

TITLE Relationship of Teacher Perception of Principal Leadership Practices and Job Satisfaction in the Southeast Region of the Association of Christian Schools International

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OBJECTIVE The purpose of this study was to examine the relationship between teachers 'perception of their principals' leadership practices and teacher job satisfaction in the Southeast region of schools affiliated with the Association of Christian Schools International (ASCI)

METHODOLOGY

Teachers (N = 1,275) at the ASCI schools in the Southeast (N = 158) were asked to participate by completing the Leadership Practices Inventory (Observer) and a job satisfaction survey (Spector, 2011). The effective sample included 253 teachers.

KEY FINDINGS

There was a strong, positive correlation ($r = .632, p < .001$) between teachers' perceptions of their principal's leadership practices and teachers' reported job satisfaction levels. The overall model (five leadership practices) accounted for 40.5 percent of the variation in teachers' job satisfaction levels. Concludes the author, "The analysis of the survey provided a statistical basis to support the hypothesis that Kouzes and Posner's (2012) five practices of exemplary leadership are related to teacher job satisfaction to a significant degree" (p 92).