



Leadership Practices and Their Impact on Teacher Job Satisfaction

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Questions to ponder.....

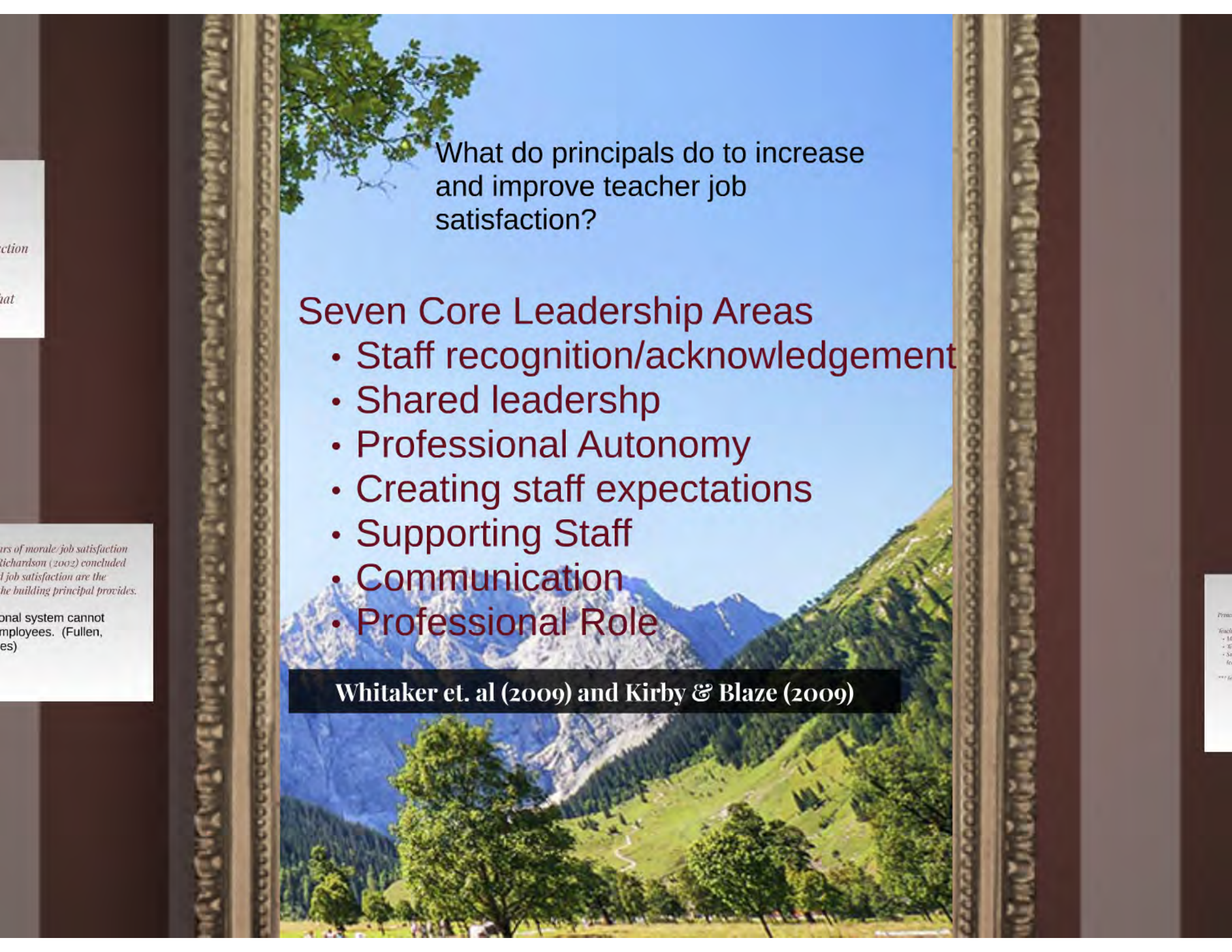
- *Do you love your job?*
- *Where does your district spend most of its money?*
- *What is your greatest resource?*
- *How are your resources doing???*

What Research has to say.....

- Single greatest factor influencing student achievement and student outcomes is the teacher!*
- Single general measure of teacher job satisfaction is a highly significant predictor of effective schools (Zigarelli, 1996)*
- Teacher job satisfaction makes up 30% of what influences learning the most (Hattie, 2003)*

A critical review of twenty-five years of morale/job satisfaction research conducted by Blocker & Richardson (2002) concluded that the keys to teacher morale and job satisfaction are the principal and the leadership that the building principal provides.

"The quality of an educational system cannot exceed the quality of its employees. (Fullen, 2008; Love Your Employees)



What do principals do to increase and improve teacher job satisfaction?

Seven Core Leadership Areas

- Staff recognition/acknowledgement
- Shared leadership
- Professional Autonomy
- Creating staff expectations
- Supporting Staff
- Communication
- Professional Role

Whitaker et. al (2009) and Kirby & Blaze (2009)

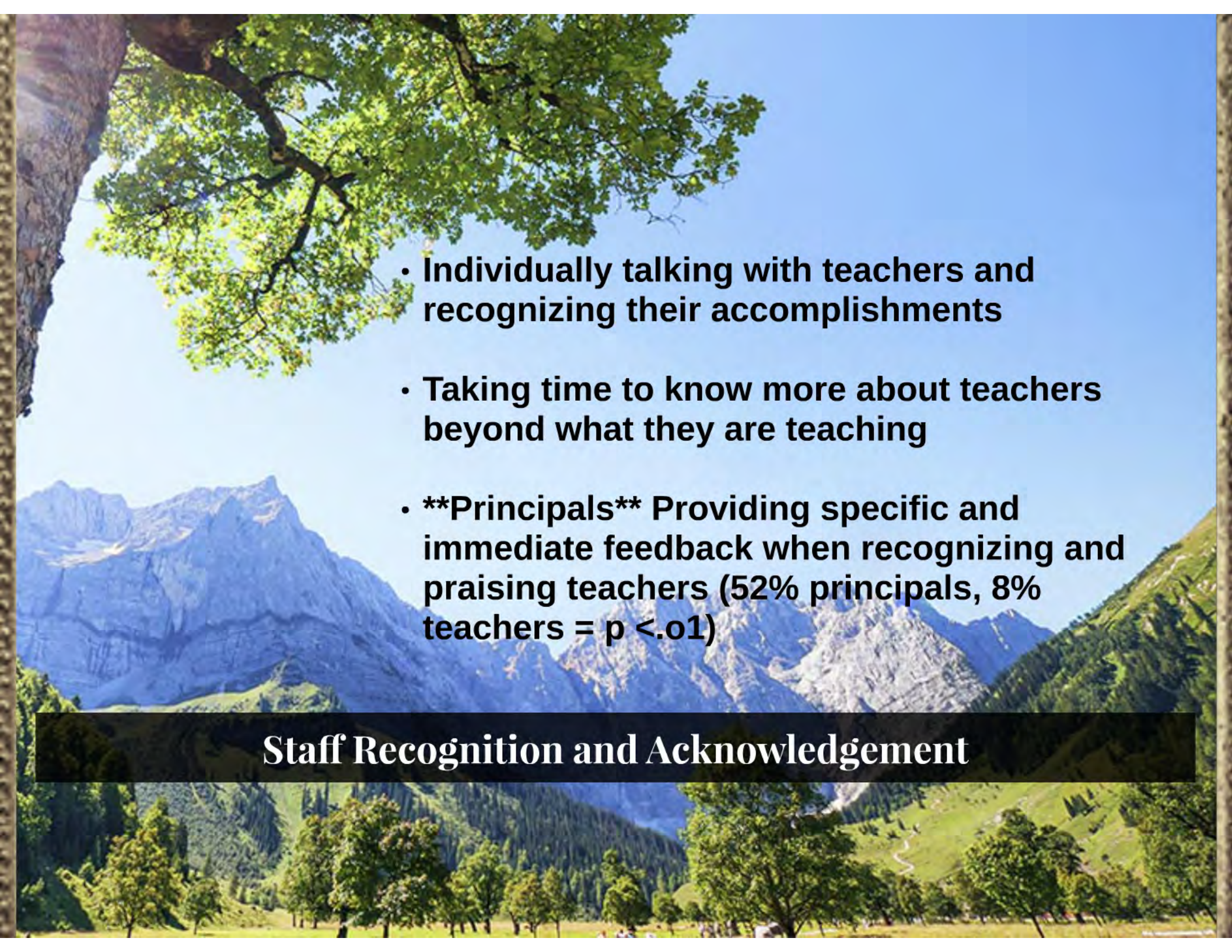
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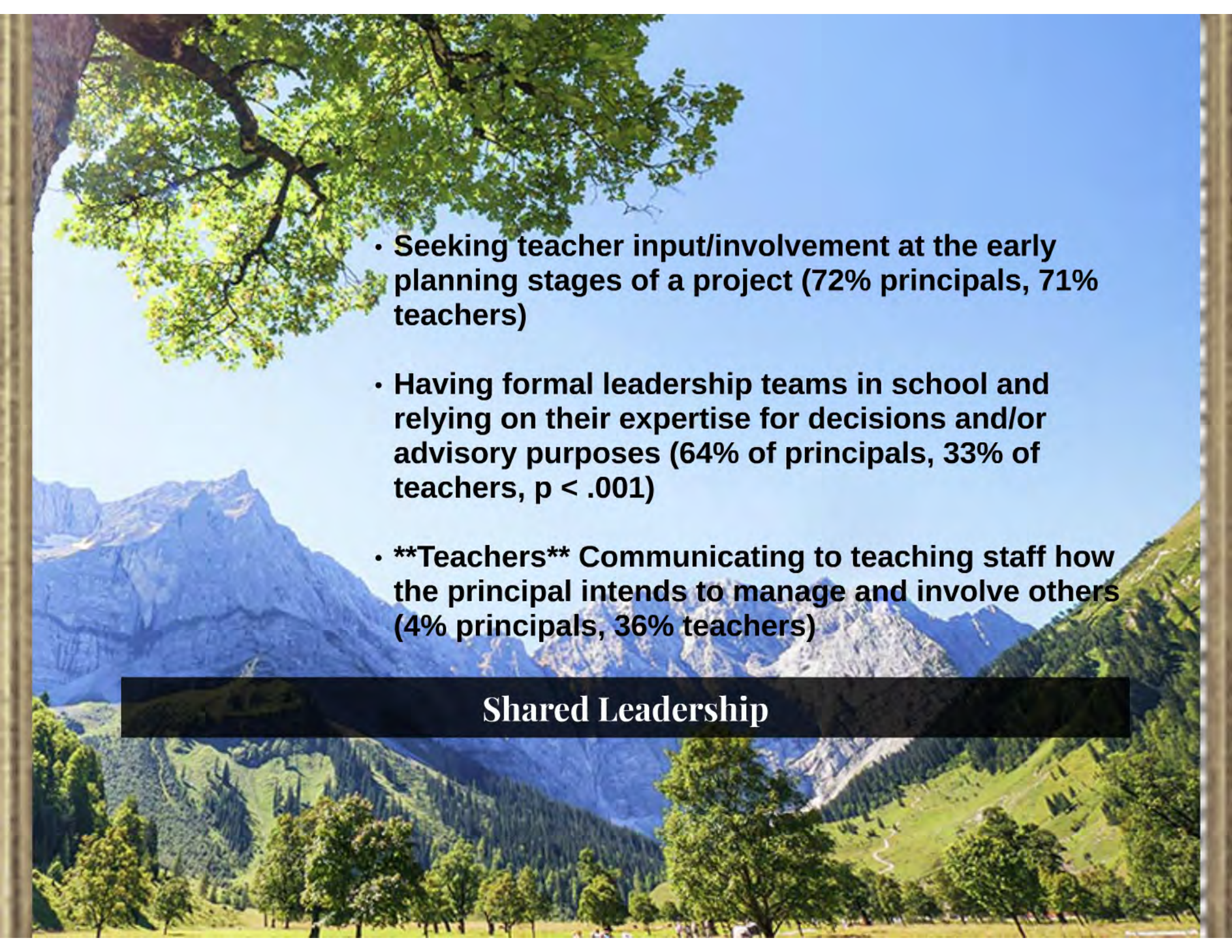
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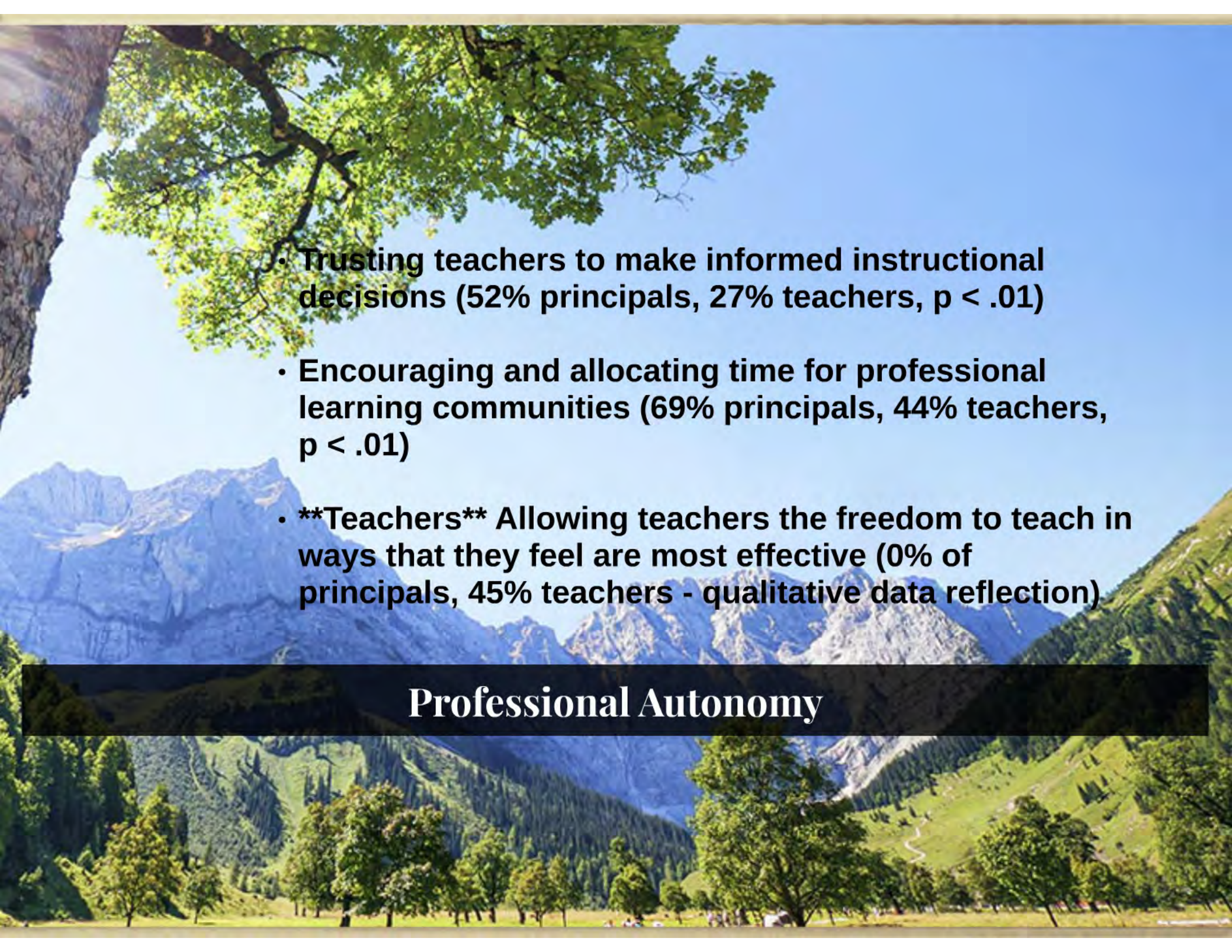
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- 
- Individually talking with teachers and recognizing their accomplishments
 - Taking time to know more about teachers beyond what they are teaching
 - ****Principals**** Providing specific and immediate feedback when recognizing and praising teachers (52% principals, 8% teachers = $p < .01$)


Staff Recognition and Acknowledgement

- 
- **Seeking teacher input/involvement at the early planning stages of a project (72% principals, 71% teachers)**
 - **Having formal leadership teams in school and relying on their expertise for decisions and/or advisory purposes (64% of principals, 33% of teachers, $p < .001$)**
 - ****Teachers** Communicating to teaching staff how the principal intends to manage and involve others (4% principals, 36% teachers)**

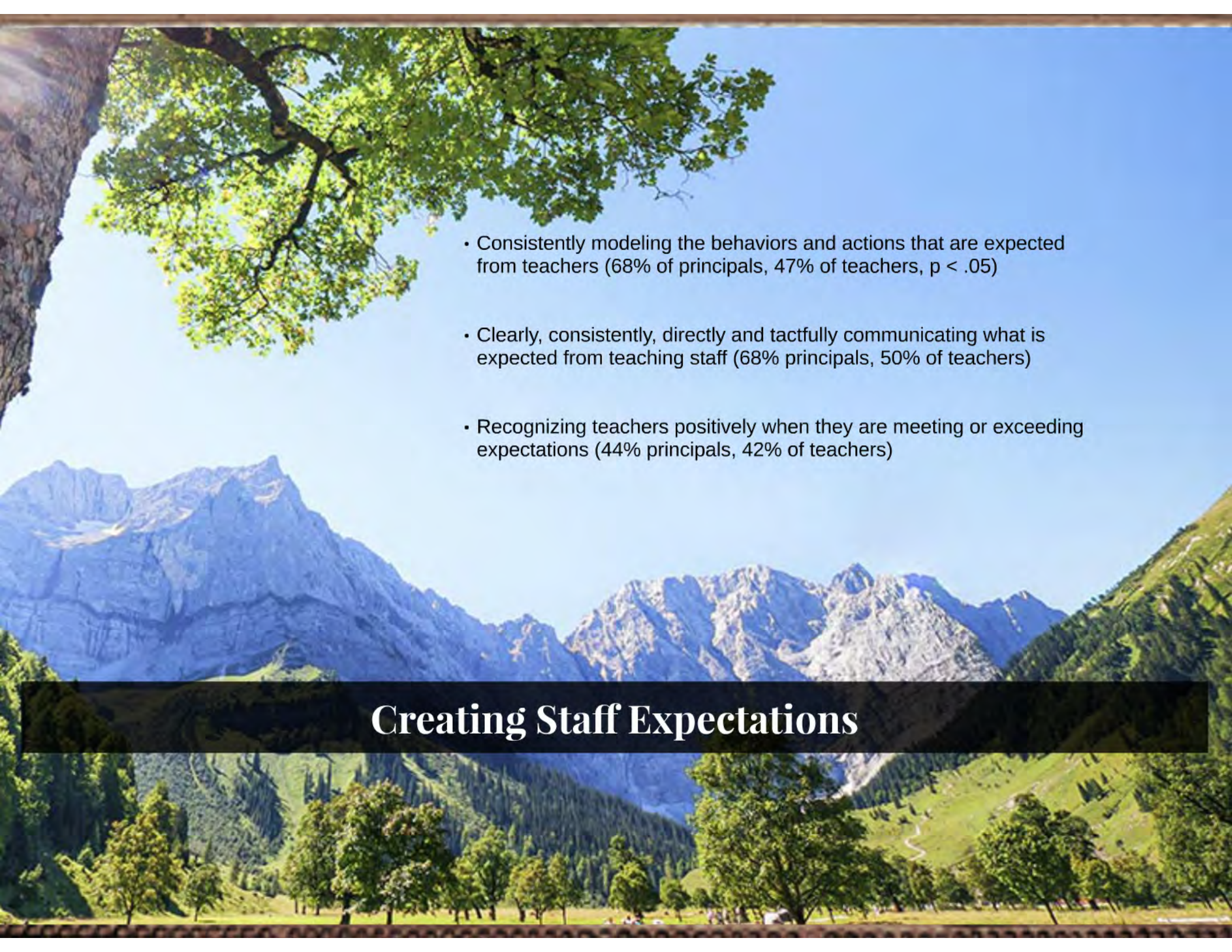
Shared Leadership

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- **Trusting teachers to make informed instructional decisions (52% principals, 27% teachers, $p < .01$)**
 - **Encouraging and allocating time for professional learning communities (69% principals, 44% teachers, $p < .01$)**
 - ****Teachers** Allowing teachers the freedom to teach in ways that they feel are most effective (0% of principals, 45% teachers - qualitative data reflection)**


Professional Autonomy

- 
- Taking time to listen to teachers' concerns and work to problem solve with teacher regarding these concerns (84% principals, 60% teachers)
 - Developing and implementing a school wide behavior/ discipline program (56% principals, 41% teachers)
 - Ensuring an orderly and safe environment conducive to learning (40% principals, 41% teachers)
 - ****Principals**** Being visible in the hallways, teachers' classroom and school activities (64% of principals, 22% of teachers, $p < .01$)
 - ****Teachers**** Supporting teachers' discipline strategies (0% of principals, 36% of teachers)

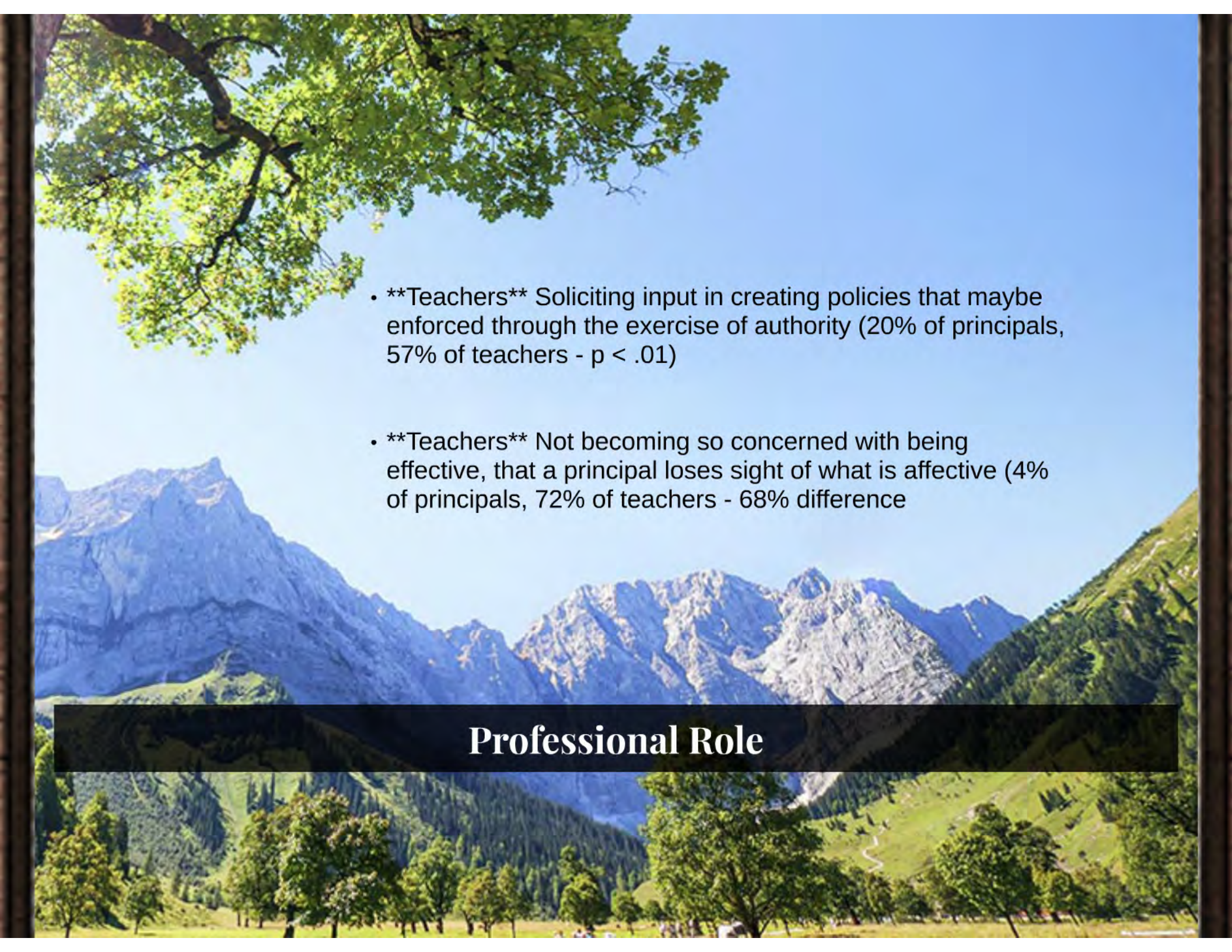
**"Leading by Standing Behind"
Supporting Staff**

- 
- Consistently modeling the behaviors and actions that are expected from teachers (68% of principals, 47% of teachers, $p < .05$)
 - Clearly, consistently, directly and tactfully communicating what is expected from teaching staff (68% principals, 50% of teachers)
 - Recognizing teachers positively when they are meeting or exceeding expectations (44% principals, 42% of teachers)

Creating Staff Expectations

- 
- Being open and honest and providing immediate feedback when communicating with teaching staff (84% principals, 64% of teachers)
 - Providing clear, consistent, direct and tactful communication with teaching staff (48% principals, 59% teachers)
 - Encouraging teachers and teaching staff to have informal drop-in meetings (52% principals, 32% teachers - $p < .05$)

Communication

- 
- **Teachers** Soliciting input in creating policies that maybe enforced through the exercise of authority (20% of principals, 57% of teachers - $p < .01$)
 - **Teachers** Not becoming so concerned with being effective, that a principal loses sight of what is affective (4% of principals, 72% of teachers - 68% difference)

Professional Role

Principals' perceptions - multiple analysis were run and no significant differences were found

Teachers' perceptions - differences were found in three areas:

- *Male teachers (M=7.99) were more satisfied than female teachers (M=7.66, $p < .05$)*
- *Teachers age 56 plus (M=8.41, $p < .008$) more satisfied than teachers age 25-55*
- *Suburban teachers (M=7.82) more satisfied compared to their out-state teachers (M=7.43, $p < .024$) **Metro teachers (M=7.96)*

****Teachers were more satisfied (M=7.68) than their principals perceived them to be (M=7.20, $p = .015$)*