

**WHAT LEADERSHIP STYLES HAVE TO DO WITH
TEACHER JOB SATISFACTION:
A Review of a British Virgin Islands Study**

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A review of a study of leadership styles and job satisfaction at a Caribbean high school is reported. Using an adapted LBDQ survey and a researcher-constructed job satisfaction questionnaire, a positive correlation was found between leadership style and the degree of job satisfaction ($R = .70$; $p < .01$). A stronger correlation existed between the consideration “leadership style” and teacher job satisfaction ($R = .70$) than between initiating structure and teacher job satisfaction ($R = .50$). The review explores methodological changes that might give better insights into leadership style and job satisfaction, especially because of the increasing complexity demanded of leaders in the emergent digital age. The method was found appropriate to obtain preliminary data but not the additional data required for triangulation and in-depth analyses that have a futuristic value. A conceptual matrix was recommended to improve data collection, analyses of data, and reporting.

Before and continuing into the 21st century, leadership and leadership styles, or attributes, or traits, or situations, have been the focus of research, debate, and speculation whether in education, nursing, business, the military, or politics. In this information or knowledge age, the styles of high-profile leaders are being documented every day in the electronic media. No longer are books written after leaders have retired or left the scene. Recently, books have been written about prominent public figures like the former Mayor of New York, Rudolph Guiliani; Defense Secretary, Donald Rumsfeld; and Senator Hillary Clinton, among others, as leadership experts try to unravel the variables that contribute to the success of modern leaders.

At a different pace but applying similar methods, the research about education leaders continues. In the fast-changing world, leaders of all

disciplines need similar tools to succeed and survive and should consider all research relevant to their field. Whatever the uncertainty that might still exist within the literature, it is crystal clear that leadership is critical to the success of organizations (Bennis & Nanus, 1985).

The leaders of tomorrow are in today's schools. It is a major imperative to ensure that those who make decisions about schools have access to research that enhances their capacity to make things work. Concerns about teacher quality and performance continue, as well as the need to improve teacher satisfaction if they are to remain in their jobs. Undoubtedly, effective leadership promotes student learning, teacher performance, collaboration among teachers, and teacher job satisfaction.

Studies about how teacher satisfaction and leadership styles are related have been completed in the United States (US) and elsewhere, but only one other study about teacher satisfaction and leadership styles has been found that has originated in the Caribbean region (see Buckley-Jones, 1988). Now, more than ever, Caribbean communities focus on the quality of education that students receive in schools. Yet, inadequate attention has been given to all of the factors that enhance teacher performance. Evidence exists that the satisfaction teachers derive from their work is related to the style of the school's leadership (Yamraj, 2003).

This paper reviews a study conducted by Yamraj (2003) at the British Virgin Islands High School (BVIHS) in order to determine the nature of the relationship between the leadership styles of the school's senior administration and teacher job satisfaction. The British Virgin Islands (BVI) is a group of approximately 50 islands, cays, and rocks located about 60 miles south east of Puerto Rico in the Caribbean. The BVI provides secondary schooling in three public schools. The largest, the BVIHS, is located on the main island of Tortola and administered by a principal and three assistant principals (senior administration).

The BVIHS, not unlike other schools in the Caribbean and worldwide, continues to recruit a considerable proportion of its teachers from outside its shores. An understanding of what promotes teacher satisfaction is important if education systems such as the BVI are to continue to attract and retain good teachers. Teachers leave the profession for a range of

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reasons such as increased accountability, increased paperwork, negative and discouraging student attitudes, inadequate salary, teaching load, lack of discipline, lack of respect by students, non-teaching duties, stress, student behaviour, lack of parental support, and conflict with, or dissatisfaction with, the school's leadership and the lack of administrative support (Marlow, Inman, & Betancourt-Smith, 1996; Tye & O'Brien, 2002). The review of the study gives further insights that might minimize the leadership conundrum that persists in the Caribbean, and elsewhere.

Leadership Styles

“Scholarly attempts to analyze leadership have resulted in many diverse definitions, theories, models and applications” (Razik & Swanston, 2001, p. 60). Four dominant dimensions of leadership theories can be identified: trait, behaviour, contingency, and the transformational/transactional leader. Whereas trait studies focused on who the leaders were, behavioural studies focused on what leaders did; hence their leadership style. In order to investigate leadership style it is appropriate to look first to the research on leadership behaviour.

Leadership behaviour studies were conducted at Ohio State University, University of Michigan, and Harvard University (Hoy & Miskel, 1996), focusing on two dimensions of leadership style in each case: initiating structure and consideration at Ohio State University, production-oriented and employee-centred at University of Michigan, and task leader and social leader at Harvard University. In each study, the two opposing leadership styles are compared, either as a means of demonstrating the virtues of one over the other, or the trend of reversing the traditional dictatorial style to accommodate the emerging modern participative style typology.

For the purposes of the study, it was felt that the Ohio State University studies provided the ideal variables that mirrored each of the dichotomies of leadership styles that have been identified. The Ohio State Leadership Studies (Hoy & Miskel, 1996) examined two behavioural leadership styles: initiating (task) structure and consideration. This dichotomy of leadership styles provided the foundation for the leadership aspects of the study. Cunningham and Cordiero (2000) informed us that leaders who

display initiating structure define the members' goals, assign tasks, plan ahead, establish work methods, push for productivity, emphasize deadlines, and encourage adherence to procedures. On the other hand, the considerate leader stresses participation in decision making; encourages communication, staff development, and independent thinking; and provides timely feedback to the staff about the quality of their output.

Studies correlating leadership styles and job satisfaction have determined that the greater the scope for decision making involvement by faculty, the higher the level of job satisfaction (Kauffman, 1980, as cited in McKee, 1990; Lipham, Dunstan, & Rankin, 1981). Patrick (1995) concurred with Bidwell that teacher satisfaction is largely related to teachers' expectations of their administrator as well as their perception of their administrator's behaviour. Similarly, the attitude of the principal towards teachers and informal peer groups, and the amount of freedom that teachers are given to plan work, affect teacher satisfaction.

Job Satisfaction

Klecker and Loadman (1997) reported that interaction with the principal is one of the key variables related to job satisfaction. An ideal environment is fostered when the school's leadership (a) promotes a strong instructional climate, (b) efficiently manages the curriculum and defines the goals, and (c) interacts continually with teachers (Anderman, Belzer, & Smith, 1991). This is not dissimilar to the views expressed by Covey (2004), who promoted servant leadership and enabling others to find their voices as two key characteristics of great leaders. According to Jorde (1984), the quality of relationships between teachers and administrators, and the value and recognition that teachers receive from their colleagues affect teacher's self-reports of job satisfaction. Indeed, teachers report greater job satisfaction when they perceive the principal as someone who shares information with others, delegates, and keeps open channels of communication (Bogler, 1999). School climate, professional autonomy, and working conditions were additional school conditions deemed important to teacher satisfaction. In addition, intrinsic rewards play a significant role in teacher job satisfaction (Chung, 1970; Lantham, 1998; Lipham et al., 1981; Marlow et al., 1996).

Purpose of the Review

Overall, the review will show that the findings of Yamraj's study (Yamraj, 2003; Yamraj, Ross, & Greene, 2004) are in concurrence with the literature. But were there phenomena that were left unexamined due to the utilization of quantitative measures alone? The purpose of the review is to report the study, then to determine how the methodology might be revised in order to create a model for future studies. It is important to (a) determine whether there were variables that might have been obscured in the attempt to relate the leadership styles to job satisfaction, and (b) propose how the methodological framework might be adapted for future follow-up studies on a larger scale.

In recent studies about leaders in business and politics, extensive interviews (Guiliani, 2002; Welch & Byrne, 2001), observations, document data, and record data have been collected. Yamraj's (2003) study followed the trend of applying questionnaires to determine leadership style based on past performance of the leader. However, there is a need to project and predict future expectations of leaders (Drucker, 2002). Such projections require more than the data obtained by questionnaires alone. If leaders are to successfully survive in the ever-changing and more complex post-September 11 environment, their training should include modelling futuristic situations, based on extensive data analyses. Similarly, should job satisfaction be determined only by the analysis of a questionnaire on job satisfaction? With the Internet as a medium for advertising job vacancies and for the posting of information about most preferred places to work, more detail about job satisfaction is necessary.

In Yamraj's (2003) study, data were collected through questionnaires. Certainly, the data obtained by the questionnaires are valid and reliable. However, according to Yin (1993), an investigation that covers "both a particular phenomenon and the context within which the phenomenon is occurring" (p. 31) requires extensive qualitative data as well. The combination of quantitative and qualitative data has long been recommended. Greene (1994) proposes that "rather than maintaining the long-standing conflicts between the quantitative and qualitative, the objective and the purportedly subjective, educational researchers might turn to metaphor and imagination...to the end of recasting old opposition

and, perhaps to link theory and experience together in new and dynamic ways” (p. 457).

Used in mathematics, a matrix is a rectangular table of elements or entries that may be numbers or any abstract quantities that can be added or multiplied. The variables used for correlation analysis can be subjected to more rigorous scrutiny and thorough conceptualization if all the related and interrelated concepts can be identified and processed to provide additional rich and relevant data. Accordingly, a conceptual matrix (Peterson & Bean, 1998; Ross, 1995) might be appropriate to guide further data collection and analysis. In the conceptual matrix, qualitative data either replace or add to the quantitative data found in a traditional matrix. Qualitative data may be obtained through interviews, direct observations, and by examination of documents and materials. Ross (1995) used a conceptual matrix to link two different case studies used to determine how the US community college system might be transferable to the Organisation of Eastern Caribbean States. Peterson and Bean used a conceptual matrix to organize a course in Economics to “improve student understanding....it focuses on meanings, provides a framework for processing information, promotes critical thinking, and provides problematic topics for writing and discussion” (p. 262).

The review of the study is opportune because only one school was involved and both questionnaires had a high level of reliability and validity despite the small sample (n=35). The review will be guided by three questions:

1. Are additional data required to inform characteristics of leadership style?
2. Are additional data required to inform teacher job satisfaction?
3. What design will facilitate data collection for large-scale studies?

The Study

Method and Instrumentation

Two Likert-type surveys were prepared before selecting the sample of BVIHS teachers for the study. In the first, teachers were to respond to a 40-item researcher-constructed Job Satisfaction Questionnaire about the degree of their job satisfaction. For the second, a 30-item Leadership

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Styles Questionnaire (Bryant, 2002), adapted from Halpin's (1957) 40-item version of the Leadership Behavior Description Questionnaire (LBDQ), they were asked for perceptions of the leadership styles of the senior administration.

A pilot study was conducted with selected senior faculty to elicit information concerning the validity of the items on both instruments. Subsequently, a few items were deleted or added before the modified instruments were distributed to the sample (n=35).

The 10 dimensions of Job Satisfaction were: personal information, professional autonomy, supervision, policy and administration, working conditions, salary, work, professional development and growth, interpersonal relations, and recognition/responsibility. The Leadership Styles questionnaire was divided into two dimensions: consideration and initiating (task) structure. Consideration leadership style included leader behaviour that demonstrated friendship, trust, warmth, and respect in the relationship of leader and members of the work group. Initiating structure leadership style included behaviours that described the relationship between the leader and the subordinates, while establishing definite patterns of organization, channels of communication, and procedures (Halprin, 1966, as cited in Hoy & Miskel, 1996). The questionnaire was constructed to produce two scores—one for consideration and the other for the initiating structure (task) leadership style.

Population and sample. The population of 106 teachers who had worked at the BVIHS for at least one academic year included full-timers, part-timers, trainees, department heads, and year heads. The sample was procured through a combination of simple random and systematic sampling.

Data analysis. The data were analysed using the Pearson correlation moment and a multiple linear regression technique to determine the nature and strength of the relationship between leadership styles of the senior administration and teacher job satisfaction.

Results

Job satisfaction. Sixty percent of the teachers were either slightly dissatisfied or dissatisfied with their jobs. Of those who expressed satisfaction, none reported that they were very satisfied with the job.

Leadership style. The data revealed that both consideration and initiating structure leadership styles were displayed by the senior administration; however, initiating structure ($M=52.65$) was considerably higher than the consideration leadership style ($M=22.47$). Overall, teachers perceived that the senior administration displayed more initiating (task) structure than consideration.

Correlation. The multiple linear regression analysis produced a correlation coefficient (R) of .70, indicating a strong and positive relationship between leadership styles and teacher job satisfaction at the BVIHS, with consideration leadership style contributing more to total teacher job satisfaction.

The results in Table 1 indicate a positive correlation between leadership styles and the dimensions of job satisfaction. A stronger correlation existed between the consideration leadership style and teacher job satisfaction ($R = .70$) than initiating structure and teacher job satisfaction ($R = .50$). There was a positive relationship between the consideration and initiating structure subscales ($R = .65$) of leadership styles, confirming both leadership styles were exhibited by the leadership at the BVIHS.

Table 2 arrays the correlation coefficients to indicate the degree of the relationship, and the coefficients of determination to measure the strength of the relationship between each leadership style and each of the dimensions that contribute to total teacher job satisfaction.

The results point to the consideration leadership style as the stronger determinant in 70% of the dimensions of teacher job satisfaction, and total job satisfaction had a strong positive relationship with consideration leadership style ($R = .70$). The coefficient of determination (R^2) was .49, indicating that 49% of teacher job satisfaction could be explained by the

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aspects of consideration leadership style displayed by the senior administration at BVIHS.

Table 1. Correlation Between Variables (n=35)

Statistical Tool	Variables	Dependent Variable	Independent Variables	
		Job Satisfaction	Consideration	Initiating Structure
Pearson Correlation	Job Satisfaction	1.00	.70	.50
	Consideration	.70	1.00	.65
	Initiating Structure	.50	.65	1.00

$p < .05$

Table 2. Correlation (R) and Coefficient of Determination (R²) Between Leadership Styles and Dimensions of Job Satisfaction (n=35)

Job Satisfaction	Leadership Styles			
	Consideration		Initiating Structure	
	R	R ²	R	R ²
Personal	.48**	.23**	.07	.00
Professional Autonomy	.55**	.30**	.53**	.28**
Supervision	.60**	.36**	.38*	.14*
Policy and Administration	.59**	.35**	.43*	.18*
Working Conditions	.53**	.28**	.37*	.14*
Salary	.43*	.19*	.46**	.21**
Work	.46**	.21**	.49**	.24**
Professional Dev. and Growth	.23	.05	.24	.06
Interpersonal Relations	.71**	.50**	.42*	.18*
Recognition/Responsibility	.62**	.38**	.43*	.19*
Total	.70**	.49**	.50**	.25**

* $p < .05$; ** $p < .01$

The highest correlation between the dimension of teacher job satisfaction and consideration leadership style occurred with interpersonal relations ($R = .71$). The lowest correlation ($R = .23$) was between professional development and growth and consideration leadership style. The remaining dimensions of job satisfaction yielded values that ranged from .49 to .62. All other correlations between the combined leadership styles and the different dimensions of job satisfaction were significant at a 95% confidence level.

Only 25% of teacher job satisfaction could be attributed to initiating structure leadership style. Salary, work, and professional development and growth were the three dimensions in which the correlation between initiating structure and job satisfaction was higher than consideration.

Both consideration and initiating structure leadership styles produced positive relationships between leadership styles and teacher job satisfaction. However, the correlation between consideration leadership style and teacher job satisfaction was higher than with initiating structure leadership style.

The teachers at the BVIHS reported satisfaction with 30% of the dimensions of job satisfaction: personal, interpersonal relations, and supervision aspects of their jobs. Most of the respondents were dissatisfied with their jobs at the BVIHS because of the low levels of professional autonomy and limited input into decisions about the curriculum. As well, they were also dissatisfied with the working conditions, salary, responsibility and recognition, and the work itself. The greatest amount of dissatisfaction occurred with the policy and administration dimension of job satisfaction, as well as opportunities for professional development and growth.

Conclusion

The statistically significant ($p < .01$) relationship between the leadership styles of the senior administration and teacher job satisfaction, and the high correlation coefficient for consideration style of leadership ($R = .70$) point to the advantages of the consideration leadership style in maintaining high teacher satisfaction. The initiating structure was the preferred leadership style of the BVIHS senior administration. Since the

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leaders displayed consideration there was some evidence of warmth and trust given to the teachers at the BVIHS.

Review

The findings were not dissimilar to other studies documented in the literature. However, the literature provides examples of leaders who displayed high performance by displaying both consideration and initiating structure, thereby promoting harmony within groups and satisfied teachers. Due to the predominance of the initiating structure leadership style, more than half of the teachers in the study under review were dissatisfied with their jobs at the BVIHS.

The theoretical implication is that two leadership styles may be investigated in future studies in other Caribbean schools to determine teacher job satisfaction. The results would provide administrators with valuable information about teachers' expectations about their jobs, school, and the working conditions.

The practical implications are twofold. First, the senior administration (principal and assistant principals) should have had prior access to research about the importance of teacher job satisfaction and the variables that predict it. Second, leaders need to continually reflect on their leadership styles and decide under what conditions they remain effective.

1. *Are additional data required to inform characteristics of leadership style?*

According to one expert: "what a leader stands for is more important than what he or she does" (Sergiovanni, 1984, p. 106). This raises the concern about whether we can know what the leader stands for based only on the questionnaires given to teachers. The LBDQ instrument has been shown to be useful in the collection of data to determine leadership style. Other models, including the Fiedler's contingency and House's goal-path theory, among others, have been reviewed by Covey (2004) and Hoy and Miskel (1996), and shown to be similar in approach as they examine the dichotomy of leadership attributes.

However, the world has changed since the LBDQ has made its mark. Leaders are now placed under the microscope more frequently. With the requirement for increased accountability, the advent of the information age, and the rapid development of digital technology, cellular phones, and the Internet, among others, information is easily circulated about organizational difficulties, improprieties, and anomalies to the competition and the press. So, too, leadership positions have become more tenuous and complex with change often coming swiftly and suddenly, whether in business, politics, or education. Leaders are required to be multifaceted and make decisions about many issues over short time spans.

The changing of the leadership landscape has been compared to the replacement of the analog systems with digital systems. For example, the DVD and the CD have replaced the cassette and LP as the preferred music storage systems; the calculator has replaced the slide rule; e-mail has replaced the typewritten circular, and the teleconference has replaced the urgently scheduled meeting. In addition, the globalization of products; the intense competition for resources, including human resources; the 9/11 scenario; and the tsunami event have all produced a demand for a new type of leader, who Fisk (2002) calls a digital leader. This new leadership style is not too surprising when the question has been raised whether human life is digital or analog.

Our review reveals the inadequacy of the initiating structure-consideration dichotomy to collect data about digital leaders. Data about modern leaders are collected on a case-by-case basis, using in-depth interviews, examination of written records, and direct observations. For example, in a focus on the War General, Colin Powell, Harari (2002) scoured documents with speeches and other data, and drew information from an autobiography. So, too, for the study of the *World's Greatest CEO*, Jack Welch of General Electric, data was obtained from document research, coupled with observations made by colleagues, and triangulation of the data with interviews (Slater, 2003). In a similar way, Krames (2002) conducted an analysis of Rumsfeld, a politician and Secretary of Defense of the US.

Neff and Citrin (2005) documented cases about leaders and their first 100 days, and Spears (1998) used cases to explore issues of servant

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leadership, among others. Marcinko (1996), a commando, provided insights into his leadership secrets by detailing how he ensured success on the battlefield by leading by example.

In the study under review, no attempt was made to directly collect data from the school's leadership. Although only one school was involved, the respondents provided information that related only to statements about the initiating structure and consideration leadership styles. No accommodation was made for digital leaders (Fisk, 2002).

Among the tenets of digital leadership espoused by Fisk (2002) are:

- an instinctive ability to make sense of increasingly complex markets;
:
- harnessing the potential of technology inside their organizations;
:
- constantly transforming themselves and their organizations;
- reconfiguring themselves and their networks to create competitive advantage for their customers and shareholders.

A thematic review of the research about digital leadership would guide the construction of questions that would drive interviews, observations, the examination of records, and their data analyses.

2. Are additional data required to inform teacher job satisfaction?

There are two challenges to the efficacy of the job satisfaction questionnaire. The first is that the linkage of job satisfaction to job performance has not always been supported by empirical evidence. Blumberg and Pringle (1982) cited Greene and Craft (1979) who alluded to the uncertainty about the causal nature of job performance. However, we continue with the premise of the linkage because it is overwhelmingly supported by the research.

The second challenge is that job satisfaction will cause teachers to remain in their jobs. There exists evidence to the contrary. Drucker (2002) provided evidence that more employees will continue to leave and change the organizations they work for with temporaries emerging as the way of the future.

Notwithstanding the two concerns, the 10 dimensions of job satisfaction remain relevant into the digital age. The 10 dimensions of Job Satisfaction were: personal information, professional autonomy, supervision, policy and administration, working conditions, salary, work, professional development and growth, interpersonal relations, and recognition/responsibility. Even if teacher performance did not hinge heavily on job satisfaction, the study is about job satisfaction not performance or retention, so the 10 dimensions remain relevant. There is no reason to change the job satisfaction dimensions.

3. What design will facilitate data collection for large-scale studies?

The inclusion of interview, observation, and document data requires longer preparation and a larger budget for data collection, analysis, and subsequent reporting. However, the efficient use of technology should facilitate the timely analysis of quantitative data or qualitative data.

A conceptual matrix (Table 3) will guide the planning for the collection, analysis, and synthesis of the data (Ross, 1995). A matrix that includes the 3 dimensions of leadership and the 10 dimensions of job satisfaction is proposed to guide the collection of both quantitative and qualitative data. Wedermeyer (1973) used a conceptual matrix to collect qualitative data because “each of the realities is, in fact a variable, because in no specific place or region where such a program is established will the situation be exactly the same” (p. 7). The matrix projects the dimensions of each variable and shows the simple and complex ways in which they interact with each other.

Research will reveal whether there is overlap among the three leadership styles, or if there is a continuum. So, too, some of the dimensions of job satisfaction might be eliminated, if the change from the traditional workforce to the knowledge workforce is accompanied by the change from an employee serving the system, to the system serving the worker (Drucker, 2002).

In either case, the research is better utilized if it can predict how leaders ought to respond to new and ever-changing situations. Models and simulations must be used for leaders to project how organizations might respond to new situations in the same way young surgeons today learn

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new surgical techniques using virtual reality without endangering the lives of their patients.

According to Drucker (2002), “a CEO’s job will be much more like the most complex job I know, which is running an opera” (p. 90). Further research should be conducted by schools at primary and secondary level, in the BVI and other Caribbean islands, to determine the effectiveness of the leaders and to institute reforms that would positively impact teacher job satisfaction. This imperative is urgent since Caribbean islands continue to have high teacher turnover rates, and in many cases there are shortages of qualified teachers.

Table 3. Conceptual Matrix for Leadership Styles and Job Satisfaction

Job Satisfaction	Leadership Styles		
	Initiating Structure	Consideration	Digital
Professional Autonomy			
Supervision			
Policy and Administration			
Working Conditions			
Salary			
Work			
Professional Development and Growth			
Interpersonal Relations			
Recognition/Responsibility			

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