with an asterisk). The "mixed" leadership style dominates in making teachers satisfied with communication within their organization. The "people-oriented" leadership style dominates in making teachers satisfied with career, school development, and management, relationship with colleagues, team work and safety within their organizations. The "task-oriented" leadership style doesn't result in superior employee satisfaction in any dimension.

Graph 1: Comparison of work satisfaction dimensions between employees who experience different leadership styles



5. DISCUSSION ABOUT RESULTS

The most interesting result of this research is the positive connection between principals' people-oriented style and teachers' satisfaction in the areas: school development, relationship with colleagues and teamwork. The people-oriented leadership style positively influences teacher's satisfaction in the areas school development, relationship with colleagues and teamwork. Principal concern for people tends to develop democratic relationships that have direct influence on the school development. Furthermore, principal who concerns for people is also concerned about relationships, so the relationship with colleagues in these areas is good. The good teamwork is an evidence of positive school climate and cooperation between teachers, which is expected from his/hers teachers.

The research shows that there is negative connection between principals' tasks-oriented style and communication, school development and safety. The tasks-oriented leadership style negatively influences teacher's satisfaction in the areas of communication, school development and safety. Conclusions that can be made from the results also show that principal who pays more attention to tasks will have lack of attention directed to communication and safety. Moreover, teachers think that principals oriented to tasks will not develop human resources and democratic relationships which encourage school development. Similar results obtained Robbins in his research (Robbins and Judge, 2009).

Previously stated results confirm the proposed specific hypotheses:

H1: There is statistically significant correlation between principals' people-oriented style and teachers' satisfaction;

H2: There is statistically significant correlation between principals' tasks-oriented style and teachers' satisfaction;

H3: Leader's score on the "people-orientation" scale can be described by the employees' scores on the job satisfaction scales via linear regression analysis;

H4: Leader's score on the "tasks-orientation" scale can be described by the employees' scores on the job satisfaction scales via linear regression analysis. In addition, all these results indirectly confirmed common hypothesis:

H: There is statistically significant correlation between school principal leadership style and teachers' satisfaction.

Interesting result taken from the presented research is the perception of teachers that they are mostly satisfied with aspects of safety, working skills, and nature of work. Teachers placed safety on the top of satisfaction elements. That means that teachers are satisfied with their job because of its safety. Employment opportunities in Serbia are still very rare and the work of teachers providing higher level of security compared to the most of other professions. Furthermore, teachers consider that they are well trained for their job, meaning that beside the initial education acquired at college, they have the opportunity to achieve professional training. The results obtained on the training and the teachers' satisfactions are consistent with earlier findings (Cano and Miller, 1992; Yousef, 2002; Sharma and Jyoti, 2006, 2009). Also, teachers are satisfied with their job because they like the nature of work. This result is consistent with earlier findings (Herzberg et al., 1959; Kusum and Billingsley, 1996; Perie and Baker, 1997; Dinham and Scott, 1998; Evans, 1998; Tillman and Tillman, 2008; Sharma and Jyoti, 2006).

Teachers are less satisfied with teamwork, relationships with colleagues and career. Career is in the last place because school does not provide financial support for the growth and development of teachers and their progress. Previous researches gave similar results (Domović, 2004; Taylor and Tashakkori, 1995).

Presented research indicates an equal number of principals' people-oriented style and principals' tasks-oriented style. It means that principals are successful in balancing between two most important aspects in their work: people and tasks.

6. CONCLUSION

In the time of rapid and turbulent changes, the issue of employee satisfaction, as well as their stay in the organization, becomes extremely important. Serbia has a large outflow of highly educated people to other countries. It is getting more difficult to find people to work in educational institutions, as well as to find ways to encourage these people to work. We can also find in Serbia the valid understanding that most teachers are not happy with their work. It seems that growing dissatisfaction with the job is the result of falling educational standards. The teachers are unhappy despite various plans and programs that have been implemented to improve their business. Thus, job satisfaction is a key factor in improving the quality of teaching, education and research, as well as the relationship between student-student and teacher.

Job satisfaction is an important construct that influences the organizational behavior of employees as well as organizational performance. Teacher's job satisfaction is important because it contributes to the study of organizational and teaching effectiveness, which ultimately affects the achievement of students themselves, together with their learning. Educational institutions with employed satisfied teachers are more efficient and more productive than the institutions with less satisfied or dissatisfied teaching staff. The study was conducted in order to gain some insight into the field of teachers' job satisfaction and ability to influence certain leadership styles on job satisfaction of teachers.

Principal leadership style and teachers' satisfaction are two very important factors for the work of the school. The principal leadership style is principal behaviour in the working process, what influences all school performances. Teachers' job satisfaction can be defined as affective attitude of teachers towards their role, derived from the evaluation of characteristics of the job itself. Results of numerous researches indicate that leadership style influences teachers' satisfaction.

Presented research shows the influence of the school leadership style on teachers' satisfaction. Principals' people-oriented style positively influences teacher's satisfaction in the areas school development, relationship with colleagues and teamwork. Principals' tasks-oriented style negatively influences teacher's satisfaction in the areas communication, school development and safety.

Presented results show that teachers are satisfied with their work. Teachers are mostly satisfied with aspects of safety, working skills, and nature of work. It is concluded that they will pay attention to work with students and to the better work of the school. Teachers have high opinion on school principals who foster democratic relationships and who have concerns in terms of relationships. They believe that they are well skilled for challenging work in the school, which is why providing career development could have positive influence on their job satisfaction and be a great motivator for teachers.

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