The Principal’s Behaviors and Job Satisfaction Among Middle School Teachers

Abstract

This paper focuses on the connection between the principal’s behaviors and job satisfaction among teachers. The study was conducted on a sample of 74 five middle school teachers. It was found that: (1) middle school teachers perceived their principals as supportive rather than restrictive, (2) teachers are satisfied with their job in middle schools, (3) the principal’s supportive and directive behavior was positively correlated with job satisfaction, (4) the principal’s restrictive behavior was found not significantly correlated with job satisfaction and finally (5) the principal’s directive behavior was a significant predictor of job satisfaction among middle schools teachers.

Keywords: teachers, job satisfaction, school culture, organization, school

Introduction

According to Andevski and Arsenijevi (2012, p. 34), effective work of an education institution implies that employees have some unnecessary characteristics and knowledge, particular competences. Yet, teaching staff, as an important part of employees in education, need also to believe that their ordinary work makes sense not only for them, but also for the others who participate in the process of education. In business and management a lot of attention is still paid to work