Principal Leadership Behaviors Which Teachers at Different Career Stages Perceive as Affecting Job Satisfaction

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PRINCIPAL LEADERSHIP BEHAVIORS WHICH TEACHERS AT DIFFERENT CAREER STAGES PERCEIVE AS AFFECTING JOB SATISFACTION

by

Valari Hill

A dissertation submitted to the Graduate College in partial fulfillment of the requirements for the degree of Doctor of Education Educational Leadership, Research and Technology Western Michigan University April 2013

Doctoral Committee:

Louann Bierlein Palmer, Ed.D., Chair
Dennis McCrumb, Ed.D.
Mark Rainey, Ed.D
The purpose of this qualitative study was to explore the perceptions of teachers as to how the leadership of their principal affects their job satisfaction. This study collected the view of teachers at different career stages and examined their perceptions and needs. The participants consisted of 12 elementary school teachers at three different career stages (beginning, middle, and late).

Qualitative analysis of the interview data revealed three major themes and nine subthemes.

The first theme reveals that principal leadership style is not consistent and includes the subthemes: (1.1) principals are not successfully sharing their vision with teachers, (1.2) principals attempt to support teachers, but are not able to meet all their needs, and (1.3) principals are only partially perceived as effective leaders.

The second theme reveals that teachers find satisfaction in their jobs and includes the subthemes: (2.1) teachers find job satisfaction working with people (which includes students, teachers, and parents), (2.2) teachers are satisfied with the curriculum they teach, and (2.3) teacher job satisfaction is affected by principal leadership.

The final theme reveals that, teacher needs are based on career stage, and includes the subthemes: (3.1) beginning teachers would like more support, (3.2)
middle stage teachers seek more time to collaborate with colleagues and prepare for classroom instruction, (3.3) late career stage teachers seek more support in learning how to educate today’s students.

This study confirmed that principal leadership effort can affect job satisfaction, and that principals need to be aware of the needs of their teachers. It also confirms that knowledge of teacher career stages can help principals create better working partnerships and determine the professional development needs of their staff. The findings of this study contribute to the literature on teacher job satisfaction and principal leadership by providing a better understanding of how teacher job satisfaction can be impacted by the perceptions that teachers have of principal leadership.
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Secondly, I would like to thank the people who took time to participate in this study and shared their perceptions and experiences. I would also like to thank family who offered encouragement and support throughout this endeavor.

Lastly, I would like to thank my family. Thank you for your encouragement and support. I especially thank my mother who has been my biggest cheerleader. Most importantly, I thank God with whom all things are possible.

Valari Hill
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CHAPTER I

INTRODUCTION

The United States seems to be in an ongoing state of reform. In the late 1950’s, Sputnik resulted in politicians and experts questioning America’s Educational System. The fear was that students were not educated in mathematics and science, and as a result, America had fallen behind their Russian counterparts. These reforms were followed by A Nation at Risk, published in 1983, which characterized American education as not meeting the needs of students. Reform initiatives continued with Bill Clinton’s Goals 2000 and most recently, No Child Left Behind by President George W. Bush (2001). These initiatives, whether resulting from national security issues or pressures from business and industry to develop workers who could function more effectively in the workplace, changed education, placing pressure on teachers and administrators (Parkinson, 2008).

Teaching is a profession that loses 25% (Varlas, 2013) of its members during the first five years (Bogler, 2001; Henniger & Finch, 2007). Therefore, it is very important for school districts to retain teachers. The needs of teachers at different career stages often determine teacher retention (Richards, 2005). The stage of their career impacts steps that school and district officials, and teachers need to increase teacher job satisfaction. The issue of teacher job satisfaction must be addressed to retain qualified teachers (Parkinson, 2008). In addition to recruiting new teachers, school districts must also focus on retaining veteran teachers (Ingersoll & Smith, 2003). School administrators provide positive leadership that can positively or negatively affect the satisfaction of teachers in
schools (Bass, 2000; Reyes & Shin, 1995). Therefore, principals can play a pivotal role in developing and retaining quality teachers.

**Background of the Study**

Teachers at different career stages find satisfaction through different aspects of their job. The added stress of the job can be impacted by the principal’s attitude, behavior, and leadership style. Behaviors school principals use to motivate, support, and influence their teachers vary (Davis & Wilson, 2000; Ellis & Bernhart, 1992). One factor that contributes to teacher job satisfaction and morale is principal leadership (Leithwood & McAdie, 2007).

School principals can demonstrate behaviors to motivate, support, and influence teachers (Ho & Au, 2006; Lampe & Enderlin, 2002). Schools need special leadership (Sergiovanni, 2007). Effective leaders motivate employees to reach higher levels of performance, which will in turn influence job satisfaction (Bass & Avolio, 1994; Burns, 1978; Podsakoff, Mackenzie, & Bommer, 1996; Sergiovanni, 1992).

Burns (1978) identified two basic types of leadership which included transactional and transformational. “Transactional behaviors involve the leader and the followers exchanging one thing for another thing, e.g., jobs for votes. Transformational leaders engage followers so that leaders and followers raise one another to higher levels of motivation and morality” (p. 20).

Burns describes a transformational leader as one who “seeks to satisfy higher needs and engages the follower and elevates them as well” (p. 20).

Northouse (2004) stated “transformational leaders are able to engage with others and create connections that raise the level of motivation and morality in the leader
and in the follower” (p. 170). Leithwood and McAdie (2007) indicated that principal leadership that includes “collegial consideration and support, as well as giving teachers a voice, praising and rewarding teacher work can contribute to working conditions that are positive” (p. 44).

The impact of leadership behaviors have been studied in all areas including business, government, military, industry, and education (Bass, 1998; Bolman & Deal, 2003; Heller, Clay, & Perkins, 1993; Sergiovanni, 1992). Leader behaviors can greatly impact teacher job satisfaction (Heller, Clay, & Perkins, 1993; Leithwood, Harris, & Hopkins, 2008). School leaders need to be aware of the needs of their staff (Northouse, 2004).

In transformational leadership, the leader is aware of the follower’s needs and tries to help the follower “reach their fullest potential” (Northouse, 2004, p. 170). Transformational leaders have the ability through their leadership to change, transform, and influence others (Sergiovanni, 1992). They are able to increase the levels of productivity that they themselves may not have believed possible (Bass, 2000). Kouzes and Posner (1993) described leadership as building and sustaining human relationships that allow those in the relationship to get extraordinary things accomplished.

According to Bass (2000), transformational leaders are able to raise the awareness and encourage the follower to build a self-concept and mission that matches the leader. Bass and Avolio (1994) identified four factors that influence transformational leaders’ behaviors that can affect job satisfaction. Known as the four I’s, they are Inspirational Leadership, Intellectual Stimulation, Individualized Consideration, and Idealized Influence.
Research has revealed how a principal’s leadership behavior can impact overall job satisfaction and commitment (Darling-Hammond, 2003; Ingersoll, 2003; Jantzi & Leithwood, 1996; Robinson, 2007). Bogler (2001) stated teachers found greater satisfaction when the principal shared information, delegated authority, and had an open channel of communication. Transformational leaders possess a set of moral values and sense of identity which allows them to act as change agents and communicate the values and norms of the organization (Northouse, 2004).

The literature suggests the school principal plays an important role in creating a satisfying workplace (Anderman, Belzer, & Smith, 1991; Heller, Clay, & Perkins, 1993; Leithwood, Harris, & Hopkins, 2008; Reyes & Shin, 1995). Principals have the responsibility to help create and maintain a satisfying workplace. School leaders can help improve the teaching and learning process which influences staff motivation, commitment, and working conditions (Leithwood, Harris, & Hopkins, 2008).

**Problem Statement**

Over the years the relationship between the principal’s leadership style and teacher job satisfaction has been studied (Bogler, 2001; Locke, 1970; Heller, Clay, & Perkins; 1993; Leithwood, Harris, & Hopkins, 2008; Meyers, 2001; Sergiovanni, 2007). Previous research investigated the behaviors of school leaders and their impact on teachers’ job stress, job satisfaction, morale, and retention (Anderman, Belzer, & Smith, 1991; Barker, 2001; Bogler, 1999; Davis & Wilson, 2000; Heller, Clay, & Perkins, 1993; Jantzi & Leithwood, 1996; Leithwood & McAdie, 2007; Marlow, Inman, & Smith, 1997; Meyers, 2001;
Robinson, 2007; Sergiovanni, 1992). These studies identified principal leadership behaviors as affecting teacher job satisfaction. Few studies however, have examined how teachers perceive school principal’s behavior as affecting their job satisfaction at different career stages.

Therefore, the purpose of my study is to determine the impact of principal behaviors on teacher job satisfaction as perceived by teachers at different career stages. In this era of increased pressure on teachers, forced retirement, more accountability in the classroom, teacher layoffs, salary cuts, and larger class sizes, leadership becomes an even larger contributor to teacher job satisfaction. My study is designed to determine if there are certain leadership behaviors teachers feel are related to their job satisfaction and teacher retention. This research will help add to what is known about the impact of the different characteristics of leadership on teacher job satisfaction.

**Research Questions**

My study is designed to answer the following three research questions:

1. In what ways do teachers’ perceptions of principal leadership style influence their job satisfaction at different career stages?

2. What are the characteristics/behaviors of effective principals who enhance job satisfaction for teachers at each career stage based on teacher needs?

3. What level of influence does a principal exhibit in regards to teacher job satisfaction at each career stage?
Rationale for the Study

My study provides information on the leadership behaviors that impact teacher job satisfaction for teachers at various career stages. Participants offer specific examples of principal behavior and describe the phenomenon that impacts their job satisfaction. Participants explain how they perceive principal behaviors as influencing, positively or negatively, their perceptions of satisfaction with their job. These behaviors include things that affect school policy, decisions made by principals that affect teachers, school culture, or climate. Participating teachers identify effective leadership behaviors that are important to teachers and that influence job satisfaction.

This study contributes to the literature on teacher job satisfaction by identifying principal behaviors that affect job satisfaction. Researching teachers at different career stages helps determine if teachers have different needs, and provides important information for principals on their respective leadership style. Identifying effective behaviors in promoting job satisfaction and motivation can help develop successful schools (Robinson, 2007).

Studying teachers’ perceptions of their principal’s leadership behaviors in relationship to their job satisfaction is significant for several reasons. This study provides current information about specific needs of teachers at different career stages. Third, this study provides information on professional development needs of teachers at different career stages and how needs differ based on the career stage. Finally, my study provides information which may be used to retain teachers.
Overall, my study provides data on principal leadership behaviors that impact teacher job satisfaction from teacher perceptions.

**Conceptual Framework**

Job dissatisfaction has been defined by many researchers. Herzberg as cited by (Fraser, Draper, & Taylor, 1998) defined job dissatisfaction being based on contextual or hygiene factors. These include policy and administration, supervision, working conditions and salary. Locke (1970) described job dissatisfaction as value responses in which an individual experiences his appraisal of an object or situation against the standard of what he considers good or beneficial (p. 485). A qualitative approach is used to conduct my study. Open ended questions allowed teachers to give in-depth responses to questions about leadership behaviors they perceive as contributing to their job satisfaction.

My qualitative study provided teachers the opportunity to identify, discuss, and describe those behaviors they perceive as influencing them to be satisfied with their job. The questions asked helped explore principal behaviors they perceived impacted their job satisfaction.

A total of twelve teachers were chosen to participate in my study. For the purpose of this study, the stages are: beginning stage (1-7 years), middle stage (8-15 years), and late stage (16 years of teaching experience). Teachers were individually interviewed to determine answers to the research questions. By interviewing teachers at each career stage, the study helps determine if specific principal leadership behaviors are consistent with certain stages across the board. The qualitative study also helps determine if principal leadership behaviors are a contributing factor to job satisfaction.
Limitations

The following limitations have been identified:

1. The sample is limited to a small sample of teachers and principals.

2. The study was conducted in a suburban school district with unique challenges; the results may not be applicable to other populations.

3. Participants were asked to reflect on all principals they have worked for. However, many of the participants were likely reflecting on the current principal.

Delimitations

The delimitations of this study are confined to interviewing teachers who are in a suburban setting. Another delimitation of this phenomenological type study is the qualitative method used to conduct the research.

Definition of Terms

*Beginning Career Teacher:* For the purpose of this study, a beginning teacher is someone who has taught 7 or less years (Richards, 2005).

*Late Career Teacher:* For the purpose of this study, a late career teacher is a veteran teacher who has taught 16 or more years consecutively (Richards, 2005).

*Middle Career Teacher:* For the purpose of this study, a middle career teacher is a teacher who has taught between 8 and 15 years (Richards, 2005).

*Satisfaction:* A value response. “The form in which an individual experiences his appraisal of an object or situation against the standard of what he/she considers good or beneficial” (Locke, 1970, p. 485).
Transactional Leadership: For the purpose of this study, is leadership that involves an exchange that is controlled by the leader, between the leader and the follower (Burns, 1978).

Transformational Leadership: For the purpose of this study, leadership that seeks to engage the follower to satisfy higher needs and engages the full person (Burns, 1978).

Organization of the Study

Chapter II is comprised of the review of the literature and related research. Chapter III provides an overview of the methodology utilized in conducting the study. Chapter IV presents the results of the research study. A summary, conclusions, and recommendations are reported in Chapter V.
CHAPTER II

LITERATURE REVIEW

The purpose of my study is to determine the extent that principal leadership behaviors impact teacher job satisfaction. This study builds on previous research to provide information on how principal leadership specifically impacts teacher job satisfaction in urban schools. The review of the literature focuses on administrator leadership behaviors and teacher job satisfaction. As school districts work to retain highly qualified teachers from leaving, this study seeks to determine if there are certain leadership behaviors teachers feel are related to their satisfaction with their job and retention. It is important for schools to afford more attention to increasing teacher job satisfaction (Heller, Clay, & Perkins, 1993).

This chapter is divided into seven sections. The first section describes teacher development theories, including the needs of teachers as they begin a career in teaching. The second section explains motivational theories. The third section reviews different teacher career stage models, and denotes what phases of teacher job satisfaction are related to career stages. The fourth section describes theories in leadership, including the different types of leadership, and motivation. The fifth section discusses teacher job satisfaction. The sixth section looks at other factors that can affect job satisfaction. The final section provides a summary of the chapter.

Teacher Development Theories

Teachers become dissatisfied and leave the profession for many reasons. The developmental stages teachers experience are similar to stages that adults go
through in life. The stages adults encounter in life, and the theories that explain the stages, can be used to explain their motivation. As one foundational theory, Fuller (1969) developed a model of stages based on the needs of students in a teacher education program and the concerns they felt at each stage. Both pre-service teachers (those still in college and taking classes) and in-service teachers (those who are student teaching) were found to be concerned with issues relating to self. These concerns included their performance and discipline and the classroom issues. Experienced teachers reported a concern with different issues. These issues revolved around student enculturation and student classroom success. Each stage is comprised of unique concerns that place emphasis on teacher preparation and skills necessary for teachers experiencing that stage. The stages adults experience in life and the theories that explain adult life stages can be used to explain the motivation behind teachers, their personalities, behaviors, and needs in the classroom.

Literature describes career stages in three or four parts, and models have been created and used in teacher education that demonstrates the various stages (Fuller, 1969; Littleton, 2004; Lynn, 2002). Lynn (2002) developed an eight stage career cycle beginning with pre-service (college/student teaching). The next stage, induction, revolves around the first few years of teaching. Competency building involves the teacher seeking to improve their teaching skills and abilities by trying new methods, materials, and strategies in their classrooms. Enthusiasm and growth is when the individual feels as though they have reached a level of competence and are enjoying their jobs. Career frustration occurs when the teacher is unsatisfied in their job. This is when burn out can occur. Career
stability is when teachers “move into patterns of maintenance, stagnation, or renewed growth” (p. 181). Career wind-down occurs when teachers are forced into retirement or are ready to move on. Career Exit is reflected in the period of time a teacher leaves the profession.

Four stages of a model combining Fuller’s model with others include fantasy stage, survival stage, disenchantment stage, and competency stage (Fuller, 1969; Littleton & Littleton, 2004). The fantasy stage is the mental picture an individual develops of themselves as a teacher. This perception stays with the individual throughout their teaching profession. The survival stage when new teachers realize the constraints of time on their day (teaching, grading papers, preparing lessons). “The fantasy phase usually replaces the within the first two weeks of teaching” (p. 1). Receiving their first paycheck begins the disenchantment stage. The final stage, competence, is based on the individual being able to balance their personal and professional lives. The stages were important in determining the professional development needed at each stage. Each stage is unique in the concerns that determine the teacher preparation necessary for teachers experiencing that stage (Fuller, 1969).

There have been numerous studies conducted on teacher career stages and job satisfaction (Bilz, 2008; Fuller, 1969; Fessler & Christensen, 1992; Littleton & Littleton, 2004; Lynn, 2002; McDonnell, Christensen, & Price, 1988; Richards, 2005).
Motivational Theories

Maslow’s Motivational Theory

Maslow (1970) is best known for developing his hierarchy of human needs. The needs were classified as conative (aspect of mental processes or behavior directed toward action or change) needs, cognitive needs, and aesthetic needs which are often presented as a pyramid. The needs at the bottom of the pyramid represent the cognitive or physiological needs. These are the basic needs that include food, water, and air. Basic needs must be met first before individuals can attain higher needs.

Maslow (1970) believed the safety and security needs, the second layers, develop after the physiological needs have been met. The needs in this section include safety, protection, and stability. The third layer, the love and belonging needs, involve loving relationships (friends, family, and children) and feeling a sense of community. The esteem needs have been divided into a lower need and a higher need. The lower esteem need is for respect of others. Glory, fame, recognition, and attention are some characteristics at this level. The higher esteem need is characterized by a need for self-respect, including confidence, achievement, mastery, and freedom. The last layer, self-actualization, involves the continuing desire to fulfill potentials. These needs are based on a continuous desire to “be the best you can be” (p. 46).

Maslow referred to the first four levels of needs as deficit or D-needs. A deficit need is when an individual does not have enough of something. If you get all you need, you do not feel anything. Self-actualization has been described as a being or B-need. These needs continued to be felt once started. According to
Maslow (1970) needs can only be met when lower needs have been met. But, most normal individuals “are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time” (p. 54).

**Herzberg’s Two-Factor Theory**

Herzberg (2003) used Maslow’s motivational theory to develop a two-factor theory. Herzberg’s motivational hygiene theory was developed after an intensive study interviewing over 200 engineers and accountants from 11 industries in Pittsburgh. Participants were asked what made them happy or satisfied, and what made them unhappy or dissatisfied on the job.

Data from the study produced two categories of need that Herzberg referred to as hygiene factors and motivating factors, which affect behavior in different ways. Data revealed that when people are dissatisfied with their jobs, they are concerned with the environment in which they work, and when people feel good about their jobs, it is due to the work itself (Herzberg, 1959).

Hygiene factors are concerned with the work environment, whereby actions that impact the work environment impact job dissatisfaction. Hygiene maintenance factors are related to Maslow’s lower level needs. Motivators are factors that have a positive impact on job satisfaction—feelings of achievement, professional growth, and recognition. Motivators fulfilled a psychological need. These factors can be compared to Maslow’s higher level needs, and are characterized by achieving goals, and include growth, responsibility, and advancement. The satisfaction and dissatisfaction were not seen as opposites, but the absence of one another. These factors can be compared to Maslow’s higher level needs, exemplified by achieving goals, and include growth, responsibility,
advancement, and the work itself. The motivating factors satisfy a psychological need.

Herzberg (2003), stated “The motivators fit the need for creativity, the hygiene factors satisfy the need for fair treatment, and it is thus that the appropriate incentive be present to achieve the desired job attitude and performance” (p. 116). These factors are important in fostering job satisfaction and preventing job dissatisfaction.

The factors that affect job satisfaction and motivation are often based on the individual. These factors will help show if participants believe their job satisfaction and motivation are influenced by others.

**Teacher Career Stages**

Fuller (1969) created a model describing the stages a teacher experiences from pre-service (student) to the end of their career as a teacher. Fuller stated that teachers in the first few years of teaching are concerned with self adequacy, including a focus on discipline, budgeting time, conferences with parents, motivation, and knowledge of resources. Experienced teachers were found to be more concerned with pupil progress.

McDonnell, Christensen, and Price (1989) believed by identifying teacher career stages and the characteristics of each stage, incentives to retain teachers could be found. Using Fessler’s 1985 career cycle as a model, they were able to identify that career stages were related to two factors, personal environment or organizational environment. The personal environment’s variables that can affect the career cycle included (a) family support structures; (b) positive or negative life crises; (c) individual dispositions; and (d) the developmental life stages
experienced by teachers. These factors can occur individually or in combination. Organizational environment of school and school system variables include school administrators, school policy and regulations, professional development, and school unions (Littleton & Littleton, 2004; McDonnell, Christensen, & Price, 1989; Weasmer, Woods, & Coburn, 2008).

Teachers at different stages in their career see aspects of their job differently. Therefore their needs and the support needed to successfully perform job obligations may be different (Fraser, Draper, & Taylor, 1998). Incentives must be available and they must differ in attractiveness for teachers. Career long induction, renewal, and redirection for support and to meet the needs of teachers must be in place (McDonnell, Christensen, & Price, 1989).

Turning now to teacher career models, several studies on such models were conducted in the 1980’s (Burden, 1982; DeMoulin & Guyton, 1988; McDonnell, Christensen, & Price, 1989). Recently, research has focused on job satisfaction in relation to the career stage of the teacher (Bilz, 2008; Parkinson, 2008; Richards, 2005). The most recent studies examined teacher career stages and the effect they have on teachers leaving the profession.

For example, McDonnell, Christenson, and Price (1989) developed a model with eight career stages that contained stages or cycles teachers progress through in their career. The first stage, pre-service, is the period of preparation in a college of university. The second stage, induction, is the first few years of teaching. The third stage, competency building is based on trying to improve teaching skills and abilities. The fourth stage, enthusiastic and growing, where the teacher is continuing to make progress as a professional. Career frustration
develops and the teacher questions their job choice, and is not fully satisfied in the fifth stage. The sixth stage, a stable and stagnant teacher is basically doing what’s expected of them and nothing else. Career wind-down describes a teacher who is entering the seventh stage, and is preparing to leave the profession. Career-exit, the last stage, is the time after a teacher leaves their job.

As another example, DeMoulin and Guyton (1988) conducted a pilot study which identified the stages of provisional, development, transitional, and decelerating based on teacher characteristics connected with teacher performance as identified by principals and teachers. The researchers used 160 characteristics of teachers and teaching, both effective and ineffective. Principals and teachers classified the characteristics which were reduced to the four stages. Principals were able to factor 45% of the items, teachers factored an additional 18%. Principals and teachers were unable to factor 37% of the items. The stages identified and named according to the descriptors of the characteristics. Findings of the study support the need for matching staff development for the career stage of the teacher (DeMoulin & Guyton, 1988).

These researchers were also able to identity and confirm through empirical research four career stages based on the perceptions of teachers and principals of certain behaviors. Provisional, development, transition, and decelerating stages were identified based on the 160 descriptors of behavior of the Principal Component Factor Analysis. It was designed to “identify common characteristics, needs, and interests relative to a teacher’s stage of career development” (p. 2). It was to be used in individualizing staff development based on career stage.
Fuller’s (1969) developmental stages were based on a need by colleges to know what information beginning teachers needed to teach. The model was developed after studying a group of prospective teachers over two semesters to determine their concerns about being prepared to enter the classroom. In the early teaching phase, pre-service and beginning teachers were concerned with themselves. Problems related to discipline, knowledge of subject area, how to deal with parents, and motivation were their major concern in this career stage. Experienced teachers concerns were related to students. The study found that pre-service and in-service (new) teachers are more concerned with themselves. These teachers need support in the classroom. Experienced teachers have more concerns associated with the students. Teachers in this phase were more concerned with the progress of their students (Fuller, 1969).

Huberman (1989), researched the professional life cycle of teachers. The career cycle looked at the number of years a teacher taught and the themes or phases that develop over those years. In the first one to three years of teaching, characterized by career entry, there is a survival and discovery phase. The teacher goes through a “reality-shock” as they confront the day-to-day issues of professional ideas and classroom life. The stabilization stage is when a commitment is made to the profession. There is a feeling of mastery and comfort by the teacher. Experimentation and activism is characterized by the teacher wanting to increase their impact by being creative in teaching, using new materials, and looking for new challenges.

Taking stock and self-doubt is the stage where leaving the profession is considered by the teacher. The stage of serenity is characterized by “gradual loss
of energy and enthusiasm is compensated by a greater sense of confidence and self-acceptance” (p.35). Conservatism reflects the stage where older teachers may complain about the “new generation” of students. The disengagement stage is characterized by increasing withdrawal and disengagement in the profession.

As a more recent example, Richards (2005) identified career stages by the number of years taught (1) 1-5 years; (2) 6-10 years; and (3) 11+ years of experience. The qualitative study addressed the teachers’ perceptions on the impact of principals’ behaviors and attitudes. Data were collected through 20 open-ended questions from teachers who were at different stages in their careers. The questions focused on some of the following factors “descriptions of principals, principal behaviors that were supportive and encouraging, level of support, their decision to stay or leave the school, job satisfaction, job stress, and school commitment in relationship to the principal’s behavior” (p.3).

During the discovery stage the teacher’s initial enthusiasm was based on having their own classroom and students. At four to six years of teaching, a stabilization phase is attained, where a commitment to teaching is reached. A feeling of reaching affiliation to the profession and greater instructional mastery is felt. Seven to eighteen years can lead to the experience of different phases and how they are attained. Experimentation/activism occurs when “there is a gradual consolidation of an instructional repertoire that leads naturally to one’s impact” (p. 35).

Experimentation of using different materials and student groupings along with a desire to make an impact in the classroom and the school are emerging. Reassessment and self-doubt, or a “mid-career crises” can occur around the
twelfth and twentieth year of teaching. Serenity and relational distance is seen around the nineteenth to thirtieth year of teaching. There is a gradual loss of enthusiasm and relational distance to the students. This can lead to conservatism where the teacher complains about the students and how things used to be. The last stage, disengagement, occurs around the thirty-first to the fortieth year of teaching. It is characterized by withdrawal and lack of investment in one’s work.

**Leadership Theories**

Questions about leadership have been a focus of study since the twelfth century (Yukl, 1989). According to Stodgill (1974), many people have attempted to define leadership and each of them have different definition. Stodgill (1974) described seven definitions that are representative of how leadership has been defined. These included examining leadership behaviors, interaction patterns, role relationships, individual traits, influencing other people, occupation of administration position, and perception by others regarding legitimacy of influence. Indeed, Burns (1978) described leadership as “a process seen as part of the dynamics of conflict and power; that leadership is nothing if not linked to collective purpose, the effectiveness of leaders must be judged by actual social change measured by intent and the satisfaction of human needs and expectations” (p. 3).

Studies in leadership began in the late 1800’s – early 1900’s. Taylor developed Four Principle’s of Scientific Management for organizational leadership. Two of Taylor’s theories focused on a top down management style (Owens, 2001). These studies examined the organization of products and not people. Organizational studies examined human factors in organizations with the
Western Electric Studies of 1927. These studies “emphasized the importance of human and interpersonal factors in administrating the affairs of the organization” (Owens, 2001, p. 45). Using a control group and an experimental group, light bulbs of different sizes were installed in the work area of the experimental group. Investigators monitored worker productivity. Investigators observed productivity increased as light bulbs with higher illumination was installed. Human variables included morale, group dynamics, democratic supervision, personal relationships and behavioral concept of motivation. One finding of the study was that human variables were important in determining productivity (Owens, 2001).

One characteristic that is present when describing transformational leaders is charisma, first described by Weber (1947). Weber described charisma as a gift that is possessed by some individuals that allows them to do extraordinary things. Charisma allows a person to be treated as a leader. Theories of leadership continued to be formulated based on human relations and organizations. Weber’s (1947) study of organizations that performed services for large groups of people (bureaucracy) led to his theories on leadership. Weber used the term “charisma” to describe the traits of a leader. He believed a charismatic leader was one who possesses a moral authority and legitimacy in giving orders. The charismatic quality of the leader, according to Weber, sets that person apart from ordinary men. “Charismatic leaders transform the nature of work by making it appear more heroic, morally correct, and meaningful” (Conger & Kanungo, 1998, p. 17).

Theories of leadership and their definitions have changed over time. Leadership theories generally have evolved to meet organizational needs. Yukle (1989) concluded that “most definitions reflect the assumption that it involves a
influence process whereby intentional influence is exerted by the leader over the followers “(p. 3).

Jantzi and Leithwood (1996) described transformational leadership as an appropriate style of leadership for schools. They formulated six dimensions of leadership practices based on models of transformational leadership in nonschool contexts in a study of transformational school leadership. The six dimensions included:

1. Identifying and articulating a vision: behavior on the part of the leader aimed at identifying new opportunities for his or her school and developing, articulating, and inspiring others with his or her vision of the future;

2. Fostering the acceptance of group goals: behavior on the part of the leader aimed at promoting cooperation among staff members and assisting them to work together toward common goals;

3. Providing individualized support: behavior on the part of the leader that indicates respect for staff members and concern about their personal feelings and needs;

4. Intellectual stimulation: behavior on the part of the leader that challenges staff members to reexamine some of the assumptions about their work and rethink how it can be performed;

5. Providing an appropriate model: behavior on the part of leader that sets an example for staff members to follow consistent with the values the leader expouses; and
6. High performance expectations: behavior that demonstrates the leader’s expectations for excellence, quality, and high performance on the part of the staff. (pp. 514-515)

Results of the study demonstrated several important implications. First, a teacher’s perceptions of leadership can be influenced by observing the principal “doing good work on behalf of the school” (p. 531). Secondly, the leader who contributes to school dimensions (culture, mission, vision, goals) is perceived as being transformational by teachers.

**Transformational Leadership**

Burns (1978) defined two types of leadership, transactional and transformational. Transactional leadership occurs when there is an exchange between the leader and the follower. The exchange could be political, economic or social in nature. Once the exchange has been made, individuals move on since nothing is binding the parties together.

Transformational leadership “looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower” (Burns, 1978, p. 4). Transformational leadership is moral in that it raises the level of conduct and ethical aspiration in both the follower and the leader. Transformational leadership empowers everyone involved in the process. It involves collaboration and allows leaders to be open to sharing decision making, supervision, and responsibility with members of the organization. Transformational leaders distribute power among others in an effort to get more power in return (Sergiovanni, 2007). Likert as cited in (Hershey, Blanchard, & Johnson, 2000) formulated four management styles based on different styles of
leadership, conflict management, and other variables that can influence an 
organization. Likert found that the “administrator” is responsible for the culture 
of the organization and the management styles can be place on a continuum 
(Owens, 2001).

System 1: Management has no trust or confidence in employees. They are 
seldom involved in the decision making process. An informal 
organization develops in opposition to the goals of the formal 
organization.

System 2: Management is condescending in trust and confidence with 
employees. Interaction with management is fearful and cautious by 
employee.

System 3: Management has substantial trust and confidence in employees. 
Management makes decisions at the top. Employees are allowed to make 
specific decisions at the lower level. A moderate amount of interaction 
with a feeling of responsibility at the higher and lower levels.

System 4: Management has complete trust and confidence in employees. 
Decision making is dispersed throughout the organization, although well 
integrated. Employee-management relationships are friendly and workers 
are motivated by participation and involvement in developing economic 
rewards, setting goals, improving methods, and appraising progress 
toward goals. (pp. 96-97)

MacGregor’s research based on Maslow’s Hierarchy of Needs, was built 
on the assumption that what the manager thinks of someone becomes a self-
fulfilling prophesy (Bolman & Deal, 2003). MacGregor’s Theory X was based on
the assumption that workers are lazy and passive with little ambition and not wanting to work. Theory X was based on workers needing an autocratic manager. Theory Y was based on Maslow’s Hierarchy of Needs. This approach revealed that “management arranged the organizational conditions so that people can achieve their own goals best by directing their efforts toward organizational rewards” (p. 119).

Charismatic leaders are seen as transformational. Bass and Avolio’s (1994) model identified charisma “as a separate component” that is defined by both the follower and the leader. Charisma allowed the leader’s behaviors to influence followers actions based on how they identify with the leader. Conger and Kanungo (1998) reported that, charismatic leaders transform the nature of work (to achieve the organizations vision) by making it appear more heroic, morally correct, and meaningful. The essence de-emphasizes the extrinsic rewards of work and focus instead on the intrinsic side. The reward for individual followers as they accomplish mission tasks is one of enhanced self expression, self-efficacy, self-worth, and self-consistency.

Transformational leaders motivate followers to do more than they intend. Bass and Avolio (1994) stated that transformational leaders are able to achieve results by using one or more of the Four I’s (idealized influence, inspiration, intellectual stimulation, and individualized stimulation). Idealized Influence was based on how well the leader can influence the follower with emotion and identification with the leader, which is characterized by charisma. Inspiration is how the leader communicates and motivates the follower. Leaders provide meaning and challenge the work of the follower. Intellectual stimulation involves
the leaders’ ideas and vision that motivates followers to think and rethink ideas. The leader stimulates the follower’s efforts to be “innovative and creative.” The final I is Individualized stimulation, which is giving the follower respect, encouragement and support to help the follower experience growth and development, as well as self-confidence. The individual needs of the follower are given special attention. The leader acts as a coach or mentor.

Transformational leaders are able to articulate a vision to their followers. Hersey, Blanchard, and Johnson (2000) described the vision as based on the values and beliefs the members of an organization need to change their mindset in order to perform the necessary actions in the organization. Leaders must have a vision or a “frame of reference” in order their organization to be competent (Bennis, 2000).

The four basic styles of Hersey and Blanchard’s (2001) situational leadership model were based on an individual’s leadership style combining relationship behavior (the personal relationship of a leader and followers based on communication, socio-emotional support, listening, and other supportive behaviors). Task behaviors are related to how a leader organizes and defines the role of the follower to the group, including how tasks are to be accomplished, how well they were accomplished, and keeping an organization that is in order.

1. Telling-the follower is told what to do, how to do it, and where to do it.
2. Selling-used when a follower(s) are unable to complete a task but they are trying. Guidance and support are given.
3. Partcipating-the role of the leader is to encourage and communicate with the follower.
5. Delegating-Followers are able to complete task. Leader Monitors and observes. (Hersey, Blanchard & Johnson, 1993, p. 182).

The leadership styles in the situational model demonstrate there is no one best way to influence people.

**Transactional Leadership**

Transactional leadership has been discussed many times in contrast to transformational leadership. Burns (1978) described transactional leadership as occurring when “one person takes the initiative in making contact with others for the purpose of an exchange of valued things” (p. 19). Transactional leadership can be beneficial in certain situations, but is often ineffective because it requires the leader to give rewards for services rendered. Two aspects of transactional leadership were identified as contingent reward and management-by-exception. Transactional leadership can be sorted by factor analysis into positive and negative contingent reinforcement (Bass, 2000).

Bass (2000) described contingent reinforcement to be transactional. Contingent reward, considered positive reinforcement, is a reward or promise of a reward by the leader in exchange for followers meeting a standard. Management-by-exception or negative feedback was divided into passive or active behaviors. With management by exception-passive (MBE-P) leadership the leader waits for errors or mistakes to be made before correcting the action. Management by exception-active leaders constantly monitor the followers’ behaviors and makes and takes corrective action as needed (Bass, 2000).

A non-leadership factor has been observed. *Laissez-faire* leadership emerged and implies absence of leadership. This type of leader is one who
procrastinates, is unconcerned, and avoids making decisions. All leaders display each style of leadership to some degree (Bass, 2000). According to Bass, a good leader uses both types of leadership style. They are more transformational than transactional. Transactional leadership is very common and can be observed in all types of organizations at many levels (Northouse, 2004). Transactional leadership in bureaucracies, like schools, “acknowledge only their internal reciprocity and the transactional relationship between managers, employees and in consequence respond to their own mutual wants, needs, motives, and values without acknowledging the primary relationship, which is external” (Burns, 1978, p. 302).

**School Leadership**

Senge (1990) described leaders in learning organizations as responsible for “building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models” (p. 340). The first step is to inspire or “breathe life into the vision of learning organizations” (p. 340). A shared vision is the most important leadership quality (Senge, 1990). Shared vision allows for a commitment by the follower because they want to reach the organizations goal.

Bogler (1999) studied the role of the teachers’ perception of principal’s behavior in relation to teacher job satisfaction. A closed-ended questionnaire consisting of a five-point scale was used to collect data from 930 teachers in parts of Israel. The scale used was divided into three categories of transformational leadership (charisma/information; personal consideration; and intellectual stimulation) and two areas of transactional leadership (contingent reward and management by exception). Principal behaviors include leadership style and
decision-making strategies. The study revealed that the more teachers perceived their occupation as a profession, the more they perceived their school principal as a transformational leader. Job satisfaction was related more to teachers’ perception of occupational prestige, self-esteem, and professional self-development. Teachers preferred a participative leadership style. A participative style of leadership is transformational (Bogler, 1999).

Heller, Clay, and Perkins (1993) studied teacher job satisfaction and principal leadership behavior using Hershey and Blanchard’s situational leadership style model. The model is based on Maslow’s Hierarchy of needs which suggests that an individuals’ behavior for any given moment is based on their strongest need (Hershey, Blanchard, & Johnson, 2001). Even though Heller, Clay, and Perkins (1993) found that most participants perceived their principal’s as having a “selling” style, the greatest job satisfaction was found under the “participating” style. The selling style of leadership is characterized by a leader who explains decisions and provided opportunities for clarification. The participating leadership style is characterized by a leader who shared ideas and facilitated in decision making. Anderman, Belzer, and Smith (1991) examined teacher perceptions of school leadership by examining the culture of the school environment. The study found a relationship between leadership behaviors and aspects of school culture. Findings suggested teachers were more satisfied when the school supported participating in school decisions, respect, encouragement, sharing information with colleagues, and a feeling of teachers and administrators working together (p. 10). This study proposed that principals engaging in
particular behaviors could create an environment where satisfaction and commitment could be fostered in teachers.

Leithwood, Harris, and Hopkins (2008) developed a list of seven claims about school leadership that is supported by empirical evidence:

1. School leadership is second to only classroom teaching as an influence on pupil learning.
2. Almost all successful leaders draw on the same repertoire of basic leadership practices.
3. The ways in which leaders apply these basic leadership practices—not the practices themselves—demonstrate responsiveness to, rather than dictation by, the contexts in which they work.
4. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment, and working conditions.
5. School leadership has a greater influence on schools and students when it is widely distributed.
6. Some patterns of distribution are more effective than others.
7. A small handful of personal traits explains a high proportion of the variations in leadership effectiveness (pp. 27-28).

Their second claim was that almost all successful leaders draw on the same repertoire of basic leadership practices. According to this claim, four categories of core practices emerged that are related to leadership qualities and practices with teachers. The first category, building vision and setting directions, was centered around developing a shared purpose which is reflected in the
acceptance of group goals and high expectations in performance. The second
category, understanding and developing people contributed to motivation. This
also consisted of the knowledge and skills all staff need to help accomplish the
organizations goals. Redesigning the organization, the third category, included
practices that establish work conditions. The fourth category, managing the
teaching and learning program, involved specific practices that help create
productive working conditions for teachers (Leithwood, Harris, & Hopkins, 2008,
p. 30).

Bass (2000) stated that learning organizations need to learn how to adapt
to changes. Sergiovanni (2007) described life in schools “as a struggle as
administrators seek to lighten things in a management sense while teachers
respond in a cultural sense” (p. 73). Sergiovanni (2007) believed a school’s
leader must have a vision that is reflective of the “hopes and dreams, needs and
interest, the values and beliefs of a group. When a school vision embodies the
sharing of ideas, a covenant is created that bonds together leader and led in a
common purpose” (p. 75).

Richards (2005) examined principal leadership behaviors that encourage
teachers to stay in teaching. The behaviors were based on the teachers’
perceptions. The teachers were chosen from 3-career stages (1-5 years; 6-10
years; and 11+ years). The teachers all identified the same top five behaviors as
being most important to their job satisfaction. The top five behaviors included: 1) 
Respects and values teachers as professional; (2) Has an open door policy-
accessible, willing to listen; (3) Is fair, honest, and trustworthy; (4) Supports
teachers with parents; and (5) Is supportive of teachers in matters of student discipline.

Being perceived as a leader is based on perceptions others have that allow them to be led. Leadership is reflected to the school’s mission, vision, goals, culture, programs, instruction, decision making, and resources (Jantzi & Leithwood, 1996).

Jantzi and Leithwood (1996) examined teachers’ perceptions of transformational school leadership. Followers’ perceptions were based on experience and inferential processes (observe events with leaders involved). Three implications for leadership were derived from the study. First, being seen doing good work for the school is powerful in positively influencing teachers’ perceptions of leadership. The school vision, goals, culture, decision-making structures, programs and organization, instruction, and resources influence teacher’s perceptions of leadership.

Second, teacher’s experiences of the practices of leaders influence their perception of leadership. This is important because “perceptions largely depend on opportunities for teachers to have significant experiences of the practices of potential leaders” (p. 531). Third, the teacher’s perceptions may be influenced by the principal’s gender. A teacher’s perception of gender may influence their perception of the leadership style. “Male leaders are more frequently found in elementary schools with female teachers as the predominate teaching staff “(p. 532).
Teacher Job Satisfaction

Locke (1970) described job satisfaction as a value response. “They are the forms in which an individual experiences his appraisal of an object or situation against the standard of what he considers good or beneficial” (p. 485). Limited research on job satisfaction and dissatisfaction was conducted by Herzberg, Maunsner, and Snyderman in 1959.

Kouzes and Posner (2003) reported that the personal satisfaction for doing a job well and having a leader who is able to make people feel they have a role in the organization contributes to overall job satisfaction. By allowing others to take ownership and responsibility for success of the group, leaders are able to make people feel competent and confident in their abilities, involving them in important decisions, and by acknowledging and giving others credit for their contributions can make people feel strong.

Bass (2000) reported that exercising transformational leadership has increased “organization satisfaction, commitment, and effectiveness, as well as the increased understanding of the dynamics of transformational leadership” (p. 21). Transformational leaders must encourage the follower building the follower’s self-worth and focusing on the self-concept of the follower. Followers become motivated to match their self-concept and self-worth with the expectations of the leader.

Educational leaders of the future must be transformational. Educational leaders need to be authentic in their efforts to inspire their teachers to intellectually stimulate them and individualized consideration. They know when they have to accept responsibility to take charge. They see themselves as change
agents dealing with a multiplicity of problems faced by schools in the 21st century (Bass, 2000).

Using Locke’s (1970) definition of job satisfaction, Ho and Au (2006) sought to develop a measure of teacher job satisfaction. The study asserted teacher job satisfaction was “a function of the perceived relationship between what one wants from one’s job and what one perceives teaching as offering or entailing” (p. 172). Results indicated that self-esteem positively correlates with teacher satisfaction. Teachers with low levels of satisfaction experience negative emotional aspects like depression and anxiety. Satisfaction has been distinguished as a positive emotional response related to the specific tasks and experiences on a job. It is specifically related to the environment where the tasks are performed (Reyes & Shin, 1995).

Meyers (2001) studied teacher job satisfaction in relation to the teachers’ perception of the leadership behaviors. Teachers felt more satisfied in their role when they perceived the principal as being successful in fulfilling their role and responsibilities as a principal. The perceived behaviors allowed the principal to be seen as a team leader, facilitator, instructional leader, and manager or the facility.

Transformational leaders “set out to empower followers and nurture them in change” (Northouse 2004, p. 182). By empowering followers, transformational leaders are able to elevate and inspire followers with the confidence that they can do better than even they expected. This allows employees to feel they can contribute and are a part of the organization (Konczak, Stelly, & Trusty, 2000; Kouzes & Posner, 2002; Northouse, 2004).
Transformational leaders are not afraid to relinquish power. They see where a staff person has the ability to handle a responsibility for the success of the organization. They empower employees because they trust that they are all working towards the same vision.

**Other Factors That Affect Job Satisfaction**

Many factors have been attributed to job satisfaction without emphasis on principal leadership style. Other predictors of teachers’ job satisfaction are related to the school culture that the leadership style of the principal has created. Collegiality, professional development, and mentoring programs are some factors found to influence job satisfaction (Leithwood & McAdie, 2007; Sergiovanni, 2007; Woods & Weasmer, 2002).

One factor that can impact teacher job satisfaction that is different for other occupations is being treated as a professional. Marlow, Inman, and Betancourt-Smith (1997) conducted a study of 602 teachers from the southeastern to the mid-southern United States. The teachers had 10 or less years of teaching experience and were divided into two phases. Phase 1 were beginning teacher (0-4 years of experience). This phase was characterized as being idealistic, and eager to implement practices and procedures learned in college. Phase 2 teachers (5-10 years) are still hopeful of making a difference and have started to find a balance between “real world” and ideas learned in college. The study found that to retain teachers, beginning teachers needed to be given opportunities to: a) work with colleagues cooperatively; b) have administrators to encourage and support teachers’ ideas; and c) the community having positive feelings about teachers and
education. A realization that not being treated as professionals led to dissatisfaction by teachers who eventually leave the profession.

Woods and Weasmer (2002) suggested engaging teachers as active participants to provide job satisfaction. Teachers need to be recognized as valued contributors. Factors that can improve teacher job satisfaction have been identified as “benefits of collegial investment, shared leadership, and support meetings and mentoring” (p. 186).

Heller, Clay, and Perkins (1992) conducted a study of 331 teachers in a large urban district in North Carolina who had taught four or more years. Differences were not noted in satisfaction by school type, years of teaching, or gender. Factors related to job satisfaction that emerged from the study were that teachers are motivated and avoid burnout by finding satisfaction in the classroom. Teachers need to meet the needs of their students and achieve satisfaction doing so. Teachers were not dissatisfied by the financial aspect of teaching.

Ellis and Bernhardt (1992) examined the design of the job of teaching to determine how it meets the needs of teachers. The Job Diagnostic Survey was administered to 207 teachers in Connecticut. The instrument measured the degree of satisfaction participants felt for their jobs. The motivating factor of participants was high which meant that the teachers felt their profession was intrinsically “motivating, fulfilling, satisfying, and they were willing to make a long term commitment” (p.179).

Shann (1998) used data from a study on school effectiveness to examine teacher job satisfaction in urban middle schools. The top five responses were: 1) teacher-student relationships; 2) job security; 3) teacher autonomy; 4) teacher-
administrator relationships; and 5) administrative support in improving student achievement.

**Mentoring**

Teaching is the only profession where the responsibilities are the same for beginners and veterans. Mentoring provides opportunities for new teachers and veteran teachers. New teacher mentoring has often been linked to job satisfaction (Mandel, 2006; Parkinson, 2008; Woods & Weasmer, 2002). Mentoring allows veterans to feel useful and creates an incentive to refresh their classroom techniques (Parkinson, 2008; Woods & Weasmer, 2002).

Stockard and Lehman (2004) conducted a study of first year teachers using two surveys to determine job satisfaction and retention. The first study used a national sample for the National Center for Education Statistics and teachers were selected through a large-scale multistage in the 1993-1994 school year. The second study used a subsample of the first group during the 1994-1995 school year. The data focused on the 379 public school teachers who responded to both surveys. Results suggested that demographic information and job assignment did not influence job satisfaction. Teacher job satisfaction was found to be influenced by the support received from others, which included mentoring.

Mentoring is beneficial to veteran teachers because it provides an opportunity to experience a “renewed sense of value” (Parkinson 2008). Mihans (2009) stated “experienced teachers have reported that mentoring and coaching creates an incentive for them to remain in the profession as they learn from and share with colleagues” (p. 23).
**Professional Development**

Senge (1990) believed that learning organizations and people continually expand their capabilities. They also create effective results, encourage new and expansive patterns of thinking, and learn how to learn together. Senge further stated that learning organizations are fluid and therefore constantly changing. Teachers continually keep up to date on their practices and the school issues that are constantly changing.

Professional development should be tailored to the needs of the teacher (Bilz, 2008; Parkinson, 2008). Bilz listed several objectives that should be set to individualize and promote the growth of teachers professionally. First, create professional learning communities; second, encourage teachers growth and development through goal setting; third, plan and provide workshops and trainings around individual teacher needs; fourth, give teachers time and opportunities to follow up their workshops and share with other teachers; fifth, plan appropriate induction programs for new teachers (p. 76).

Professional development should be utilized to provide differentiated opportunities for professional growth for teachers. Professional development may be a catalyst to inspire veteran teachers to teach new material, utilize new instruction strategies, become responsible for a student teacher, or try new endeavors (Parkinson, 2008).
Chapter II Summary

This review of the literature focused on the importance of leadership. The principal’s role as a leader affects teacher job satisfaction. Since its inception, research has demonstrated the ability of transformational leadership for increasing organizational satisfaction, commitment, and effectiveness, as well as the increased understanding of the dynamics of transformational leadership (Bass, 2000). According to Bennis (2000), these leaders are willing to empower employees and make them feel significant in the organization.

In summary, the reviewed literature described the importance of “research that has demonstrated the importance of transformational leadership for increasing organizational satisfaction, commitment, and effectiveness, as well as increased understanding of the dynamics of transformational leadership” (Bass, 2000, p. 21). Empirical research has shown that teachers’ value emotional support, collaboration, respect as a professional, and knowledge and experience from principal’s to experience job satisfaction (Richards, 2005).

Many factors have been found that can affect job satisfaction. Leadership style has an impact on the work environment. Herzberg’s (1959) two-factor theory provides evidence that the work environment can foster satisfaction with one’s job. Effective leaders are able to share their vision and transform the environment to inspire others to work towards the common goal. The perceptions others have of a leader allow them to follow that person. Teachers must be empowered to do their job and to experience satisfaction. When shared meaning and significance is evident, teachers respond with an increase in motivation and commitment (Sergiovanni, 2007).
CHAPTER III

METHODOLOGY

The purpose of my study was to determine whether teachers perceive their job satisfaction is impacted by the principal’s leadership behaviors. This study sought to determine how a principal’s leadership style impacts teachers in three predetermined career stages. Teachers encounter different challenges at each of the three stages. Late career teachers have different challenges than teachers in the other stages. The nature of the phenomenon of teacher job satisfaction is ideal for a qualitative study.

This chapter is divided into ten sections. These include: (1) Design of the Study; (2) Role of the Researcher; (3) Research Questions; (4) Setting of the Study; (5) Selection of Participants; (6) Pilot Study; (7) Data Collection; (8) Data Analysis; (9) Instrumentation; and (10) Chapter Summary.

Design of the Study

Previous studies that have studied teacher job satisfaction have been quantitative in nature (e.g., Bilz, 2008; Bogler, 1999; Heller, Clay, & Perkins, 1992; Ho & Au, 2006; Jantzi & Leithwood, 1996; Marlow, Inman, & Betancourt-Smith, 1996; Parkinson, 2008). My study determines if principal leadership behaviors influence job satisfaction using a qualitative approach. Creswell (1998) described qualitative research as “a method used in a natural setting where the researcher is an instrument of data collection, who gathers words or pictures, inductively analyzes them while focusing on the meaning of the participants, and describes a process that is expressive and persuasive in language” (p. 14). Qualitative research has been described as an “inquiry process of understanding
based on distinct methodological traditions of inquiry that explore a social or human problems” (p. 15). Qualitative research focuses on meaning in context that helps us understand and explain the meaning of social phenomenon with as little disruption to the natural setting as possible (Merriam, 1998).

Creswell (1998) offered five reasons for choosing a qualitative study. A strong rationale exists for a qualitative approach because of the nature of the research question that looks to describe how or what is going on. Second, a qualitative method is used when a topic needs to be explored. Third, when a need exists to present a detailed view of the topic. Fourth, when individuals need to be studied in their natural setting. Fifth, the researcher is able to bring themselves into the study by telling a narrative of events. Philosophical assumptions guide the research in a qualitative approach. Knowledge is based on individual experiences that allow a pattern or theme to develop (Creswell, 2003).

A qualitative phenomenological method was used to conduct my study. By choosing a qualitative research design, information was collected that is explicit in detailing teachers’ personal experiences. The inquiry process focuses on looking at the meaning of an experience. This method was selected to help determine how perceptions of teachers’ experience with their principals have affected their job satisfaction. As a qualitative study, themes and patterns that developed were analyzed based on the teachers’ experience with principals.
**Role of the Researcher**

A qualitative researcher asks “how $x$ plays a role in causing $y$, and what is the process that connects $x$ to $y$” (Maxwell, 2005, p. 23). Merriam (1998) describes a qualitative researcher as “interested in understanding the meaning people have constructed, how they make sense of their world, and the experiences they have in their world” (p. 6).

Researchers explicitly identify their biases, values and personal interests about the research topic and process. I am currently a classroom teacher at one of the elementary schools. I have had the unique experience of working at the same school since I began teaching in Oak Park. During this time, I have worked under five principals. My experiences working in this district with teachers from all of the schools was helpful in gaining access to participants and establishing a rapport with the teachers.

**Research Questions**

Many factors impact teachers who are teaching today. The support and encouragement received from an administrator may help retain good teachers in the profession. My specific research questions concerning job satisfaction are:

1. In what ways does the teacher’s perceptions of principal leadership style influence their job satisfaction at different career stages?

2. What are the characteristics/behaviors of effective principals who enhance job satisfaction for teachers based on teacher needs?

3. What level of influence does a principal exhibit in regards to teacher job satisfaction at each career stage?
Setting of the Study

Participants consisted of K-6 elementary teachers in the city of Oak Park, Michigan. Three of the seven schools in the district are elementary schools. All of the schools have a full-time principal. All of the elementary schools have assistants to the principal. Approximately 3,725 students are enrolled in the district. All three elementary schools are Title 1 schools with 69.74% of the students receiving free or reduced lunches.

Selection of Participants

A purposeful sampling method was used, with twelve teachers interviewed. In qualitative research, purposely selecting individuals or sites that will best help the researcher understand the problem and the research question need to be chosen (Creswell, 2003). It is important for participants to have knowledge the researcher needs and are willing to participate in the study. Four criteria were established for participant selection. These include: 1) Teachers who have experienced job satisfaction or dissatisfaction in teaching; 2) Teachers must have worked for more than one principal; 3) Teachers must fit in one of the three career stages (beginning: 0-7 years; middle: 8-15 years; and late: 16 or more years teaching); 4) Teachers who perceive the principal has played a key role in their job satisfaction or dissatisfaction.

Twelve teachers were chosen to participate in the study from each career stage. There were 3 beginning stage teachers, 7 middle career stage teachers, and 2 late career stage teachers. Ten of the teachers come from the same elementary school, while the other two teachers each come from a different elementary school.
Permission for the study was given by the superintendent of the district. A letter of informed consent and subject recruitment letters were given out during a district wide professional development. When subjects returned the subject recruitment letter expressing interest in the study, they were given the consent document to sign. The questionnaire was not given due to lack of interest to participate in the study initially by teachers. Confidentiality of information was explained to those who chose to participate in the study.

Prior to initiating the investigation, the sample screening questionnaire, interview questions, and the overall research protocol was submitted to HSIRB for approval. Upon approval, teachers who agreed to participate in the study received a letter of intent from the researcher explaining the purpose of the study and how the data will be used. Then four teachers were selected randomly from the letters of intent that were returned to the researcher from each career stage. Selection of participants using this criteria, provide specific information that reflects the principal behaviors that influence the job satisfaction. Interview data will be kept confidential and only the researcher will have access to the data.

**Pilot Study**

A pilot study was conducted with middle and high school teachers to determine the appropriateness of the survey. This helped the researcher modify the instrument before collecting data from the elementary school participants. After the pilot study was conducted, elementary teachers were selected from the letters of intent that were returned. Four secondary teachers were interviewed for the pilot study. Two of the interviews were held at a coffee shop after the school day. One interview was held after school in my classroom, and the last interview
was completed before a conference. The first four interviews lasted 30 minutes. Several of the questions in the study were found to be redundant. Three questions were deleted.

**Data Collection**

Through the interview process, participants reflected on their experiences with principals. Participants provided specific examples to support their perceptions on how principals influenced their job satisfaction or job dissatisfaction. Interviewing in qualitative research helps to describe the experience shared by participants. Interviewing is necessary when we are not able to observe things like behavior, thoughts, feelings, and how people interpret their world (Merriam, 1998).

Interviewing allows participants to describe the meaning of their experience as a teacher and to provide feedback on how the principal’s leadership style impacted the teacher’s job satisfaction or dissatisfaction at their present career stage. Interviews involved unstructured and open-ended questions that were intended to allow participants to explain their opinions and experiences. Interviewing also allows immediate clarification and follow-up, it also allows the researcher to control the line of questioning (Creswell, 2003). There was an initial tape recorded interview. Then a second interview session was scheduled and participants were allowed to view transcripts from the first session. Participants validated the data from the first interview and checked for accuracy. Data is stored in a secure location for five years.
Data Analysis

Creswell’s (1998) Data Analysis Spiral was used to analyze and interpret the data collected in this study. According to Creswell, to analyze qualitative data, the researcher must move in analytic circles. This allows the researcher to enter with data of text or images and leave with a narrative or an account. There are six facets in the analysis process.

The first facet of data management began after the interview process. After the interview process, audio recordings were carefully listened to and reviewed to ensure clarity and completeness of each interview. Each interview was transcribed into a computer file and printed to provide a paper record. The paper copy was compared with the audio tape for accuracy.

The second step was reading and memoing the text, which involved reading through the text to get a sense of the information and to reflect on the meaning of the text. During this process the notes and thoughts of the researcher were written down. The text was coded and meaningful units were developed and described from the interviews.

Description is a detailed rendering of the information that includes the people, places, and events in the setting. Researchers can generate codes for this description. The coding is used to generate a small number of themes and categories. (Creswell, 2003, p. 193).

The data was classified based on the categories and themes that were developed. These major finding were developed into three major categories which formed the themes for this research. Data was then categorized based on the theme they supported.
The data was read and studied so that it could be interpreted. Areas of satisfaction and leadership behaviors of principals was compiled for each participant. Profiles of the participants and the career stage were described and the needs of the participants were described. The data was represented in two forms. Narratives were written to represent the data collected from each participant. Tables were formulated to look at the data from each participant at one time. This was represented on a table identifying the themes and subthemes from the study.

Following the data analysis and representation suggested by Creswell (1998) for qualitative research, data was used to find the essence or theme of teacher job satisfaction. Criteria has been established for themes and emerging themes. To be classified as a theme, 65% of the participants must have provided evidence on a particular concept; 50% will be used to identify an emerging theme.

**Instrumentation**

Interview questions were formulated based on Jantzi and Leithwood’s (1996) work, who sought to develop a theoretical account of how teacher perceptions about transformational leadership are formed and to provide an empirical test of the theory (p. 512). The study used a survey that was developed by the Canadian Province of British Columbia in a 5-year study. Data for year 2 and year 3 were presented. The instrument contained 75 items using a four point scale from “strongly agree” to “strongly disagree.” During the course of the study, 770 individuals participated in Year 2 of the study, and 757 teachers participated in year 3 of the study. For the purpose of my study, interview
questions were formulated based only on the items used to measure dimensions of transformational leadership.

Table 1

*Research and Interview Question Crosswalk*

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Interview Questions</th>
</tr>
</thead>
</table>
| Research Question 1. In what ways does the teacher’s perception of principal leadership style influence their job satisfaction at different career stages? | 1. How long have you been teaching?  
2. How many principals have you worked for?  
3. How long have you worked in Oak Park?  
4. Describe some of the areas of your position in which you are satisfied? What factors help increase your job satisfaction?  
5. How would you describe your principal as a leader? |
| Research Question 2. What are the characteristics/behaviors of effective principals who enhance job satisfaction for teachers based on teacher needs? | 1. How does your principal provide support to teachers?  
2. Describe how your principal provides vision and inspiration to teachers?  
3. In what ways has your principal played a role in how you feel about your job? Explain. |
| Research Question 3. What level of influence does a principal exhibit in regards to teacher job satisfaction for teachers at each career stage? | 1. Describe how your principal shows commitment to the school?  
2. In what ways does your principal create opportunities for professional development based on teacher needs?  
3. As a (beginning, middle, or late) career stage teacher, what needs or areas to increase your effectiveness are unique to your career stage? Explain.  
4. How are these specific needs addressed by the principal? |

Each participant was given a letter with the following information: the role of the researcher, purpose of the study, approximate time commitment for the
study, the fact that the interview sessions would be taped, and that all participant responses would remain anonymous.

Those with an asterisk are based on results from the Jantzi and Leithwood study and reworded for the purpose of my study. A crosswalk of qualitative questions and the three research questions was conducted to determine which interview questions will answer the research questions. After the initial interview was transcribed, a second meeting was scheduled where participants could review transcripts.

**Chapter III Summary**

My study on teacher job satisfaction and dissatisfaction provides empirical data that can be used to provide important data in the field of education. A qualitative approach allows data to be collected that is based on the detailed experiences of the participants providing meaning to the understanding of job satisfaction. Participants’ descriptions and detailed accounts of experiences with principals provide data that contributes to deeper knowledge and understanding of the role leadership behaviors have on job satisfaction.

My data also contributes to the research that has already been done by analyzing the data collected in-depth to find any themes that are prevalent in the data regarding the role principal leadership has on teacher job satisfaction.

Data collected may provide evidence of ways principal’s impact on teacher job satisfaction can be utilized to help principals encourage and retain teachers. Data may suggest ways principals through their leadership can provide ways to impact the culture and school environment through their actions. By providing teachers what they need to be motivated and committed to what they do
will have further impact on other factors in the school, like the learning and success of the students.
CHAPTER IV

RESULTS

This chapter contains the results from my study. I begin by offering a profile of each interviewee, and then summarize key themes from across all participants. The purpose of this chapter is to present the data which will allow me to determine if and how principal leadership styles affect teacher job satisfaction. Literature shows that leadership style can affect workers and the work environment.

This chapter provides a summary description of the participants and the themes that emerged during interview sessions.

Table 2

Participant Demographic Data

<table>
<thead>
<tr>
<th>Interview #</th>
<th>Career Stage</th>
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</tbody>
</table>
Interview Profiles

Interview #1

Interviewee 1 has been teaching for 14 years and has worked for five principals. She has worked in her current district for 11 years and has taught at several grade levels while in the district. She is in the middle career stage of teaching and enjoys what she does.

Areas of satisfaction. Interviewee 1 is satisfied most by working with her grade level team, her position as the grade level chairperson, and the curriculum being taught at the grade level. She is also satisfied in the leadership roles that she has. The interviewee feels like her principal has been a mentor to her. One thing that would increase job satisfaction is being given more time to meet with colleagues to collaborate and prepare the curriculum. Also, more leadership and professional development related to her specific career stage would increase her effectiveness as a teacher and increase job satisfaction.

Principal leadership and behavior supports. Interviewee 1 perceives her principal as a leader and a hard worker. She is very driven to please her staff. The leadership style of the principal is sometimes transformational in that the staffs’ ideas and suggestions are solicited for decision making. Staff is made to feel a part of the planning process. She feels the principal is good at leading, but needs to work on delegating responsibility to others.

The principal provides support to the staff by sending them to professional developments and giving them literature to read. The principal surveys the staff to get their opinions on various things. The principal also allows teachers to observe other teachers in their classrooms to increase their effectiveness as
teachers. The interviewee has aspirations to be a principal one day and feels that her current principal has played a positive role in how she feels about her job.

She notes that the vision and inspiration of the principal is given to the whole staff at staff meetings. The principal is always thinking of new and creative ideas to bring students to the school. She also says staff is provided with inspirational quotes and books to read to assist them in teaching. The principal has also started a book study.

The principal has positively influenced the interviewee and how she feels about her job. She says the principal has been a good support system, a person she can talk to. She provides time to converse with people from different grade levels.

The principal creates opportunities for professional development based on teacher needs by asking individual teacher’s preferences of what they would like to teach and providing training for the teachers who are new to a grade level. She also says the principal asks for teacher input through surveys. Staff is surveyed about staff needs in terms curricular needs or materials. She will also assign teachers training in areas where they need improvement.

**Career stage support.** The interviewee believes that the principal is aware of teacher needs at different career stages. She says she could use more information on classroom management and working with irate students to increase her effectiveness. She says that “staff are often given information about upcoming conferences and workshops. Our principal encourages staff to attend workshops and in-services if funds are available.”
She states the needs are addressed by the principal. Opportunities are also given to staff who may have problems with behavior management to go into classrooms and view techniques used by other teachers. Teachers are allowed to meet and discuss with other colleagues to get ideas to use in their classroom.

As a middle career stage teacher, the interviewee feels more professional development on classroom management would increase her effectiveness as a teacher.

**Interview #2**

Interviewee 2 notes she has been teaching for 35 years and has had “at least a dozen” principals. She has worked in the current district 26 years. As a veteran teacher who is in the late career stage, she has seen a lot of changes over the years not only in education, but in the make-up of the students she is working with and the parents.

**Areas of satisfaction.** The interviewee is satisfied by teaching and lessons that go as planned. She is satisfied by students, current and former. She says she is satisfied when former students come back to visit her. Also, by students who acknowledge her in the hallway by speaking to her. Compliments by parents contribute to job satisfaction. When student grades are good, this causes job satisfaction. Working on extra-curricular projects for the school helps increase job satisfaction for her as well.

She says the principal’s role in the job satisfaction “is not perceived as positive.” She feels the school is going downhill and that contributes to how she is starting to feel about her job. When asked about the role the principal has played in job satisfaction, she responded, “I am not sure it’s positive.” She
believes the school is going downhill and that makes her a little depressed. She feels to increase her effectiveness at this stage in her career she needs to see things changing with the students. “Students have changed a lot in the past 35 years. Something is needed to get teaching back to the way it was, whether it’s training for parents or in-service for staff.” She believes the state of education and the bad “rep” teachers have now has been an issue.

**Principal leadership behaviors and support.** The interviewee feels the principal as a leader needs to improve. She believes the principal is committed to the school. She says “the principal works late hours through the week and on weekends.” She went on to say that the principal listens to teachers, however in areas of concern between teacher and parents, she believes the principal takes the parents side. She went on to say “support for teachers in issues concerning parents is perceived by teachers as the principal listening to the teacher, but siding with the parents and not supportive of teachers.”

The vision and inspiration of the principal is perceived to not be there. She believes the vision is there, but that it has not been articulated by the principal to the staff. The interviewee feels any inspiration comes from the staff.

The principal has tried to provide professional development to staff based on teacher needs. She stated that she believes the district’s administration has focused more on getting more students into the district. The feeling is that the effort to educate and prepare staff is not a priority right now. This has caused the principal to be unable to provide the necessary professional development to the staff.
She went on to say that she sees principals as being caught in the middle between parents and administration. She said, “it takes a particular person who can put out fires, rev up the staff, and to be vested in what they are doing, not just waiting to retire.” She feels most of the blame is on district administration. She said, “upper administration is doing whatever. I think they tend to forget what it’s like to be a principal or a teacher. They are not in the classroom, not seeing it day to day.”

**Career stage support.** As a late career stage teacher, the interviewee feels she needs “some energy.” She says “the students we see now are different from students thirty-five years ago.” What she feels is needed to increase her effectiveness at this stage of her career is to see things change positively with the students. She does not feel this issue is currently addressed by the principal. “I think her heart is there, but her attitude is just let’s do what we can do while we have them (the students) here.” She believes being a principal at this time is not a happy position. She feels the principal has been unable to provide opportunities for professional development within the school. She believes at this career stage what is needed to increase her effectiveness is to have education go back to the way it was. She said, “whether it’s in-service for staff, in-service for parents, or some sort of parental training, we need something to get teaching back to the way it was.” She also believes something needs to be put in place to address the negative reputation teachers have on a state level.
Interview #3

Interviewee 3 has been teaching for 15 years and has been in the current district for 14 years. She is a middle career teacher who has worked for 4 different principals. She has taught at the elementary level during her teaching career.

**Areas of satisfaction.** Her job satisfaction is influenced by the students she works with. She says “the sense of accomplishment with students reaching their goals, to see them learning and interested in learning, seeing students proud of themselves for coming so far pleases me a lot.” She further stated, “mainly the sense of the students coming in so low and when they leave they are readers.”

She feels that the principal has played a big role in how she feels about her job. She says she understands due to the changes in education there is a lot of things coming from the state and central administration. She said, “instead of the mentality that we’ll get through this together, it’s don’t shoot the messenger, but here you go.” She feels teachers are not supported and made to feel part of a team, the administration just wants us to do the things they pass down through the principal. She said, “I understand we have to do things, I get that.” She believes the principal should understand that teachers are often not given enough time to do the things the principal wants done aside from teachers teaching.

**Principal leadership behaviors and supports.** She describes her principal as “trying to have a hand in everything that goes on in the building.” She believes this is not a sign of being effective as a leader. She said, “I think that maybe instead of delegating certain things, she tries to do everything.” She describes her principal as a “micro-manager.” She believes her principal is “like a jack of all trades and a master of none.” In providing support to teachers, she
believes the principal has an open door policy for teachers and that teachers can approach the principal with things most of the time. She feels the principal will listen to what teachers have to say, but she often does not support them in the end.

She believes that when the principal first came to the school, the principal had the attitude that “we’re in this together.” The inspiration for teachers was in “what works at our school is what we’ll do at our school.” She stated that “somewhere along the line, that may have gotten a little bit swayed or lost.” She says now it is more or less the principal telling the staff what to do. Initiatives are setting the tone on what staff does and the staff are not “trying to figure out what will work at their school.” She says “this is difficult and I don’t know if it inspires teachers.” She does believe that the principal is very involved and committed to the school and that is inspiring. In terms of a vision, she does not believe the principal has shared the vision with the staff. But again, she feels the principal’s dedication to the school is an inspiration to teachers. The interviewee says she is inspired by watching the principal during these difficult times in education. She said, “her dedication, and to see her not throw her hands up and give up has inspired me to some extent.”

The interviewee believes the principal shows commitment to the school by being involved in a lot of things. The principal is also open to ideas, and has brought a lot of extra-curricular programs to the school for students to participate in.

Professional development opportunities based on teacher needs are given to teachers, especially if they ask the principal to attend according to the interviewee. She believes that professional development opportunities are offered
to grade level chairpersons and they are to disseminate the information to people in their grade level, but individual teachers must ask for permission to attend workshops.

**Career stage support.** As a middle career stage teacher, the interviewee feels support from the principal would help increase her effectiveness. She states that the principal seeing the value in providing teachers time, and the importance of teacher preparation time, instead of using that time for meetings would help increase effectiveness. She said, “it’s not like we have our feet up and not using the time effectively.” She believes it would be more effective for all teachers if principals recognized that as a need. She does not feel as though this issue is addressed by her principal at this time.

**Interview #4**

Interviewee 4 has been teaching for 14 years and has worked in the current district for 11 years. She is a middle career teacher and has worked at more than one school in the district. She has worked for six different principals.

**Areas of satisfaction.** She says she is “satisfied with the opportunities for professional development that have been extended to me.” She has worked in the district doing curriculum and has participated in providing in-service to other teachers within her district and outside of her district. She also finds satisfaction with the support she receives from her colleagues.

She feels that her job satisfaction is based on the principal, and the role the principal plays has changed the role of education. She says “I feel there is not a lot of value in our educational purpose. There are a lot of fun things that take place during the day that are not educationally directed, nor are a reward for good
behavior or good academic learning.” She feels the climate and culture in the building has changed, especially with the students who do not value education the way they should. She stated, “the focus is not on education.” She believes because of the fun activities that have been included in the day, students look forward to the extracurricular type activities instead of learning. She says that this has made her job as a teacher challenging.

**Principal leadership behavior and support.** As a leader, she feels her principal has a lot of fantastic ideas. The principal has provided a lot of extracurricular activities for students to participate in. She also feels that the school could be improved with a “little tweaking” by the principal. She stated that “leadership could be improved in a lot of ways. One way leadership could be improved is if the leadership was more explicit.” An example of this she feels is that her principal shares a lot of her ideas, however, she is not clear on the long term educational vision.

As a leader, she says the principal likes taking on tasks and does a lot of things herself that could be delegated to others. She said, “I am not sure there is a lot of aggressive leadership.” She continued by saying “there are a lot of areas that could be improved that really take a lot of principal or administrative initiative” around the school.

In terms of providing support to teachers, the interviewee felt this was provided by the principal when the principal did classroom walk throughs and observations. The feedback given to staff was supportive and constructive. She also felt the principal supported the staff when they dealt with students who had behavior problems by removing those students from the classroom. The principal
also attended conferences with teachers who felt they needed support when meeting with parents where there may have been problems.

The principal’s commitment to the school is shown in the enthusiasm she exhibits. The interviewee stated, “she is very enthusiastic in recruiting new students to the school.” She also says the principal works a lot of weekends and afterschool activities. The principal is “open to bringing new clubs and programs to our school.” She feels the principal is very open and supportive of ideas that attract students to the school.

For teachers, the principal creates opportunities for them to have professional development training. She says the principal is also very supportive and open to suggestions by teachers to any workshops or trainings they would like to attend. She said, “if there is money and she (the principal) can pay for it, she is supportive of teachers attending to improve their practices.”

**Career stage support.** As a middle career stage teacher, the interviewee believes that what she needs to be more effective at this point is to have “the general focus of the learning, the commitment to learning, and this being a place of learning” as being helpful to her. She does not feel as though the principal is supportive nor addressing these needs. She believes the principal’s focus is to have the school be a place of fun for students. She agrees school should be a place of fun, but says “there are some parts missing.” She does not believe that the major focus is education.

**Interview #5**

Interviewee number 5 has been teaching for six years and has worked in the district for six years. She did her student teaching in the district and was
initially hired as a substitute teacher. Since being hired she has worked for two principals. She is very enthusiastic and enjoys teaching.

**Areas of satisfaction.** She is very satisfied in her position as a teacher. She is very enthusiastic when talking about teaching and what she feels about the teaching profession. She comes in early and stays late to be prepared to teach her students, which is her greatest area of satisfaction.

Another factor that she feels has contributed to her job satisfaction is the professional development she has received while working in the district. She says, “I believe the professional development that we have is really good because it allows us to learn about the new techniques for teaching.”

**Principal leadership behaviors and supports.** She describes her current principal as a strict disciplinarian, who is very rigid and structured. She says this structured environment makes it difficult to work. She says, “it is very difficult to work in the environment because you’re always on edge.” She also believes that the staff is affected by this because they are worried they will be approached by the principal and confronted about something or anything they may be doing. She said, “the principal lacks some people skills that are needed to be an effective leader.” She believes there is a positive side to this behavior. She feels that their school is very organized and runs smoothly the majority of the time.

The principal does provide support to the teachers by allowing them to attend professional develop opportunities. When teachers are observed, she says the principal takes the time to go through and discuss the items that teachers need to work on. She feels that this aspect of leadership from her principal has made her a better teacher. She said, “she is very particular in what she wants from
teachers, so when the principal talks to teachers, she is very specific in saying what she would like to see.’”

The interviewee does not believe the principal provides inspiration to the staff. She believes the inspiration comes from other teachers. She stated the teachers motivate and help each other. This is one way the interviewee feels that her principal has “played a negative role in her job. She said, “I love what I do, I wouldn’t be teaching if I didn’t. Every single day I say is the best day for me, because I absolutely love the students that I teach.” But because of the leadership style of the principal, she feels the behavior of the principal makes it difficult for her to enjoy her job as much as she wants to.

The principal does show commitment to the school. “She works really hard. She’s always present.” The interviewee says of her principal, “she is very visible and walks through the hallway all the time.” The principal’s commitment to the school is further seen in the programs that principal has created. She says, “I know she is committed to education and student learning.” She feels it is the way the principal demonstrates her commitment with staff that inhibits what the teachers do.

Professional development opportunities have not always been provided based on teacher needs. She stated that she felt the principal is more willing to let teachers take advantage of different professional development opportunities now based on teacher needs because of changes and mandates coming from the state level. She said her principal has told them she would love to send them to professional developments, but she does not freely allow teachers to attend these trainings all the time.
Career stage support. As a beginning teacher who has taught for six years, she feels she is constantly learning. She does not believe there is a time, even as a veteran teacher when you stop learning. She said, “I have not thought about my career stage, because I’m constantly learning.” She says she also has been able to help “newer teachers” who have been teaching fewer years than she has. She says she helps them by helping them learn how to teach in a restrictive environment. She does feel she is open to new ideas, but now knows how to use her own experiences to be successful in the classroom.

She feels career stage needs are not met at her school because they do not have a mentoring program. She says, “new teacher’s are kind of like fish out of water because they don’t feel like they can go and ask other people because the principal is always around.” She feels she helps where she can with teachers’ who have worked fewer years than she has.

Interview #6

Interviewee number 6 has taught for 24 years and has worked in her current district for 24 years. She is a late career stage teacher who has worked for nine principals. She has worked at several schools in the district. She is a specials teacher and is very interested in learning about what the regular teachers are learning.

Areas of satisfaction. An area that has affected her job satisfaction is the fact that she is a specials teacher. She has seven classes a day for 40 minutes. She said, “if the class is a terrible class, they’re gone in 40 minutes.” She says when she has an exciting class, and that in the course of a day she has one or two, it makes her job satisfying.
Because she works at more than one school, she experiences different styles of leadership. At one school the principal has to control everything and everything is quite structured. She said, “while that is sometimes irritating, it provides structure for the environment. You can count on it and depend on the environment being structured.” She said of principal one, “this principal leads from it is my power and my authority.” She feels this principal is a micro-manager in her style of leadership. She went on to discuss the second principal she works under, which she says has a more collaborative leadership style. She said, “this principal takes everyone’s thoughts and ideas into consideration.” She believes he tries to address everyone’s concerns and he sometimes seems almost laizze-faire.” She feels there are not consistent structures with this principal.

**Principal leadership behaviors and support.** When asked how these principals provide support to teachers, she felt that the principals addressed this issue differently. As a music teacher, she feels the principals being supportive would allow her to put on programs and musicals to showcase what students are learning in her class. She says she also feels she is receiving support when dealing with discipline problems and students who cause problems are removed from the class. She says one of the principals removes students who cause problems during her class. She feels “the principal who has the micro-manager structure supports my discipline.” She says the other principal says the right things, but does not understand why she needs students who cause problems in her class to be removed.

The vision and inspiration provided by the principals differ as well. She says the principal who has a structured environment, “their vision is what the
principal says it is.” The vision is set by the principal. The other principal’s vision is guided by the staff. She believes “with achievement being the main objective, especially in this district, everything focuses on and is guided by student achievement.” She feels there is not a lot of time to cover the curriculum for what she teaches. She believes more emphasis is placed on the core subjects to the exclusion of everything else. She stated, “I feel often in our district, to the expense of other things the kids might be interested in, fun things, the arts, other activities, enrichment activities, the focus is on testing and bringing up test scores.”

The ways she feels about her job and how the principals have impacted her job satisfaction is also viewed differently. She says there is not a lot of time to get her curriculum taught. She feels both principals support her in allowing her to teach. She said, “I think they trust what I do, or at least they trust I am not making problems for them in the office.”

The commitment shown by the principals’ to their respective schools is different. Principal number one spends a lot of time at their school. She feels this principal is more focused on improving student test scores. The second principal also spends a lot of time at school. This principal provides a lot of extra-curricular type activities that involve the families of the students and bringing them to the school. She believes both of the principals demonstrate commitment to their schools, just in different ways.

Because the interviewee is a specials teacher and not a classroom teacher, neither principal provides professional development opportunities for her. She
says, “I look for professional development opportunities on my own through my professional organizations.”

**Career stage support.** As a late career stage teacher, she feels the areas that would increase her effectiveness is having the support to do more. She has several ideas of things she would like to put in place if she could have principal support. She says that she is enjoying lots of different kinds of things that she wants to integrate into the curriculum she teaches. She says she would also like more time to meet with students. She said, “the goal of the skills I teach the students is performance. I want them (the students) to be able to perform.” Even though she puts on a performance at each of the buildings where she teaches, she would like to be able to create more choirs. She stated she would like to do more with the autistic students she teaches at this point in her career. She said, “I don’t think a beginning music teacher has the awareness to work with autistic students.”

She does not feel that these needs are met by the principals she works with. She said, “nobody asks me about these things, I have to bring it to someone’s attention.” She stated that as a late career teacher she would like support from administration to come in the form of money to purchase and replenish materials that she needs.

**Interview #7**

This teacher has been teaching for 14 years. She has worked in the current district and has been at the same school the entire time. She has worked for three different principals.

**Areas of satisfaction.** She finds satisfaction in knowing the curriculum, and in knowing the expectations of the state benchmarks and standards for
students at her grade level. She stated that she is satisfied and confident in doing her job. She has found satisfaction with her job in several other areas. One of the other areas of satisfaction involves knowing how to manage a classroom. She says she is also satisfied in working collaboratively with others. This includes working with coworkers and peers, working with parents, and working with the administration and central administration. She said, “I am pretty confident in what I do.” She also works with the county as a teacher representative on curriculum and has presented workshops and professional developments in her curriculum area.

**Principal leadership and behavior support.** In describing her principal as a leader, she believes the principal has a good rapport with the parents and students. She feels that in the area of student discipline there is a concern. She said, “she is either afraid or has been told maybe not to pursue the matter.” She further stated, “we need a strong leader to put out those fires (behavior).” She felt the school environment was declining due to lack of student discipline.

When asked how the principal provides support, she feels her principal has been both supportive and helpful whenever she has gone to her. She does not believe the principal listens when teachers offer feedback on issues or concerns. She said the principal provides support and goes out of her way to provide materials or other things needed in the classroom.

The principal’s vision and inspiration for teachers is not working. She does not actually know what the principal’s vision is. She said, “I know she has a vision of what she wants her school and building to be, but it is not happening.” She does know that the principal passes on mandates from district administration
to the staff. However, these are things that she believes the staff does not necessarily want to hear.

When asked how the principal has played a role in how she feels about her job, she stated, “she always says she has an open door policy. We can call her or e-mail her about our concerns at any time.” The principal has responded to the interviewee when she has reached out to her. She does believe that the principal’s hands are tied concerning some issues. She said, “I don’t know if it’s just her or all the principals in the district.”

She believes the principal’s commitment to the school can be seen in all of the tasks that the principal has taken on. She is doing jobs that a parent volunteer or secretary usually does. She does feel that there is not enough support for teachers with discipline in the school. She said, “Compared to other administrators I have had, I don’t see her coming in early or staying late.” She also says she does not observe the principal participating in functions that occur after school hours. She stated, “even assemblies or events that happen at the school that we want to brag about, she is not there, not like some of the administrators I have had in the past.” She believes her principal is “spreading herself too thin.”

The principal encourages teachers to participate in professional development opportunities. She said, “she is always putting flyers in my mailbox and other teachers’ mailboxes. The principal e-mails the grade level chairpersons or individual teachers asking if they have been trained in various things, like reader’s workshop or writer’s workshop.” She was given the information from the principal on a workshop on data driven instruction that she attended. She
feels that the principal is always making staff aware of professional development opportunities.

**Career stage support.** As a middle career stage teacher, she feels to be more effective she needs more ways to reach parents and get them involved in their child’s education. She said, “maybe if I could get an inside scoop on how I can pull them in to support what is going on at the school. To help them become a part of their child’s life, not just for fun activities, but for academics.” She feels that is what is lacking is getting parents to become involved in the day to day education of their child. She stated that she does not have a problem getting volunteers for field trips or field day. She would like to be able to encourage parents to come in to read to the class, attend parent MEAP workshops, or learn how to play educational games with their child. Finding a way to reach out to the parents is what she really wants to be able to do at this point in her career. She also feels that being given ideas to work with those students who are struggling with personal and learning issues in the classroom, but who do not qualify for special services would increase her effectiveness as a teacher.

She does not believe that these specific needs are addressed by the principal. She said, “it has been brought up and we are told that the social worker and/or psychologist caseload is full.” She stated there are a lot of students who are where they should be in reading and are at benchmark, but have a need for special services that is not being addressed.

**Interview #8**

This interviewee has been teaching for eight years and has worked in the current district for five years. She has worked for eight principals, as she has
worked in many schools in two different districts. She has been involved in the
current district in different capacities before becoming a classroom teacher.

**Areas of satisfaction.** She is very satisfied in her position as a classroom
teacher. She said, “I am satisfied in my teaching profession in regards to the
atmosphere and in regards to the culture of the parents and students.” She stated
that she has had to become satisfied with the culture of the staff.

One factor that she feels has increased her job satisfaction is the
knowledge she has gained from her colleagues. Another factor is the professional
development opportunities she has been given and what she has learned from
being able to attend these workshops. She also finds satisfaction in the feedback
she gets from her students and their parents. She said, “in regards to the feedback
I have gotten from my students and their parents has given me a lot of
enlightenment in regards to my own teaching and the strengths that I have.”

**Principal leadership and behavior support.** She believes her principal
as a leader has the education necessary to be a leader. She believes that “there
needs to be more development in regards to how to manage a staff.” She feels the
principal needs to learn how to have camaraderie with the staff, but to keep
personal issues out of the school leadership.

She feels the principal provides support to teachers by encouraging staff to
attend professional development based on teacher needs. She believes this is an
opportunity that is offered to all staff. She said the principal, “pushes you to go
ahead and pursue other endeavors in the educational field.” She stated that her
principal has supported her in that manner.
She does believe the principal provides a vision and inspiration to the staff. She said, “I think I see it and I think other teachers do too. The vision you see comes from the principal’s endeavors, from where she has come from as a teacher to where she is now.” She believes that her principal has a vision for herself and one for the school district in regards to some of the things she has put in place at the school. She can see that the principal has the desire and a vision. But she feels that there has been a problem with some of the things the principal has put in place.

The principal does have a commitment to the school. The interviewee states she has worked with the principal in different capacities over the years. She said, “I have been behind the scenes and seen her commitment with regard to her desire and the things she has tried to put in place.”

When asked if the principal provides professional development based on teacher needs she believes there could be some improvement. She stated that the professional development opportunities are not offered to teachers across the board and that only certain teachers are notified of these opportunities. She said, “I think that one teacher needs the same opportunities as another teacher being made aware of the professional development that is available and being able to attend them.”

**Career stage support.** As a middle career stage teacher, she feels the area unique to her career stage is the opportunities to collaborate with her colleagues. She says she gets a lot when senior colleagues share with her. She said, “I have always been taken under their wings and helped. I have learned a lot from them.” She believes the professional development she has been allowed to
attend has not helped her. She said, “the professional development has not done a lot for me per se, because I already knew some of the stuff from previous on the job training.” She feels her colleagues have been a strong component in helping address her needs as a teacher.

She does not feel these needs are addressed by the principal. She believes the principal should provide more opportunities for teachers to collaborate with one another. She also thinks the principal should include team teaching for those teachers who would like to do so. She feels as though the principal does not treat all teachers the same. She also stated the “staff should be treated the same across the board. I don’t think that one or two, or three teachers are able to do certain things and other teachers are left out.”

Interview #9

This interviewee has been teaching for 13 years and has worked in the current district for the same amount of time. She has worked for nine principals. She said, “one year I worked for six different principals.” She has worked at two different buildings in the district.

Areas of satisfaction. She is satisfied with teaching. She said, “I like teaching a lot, I like working with the kids.” She says she especially likes working with the elementary age students and getting to know her students better. She believes you get to know the students as a whole learner, you also get to see their strengths, their weaknesses, and you get to know their families a lot better.

She says there are several factors which would increase the satisfaction she finds in her job. She feels having more planning time would increase her job satisfaction. She also states having support from parents and the support of the
school’s administration when the student is not having a good day. It would be nice to have a place where students can have a time out. As well and working with and getting to know her students, she would like to have a good rapport with the students she works with. Also, just to get encouragement from building administration would help in increasing job satisfaction. When you are doing everything you need to do, to get praise and recognition, or just a thank you makes all the hard work and the effort more worthwhile.

**Principal leadership behaviors and support.** When asked to describe her principal as a leader, she says that she is supportive but not very approachable. She has a strength in terms of really caring for the kids. She is always giving students the benefit of the doubt. But she believes that sometimes the principal is spread too thin trying to please all of the stakeholders. The principal, in her opinion, does not want to offend any of the stakeholders by making the wrong decision, therefore she does not make any decisions.

She feels the vision right now is to pass the MEAP test. She says there is not really any motivation that it is more “just do this or your job is in jeopardy.” She feels this is not very encouraging, but you definitely know which direction things are headed.

When asked about the role the principal has played in how she feels about her job, the interviewee stated, “the principal tends to make her feel as though she is on her own.” She feels as though she needs to take care of everything on her own as much as possible and not involve the principal. She said, “I feel when I have to involve her in any situation, it means that I have not been successful.”
She believes the principal shows her commitment to the school in many ways. She stated commitment is shown by the principal by her dedication to her job, her time, her attention to detail, and her presence in the building. She believes the principal is compassionate and has a heart for the students. “She has been known to give everyone the benefit of the doubt and gives students multiple chances when they have issues with behavior.”

The interviewee says the principal has shown support to staff members by recognizing them during announcements, thanking them for going above and beyond, and she acknowledges staff in e-mails and thanks them for things they have done.

She stated the principal supports teachers with professional development opportunities by providing substitutes when they (teachers) want to attend workshops. She also supports professional development opportunities through staff meetings and grade level meetings. However, she feels that the professional development provided is not always based on teacher needs. She believes it would be more beneficial if professional development could be planned based on her building needs rather than all of the elementary schools.

**Career stage support.** She stated that having more experience in looking at data and analyzing it could be helpful. She feels this would be beneficial to look at data using item analysis to help identify her students’ strengths and weaknesses. She stated this would help her in planning instruction to reach all of her students because their needs are so diverse.

She says these needs are addressed by the principal through RCT (Resource Coordinating Team), IEP’s (Individual Education Plans), and the
special education team. She also stated that teachers are buried in paperwork and protocol, and that sometimes the student’s needs are not being met.

**Interview # 10**

This interviewee is in her first full year of teaching, but has been in the current district for three years. She did her student teaching in the district. She has also worked as a substitute and tutor in her current building. She has worked under two different principals.

**Areas of satisfaction.** She says she loves being a teacher. She said, “I love all aspects of it, seeing the kids everyday and watching them grow.” She stated that she also is satisfied with her job when watching them (the students), you can see the “lightbulb go on when they get something and they become so excited.” She stated that “the kids love it when you give them praise and recognition, when you say you are proud of them.”

She stated that her job satisfaction could be increased by seeing the kids continue to learn and grow. She believes that this is what you get from teaching. She said, “when you think about that they could not read and write at the beginning or the year, then at the end of the year, you get the satisfaction of knowing you taught them.”

**Principal leadership and supports.** The interviewee describes her principal as someone whom she likes, but she feels is overwhelmed in her position as a principal. She said, “especially from administration and all of the pressure that they put on her just because of the shape the district is in this year.” She believes the financial aspect puts a lot of pressure on everyone. She does feel
as if the principal does what she can. When asked about the support the principal provides to teachers, she says this is done through grade level meetings.

She says that the principal tries to provide vision and inspiration to teachers, and that she works hard. However, she feels as though the principal is “wrapped up in all the problems at the school”.

When asked about the role she feels the principal has played in how she feels about her job, she said, “That’s hard.” She says she feels as if the principal has no control over what is happening at the school. She also believes that the principal has no control or authority over some issues that affect the school. She said, “I think if we had more of a community established it would be a better place, but at the moment everybody is not happy.”

She does believe that the principal is committed to the school. She stated the principal is a hard worker who works on weekends and takes things home. She said, “I think she tries to do the best she can do. I think that too many things are going on and she is overwhelmed.” She believes the principal is not able to be efficient with everything going on at the school.

The principal has provided professional development opportunities for her based on her needs. She has been allowed to go to workshops. She did state she feels hindered because she is unable to go to all of the professional development workshops she would like.

**Career stage support.** She believes what she needs to be more effective as a beginning teacher is to have someone to talk to. She believes having contact with other teachers would help increase her experience. She stated she feels as though she does struggle as a teacher. She said, “I hear the comments- you’re too
nice, or you’re too easy going.” She stated she feels as though she does not have classroom management down yet. This is the area she feels she needs to work on the most.

She does not feel as though her needs have been fully addressed by the principal. She said, “I feel like when she does a walk through, she makes little comments, but I feel like she could do more.” She would like for the principal to offer suggestions on what she should work on, to be more constructive.

**Interview # 11**

This interviewee has been teaching nine years. She spent her first eight years at a public charter school. This is her first year in a traditional public school setting. She has worked for six principals.

**Areas of satisfaction.** She is satisfied being able to work in a traditional public school setting. She stated she is most satisfied working with the students. She likes the curriculum and she enjoys working with her coworkers. She stated they have been very helpful this year.

**Principal leadership and behavior supports.** When asked to describe her principal as a leader, she stated that her principal is a hard worker. She says, “she is like the energizer bunny. She never stops, she is always on the go.” She says the principal is always trying to give teachers more information and knowledge about different topics. She believes that the principal provides support to teachers by sending them to different professional development workshops. She feels the principal also provides opportunities for staff to get together and communicate about what is happening in their classrooms.
The vision and inspiration of the principal, she believes, is shown through the demands the principal places on the teachers and staff. She says the principal expects the teachers to do their best as teachers. She said, “Because that is what she wants for the school.”

She believes that the principal shows commitment to the school. She said, “she works long hours, even at home she works at night.” She also stated she shows commitment by her presence around the school.

She says that the principal creates opportunities for professional development. She said, “she has sent me to a lot of professional developments this year.” The principal has sent her to DIBELS training, CHAMPS training, Writer’s workshop, and Reader’s Workshop. She also has allowed her to observe other teachers in their classrooms to see what they are doing.

**Career stage support.** She is a middle career stage teacher. She feels what she needs at this stage in her career revolves around the students she has this year. She said, “I have a very unique group this year.” The class she has this year has a lot of students with behavior issues. She stated she could use some stress management when she gets home. She stated that this class is nothing like the students she taught the last 8 years in a higher grade level setting. She said, “these kids are bouncing off the wall.”

She does not feel as though her specific needs with these students are being addressed at this time. She said, “It is not being addressed and I am stuck with this class.” She also stated that she is under a lot of stress with the class she has and she tries to make it through the day.
Interview # 12

This interviewee has been teaching for 1.5 years. She has worked in the district since 2008, where she started as a tutor. She did her student teaching at her current school and has worked under three principals since she has been in the district. She would like to be able to participate in some of the training that the regular education teachers are receiving.

**Areas of satisfaction.** She feels job satisfaction for her is different because she is a special education teacher. She says she works with multiple grade levels and is constantly around the school doing different jobs. She stated that she is very satisfied with the kids and the opportunity she has to work with them.

**Principal leadership and behavior support.** When asked to describe her current principal as a leader, she stated that she is a pretty good leader and stays on top of things. She said, “I just think she has too much on her plate and it is hard.” She says that there are too many things going on at the school. She stated that she tries to stay out of the way and not bother anyone. She tries to only go to the principal when she has to.

She says the principal was really nice and provided support to her. She says her program was brought to the current school from another elementary school. She said, “she would call me and she really made the transition easy.”

She says the vision and inspiration from the principal is provided during professional development and in the weekly staff notes that she sends out. She says she likes the notes because she is a visual person and she likes to see what is
coming up and what is expected. She said, “sometimes there are flaws in the
system and messages get messed up like anywhere else.”

She says the principal shows commitment to the school by working all
summer getting ready for the upcoming year. She says the principal is always
trying to get staff involved. The principal also works hard on all of the
committees at the school. She has also been very involved in getting new
students to come to the school.

Professional development opportunities have been presented district wide.
She said, “a lot of the time I don’t think the professional developments is as
productive for me.” She says since she works with special education students her
needs are a little different than general education teachers.

Career stage supports. As a beginning teacher, she wishes she was
allowed to attend more professional development workshops just to keep up.”
She said, “I wish I had more opportunities to attend workshops that general
education teachers go to like writing and reader’s workshop.” She says she was
trained in these areas during her undergraduate studies, but that was some time
ago. She stated that she would like to keep up to date on the same things as
regular education teachers.

She says these needs are not being addressed by the principal at this time.
She said, “as of right now there is just so much going on.” She stated that
everything has been okay and she has been able to manage everything so far.

She said, “everyone gets frustrated, I think the principal does her best.”
She believes the principal has a lot on her plate and could use an assistant
principal to help make things easier. She feels this would leave the principal time to handle discipline and all of the other problems that occur.

**Theme of Findings**

Qualitative analysis of the interview data revealed three major themes and nine subthemes.

The first theme *principal leadership style is not consistent* includes the subthemes: (1.1) principals are not successfully sharing their vision with teachers, (1.2) principals attempt to support to teachers, but are not able to meet all their needs, and (1.3) principals are only partially perceived as effective leaders.

The second theme *teachers find satisfaction in their jobs* includes the subthemes: (2.1) teachers find job satisfaction working with people (which includes students, parents, teachers), (2.2) teachers are satisfied with the curriculum they teach, and (2.3) teacher job satisfaction is affected by principal leadership.

The final theme, *teacher needs are based on career stage*, includes the subthemes: (3.1) beginning teachers would like more support, (3.2) middle stage teachers seek more time to collaborate with colleagues and prepare for classroom instruction, (3.3) late career stage teachers seek more support in learning how to educate today’s students. The themes are discussed in detail in the following sections.

Table 3 profiles the major themes and subthemes identified from the twelve interview transcriptions, as connected to each participant in the study.
### Table 3

*Principal Leadership Behaviors Which Teachers at Different Career Stages Perceive as Affecting Job Satisfaction*

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#### Theme 1: Principal Leadership Style is not Consistent

1.1 Principals are not successfully sharing their vision with teachers.  
   X X X X X X X X X X

1.2 Principals attempt to support teachers, but are not able to meet all perceived needs.  
   X X X X X X X X X X X

1.2 Principals are only partially viewed as effective leaders.  
   X X X X X X X X X X X

#### Theme 2: Teachers Find Satisfaction in Their Jobs

2.1 Teachers find job satisfaction working with people.  
   X X X X X X X X X

2.2 Teachers are satisfied with the curriculum.  
   X X X X X X X X

2.3 Teacher job satisfaction is affected by principal leadership.  
   X X X X X X X X X X X

#### Theme 3: Teacher Needs Are Based on Career Stage

3.1 Beginning teachers seek more support from their principals.  
   X X X

3.2 Middle career teachers want more time to collaborate with colleagues and prepare for classroom instruction.  
   X X X X X X

3.3 Late career stage teachers seek ways to keep students focused on learning.  
   X X

Note: B = beginning career stage; M = middle career stage; L = late career stage
Theme 1: Principal Leadership is Not Consistent

Participants were asked several questions about their principals in relation to principal leadership and principal interactions with teachers. Overall, the participants felt the principal played a role in the climate of their individual schools. All of the participants felt that their principals should work on delegating more responsibilities to staff.

Subtheme 1.1: Principals are not successfully sharing their vision with teachers. Several of the participants were not aware that there was a vision for their school, and they stated that the principals had not shared the vision with the staff.

For example, participant 3 thinks the principal’s vision may have changed since she first came to the school two years ago. She said, “I think when she first came to the school, it was more of a “what works at our school stays at our school mentality.” She now feels as though the principal tells the staff what to do and they are expected to do it. She further stated, “I don’t think she shares the vision with us.” But she does believe that the principal is committed to the school because of how hard she works.

Participant 4 says her principal shares a lot of her ideas, but “I am not sure what the long term educational goal is.” She also says that her principal is very enthusiastic and works hard at the school.

Participant 5 describes her current principal as not providing vision or inspiration to the staff. The principal tells the staff what to do and they are expected to comply with her wishes. Participant 6 has the advantage of working
at two of the district’s three elementary schools. The principals she works with are opposites of one another. She describes principal A as also not having a vision, but telling the staff what she wants them to do and expecting the directives to be carried out. Principal B she says lets the vision come from the staff. They discuss and assess the needs at their school and decide what they will work towards.

Participant 7 said, “I can’t say that I can honestly say what the vision is. She tells us what she wants us to hear from the superintendent’s office. I know she has a vision of what she wants her school and building to be, but it is not happening.” She believes her principal works hard, but she spreads herself too thin.

Participant 8 says she herself as well as other teachers, see the vision for the school coming from the endeavors they observe the principal performing around the school. But participant 8 also sees her principal having a problem putting the vision in place. She said:

My principal has come a long way in the district, from a teacher to a principal. You see she has a vision for herself and for the district in regards to the things she has put in place at our school. So yeah, you see she has the desire and the vision.

Participants 10 and 12 are both beginning teachers who see the vision of the principal expressed to teachers through staff notes, staff meetings and the expectations that the principal has of the teachers. Participant 11 stated, “I feel like she tries, she works hard, but I think she is so wrapped up in all of the problems that we don’t get a lot of what the vision is.”
Participants 1 and 9 do not feel that there is a vision. Participant 1 said that the principal talks to the staff at staff meetings about what is going on. Participant 9 said, “I don’t think there is one right now.”

**Subtheme 1.2: Principals attempt to provide support to their teachers, but are not able to meet all perceived needs.** All twelve of the participants noted that principal does provide support to teachers. Such support from the principal can be demonstrated in many ways. They can be supportive of teachers’ endeavors by providing materials to teach lessons, make sure teachers have the training and professional development needed to teach. They also can support teachers when parents have concerns or complaints about teachers that may not be true. They can also provide support by listening to teachers on what they feel the needs are that will allow them to be successful in providing a quality education to students. All of the participants felt that they received support from their principals in one way or another. Many of the participants felt principal support in allowing them to take advantage of workshops or professional development opportunities.

Participant 1 feels that her principal is supportive because she allows her to attend professional development opportunities and provides literature for the staff to read on various educational topics that help teachers in the jobs.

Participant 2, a late career stage teacher, states that her principal does not support teachers in issues concerning parents. She said, “she appears to listen to teachers, but she will take the parents side.” She does believe her principal would like to support teachers at her school by providing training and workshops based
on their needs. She thinks these efforts are hindered by the district because of the focus the district has.

Participant 3 felt that support from the principal also gave the appearance of being supportive of teachers by telling teachers what they want to hear when they are dealing with issues. She said she feels that “the principal has an open door policy so teachers can approach and talk to her about any issues or concerns.” She says the principal listens to the teachers. But she feels that the principal is not supportive in following through in solving the issues or concerns that the teacher has. The principal will try to get funds for teachers to attend professional development training if a teacher has something they would like to attend.

Participant 4 says her principal has been supportive by giving feedback to teachers from classroom walkthroughs and observations. The principal also supports teachers with behavior problems. She said, “she will at times support teachers when there are behavior problems.” She will remove the child from the class and sometimes suspend them when necessary. She also states her principal is very supportive in allowing teachers to attend professional development if a teacher would like to attend. Participant 5 also says her principal supports teachers by allowing them to attend professional development. She says the principal provides feedback to teachers based on observations. She said, “if you have a lot missing during your observations, she will discuss it with you and allow you to sign up to be observed again.” She describes her principal as being very specific in her expectations from her teachers. She said she is supportive of teachers going to improve their practices.
A late career teacher who works at two elementary schools, Participant 6, believes that support for her is when the principals allow her to do what she wants in her position as a music teacher. She described some of the things her principals can do to offer support with behavior problems which would allow her to be a more effective teacher. She said that with principal A, when a student causes a problem and they are sent to the office, they are gone for the whole period. Principal B is not as supportive. Students who cause problems are allowed to return to the class after a certain amount of time. She said of principal B, “the principal is supportive verbally, by saying the right things.” She said that this principal does not get what it means to have behavior problems out of the classroom for the entire period.

Participant 7 feels her principal has been supportive and helpful every time she has gone to the principal. She states, “If I need coverage for whatever reason she will find a way. If I need something that has to be purchased, I think she will go the extra mile to try to find it or at least explain why we can’t purchase it.” She feels that her principal is very good in this way. She has had the principal give her flyers about professional development opportunities. She says that if something will help the teacher that her principal will make it happen.

Participant 8 also describes opportunities to attend professional development as a way her principal is supportive. But she feels that the principal only provides this opportunity to some teachers. She said, “I think across the board these opportunities should be for all staff members.” She does believe that the principal is supportive of all teachers in regards to pushing teachers to look for opportunities to be successful and move into other areas in the district. She said,
“In regards to pushing you to go ahead and pursue other endeavors in the educational field she does that, and I have had her personally do that for me.”

Participant 9 finds that her principal is supportive when teachers go to her or e-mail her. She also feels that the principal is supportive in allowing teachers to attend professional development opportunities. She also finds the principal is supportive during staff and grade level meetings in giving teachers an opportunity to share with one another.

Participant 10 feels that her principal is also supportive during grade level meetings. She believes that the principal accommodates the teachers by listening to their needs and concerns. She also has benefited by being able to attend workshops that would help her in educating her students. She said, “she did have me go to Reader’s Workshop, but like I said with money being so tight in the district, I feel like I am being hindered and I cannot go to all of the professional development workshops that I would like.”

Participant 11 also states that her principal is supportive in providing time for her to attend professional development workshops as well as allowing her to time to work with her peers. She said, “she has sent me to a lot of professional developments this year. I have attended DIBELS training, CHAMPS training, Writer’s Workshop, also getting a chance to go and observe other teachers and see what they were doing.”

Participant 12 feels that her principal was very supportive. She says the principal was very supportive when she first started working at the school. She said, “When I first started in the middle of the school year they brought my whole program from another school. She was really nice. She would call me. She
really made it an easy transition.” She says she does not feel professional
development offered by the district is productive for her because she is a special
education teacher.

**Subtheme 1.3: Principals are only partially viewed as effective leaders.** Leadership has many facets. Effective leaders are often seen as being
transformational. They are able to inspire and motivate those they lead.
Leadership also affects many areas of the work environment. The behaviors
influence the culture and the climate which in turn is observed by the behaviors of
those in the workplace. Many of the participants do not see their principals as
being effective in all areas of leadership.

Participant 1 feels her principal is an inspiration to teachers when the
principal speaks to them at staff meetings. She feels the principal is committed to
the school because she works hard. She said, “She is a hard worker and is always
thinking of ways to bring new students to the school.” As a leader, she says “she
is good at leading, but she needs a bit of work with delegating responsibility.”
She says that her principal has been a mentor to her, because she hopes to one day
become a school principal.

Participant 2 does not feel that the principal inspires the staff. She says, “I
think the inspiration comes from within.” As a leader, she feels that the principal
needs to work on improvement in that area. She does however feel that the
principal is committed to the school. She says, “she works late hours and
weekends. I mean she’s trying to do something. I have got to give her credit for
that. She works ungodly hours.”
Participant 3 believes that her principal is an inspiration to the staff because she is involved and committed to the school. She describes her principal as dedicated. She said, “to see her in the difficult times we are going through and not to see her throw her hands up, I guess that’s inspiring to me in some ways.” The principal’s commitment to the school is shown by her starting programs to keep students at the school. She has shown her support of ideas, “for example someone came to her with the idea to start karate class.” She also says the principal participates in Expos to bring students to the district. As a leader she feels that the principal at her school needs work on delegating responsibilities. She states that the principal is involved in everything that is going on at the school. She says, “I think she tries to have a hand in everything that is going on in the building. That doesn’t always equate with being effective.” She feels that by trying to do everything the principal is behaving as a “micro-manager.” She says of the principal, “I think that leads to the saying a jack of all trades and a master of none.”

Participant 4 feels that as a leader her principal has great ideas. She does however think there are some things that can be done to improve the school. She says, “I feel there are a lot of ways that the leadership could be more explicit. I am not convinced that there is a lot of aggressive leadership.” She further states that the principal does not delegate responsibilities and does a lot on her own. She describes the principal as being enthusiastic, but there are areas she feels can be improved by the principal.

Participant 5 describes her current principal as a “huge disciplinarian.” She does not believe the principal provides any inspiration to the staff, but that
teachers at the school inspire one another. She said, “my current principal is a disciplinarian, very strict, very structured.” She says that the principal’s leadership has created a work environment that is difficult to work in. She says, “you are always on edge and worried about whether or not she’s going to say something about what you are doing.” The principal is described as not having any people skills which participant 4 feels are needed to be an effective leader.

She does feel there is a positive side to the leadership style of the principal. She says, “our school is very organized and runs pretty smoothly because of that.” She further states, “so if I had to find a positive aspect of this, I would say that our school is very structured and it can be a good learning environment. But on the same token, when you have that fear, it also makes the students afraid of being themselves and doing what kids normally do.”

Participant 6 also works at a school where the principal is, as she says “quite structured and has to control everything, a micro-manager.” She feels this style of leadership has a negative as well as a positive side. On the negative side she says it can be “irritating,” but on the positive side, there is a structured environment that is dependable to the learning process. She also works for another principal that she describes as having a collaborative leadership style. She describes principal B as soliciting thoughts and ideas from the staff. These suggestions are taken into consideration when decisions are made. She says, he takes everyone’s thoughts and ideas into consideration. Sometimes he seems laizze-faire.” She feels this principal tries to address the concerns of everyone.

Participant 7 believes that as a leader, her principal has built a rapport with the parents and students at the school. However, in terms of discipline her
principal has not shown any leadership ability in following through with consequences for inappropriate behavior. She says, “I don’t know if she is afraid or has been told not to pursue it, where we need a strong leader to put out those fires.” She says that the school has gotten worse this year due to behavior problems.

Participant 8 believes that her principal has what it takes to be an effective principal in terms of education. She feels that as a leader, the principal needs to learn how to manage the staff effectively. She feels that as a leader the principal is not consistent in her relationships and how she treats teachers.

Participant 9 feels that the principal she works for is supportive, but she feels the principal is unapproachable. She feels as a leader a lot of concerns are not addressed. She does believe that the principal is committed to the school. She says that the principal “is compassionate. She has a heart for the students. She wants to give everyone the benefit of the doubt.” She says students are given multiple chances when they have trouble with behavior.

Participant 10 feels that as a leader the principal she works for is having problems being effective. She says, “I like her as a person, but I think she is very overwhelmed as a principal.” She believes the school district administration is pressuring principals because of the state that the district is in. She states, “I feel like she does what she can. But it is not good enough for the position we are in right now.” The principal does not inspire the staff. She believes because the principal has so much to do she is unable to provide inspiration to the staff. She states that the principal does show commitment to the school. She says “she is a hard worker. She works on the weekends, she takes stuff home.” She believes
the principal is not able to be effective because of everything going on and because so much is placed on her shoulders.

As a leader, participant 11 describes her principal as “the energizer bunny.” She says she is always on the go. She says she is always providing opportunities to give the staff information that will help them in the classroom. She sees inspiration from the principal in the form of demands placed on the staff by the principal. She feels the principal expects the staff to always do their best. She says, she feels the principal does not address some of the problems at the school. She has some issues with her class that she feels should have been addressed by the principal. She does feel that the principal is committed to the school. She says the principal works long hours, working even after she goes home.

As a beginning teacher, Participant 12 believes that her principal is a good leader. She says the principal is always on top of things. However, she says, “I just think she has too much on her plate and it is just hard. There are so many things going on.” She says that the principal does provide inspiration to the staff through the staff notes. She also says the principal shows commitment to the school in many ways. “All summer she was doing different things. She is always trying to get people involved, she puts herself on all of these committees.” She also feels the principal is working very hard to recruit new students to the school.

**Theme 2: Teachers Find Satisfaction in Their Jobs**

Participants were specifically asked questions about their job satisfaction and what made them satisfied in their jobs. This theme emerged from responses
of the participants who all stated areas in which they were satisfied. All twelve participants are satisfied with their jobs.

Reasons for job satisfaction were varied. But all participant responses for job satisfaction were related to reasons many found for becoming a teacher. They find satisfaction in areas related to the people they work with, this includes students, parents, and colleagues. Several participants are satisfied with the curriculum they teach. Although participants feel that the principal leadership style affects their job satisfaction, it was not necessarily in a positive manner. Even though teachers have been hit hard they past few years in terms of salary and other issues related to politics, these issues were not mentioned as affecting satisfaction, or as producing dissatisfaction in their jobs.

**Subtheme 2.1: Teacher’s find job satisfaction with the people they work with.** This theme was listed most often as producing satisfaction for these teachers with their jobs. “I am satisfied in my position as grade level chairperson and my colleagues I work with in my grade level. We make a good team”, says Participant 1. A middle career teacher, she also finds satisfaction working with her colleagues on the committees she works on. She also states she is satisfied working with the students in her class.

A late career teacher who has worked in the district for 26 years, has taught several different grade levels. Participant 2 also finds satisfaction with the students and parents she works with. She is happy not only with the students currently in her class, but finds satisfaction with other students at the school. She states, “I am satisfied when former students come back to visit me. I am also satisfied when children in the school now, whether I have had them or not, are
excited to see me.” She also finds satisfaction from parents when they give her a compliment about her teaching or classroom.

Several participants state that they derive satisfaction in watching their students learn and grow academically. Participant 3, a middle career teacher is satisfied with her students. She said, “The sense of accomplishment with students reaching their goals, to see them learning and interested in learning pleases me a lot.” She further states, “It’s mainly the sense of them (the students), starting the school year so low, and when they leave they are able to read.” Another teacher who finds satisfaction with the students is Participant 9, a middle career teacher who formerly worked at the secondary level. She says she likes working with the students at the elementary level. She states, “You get to see the whole person instead of only in one subject like secondary.” She also says, “You get to also know their families a lot better.” She says she enjoys working with the students for the whole day in elementary.

A beginning teacher, Participant 10 said she loves being a teacher. In regards to job satisfaction, she is very excited talking about her students. She says,

I love all aspects of being a teacher. I love seeing the kids’ everyday and watching them grow. Sometimes you can see a little lightbulb go on when they get something and they become so excited. The kids love you when you tell them you are proud of them and give them recognition.

A middle career teacher who is in her first year working at a regular public school, finds satisfaction working with the students. Even though she has an active class this school year she says, “I am satisfied working with the students. I
enjoy working with my colleagues as well. They have been very helpful to me this year.”

Participant 12, a beginning teacher has had her own classroom for a year. She believes job satisfaction is different for her because she teaches multiple grades as a special education teacher. She says, “I have multiple grades and I am constantly around the school doing different things. I am very satisfied with the kids I work with.” She also says she is satisfied with the opportunity to have her own classroom.

As a late career teacher, Participant 6 is a teacher who sees 7 different classes a day. She also is satisfied working with the students. She says, “If I have a terrible class, they’re gone in 40 minutes. So when I have a really exciting class, in a day I usually have 1 or 2 that are lots of fun, I enjoy them. So that gives me a lot of satisfaction, no matter how bad some of the other classes are.”

**Subtheme 2.2: Teachers are satisfied with the curriculum they teach.**

Many of the participants stated they were satisfied with the curriculum they teach. They were also satisfied with the professional development they received to help them teach the curriculum for their various grade levels. Also, two of the teachers work closely with the county planning curriculum and have piloted programs in their classrooms. All of the teachers were satisfied that there is a common curriculum for grade levels that are being used across the state. This makes everything consistent and makes teachers accountable for the material they are teaching.

Happy with the curriculum she teaches is one of the reasons Participant 1 is happy and satisfied with her job. She states, “I enjoy teaching the curriculum I
have. I was able to work closely in creating the curriculum for my grade level.” She has involved students in projects that allow them to work on developing critical thinking skills through independent projects.

Participant 5 is also happy with the curriculum she teaches. She spends a lot of time preparing lessons that are creative that will help her students learn. She works hard to differentiate lessons so all students are able to be successful. She says, “I like the way the curriculum is meeting the state standards and what is happening to make sure the students are meeting the standards for the state.” She is also happy with the standards for the common core, which ensures students are learning the same thing at each grade level.

Being able to learn and have a knowledge of the curriculum also contributes to the job satisfaction of Participant 7. She says, “I am happy knowing what the state benchmarks and standards are. It allows me to be confident in what I am teaching. It also helps me when I am talking to parents, administrators, or people from central administration when describing what is going on in my classroom.” She says she is very confident in what she does.

Job satisfaction for Participant 8 is also found in knowing the curriculum. She states, “I love that we are working on curriculum through Oakland Schools. We are now pacing our instruction by using Atlas. It is in conjunction with the state standards and benchmarks. It makes it easier to plan and implement instruction.” She says this makes it easier for her as a classroom teacher to know what to focus on when planning instruction for her students. She also spends time looking for ways to supplement instruction for those students who are struggling and not on grade level.
Participant 11 is new to working in a regular public school. She says she enjoys teaching the curriculum for her grade level. She is excited about having the opportunity to teach and enjoys planning lessons for the curriculum. She says she enjoys having colleagues to collaborate with at the same grade level and sharing ideas and materials.

**Subtheme 2.3: Teacher job satisfaction is affected by principal leadership.** All of the participants in the study were affected by the principal’s leadership and decisions in some way. The principal’s affect on teachers’ job satisfaction was not all positive. All participants related incidents and had concerns about how the principal led their school. Even when they felt the behavior had a negative impact, many of the participants were sympathetic to the principal and made excuses for why the principal’s behavior was the way it was. Two of the beginning teachers’ were more willing to not judge the principal for not giving them the support they were looking for and felt they need as new teachers.

Many of the middle and late career teachers saw the principal as not being able to collaborate with the staff as professionals and delegate responsibilities to staff. Two principals’ leadership style was seen as managerial and the teachers did not feel that this type of leadership contributed positively to their job satisfaction. The teachers felt they needed to stick together and support one another because they were not receiving support from their principal.

Participant 1 considers her principal to be a very hard worker. The principal has allowed her to have roles of leadership at school such as grade level chairperson. She has also been given an opportunity in leadership by supervising
several programs at the school. She describes the principal as being a hard worker. She says of her principal, “she is very hard working. She is very driven to please her staff.” Even though she feels her principal is good at leading, she further stated, “while I would describe her as good at leading, she needs a little bit of work with delegating responsibility.” She does feel that her principal has been a good support system to her by allowing her opportunities to take on leadership roles on various committees. She says, “She has played a good role in how I feel about my job. One day in the future I would like to be a leader, such as a principal.” She also says her principal has been a good mentor to her as well.

Participant 2, who has worked for several principals in her 35 year career sees her current principal as needing improvement as a leader. She says, “I have worked for a lot of principals over the years. Some have just been waiting to retire. I think it takes a particular person to rev up the staff, and I don’t think we have had a lot of principals lately who are able to do this.” She believes a lot of times principals forget what it is like to be in the classroom. Therefore, they are out of touch with the needs of their teachers as well as the students. She believes her current principal is busy and has a commitment to the school, but she is not supportive of the teachers and sensitive to their needs. She does not feel that her principal has been a positive impact on how she feels about her job. She says it has made her sad the state of education and what is going on at her school. She feels her school is going downhill and it is affecting her. As a leader, she says of her principal, “I think there is some work that needs to be done.”

One of the reasons principals’ have not been seen as effective is because of how they interact with the teachers on a daily basis. Participant 3 feels that her
principal “spends her time trying to have a hand in everything going on in the building. That doesn’t always equate to being effective.” She believes her principal has a micro-manager style of leadership. She says, “she is trying to do everything instead of delegating certain things.” She feels this causes her principal to be ineffective. She refers to this as being a “jack of all trades, master of none.” She realizes there are constant changes in education coming from the state. She feels that the principal is not supportive in the changes that are occurring. She said, “I think instead of having the mentality or the attitude, okay, we’ll get through this, it’s don’t shoot the messenger this is what you have to do.” She feels there is no support or attitude of being a team to get through what is happening in education. She also feels the principal does not understand the impact of taking teacher’s prep time and scheduling them to meet with their grade levels during that time. She says, “she should understand that we don’t get enough time.”

Participant 4 thinks her principal has a lot of “really fantastic ideas.” But she also says that the leadership can be more explicit. She stated, “I feel there are a lot of ways in which leadership can be more explicit. I am not convinced that there is a lot of aggressive leadership. She describes the principal as always taking on tasks and trying to complete them on her own. “She wants to do lots of things herself,” she further states. She feels that the school could be improved with what she calls “a little tweeking.” She feels with the right administrative initiative by the principal the school could be improved. She thinks that the principal needs to redirect the focus at the school to education and academics, instead of all of the field trips and dances she puts on for the students.
“A huge disciplinarian” is how Participant 5 describes her principal. She describes the principal at her school as, “very strict, very structured, on the side of rigid to the point where it is very difficult to work in that environment.” She says in this working environment the staff is always on edge and “worried about whether she will say something about what you are doing.” She also describes her principal as not having people skills which she feels are important in an effective leader. On the positive side, she feels because of the leadership style of the principal, she says, “our school is very organized and runs pretty smoothly.” She said if she had to say something positive it would be because the school is so structured it makes a good learning environment. But, she says, “on the same token, when you have that fear, it also makes the students afraid of being themselves and do what kids usually do.” She further states, “I love what I do. I wouldn’t be teaching if I didn’t. But, she is constantly there hovering, it’s really difficult to enjoy it as much as I would like.” She feels that the negative impact is that the teachers are constantly nervous and worried about what the principal is thinking.

A 24 year late career teacher who works at two different schools under two principals with different leadership styles Participant 6 says of principal A, “she is very structured and has to control everything, a micro-manager.” She says that working at this school there is a structured environment that you can count on and depend on. She believes that this principal is more supportive. This is important to her because as a specials teacher she only has a class for 40 minutes and it takes away from her class to constantly deal with behavior problems.
She describes the second principal as “being more collaborative. This principal takes everyone’s thoughts and ideas into consideration.” She says he tries to address all of the staff’s thoughts and concerns. She does say that this principal is not as consistent as principal A.

Job satisfaction for this teacher would be more evident if she could get the support from both principal’s to be more creative in her teaching. She also does not feel that she has enough time to present her curriculum to students in the amount of time she sees the students once a week.

Participant 7 believes her principal has a good rapport with the parents and students at the school. However, in regards to discipline at the school she feels there is no follow through or support for teachers in maintaining discipline at the school. She states, “she is either afraid or has been told maybe not to pursue this area.” She believes that the school needs a strong leader who is not afraid to take on the issues and concerns that affect the school. She feels the school is getting worse because of the behavior problems that are not being addressed.

As a leader, she also feels the principal has an open door policy for the staff. However, she believes the principal’s hands are tied, but she doesn’t know if this is because of the principal or a directive from central administration.

As a person who has worked in many capacities in the district Participant 8 finds job satisfaction in teaching and satisfied with the culture that the staff has as a team. Participant 8 believes her principal has the potential to be a good leader, but is not using her leadership skills effectively. She says, “My principal has all of the components educationally to lead.” She says, “there needs to be more cohesion between administration and staff.” She further states, “I think
there needs to be more development in regards to how to manage a staff.” She feels there needs to be more camaraderie with the staff. But, “not letting your personal issues take you away from leading the school,” she says.

She also feels that the behavior program needs support not only from the principal, but from staff who have become complacent and not really trying to implement the routines of the behavior program.

A middle career teacher who has been teaching for 13 years in the district, Participant 9 loves teaching a lot. As a leader she feels her principal is supportive to the staff, but not always approachable. She says,

She has strengths as a leader in terms of really caring for the kids and giving them the benefit of the doubt. But I think sometimes she spreads herself too thin trying to please all of the stakeholders and not make the wrong decisions. So she really doesn’t make decisions.

She also says the principal is not supportive of teachers. She says, “she makes me feel that I am on my own. That I need to take care of everything in my classroom without involving her as much as possible.” She also says she feels that she is made to feel unsuccessful as a teacher if she must seek support from the principal for issues. Her job satisfaction would be improved if she could have support from the principal with student behavior. She says having the support of administration when students are not having a good day would increase her job satisfaction. She said, “When students are not having a good day, or just need a place to go for a few minutes would be supportive.” She further stated that, “just having encouragement when you are doing everything you can do, receiving
praise, or recognition or a thank you, it makes all the hard work and effort more worthwhile.

Participant 10 is also very happy being a teacher. A beginning teacher she likes her principal. She said, “I like her as a person, but I think she is very overwhelmed with her position as a principal.” She believes the pressures the principal has is coming from the central administration office. She states, “I feel like she does what she can, but it is not good enough for the position we are in right now.” She also feels she would be better as a beginning teacher if she had the support of her principal. She said, “I feel if I had a better principal or a principal who had more control over what is going on, or had more authority over some issues the school would be a better place.” She feels that there are other teachers and staff who are also dissatisfied.

Participant 11 has only been in the district for a short time. She enjoys teaching and feels she could be more satisfied, but there are several behavior problems in her classroom that are not being addressed by the principal. As a leader, she says her principal is a hard worker. She says, “she is like the energizer bunny. She never stops. She’s always on the go. She is always trying to give us more information and knowledge about educational topics.” Despite feeling she is not being fully supported by the principal, the participant is happy to be working in a regular public school setting.

Participant 12 is a beginning teacher who has only had her own classroom for a year. She did her student teaching in the district and worked as a Title 1 tutor after graduating before getting her current classroom assignment. She is very happy and satisfied with the position she has. As a leader, she describes her
principal as a pretty good leader who is on top of things. She states, “I just think that she has to much on her plate and it is just hard. There are so many things going on.” She also says that she just tries to stay out of the way and not create any problems. She says, “I try not to bother anybody and only go to her when I have to.”

**Theme 3: Career Stage Needs**

Needs of teachers in each career stage were found to be consistent. All teachers sought support from their principal. However, the specific needs were different based on the career stage of the teacher.

**Subtheme 3.1: Beginning career stage teachers seek more support from principals.** The participants who are in the beginning stage of their career all sought assistance from their principal in one form or another. All three beginning teachers student taught in the district before being hired as classroom teachers. This provided the teachers with a measure of support from other teachers and staff persons they have currently worked with.

The assistance the beginning teachers sought from their principals was support only the school leader could provide or arrange to be provided by other staff persons. One of the beginning teachers has left the field of teaching since participating in this study.

Participant 5 is a beginning teacher who states that her principal has trouble getting along with others and creates an environment of fear and worry among the staff members. As a beginning teacher she would like to have time to collaborate with other teachers. She says she is open to new ideas. She also says she has tried to be a mentor to new teachers with less experience than she has.
She says, “I have been able to provide help to some of our newer teachers, especially those at our school. Because of the restrictive environment they need help to learn how to teach in this environment.” In terms of career stage needs being met by the principal, they are not. She says,

I think that we don’t have much mentoring at our school in terms of new teachers. New teachers are kind of fish out of water, because they aren’t able to go and feel free to ask other people because she’s (the principal) always there. But she’s looking for so much. I have no idea what she wants either.

Participant 5 says she tries to help new teachers at her school. She also states that “being a new teacher in that school would be even harder if you hadn’t been teaching before and had to start at that school. It’s just really difficult to come straight into that school with her.”

Participant 10 feels that as a beginning career stage teacher she needs to talk to someone. She feels that she needs support to help her deal with an issue in her classroom. She feels she did not receive support from the principal or other administrators. As a career stage need, she says, “I feel that I need to talk to somebody.” She further states, “I mean I don’t have the experience that everybody talks about. I feel like I do struggle. I hear some of the comments from other teachers like ‘you’re too nice’ and you’re too easy going’.” She feels her principal has not fully addressed her needs as a beginning teacher. She says, “I know I need to work on classroom management.” Her principal often addresses the issue when she does classroom walkthroughs. But the participant feels that
the principal could do more. She said, “I think she could tell me what I need to work on. She should give me more constructive comments.”

Participant 12 would like more support from her principal in the form of training and information about programs that the regular education teachers have access to like reader’s and writing workshop. She says, “I wish I had more professional development opportunities to go to things that the general education teachers have.” She said she had some of this training as an undergrad student, but she would like to keep her training up to date. She feels her needs as a beginning teacher are not being addressed by the principal. She feels that so much is going on at the school right now that her needs are not being addressed. She says, “I think at times everyone gets frustrated, but I think our principal does her best. She’s got a lot on her plate and I really think an assistant principal would make things easier for her. So then she could handle discipline and all the chaos here.”

Subtheme 3.2: Middle career stage teachers want more time to collaborate with colleagues and prepare for classroom instruction. Middle career teachers are concerned with time. Being able to have time to prepare for their classes was a major concern. As more is placed on teachers to be able to effectively present lessons through differentiated instruction teachers feel this is an important component that was needed. Several of the teachers are concerned that they do not get enough time to do this unless the stay afterschool or arrive early before school. Prep time was taken from the teachers by administration and set aside for grade level meetings.
Even though participants also wanted more time to collaborate with colleagues, they did not want it to be during their prep time. They felt this could be done during time set aside for professional development, especially when the professional development was repetitious or did not have any relevance to them.

Participant 1 feels that her effectiveness as a middle career teacher could improve through more classroom management ideas and how to work with irate students. She feels this can be accomplished by collaborating with colleagues and exchanging ideas and suggestions. She said this need is addressed by her principal. She says, “she likes to discuss stuff with staff about different opportunities district wide for professional development in the areas of leadership and classroom management.” She says the principal also provides opportunities for teachers to observe other teachers classroom management.

Participant 3 feels as a middle career teacher she needs support to be more effective. She says, “Plan staff meetings out so they can be more effective.” She further states, “It’s not like we have our feet up and wasting our time. We need it and I don’t think we have enough.” She believes if an administrator could see the need for teachers to have more time it would be effective for all teachers. She does not feel this is being addressed by the principal at this time.

As a middle career teacher Participant 4 feels that she could be more effective if the focus at the school was on learning and the commitment to learning. She says, “there are a lot of fun things that take place here during the day that are not educationally directed, nor are a reward for good behavior or good academic learning.” She feels that the focus is not on education at the school and this makes it difficult on her as a teacher. She feels that if the school
became a place of learning, and more time was devoted to learning, it would be very helpful. She does not feel that the principal is supportive at this time. She states, “My sense is there is the idea that she wants the school to be a fun place, which I can see, but there are some parts that are missing. Some pieces of the puzzle are missing.”

Participant 7 feels that to be more effective she needs to learn some ways to reach parents and involve them in their child’s education. She says, “I don’t have a problem getting them here to volunteer for field trips or field day. But when it comes to getting parents to come in to read to the class, or MEAP parent meeting, or to learn how to play math games. I think finding a way to reach out to those parents is what I need most right now.” She also feels that having assistance for those students who need one on one time with the social worker or psychologist would help make her more effective as a teacher.

She does not feel that the principal is addressing these needs. She says, I don’t think they are, because it has been brought up before. We are being told that the social worker and psychologist’s hands are full. We have a lot of kids this year that are close to reading level or are at benchmark in all subjects, but need a social worker or psychologist and it is not being provided.

Participant 8 would like more time to collaborate with colleagues. She says, “We share, I get a lot from the collaborations I have with my colleagues. I have always been taken under their wings and helped. I learned a lot from them. My colleagues are a strong component to me.” She does not feel that the need she has to be more effective is being addressed by the principal. She thinks that there
should be more time for colleagues to get together. She says if colleagues would like more time to collaborate and team teach that the opportunity should be provided by the principal.

**Subtheme 3.3: Late career stage teachers seek ways to keep students focused on learning.** Late career concerns for being effective are the concerns they have for reaching today’s students and helping them stay focused on learning. They seek ways to make the learning environment fun and creative so they can reach a generation of students who are different from the students they taught over 20 years ago. As Participant 2 states, “the students that we have today are not like the students we had 35 years ago.”

Participant 2 says she see that students have changed over the past 35 years that she has been a teacher. As a late career stage teacher, she feels that there should be an in-service for staff on how to reach today’s students. Students today are not focused on learning and the parent component that supports the teacher and the school is missing. She says, “we need something to get education back to the way it was, whether it is training for teachers or training or workshops for parents.”

She does not believe the principal has addressed this issue. She says, “I think her heart is there. But at the end of the day, it’s let’s do what we can with the time we have them, and move on.” She says that she feels the principal doesn’t see it because she is not in the classroom. So the principal does not see what is occurring on a day to day basis.

Participant 6, after 24 years of teaching, feels she would be more effective at this stage in her career if she were allowed to be more creative in teaching. She
says, “I would like to integrate the arts teachers with what I am doing with my curriculum.” She would also like to implement programs and performances to showcase the talents of the students. She says, ‘I would like to do two musicals at each building, but I’d like other opportunities.” She says she would like to form choirs at each of the schools where she teaches. She would also like to work with all of the autistic classes in the district. She says, “I feel that is a strength of mine that I have developed over the years. I don’t think it comes with being an early stage music teacher because you don’t have an awareness of special education students.” She also has ideas she would like to implement with the kindergarten through 2nd grade classes.

She does not feel that her needs are addressed by either principal she works under. She says, “no one asks me, I have to bring it to the principals’ attention. I have a great room at one school, it was designed to be a choir room and the room is used for storage.” She also would like to have opportunities to attend workshops that would help her be more effective. She says she needs to find workshops she would like to attend and pay for them herself. Still enthusiastic after 24 years, she has lots of ideas she would like to implement at both schools. However, the principals at both schools are not addressing her concerns. She says she is not even able to buy new books, but must tape them every year.
Chapter IV Summary

Principals are an integral part of the education process. They set the tone for their buildings and the attitudes of the teachers and students who are in their buildings. Principals need to share their vision and inspiration with the staff so everyone will be aware of the expectations and work as a team towards that goal.

Principal leadership behavior does affect teacher job satisfaction. Lack of effective transformational leadership also has an impact on teaching staff. Even ineffective leaders can impact the educational process in positive ways.

Teachers find satisfaction in their jobs despite the leadership of the principal. The participants in this study have found satisfaction in many areas. This includes the teachers, students, parents, and the curriculum they work with. Teachers were still able to find satisfaction when they felt the principal was not an effective leader.

When asked what would increase their job satisfaction, none of the needs involved them being paid more money. This shows the dedication and desire that these teachers have to their craft and the students they teach. This says a lot in an era where teachers and teacher unions are being brutally attacked by politicians locally and in the U.S. government.

Teacher needs are different at each career stage, but are really not all that different. All teachers seek support from principals to help them become better teachers in the classroom. This can be accomplished by spending more time working with beginning teachers or providing mentors to work with them.

It can help middle career teachers by principals being aware of the importance of these teachers having time to prepare for their classes. Whether the
time is spent supplementing lessons, differentiating instruction, or working and collaborating with colleagues, teachers feel that this time would beneficial to their work with the students.
CHAPTER V

CONCLUSION

The purpose of this qualitative study was to explore the relationship between principal leadership style and teacher job satisfaction. The study also looked at the current career stage of the teachers and the needs that teachers perceived would increase their job satisfaction. Data from this study contributes to the literature via its findings that suggest principal leadership style does affect teacher job satisfaction. Even lack of leadership, as perceived by the participants, affected their job satisfaction.

Research Questions

The following questions guided this study:

1. In what ways do the teacher’s perception of principal leadership style influence their job satisfaction at different career stages?

2. What are the characteristics/behaviors of effective principals who enhance job satisfaction for teachers at each career stage based on teacher needs?

3. What level of influence does a principal exhibit in regards to teacher job satisfaction at each career stage?

This chapter includes a discussion of the three main themes which emerged from this study: (1) Principal Leadership Style is not Consistent, (2) Teachers Find Satisfaction in their Jobs, and (3) Teacher Needs are based on Career Stages that emerged from this study are presented. This chapter also includes a comparison of these findings for principal leadership style and how it affects teacher job satisfaction to other studies in the literature; strengths and
Discussion

In reference to Theme 1: Principal leadership style is not consistent, teachers perceived that principals were not sharing their vision with the staff. Several of the teachers believed that their principal had a vision or a direction that they wanted to take their school; however, the vision was not articulated to the staff. They could not clearly identify the vision. The only teachers who felt that there was a vision were new to their schools. These two teachers were very happy to have jobs and felt that the principal was helpful and encouraging helping them get situated in their position. Both teachers came to the school after the start of the school year.

Another sub-theme that emerged was that principals attempt to support teachers, but are not able to meet their perceived needs. All of the participants in the study felt that the principal did not meet all of their needs. One area of concern for teachers was having support from their principal when they are communicating with parents. Two of the teachers stated that the principal appears to be supportive but they perceive the principal really is not supporting teachers in these areas. Teachers also mentioned needing support from principals when students behavior disrupts the learning environment of the classroom. As one teacher stated she has a principal who does not understand that just sending a student out of the classroom for a few minutes can be a tremendous help.

Eleven of the teachers in the study felt they received support from their principals by being allowed to attend professional development and having
training opportunities provided to them. New teachers were provided opportunities to be trained in the programs being used in the school district such as readers and writers’ workshop, DIBELS, and CHAMPS. The teachers were also provided opportunities to work with other teachers and observe them in their classrooms. One teacher felt she was not given these training opportunities because she was a special education teacher. However, she felt she would benefit from the professional development opportunities because she works with students from different grade levels.

Principals were viewed as only partially being effective leaders. All of the participants stated that their principals were dedicated and committed to their schools. They described principals being committed to the district by working to increase enrollment in the district, working to retain students, and increasing test scores. However, leadership has many facets and affects many areas. None of the principals were described as providing the inspiration or leadership that would encourage the teachers to go above and beyond what they are doing. Several of the teachers responded that the inspiration comes from within individual teachers to do their best as teachers.

The teachers who did perceive their principals as providing some form of inspiration revolved around what the principals did for students, like provide activities and programs to keep students at their school. Two participants described their principals as being “micro-managers” who had to control everything.

My results reveal that successful school leadership is based on the practices that the leader uses. The teachers’ perceptions of what is lacking in their
school leadership are consistent with the identifying factors that were identified as practices of successful leaders. These practices included building vision and setting direction (Leithwood, Harris, & Hopkins, 2008).

The teachers’ perceptions of not having effective leadership, but believing that the principals are committed to the schools even though they are not able to articulate a vision to the staff, is consistent with findings from other studies that found that this can have a positive impact on teacher’s perception of leadership (Leithwood, Harris, & Hopkins, 2008;). This could explain why teachers who did not perceive their principals as effective found excuses to explain why they felt the principal was not effective as a leader.

Being supportive and an effective communicator were ranked as the highest factors of an effective leader in previous studies (Meyers, 2001). Principal leadership has been found to be the major factor in other school conditions (Leithwood & Mcadie, 2007).

In reference to Theme 2: Teachers find satisfaction in their jobs, my results revealed that despite the leadership style of individual principals, teachers still find satisfaction in their jobs. The majority of the teachers noted they find satisfaction working with the people they encounter. This includes the students, parents, and other teachers. This is consistent with results found in other studies (Heller, Clay, & Perkins, 1992).

Teachers related stories of finding pleasure and validation in helping students learn. They expressed joy and satisfaction in watching students find success in learning. There was also satisfaction in having former students return to see teachers. Teachers also found satisfaction in working in partnership with
parents in educating students. One teacher was satisfied when parents praised her efforts as a teacher.

Seven teachers were also satisfied with the curriculum that they teach. A couple of the teachers were involved in developing the curriculum for their grade/subject area.

All twelve teachers felt their job satisfaction was affected by principal leadership, and this affect on teacher job satisfaction was not always a positive influence. Yet, even when participants felt the principal was not being an effective leader, several of them did not blame the principal. They came up with excuses or reasons for the principal’s actions. One beginning teacher felt the principal was not effective because of the way an incident was handled in her classroom. She felt the principal could have exercised her power as the leader of the school and handled the situation more effectively.

Several of the teachers felt their principal was ineffective because she spent the majority of her time doing duties that should have been delegated to others. This was seen as a major reason the principal was not able to effectively carry out the responsibilities of a principal. One principal was seen as being so structured that it impacted the culture and climate of the school in a negative manner. This was seen as also impacting the learning environment at the school because everyone is afraid of the principal.

In reference to Theme 3: Teacher needs are based on career stage, previous results reveal that teachers at different career stages have different needs and perceive their needs to be different (Fraser, Draper, & Taylor, 1998). My findings are similar in that beginning teachers were found to have needs that they
perceived as not being met by the principal. They sought more leadership, direction and support from their principals. This included: seeking help in solving a classroom problem that the teacher was not trained to handle, being assigned a mentor or someone the teacher to go to for help when the principal was not available, and providing constructive feedback after classroom observations.

Indeed, such administrative support has been identified in several studies as contributing to job satisfaction and retention for beginning teachers (Marlow, Inman & Smith, 1997; Meyers, 2001; Mihans, 2009; Woods & Weasmer, 2002).

Middle career teachers wanted support from principals in the form of providing time for teachers to collaborate. Teachers felt that being able to collaborate and work with other teachers sharing knowledge and information and planning lessons would allow them to be more effective in their jobs. Teachers also felt that taking away their prep time, for teachers to meet, would limit them being able to prepare lessons and materials for students. Teachers felt time should be set aside for them to meet during the course of the day or during Monday meeting time when some of the professional development scheduled was repetitious or did not affect them.

Many of the middle career teachers arrived early or stayed late. They found time to talk and collaborate with grade level team members during this time. They also found time during their lunch breaks to meet and discuss concerns. This is similar to previous results in that collaboration with colleagues can contribute to job satisfaction (Anderman, Belzer, & Smith, 1991; Leithwood & Mcadie, 2007; Mihans, 2009). Anderman, Belzer, and Smith (1991) found that having a school environment that encourages collaboration and support
among staff can contribute to teacher job satisfaction. However, they also found that if this is a practice that this must be supported by the principal.

Late career teachers seek help on how to keep students interested, motivated, and focused on learning. One participant’s needs revolved around how to involve parents in a collaborative relationship in teaching students. Another late career teacher seeks help in making her program more interesting for students. She also felt that she did not receive professional development opportunities, and that she must find her own professional development or training programs and pay for them herself. This correlates with the results of previous studies in that principal leadership style is not perceived as having transformational impacts on the job satisfaction of late career teachers (Parkinson, 2008).

All of the teachers in each career stage had needs that they feel can be addressed by the principal. It was encouraging, with educators and the state of education being attached by politicians, funding to schools being cut, and teachers not being appreciated for what they do, that none of the teachers’ job satisfaction was based on these issues. Since despite teacher pay in this state being slashed, cut, and a portion taken by the state, the focus for these teachers remained on the ability to work collaboratively with parents, administration, and other staff persons in order to do the best jobs they can do to educate the students placed in their care.

Let us now turn to the specific research questions. For research question 1, the teacher’s perceptions of principal leadership style did influence the job satisfaction for the beginning teachers. Their perceptions of not being supported
or being provided opportunities other teachers received did impact these teachers
to some extent. These teachers felt they would be better teachers if they had these
opportunities. Middle career teachers were not negatively affected by the
teacher’s perception of the principal’s leadership style. They found satisfaction in
their jobs despite the leadership style of their principal. Late career teachers were
satisfied in their jobs. Similar to the perceptions of the beginning teachers, late
career teachers would be happy with more support from principals to have more
freedom in the classroom to exhibit creativity in presenting curriculum.

For research question 2, the characteristics/behaviors of effective
principals who enhance job satisfaction for teachers at each career stage based on
teacher needs are many. The participants cited principals who provided support
to teachers by sending them to workshops and professional development
opportunities for them to be successful in their classrooms. A second
characteristic was having a principal who was committed to the school. All of the
participants responded that they observed principals working after hours, doing
jobs outside of a principal’s job description around the school. One thing that
participants stated consistently was lack of vision. Whether the vision was not
articulated or changed due to the district’s vision having more priority, vision was
not known by the majority of the participants.

The last research question, what level of influence does a principal exhibit
in regards to teacher job satisfaction at each career stage, appears to be none for
teachers who are in the middle and late career stages. These teachers have found
satisfaction in other areas of their jobs. Satisfaction has been found working with
the students and being satisfied with the success students are experiencing in the
classroom. Teachers are also satisfied with their colleagues. Although participants feel that being provided more opportunities to collaborate and work with colleagues should be provided by principals. Satisfaction has also been found in the curriculum that is being taught. The opportunities for training has given the teachers knowledge and experience in being prepared to teach students.

Beginning teachers also stated they was satisfaction, but their satisfaction is still contingent on support from the principal. The level of influence a principal exhibits on teachers in this career stage was found to be higher than the other two levels.

**Strengths and Limitations of the Current Study**

The strength of this study is that it took place in a small urban district with teachers from the three elementary schools in the district. As a qualitative study, the researcher was familiar with the district, the principals and most of the participants and this allowed me to be immersed in the culture of what is occurring at the schools involved in the study. Because I am familiar with the principals, I also am aware that the data collected was accurate as perceived by teachers in the district.

The limitation of the study is that the study was conducted in a small district with three elementary schools. Another limitation is that there were only twelve participants in this study of which ten came from the same school. Although most of these teachers had multiple principals in their careers, they may still have been reflecting on their current principal. Therefore the results of this study cannot be generalized beyond this population.
Recommendations for Future Research

Several areas emerged in the findings that are recommended for future research.

The first recommendation for a focused study is on the perceptions of beginning teachers. Three participants in this study were beginning teachers. One teacher left at the end of the year and did not return. Studying more deeply what the specific needs of beginning teachers are in relation to principal leadership style would contribute to this study.

The second recommendation is to study the affect principal leadership style has on the job satisfaction of male teachers at various career stages. Because my study included only female teachers, comparing the perception of leadership style for male and female teachers and how it affects their job satisfaction would expand the scope of this study.

The third recommendation is for a study focusing on the motivation of teachers at different career stages. Even though the majority of teachers in this study were not satisfied with their principals’ leadership style, they still were motivated to do their job to the best of their ability. Finding out what motivates teachers in this era of teacher bashing would expand the scope of the current study.

The final recommendation is to study the perception of principal leadership style and teachers in middle and high schools. This would help determine if the needs of teachers are not only different for each career stage, but for each level of teaching.
Overall Closing

Twelve elementary school teachers were interviewed for the purpose of determining if principal leadership style affects teacher job satisfaction. The teachers were from three elementary schools in the same district and taught a variety of grades/subjects.

Several implications can be concluded from this study. First, principal leadership is an important factor in the success of a school. The attitudes of the principal affect the climate and culture of the school, not only for staff, but for other stakeholders, including students and parents. Principal leadership style does affect teacher job satisfaction, and teacher career stage determines how teacher satisfaction is affected. Teachers are on the front lines when it comes to accountability to the success of students. Principals need to be aware of how they impact this aspect of the educational process. Being able to support teachers or providing teachers to collaborate and support others would be very effective in teachers sharing ideas and practices that can benefit everyone.

Secondly, teachers who choose this profession because they want to help students learn should be supported. Being a teacher at a time when teachers and the educational process are under attack by those who have no knowledge of what actually goes on in a classroom on a daily basis can cause stress and burn-out. Having teachers who are teaching because they still find joy in teaching should be celebrated. Principals should provide opportunities for teachers to collaborate with one another. This will allow all teachers an opportunity to receive support and offer support to others.
Such peer support facilitation is something that should be done at least on a monthly basis. This kind of collaboration is a factor that would strengthen the skills and practices of all of the teachers at the school. Teachers would be allowed the opportunity to learn strategies and practices that would allow them to differentiate lessons, reach all students, and support the efforts of the staff as collegiality is developed.

Thirdly, teacher needs are an important factor in developing a staff that is able to be effective in their jobs. Addressing the needs of new teachers and providing them with support can assist in the retention of good teachers. The collaboration that is sought by middle career teachers can provide opportunities for teachers to assist each other with the needs that they feel are not being addressed by the principal. Providing late career teachers with opportunities to learn and/or develop new ways to increase parent involvement in the education process will encourage these teachers to not feel lost with the new generation of students they are working with.

Overall, principals need to be available to assist, support, and encourage the teachers at their schools. Teachers need to know that their efforts are appreciated and acknowledged. Principals also need to articulate their visions and expectations to teachers.
REFERENCES


_Organizational Behavior and Human Performance, 5_, 484-500.


_The Clearing House, 75_, 179-182.


www.ed.gov/nclb/overview.


Appendix A

Crosswalk: Interview Questions
## APPENDIX A

Crosswalk: Interview Questions

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<thead>
<tr>
<th>Research Questions</th>
<th>Interview Questions</th>
<th>Rationale</th>
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| In what ways does the teacher’s perceptions of principal leadership style influence their job satisfaction? | 1. How long have you been teaching?  
2. How many principals have you worked for?  
3. How long have you worked in Oak Park?  
4. Describe some of the areas of your position in which you are satisfied? Based on responses, what factors help increase your job satisfaction?  
5. How would you describe your principal as a leader? | To set a parameter of how the participant defines their job satisfaction.  
Determine the value participants place on their principal’s leadership skills. |
| What are the characteristics/behaviors of effective principals who enhance job satisfaction for teachers at each career stage? | 6. How does your principal provide support to teachers?  
7. Describe how your principal provides vision and inspiration to teachers?  
8. In what ways have your principal played a role in how you feel about your job? Explain. | To determine if principal identifies needs of staff and provides support.  
To identify if principal encourages staff to make them feel part of the team. |
| What level of influence does a principal exhibit in regards to teacher job satisfaction at each career stage? | 9. Describe how your principal shows commitment to the school?  
10. In what ways does your principal create opportunities for professional development based on the needs of the staff?  
11. As a (beginning, middle, late) career stage teacher, what needs or areas to increase your effectiveness are unique to your career stage?  
12. How are these specific needs addressed by the principal? | To determine if principal identifies needs of staff and provides support.  
To identify if principal encourages staff to make them feel part of the team.  
Determine if teacher needs are addressed based on staff career stage, if at all? |
Appendix B

HSRIB Approval Letter
Date: November 28, 2011

To: Van Cooley, Principal Investigator
Valari Hill, Student Investigator for dissertation

From: Amy Naugle, Ph.D., Chair

Re: HSIRB Project Number 10-09-13

This letter will serve as confirmation that your research project titled “Principal Leadership Behaviors Urban Teachers at Different Career Stages Perceive as Affecting Job Satisfaction” has been approved under the expedited category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition, if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: November 28, 2012
Appendix C
Subject Recruitment Letter
Research Participation
Informed Letter of Consent

Dear Colleague,

I am a student at Western Michigan University. I am conducting a study on “Principal Leadership Behaviors Urban Teachers at Different Career Stages Perceive as Affecting Job Satisfaction”. This research will focus on teachers in Oak Park School District.

The study will consist of two interviews. The initial interview will ask you questions based on your experiences with principals and how these relationships affected satisfaction with your job. The second interview three weeks later, will involve you reviewing your responses during the first interview. This will allow you a chance to change or clarify any of your responses. Interviews will last approximately 30 minutes each. They will be tape recorded. Interview will be conducted outside of the Oak Park School District to protect identity.

The information received from subjects will remain strictly confidential. No names will be used in any reporting of results. Teacher participation is voluntary, teachers who choose not to participate will not be contacted. Only the researcher will have access to the audio taped interviews.

This project has been reviewed and approved by Western Michigan University’s Committee of Human Subjects Institutional Review Board.

Please accept my sincere appreciation for your professional assistance with this research.

Sincerely,

Valari A. Hill, Doctoral Candidate
Educational Leadership, Research, & Technology
College of Education - Western Michigan University
Appendix D
Informed Consent Document
Western Michigan University
Educational Leadership, Research, & Technology

Principal Investigator: Dr. Van Cooley
Student Investigator: Valari Hill
Title of Study: Principal Leadership Behaviors Urban Teachers at Different Career Stages Perceive as Affecting Job Satisfaction

You have been invited to participate in a research project titled "Principal Leadership Behaviors Urban Teachers Perceive as Affecting Job Satisfaction." This project will serve as Valari Hill's dissertation for the requirements of Doctorate in Educational Leadership. This consent document will explain the purpose of this research project and will go over all of the time commitments, the procedures used in the study, and the risks and benefits of participating in this research project. Please read this consent form carefully and completely and please ask any questions if you need more clarification.

What are we trying to find out in this study?
The purpose of this study is to examine principal leadership behaviors and how teachers at different stages in their career may perceive these behaviors as influencing teacher job satisfaction. This study is being conducted to gather information which may help identify if principal leadership has an influence on teacher job satisfaction. It may also help determine if certain leadership behaviors are more effective for teachers at different career stages.

Who can participate in this study?
Participants in this study will be elementary school teachers in the Oak Park School district. Teacher career stages are defined as: Beginning Career Stage (5 or less years teaching); Middle Career Stage (6-10 years teaching); and Late Career Stage (11 or more years teaching).

Where will the study take place?
The study will take place at a location chosen by the participant. This may include your home, coffee shop, etc. A place where the participant will feel comfortable to discuss and answer interview questions.

What is the time commitment for participating in this study?
The study will involve two sessions lasting approximately 30 minutes each. The initial meeting will involve a taped interview session where the participant will answer questions about their job satisfaction and principal. The second meeting will allow the participant to read over the typed transcript of the initial interview. At this time they can clarify and/or add any information if necessary.
What will you be asked to do if you choose to participate in this study?
If you choose to participate in the study, you will be asked to meet for the two sessions and answer interview questions based on your job satisfaction and your perceptions of your principal and their leadership style.

What information is being measured during the study?
The data from your answers will be used to study and analyze to determine if principal leadership style affects teacher job satisfaction. I am currently a 2nd grade teacher in the district and have been there for 22 years. I have worked for five principals.

What are the risks of participating in this study and how will these risks be minimized?
The risk for participating in this study, are minimal. Participants can choose where the interview sessions will occur.

What are the benefits of participating in this study?
Although there are no financial benefits, participants benefit by contributing to the research on teacher job satisfaction.

Are there any costs associated with participating in this study?
Time of participant is the cost of being a part of the study.

Is there any compensation for participating in this study?
There is no monetary compensation for participating in this study. However, the participant's contribution to the research on job satisfaction will be valuable.

Who will have access to the information collected during this study?
The information collected for this research project will be used in a dissertation. Identity of the participants will not be used. Participants will be assigned a number for reporting information.

What if you want to stop participating in the study?
You can choose to stop participating in the study at anytime for any reason. You will not suffer any prejudice or penalty by your decision to stop your participation. You will experience NO consequences either professionally or personally if you choose to withdraw from this study.

The investigator can also decide to stop your participation in this study without your consent.

Should you have any questions prior or during the study, you can contact the primary investigator, Dr. Van Cooley at 269-387-3891 or van.cooley@wmich.edu. You may also contact the Chair, Human Subjects Institutional Review Board at 269-387-8293 or the Vice President for Research at 269-387-8298 if questions arise during the study.
This consent document has been approved for use for one year by the Human Subjects Institutional Review Board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right hand corner. Do not participate in this study if the stamped date is older than one year.

I have read this informed consent document. The risks and benefits have been explained to me. I agree to take part in this study.

Please Print Your Name

Participant's Signature

Date
Appendix E
Letter to Superintendent
February 14, 2012

Dr. Daveda Colbert
Superintendent, Oak Park School District
Grazon Street
Oak Park, Michigan 48237

Dear Dr. Colbert:

I am requesting permission to conduct a Research Study in the Oak Park School District. I am currently enrolled in an Educational Leadership Program at Western Michigan University in Kalamazoo, Michigan and I am in the process of working on my Doctoral Dissertation.

I hope the school Administration will allow me to pass out Subject Recruitment Letters at the three elementary schools in Oak Park to recruit teachers to participate in my Qualitative Study on Principal Leadership Behaviors Urban Teachers At Different Career Stages Perceive As Affecting Job Satisfaction. Attached is a copy of the Subject Recruitment Letter. I hope to recruit teachers who have worked with more than one principal. Interested teachers can fill out and return the Consent Form to me by mail.

If approval is granted, teacher participants will be contacted to schedule an interview time outside of school hours. Those who agree to participate will not be identified. The data collected will be studied and analyzed to determine if Principal leadership Style Affects Teachers’ Job Satisfaction. The data will be used in this dissertation only.

Your approval to conduct the study will be greatly appreciated. I will be happy to answer any questions or concerns you may have. You may contact me via my e-mail address at Valh3@comcast.net or phone at (248) 885-1375.

If you agree, kindly sign below and you can return in the enclosed, self addressed envelope. Again, thank you for your help with this matter.

Sincerely,

Valari Hill

Enclosures

Approved by:

____________________  ______________________  ______________
Print your Name & Title Here  Signature  Date