# សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

**ROYAL UNIVERSITYOF PHNOM PENH**

# ទំនាក់ទំនងរវាងរបៀបដឹកនាំ របស់លោកនាយក លោកស្រីនាយិកា និង កម្រិត នៃ ការពេញចិត្តក្នុងការធ្វើការរបស់គ្រូ នៃ សាលា បឋមសិក្សារដ្ឋនៅក្នុងរាជធានីភ្នំពេញ

The Relationship between Principal Leadership Styles and Teacher Job Satisfaction in Public Primary School in Phnom Penh

A Thesis

In Partial Fulfilment of the Requirement for the Degree of
Master of Education in Educational Administration and Leadership

**BON SABAN**

**February, 2016**

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**Examination Committee**      Dr. ……………………………………

Dr. ……………………………………

Dr. ……………………………………

**February, 2016**

# មូលន័យសង្ខេប

វត្ថុបំណងសំខាន់ក្នុងការស្រាវជ្រាវនេះគឺដើម្បីស្វែងយល់អំពីទស្សនៈរបស់គ្រូចំពោះរបៀបដឹក នាំរបស់លោកនាយកលោកស្រីនាយិកា និង កម្រិតនៃការពេញចិត្តក្នុងការធ្វើការ របស់គ្រូ នៃសា លាបឋមសិក្សារដ្ឋនៅក្នុងរាជធានីភ្នំពេញ។ ការសិក្សាស្រាវជ្រាវនេះក៏ដើម្បី ស្វែងយល់ផងដែរអំពី ទំនាក់ទំនងរវាងកម្រិតនៃការពេញចិត្តក្នុងការធ្វើការ របស់គ្រូ ជាមួយនឹងរបៀបដឹកនាំ របស់លោក នាយក លោកស្រីនាយិកា។ លើសពីនេះទៅទៀត ការស្រាវជ្រាវនេះក៏រួមបញ្ចូលទិន្នន័យផ្ទាល់ខ្លួន របស់លោកគ្រូ អ្នកគ្រូដើម្បីស្វែងរកអំពីភាព ខុសគ្នា។ សំរាប់ការស្រាវជ្រាវនេះធ្វើឡើងតាម បែប បរិមាណ និងទិន្នន័យត្រូវបានវិភាគ និងបក ស្រាយ តាមលក្ខណៈពិពណ៌នា។ ទ្រឹស្តីអំពីរបៀបដឹកនាំ ដែលបានលើកមកសិក្សារួមមាន ផ្ទៃស្វមមេស្បុិណល(**Transformational**) ផ្ទៃនសិ៊កស្បុិនណល (**Transactional**) និង ឡ្បៀសេសហ្វៃរ (**LaissezFaire** )។ ហើយកម្រងសំនួរដែល បានប្រើគឺ ម៉ាល ធី ហ្វេកទ័រ:ឡ្បៀដ្ឋីសិ៊ពខ្វេស្ទ្យីនែរ (**Multifactor Leadership Questionnaire**) និង មិនណេស្តា សែត ធី ហ្វេកស្ទ្យិនខ្វេស្ទ្យីនែរ( **MinnesotaSatisfaction Questionnaire**)។ សាលាបឋមសិក្សា ចំនួន៨០ ត្រូវបានជ្រើសរើស ក្នុងចំណោមសាលាទាំងអស់ជំនួន១៦៥ និងគ្រូចំនួន១៦០នាក់ត្រូវបានជ្រើសរើស ក្នុងចំណោមគ្រូចំនួន១១១៨នាក់។ក្នុងចំណោមគ្រូចំនួន១៦០នាក់មានគ្រូ១�४១នាក់បានប្រគល់ក ម្រងសំនួរស្មើងមតិមកវិញ ឬ៨៨.១២%ដែលមានស្រីចំនួន៧៣នាក់ និងប្រុសចំនួន ៦៨នាក់។ តាមលទ្ធ ផលបានបង្ហាញថានាយកនាយិកាភាគច្រើនប្រើរបៀបដឹកនាំតាមបែប **Transformational Leadership** បើធ្បៀបទៅនឹង **Transactional Leadership** រឺ **LaissezFaire**។ ហើយលទ្ធផល ក៏បាន បង្ហាញផងដែរថាលោកគ្រូអ្នកគ្រូពេញចិត្តក្នុងការងារជា គ្រូក្នុងកម្រិតមធ្យម។ ចំណែក កម្រិត នៃការ ពេញចិត្តធ្វើការរបស់គ្រូក៏ទាក់ទងទៅនឹងរបៀបដឹកនាំរបស់នាយកនាយិការដែរៗអ្វីដែលកាន់តែពិសេ សគឺការពេញចិត្តធ្វើការក៏ទាក់ទងទៅនឹងភេទផងដែរៗកម្រិតនៃការពេញចិត្តធ្វើការរបស់គ្រូប្រុសទៅ លើទ្រឹស្តីអិចស្ទ្រិនស៊ិច(**Extrinsic** )គឺខ្ពស់ជាងគ្រូស្រីបន្តិច។

# ABSTRACT

The primary purposes of this study were to examine the teacher's perceptions their principals' leadership styles and the level of the teacher job satisfaction. The second purpose was to determine the relationship between principal leadership style and teacher job satisfaction. The final purpose was to explore the difference in the teachers; perception of their principal leadership style and the teacher job satisfaction based on the teachers' demographic information.  This study was a descriptive and correlational research design which included 40 primary schools with 160 teachers across Phnom Penh. However, the final sample was 141 teachers or 88.12% with 73 females and 68 males who returned the questionnaires.   The transformational leadership and transactional theory were used in this study.  Multifactor Leadership Questionnaire (MLQ) and Minnesota Satisfaction Questionnaire (MSQ) in Khmer version were used to collect the data.

The findings showed that, based on the teachers' perception, the public primary principals practiced more transformational leadership than transactional leadership or laissez faire. The results also indicated that the public primary school teachers in Phnom Penh were moderately satisfied with their jobs. The results also showed that the leadership styles of principals were positively correlated with the teacher job satisfaction. In term demographic information, the findings revealed that the level of teacher job satisfaction particularly extrinsic satisfaction was different depending on the genders.

**SUPERVISOR'S RESEARCH SUPERVISION STATEMENT**


TO WHOM IT MAY CONCERN


Master of Education Program

**BON SABAN**


Title of thesis: The Relationship   between Principal Leadership Style and Teacher Job Satisfaction in
                Public Primary School in Phnom Penh


This is to certify that the research carried out for the above titled master's thesis was completed by the above named candidate under my direct supervision. I played the following part in the preparation of this thesis.


Supervisor's signature: _____


Date:   _____

## CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

I, **Bon Saban**, declare that this thesis, submitted in partial fulfillment of the requirement for the degree of Master of Education at the Royal University of Phnom Penh, is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by Bon Saban: _____

Date:_____

Signed by Supervisor: _____

Date: _____

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# List of Abbreviations

CITA:       Cambodia Independent Teachers Association

ESP:        Educational Strategic Plan

IL:           Instructional Leadership

MoEYS:    Ministry of Education, Youth and Sport

MLQ:      Multifactor Leadership Questionnaires

MSQ:      Minnesota Satisfaction Questionnaire

RGC:       The Royal Government of Cambodia

NGO:      Non- Government Organization

SD:          Standard Deviation

SPSS:      the Statistical Package for the Social Science

TJSQ:      Teachers' Job Satisfaction Questionnaires

WB:         World Bank

<p style="text-align:center">**CHAPTER ONE**</p>

<p style="text-align:center">**INTRODUCTION**</p>

## 1.1 Background of the Study

In 21st century, *leadership* is very interesting topic and it has taken much attention among many researchers in any field. As results, there have been a lot of studies related to leadership styles practiced by the leaders in an organization because it is believed that the way the leaders led in the past might be different from what they lead now, or the effective leadership styles they performed in the past might not be effective for current situation. In the field of education, the study of leadership styles used by school principals is even more interesting topic. In other words, in educational organization, the leaders are seen as the most important people who play a vital role in improving educational quality as they lead the whole institution to reach the school goal. Hansson and Andersen (2007) stated that effective principals, who perform school leadership styles, are key people in effective school because he found that leadership styles of principal have significant impact on school success. So, a particular leadership style of a principal may also be needed to lead the organization or institution effectively.

Corresponding to leadership style of the school principals, teacher job satisfaction is another main factor which may affect school effectiveness. The educational outcomes such as enrolment and achievement are determined by teachers' job satisfaction (Lee, 2006). Additionally, teachers' job satisfaction may serve to influence their teaching potential as those who satisfied with their job have high motivation and commitment (Schulz & Teddies, 1989). Teachers and their teaching practice can directly or indirectly determine the educational development. When teachers are not satisfied with their teaching career, it will result in low teaching performance and absenteeism and the teacher's absence or low

performance will affect educational quality and the higher lead to significantly lower student achievement (World Bank, 2008). It is obvious that both teachers and principals take more responsibilities than others for determining school success or enhancing students to be qualified resources.

In context of Cambodia, education also plays vital role in country development in almost all sectors. According to CITA(2012) and the Royal Government of Cambodia (RGC) (2015) education is the most important component for long term vision to build a peaceful country with political steadiness, security and social order, long-term economic growth, sustainable development and equity, improve living standards and reduce poverty. Among those sectors, economics is the mostly accepted that it depends much on education since education sector provides knowledge and the skills that people need to develop their family status as well as the national status. "The Royal Government envisages that Cambodia will step into lower–middle income country status by 2030 and attain developed country status by 2050." (RGC, 2015, page 1). To achieve this goal, the royal government has tried best to improve educational quality in order to meet the labor market need. In term of educational quality, there are many things may need to be improved such as room condition, school environment, the construction of school building and so on. However, student quality is the major concern of all. In 2003, Chhinh claimed that educational quality of students is even more concern among public especially, foreign donors. According to MoEYS (2014), in term of quality, the high priority which needs to be given to is basic education services and an increasing focus on the expansion of early childhood education. Thus, the quantity and quality of human resources are the two important components that go hand in hand and need attention from those who get involved.

Besides educational qualities, the other important things need improving. Chhinh (2003) added that the acquisition of teaching and learning materials are the burning action

that needs to be considered**.** It can be concluded that educational institutions, particularly the formal ones, are increasing rapidly because they are valuated as the most important places for country development. It provides human resources with knowledge and skills to serve in economic growth. In correlation with the increasing of the enrollment, the level quality of Cambodia education is even big problem that needs to be solved. Therefore, it demands the attentions from those who get involved in order to improve education quality. On the other hand, to strengthen students' quality, most people put pressures on principals and teachers who take more responsibilities than others for ensuring   education quality.

To sum up, the increase of human resources with quality, ability and virtue is a basic priority for Cambodia to develop national economics and school is the most important place especially the public one. However, the school cannot achieve this goal unless it relies much on both principals and teachers because they are the key players who strongly involve in this process.  The leadership style of principals are very important to be investigated as it play vital part in enhancing teachers' teaching which lead to students' achievement as well as school success. Therefore, the leadership of principal and teachers' job satisfaction are not exceptional to be analyzed.

## 1.2  Statement of the Problem

The problem of this study is that the perception of principal leadership style was controversial as there was little chronic evidence to prove. And many teachers feel dissatisfied with their teaching career. This is because of low salary, poor work condition and low morale. However, from teachers' perspective poor leadership at school level is highly significant factor on teachers' dissatisfaction (Un, 2014 & VSO, 2008). Thus, a specific leadership style may be needed to enhance teachers' job satisfaction and the analysis of the relationship between leadership styles of the principals and teachers' job

satisfaction is necessarily needed.  By understanding the impact of transformational leadership on the organizational and personal outcomes mentioned above, transformational leaders can influence and motivate the behavior of employees in such a way that the resultant behavior has a positive impact on the organization.  Kiboss and Jemiryott (2014) stated that the analysis of principals' leadership style and teachers' job satisfaction would tell how they associate with the promotion of school goal achievement.

There are many studies about the relationship between teachers' perceptions of principal leadership style and teacher job satisfaction in other countries, but the research study in Cambodia on job satisfaction among teachers and principals' leadership style has remained relatively limited. Or, even though there are some studies about principals' leadership style and teachers' job satisfaction in Cambodia, those studies mostly focus on secondary school level, or rural area. Therefore, this study is to fill the gap by exploring what relationship exists between principals' leadership styles and teachers' job satisfaction as perceived by teachers in public primary school in Phnom Penh, Cambodia. The results could potentially help principals assist teachers in feeling more satisfied with their chosen profession, which may enhance students' achievement in Phnom Penh.

## 1.3  Research Purposes

According to Shann (1998) he indicated that teacher job satisfaction is critical to the success of teachers, students, communities, and school systems. Additionally it is believed to be the predictor of a determinant of teacher commitment and in turn, a contributor to school effectiveness. As principals who are school leaders play vital role in school success by motivating, encouraging and coaching their followers particularly teachers, a specific leadership style is needed for principals to enhance teacher job satisfaction.  The teacher job satisfaction has been linked to teacher attrition through the effectiveness of the principal

leadership (as cited in Biggerstaff, 2012). Therefore, this study contains four main purposes. The primary purpose of this research study is to identify which leadership style is most commonly practiced by principals. The second purpose is to find out the level of teacher job satisfaction. Next, this study intends to examine the relationship between teacher perceptions of their public primary school principal leadership style and teachers' job satisfaction. Finally, the study also examined the differences in teachers' perceptions of the public primary school principal's leadership style and job satisfaction based on the teachers' demographic information (genders and ages).

## 1.4  Research Questions

In the term of purposes, the following research questions were answered:

1.  Which leadership style is most commonly practiced by public primary school principals as perceived by the teachers?

2.  What level of job satisfaction do the public primary school teachers in Phnom Penh have?

3.  Is there any statistically significant relationship between public primary school principal leadership style and teachers' job satisfaction as perceived by public primary school teachers?

4.  Are there any differences in teachers' perceptions of their public primary school principal leadership style and their level of job satisfaction based on teachers' demographics (genders, and ages)?

## 1.5 Significance of the study

This study is definitely significant because there are very few research studies in the current review of literature about the correlation between the leadership style of public primary school principals and teachers' job satisfaction as perceived by teachers. More

importantly, even though there have been some studies conducted between the teachers' perception of their principal leadership and the teachers' job satisfaction, those studies mostly have focused on the  secondary levels and  rural area; there are  minimal studies in primary levels in urban context. Therefore, this study will provide the empirical evidence to fulfill the existing gape of previous literature.

The result of this study will be useful for the principals and MoEYS in term of improving educational quality. Firstly, the findings can be advantageous for principals to recognize their leadership capacity and styles which are perceived by teachers in order to increase and contribute to the level of the teachers' job satisfaction. And it will alert the school principals to build up their leadership ability to support the teachers. Additionally, it can be beneficial to serve as a guide to educational practice in identifying the causes of dissatisfaction among teachers. Hence, it necessarily needs to be addressed to make the teachers satisfy their job in order that they can perform their teaching well which enhances student's achievement.  More importantly, this study may also be the benefits of MoEYS with the regard to the training needs of principals to be qualified people to lead the organization efficiently and effectively.

## 1.6 The Limitation of the Study

Because of the financial, time and material resources, the study was conducted only in urban area, Phnom Penh. The schools in rural area were excluded in this study; hence, the result from this study did not intend to conclude to all public schools across Cambodia. Moreover, the study focused on the public primary schools only. The other levels such as lower and upper secondary were not included. Therefore, the finding of this study seems to be difficult to generalize all public schools in Phnom Penh.

The main purpose of the study was to explore the relationship between the public primary school principal leadership styles and teacher job satisfaction as perceived by teachers. Although there are a lot of theories in term of leadership styles and Job Satisfaction, the study was limited to transformational, transactional laissez faire leadership. In addition, there might be many tools which could be available for measuring the principal leadership style and teacher job satisfaction, the study was limited to Multifactor Leadership Questionnaires (MLQ) to measure leadership styles of principals and Minnesota Satisfaction Questionnaire (MSO) to measure teacher job satisfaction.

This research study examined differences between teacher perceptions of public primary school principal leadership style and teacher job satisfaction limited to the following demographic information (gender and ages). Other demographic information was excluded from this study such as educational level, teaching experiences, salary, marital status, and level taught. Finally, the limitation to this study is research design. This study was correlational in nature. So, it does not prove causation because other variables or factors may play a part in determining a true causal relationship.

## 1.7  Definitions of Significant Terms

- **Intrinsic Job Satisfaction factors**: factors that focused on achievement, recognition, responsibility, advancement, growth, and the work itself ( Herzberg, Mausner, Peterson & Capwell,1957)

- **Extrinsic Job Satisfaction Factors**: factors that include supervision, working conditions, co-workers, pay, policies and procedures, job security, status, and personal life (Herzberg et al., 1957).

- Instructional leadership: leadership practices that focus on students and teachers as they engage in teaching and learning activities(Southwoth,2009)

- **Transformational leadership**: the leaders motivate subordinates to do more than originally expected by instilling pride, communicating personal respect, facilitating creative thinking, and providing inspiration (Bass, 1985). It includes *Idealized Influence, Inspirational Motivation, Intellectual Motivation ,*and *Individual Consideration*

- **Transactional leadership**: the leaders enhance followers' willingness to perform at expected levels by rewarding acceptable performance with desired outcon1es and by clarifying role expectations when followers do not meet performance standards (Bass, 1985). It includes  *Contingent Reward*, Active *Management by exception ,* Passive Management by Exception Passive and  *Laissez-faire leadership:*

- **Job satisfaction**:  the degree of satisfaction or gratification experienced by workers with their profession (Smith, 2000)

- **Primary School**:  school including grade 1 to grade 6

- **Principals**: the leaders of the school; the head of the school

- **Subordinates**: in this study, subordinates or followers referred to the teachers who work under the supervision of the principals

## 1.8  Organization of the Study

There are five chapters in this study. Chapter 1 presents the introduction including background of the study, statement of the problem, significance of the study, the purposes of the study, research questions, organization of the study, and the definition of key terms.

Chapter 2 contains the overview of literature which includes introduction of the chapter, leadership theory, teacher job satisfaction, job satisfaction theory, previous findings regarding to the problem of the relationship between leadership styles and job satisfaction being investigated and factors and job satisfaction. The methodology and research procedures used to collect and analyze data for this study are proposed in Chapter 3. The results of data analyses and findings are included in Chapter 4. Chapter 5 contains summary of the study and findings, a discussion and implication for primary education, recommendation for future research and conclusion

## CHAPTER TWO
## OVERVIEW OF LITERATURE

### 1. Introduction

This chapter comprises of the literature review which, first, presents the introduction of the chapter. And it presents the literature related to leadership, leadership style, leadership theories, job satisfaction, and job satisfaction theories. The leadership theories include Trait theory, Path-goal theory, Behavioral theory, Situational theory, Transformational theory, Transactional theory, and instructional leadership, the role of principals as instructional leaders and the summary of leadership styles. In term of leadership styles, this chapter also contains the summary of the leadership styles. In addition to these, the job satisfaction theory includes Expectancy theory, Equity theory, and Two -factor theory. In addition to these, this chapter also reviews the relationship between leadership style adopted by principals and teachers' job satisfaction. Especially, it contains the findings in term of leadership styles and teachers 'job satisfaction, factors and job satisfaction and the overview of general education in Cambodia. The chapter also presents school principals and school

leadership in Cambodia. Finally, the chapter describes and structures the research conceptual framework.

## 2.  Leadership and Leadership Styles

Leadership has been a topic of interest among researchers since ancient times and it has been given more than 350 definitions (Daft, 2005). Similarly, Yukl (2002) claimed that the amount of definitions of leadership is the same as the amount of people who have ever defined it.  Morgan (1984) mentioned that many definitions of leadership were made from different followers and organizations. Although there are many definitions of leadership made from different aspects, most of them point toward leading followers to reach a specific achievement. It means that leadership can be defined in different ways based on the different fields but it focuses much on the leader and the subordinates.  Specifically, in the field of education the word *leadership* was also defined differently by different authors. Leadership is collaboration between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members (Bass, 1999). It is the process of influencing others to understand about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objective and influence and facilitate the current work of the group or organization, but also to ensure that it is prepared to meet future challenges (Yukl, 2010).  Daft (2005) defined leadership educational organization as an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes. In 1993, Robbins explained that leadership was the ability to influence a group towards the achievement of goals.

So, Leadership style is the manner and approach in which a leader provides direction, implements plans, and motivates people to achieve organizational goals (Clark,

1997). The leadership styles describe the behavioral outline of leaders as well as the consequences of various styles in terms of effectiveness (Hansson & Andersen, 2007). We can summarize that leadership style is the perceived behavior patterns that a person exhibits when attempting to influence the activities of others.  Specifically, this chapter focuses on a review of the literature in relation to some theories of leadership styles; especially this study focuses much on the transformational leadership style model as well as the transactional. Avolio and Yammarino (1991) confirmed that transformational leaders practice more with their followers and colleagues than transactional leaders.

## 3.   Leadership Theory

The review of literature in this study covers some main theories including Trait theory, Situational theory, Behavioral theory, Transformational theory, and Transactional theory.

### 2.3.1  Trait Theory

Trait theory, developed by the belief of "great man," focused on identifying the innate qualities and characteristics possessed by great social, political, and military leaders (Northouse, 1997) .Traits Theory claims that personal characteristics (e.g. personality traits, cognitive skills, interpersonal skills) determine an individual's potential for leadership roles (Furham, 2005). Hence, according to this idea, leadership is something intrinsic to the individual. It is better to say that an individual's predisposition to leadership (his or her "nature") has a greater influence than the context. And trait leaders are based on the premise that leaders are 'born, not made' (i.e., that leadership is largely innate, rather than being developed through learning). Early leadership trait theory assumed that people were born with specific traits and that some traits aligned with strong leadership. People with the "right" traits would become the best leaders. However, critics pointed out that actually little or no connection exists between personal traits and leadership situations (Bass, 1990).

Research has helped to emphasize the identification of traits, but has failed to adequately address how leadership traits influence group members and their work (Muchinsky, 1993; Northouse, 1997)

## 2.3.2 Behavioral Theory

Contrasting to trait theory which assumes that a leader is born with specific traits that make him or her good leader, behavioral theory, on the other hand, assumes that people can learn to become good leaders because they are not drawing on personality traits. The approach of behavior theory was to study the actions of the leaders rather than their traits (Muchinsky, 1993). Their actions—what they do—define their leadership ability. In terms of behavioral leadership study, there are two fundamental kinds of behavior that make up leadership: task behavior and relationship behavior (Northouse, 1997). Task behavior facilitates goal accomplishment, whereas relationship behavior helps followers feel comfortable with themselves, with each other, and with the situation (Northouse, 1997).

## 2.3.3 Situational Leadership Theory

Situational leadership theory was developed by Hershey and Blanchard who describes leadership as the one depends upon each individual situation no leadership is the best. A good leader will be able to adapt her or his leadership to the goals or objectives to be accomplished.  Hersey and Blanchard (1988) emphasized matching leadership styles and situations.  Situational leadership theory is based on the ways people respond to working and being led in groups. Fielder (1967),  identified two styles of leadership, the task-motivated and relationship-motivated styles that should be matched to situational control central to understanding situational leadership are the key concepts of task behavior, the amount of guidance and direction you provide; relationship behavior, the amount of social and emotional support you provide; follower readiness, exhibited in followers performing a

specific task or function or accomplishing a specific objective; and follower development, followers' maturity and ability to manage themselves in an organizational environment. It can be implied that there is no best way to lead, so the leaders need to adapt the leadership style that is suitable with the situation that they take responsibility for.

### 2.3.4  Path-goal Theory

Lowenberg and  Conrad ( 1998)  defined leadership effectiveness based on path goal theory as the leader's ability to provide subordinates with the necessary information (path) to achieve valued rewards (goals). The stated goals are to enhance subordinates' performance and satisfaction by focusing on their motivation, and offer a large set of predictions on how the leader's style interacts with subordinates' needs and the nature of the task (Northouse, 1997).  House and Mitchel (1974) said that, in this theory, there are four types of leadership styles which involve in.  *Directive leadership* refers to the way that the leader provides specific guidelines to the subordinates on how they should perform their tasks. Secondly, *supportive leadership* focused on the subordinates' needs which are the basis for the leader's behavior. Thirdly, *participative leadership* which meant that the leader encourages input from subordinates and makes it a part of decision-making. Finally, Achievement-oriented leadership refers to the leader establishes challenging goals, emphasizes the improvement of work performance, and encourages high levels of goal attainment. In summary, all of four styles of leadership in the path-goal theory mainly focus on the relationship between the leader's style, the characteristics of followers, and the work situations.

### 2.3.5  Transformational  Theory

Transformational leadership is a form of leadership that facilitates a redefinition of a people's mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment (Leithwood, 1992). Graham (1991) observed transformational leaders as encouraging charismatically led followers to develop their skills

so that they might eventually develop initiative in working for the leader's goals. This type of leadership is all about building a unified common interest between leaders and followers. Northouse (2001) stated that a kind of leadership that leader builds relation and develop motivation both leader and subordinates. In 1985, Bass described a transformational leader as a person influencing followers to transcend their self-interests for the good of the group or organization by raising their awareness of the importance and value of group outcomes. This was supported by Watters (2013) who stated that transformational leaders motivated, influenced and encouraged the follower to work together. Regarding to the these definitions, it can be implied that transformational leadership is an interaction between a leader and his followers in which the leader works through his subordinators aims at advancing workers attitude to achieve organizational goals, mission and purpose

Bass (1985) added that transformational leaders teach their employees the importance of job values and cultivate the employees' interest in a group or organization. Bass (1999) also claimed that transformational leadership has a positive impact on followers' job satisfaction and researchers have shown that transformational leaders enhance followers' commitment to the organization as well as loyalty of the followers within that organization. These processes involve the reminding of follower interest and passionate commitment which are most important to the fulfillment of organization's visions, goals and mission. Bass (1985) developed the transformational with four dimensions including Idealized influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

**Idealized Influence**: the leaders who try to earn admiration and respect from their followers and the followers can also evaluate the leaders (Bass, Avolio, Jung, & Berson, 2003; Bass & Avolio, 2002). Bass (1997) noticed that idealized influence leaders present the purpose, the most important values, and the ethical consequences of decisions. So,

Idealized influence refers to the followers' view at the leader in terms of power, charisma, self-confidence, trust, consistency and ideals to influence his followers, in which individuals make efforts to imitate and respect.

**Inspirational Motivation**:  the leaders motivate their subordinates by providing meaning and challenge to their followers' work and encouraging followers to visualize attractive future states, which they can finally envision for themselves (Bass et al., 2003; Bass, 1997). In inspirational motivation, the leader is expressly and characteristically emphasizing to his followers the need to perform well and helps to accomplish the mission and goals of the organization. And the leaders who adopt this kind of behaviour have an ability to strengthen their followers' responses (Bass & Avolio, 1994). They also have communication flair to explain important ideas and vision in the simplest way to understand by their followers to pursue.

**Intellectual Stimulation:** Leaders motivate their followers' determination to be innovative and creative by questioning expectations, and approaching old situations in new ways. To address or solve the problems, all the followers are encouraged to share ideas without any ridiculous criticism (Bass et al., 2003; Bass, 1997). Transformational leadership has the intellectual capability to stimulate followers to be creative in problem solving by introducing ideas and preliminary solution to the problems based on their own understandings, beliefs and standards (Avolio & Bass, 2002). Shortly, intellectual stimulation in leadership is the ability of a leader to keep his followers thinking about the tasks at hand, asking questions and solving problems

**Individualized Consideration:** the leaders focus much on individual's need for achievement and growth by acting as a trainer or counselor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a

supportive climate in which to grow. Individual differences in terms of needs and desires are recognized.

### 2.3.6 Transactional Theory

Burn (1978) described the transactional leader as approaching followers with an eye for exchanging one thing for another and having the ability to recognize an existing need for a potential follower. He also contended that the foundation of transactional leadership relies heavily on the concept of the leader and the follower exchanging one thing for another and that followers receive a reward or outcome only when they perform as expected. Transactional leadership focuses on the rewards and punishments in return for followers' performance and transactional leaders focus on engaging in exchanges with their team members; these exchanges are based on what the leaders expect. In exchange, leaders articulate the goal and offer rewards if the goal is achieved (Bass, 1985) .He also stated that transactional leaders set reward good performance and provide constructive feedback.  Bass (1997, p133)) stated that "Leaders use a carrot or a stick, contains three components usually characterized as instrumental in followers' goal attainment". Daft (2005) mentioned that transactional leaders maintain stability in the organization by recognizing followers' needs and desires and then clarifying how those needs and desires will be satisfied in exchange for meeting specified objectives or performing certain duties. This satisfaction of needs improves employees' productivity and morale.  Bass (1985) transactional theory with three dimensions including *Contingent Reward, Active management by exception*, and  *Passive management by exception* and *Laissez Faire*

*Contingent Reward*: leaders involve in a constructive path goal transaction of reward for performance and promise a support as well as reward for successful expectation (Bass, 1997; Bass & Avolio, 1994). For this component of transactional leadership, the leader and

followers agree on job expectations and the level of performance necessary to achieve those standards (Biggerstaff, 2012). It is the most energetic practice, and it means that the leader and follower agree on sharing goals and the level of performance needed to achieve those standards. The leaders believe that the direction and reward are the important tools for motivating the subordinates to performance the task provided well (Avolio, Bass, & Jung, 1999).

**Active Management by Exception:** leaders take serious action to control the followers by using the standard rule in order to avoid mistakes (Bass, 1997). " The leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards" ( Bass et al.,2003, p. 208). It involves in monitoring the mistakes and any error, and the leaders take the corrective action as quickly as possible when these mistakes or error happen.

**Passive Management by Exception**: leaders wait until the problems become serious or are brought to their attention (Bass, 1997). Passive leadership is similar in style to laissez-faire leadership, which, according to Bass (1985), is considered to be "no leadership. The leaders do no intervene until the problem become chronic and they avoid making decision, specifying agreement or clarifying expectation. Bass and Avolio (1995) stated that, leadership may also take the form of passive "management-by-exception" in which the leader intervenes with subordinates' work or behaviors only when things go wrong.

**Laissez-Faire Leadership:** "leaders avoid accepting their responsibilities, are absent when needed, fail to follow up requests for assistance, and resist expressing their views on important issues" (Bass, 1997, p 134). Bass et al. (2003) explained that passive leaders do not specify agreements, simplify expectations, and offer goals and standards to be completed by the subordinates.

### 2.3.7 The Summary of Leadership Styles

There are many theories of leadership as mentioned in the literature review. However, for the purposes of this study was to explore the leadership style being frequently practiced by public primary school principals in Phnom Penh, and the study used the transformational leadership and transactional models respecting to the school setting. Additionally, the main purpose if this study was to determine to relationship between principal leadership style and the teacher job satisfaction. The transformational leadership model is also significant to this study because it was recommended by many previous research studies.

### 2.3.8 Transformational Versus Transactional Leadership

A number of leadership theories have been developed by various management experts through reviewing the literatures. Among those theories, the transformational leadership and transactional leadership are the new theories of leadership in the 21st century and there have been numerous research studies conducted using these theories of leadership. There are some differences between these theories. Burns (1978) stated that transactional leadership involves the exchange wants and needs between leaders and their subordinates, but transforming leadership is about promoting change. Bass (1990) expanded that the difference between transactional and transformational leadership is that transactional leadership behaviors included rewards for the follower's work achievement and recognizing accomplishments, and management by being aware of changes from the expected norm with a possible later intervention. In contrast, transformational leaders increased follower motivation and transformational leaders could motivate followers to use extra effort.

However, Bass (1998) argues that transactional and transformational leadership are not completely opposite. He stated that the two form of leadership can fulfill each other. Even though some researchers have made the differences between the two leaderships, Bass

(1985) viewed transactional and transformational leadership behaviors as both important for leaders and their followers as well as the context. In some situations, transformational leadership behavior was found significantly affecting predicting variable and in some cases transactional leadership behavior. Therefore, transactional and transformational leadership behaviors provided various results in different situations. In some situations, transformational leadership behavior was found significantly affecting predicting variable and in some cases transactional leadership behavior.

### 2.5 Instructional Leadership

Davies (2005) describes the instructional leadership (IL) as pedagogical leadership which enables students" learning. However, Southworth (2009) explains that school leaders can indirectly influence classroom practice and student learning, through the actions of the teachers with three influential and interrelated strategies of successful IL. The three strategies included modeling a sustained and active interest in learning and teaching, monitoring what happens in classrooms and student achievement data in order to develop effective professional learning based on students" progress; and developing reflective professional learning and co-construction of professional knowledge through dialogue about teaching practices and student learning. Similarly, Hallinger (2003) agreed that effective IL comprises three main dimensions: defining the values and purpose of the school, including school-wide goal setting, managing the program of teaching and curriculum by supervising and evaluating instruction, coordinating the curriculum and monitoring student progress; and promoting a positive school-learning climate including protecting instructional time and establishing the school as a professional learning community. Leadership in schools is exercised to bring about improved educational outcomes for students (Hallinger, 2003). Instructional leadership could affect teaching and learning activities, including teacher professional development and student growth (Southworth, 2009). In summary, instructional

leadership is leadership that is focused on practices which improve the quality of teaching and learning.

## 2.6 The Role of School Principals as Instructional Leaders

School principals who are the instructional leaders must be responsible for supervising all school-related activities related to school curriculum and providing high quality of professional development (Biggerstaff, 2012; Smith & Andrews 1989). To be an effective instructional leader, principal must be upbeat, motivating, brave, and determined (Murphy and Meyers, 2008).  Hallinger (2005) describes the school principal's obligation as the instructional leader who has to struggle with the pressure of increased accountability for student learning and continuous progress. The principal's role as the leader who works with staff to ensure that the school has clear, assessable, time-based goals focused on the academic progress of students. It is also the principal's responsibility to communicate these goals so they are widely known and supported throughout the school community. He clarifies that the effective instructional leader was able be well-organized for strategies of the school with the school's goal. Thus, school principals' roles are not only the leader but also the manager who are able to define a clear direction for the school and motivate others to participate to achieve the school's mission. And principals being  instructional leaders need to have responsibility for supervising instruction, monitoring assessment and student progress, coordinating curriculum, promoting a climate for learning, and creating a supportive work environ

## 2.7 .  Job Satisfaction

Because work is a critical factor for quality of life, job satisfaction is an important factor that not only promotes the individuals' happiness, but also contributes to

organizational effectiveness (Gruneberg, 1979). Hence, there have been many studies devoted to the definition and construct of job satisfaction. Locke (1976) defined job satisfaction as "pleasure or positive emotional state, resulting from the appraisal of one's job or job experiences" (p. 1300). Job satisfaction has been described as the most important predictor for employees' intention to remain and job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important (Cowin, 2002). Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Robbins, 1993). Newstrom and Davis (1997) defined Job Satisfaction as a set of favorable or unfavorable feelings with which employees view their work. It's a feeling of relative pleasure or pain that differs from objective thought and behavioral intentions. According to this, we can conclude that job satisfaction is the perception of an employee about his/her job. It is an emotional phenomenon of an employee which describes the feeling and thought towards his job.

As definition above, we can conclude that teachers' job satisfaction is the positive or negative feeling toward their teaching. Hagedorn (2000) contended that positive college environment increases teacher job satisfaction and results in positive student achievement. Thus, school effectiveness is more easily reached with teacher job satisfaction. In addition, job satisfaction has been a popular research field, especially in relation with organization factors (Smith, 1992). According to Bass (1990), job satisfaction is the most frequently researched factor with leadership. Lee (2006) mentioned that "Teachers 'job satisfaction is basically influenced by remunerative incentives such as salary level and welfare conditions" (P.649). It can be synthesized that the levels of teachers' satisfaction in the organization, particularly educational setting, are determined by my many factors, but the most important one is the leadership of the principal in that organization.

## 2.8  Job Satisfaction Theory

In order to focus on the scope of relationship between leadership and job satisfaction, Expectancy Theory, Equity theory, and Herzberg's two-factor theory will be further discussed in the following section to clarify what makes people satisfied. Muchinsky (1993) concluded that the cultural, functional, and historical bases of interest in job satisfaction have resulted in such a large amount of research.

## 2.8.1  Expectancy Theory

The expectancy theory is proposed by Victor Vroom (1964), which focused on individuals' specific motivation in the organization. Vroom (1964) developed this theory that based on four assumptions. The first assumption is that people come to organizations with expectations about their needs, motivations, and previous experiences. These assumptions influence how individuals react to the organization. A second assumption is that an individual's behavior is a result of conscious choice. That is, people are free to choose those behaviors suggested by their own expectancy calculations. A third assumption is that people want different things from the organization salary, job security, advancement, and challenge. In conclusion, in expectancy theory, employees have personal goals which they like to achieve and for this reason they work in organizations. These personal goals can be fulfilled by organizational rewards or work outcomes. Therefore, the relationship between organizational rewards or work outcomes and personal goals is important. In the theory, job satisfaction is thought of as pursuing a specific goal to which an individual desires; so if an individual chooses the job as a personal goal and strongly believes that the goal can be achieved and outcomes can be reached, the individual will be dedicated to the job and job satisfaction will increase.

### 2.8.2   Equity Theory

Equity theory is developed by Adams in 1965 and is a motivation theory and a theory that offers information about the causes of satisfaction and dissatisfaction (Lawler, 1994).  The bigger the inequity, the bigger the stress is, and that with higher stress, the individual experiences a stronger need to reduce this stress by removing the experienced inequity. Traditionally, equity theory has been tested by monitoring the reaction of individuals to experimentally induced situations of inequity by intentionally under or overpaying them (Landy & Conte, 2010). The equity of a person's rewards determines his/her satisfaction. Equity Theory also emphasizes that a worker will judge her or his input-outcome balance in comparison with fellow workers' balances (Lawler, 1994)

### 2.8.3   Two- factor Theory

Two-Factor Theory developed by Herzberg et al. (1957). The theory focuses on outcomes of satisfaction and dissatisfaction. Herzberg explained that the factors that lead to satisfaction or to dissatisfaction are different. According to Herzberg (1969), the elements that promote job satisfaction are called motivators and the elements that promote dissatisfaction are called hygiene or extrinsic conditions.

Motivators or intrinsic conditions include achievement, recognition, responsibility, and advancement. *Achievement* requires helping and placing the followers in position that use their talent and not to set up for failure. *Recognition* refers to the honor, favorable note given to the employees for their job completion**.** *Responsibility* is taken action for ones actions. Giving employees enough job independence and power in order that they feel they 'own' the results is the way of giving them responsibility**.** *Advancemen*t involves electing employees from the present job or position to a higher one or level in the organization with the right ability in order to get reward for their well-done work.

Hygiene or extrinsic issues include supervision, working conditions, organization policy, and salary. *Supervision* involves technical and general supervision in the organization. Wise decisions should be taken when it comes to appointing someone to the role of supervising. *Working conditions* which employees work has a tremendous effect on their level of pride for themselves and for the work they do. *School policy* can be a great source of frustration for employees if the policies are not simplified or not necessary or if those to follow are selected.  Policy may not make employees satisfied and motivated but it can decrease dissatisfaction by making policies fair and applicable to all. *Salary* is a contractual agreement between the employer and the employee. It not a motivator for them but do want to be paid fairly and when due. If an employee perceives that he is not fairly compensated, he will not be happy and so slow the pace of performance.

## 2.9   Leadership Style and  Job Satisfaction

Job satisfaction and leadership behavior are two of the most frequently researched factors for organizational effectiveness, because the two factors are regarded as basic constituents of organizational achievement (Bass, 1990; Hallinger & Heck,1998). Job satisfaction can be influenced by a variety of factors but the most important one is the quality of one's relationship with their supervisor. Simply, in education setting, teacher job satisfaction can be influenced by relationship with principals (Lee, 2006). That is why there were numerous studies about the relationship between principal leadership style and the teachers' job satisfaction. Bass (1990) stated that, follower job satisfaction is one of the most directly impacted and important outcomes of leadership. A number of researchers (Krug, 2003; McElroy, Morrow, & Rude, 2001) have agreed that a leader's behavior is critical to employee job satisfaction, which, in turn, has a substantial influence on various organizational outcomes. The leaders are influence people in organization and are able to develop a happier and healthier environment in the workplace (Bass, 1998).

Kiboss and Jemiryott (2014) who conducted the research in Nandi South District, Kenya found that principals' leadership styles have a great impact on the working atmosphere in a school and consequently the teachers' job satisfaction. The other study done in Tehran, Iran indicated that leadership style greatly impact teachers commitment and job satisfaction (Omidifar, 2013).

Bass (1998) specified that the relationship between transformational leadership and personal outcomes such as job satisfaction and commitment is well- recognized as transformational leaders motivate their followers to go above and beyond their own self-interests for the sake of the organization and leaders are able to bring a deeper awareness and appreciation of input received from each member. Din (2014) who conducted his study in Rawang District, Malaysia found that transformational leadership style was commonly practiced by school principal and it had positive relationship with teachers' job satisfaction. Bass (1985) stated that the employees might their leaders as both transformational and transactional leadership leaders

## 2.10 Factors and Job Satisfaction

Despite of many studies proved that leadership styles have positive or negative relationship with job satisfaction, there have been some studies showed that other factors can also determine job satisfaction, while the other found that thee was no. Lee (2006) who conducted the study in the context of Cambodian NGO schools found that not only school management, but salary is also the important factor of teacher job satisfaction. Some studied showed that job satisfaction is varied by gender, but results are mixed. Ma and MacMillan (2001) male and female teachers have different job satisfaction levels based on their genders. Males are more satisfied with their jobs that female (Varca, Shaffer, & McCauley, 1983). However, Kelly (1989) argued that females are more satisfied with their jobs than

males.  In term of ages and job satisfaction of the teachers, Crossman and Harris (2006) who conducted their study in the Secondary school in the United Kingdom found that there was no any statistically significant difference between the teachers' perception of their job satisfaction levels and their ages but he found that teaching experience did not determine any significant differences in job satisfaction.  In summary, besides the leadership style of the principals, the other factors could be the predictor of teacher job satisfaction depending on different context of research study.

### 2.11   General Education in Cambodia

The formal education of Cambodia in the past was mostly for males and took place in Wat (religious place).  Religious people, Buddhist monks, were the teachers and students needed to stay and work in Wat. This was the reason why it was for male students. Especially, students were required to learn sacred Khmer texts related to Buddhism, social skills, particularly, literacy (Dy, 2004)

The formal education system in Cambodia has been changed several times since Khmer Rouge. Education system was formulated into 4+3+3 in 1979. It was reformed to 5+3+3 and 6+3+3 in 1996 ( Chhinh & Dy,2009). The 6+3+3 formulation has been used till present. This form means that the students have to spend 6 –year primary education starting from grades 1-6 in order to complete primary level. After they finished primary education, they continue to secondary education including lower secondary (Grades 7-9) and upper secondary or high school (Grade 10, 11 and 12). In order to move to upper secondary level, students have to pass National Examinations called Diploma. In grade 12 for upper secondary, students also have to pass National Examination called Bac.II in order to get high school certificate. However, the 12 years of schooling for Cambodian country exclude

at least one year for pre-school education (kindergarten) for children from 3 to below 6 years old and technical and vocational education.

The general education system in Cambodia is run by Ministry of Education in a national level and by the Department of Education at the provincial level. However, private education exists at all levels as public education and is run by private sectors. General education in Cambodia is divided into two 6-year primary education and 6-year secondary education.

## 2.12 School Principals and School Leadership in Cambodia

In context of Cambodia, principal are regarded as the most important people for school success as they have more responsibilities than other people in school. They are the key persons who can influence students' learning achievement as school principals have to be responsible for important school activities from administration to teaching and learning (MoEYS, 2000). The principal in Cambodia normally are promoted to the position because of the teaching experiences rather than their leadership skills or knowledge (Long, 2014). Even if school principals are most important persons for school development, they have never received any formal or professional leadership training to be the leaders (as cited in Long, 2014).

In term of leadership styles, there are some perceptions which express that some leadership cannot be applied as principals seem to have less authority in school management. Mok( 2013) mentioned that the school leaders have very little authority over the decision about school supplies and learning materials. Either transformational or transaction leadership cannot be recommended in Cambodian situation (as cited in Mok, 2013). The reason the transformational leadership cannot be applied to Cambodian situation is that people accept the fact that they do not have equal authority or power in society.

Similarly, the transactional leadership is just the style of leadership that restrict to the system which does not bring about any change in school management ( Mok, 2013).It might important to say that in Cambodian context mix of leadership seem to be appropriate as it depends on the situation.

## 2.13   Research Conceptual Framework

The conceptual framework for this study originates from the transformational leadership and transactional leadership theory of Bass (1985). In the present study, it was noted that transformational and transactional leadership would serve as a precursor to followers' perceived job satisfaction. The full range leadership model focuses on the impact of both transactional and transformational leadership styles on follower outcomes. The model also accounts for the effects of laissez-faire leadership behaviors which, in effect are evidence of lack of leadership. For teacher job satisfaction, *Two Factor theory* which included intrinsic and extrinsic factors developed by Herzberg et al. (1957) is used in this study. The table below shows the relationship between the leadership styles used by public primary school principals and the teachers' job satisfaction. It also shows the relationship between the demographic information (genders and ages) and the teachers' job satisfaction.

**Principals' Leadership Styles**
- Transformational Leadership
- Transactional Leadership
- Laissez Faire (No leadership)

**Teachers' Job Satisfaction Levels**

**Teachers' Demographic Information**
- Genders
- Age Groups
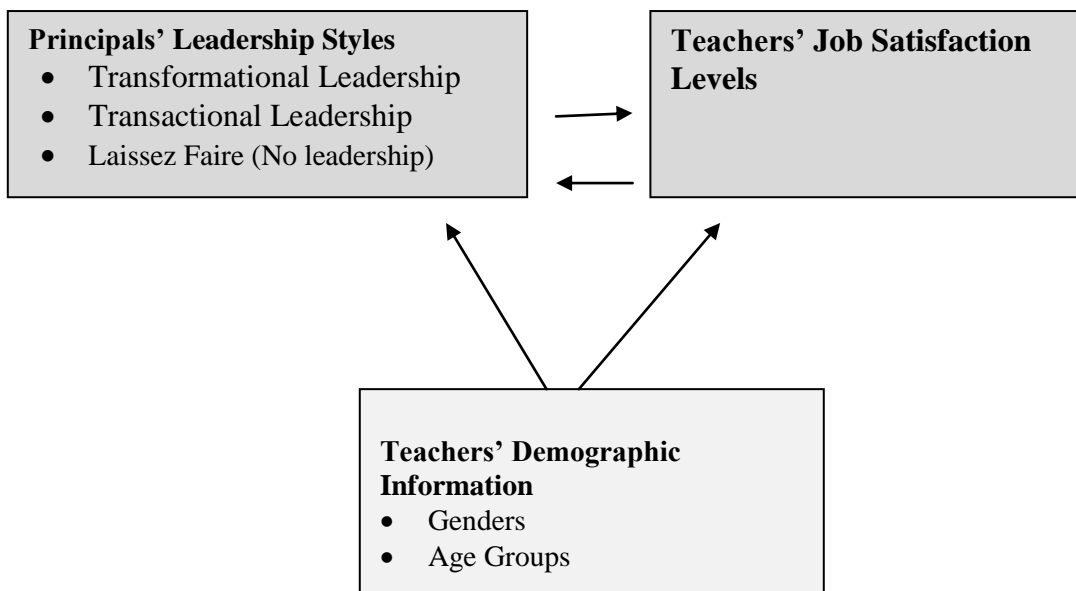
# CHAPTER THREE

# METHODOLOGY

## 3.1 Introduction

This chapter, firstly, provides he introduction of the chapter. The chapter also presents the detailed information regarding to the methodology that was utilized in this research study. Firstly, the chapter outlines a description of the research design which also briefly mentions the purpose of the study and variables to be measured .Secondly this chapter describes about population and sample size with some selection criteria. The chapter also provides the details of procedure and research instrument including reliability and validity of the questionnaires. Finally, in the data analysis section includes the research questions and a brief description of the programs employed for this study.

## 3.2 Research Design

The main objective of this study is to investigate the relationship between teacher perceptions of the public primary school principal leadership style and teacher job satisfaction. This research study also examines the differences in teachers' perceptions of public primary school principal leadership style and job satisfaction based on teachers' demographics including genders, ages, teaching experiences and education level. This particular study is considered a quantitative investigation because the researcher measured two variables of interest — perceived public primary school principal leadership style and teacher job satisfaction — by utilizing two questionnaires designed to measure those specified variables using 5-point Likert scales. This study also can be classified as a correlational research study with a quantitative, non-experimental research design because the researcher measured the perceptions of the subjects without attempting to introduce a treatment and collected data on two variables. A correlational research involves the

collection of data in order to define whether and to what degree, a relationship exists

between two or more measureable variables (Anderson, 1998). In this study will be

conducted to explore in what degree the relationship exists between the public school

principal leadership style and the teachers' job satisfaction.

**3.3 Sample Size and Sample Selection Procedure**

According to Gay and Airasian (2000), sampling 10% to 20% of the population is

acceptable for correlational research. Therefore, 40 public primary schools out of 164

schools in Phnom Penh were selected. Because of the time consuming and primary school

condition, the researcher could not employ probability sampling techniques. Creswell

(2005) mentioned when it is impossible for an educational researcher to employ a

probability sampling, a non-probabilistic approach can be applied to select the sample for

the study.  He explained that in non-probabilistic approach, the researcher chooses particular

persons due to their purpose, willingness and convenience to be studied. According to him,

there are two kinds non- probity samplings including convenient sampling and snowball

sampling. He describes Convenience sampling as the way to choose the nearest individuals

to serve as participants until the required sample size. For snowball sampling, he explains

that the researchers request their participants to locate other participants to be part of their

study. Therefore, the researcher employed non probability sampling techniques. The schools

selected had to meet the following criteria. a) Schools had to be public primary schools in

Phnom Penh as identified by Ministry of Education Youth and Sports. b) Schools needed to

have different principals and the principals had to have, at least, one- year experience in

current schools supervised. 160 out of 1118 teachers were selected from 40 schools across

Phnom Penh. There were two steps in selecting the teachers. 1) According to the purpose of

the study, 4 teachers were selected from each school. There were two steps in selecting four

teachers from each school. Step one: the 4 teachers met the following criteria: a) two

teachers had to be males and the other two had to be females. b) One of two males and females from each group needed to be less than 30 and the other one needs to be more than 30 years old. Step two: when the teachers met the criteria, convenient sampling was used to select those four teachers because some teachers did not have time to participate in this study. Thus, the researcher delivered questionnaire to those who met this criteria and were available for rating their principal leadership style and their level of job satisfaction.

**3.4  Research Instruments**

For most of quantitative study, the survey instruments are usually used to collect the data (Creswell, 2008). Hence, in this study, the data was collected through three sets of questionnaire measures including demographic information, Minnesota Satisfaction Questionnaire and Multi Factor Leadership Questionnaire.   The demographic information survey was designed by the researcher to collect the demographics of the teachers. The Minnesota Satisfaction Questionnaire was used to measure the level of the teacher job satisfaction. The other one is Multi-factor Leadership Questionnaire was delivered to the teachers to rate the leadership style of their principals. Through pilot testing with several teachers, it took approximately 20 to 25 minutes to complete all sets of the questionnaires.

**3.4.1  Demographic Information**

The Demographic Information Survey was designed by the researcher and it included the general demographic information of the teachers and school principals. However, only the genders and ages teachers were included in data analysis.

**3.4.2  Survey Questionnaires**

**Minnesota Satisfaction Questionnaire (MSO):** Minnesota Satisfaction Questionnaire in table 1 was used to measure teachers' job satisfaction and was adopted

from Biggerstaff (2012) and developed by Weiss, Dawis, England, and Lofquist (1977). All items in Minnesota Satisfaction Questionnaire were translated into Khmer language as shown in Appendixes A. It contains 20 items range from very dissatisfied, dissatisfied, can't decide, satisfied, and very satisfied. It measures three aspects including intrinsic satisfaction containing 12 items(items 1,2, 3,4, 7,8,9,10,11,15,16 and 20), extrinsic satisfaction containing 6 items(item5, 6, 12,13,14,19) and general satisfaction with all 20 items(item 1 to 20).

Table 1 Minnesota Satisfaction Questionnaire Items

| Items | Intrinsic Satisfaction |
|-------|------------------------|
| 1 | Activity: Being able to keep busy all the time. |
| 2 | Independence: The chance to work alone on the job. |
| 3 | Variety: The chance to do different things from time to time. |
| 4 | Social status: The chance to be "somebody" in the community |
| 7 | Moral values: Being able to do things that don't go against my conscience. |
| 8 | Security: The way my job provides for steady employment. |
| 9 | Social service: The chance to do things for other people. |
| 10 | Authority: The chance to tell other people what to do. |
| 11 | Ability utilization: The chance to do something that makes use of my abilities. |
| 15 | Responsibility: The freedom to use my own judgment. |
| 16 | Creativity: The chance to try my own methods of doing the job |
| 20 | Achievement: The feeling of accomplishment I get from the job |
| **Items** | **Extrinsic satisfaction subscales** |
| 5 | Supervision-human relations: The way my boss handles his men. |
| 6 | Supervision-technical: The competence of my supervisor in making decisions |
| 12 | Company policies and practices: The way company policies are put into practice. |
| 13 | Compensation: My pay and the amount of work I do. |
| 14 | Advancement: The chances for advancement on this job |
| 19 | Recognition: The praise I get for doing a good job. |
| **Items** | **General Satisfaction (item1 to 16)+** |
| 17 | Working conditions: The working conditions. |
| 18 | Co-worker: The way my co-workers get along with each other. |

**Multifactor Leadership Questionnaire**: The Multifactor Leadership

Questionnaires (MLQ) was distributed to the teachers to rate the leadership styles of their

principals. It was adopted from Biggerstaff (2012) and developed by (Bass & Avolio, 1995).

It has been used in over 300 research studies, doctoral dissertations, and master's theses

(Avolio, Bass, &Jung, 1999). The original MLQ consists of 45 Likert-type items that

contain nine leadership components including five transformational leadership style

dimensions, three transactional leadership style dimensions, and one laissez-faire leadership

style dimension as shown in Appendix A in Khmer version. The five dimensions of

transformational leadership include *idealized influence:* Attributed(item 10,18,21 and 25)  ,

*idealized influence* : Behavior(item 6, 14,  23,and 34),  *inspirational motivation(item 9, 13*

*,26 and 36), intellectual stimulation*(item 2, 8, 30, and 32,  and *individualized*

*consideration(item 15, 19, 29, and 31).*  The transactional leadership includes *Continent*

*Reward (item 1, 11, 16 and 35), Management by Exception: Active (item 4, 22, 24, and 27),*

and *Management by Exception: Passive (item 3, 12, 17, and 20).* Laissez faire also include

four items (item 5, 7, 28, and 33). In the most recent research studies, only 36 items were

used to measure the leadership styles which excluded outcome of leadership items (Chen,

2004). Thus, the other nine items related to the outcome of leadership were not included in

Khmer version in this study. This questionnaires contains 5 sub-scale ranging from **0** = not

at all, **1** = once in a while,   **2** = sometimes, **3** = fairly often, and **4** = frequently. The MLQ is

worldwide used in research study.

### 3.4.3   Validity and Reliability of the Questionnaires

The Multifactor Leadership Questionnaire (MLQ) has been established as the main

tool for measuring transformational leadership and related constructs (Bass & Avolio,

1990). Over 300 research studies, including dissertations and theses, Multifactor Leadership

Questionnaire has yielded scores indicating strong estimates of validity (Turey, 2013).  The

validity of the MLQ based on meta-analysis of 87 studies showed that the overall validity of coefficient of 0.44 which proved the predictive validity of transformational (as cited in Biggerstaff, 2012). For the reliability scores of each scale which was collected from participants ranged from 0.78 to 0.92. Based on statistic testing level, these scores indicate moderate to good internal consistency.

The Minnesota Satisfaction Questionnaire (MSQ) has been widely used in studies exploring client vocational needs, in counseling follow-up studies, and in generating information about correlates of job satisfaction (Chen, 2004 & Biggestaff, 2012)). The reliability score of MSQ ranged from 0.73 to 0.94 which showed moderate and good internal consistency.

## 3.5 Research Procedure

Before conducting the data collection, the researcher first obtained the approval from the Royal University of Phnom Penh (See Permission Paper in appendix C). Then the researcher took this permission paper to the Department of Education in Phnom Penh to agree because all public primary schools are under the control of this department (See Permission Paper in appendix C. Finally, the researcher asked for permission from the school principals in school selected to collect the data. In the process of collecting data, the researcher explained the participants about the research requirements and delivered the survey questionnaires to the voluntary participants. All the participants were explained by the researcher on how to complete the questionnaires. The data from participants were kept strictly confidential. To be safe for participants, the name of either teacher or principal was excluded in survey questionnaires.

## 3.6 Data Analysis

All of the data obtained from 40 different public primary schools were analyzed by entering scores into the Statistical Package for the Social Science Version 16.0 (SPSS 16.0). Descriptive statistics of teacher profiles, means, ranges, standard deviations, frequency counts, and percentages were performed according to data levels (nominal, ordinal, or interval). The measurements of analyze were differently used according to the following research questions:

**Research question 1**) *what leadership style is most commonly practiced by principal as perceived by teachers*?

**Research question 2**) *what the level of job satisfaction do the teachers have?*

For the two research questions above, Mean, Standard Deviation, Frequency, and Percentage were employed to analyze**.**

**Research question 3**) *is there any significant relationship between public primary school principal leadership style and teacher job satisfaction as perceived by teachers?* Respect to this research question, the researcher used a Pear Product Moment Correlation to analyze the strength and direction of the relationship between principal leadership style and teachers' job satisfaction as perceived by teachers.

**Research Question 4***: Are there differences in the teachers' perception of their public primary school principal leadership style and teacher job satisfaction based on their demographic information?* Regarding to this question, T-test and ANOVA was employed to determine the differences between teacher perception on their principal leadership styled and teacher job satisfaction based on their demographic information.

<center>**CHAPTER FOUR**</center>

<center>**RESULTS**</center>

## 1.9. Introduction

This chapter presents descriptive statistics related to the demographic information of the school principals and teachers. This chapter also presents the results of the quantitative data analysis related to the research questions and the objective of the study. Data were collected using instruments that measured transformational leadership, transactional leadership, lasses faire, and job satisfaction. The results are based on the following research questions:

1. What leadership style is most commonly practiced by public primary school principals as perceived by the teachers?

2. What level of job satisfaction do the public primary school teachers have?

3. Is there any significant relationship between public primary school principal leadership style and teachers' job satisfaction as perceived by public primary school teachers?

4. Are there differences in teachers' perceptions of their public primary school principal leadership style and their level of job satisfaction based on teachers' demographics (genders, and ages)?

## 4.2. Descriptive Statistics

The sample of this study consists of 40 public primary schools with 40 different principals across Phnom Penh. According to the research questions and research objective of the study, 4 teachers were selected from each school, so the sample size was 160 teachers. However, there were 141 teachers who returned the questionnaires.

### 4.2.1. Demographic Information of the Teachers

The demographic information of the teachers was reported by the teachers as the purpose of the study was to measure the teachers' perception. The table 2 shows the numbers of the teachers who returned the questionnaires. The data indicates that there are 141 teachers with 68 males or 48.2% and 73 females or 51.8%. Hence, the respondents who returned questionnaire are more females than males.

Table2: Teachers' Genders

| Genders | Frequency | Percentage |
|---------|-----------|------------|
| Male | 68 | 48.2% |
| Female | 73 | 51.8% |
| Total | 141 | 100.0% |

Demographic information with respect to the teachers' age is presented in table 3. The study focuses on two age groups, one with 22 to 34 years old and the other one with 35 to 44 years old. The data indicated that among final sample the number of the teachers who returned the questionnaire is 141. The number of respondents with 25 to 34 years old is 67 or 47.5% and the number of teachers with 35 to 44 years old is 74 or 52.5%. So, the number of the teachers selected with 35 to 44 years old is more than the teachers with 22 to 34 years old.

Table 3   Teachers' Age Group

| Age Groups | Frequency | Percentage |
|------------|-----------|------------|
| 25 to 34 years old | 67 | 47.5% |
| 35 to 44 years old | 74 | 52.5% |
| Total | 141 | 100.0% |

The table 4 below shows the teachers' educational level. Through the data analysis regarding to the teachers' education levels, the number of teachers with diploma is 71 or

50.4%   which represent largest groups, while the number of teachers with associate degree represent the smallest groups, with 2 or 1.4 %. Surprisingly, there are no any respondent with bachelor degree.

Table 4  The Teachers' Education Levels

| Education Levels | Frequency | Percentage |
|---|---|---|
| Diploma | 71 | 50.4% |
| Bac.II | 63 | 44.7% |
| 12+2 | 5 | 3.5% |
| Associate | 2 | 1.4% |
| Total | 141 | 100.0% |

Demographic information related to teachers' teaching experience in their current school is presented in table 5. The teachers' teaching experience in the current schools was reported the number of teachers with 1to 5 year teaching experience in current schools is 27 out of 141 or 19%, 6 to 10 years is 55 out 141 or 39% and more than 10 years is 59 out of 141 or 41%. Thus, most teachers have experienced in their teaching career more than 10 years among all teachers selected.

Table 5 Teachers' Teaching Experience

| Teaching Experiences | Frequency | Percentage |
|---|---|---|
| 1 to 5 years | 27 | 19.1% |
| 6 to 10 years | 55 | 39.0% |
| more than 10 years | 59 | 41.8% |
| Total | 141 | 100.0% |

### 4.2.2. Demographic Information of School Principals

According to the purpose of the study, 40 principals were selected from different school across Phnom Penh. The demographic information of the principals was also rated by the teachers. In the table 6, the data illustrates that, among 40 principals from 40 different schools, there are only two females or 5% and 38 males or 95%. That is not surprising because female teachers are rarely promoted to be principals even though there are more female teachers than males as presented in teachers' demographic information.

Table 6 Principals' Genders

|       | Genders | Frequency | Percentage |
|-------|---------|-----------|------------|
| Valid | Female  | 2         | 5.0        |
|       | Males   | 38        | 95.0%      |
|       | Total   | 40        | 100.0%     |

Regarding to the purpose of the study, the principals with at least one- year experience were included in the study. The table 7 is presented the principals' working experience which was reported by the teachers. This table indicates that there are 4 principals or 10% who have from 1 to 5 year experience, 29 principals or 72.5% who have 6 to 10 year experience and 7 principals or 17.5% who have more than 10 year experience.

Table 7  Principals'  Working Experience

|       | Period              | Frequency | Percentage |
|-------|---------------------|-----------|------------|
| Valid | 1 to 5 years        | 4         | 10.0%      |
|       | 6 to 10 years       | 29        | 72.5%      |
|       | More than 10 years  | 7         | 17.5%      |
|       | Total               | 40        | 100.0%     |

The table 8 shows the principals age groups. There are 10 principals out of 40 who are 35 to 39 years old or 25% and the other 30 principals are more than 39 years old or 75 %. This data was also reported by the teachers.

Table 8 Principals' Ages

| | Age Group | Frequency | Percentage |
|---|---|---|---|
| Valid | 35 TO 39 | 10 | 25.0% |
| | More than 39 | 30 | 75.0% |
| | Total | 40 | 100.0% |

## 1.10 The Findings of Research Questions

### 1.10.1 The Result of Research Question 1

**Research Question 1***what leadership style is most commonly practiced by public primary school principals as perceived by teachers?*

Table 9 is presented the leadership style being practiced by principal including Transformational leadership (M=2.44, SD=0.57); Transactional Leadership (M=1.87, SD=0.61); and Laissez faire ( M=1.17, SD=0.71). The results from multifactor leadership questionnaires (MLQ) which ranged from 0 to 4 (*0= not at all, 1= one in a while, 2 = sometimes, 3= fairly often and 4= frequently*) showed that the teachers ranged their public primary school principal leadership style in transformational leadership and the lowest in laissez faire.

Table 9 Principal Leadership Styles

| Leadership Style | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Transformational Leadership | 141 | .70 | 3.60 | 2.4422 | .57886 |
| Transactional Leadership | 141 | .33 | 3.42 | 1.8700 | .61724 |
| Laissez Faire | 141 | .00 | 3.50 | 1.1773 | .71498 |
| Valid N (list wise) | 141 | | | | |

The table10 illustrates all components or sub scales of leadership which includes: Idealized influence: attributed (M=2.08, SD=1.08); idealized influence: behavior (M=2.60, SD=1.07); inspirational motivation (M=2.51, SD=1.08); intellectual stimulation (M=2.53, SD=0.99); and individualized consideration (M=2.47, SD=0.94). Among all the sub scales

of transformational leadership, the teachers scored the highest in idealized influence: *behavior* (M= 2.60, SD= 1.07) scored the lowest in individualized consideration (M=2.47, SD=0.946).

Table 10 Principal Leadership Style

| Transformational Leadership | N | Minimum | Maximum | Mean | Std. Dev. |
|---|---|---|---|---|---|
| Idealized Influence: Attributed | 141 | .00 | 4.00 | 2.0851 | 1.08514 |
| Idealized Influence: Behavior | 141 | .00 | 4.00 | 2.6082 | 1.07292 |
| Inspirational Motivation | 141 | .00 | 4.00 | 2.5142 | 1.08717 |
| Intellectual Stimulation | 141 | .50 | 4.00 | 2.5301 | .99574 |
| Individualized Consideration | 141 | .00 | 4.00 | 2.4734 | .94619 |
| Contingent Reward | 141 | .00 | 4.00 | 2.2961 | .97816 |
| Management- by –Ex :Active | 141 | .00 | 4.00 | 1.6099 | 1.04854 |
| Management-by- Ex: Passive | 141 | .00 | 4.00 | 1.7039 | 1.00916 |
| Valid N (listwise) | 141 | | | | |

The three component of transactional leadership which is presented in table 11 includes: Contingent reward (M=2.29, SD=0.97); management-by-exception: active (M=1.60, SD=1.04); and management-by-exception: passive (M=1.70, SD=1). The data showed that, for components of transactional leadership style, teachers scored the lowest in management-by- exception: active (M=1.60) and scored the highest in contingent reward (M=2.29)

Table 11  Principal Leadership Styles

| Transactional Leadership | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Contingent Reward | 141 | .00 | 4.00 | 2.2961 | .97816 |
| Management-by-ex. Active | 141 | .00 | 4.00 | 1.6099 | 1.04854 |
| Management-by-ex. Passive | 141 | .00 | 4.00 | 1.7039 | 1.00916 |
| Valid N (listwise) | 141 | | | | |

### 1.10.2 The Result of Research Question 2

**Question 2** *what levels of teacher job satisfaction do the public primary school teachers have?*

The table 12 indicates the result from Minnesota Satisfaction Questionnaire for Khmer version which was delivered to the teachers to measure their perception and this questionnaire has five Likert Scales (1=very dissatisfied, 2 = dissatisfied, 3 can't decide, 4 satisfied, and 5 very satisfied). For the general satisfaction's score is set at 100. Weiss et al. (1977) stated that the mean scores of 25 or lower indicate low satisfaction, between 26 to 74 display moderate satisfaction, and scores of 75 or higher represent high satisfaction in the participants' job. Therefore, level of public primary school teacher job satisfaction is moderate (M=70.68, SD= 17.54). The data also shows that the teachers scored extrinsic satisfaction higher than intrinsic satisfaction. The components of satisfaction include intrinsic satisfaction (M=3.36, SD=1.11) and extrinsic satisfaction (M= 3.67, SD= 1.07).

Table 12  Levels of Teacher Job Satisfaction

| Job Satisfaction | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Intrinsic Satisfaction | 141 | 1.08 | 4.92 | 3.3641 | 1.11694 |
| Extrinsic Satisfaction | 141 | 1.00 | 5.00 | 3.6797 | 1.07922 |
| General Satisfaction | 141 | 25.00 | 96.00 | 70.6809 | 17.54232 |
| Valid N (listwise) | 141 | | | | |

The table 13 shows all items of Job Satisfaction Questionnaire. According to this, the teacher rated their job satisfaction items the highest score in *Working Condition* (M=4.13, SD=0.940) and Co-worker (M=4.11, SD=0.976). Lowest score that was earned from the teachers are in *Responsibility* (M=3.00, SD=1.247) and Recognition (M=3.07, SD=1.188). This result simply proved that the teachers are more satisfied with work condition and less satisfied with what they are responsible for.

Table 13 Items of Job Satisfaction Questionnaire

| Meaning of Items | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| 1.Activity | 141 | 1 | 5 | 3.32 | 1.390 |
| 2.Independence | 141 | 1 | 5 | 3.26 | 1.169 |
| 3. Variety | 141 | 1 | 5 | 3.35 | 1.231 |
| 4. Social status | 141 | 1 | 5 | 3.29 | 1.334 |
| 5. Supervision-human relations | 141 | 1 | 5 | 3.67 | 1.211 |
| 6. Supervision-technical | 141 | 1 | 5 | 3.74 | 1.229 |
| 7.Moral values | 141 | 1 | 5 | 3.38 | 1.334 |
| 8.Security | 141 | 1 | 5 | 3.48 | 1.274 |
| 9. Social service | 141 | 1 | 5 | 3.25 | 1.348 |
| 10.Authority | 141 | 1 | 5 | 3.33 | 1.229 |
| 11.Ability utilization | 141 | 1 | 5 | 3.44 | 1.306 |
| 12.Company policies | 141 | 1 | 5 | 3.74 | 1.138 |
| 13. Compensation. | 141 | 1 | 5 | 3.53 | 1.318 |
| 14. Advancement | 141 | 1 | 5 | 3.70 | 1.182 |
| 15.Responsibility | 141 | 1 | 5 | 3.00 | 1.247 |
| 16.Creativity | 141 | 1 | 5 | 3.47 | 1.199 |
| 17. The working conditions. | 141 | 1 | 5 | 4.13 | .940 |
| 18.Co-worker | 141 | 1 | 5 | 4.11 | .976 |
| 19. Recognition | 141 | 1 | 5 | 3.07 | 1.188 |
| 20.Achievement | 141 | 1 | 5 | 3.40 | 1.287 |
| Valid N (listwise) | 141 | | | | |

### 1.10.3  The Result of Research Question 3

**Research Question 3**: *what is the relationship between public primary school principal style and teacher job satisfaction as perceived by teachers?*

This question seeks to determine the two variables (principal leadership style and teacher job satisfaction). To answer this question, Pearson Correlation was used. Descriptive statistics for relationship between principal leadership style and teacher job satisfaction is presented in table 14. Holcomb (2011) stated that the value of Pearson *r* of 0.00 indicates no relationship, between 0.01 and 0.24 might be called weak relationship, between 0.25 and

0.49 for moderate and 0.50 and 0.74 moderately strong, and from 0.75 to 0.99 represent

moderately strong. He added that -1 or 1 indicates perfect relationship. Through the data

analysis, there are 4 dimensions of leadership styles are statistically significant at 0.01. The

four include idealized influence: behavior( *r= 0.*23, *P*< 0.01*)* shows positive, weak

relationship and inspirational motivation( r=0.27, p <0.01) ; individualized

consideration(r=0.32, p<0.01); and contingent reward(r=0.26, p<0.01) indicate moderate

relationship. However, there was no statistically significant relationship between any

subscales of transactional leadership with teacher job satisfaction.

The table 14 Leadership Style and Teacher Job Satisfaction

| Leadership   Style | N | *P*-Value | Pearson' *r* |
|---|---|---|---|
| Idealized Influence: Attributed | 141 | .806 | .02 |
| Idealized Influence: Behavior | 141 | .005 | .23** |
| Inspirational Motivation | 141 | .001 | .27** |
| Intellectual Stimulation | 141 | .094 | .00 |
| Individualized Consideration | 141 | .000 | .32** |
| Contingent Reward | 141 | .002 | .26** |
| Management- by –Ex :Active | 141 | .458 | -.63 |
| Management-by- Ex: Passive | 141 | .356 | -.07 |
| Laissez Faire | 141 | .221 | -.10 |

** Correlation is significant at 0.01 levels (2-tailed)

## 1.10.4  Result of Research Question 4

**Question *4*** *is there any significant difference in teachers' perception of the principal*

*leadership style and teacher job satisfaction based on their demographic information*

*including genders and two age groups?*

The table 15 is presented the data of T-test about the relationship between teachers'

perception of principal leadership style and teachers' genders. The result revealed that there

is no statistically significant relationship in teacher perception of their principal leadership style and the teachers' gender.

Table 15  Leadership Style and Teachers' Genders

| Leadership Styles | Gender | N | Mean | Std. Deviation | t | P-Value |
|---|---|---|---|---|---|---|
| Idealized Inf. Attributed | Male | 68 | 2.1029 | 1.08090 | .188 | .851 |
| | Female | 73 | 2.0685 | 1.09628 | | |
| Idealized In. Behavior | Male | 68 | 2.7206 | 1.01438 | 1.203 | .231 |
| | Female | 73 | 2.5034 | 1.12152 | | |
| Inspirational Motivation | Male | 68 | 2.5625 | 1.05835 | .508 | .612 |
| | Female | 73 | 2.4692 | 1.11877 | | |
| Intellectual Stimulation | Male | 68 | 2.5846 | .96449 | .625 | .533 |
| | Female | 73 | 2.4795 | 1.02804 | | |
| Individualized Con. | Male | 68 | 2.5037 | .96341 | .366 | .715 |
| | Female | 73 | 2.4452 | .93564 | | |
| Contingent Reward | Male | 68 | 2.3235 | .96396 | .320 | .729 |
| | Female | 73 | 2.2705 | .99718 | | |
| Management-by-Ex. Active | Male | 68 | 1.5000 | .99439 | -1.203 | .231 |
| | Female | 73 | 1.7123 | 1.09344 | | |
| Management-by-Ex. Passive | Male | 68 | 1.7169 | 1.02842 | .147 | .883 |
| | Female | 73 | 1.6918 | .99785 | | |
| Laissez Faire | Male | 68 | 1.1912 | .74076 | .416 | .825 |
| | Female | 73 | 1.1644 | .69500 | | |

The table 16 illustrates the result of analysis using One Way ANOVA about relationship between the teachers' perception of their leadership style and teachers' age groups. There are two age groups including group 1 with 25 to 34 years old and group 2 with 35 to 44 years old.  The table shows that there is no any statistically significant difference between the teachers 'perception of principal leadership style based on the teachers 'age groups.

Table 16  Leadership Style and Teachers' Age Groups

| Leadership Styles | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Idealized Inf. Attributed | Between Groups | .150 | 1 | .150 | .127 | .722 |
| | Within Groups | 164.704 | 139 | 1.185 | | |
| | Total | 164.854 | 140 | | | |
| Idealized Inf. Behavior | Between Groups | .215 | 1 | .215 | .185 | .668 |
| | Within Groups | 160.949 | 139 | 1.158 | | |
| | Total | 161.163 | 140 | | | |
| Inspirational Motivation | Between Groups | .725 | 1 | .725 | .612 | .435 |
| | Within Groups | 164.746 | 139 | 1.185 | | |
| | Total | 165.472 | 140 | | | |
| Intellectual Stimulation | Between Groups | .015 | 1 | .015 | .015 | .902 |
| | Within Groups | 138.794 | 139 | .999 | | |
| | Total | 138.809 | 140 | | | |
| Individualized Con. | Between Groups | 2.826 | 1 | 2.826 | 3.206 | .076 |
| | Within Groups | 122.512 | 139 | .881 | | |
| | Total | 125.338 | 140 | | | |
| Contingent Reward | Between Groups | .156 | 1 | .156 | .162 | .688 |
| | Within Groups | 133.795 | 139 | .963 | | |
| | Total | 133.950 | 140 | | | |
| Management-by-Ex: Active | Between Groups | .486 | 1 | .486 | .440 | .508 |
| | Within Groups | 153.435 | 139 | 1.104 | | |
| | Total | 153.921 | 140 | | | |
| Management-by-Ex: Passive | Between Groups | .001 | 1 | .001 | .001 | .979 |
| | Within Groups | 142.575 | 139 | 1.026 | | |
| | Total | 142.575 | 140 | | | |
| Laissez Faire | Between Groups | .161 | 1 | .161 | .313 | .576 |
| | Within Groups | 71.406 | 139 | .514 | | |
| | Total | 71.567 | 140 | | | |

The table 17 shows that through T-test analysis there is statistically significant difference between the teachers' perception of their job satisfaction (Extrinsic satisfaction) and their genders. The difference between two means is statistically significant at 0.05 level ($t$=2.15, $P$=0.033). Male teachers ( M=3.87, SD=1.02)  are slightly more satisfied than female teachers(M=3.49, SD=1.10)

Table 17 Teacher Job Satisfaction and Teachers' Genders

| Job Satisfaction | Genders | N | Mean | Std. Deviation | t | Sig. |
|---|---|---|---|---|---|---|
| Intrinsic Satisfaction | Male | 68 | 3.3493 | 1.09634 | .151 | .880 |
| | Female | 73 | 3.3779 | 1.14321 | | |
| Extrinsic Satisfaction | Male | 68 | 3.8799 | 1.02694 | 2.154 | .033* |
| | Female | 73 | 3.4932 | 1.10010 | | |
| General Satisfaction | Male | 68 | 71.8529 | 16.41738 | .765 | .446 |
| | Female | 73 | 69.5890 | 18.57555 | | |

*The difference is statistically significant at 0.05.

The table 18 indicates the result of *T–test* analysis regarding to the relationship between the teachers' perception of their job satisfaction and their age groups. The result proves that there is no statistically difference between the teachers' perception of their job satisfaction and the teachers' age groups.

Table 18  Teacher Job Satisfaction and Teachers' Age Groups

| Job Satisfaction | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Intrinsic  Satisfaction | Between Groups | .107 | 1 | .107 | .085 | .771 |
| | Within Groups | 174.551 | 139 | 1.256 | | |
| | Total | 174.658 | 140 | | | |
| Extrinsic Satisfaction | Between Groups | .109 | 1 | .109 | .093 | .760 |
| | Within Groups | 162.950 | 139 | 1.172 | | |
| | Total | 163.059 | 140 | | | |
| General Satisfaction | Between Groups | 18.323 | 1 | 18.323 | .059 | .808 |
| | Within Groups | 43064.315 | 139 | 309.815 | | |
| | Total | 43082.638 | 140 | | | |

**DISCUSSION, IMPLICATION, CONCLUSION**

**5.1    Introduction**

The primary purpose of this study was to seek for the leadership style being

practiced by public primary school principals and to find out what is the level of teacher job

satisfaction in Phnom Penh based on the teachers' perception. To get the data, two

instruments in Khmer version were utilized in this study, Multifactor Leadership

Questionnaire (MLQ) and Minnesota Satisfaction Questionnaire (MSQ). This study also

intended to investigate the relationship between principal leadership style and teacher job

satisfaction. In addition to these, the teacher demographic information (genders and ages)

was also included to study whether it is different in the teachers' perception based on their

genders and ages. This chapter consists of five sections. The first section is the introduction

with overview of research questions and purposes. The second section is a discussion of the

results and findings of the four research questions that guided the study. The third section

states the implications for Public Primary Education in Phnom Penh. The fourth section

contains recommendations for future research. The final section presents the conclusions of

the study.

**5.2 Discussion**

**5.2.1    Discussion of Results of the Research Question Research 1**

**Research Question1** "*what leadership style is the most commonly practiced by*

*public primary school principals?*"  To collect this data, the survey questionnaire of MLQ in

Khmer version was used. The findings demonstrated that the participants (N=141) rated their

principals more transformational leaders (M=2.44, SD=0.57) than transactional (M=1.87,

SD=0.61) or Laissez faire leaders (M=1.17, SD=0.71). The results indicate that the public

primary school principals, as perceived by teachers, are likely to practice transformational

leadership more frequently in their positions than the transactional leadership or the laissez-faire style.

The current findings were also supported by Avolio and Yammarino (1991) who stated that transformational leaders practiced more with followers than transactional leaders. Additionally, the results of question one is consistent with the previous studies (Chen, 2004; Din, 2014; & Watters, 2013). They stated that participants rated their leaders more in transformational leaders than in transactional or laissez-faire. However, the mean score of current study in each item of transformational leadership was a bit higher. It could be because of the different context or different sample selection.

Although the mean score of the transformational leadership is higher than transactional leadership, the participants also rated transactional leadership in contingent reward (M=2.29, SD=0.97). This score was similar idealized influence: behavior (M= 2.60, SD= 1.07) which was highest score for the sub scale of transformational leadership style. Therefore, public primary school principals, sometimes, tend to practice mixed leadership style depending on the situation. It was supported by situational leadership theory of Hershey and Blanchard.  Hersey and Blanchard (1988) emphasized matching leadership styles and situations. That is why the principals are likely to know that in some extend rewards are really motivator for their staffs to work well.

### 5.2.2   Discussion of Results of the Research Question Research 2

**Research question 2 "***what level of job satisfaction do public primary school teachers have*?"   The level of job satisfaction was measured using the Khmer MSQ version. The general satisfaction score was set at 100 while he mean scores of subscales (intrinsic an extrinsic) were set at 5. The findings show that the mean was score 70.68 for general job satisfaction and the mean score of intrinsic satisfaction was 3.36 and extrinsic satisfaction

was 3.67. According to Holcomb (2011),  these score revealed that public primary school teachers are moderately satisfied with their job. In addition, the result showed that, among all 20 items of general satisfaction, the teachers are most satisfied with *Working Condition* (M=4.13, SD=0.940) and *Co-worker* (M=4.11, SD=0.976). Inversely, the teacher are less satisfied with item related to *Responsibility* (M=3.00, SD=1.247) and item related to *Recognition* (M=3.07, SD=1.188) which are the lowest score comparing to the other items.

The result of question 2 is consistent with the previous finding of Watters (2013) who conducted his study in primary school in Australia. He found that teacher were moderately satisfied with their jobs. Furthermore, the results of the current study related to *Recognition* and *Responsibility* item indicated that the teachers are less satisfied. In Cambodian context, public school principals might lack of these motivators for the teachers as most of things are assigned my MoEYS. If school principals give all the teachers freedom for job completion, it tends to go beyond the goals set by MoEYS. Especially, the principals might not be able to have independence in choosing who should be given honor for their job success. If they want to do so, they, firs, need to ask for permission from MoEYS. This is the long process which is likely to make principals difficult to apply these theories; that why the teachers are less satisfied with these two dimensions.  These results were supported by *Two-Factor Theory* developed by Herzberg et al. in 1957.  They emphasized that, to motivate the followers, leaders need to know some motivators. For example, he describes *Recognition* as the honor, or admiration given to the employees for their job completion and *Responsibility* as giving employees enough job independence and power in order that they feel they 'own' the results. They added that when these motivators are absent, the employees might be dissatisfied with their jobs.

### 5.2.3  Discussion of Results of the Research Question Research 3

**Research Question** *3 Is there any significant relationship between principal leadership style and teacher Job Satisfaction?*

Respecting tot the findings from this research study, the four components of leadership are statistically significant at 0.01. The three components of transformational leadership which include *idealized influence: behavior* show positive, weak relationship with teacher job satisfaction, while *inspirational motivation* and *individualized consideration* illustrate moderately positive relationship with the teacher job satisfaction. The one component of transactional leadership (contingent reward) also indicates moderately positive correlations with teacher job satisfaction.  This means that, as the level of teacher job satisfaction increases, the higher teachers rate their principal as transformational leader in three components (idealized influence: behavior, inspirational motivation, and individualized consideration) or transactional leader in contingent reward

The findings of the relationship between principal leadership style and teachers' job satisfaction was supported by Lee(2006) who mentioned that in education setting, teacher job satisfaction can be influenced by  principals. For the positive association between the subscales of transformational leadership and teacher job satisfaction, it was supported by the idea that transformational leadership style had positive relationship with teachers' job satisfaction (Bass, 1998; Bass 1999; & Din, 2014). Yukl (2002) also found that the followers are more satisfied with leaders who are considerate or supportive than with those who are either indifferent or critical towards subordinates. For the one component (contingent reward) of transactional leadership which had positive relationship with the teacher job satisfaction was supported by two- factor theory related to *advancement* which was developed by Herzberg et al. (1957). They described *advancement* as the way to select employees to work in the right position in the organization in order to get reward for their

well-done job. They added that this, at least, could minimize the employees' job dissatisfaction.

**5.2.4  Discussion of Results of the Research Question Research 4**

**Research Question 4** *Are there any statistically significant different in the teachers' perception of their principal leadership style and the level of the teacher job satisfaction based on the teachers' demographic information (genders and ages)?*

160 teachers with 80 males and 80 females were chosen from 1118 whole population for this study. However, there were 141 teachers who responded to the questionnaire. The final sample was 73 females and 68 males. Respecting to the research question 4, it was found that there is no any statistically significant difference in teachers' perception of the principal leadership styles based on the teachers' demographic information (genders and ages groups). However, the results showed that there is statistically significant difference in their job satisfaction (extrinsic satisfaction) based on the teachers 'genders. However, the current findings indicated that there is no any relationship between the teachers' perception of their job satisfaction and their age groups.

The finding is consistent with the previous research findings of (Ma & MacMillan, 2001) found that the level of teacher job satisfaction differed in their genders but the current study showed that difference in the teachers' perception of job satisfaction level is only for *extrinsic component*. The study also found that in this component male teachers are slightly more satisfied than female teachers. This result was similar to the previous finding by Varca et al. (1983) who indicated that males are more satisfied with their jobs than females. Inversely, the results of the current study which illustrates that there is no difference in the teachers' perception of their job satisfaction based on their age groups as supported by the finding of Crossman and Harris (2006). They conducted their study in secondary school in

the United Kingdom and found that teachers' job satisfaction levels did not differ significantly regarding to their ages.

**5.3 The Implication for Public Primary Education in Phnom Penh**

The current study found that the principals mostly practiced transformational leadership style. And the teachers are moderately satisfied with their jobs. Particularly, the teachers are more satisfied with work condition and co-worker, but are less satisfied with the lack of recognition and freedom in their job done. The results also revealed that that there is positive correlation between teachers' perceptions of public school principal leadership style and teacher job satisfaction. Additionally, the finding showed that male teachers are more satisfied with their job in extrinsic satisfaction than females

Thus, regarding to the results above, suggestions for practice are that public primary school principal should identify their leadership style as it associates with the level of the teacher job satisfaction. Additionally,  the principal should consider the different leadership style for different situation as the results showed the combination of leadership styles, namely the three components of transformational leadership including  *idealized influence(behavior)*,  *inspirational motivation* and *individualized consideration* and one component of  transactional leadership( *contingent reward*) which  are positively correlated with the teacher job satisfaction level. The more frequently these components are practiced, the more level of the teacher job satisfaction also tend to increase. Therefore, in order to enable the teacher job satisfaction level, the principals might be helpful to use all of these dimensions of leadership.

Respecting to the level of teacher job satisfaction, principals should be aware that for *working condition* and *co-worker* are the most important predictors for teacher job satisfaction as the teachers rated the highest score in these items.  However, the teachers are

less satisfied with the freedom they have for their jobs completion and the recognition for their work success. Both MoEYS and public primary school principal should take this result into consideration in order to enable teacher job satisfaction. Interestingly, the findings also showed that male teachers are more satisfied than female teachers for extrinsic factors. Hence, it is likely to be necessary for school principals to aware that the different genders of the teachers could have different level of the job satisfaction**.**

**5.4 Recommendation for Future Research**

This research study focused on determining the leadership style being most commonly practiced by principals and identifying the level of job satisfaction of the teachers. The current study was conducted in primary schools in Phnom Penh based on the perception of the teachers. Recommendations for future research should include the perceptions of both teaching and non-teaching staffs respecting to the same topic, the result might be different. More importantly, it would be helpful to understand whether the relationship between the teachers' perception of principal leadership style and teacher job satisfaction existed at kindergarten level or secondary levels.

The sample selection in the current study was 141 teachers from different public primary schools in Phloem Penh. The future study could include the larger group or compare between the perceptions of teaching staffs in Phnom Penh with those in rural area. It would be even the most interesting to compare the perceptions of two-group teachers, ones from urban area and the other ones from rural area in Cambodia. Doing so, the results would be even more helpful for recommendation to practice.

As the finding of the current study shows that leadership style of principals are positively correlated with the teacher job satisfaction. Future studies should engage in examining how leadership drives teachers to a higher level of job satisfaction and

motivation that are necessary for maintaining teacher quality and commitment and to advance public primary school teacher profession.

This study attempted to explore the relationship between the teachers' perception of their principal leadership style and teacher job satisfaction testing transformational and transactional theory of leadership with Multifactor Leadership Questionnaires (MLQ) and Minnesota Satisfaction Questionnaire (MSQ). The next study could test other theories or use other instruments for conducting the correlation of principal leadership and teacher job satisfaction. Therefore, the findings of future research might be different. Furthermore, quantitative descriptive was utilized in the current study, so the next study could focus the same purpose but could employ qualitative or mixed method

In term of demographic information of the participants, only the genders and ages were included in this study to analyze the difference in the teachers' perception; the future study could include other demographic information such as educational level, marital status, working experiences, family background.

**5.5 Conclusion**

Leadership is briefly described as the relationship between leaders who are the influent people and follower or the process of influencing group activities toward goal setting and goal achievement. The research regarding to the leadership styles of public primary school principal and the teacher job satisfaction level is important for primary education. Consistent studies to investigate these two concepts are very helpful for the development and advancement of primary leading and teaching profession.

The findings of this study can provide useful feedbacks for primary school principal to understand their leadership styles as perceived by the teachers, and how the perception

affects the teacher job satisfaction level. Furthermore, the findings may help the principals to understand that by employing the leadership practices of the three components (idealized influence: behavior, inspirational motivation and individualized consideration) of transformational leadership and one component (contingent reward) of transactional leadership more frequently the teachers may become more satisfied with their jobs.

This finding also helped pave the way for MoEYS to understand the importance of setting up a leadership training program so that school principals are able to improve their leadership skills. A successful leader not only satisfies the needs of followers effectively by exchanging rewards, but also sets an example for their followers and promotes dramatic changes and influence on individuals, groups, and organizations. Moreover, the overall effectiveness of an organization rests on both the leadership and the follower job satisfaction.

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លេខសម្គាល់_____

# <u>កម្រងសំនួរ</u>

ខ្ញុំបាទឈ្មោះ **បន សាបាន** ដែលជា និស្សិត បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែក អប់រំ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ ជំនាន់ទី ៨។ដើម្បីបំពេញតាមលក្ខខ័ណ្ឌដែលសាកលវិទ្យាល័យបានដាក់អោយ ខ្ញុំត្រូវសរសេរនិក្ខេបបទលើប្រធានបទ **ទំនាក់ទំនងរវាង របៀបដឹកនាំរបស់ លោក នាយក នាយិកា និង កម្រិតនៃការពេញចិត្តក្នុងការបំពេញការងាររបស់ លោកគ្រូ អ្នកគ្រូនៃសាលាបឋមសិក្សារដ្ឋនៅក្នុងរាជធានីភ្នំពេញ**។ ដូច្នេះហើយសូមលោកគ្រូ អ្នកគ្រូមេត្តាចូលរួមបំពេញឬ ជ្រើសរើស តាមសំនួរដែលមានខាងក្រោម។ កម្រងសំនួរខាងក្រោមនេះចែកជា២ផ្នែក។ ផ្នែកទី១ រួមមាន៖ **ក)**ទិន្នន័យផ្ទាល់ខ្លួនរបស់លោកគ្រូ អ្នកគ្រូ **ខ)** ទិន្នន័យទាក់ទងនឹងនាយក នាយិកានៃសាលាបឋមសិក្សារដ្ឋដែលលោកគ្រូ អ្នកគ្រូ កំពុងបង្រៀន និង **គ)**កម្រិត នៃការពេញចិត្តក្នុងការបំពេញការងាររបស់លោកគ្រូ អ្នកគ្រូ ។ ផ្នែកទី២ ទាក់ទងនឹងរបៀបដឹកនាំរបស់លោក នាយក នាយិកា របស់លោក គ្រូ អ្នកគ្រូ។ សូមមេត្តាជ្រើសរើស ឬតូសចម្លើយអោយបានត្រឹមត្រូវតាមការយល់ឃើញជាក់ស្តែងរបស់លោកគ្រូ អ្នកគ្រូ ។ហើយរាល់ចម្លើយរបស់លោកគ្រូ អ្នកគ្រូ នឹងត្រូវបានរក្សាអាថិកំបាំង។

# ផ្នែកទី១

☞ ចូរបំពេញ និង គូសសញ្ញា(v)នូវចម្លើយដែលត្រូវនឹង ទិន្នន័យផ្ទាល់ខ្លួនរបស់អ្នក និង នាយក នាយិកា នៃសាលាដែលអ្នកបង្រៀន។

## ក)ទិន្នន័យផ្ទាល់ខ្លួនអ្នក

១) ភេទ ☐ ប្រុស ☐ ស្រី

២) អាយុ ……………………………………ឆ្នាំ

៣) កម្រិតវប្បធម៌និងការបណ្ដុះបណ្ដាល

☐ បឋមភូមិ ☐ ទុតិយភូមិ ☐ ១២+២ ☐ ១២+១ ☐ បរិញ្ញាបត្ររង ☐ បរិញ្ញាបត្រ

ផ្សេងៗ……………………………………………………………………………………………….

៤) ឈ្មោះសាលាបឋមសិក្សារដ្ឋ ដែលអ្នកបង្រៀន:……………………………………………………

៥)រយៈពេលដែលអ្នកបង្រៀនក្នុងសាលានេះ ………**……………………………ឆ្នាំ**

## ខ)ទិន្នន័យទាក់ទងនឹងនាយក នាយិកា របស់អ្នក

១)ភេទ ☐ ប្រុស ☐ ស្រី

២) អាយុ ☐ តិចជាង ៣០ឆ្នាំ ☐ ៣០ ដល់ ៣៤ ឆ្នាំ ☐ ៣៥ ដល់ ៣៩ឆ្នាំ ☐ ៤០ឆ្នាំ ឡើង

៣)បទពិសោធន៍ការងារជានាយក នាយិកា ☐ ១ ដល់ ៥ ឆ្នាំ ☐ ៦ ដល់ ១០ ឆ្នាំ ☐ ១១ឆ្នាំឡើង

៤)កម្រិតនៃការបណ្ដុះបណ្ដាល ☐ បឋមភូមិ ☐ ទុតិយភូមិ ☐ បរិញ្ញាបត្ររង

☐ បរិញ្ញាបត្រ ☐ បរិញ្ញាបត្រជាន់ខ្ពស់ ☐ បណ្ឌិត

**គ)កម្រិតនៃការពេញចិត្តក្នុងការបំពេញការងាររបស់អ្នក**

☞កម្រងសំនួរខាងក្រោមដែលមានចំនួន២០ចំនុចនឹងពិពណ៌នាអំពីកម្រិតនៃការពេញចិត្ត ឬ មិនពេញចិត្ត
ក្នុងការបំពេញការងាររបស់អ្នក។ចូរគូសរង្វង់ជុំវិញចម្លើយដែលបង្ហាញពីកម្រិតនៃការពេញចិត្ត
ឬមិនពេញចិត្តក្នុងការបំពេញការងាររបស់អ្នក។

<u>ចំណាំ ៖</u> ១=មិនពេញចិត្តយ៉ាងខ្លាំង ២=មិនពេញចិត្ត ៣=មិនអាចសម្រេចចិត្ត
៤=ពេញចិត្ត ៥=ពេញចិត្តណាស់

| ១ | ភាពមមាញឹកក្នុងការងារ | ១ | ២ | ៣ | ៤ | ៥ |
|---|---|---|---|---|---|---|
| ២ | ឱកាសធ្វើការតែម្នាក់ឯង | ១ | ២ | ៣ | ៤ | ៥ |
| ៣ | ឱកាសធ្វើកិច្ចការថ្មីៗជារៀងរាល់ពេល | ១ | ២ | ៣ | ៤ | ៥ |
| ៤ | ការមានឱកាសដើរតួជាមនុស្សសំខាន់នៅក្នុងសហគមន៍ | ១ | ២ | ៣ | ៤ | ៥ |
| ៥ | វិធីសាស្ត្រដែលនាយក របស់ខ្ញុំគ្រប់គ្រងបុគ្គលិក | ១ | ២ | ៣ | ៤ | ៥ |
| ៦ | សម្ថភាពរបស់នាយកខ្ញុំក្នុងការសម្រេចចិត្តធ្វើអ្វីមួយ | ១ | ២ | ៣ | ៤ | ៥ |
| ៧ | ខ្ញុំអាចធ្វើការងារដែលមិនខុសពីមនសិការរបស់ខ្ញុំ | ១ | ២ | ៣ | ៤ | ៥ |
| ៨ | ការងារដែលខ្ញុំធ្វើជាការងារដែលមានស្ថេរភាព | ១ | ២ | ៣ | ៤ | ៥ |
| ៩ | ឱកាសរបស់ខ្ញុំក្នុងការធ្វើការងារសំរាប់អ្នកផ្សេង | ១ | ២ | ៣ | ៤ | ៥ |
| ១០ | ឱកាសដែលខ្ញុំអាចណែនាំ អ្នកដ៏ទៃអោយធ្វើអ្វីមួយ | ១ | ២ | ៣ | ៤ | ៥ |
| ១១ | ឱកាសក្នុងការប្រើសម្ថភាពរបស់ខ្ញុំក្នុងការធ្វើអ្វីមួយ | ១ | ២ | ៣ | ៤ | ៥ |
| ១២ | របៀបអនុវត្តគោលការណ៍ដែលសាលារបស់ខ្ញុំដាក់អោយ | ១ | ២ | ៣ | ៤ | ៥ |
| ១៣ | ប្រាក់ខែសមនឹងបរិមាណការងារដែលខ្ញុំធ្វើៗ | ១ | ២ | ៣ | ៤ | ៥ |
| ១៤ | ការងារនេះខ្ញុំអាចមានឱកាសក្នុងការឡើងហាន:។ | ១ | ២ | ៣ | ៤ | ៥ |
| ១៥ | សិទ្ធសេរីភាពក្នុងការបញ្ចេញមតិ | ១ | ២ | ៣ | ៤ | ៥ |
| ១៦ | ឱកាសក្នុងការប្រើរបៀបផ្ទាល់ខ្លួនខ្ញុំដើម្បីធ្វើការ | ១ | ២ | ៣ | ៤ | ៥ |
| ១៧ | ស្ថានភាពកន្លែងធ្វើការ | ១ | ២ | ៣ | ៤ | ៥ |
| ១៨ | ទំនាក់ទំនងដែលបុគ្គលិករបស់ខ្ញុំមានចំពោះគ្នា | ១ | ២ | ៣ | ៤ | ៥ |
| ១៩ | ការសរសើរដែលខ្ញុំទទួលបានពេលបំពេញការងារបានល្អ | ១ | ២ | ៣ | ៤ | ៥ |
| ២០ | អារម្មណ៍នៃភាពជោគជ័យដែលខ្ញុំទទួលបានពីការងារ | ២ | ២ | ៣ | ៤ | ៥ |

# ផ្នែកទី២

## របៀបដឹកនាំរបស់ លោកនាយក លោកស្រីនាយកា របស់អ្នក

☞កម្រងសំនួរខាងក្រោមដែលមានចំនួន៣៦ចំនុចនឹងពិពណ៌នាអំពីរបៀបដឹកនាំរបស់លោកនាយក នាយការ របស់អ្នក។ សូមគូសរង្វង់លើលេខ ដែលបង្ហាញក្នុងតារាងខាងក្រោម ដែលត្រូវនឹង ការដឹកនាំរបស់លោក នាយក ឬ នាយកា របស់អ្នក។

ចំណាំ ៖ ០=អត់មានសោះ ១=កម្រ ២=ជួនកាល ៣=ញឹកញ្យាប់ដែរ ៤= ញឹកញ្យាប់

| ១ | គាត់ជួយពេលខ្ញុំប្រឹងប្រែងធ្វើការ។ | ០ | ១ | ២ | ៣ | ៤ |
|---|---|---|---|---|---|---|
| ២ | គាត់តែងតែគិតចំពោះ ការវិះគន់នានាថាតើវាត្រឹមត្រូវ ឬអត់។ | ០ | ១ | ២ | ៣ | ៤ |
| ៣ | គាត់មិនជ្រាលជ្រែក ក្នុងកិច្ចការអ្វីទេ លុះណាតែជា បញ្ហាធំ។ | ០ | ១ | ២ | ៣ | ៤ |
| ៤ | គាត់យកចិត្តទុកដាក់យ៉ាងខ្លាំងចំពោះ ភាពមិនប្រក្រតី បញ្ហា និង កុំហុសឆ្គងនានា ដែលវាចាកពី គោលការណ៍រួម។ | ០ | ១ | ២ | ៣ | ៤ |
| ៥ | គាត់មិនចូលរួមដោះស្រាយទេពេលមានបញ្ហាធំកើតឡើង។ | ០ | ១ | ២ | ៣ | ៤ |
| ៦ | គាត់តែងតែលើកឡើងពីគុណតម្លៃ និង ជំនឿដ៏មុតមាំ របស់គាត់។ | ០ | ១ | ២ | ៣ | ៤ |
| ៧ | គាត់អវត្តមានពេលខ្ញុំត្រូវការ។ | ០ | ១ | ២ | ៣ | ៤ |
| ៨ | គាត់ស្វែងរកគំនិតផ្សេងៗពេលដោះស្រាយបញ្ហា។ | ០ | ១ | ២ | ៣ | ៤ |
| ៩ | គាត់មានគំនិតវិជ្ជមានជានិច្ច អំពីអនាគត់ របស់សាលា។ | ០ | ១ | ២ | ៣ | ៤ |
| ១០ | គាត់លើកទឹកចិត្តខ្ញុំឲ្យចូលរួមសហការជាមួយគាត់។ | ០ | ១ | ២ | ៣ | ៤ |
| ១១ | គាត់មានការពិភាក្សាកម្មវិធីសិក្សាយ៉ាងហ្មត់ចត់ដើម្បីឲ្យលោកគ្រូអ្នកគ្រូមានទំនុ លចុះត្រូវបង្រៀនសម្រេចទៅតាមគោលដៅរៀងៗខ្លួន។ | ០ | ១ | ២ | ៣ | ៤ |
| ១២ | គាត់រងចាំបញ្ហាកើតមានឡើងទើប ចាត់វិធានការណ៍ដោះស្រាយ។ | ០ | ១ | ២ | ៣ | ៤ |
| ១៣ | គាត់លើកយកអ្វីដែលត្រូវធ្វើអោយជោគជ័យ ដោយភាពជឿជាក់និង រីករាយជាខ្លាំង។ | ០ | ១ | ២ | ៣ | ៤ |
| ១៤ | គាត់បញ្ជាក់ច្បាស់ៗពីសារ:សំខាន់ នៃការមានគោលបំណងដ៏រឹងមាំ។ | ០ | ១ | ២ | ៣ | ៤ |
| ១៥ | គាត់ចំណាយពេល បង្វាត់ បង្ហាញ ណ្ណះបណ្ដាលដល់បុគ្គលិក។ | ០ | ១ | ២ | ៣ | ៤ |
| ១៦ | គាត់កំណត់ច្បាស់ៗថា នរណានិងទទួលបានអ្វីពេល សម្រេចគោលដៅដែលត្រូវបានដាក់អោយ។ | ០ | ១ | ២ | ៣ | ៤ |

| ១៧ | គាត់តែងតែប្រកាន់ជំហរថាអ្វីដែល មិនមានបញ្ហា គឺ មិនចាំបាច់ផ្លាស់ប្ដូរ។ | ០ | ១ | ២ | ៣ | ៤ |
|---|---|---|---|---|---|---|
| ១៨ | គាត់លះបង់ចំណាប់អម្មល៍ផ្ទាល់ខ្លួន ដើម្បី ភាពល្អជារួម។ | ០ | ១ | ២ | ៣ | ៤ |
| ១៩ | គាត់សម្ដែងចំពោះ ខ្ញុំមិនត្រឹម ជាបុគ្គលិកក្នុងក្រុមប៉ុណ្ណោះទេ ថែម ទាំងជាបុគ្គលទូទៅម្នាក់។ | ០ | ១ | ២ | ៣ | ៤ |
| ២០ | គាត់បញ្ជាក់ច្បាស់ថា រាល់បញ្ហា ត្រូវតែជាបញ្ហាធំ ទើបគាត់ចាត់វិធានការណ៍ដោះស្រាយ។ | ០ | ១ | ២ | ៣ | ៤ |
| ២១ | គាត់ធ្វើអ្វីៗដែលគួរអោយខ្ញុំគោរព។ | ០ | ១ | ២ | ៣ | ៤ |
| ២២ | គាត់ផ្ដោតអារម្មណ៍យ៉ាងខ្លាំងចំពោះការដោះស្រាយ កំហុស ការតវ៉ាក្នុងការបញ្ចេញមតិនិងការបរាជ័យនានារបស់គាត់។ | ០ | ១ | ២ | ៣ | ៤ |
| ២៣ | គាត់ពិនិត្យការសម្រេចចិត្តប្រកមដោយក្រមសីលធម៌។ | ០ | ១ | ២ | ៣ | ៤ |
| ២៤ | គាត់តាមដានគ្រប់កំហុសឆ្គងទាំងអស់។ | ០ | ១ | ២ | ៣ | ៤ |
| ២៥ | គាត់សម្ដែងចេញនូវភាពខ្លាំង នឹងទំនុកចិត្តរបស់គាត់។ | ០ | ១ | ២ | ៣ | ៤ |
| ២៦ | គាត់សម្ដែងចេញអោយដឹងពីទស្សន:វិស័យចំពោះនាគាត់។ | ០ | ១ | ២ | ៣ | ៤ |
| ២៧ | គាត់បង្ហាញអំពីភាពទទួលខុសត្រូវរបស់គាត់ចំពោះការបរាជ័យនានាដែលមិន ត្រូវតាមគោលការណ៍រួម។ | ០ | ១ | ២ | ៣ | ៤ |
| ២៨ | គាត់គេចវេសក្នុងការសម្រេចចិត្តនានា។ | ០ | ១ | ២ | ៣ | ៤ |
| ២៩ | គាត់តែងតែយល់ឃើញថាខ្ញុំមានតម្រូវការ សមត្ថភាព និង បំណងប្រាថ្នាផ្សេងពីអ្នកដ៏ទៃ។ | ០ | ១ | ២ | ៣ | ៤ |
| ៣០ | គាត់ជំរុញអោយខ្ញុំគិតអោយបានគ្រប់ជ្រុងជ្រោយទៅលើបញ្ហាដែលកើតឡើង។ | ០ | ១ | ២ | ៣ | ៤ |
| ៣១ | គាត់ជួយអភិវឌ្ឍភាពខ្លាំងរបស់ខ្ញុំ។ | ០ | ១ | ២ | ៣ | ៤ |
| ៣២ | គាត់ផ្ដល់វិធីសាស្ត្រថ្មីៗដល់ខ្ញុំ ដើម្បីបំពេញការងារដែលគាត់ដាក់អោយ។ | ០ | ១ | ២ | ៣ | ៤ |
| ៣៣ | គាត់ពន្យាពេលក្នុងការឆ្លើយតបទៅនឹងសំនួរជាបន្ទាន់។ | ០ | ១ | ២ | ៣ | ៤ |
| ៣៤ | គាត់សង្កត់ធ្ងន់ទៅលើសារ:សំខាន់នៃការមានគំនិតរួម នៃបេសកកម្មផ្សេងៗ។ | ០ | ១ | ២ | ៣ | ៤ |
| ៣៥ | គាត់បង្ហាញនូវការពេញចិត្ត ពេលដែលខ្ញុំធ្វើបានតាមការរំពឹងទុក។ | ០ | ១ | ២ | ៣ | ៤ |
| ៣៦ | គាត់តែងតែបង្ហាញចេញនូវទំនុកចិត្តចំពោះគោលដៅដែលនឹងត្រូវសម្រេច ចជោគជ័យ។ | ០ | ១ | ២ | ៣ | ៤ |

**English Version**

**Minnesota Satisfaction Questionnaire (MSQ)**

**How satisfied are you with this aspect of your job?**

**Note:** 1 = Very dissatisfied  2 = Dissatisfied  3 = can't decide
4 = Satisfied  5 = Very Satisfied

| | | | | | | |
|---|---|---|---|---|---|---|
| **1** | Being able to keep busy all the time. | **1** | **2** | **3** | **4** | **5** |
| **2** | The chance to work alone on the job | **1** | **2** | **3** | **4** | **5** |
| **3** | The chance to do different things from time to time | **1** | **2** | **3** | **4** | **5** |
| **4** | The chance to be "somebody" in the community | **1** | **2** | **3** | **4** | **5** |
| **5** | The way my boss handles his/her workers | **1** | **2** | **3** | **4** | **5** |
| **6** | The competence of my supervisor in making decisions | **1** | **2** | **3** | **4** | **5** |
| **7** | Being able to do things that don't go against my conscience | **1** | **2** | **3** | **4** | **5** |
| **8** | The way my job provides for steady employment | **1** | **2** | **3** | **4** | **5** |
| **9** | The chance to do things for other people. | **1** | **2** | **3** | **4** | **5** |
| **10** | The chance to tell people what to do | **1** | **2** | **3** | **4** | **5** |
| **11** | The chance to do something that makes use of my abilities. | **1** | **2** | **3** | **4** | **5** |
| **12** | The way company policies are put into practice | **1** | **2** | **3** | **4** | **5** |
| **13** | My pay and the amount of work I do. | **1** | **2** | **3** | **4** | **5** |
| **14** | The chances for advancement on this job. | **1** | **2** | **3** | **4** | **5** |
| **15** | The freedom to use my own judgment. | **1** | **2** | **3** | **4** | **5** |
| **16** | The chance to try my own methods of doing the job. | **1** | **2** | **3** | **4** | **5** |
| **17** | The working conditions. | **1** | **2** | **3** | **4** | **5** |
| **18** | The way my co-workers get along with each other. | **1** | **2** | **3** | **4** | **5** |
| **19** | The praise I get for doing a good job. | **1** | **2** | **3** | **4** | **5** |
| **20** | The feeling of accomplishment I get from the job. | **1** | **2** | **3** | **4** | **5** |

# Multifactor Leadership Questionnaires (MLQ)

This questionnaire is to describe the leadership style of your principals. Please answer all items on this answer sheet. **36** descriptive statements are listed on the following pages. Judge how frequently each statement fits your principals.

**Note:** 0 =Not at all    1 = Once in a while   2 = Sometimes
          3=Fairly often   4 = Frequently, if not always

| 1 | Provides me with assistance in exchange for my efforts | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 2 | Re-examines critical assumptions to question whether they are appropriate | 0 | 1 | 2 | 3 | 4 |
| 3 | Fails to interfere until problems become serious | 0 | 1 | 2 | 3 | 4 |
| 4 | Focuses attention on irregularities, mistakes, exceptions,and deviations from standards. | 0 | 1 | 2 | 3 | 4 |
| 5 | Avoids getting involved when important issues arise | 0 | 1 | 2 | 3 | 4 |
| 6 | Talks about their most important values and beliefs | 0 | 1 | 2 | 3 | 4 |
| 7 | Is absent when needed | 0 | 1 | 2 | 3 | 4 |
| 8 | Seeks differing perspectives when solving problems. | 0 | 1 | 2 | 3 | 4 |
| 9 | Talks optimistically about the future | 0 | 1 | 2 | 3 | 4 |
| 10 | Instills pride in me for being associated with him/her | 0 | 1 | 2 | 3 | 4 |
| 11 | Discusses in specific terms who is responsible for achieving performance targets | 0 | 1 | 2 | 3 | 4 |
| 12 | Waits for things to go wrong before taking action | 0 | 1 | 2 | 3 | 4 |
| 13 | Talks enthusiastically about what needs to be accomplished | 0 | 1 | 2 | 3 | 4 |
| 14 | Specifies the importance of having a strong sense of purpose | 0 | 1 | 2 | 3 | 4 |
| 15 | Spend time teaching and coaching. | 0 | 1 | 2 | 3 | 4 |
| 16 | Make clear what one can expect to receive when performance goals are achieved | 0 | 1 | 2 | 3 | 4 |
| 17 | Shows that he/she i4s a firm believer in "If it ain't broke, don't fix it." | 0 | 1 | 2 | 3 | 4 |
| 18 | Goes beyond self-interest for the good of the group | 0 | 1 | 2 | 3 | 4 |
| 19 | Treats me as an individual rather than just as a member of a group | 0 | 1 | 2 | 3 | 4 |
| 20 | Demonstrates that problems must become chronic before taking action | 0 | 1 | 2 | 3 | 4 |

| 21 | Acts in ways that builds my respect | 0 | 1 | 2 | 3 | 4 |
|----|-----------------------------------|---|---|---|---|---|
| 22 | Concentrates his/her full attention on dealing with mistakes, complaints, and failures | 0 | 1 | 2 | 3 | 4 |
| 23 | Considers the moral and ethical consequences of decisions | 0 | 1 | 2 | 3 | 4 |
| 24 | Keeps track of all mistakes | 0 | 1 | 2 | 3 | 4 |
| 25 | Displays a sense of power and confidence | 0 | 1 | 2 | 3 | 4 |
| 26 | Articulates a compelling vision of the future | 0 | 1 | 2 | 3 | 4 |
| 27 | Directs his attention toward failures to meet standards | 0 | 1 | 2 | 3 | 4 |
| 28 | Avoids making decisions | 0 | 1 | 2 | 3 | 4 |
| 29 | Consider me as having different needs, abilities, and aspirations from others. | 0 | 1 | 2 | 3 | 4 |
| 30 | Get me to look at problems from many different angles. | 0 | 1 | 2 | 3 | 4 |
| 31 | Help me to develop my strengths. | 0 | 1 | 2 | 3 | 4 |
| 32 | Suggests new ways of looking at how to complete assignments | 0 | 1 | 2 | 3 | 4 |
| 33 | Delays responding to urgent questions | 0 | 1 | 2 | 3 | 4 |
| 34 | Emphasizes the importance of having a collective sense of mission | 0 | 1 | 2 | 3 | 4 |
| 35 | Expresses satisfaction when I meet expectations | 0 | 1 | 2 | 3 | 4 |
| 36 | Expresses confidence that goals will be achieved | 0 | 1 | 2 | 3 | 4 |

# APPENDIX C: PERMISSION PAPER

ព្រះរាជាណាចក្រកម្ពុជា

ជាតិ សាសនា ព្រះមហាក្សត្រ

សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
**Royal University of Phnom Penh**

លេខ: ............... សគអព

សូមគោរពជូន
លោកស្រីប្រធានមន្ត្រីអប់រំ យុវជន និងកីឡា រាជធានីភ្នំពេញ

**កម្មវត្ថុ:** សំណើសុំជួយសម្រួលដល់ការស្រាវជ្រាវរបស់និស្សិតឈ្មោះ បន សាធាន នៅសាលាបឋម
សិក្សានានាក្នុងរាជធានីភ្នំពេញ ។

តាមកម្មវត្ថុខាងលើ សូមលោកស្រីប្រធានមេត្តាជ្រាបថា លោក បន សាធាន ជានិស្សិតថ្នាក់
បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំជំនាន់ទី៨ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ លោកមានគម្រោងស្រាវជ្រាវ
ប្រធានបទ "ទំនាក់ទំនងរវាងរបៀបដឹកនាំរបស់លោកនាយកនិងលោកស្រីនាយិកា និងថ្នមិតនៃការពេញ
ចិត្តក្នុងការបំពេញការងាររបស់លោកគ្រូ និងអ្នកគ្រូនៃសាលាបឋមសិក្សារដ្ឋក្នុងរាជធានីភ្នំពេញ"ដើម្បីសរសេរ
និក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ។ គោលបំណងនៃកម្មសិក្សាស្រាវជ្រាវនេះ
គឺដើម្បីប្រមូលទិន្នន័យសំខាន់ៗដែលទាក់ទងនឹងប្រធានបទខាងលើ។ ការប្រមូលទិន្នន័យនេះមានរយៈ
ពេល៨ថ្ងៃដោយគិតចាប់ពីថ្ងៃទី១៨ ខែមករា ឆ្នាំ២០១៦ រហូតដល់ ថ្ងៃទី២៥ ខែមករា ឆ្នាំ២០១៦។

អាស្រ័យហេតុនេះ សូមលោកស្រីប្រធានជ្រាបជាព័ត៌មាន និងជួយសម្រួលជូន លោក បន សាធាន
បានធ្វើការសិក្សាស្រាវជ្រាវនៅសាលាបឋមសិក្សានានាក្នុងរាជធានីភ្នំពេញដោយក្ដីអនុគ្រោះ។

សូមលោកស្រីប្រធានទទួលនូវការគោរពដ៏ស្មោះស្ម័គ្រពីខ្ញុំ។

រាជធានីភ្នំពេញ ថ្ងៃទី ... ខែមករា ឆ្នាំ២០១៦
ជ. សាកលវិទ្យាធិការ
សាកលវិទ្យាធិការរង

ប៉ាល់ នៃស

ទូរស័ព្ទទំនាក់ទំនង: ០១២ ៧២២ ២៥៧

ព្រះរាជាណាចក្រកម្ពុជា

ជាតិ សាសនា ព្រះមហាក្សត្រ

៚៙៚

ក្រសួងអប់រំ យុវជននិងកីឡា

មន្ទីរអប់រំ យុវជននិងកីឡារាជធានីភ្នំពេញ

លេខ ០២៤ ......អយក.ក

រាជធានីភ្នំពេញ ថ្ងៃទី ១៥ ខែ មករា ឆ្នាំ ២០១៦

សូមគោរពជូន

លោកសាកលវិទ្យាធិការ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ

**កម្មវត្ថុ ៖** ការលើកសំណើសុំអនុញ្ញាតដល់ការសិក្សាស្រាវជ្រាវរបស់និស្សិតឈ្មោះ **មន សាធាន** នៅតាម

សាលាបឋមសិក្សានានាក្នុងរាជធានីភ្នំពេញ។

**យោង ៖** លិខិតលេខ ០២២/២០១៦ ចុះថ្ងៃទី០៨ ខែ មករា ឆ្នាំ២០១៦ របស់សាកលវិទ្យាល័យភូមិន្ទ

ភ្នំពេញ។

តបតាមកម្មវត្ថុនិងយោងខាងលើ ខ្ញុំសូមគោរពជម្រាបជូនសាកលវិទ្យាធិការ មេត្តាជ្រាប

ថា ៖ ចំពោះសំណើសុំអនុញ្ញាតដល់ការសិក្សាស្រាវជ្រាវរបស់លោក **មន សាធាន** តាមសាលាបឋម

សិក្សានានា ក្នុងរាជធានីភ្នំពេញ លើប្រធានបទ ៖ «ទំនាក់ទំនងរវាងរបៀបដឹកនាំរបស់លោកនាយកនិង

លោកស្រីនាយិកា និងកម្រិតនៃការពេញចិត្តក្នុងការបំពេញការងាររបស់លោកគ្រូនៃសាលាបឋមសិក្សារដ្ឋក្នុង

រាជធានីភ្នំពេញ » ដើម្បីសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែកអប់រំ។

ចាប់ពីថ្ងៃទី ១៨ ខែ មករា ឆ្នាំ ២០១៦ រហូតដល់ថ្ងៃទី ២៥ ខែ មករា ឆ្នាំ២០១៦ នោះ មន្ទីរអប់រំ យុវជន

និងកីឡារាជធានីភ្នំពេញ មិនយល់ទាស់ទេ។

អាស្រ័យហេតុនេះ សូមលោកសាកលវិទ្យាធិការមេត្តាជ្រាប និងចាត់សាមីខ្លួនឲ្យទាក់ទង

ផ្ទាល់ជាមួយលោក-លោកស្រី នាយក-នាយិកា សាលាបឋមសិក្សាក្នុងរាជធានី ដើម្បីអនុវត្តតាម

ខ្លឹមសារខាងលើ ឲ្យ.២.ទូលបានជោគជ័យ ដោយជៀសវាងពាក់ព័ន្ធការ.....យោបាយ។

ប្រធានមន្ទីរអប់រំ យុវជននិងកីឡារាជធានីភ្នំពេញ

ណម ហ៊ា

ចម្លងជូន

-ក្រសួង អយក.(នា.បឋមសិក្សា)

-សាលារាជធានីភ្នំពេញ

ដើម្បីសូមមេត្តាជ្រាបជាពត៌មាន

- ការិយាល័យមន្ទីរ អយក.ក

ដើម្បីជ្រាបពត៌មាន

- គ្រប់ការិយាល័យអយក.ខណ្ឌ

- គ្រប់សាលាបឋមសិក្សាសាធារណៈក្នុងរាជធានីភ្នំពេញ

ដើម្បីឈុងការនិងសហការ

-ឯកសារ ការិ.បឋមសិក្សា(កាលប្បវត្តិ)