Leadership behaviors of school principals in relation to teacher job satisfaction in north Cyprus

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Abstract
This study determines leadership behaviors of public school principals as perceived by public school teachers in relation to teacher job satisfaction in Northern Cyprus. Teachers’ perceptions of their school principals’ leadership behavior was measured by the Leadership Behavior Description Questionnaire (LBDQ). Teachers’ expressed job satisfaction level was measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales (MCMJSS). A Linear Regression analysis proved a significantly positive relationship between school principals’ perceived ‘consideration’ behavior and teachers’ expressed job satisfaction. However, there was no significant relationship between school principals’ perceived ‘initiation of structure’ behavior and expressed teachers job satisfaction levels.

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Keywords: School Principals; leadership; behavior; ‘consideration’; ‘initiation of structure’; job satisfaction.

1. Introduction
The concept of leadership dates back 5000 years to Egyptian hieroglyphics in which the words (seshemu) “leader” and (seshement) “leadership” are used (Bass, 1990). For a long time leaders were thought to be privileged men born to be leaders shaping history through the vision of their intellect, the beauty of their art, the prowess of their leadership, and, most important, their divine inspiration. This was the assumption behind ‘The Great Man Theory’ (Burns, 1978).

The human relations approach to leadership, which was developed after Mayo’s studies (1933) views leadership as an interactional phenomenon depending on the interrelation of the group members pursuing common goals of the
organization (Murphy, 1941; Stogdill, 1948). Hence, with a humanistic perspective, leadership is defined in terms of status, interaction, perceptions, and behavior of individuals in relation to other members within an organized group.

As a result of leadership studies in the mid 1950s, at the Ohio State University, The Leadership Behavior Description Questionnaire (LBDQ) was developed to measure leaders’ ‘‘consideration’’ and ‘‘initiation of structure’’ behaviors (Shartle, 1950; Fleishman, Harris, & Burtt, 1955; Halpin, 1959,1966); the term ‘‘consideration’’ describing the extent to which a leader exhibits concern for the welfare of other members of the group; and ‘‘initiation of structure’’ showing the extent to which a leader initiates an activity in the group, organizes it and defines how the work is to be done.

According to scholars working in the field (Halpin, 1966; Stogdill & Coons, 1957), for effective leadership ‘‘consideration’’ and ‘‘initiation of structure’’ behaviors go hand in hand. According to Maslow (1954), an administrator’s job is to provide possibilities for the satisfaction of employees’ needs that also support achievement of organizational goals, and to remove impediments blocking need satisfaction, and creating frustration, negative attitudes, or dysfunctional behavior.

In the case of school management, Maslow’s suggestion was supported by Drysdale, Ford, Gurr, & Swann (2003). They state that successful school leaders, who are achievement oriented, support all members of the school community, provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community. Lunenburg and Ornstein (2000) list seven action imperatives to help schools become learning organizations three of them, which are relevant to this study, are indispensible elements of ‘‘consideration’’ behavior: promoting inquiry and dialogue; encouraging collaboration and team learning; and empowering people toward a collective vision.

Gardner (1986) names the person demonstrating both ‘‘consideration’’ and ‘‘initiation of structure’’ behavior as the ‘‘leader-manager’’ and sums the ‘‘leader-manager’s’’ tasks as: (1) envisioning the group’s goals; (2) affirming values for the group; (3) motivating the members; (4) managing the work and the group; (5) achieving a workable unity among the members; (6) explaining what needs to be done; (7) serving as a symbol; (8) representing the group; and (9) renewing the group.

Throughout history, the dominant paradigm for the study of leadership has evolved from research on traits and situations to something more dynamic in terms of human relations, task analysis and contextual factors together with personally favored behaviors. Thus, studies on school leadership have shown that, in order to account fully for the definition of leadership, cognitive, behavioral and interactional (humanistic) explanations are needed. Thus, when school principalship is concerned, ‘‘task-oriented’’ and ‘‘relations-orientated’’ behavior (‘‘consideration’’ and ‘‘initiation of structure’’) might overlap and the school principal might need to exert both leadership and management behaviors resulting in effective leadership.

1.2 Leadership behavior and teacher job satisfaction

Job satisfaction is an amalgamation of intrinsic and extrinsic motivation. Research in the mid-twentieth century, on which this study is mainly based, has produced strong evidence that school administrators are effective factors on teachers’ extrinsic motivation and job satisfaction (Brown, 1967; Fast, 1964; Greenfield, 1968; Keeler & Andrews, 1963; Seeman, 1957). According to Fast (1964) ‘‘consideration’’ and ‘‘initiation of structure’’ behaviors of principals positively relate to teachers’ satisfaction. Stromberg (1967) obtained a significant relation between teachers’ morale and the attitudes of their principals towards ‘‘consideration’’ and ‘‘initiation of structure’’.

Lepper and Henderlong (2000) suggest that intrinsic motivation and extrinsic motivation operate simultaneously and are not necessarily reciprocal. Extrinsic motivation is affected by the way a leader behaves and can actually enhance intrinsic motivation. Similar studies in the field also show that there is a significant relationship between leader behavior, operating as extrinsic motivation and teacher job satisfaction (Fast, 1964; Brown, 1967; Stromberg, 1967; Andreas and Ilada Andreas, 1987; David, 1990; Fjelstad, 1990; Lunenberg and Ornstein, 2000; Allegre, 1994; Reyes and Shin, 1995; Bare-Oldham, 1998; John & Taylor, 1999).

1.3 Purpose of the study

Based on research done in various contexts, the present study focuses on leadership behaviors of school principals in relation to teacher job satisfaction in North Cyprus. It investigates the existence of a significant relationship between perceived leadership behaviors of school principals and expressed job satisfaction of the teachers.
The unique quality of this study lies in the fact that no such study has been done before in North Cyprus. It is expected to serve as a starting point for further study.

The study aims at involving teachers working in schools in all five districts of North Cyprus (Nicosia, Famagusta, Kyrenia, Güzelyurt, and Yeni Iskele). The idea is to collect comprehensive data to be able to comment on the leadership behaviors of school principals as perceived by the teachers, and the impact of leadership behaviors of school principals on teachers’ expressed job satisfaction. Findings from this study will provide evidence to make helpful recommendations for future practices.

Based on the review of literature, it is hypothesized that a significantly positive relationship will exist between principals’ perceived leadership behavior and expressed teacher job satisfaction (Brown, 1967; Stromberg, 1967; David, 1990; Fjelstad, 1990; John and Taylor, 1999; Reyes and Shin, 1995)

1.4 Research questions

1. What is the significantly perceived leadership behavior of public school principals by public school teachers in Northern Cyprus as measured by the Leader Behavior Description Questionnaire (LBDQ)?
2. What is the expressed job satisfaction level of public school teachers in Northern Cyprus as measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS)?
3. Is there a significant relationship between perceived leadership behaviors of school principals and expressed teacher job satisfaction in North Cyprus?

2. Method

The survey for the study was conducted in the 2002-2003 academic year in North Cyprus. The population of teachers working in public elementary and secondary schools in the 2002-2003 academic-year was around 2200, excluding part time teachers, as identified by the Ministry of National Education and Culture. One thousand seventy seven (1077) of these teachers worked in 87 public elementary schools and 1270 worked in public secondary schools. Three hundred and fifty-eight (358) teachers working in randomly selected twenty-one public elementary schools and 452 randomly selected teachers working in 26 (total number of secondary schools excluding technical-vocational schools) public secondary schools were sent the questionnaire packages. The return rate from the public elementary school teachers was 77% (274) and the return rate from the public secondary school teachers was 72% (325 - 134 from middle schools, grades 6 to 8; 121 from combined middle and high schools, grades 6 to 11; and 70 from high schools, grades 9 to 11). The public elementary school teachers who responded comprised 46%, and the public secondary school teachers responding comprised 54% of the total number of 599 respondents (n = 599).

Table 2.1 Total number of elementary schools, number of questionnaires sent, and number of questionnaires returned

<table>
<thead>
<tr>
<th>District</th>
<th>Total number of elementary schools</th>
<th>Number selected for the study</th>
<th>Number of questionnaires sent</th>
<th>Number of questionnaires returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicosia</td>
<td>24</td>
<td>4</td>
<td>94</td>
<td>57</td>
</tr>
<tr>
<td>Güzelyurt</td>
<td>12</td>
<td>4</td>
<td>72</td>
<td>51</td>
</tr>
<tr>
<td>Kyrenia</td>
<td>13</td>
<td>4</td>
<td>82</td>
<td>59</td>
</tr>
<tr>
<td>Famagusta</td>
<td>30</td>
<td>5</td>
<td>76</td>
<td>62</td>
</tr>
<tr>
<td>Yeni Iskele</td>
<td>14</td>
<td>4</td>
<td>61</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>21</td>
<td>385</td>
<td>274 (76.53%)</td>
</tr>
</tbody>
</table>
Table 2.2: Number of secondary schools, number of questionnaires sent, number of questionnaires returned

<table>
<thead>
<tr>
<th>District</th>
<th>Total Number of Secondary Schools</th>
<th>Number of questionnaires sent</th>
<th>Number of questionnaires returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicosia</td>
<td>10</td>
<td>168</td>
<td>121</td>
</tr>
<tr>
<td>Güzelyurt</td>
<td>4</td>
<td>74</td>
<td>41</td>
</tr>
<tr>
<td>Kyrenia</td>
<td>4</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>Famagusta</td>
<td>8</td>
<td>113</td>
<td>85</td>
</tr>
<tr>
<td>Yeni İskele</td>
<td>3</td>
<td>47</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>452</td>
<td>325 (72%)</td>
</tr>
</tbody>
</table>

The Leadership Behavior Description Questionnaire (LBDQ) was used to obtain data on public school teachers’ perception of their school principals’ leadership behavior. The instrument consisted of three sub-scales, 15 items measuring ‘consideration’, 15 items measuring ‘initiation of structure’ behaviors of school principals and 10 items measuring conditions for administration. The Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) instrument was used to determine public school teachers’ level of job satisfaction. The instrument contained four items measuring intrinsic motivation and four items measuring extrinsic motivation, which altogether measured teachers’ overall job satisfaction. The first statistical analysis to be performed was coefficient alpha to measure the reliability of the instruments. Although the instruments were proven to be reliable and have been used since the mid-twentieth century, reliability tests were needed for this study since the instruments were translated into Turkish, and were used in a different culture at a different span of time.

An internal consistency estimate was computed for both instruments and the alpha value for both ‘consideration’ and ‘initiating structure’ behaviors was .95. The value for total satisfaction was .90, for intrinsic motivation it was .86, and for extrinsic motivation it was calculated as .90. All of these values were above the cut off value of .70 suggested by Nunnally (1978).

The returned questionnaires were tabulated for frequencies of perceived leadership behaviors and expressed job satisfaction level scores. In order to answer research questions 1 and 2, statistical tests using Statistical Package for Social Sciences (SPSS) were performed to determine perceived leadership behaviors of public school principals and expressed job satisfaction levels of public school teachers in Northern Cyprus. The mean scores of the totals of the items related to ‘consideration’ and ‘initiation of structure’ behavior were compared to reveal the perceived leadership behaviors of public school principals and the mean score for job satisfaction was taken to determine the expressed job satisfaction levels of public school teachers in Northern Cyprus. A Linear Regression analysis was performed to test research question 3.

3. Findings

3.1 Perceived leadership behavior of school principals in North Cyprus

As Table 3.1.1 illustrates, public school principals in Northern Cyprus are considered to display high ‘consideration’ (M = 2.25; SD = .81) and high ‘initiation of structure’ (M = 2.10; SD = .72) behaviors.

As tested by Pearson’s Paired Sample t-Test, the correlation coefficient .783** between the two perceived behaviors demonstrates a very strong positive and significant correlation between the two perceived behaviors. Because of a positive mean difference, .15 points, to the advantage of perceived ‘consideration’ behavior, (t = 7.49 and p = 000, p < .01), it may be stated that school principals in Northern Cyprus are perceived to display ‘consideration’ behavior to a greater degree than ‘initiation of structure’ behavior (Table 3.1.2).
Table 3.1.1 Means and Standard Deviations of perceived leadership behaviors

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘CONSIDERATION’</td>
<td>2.25</td>
<td>.81</td>
</tr>
<tr>
<td>‘INITIATION OF STRUCTURE’</td>
<td>2.10</td>
<td>.72</td>
</tr>
</tbody>
</table>

Table 3.1.2 t-test results related to correlation between the two perceived leadership behaviors

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>Pearson Correlation</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘CONSIDERATION’ minus ‘INITIATION OF STRUCTURE’</td>
<td>.15</td>
<td>.51</td>
<td>7.49</td>
<td>.783**</td>
<td>.000</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).

3.2 Teachers’ expressed job satisfaction levels in North Cyprus

As the mean scores clearly indicate (Table 3.2.1), public school teachers in Northern Cyprus express high overall job satisfaction (M = 4.53; SD = 0.96); intrinsic motivation (M = 4.54, SD = 1.02) and extrinsic motivation (M = 4.52, SD = 1.15). All these scores are above the cut off point, which is 3.00 for each. As it can be seen in Table 3.2.2, overall job satisfaction, intrinsic motivation and extrinsic motivation are very highly positively correlated. There is a very highly significant positive correlation between overall job satisfaction and intrinsic motivation (.869**) and extrinsic motivation (.898**). There is also a very significant positive correlation between intrinsic and extrinsic motivation (.562**).

The compared mean score of .02 points to the advantage of intrinsic motivation, as tested by Pearson’s paired sample t-test (t = .578, p = .000 which is p< .01) (Table 3.2.3), indicates that expressed intrinsic motivation level of public school teachers in Northern Cyprus is significantly higher than their stated extrinsic motivation.

Table 3.2.1 Means and Standard Deviations of expressed job satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Job Satisfaction</td>
<td>4.53</td>
<td>.96</td>
</tr>
<tr>
<td>Intrinsic Motivation</td>
<td>4.54</td>
<td>1.02</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>4.52</td>
<td>1.15</td>
</tr>
</tbody>
</table>

Table 3.2.2 t-test results related to correlation between overall job satisfaction, intrinsic and extrinsic motivation

<table>
<thead>
<tr>
<th></th>
<th>Overall Job Satisfaction</th>
<th>Intrinsic Motivation</th>
<th>Extrinsic Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance</td>
<td>.00</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td>Overall Job Satisfaction</td>
<td>1.000</td>
<td>869**</td>
<td>.898**</td>
</tr>
<tr>
<td>Intrinsic Motivation</td>
<td>.869**</td>
<td>1.000</td>
<td>.562**</td>
</tr>
<tr>
<td>Extrinsic Motivation</td>
<td>.898**</td>
<td>.562**</td>
<td>1.000</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level
Table 3.3.3 Compared Means Scores of Expressed Intrinsic and Extrinsic Motivation by Pearson t-test.

<table>
<thead>
<tr>
<th>Intrinsic Motivation (minus) Extrinsic Motivation</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2</td>
<td>1.02</td>
<td>.578</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

3.3 Relationship between perceived leadership behaviors of school principals and expressed teacher job satisfaction

A multiple linear regression analysis was conducted to evaluate how well the school principals perceived leadership behaviors (‘consideration’ and ‘initiation of structure’) predicted state school teachers overall job satisfaction. ‘Consideration’ behavior and ‘initiation of structure’ behavior were the predictors, while overall teacher job satisfaction was the criterion variable. Table 3.3.1 is presented to indicate the relative strength of the individual predictors. The bivariate correlations between the perceived leadership behaviors (‘consideration’ and ‘initiation of structure’) of school principals and expressed overall teachers job satisfaction in North Cyprus were positive, as expected. The predictors (‘consideration’ and ‘initiation of structure’ behavior) together indicate a high direct relationship to expressed overall job satisfaction (R = .555, R² = .309, p < .01). Thus it can be stated that, when the other variable is controlled, 31% of the total variance related to ‘expressed teacher job satisfaction’ is explained in relation to perceived ‘consideration’ behavior of the state school principals.

The beta coefficients indicate that perceived ‘consideration’ behavior of state school principals makes a great contribution of the prediction of teachers expressed overall job satisfaction, however, ‘initiation of structure’ behavior of state school principals has no contribution to expressed teacher job satisfaction on its own. Therefore, if the predictors are to be relatively ordered in importance, it can be stated that perceived ‘consideration’ behavior of the public school principals is more important in predicting teachers’ expressed overall job satisfaction.

When significance of regression coefficients is considered, the only important variable in predicting teacher job satisfaction is ‘consideration’ behavior (t = 7.21, p < .01). ‘Initiation of structure’ behavior has no effect on predicting the overall teacher job satisfaction (t = -.434, p > .5). The relationship between teachers’ perceived ‘consideration’ behavior of the school principals may be said to be inverse because of the negative t = -.554 and the negative partial correlation score (r = -.23). As the histogram (fig. 3.3.1) reveals teachers’ expressed overall job satisfaction residual is scattered almost normally. Moreover, as shown in the Normal P-P plot of regression statistics there is a very strong direct positive relationship between the expected cumulative probability and the observed cumulative probability, the two almost match.

Table 3.3.1 Linear Regression analysis of perceived ‘consideration’ and ‘initiation of structure’ behavior and expressed overall teacher job satisfaction

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>Unstand. coefficients B</th>
<th>Std. Err</th>
<th>Stand. coefficients β</th>
<th>t</th>
<th>p</th>
<th>Zero order R</th>
<th>Partial r</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONSTANT (overall job satisfaction)</td>
<td>30.55</td>
<td>.593</td>
<td>-</td>
<td>51.48</td>
<td>.000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>‘CONSIDERATION’</td>
<td>.172</td>
<td>0.024</td>
<td>.597</td>
<td>7.208</td>
<td>000</td>
<td>.555</td>
<td>.309</td>
</tr>
<tr>
<td>‘INITIATION OF STRUCTURE’</td>
<td>-0.014</td>
<td>0.025</td>
<td>-0.046</td>
<td>-0.554</td>
<td>-55</td>
<td>-.498</td>
<td>-.23</td>
</tr>
</tbody>
</table>

R = .555, R² = .309
F(2,596)=132.95, p = 000
4. Conclusions and Recommendations

4.1 Conclusions

Literature has shown that in the field of leadership throughout history, personal traits, and consideration of others feelings, thoughts, needs and inspirations gain importance along side administrative and managerial skills. In relation to this, the following conclusions were drawn from the findings of the study.

1. Public school principals are perceived by teachers to display high ‘consideration’ and high ‘initiation of structure’ behavior throughout Northern Cyprus. A sample mean score of public school teachers’ rating of ‘consideration’ behaviors of public school principals (M = 2.25) and a sample mean score of public school teachers’ rating of ‘initiation of structure’ behavior of public school principals (M = 2.09) show that school principals are perceived to be highly considerate of teachers’ needs and wants while providing a lot of guidance about what must be done and how it must be done. Thus, they are perceived to be effective and efficient in managing both tasks and people (Halpin, 1966; Stogdill & Coons, 1957).
It can also be stated that, although public school principals are perceived to display high ‘consideration’ and high ‘initiation of structure’ behaviors, they are perceived to display significantly higher ‘consideration’ behavior (Mean dif. = .15, SD = .41, t = 7.5, p = .000, p < .01).

School principals’ display of high ‘consideration’ and high ‘initiation of structure’ behaviors may depend on two factors: social structure of the community and institutional structures of schools. Living in one distinct part of a small island, the school principals in North Cyprus are members of a closely knit society in which human relations remain warm and intimate creating an atmosphere in which people’s needs, desires and emotions are important and are taken into consideration. At the same time, the school principals are appointed officials and are being monitored by the Ministry of Education and Culture. Hence, they need to maintain a steady and efficient operation of their schools, quality education, and day-to-day routines of the job.

2. Findings show that public school teachers in North Cyprus express high job satisfaction (M = 4.53; SD = .96). It is also evident that, perceived ‘consideration’ behaviors of school principals significantly positively affect teachers’ expressed job satisfaction whereas ‘initiation of structure’ has no significant relation to teacher job satisfaction.

Surveys in the field have also shown that employees’ favorable attitudes toward their supervisors contribute to their job satisfaction (Bergen, 1939; Houser, 1927; Kornhouser and Sharp, 1932; Viteles, 1953; Bass, 1990). Hence, success of an organization depends on how the employees perceive their supervisor’s leadership behavior which affects their satisfaction levels and their performances (Bass, 1990).

As it was hypothesized, teachers in Northern Cyprus tend to be relations oriented and prefer ‘consideration’ behavior. Consequently, when such behavior is practiced they seem to have further job satisfaction.

3. The bivariate correlations between the perceived leadership behaviors (‘consideration’ and ‘initiation of structure’) of school principals and expressed overall job satisfaction of teachers in North Cyprus are positive. The predictors (‘consideration’ and ‘initiation of structure’ behavior) together indicate a high relationship to expressed overall teacher job satisfaction (R = 555, R² = .309, p = .000, p < .01). The beta coefficients indicate that perceived ‘consideration’ behavior of state school principals make a great contribution to the prediction of teachers expressed job satisfaction, however, ‘initiation of structure’ behavior has no contribution to expressed teacher job satisfaction on its own. When relatively put in order of importance, ‘consideration’ behavior is more important in predicting overall teacher job satisfaction than ‘initiation of structure’ behavior of school principals.

When significance of correlation coefficients are considered, the only important variable in predicting teachers job satisfaction was ‘consideration’ behavior (t = 7.21, p = .000, p < .01). The results clearly indicate that perceived leadership behaviors of the public school principals in Northern Cyprus significantly correlate with teachers’ expressed job satisfaction; and that perceived ‘consideration’ behavior is important in assuring teacher job satisfaction.

Studies since 1950s have also shown a significant relationship between leader behavior and teacher job satisfaction (Fast, 1964; Brown, 1967; Stromberg, 1967; Andreas and Ilada Andreas, 1987; David, 1990; Fjelstad, 1990; Lunenberg and Ornstein, 2000); Allegre, 1994; Reyes and Shin, 1995; Bare-Oldham, 1998; John & Taylor, 1999). This study, therefore, gains significance in demonstrating the relationship between perceived leadership behaviors of school principals and teacher job satisfaction.

4.2 Recommendations

The following recommendations can be made based on the findings of this study:
1. The findings of this study should be used in the selection, training and appointment of school principals because awareness of teachers’ perceptions and expectations could lead to better school administration and principal-teacher relations.
2. Findings of this study should be made available to authorities responsible for making educational policies and/or designing staff training and development programs;
3. Educational policy makers should offer pre-service and in-service training programs for the prospective and present school principals;
4. Such programs should:
   a) ensure that they are based on andragogical (adult learning) assumptions and principles, and the conditions cater for adult learners (Knowles, 1984);
b) include all five components of a staff development program suggested by Joyce and Showers (1980), with an additional component of reflection, which will allow the school principals to think critically of themselves while exercising leadership.

5. School principals, in order to function in the most effective way, should attend leadership training and development programs as these programs have proven to increase achievement and motivation and enhance the personal competencies vital to effective leadership (Cherniss, 1998).

6. School principals, in order to promote teacher satisfaction, should create an open and collegial climate; a climate which is open and honest, in which teachers feel secure about their jobs, freely express and share their feelings and opinions, and in which they collaborate on important decisions. This will reduce stress and boost job satisfaction and morale (Sinclair, 1992; Scott & Dinham, 1998; Wakonick, 2004).

References


Joyce and Showers (1980) suggest that a staff development program should contain five steps:

1. Presentation of a theory or description of a new strategy or a skill;
2. Demonstration or modeling of the new strategy or skill;
3. Initial practice in a protected or simulated setting – mostly in a workshop design;
4. Providing structured and open-ended feedback about performance of the practice;
5. Coaching – follow up attention to help with implementation at home.

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2 Joyce and Showers (1980) suggest that a staff development program should contain five steps:


