development, or individual growth, and finally in a positive way affect their satisfaction from work.

Thirdly, the results indicated that principal behaviors and job satisfaction among teachers were associated with each other. Supportive and directive principal behaviors were found to be positively correlated with job satisfaction, on the other hand, restrictive principal behavior was found to have no relationship with job satisfaction. These findings lend support for the findings by Ozen (2013). He found that supportive and directive principal behavior is positively related to primary teachers’ job satisfaction in Turkey. A quite interesting result is that only directive principal behavior is a significant positive predictor of job satisfaction among middle schools teachers. It means that the principal who maintains close and constant monitoring over virtually all aspects of teachers’ behaviors in the school has a greater impact than, e.g., a supportive principal. We found it quite interesting that on the one hand, the teachers declared a necessity of autonomy at work, which is related to the teaching profession, as well as teacher development, but on the other one, they need to be directly guided by principals in their daily work. From this perspective we can see leadership as a determinant of teacher organizational commitment.

The presented study results provide an interesting backdrop for reflections on the issues of the relationship between school principals’ behaviors and teacher job satisfaction.

Acknowledgement: We would like to thank Wayne Hoy for giving permission to use and adapt “The Organizational Climate Descriptive Questionnaire – Middle Level”.

References


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