

## Transformational Leadership and Its Effect on Teacher Job Satisfaction

**Authors :** Shujie Liu

**Abstract :** This study aimed to investigate the relationship between teachers' perceived transformational leadership behaviors and their job satisfaction in China after controlling for teacher self-efficacy. Hierarchical regression analysis (HRA) technique was employed to examine factors' contributions to teacher job satisfaction with a sample of Chinese high school teachers. The finding of this study provided evidence that teachers' perceived transformational leadership behaviors accounted for a large percentage (44.9%) of the variance in Chinese teachers' job satisfaction. Uniquely, school principals' sense of power was a negative significant predictor of teacher job satisfaction, meaning that the more teachers perceived their principals' sense of power, the lower of their job satisfaction. Furthermore, this study provided evidence that teacher self-efficacy significantly contributes to teacher job satisfaction. Specifically, teachers' self-efficacy on student engagement was found to be a significant predictor of teacher job satisfaction. The conclusions were discussed in terms of Chinese cultures. The authors pointed out that how to make teachers involved in school policy making is a challenge for China and that more shared leadership is needed in Chinese schools.

**Keywords :** Chinese teachers, teacher job satisfaction, teacher self-efficacy, transformational leadership

**Conference Title :** ICEL 2018 : International Conference on Educational Leadership

**Conference Location :** San Francisco, United States

**Conference Dates :** June 06-07, 2018