

ABSTRACT

AN INVESTIGATION INTO PERCEIVED PRINCIPAL LEADERSHIP STYLE AND JOB SATISFACTION AMONG A SAMPLE OF BARBADIAN SECONDARY SCHOOL TEACHERS

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The study was divided into two phases. The survey phase investigated the relationship between teachers' perceptions of principal leadership style as measured by the independent variables of planning, decision making, communicating, organising and coordinating, delegating, evaluating, and social and professional support; and job satisfaction as measured by the dependent variables of teacher satisfaction, teacher stress, teacher commitment and school climate.

The case study phase described the strengths and weaknesses of four schools where the teachers reported differing perceptions of principals' leadership. The study surveyed a cohort of eleven principals and ninety teachers in eleven schools. In addition the researcher interviewed the principals of four schools and conducted independent observations at those schools on three separate occasions.

The results indicated there was a commonality in the way in which principals perceived their leadership style. However, the female principals scored

themselves consistently higher than the male principals. The principals also scored themselves higher than the teachers on the perceived leadership variables. There was no statistically significant difference between perceptions of rural and urban teachers, on the independent and dependent variables, but there was a statistically significant difference between teachers from older and newer secondary schools on the said variables.

Significant correlations were also indicated among the independent variables by categories of school type, school size, age and experience, school location and the dependent variables. The results also indicated that the principals, who exercised effective leadership, as defined by the effective schools literature, received higher leadership style scores from teachers than their counterparts who did not engage in effective leadership practices.

The findings of the study concur with previous research which indicates that teachers' perceptions of principals' leadership impact on teachers' level of job satisfaction.

Keywords: Ian Alwyn Marshall; principal leadership; teacher job satisfaction.