THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION OF THE HEAD TEACHER'S LEADERSHIP STYLE AND TEACHERS' JOB SATISFACTION AT AN INTERNATIONAL SCHOOL IN BANGKOK

Stephen Dampier[1]

Jerome Banks[2]

Abstract: The purpose of this study was to examine the relationship between the teachers' perception of the Head Teacher's leadership style and the teachers' job satisfaction at a selected International School in Bangkok, Thailand. The researcher conducted a quantitative study to answer the research questions and test the research hypothesis; there is a significant relationship between the teachers' perception of the Head Teacher's leadership style and job satisfaction. The results indicated the teachers' did not perceive the Head Teacher to use a transformational leadership style. The teachers showed they were neither satisfied nor dissatisfied. Finally, the analysis indicated that there was no significant relationship between the teachers' perception of the Head Teacher's leadership style and their level of job satisfaction. The researcher recommended that the Head Teacher should act more as a mentor or a coach to the teaching staff. Also a more collaborative culture should be fostered amongst staff.

Keywords: Transformational leadership style, Job satisfaction, Teachers' perception

Introduction

A leader's behavior can have massive effects on job satisfaction. In positive ways such as showing humility, giving credit, forgiving mistakes and empowering followers a leader can improve job satisfaction. Akdol & Arikboga (2015) stated that an absence of these attributes could have a negative impact upon job satisfaction.

Teaching itself can be a stressful job and is full of challenges (Mohan, 2007). The researcher's experience in working in schools as a teacher and in management positions understands that satisfied teachers will deliver excellent performance. From this experience, the researcher has observed that many factors contribute towards a teacher's job satisfaction, including workload, working environment, rewards system and the leader. Job satisfaction is a factor that greatly influences the success of any organization, whether that is a school or bank. Although there a number of factors that contribute to organizational performance, job satisfaction has been shown to have a significant influence upon this (Bakotić, 2016). Organizational performance depends greatly on job satisfaction.

Working within an International School brings with it a unique set of problems. Simply by its nature, an International School is often outside of a teacher's home country. The context of an international school is one of cultural differences and these cultural differences are the cornerstone of all international schools (Walker, 1997). This means a teacher working within an International School will have to adjust to a new environment, this can cause varying levels of job satisfaction. It has been suggested that job satisfaction is heavily linked to teacher retention (Shann, 1998). Teacher retention is often a problem within International Schools; the fact that working in an International School means that teachers are often living away from their home country can be seen as one reason for low levels of retention.

Job satisfaction is often a cause for teachers wanting to leave and can be heightened if they are outside of their home country.

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[1] M.Ed Candidate, Master of Education in Educational Administration, Assumption University, Thailand
   stephendampier82@gmail.com
[2] Ph.D., Instructor, Graduate School of Human Sciences, Assumption University, Thailand
   jerome.b@isb.ac.th

As the researcher is a teacher at this selected International School, he would wanted to determine the reason why the school has struggled to retain teachers since many have resigned and moved onto new schools in the last four years. The researcher has worked at the selected International School for four years and in each year a number of teachers has resigned. In the last two 12 teachers have left, because of this retention rate the researcher wants to investigate this and determine what could be causing this.

The researcher has observed the Head Teacher demonstrate a number of different behaviours and it is the intention of the researcher to identify the perception of his leadership style from the teaching staff at the selected International School. Leadership issues can be defined as inadequate support from leadership, little to no involvement in decision-making, unfair decision making and a lack of transparency (Ingersoll, 2003). One suggestion is leadership style is directly linked to job satisfaction and job satisfaction levels can lead to high or low levels of job retention. The reasons teachers often cite for leaving a job is retirement, to find a new job or dissatisfaction with their current job. The reasons can include salaries, student discipline issues, and leadership issues.

Leaders today work in a multifaceted environment, dealing with complex challenges daily. This can often be complicated and unpredictable and it is their job to lead the school in spite of these challenges. Alongside this, head teachers also have to make sure that their teachers and other members of staff are motivated with sufficient levels of job satisfaction to achieve the vision and goals set out by the leader (Marshall, 2014). This is accentuated in many cases because some teachers and principals have not had enough professional development in how to deal with these challenges (Dinham & Scott, 2000).

Research Objectives
The research objectives were as follows:
1. To identify to what degree do the teachers' perceive the Head Teacher to use transformational leadership style.
2. To identify the level of job satisfaction at the selected international school.
3. To determine the relationship between teachers' perception towards the Head Teacher's leadership style and job satisfaction.

Literature Review

Leadership
There is a vast amount of literature that discusses what the nature of leadership is and what defines good leadership. The concept of what leadership is has been discussed widely in literature and is necessary for this researcher to define leadership before exploring leadership theories used in this research. Yukl (2006) argued that leadership is a process and one part of that process is to influence others towards achieving collective goals. The leader sets the goals, and then goes about getting people to understand them and decide what needs to be done and how they can accomplish them. This process of facilitating efforts to achieve these goals is what leadership is (Yukl, 2006).

Leadership style
Leadership theories, including trait, behavior, contingency and power, explain why some leaders succeed and others fail. Trait theories identify the qualities associated with successful leaders, such as integrity, assertiveness and empathy, while behavioral theories define how leaders function. In the 1930s, Kurt Lewin described three types of behavior: autocratic, democratic and laissez-faire. Other theories, known as contingency theories, try to predict which leadership style works best in which situation, while power theories examine how influence impacts successful leadership (Goleman, 2011).

Transformational Leadership
Burns (1978) identified transformational leadership as one of two types of leadership (the other being transactional) and later Bass (1985) developed the concept of transformational leadership further. Bass (1985) described this style using four factors, intellectual stimulation, individualized consideration,

individualized motivation and idealized influence. These concepts were developed further; Avolio & Bass (2000) broke transformational leadership into five factors, idealized influence, idealized behaviours, inspirational motivation, intellectual stimulation and 201otmail201ed201zed consideration.

Transformational leadership can be seen as a way of raising levels of motivation. Burns (1978) alleged that the engagement of one person or a group of people, a leader can influence followers in such a way that higher levels of motivation, attainment and satisfaction are achieved; this is what the essence of transformational leadership consists of.

Transactional Leadership
Burns (1978) not only identified transformational leadership as one particular style of leadership but also transactional leadership. Transactional leadership involves leaders giving followers something they want, this would be in exchange for something the leaders want. Transactional leadership can thus be seen as an exchange of something valued. Kuhnert & Lewis (1987) state that a transactional leader should be the person in this exchange that makes the first contact and takes the initiative.

Transactional leadership involves a system of rewards and sanctions. For transactional leadership to work there must be some acknowledgment and rewards for goals being achieved. Followers will generally follow if this relationship is developed and successful transactional leaders will recognize this (Kellerman, 1984). Empirical evidence suggests that transactional leadership works within some workplace settings (Bass & Riggio, 2006).

Transactional leadership has been broken into four characteristics: contingent reward, management by exception passive and active and finally laissez-faire. Brymer & Gray (2006) asserted that contingent reward is an exchange between the follower and the leader, which involves rewards based upon performance. This usually involves the satisfactory completion of a task or tasks.

Situational Leadership
This style of leadership is specific to the situation being exercised. Typically this style will involve a more autocratic or participative approach. The leader will typically pick the style depending on the situation (Bolden, Gosling, Marturano & Denisison, 2003). This theory is different to transformational leadership and transactional leadership. This is because rather than focusing on a specific trait, situational leadership proposes that effective leadership needs a leader that fundamentally understands the situation and the appropriate response (Grint, 2011).

This model is broken down into two main characteristics, directive behavior and supportive behavior. Bolden et al. (2003), asserted that directive behavior could be defined as one-way communication, clearly defined roles and close supervision of performance. Supportive behavior on the other hand requires two-way communication and facilitating the followers in decision-making.

Job Satisfaction
The famous Greek teacher and philosopher, Aristotle once said "pleasure in the job puts perfection in the work" this was said nearly 2,500 years ago and still sounds as wise now as it did then. Tillman and Tillman (2008) described job satisfaction as simply a measure of how an individual feels about their job. This can be in relation to pay, working conditions, and management amongst other possible factors.
There are many features of work that cause employees to become dissatisfied, also elements that if done poorly or in the wrong way will also lead to dissatisfaction. Christensen (2012) discussed certain factors that could be grouped as hygiene factors. These are things such as status, pay, job security, working conditions, company policies and supervisors.

Herzberg et al. (1959) pioneered this idea that job satisfaction can be explained in different factors. His two-factor theory suggested that there are different factors found within jobs that can lead to satisfaction and dissatisfaction. From interviewing a group of engineers he discovered that the factors that contribute towards job satisfaction can be described as motivation factors and hygiene factors. Motivation factors include such variables as achievement, recognition, and responsibilities that contribute towards motivation amongst employees. However, hygiene factors such as status, working conditions, company policies,

supervision and job security did not directly link to job satisfaction or motivation, but they did produce positive working condition and an absence of these hygiene factors could lead to dissatisfaction (Herzberg et al., 1959).

The two-factor theory includes variables that motivate individuals towards job satisfaction. A different of variables within the job also leads towards job dissatisfaction. Extrinsic hygiene factors lead to job dissatisfaction and intrinsic motivators are factors that lead to job satisfaction (Herzberg, 1974). Prior to Herzberg (1959) there was other influential work in relation to job satisfaction. Maslow (1954) investigated job satisfaction first by theorizing about an individual's hierarchy of needs and then developed this further in 1970. He classified an individual's need into five categories from low priority to high priority. As an individual advances through these needs they reach higher levels of fulfillment and satisfaction.

Conceptual Framework

This study intended to determine the teachers' perception of the Head Teacher's leadership style and the level of the teachers' job satisfaction. The researcher's intention was to determine whether there was a relationship between these two variables. This has been abstracted in the conceptual framework shown in figure 1. The box on the left framework shows the Head Teacher's leadership style as transformational, using the MLQ (Avolio & Bass, 1995). On the right side of the framework shows teachers' job satisfaction as a set of nine variables based on the MSQ instrument (Weiss, Dawis, England & Lofquist, 1967).
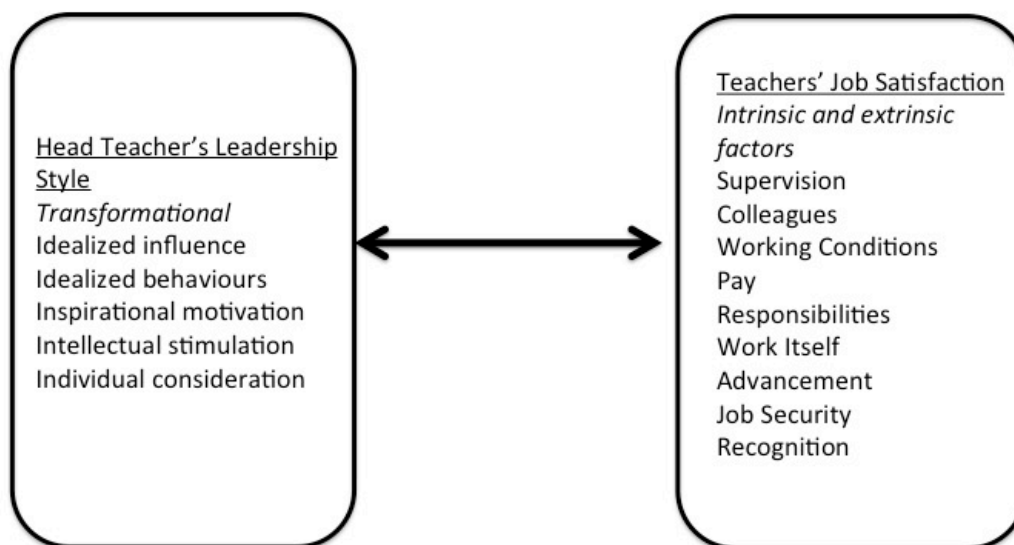

Figure 1. Conceptual Framework

Research Instrument

Quantitative methods were used to conduct this study. To measure the research objectives this researcher used a questionnaire to gather the data required for the study. The research instrument was created in English language because the school is an International School where all teachers have a high proficiency in English. The first part gathers some basic demographic information such as gender, age and education level.

The second part was an adopted questionnaire, the Multifactor Leadership Questionnaire (MLQ). The questionnaire was adopted from Avolio and Bass (1995). This questionnaire was originally designed for leaders to determine their leadership style as, transformational or transactional. For the purpose of this study, the wording has been changed slightly; it was also reduced from 45 items to 20 items to include items that only cover transformational leadership style. This is because it is to be used to determine the

teachers' perception of the Head Teacher's leadership style and the degree to which the teachers' perceive the Head Teacher to use a transformational leadership style

The third part of the questionnaire uses questions from the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967). This instrument was used to measure the level of job satisfaction amongst the teachers at the selected International School.

The MLQ questionnaire was an instrument developed by Bass & Avolio (1995). They set out to identify and measure leadership behaviours shown in previous studies to have been associated with individual and organisation success. The MLQ has been developed and validated for over twenty years (Roswold, 2008). It is viewed as the standard instrument for measuring transformational leadership (Judge & Piccolo, 2004). The adopted MLQ for this study consists of 20 items and the questions use a Likert scale from 1 to 5, see the table below.

Table 1: Score and Interpretation for Items on MLQ.

Teachers' Perception of Head Teacher's Leadership Style	Score	Range	Interpretation
Frequently	5	4.51 – 5.00	Very High
Fairly Often	4	3.51 – 4.50	High
Sometimes	3	2.51 – 3.50	Moderate
Once in a while	2	1.51 – 2.50	Low
Not at all	1	1.00 – 1.50	Very Low

The Minnesota Satisfaction Questionnaire (MSQ) was the instrument used in this research to measure the level of teacher's satisfaction at the selected International School. The short-form version of the MSQ was designed to measure the level of satisfaction an employee has with his or her job (Weiss et al., 1967). The MSQ consists of 20 items and the questions use a Likert scale from 1 to 5, see the table below.

Table 2: Score and Interpretation for Items on MSQ.

Teachers' Level of Job Satisfaction	Score	Range	Interpretation
Very Satisfied	5	4.51 – 5.00	Very High
Satisfied	4	3.51 – 4.50	High
Neutral	3	2.51 – 3.50	Moderate
Dissatisfied	2	1.51 – 2.50	Low
Very Dissatisfied	1	1.00 – 1.50	Very Low

Reliability

The researcher tested the reliability of the two instruments used in this study. The researcher did Cronbach Alpha reliability analysis of the instruments. The results are shown on table 3.

Table 3: Reliability Statistics

Instrument	Cronbach's Alpha	N of items
MLQ	.967	20
MSQ	.713	20

Collection of Data

The researcher distributed the paper questionnaires individually to every member of the staff in the population. The researcher distributed the paper questionnaires to each member of the staff during a staff meeting. The researcher is a member of the management team and holds a meeting weekly with staff.

During this meeting the questionnaire was distributed and they completed in their own time. The

completed questionnaire was returned anonymously by envelope. This study was conducted in January 2018, thus the questionnaires were distributed in January 2018 and questionnaires were returned over a two-week period. All questionnaires were returned with a 100 percent valid return rate.

Findings

Demographic Results of the Participants

Out of the 55 participants 36 were male making up 65% of the total compared to only 19 females at 35%. The largest age demographic is 20-29 with a frequency of 17 participants that makes up 31% of the total population. The lowest frequency was that of the 60+ demographic, only 5 of the participants were in this demographic making up only 9% of the total population.

In terms of teaching experience 0-5 years and 6-10 years had the largest frequency with 17 each, this equates to 31% of the total population.

The lowest frequency was the 11-15 years range with 10 participants equating to 18% of the total population.

Finally, for the years of teaching at the selected International School the results show that the largest range is 0-3 years with 30 participants equating to well over half of the total population of teachers at 55%. The lowest range is 7 and above years with only 8 participants equating to 15% of the total population of teachers.

Findings for Research Objective One

Table 4: Mean for Transformational Leadership Style (N-55)

	Mean	SD	Interpretation
Transformational	1.89	0.58	Low

Table 4 shows to what degree the teachers perceive the Head Teacher to use a transformational leadership style. Transformational leadership has a mean of 1.89, which is interpreted as low on the interpretation scale.

From these results the teachers do not perceive the Head Teacher to be transformational. A more detailed look into the five variables of the leadership styles was conducted to obtain a more specific look into the teachers' perception of the Head Teacher's leadership style. The results are in the tables 5-9.

Table 5: Means for Teachers' Perception to Idealised Attributes (N = 55)

Item	Mean	SD	Interpretation
Instills pride in me for being associated with him/her	1.49	0.76	Very Low
Goes beyond self-interest for the good of the group	2.05	0.62	Low
Acts in ways that builds my respect	1.95	0.73	Low
Displays a sense of power and confidence	2.07	0.74	Low
Total	1.00	0.71	Very low

Table 6: Means for Teachers' Perception to Idealised Behavior (N = 55)

Item	Mean	SD	Interpretation
Talks about their most important values and beliefs	1.67	0.79	Low
Specifies the importance of having a	2.00	0.69	Low

strong sense of purpose			
Considers the moral and ethical consequences of decisions	1.82	0.74	Low
Emphasizes the importance of having a collective sense of mission	2.05	0.65	Low
Total	1.88	0.72	Low

Table 7: Means for Teachers' Perception to Inspirational Motivation (N = 55)

Item	Mean	SD	Interpretation
Talks optimistically about the future	2.02	0.59	Low
Talks enthusiastically about what needs to be accomplished	2.15	0.70	Low
Articulates a compelling vision of the future	1.42	0.73	Low
Expresses confidence that goals will be achieved	2.18	0.90	Low
Total	1.94	0.73	Low

Table 8: Means for Teachers' Perception to Intellectual Stimulation (N = 55)

Item	Mean	SD	Interpretation
Re-examines critical assumptions to questions whether they are appropriate	1.96	0.71	Low
Seeks differing perspectives when solving problems	1.96	0.79	Low
Gets me to look at problems from many different angles	1.98	0.73	Low
Suggests new ways of looking at how to complete assignments	1.98	0.73	Low
Total	1.97	0.74	Low

Table 9: Means for Teachers' Perception to Individualised Consideration (N = 55)

Item	Mean	SD	Interpretation
Spends time teaching and coaching	1.58	0.80	Low
Treats me as an individual rather than just as a member of a group	2.00	0.60	Low
Considers me as having different needs, abilities, and aspirations from others	1.91	0.94	Low
Helps me to develop my strengths	1.55	0.87	Low
Total	1.76	0.81	Low

In table 5 the overall teachers' perception of the Head Teacher's idealized attributes was interpreted as very low on the interpretation scale. One item in particular on table 5, 'Instills pride in me for being associated with him' was interpreted as very low with a mean of 1.49. In tables 6 to 9 the total mean of the other four variables were interpreted as low on the interpretation scale.

Findings for Research Objective Two

Table 10: Job Satisfaction Mean (N-55)

	Mean	SD	Interpretation
Overall job satisfaction	2.91	0.35	Moderate

       A descriptive analysis of the teachers' level of job satisfaction is shown in table (10). The means score is 2.91which according to the interpretation table (2), is moderate. Below is a table of the specific breakdown of job satisfaction means in relation to the intrinsic and extrinsic factors.

Table 11: Descriptive Results of Intrinsic and Extrinsic Job Satisfaction

	Mean	SD	Interpretation
Intrinsic Satisfaction	3.12	0.96	Moderate
Being able to keep busy all the time	3.89	0.91	High
The chance to work alone on the job	3.91	0.86	High
The chance to do things different from time to time	3.73	1.06	High
The chance to be 'somebody' in the school	2.67	1.05	Moderate
Being able to do things that go against my conscience	2.69	0.54	Moderate
The chance to do things for other people	3.55	0.93	High
The chance to tell people what to do	2.49	0.94	Low
The chance to do something that makes use of my abilities	2.64	1.25	Moderate
The chances for advancement on this job	1.96	0.86	Low
The freedom to use my own judgement	3.47	0.97	Moderate
The chance to try my own methods of doing the job	4.15	1.12	High
The praise I get for doing a good job	2.22	0.89	Low
The feeling of accomplishment I get from the job	3.27	1.04	Moderate
Extrinsic satisfaction	2.51	0.91	Moderate
The way my Head Teacher handles his/her teachers	1.96	0.81	Low
The competence in my line manager in making decisions	1.98	0.82	Low
The way my job provides for steady employment	3.00	0.96	Moderate
The way company polices are put into practice	2.45	0.99	Low
My pay and the amount of work I do	1.89	0.83	Low
The working conditions	3.25	0.82	Moderate
The way my co-workers get along with each other	3.04	1.12	Moderate
All Satisfaction	2.91	0.35	Moderate

The lowest item in table (11) is 'My pay and the amount of work I do in the school' with a mean of 1.89 whereas the highest item is 'The chance to try my own methods of doing the job' with a mean of 4.25.
Findings for Research Objective Three

Table 12: Results of Pearson Correlation Analysis.

	Job Satisfaction	
	Pearson Correlation	Sig.
Transformational leadership	0.206	1.31

Table 13 shows the Pearson correlation statistical analysis used to answer research question 3. The results show there is no significant relationship between the teachers' perception of Head Teacher's leadership style and job satisfaction. The analysis shows the P-Value (0.206) is more than .05. This means that if the

P-Value is greater than 0.05 the hypothesis must be rejected. In statistical analysis an alpha of 0.05 is used as the significance cutoff.

Discussion

Overall, the teachers did not view the Head Teacher at the selected International School as transformational. This is not to say that transformational leadership style is the only way a school can achieve success. Holdford (2003) discussed that the success of interactions between leaders and their subordinates are important factors that indicate success in an organisation. However, as he also discussed leadership styles vary from one organisation to another and no two leaders will control or lead their organisations in the same way.

As the researcher has shown in the findings the teachers' are neutral in their levels of job satisfaction. Various research points to transformational leadership having a positive effects on things such as motivation and better results. However as Hersey & Blanchard (1969) identified with the situational model of leadership, the level of support the leader will give to their subordinates is dependent on their level of maturity. This could be one explanation as to why the teachers' at the selected International School did not exhibit low levels of job satisfaction despite the leader not showing any traits of transformational leadership style. The Head Teacher at the selected International School may have identified which style is appropriate for the teachers at the school.

Idealised attributes according to the findings in this study was the lowest total means score amongst all of the five facets of transformational leadership style. A leader that exhibits transformational leadership qualities acts in way that builds respect and focuses on how leaders can impress their behavior onto their followers (Bass & Riggio, 2006). In the findings the researcher noted that one of the lowest scoring items in the job satisfaction survey was the item 'the way my Head Teacher interacts with his teachers'. The researcher can infer that if the Head Teacher had acted in such a way to build respect amongst the teachers then this would not have scored so low.

Yukl (2006) suggested that certain people make natural leaders. He further asserted that certain personality traits are 207otmail207ed when in a positions of power and if an individual has these then they will make a natural leader. This would suggest that the Head Teacher may never be a natural leader but maybe more suited to an administrative leadership role that does not require transformational qualities. However, leadership like anything it's a craft that has to be developed, learnt and refined over time. Like any role in life it can be improved upon (Northouse, 2010). This would counter Yukl's (2006) assertion that certain people just make natural leaders.

To identify the teachers' level of job satisfaction at the selected International School the researcher used a questionnaire with twenty items covering intrinsic and extrinsic factors of job satisfaction.

Job satisfaction is simply a measure of an employee's level of their satisfaction with their work and conditions. A measure of how they feel about their job. This can be in relation to pay, management, and environment; amongst numerous other factors (Tillman and Tillman, 2008).

The findings have shown a range in different interpretations amongst the items in the job satisfaction questionnaire. Overall, job satisfaction was interpreted, as neutral, meaning staffs are neither satisfied nor dissatisfied with their job. The same can be said for intrinsic and extrinsic factors both interpreted as neutral.

Looking at the analysis of the scores amongst the different items on the questionnaire there is nothing that can be interpreted as very high or very low, the ranges going from high, moderate, to low. The item that scored the highest on the questionnaire was 'the chance to try my own methods of doing the job'. Any employee in any organisation that can be creative and try things for themselves will feel more satisfied. Maslow (1954) when creating his 'Hierarchy of Needs' places creativity at level 5 on his hierarchy. The chances to try new things, work independently and have a feeling of responsibility are naturally things that teachers can enjoy in their own classroom. These are the factors that scored high on the questionnaire. For staff to be creative, having the chance to do things differently and keeping busy is linked to high levels of job satisfaction (Borgetti, 2001).

Working with good people can also have a positive impact upon levels of job satisfaction. This was interpreted as high meaning the teachers at the International School are satisfied they get the chance to do things for other people. Borgatti (2001) asserted that having supportive relationships with co-workers and the chance to help people in the workplace create a sense of belonging leading to higher levels of satisfaction.

One particular item, which scored low, was how company policies were implemented in the School. The researcher can infer that this means that company polices are often not implemented in a satisfactory manner and possibly not in a transparent way. Bandura (1977) explained that transparency and a more open system could also lead to enhance levels of job satisfaction and efficacy amongst staff.

Recommendations

This study was the first of its kind at the selected International School. The study was built around transformational style. The researcher believes this study contribute to continuously developing international schools. There are many related pieces of research, that have indicated that transformational leadership has a positive effect on teachers' level of job satisfaction whereas elements of transactional leadership, such passive leadership styles can have a detrimental effect upon levels of job satisfaction amongst teachers. Even though this study has not shown a significant relationship between the Head Teacher's leadership style and job satisfaction, the levels of job satisfaction was neutral. It is the belief of this researcher that if the Head Teacher developed a more transformational leadership style it could increase levels of motivation or if he did employ a transformational style then the results could be different. This researcher believes that exhibiting more transformational qualities would do no harm and may lead to better productivity.

It is possible that the Head Teacher at the selected International School does not have transformational characteristics and may never have these characteristics because it does not come naturally for him. As previously discussed, many pieces of previous research have discussed the notion that leadership qualities can be developed over time. It would be the recommendation of this researcher that the current Head Teacher at the selected International School look to develop some of the traits associated with transformational leadership, either through professional development or by observing others.

The Head Teacher could develop transformational qualities. Some of the things he should focus on include spending more time acting as a coach or a mentor, if time is an issue then take a more keen interest in the teachers' professional development and allowing time and resources for this. This is supported by the findings where two of the lowest scoring items in the job satisfaction questionnaire are the chances for advancement on the job' and 'the way my Head Teacher interacts with his teachers'. By spending his time coaching or acting as a mentor this could help remedy this and improve levels of satisfaction.

The Head Teacher or administrators could foster a more collaborative culture within the school where teachers are given time to work together. This was highlighted as positive on the job satisfaction questionnaire. The teachers at the selected International School felt satisfied with being able to help other members on staff. This researcher would recommend encouraging this further by getting departments to work together on cross-curricular activities and providing the teachers with time to work together on projects.

One of the lowest scoring items in the job satisfaction questionnaire was 'the competence in my line manager making decisions.' Allowing all teaching staff to make contributions in the decision making process, through the use of focus groups would be something that could help shift some of the decision making away from management or at least be a more transparent system. This could in turn help increase levels of job satisfaction amongst teachers at the selected International School.

'The way company polices are put into practice' was a low scoring item on the job satisfaction questionnaire. Based upon the direct experience of the researcher working at the selected International School the researcher would recommend reviewing the process for introducing new policies, because teachers are not involved in any process and the system is not transparent. Transparency is important within any organization and this could lead to enhanced levels of job satisfaction.

Another low scoring item in the job satisfaction survey was 'the amount of praise I get'. The Head Teacher could demonstrate the behaviours expected from the teachers. Incidentally this also scored very low on the leadership questionnaire. One-way to help correct this would be to take the opportunity to praise individuals and teams when appropriate.

This research will be able to provide empirical evidence to the administrators at the selected International School that could be used to help improve levels of job satisfaction. Progression for a developing International School could be seen as having satisfied staff. Satisfied staff will in turn be more likely to stay beyond their initial contract and thus create a sustained teaching body that can help the school develop.

The lowest mean score in relation to job satisfaction was the item 'my pay and the amount of work I do' clearly the results indicate this has an effect on teachers' levels of job satisfaction. It would be too easy to simply say give the teachers more money because this does not always equate to happiness. The recommendation would be to have clear salary structures, transparency and possibly performance related pay. From working at the selected International School this researcher is not clear who gets what and how they can advance, this links with another item that scored low on the job satisfaction questionnaire, 'the chances for advancement on this job'.

The results of this research give a number of opportunities for related research into this field of study. Certainly other international schools in Bangkok could conduct similar research and the research could be expanded to include a number of international schools in one study. These future studies could give a more defined study into the perception of Principals' and Head Teachers' leadership styles possibly by including more leadership styles such as situational leadership style. Alternatively a study could be conducted focusing on one other leadership style such as transactional leadership. The study could investigate whether there is any significant relationship between this particular leadership style and job satisfaction.

In terms of job satisfaction this is always an issue that will be monitored and studied in any organization not just international schools. Future research could address other variables such as workloads, relationship with colleagues, organizational climate, pay or company policies to see if they have a relationship with teachers' level of job satisfaction in schools.

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