

Effect of Innovative Leadership on Teachers' Job Satisfaction Mediated by the Role of a Supportive Environment

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Abstract

This research aimed to determine the effect of innovative leadership on teachers' job satisfaction as mediated by the role of a supportive environment. The study was guided by the following hypotheses: (1) The Supportive Environment does not significantly mediate the relationship between the extent of Innovative Leadership and the level of Teachers' Job Satisfaction with Operating Procedures, and (2) The Supportive Environment does not significantly mediate the relationship between the extent of Innovative Leadership and the level of Teachers' Job Satisfaction on Performance-Based Rewards. In this study, the descriptive-correlational research design was used and quantitative research was conducted. A total of 165 teacher-respondents in 11 elementary and 3 secondary schools in the District of Alaminos, Laguna. The researcher adapted and modified survey questionnaires from related studies. Research findings revealed that there is a significant relationship between the extent of innovative leadership on teachers' job satisfaction. The correlation between innovative leadership and teachers' job satisfaction with operating procedures and performance-based rewards was found to have manifested a strong significant relationship. Moreover, findings also suggest that a supportive environment partially mediates the relationship between the extent of innovative leadership and the level of teachers' job satisfaction. This study provides useful findings which have implications for school leaders and future researchers.

Keywords: Innovative leadership; supportive environment; teachers' job satisfaction.

Introduction

Over the years, school leadership framed the role of the school leaders as instructional leaders and administrative managers. These define the part of the school leaders that practice innovative leadership suited for 21st-century learners. Innovative leadership has been defined as a philosophy and technique that combine different leadership styles to influence teachers to make creative ideas, projects, and services. Moreover, innovation is defined as "something new or different introduced" (Dictionary.com., 2011). Thus, innovative leaders may inspire productivity in different ways and in new approaches that have typically been used and accepted. The ability to apply innovation is essential in times of uncertainty, ambiguity, and risk so that organizations that often encounter such situations can benefit from bringing on innovative and creative leaders.

Meanwhile, researchers in school leadership has acknowledged that there has been a paradigm shift occurring since research on leadership in public schools has undergone several changes (Zener, 2011). Leadership practices exercised by the school leaders have been standardized to align with the local and international frameworks and complement the reform initiatives of teachers and school leader qualities as it addresses career stages for professional development. How such practices translated into leadership standards, however, has changed over the years. With these changes, innovative leadership offers an alternative way of thinking about school leaders in light of the current educational context. Although school leaders may not directly impact learners' achievement (Day, Gu & Sammons, 2016); however, school leaders can influence school factors, such as the school environment and teachers' job satisfaction. Innovative leadership is an important practice of school leaders to ensure skillful, current, and essential teaching-learning processes, and to be able to create the necessary components of a school's supportive environment.

Leadership is a crucial concept in an organization because of its different effects on the attitudes and actions as well as the emotions and opinions of people within the said organization (Yildiz et al. 2016). Leadership as defined by Northouse (2009), is the process whereby an individual influences a group of people to achieve a common goal (cited by Gibbons, 2009). Moreover, innovative leadership is the process to build an innovative organization where people are committed to contributing innovatively. Innovative leadership in this study will be as follows: (a) strategic leadership; (b) organizational leadership; (c) instructional leadership; (d) human resource leadership; and (e) external leadership. School leadership plays a vital role in ensuring an enabling and supportive environment for effective teaching and learning (DepEd PPSSH, 2020). The Department of Education can develop quality teachers and "holistic learners who are steeped in values, equipped with 21st-century skills, and able to propel the country to development and progress" (DepEd Order No.42, s.2017). Since the "quality of an education system cannot exceed the quality of teachers" (McKinsey & Company, 2007), there is a need to establish a collaborative system in which school heads need teachers. This entails the development of professional standards that innovate the effective leadership practices of school heads to ensure that they are productively contributing to the delivery of quality, accessible, relevant, and liberating primary education. Moreover, they are also the providers of inspiration among the teachers, to the effect of inspiring also the learners.

On the other hand, job satisfaction is essential to the growth of educational systems (Prince, 2006). This has been proven repeatedly in the studies undertaken by many researchers. Teachers, whether in public or private schools, when not well-motivated, may affect their job performance. A horrible working environment has adverse effects on a teacher's performance. It could be improved by providing benefits to them. Thus, it could be said that job satisfaction has its basis also on how the environment that is existing in the school supports this satisfaction. To improve teachers' performance, inspiration must be evident in schools (Davidson, 2005).

Teachers' job satisfaction during this time of pandemic went through new paradigms. The changes, like their work from face-to-face classroom learning to distance learning, demanded a shift in schools' pedagogical tasks and delivery. This prompts the researcher to explore the effect of innovative leadership on teachers' job satisfaction, and the role of a supportive environment to this effect. In response to the COVID-19 pandemic, this study also intends to help the education front-liners, the school heads and teachers, from the challenges of the so-called "new normal" education. Thus, the researcher hopes that this study can serve as a frame of reference for adapting and initiating changes in school leadership and management.

Objectives of the Study

The study determined the effect of innovative leadership on teachers' job satisfaction mediated by the role of a supportive environment. Specifically, it sought to focus on the following objectives:

1. To determine the mediating effect of a supportive environment in the relationship between the extent of innovative leadership and the level of teachers' job satisfaction with operating procedures.
2. To identify the significant mediating effect of a supportive environment between the extent of innovative leadership and the level of teachers' job satisfaction on performance-based rewards.

Methodology

The researcher used the descriptive-correlational method of research. A descriptive survey according to McCombes, (2019), aims to accurately and systematically observe and describe the basic features of the data without influencing it in any way and at the same time provide simple summaries about the sample and measures. In this respect, quantitative analysis and data collection tools are used to describe and analyze the relationship between the effect of innovative leadership on teachers' job satisfaction mediated by the role of a supportive environment.

The correlational design also took place in this study as it measured the relationship between two variables without the researcher controlling either of them (McCombes, 2019). It aimed to find out whether there is either a positive, negative, or zero correlation between innovative leadership and teacher job satisfaction and the mediating role of a supportive environment among the teacher respondents in the District of Alaminos, Alaminos, Laguna.

There were 165 teacher respondents in the study. They were school teachers in the District of Alaminos with 15 schools with 12 elementary schools and 3 high schools during the school year 2021-2022. The instrument used in gathering pertinent data in the study was an online survey questionnaire. This was to follow the safety and protection of the respondents during this time of the pandemic. The researcher also adapted and modified the questionnaire from the Job Satisfaction Survey (JSS) designed by Spector (2011), and the survey questionnaire for the supportive environment which was patterned in the research of Callo (2005) in which the researcher had been granted the permission for its use, together with the other indicators made by the researcher based on the Philippine Professional Standards for School Heads (PPSSH) manual. Comments and suggestions from the adviser and members of the panel were favorably considered in the construction of the questionnaire. Moreover, to ensure the validity of the results, the questionnaire was validated by experts in the field of educational management.

The questionnaire was composed of four parts. The first part of the questionnaire was the demographic information about the teacher respondents. The second part highlights the respondent's perception of innovative leadership. The third part highlights the role of the supportive environment, and finally, the last part was the teachers' job satisfaction in terms of operating procedures and performance-based rewards.

There were 66 statements in the questionnaire which were rated on a five-point scale. The highest possible score for each item was five points and the lowest score was one point.

The instrument underwent an internal consistency test to assess the reliability of the data gathered during its pilot testing. The result of reliability testing was shown in table 2, in terms of innovative leadership as to human resource leadership, obtained a Cronbach's alpha value of 0.917. While strategic leadership, organizational leadership, instructional leadership, and external leadership obtained Cronbach's alpha of 0.874, 0.817, 0.859, and 0.86 respectively. Operating procedures in terms of

supervision, co-workers, communication, and nature of work were considered acceptable with Cronbach’s alpha of 0.792, 0.728, 0.787, and 0.773, respectively. While the operating condition was good after obtaining Cronbach’s alpha value of 0.875. As to performance-based rewards, in terms of salary, promotion and fringe benefits indicators, and contingent rewards were found to be good and excellent correspondingly with Cronbach’s alpha of 0.829, 0.852, 0.822, and 0.940. Lastly, the supportive environment was good as it obtained Cronbach’s Alpha value of 0.918.

To determine the significant relationship between the effect of innovation on the teachers’ job satisfaction mediated by the role of a supportive environment, Multiple Regression Analysis, t-test, and one-way analysis of variance (ANOVA) were employed to determine the significant difference in innovative leadership.

The test of correlations using the Pearson Product Moment of Coefficient Correlations was used to test as an initial way of determining the relationships between and among the set of variables used in the study. The correlation coefficients are used to measure the strength and direction of the linear association between two variables with no assumption of causality. Considering the results, all variables have a significant relationship with a moderate degree when tested at $p < .05$ level.

The multiple regression analysis techniques were employed to determine the significance of the relationship between teachers’ job satisfaction on innovative leadership mediated by a supportive environment.

Results and Discussion

1. Level of Innovative Leadership

Table 1
Level of Innovative Leadership

Indicators	Mean	SD	Interpretation
Strategic Leadership	4.24	0.51	Highly Manifested
Organizational Leadership	4.31	0.53	Highly Manifested
Instructional Leadership	4.31	0.53	Highly Manifested
Human Resource Leadership	4.28	0.54	Highly Manifested
External Leadership	4.34	0.56	Highly Manifested
Overall	4.30	0.48	Highly Manifested

Legend: 5.0 – 4.50 Very Highly Manifested; 4.49-3.50 Highly Manifested; 3.49-2.50 Manifested 2.49-1.50; Fairly Manifested 1.49 – 1.0; Not Manifested

Table 1 shows the summary of the level of innovative leadership in terms of strategic, organizational, instructional, human resource, and external leadership. Teacher respondents observed all the indicative statements are highly manifested with an overall mean score of 4:30 and SD = 0.48. It only implies that innovative leadership is evident already in the current situation of the school. Moreover, external leadership is the most prevalent innovative leadership among the teacher respondents. It can be gleaned from the table that external leadership has the highest mean of 4.34, SD =0.56.

Based on the result, there is a realization that engagement with external stakeholders by establishing connections encourages broad participation of parents, families, and others beyond mere school building, who can contribute to a positive learning experience. This is followed by organizational leadership and instructional leadership both having the same mean of 4.31 with SD = 0.53. Finally, human resource leadership with a mean of 4.28 and SD = 0.54. These imply that partnership with external

stakeholders encourages broad participation of parents, families, and others, who can contribute to a positive learning experience.

2. Summary of the Level of Teachers’ Job Satisfaction with Operating Procedures

Table 2
 Summary of the Level of Teachers’ Job Satisfaction on Operating Procedures

Sub-Variables	Mean	SD	Interpretation
Supervision	4.41	0.60	Highly satisfied
Co-workers	4.28	0.54	Highly satisfied
Communication	4.47	0.52	Highly satisfied
Nature of Works	4.51	.052	Highly satisfied
Operating Conditions	4.36	0.53	Highly satisfied
Overall Operating Procedures	4.41	0.44	Highly Satisfied

Source: Job Satisfaction Survey by Spector, 1997. VI – Verbal Interpretation, Legend: 5.0 –4.20 Strongly Agree/Highly Satisfied 4.21-3.80 Agree/Satisfied 3.81-2.50 Moderately Agree/Fairly Satisfied 2.49-1.80 Disagree/Less satisfied 1.81–1.0 Strongly Disagree/Unsatisfied

Table 2 shows the level of teachers’ job satisfaction in terms of operating procedures deemed as highly satisfied. This implies that the teacher respondents are highly satisfied with the operating procedures at their work. While their school heads have shown their abilities by being impartial and keeping an environment that supports the professional status and development of the teachers and ensuring a positive working environment to foster continuous improvement in the professional facets of the teachers.

3. Summary of the Level of Teachers’ Job Satisfaction on Performance-Based Rewards

Table 3
 Summary of the Level of Teachers’ Job Satisfaction on Performance-Based Rewards

Sub-Variables	Mean	SD	Interpretation
Salary	3.91	0.73	Satisfied
Promotion	4.03	0.63	Satisfied
Fringe Benefits	3.90	0.72	Satisfied
Contingent Rewards	4.03	0.65	Satisfied
Performance-Based Rewards	3.96	0.60	Satisfied

Source: Job Satisfaction Survey by Spector, 1997. VI – Verbal Interpretation, Legend: 5.0 –4.20 Strongly Agree/Highly Satisfied 4.21-3.80 Agree/Satisfied 3.81-2.50 Moderately Agree/Fairly Satisfied 2.49-1.80 Disagree/Less satisfied 1.81–1.0 Strongly Disagree/Unsatisfied

Table 3 shows that the teachers’ job satisfaction under performance-based rewards is Agree or Satisfied with an overall mean of 3.96 and SD = .60. The table also shows that Promotion and Contingent Rewards are the same and have the highest mean score of 4.03. This is followed by Salary and Fringe Benefits, respectively. The result implies that the measure of performance-based rewards as assessed by the teachers' respondents are just about in the fair status, as compared to the result of the operating procedures which is highly satisfied.

4. Relationship between Innovative Leadership and Teacher’s Job Satisfaction

Table 4
Correlation between Innovative Leadership and Teacher’s Job Satisfaction on Operating Procedures

Innovative Leadership	Teachers' Job Satisfaction on Operating Procedures					Overall Operating Procedures
	Supervision	Co-workers	Communication	Nature of Work	Operating Conditions	
Strategic Leadership	.435**	.483**	.396**	.433**	.561**	.563**
Organizational Leadership	.480**	.522**	.459**	.474**	.622**	.624**
Instructional Leadership	.449**	.518**	.447**	.443**	.562**	.590**
Human Resource Leadership	.359**	.480**	.407**	.461**	.545**	.548**
External Leadership	.466**	.519**	.461**	.475**	.579**	.610**
Overall Innovative Leadership	.484**	.558**	.480**	.506**	.635**	.650**

Table 4 shows that the correlation between innovative leadership and teachers’ job satisfaction with operating procedures overall has a strong significant relationship at the mean value of 0.65. It also reveals that in terms of strategic leadership and terms of supervision ($r=.435$), co-workers ($r=.483$), nature of work ($r=.433$), and operating conditions ($r=.561$), all have a moderate significant relationship at $p < .01$, except communication, with weak significant relationship ($r=.386$, $p < .01$). Same is true with human resource leadership and supervision having a weak relationship ($r=.359$, $p < .01$). On the other hand, innovative leadership and operating conditions have a strong relationship at ($r=.635$). Since the goals of the organization are thoroughly explained and serve as the guide for the teacher respondents, organizational leadership strategically aligns people, time, and money to drive the learners’ performance and ensure effective communications with and between all staff and stakeholders.

The findings are supported by the study of Niputu, et. al (2018), that there was an influence of innovative leadership on teachers’ job satisfaction. This means better innovative leadership in school will have an impact on increasing job satisfaction. Likewise, if innovative leadership is not manifested, then job satisfaction decreases. However, it is different based on Asghar and Oino’s research (2018), which mentioned that certain leadership style has a positive effect on employees' job satisfaction, but this leadership style has an insignificant effect on job satisfaction. Thus, it was concluded in their research that leadership style is effective in a certain sector.

5. Correlation between Innovative Leadership and Teacher’s Job Satisfaction on Performance-Based Rewards

Table 5
Correlation between Innovative Leadership and Teacher’s Job Satisfaction on Performance-Based Rewards

Innovative Leadership	Teachers' Job Satisfaction on Performance Based Rewards				
	Salary	Promotion	Fringe Benefits	Contingent Rewards	Overall PB Rewards
Strategic Leadership	.355**	.560**	.460**	.485**	.530**
Organizational Leadership	.355**	.560**	.460**	.485**	.530**
Instructional Leadership	.355**	.560**	.460**	.485**	.530**
Human Resource Leadership	.370**	.543**	.497**	.449**	.531**
External Leadership	.309**	.498**	.400**	.506**	.486**
Overall Innovative Leadership	.399**	.596**	.508**	.540**	.582**

It can be gleaned from Table 5 that overall, there is a significant moderate relationship between innovative leadership and teachers’ job satisfaction on performance-based rewards with a mean value of = .582. Noticeably, in terms of salary, the relationship with overall innovative leadership is weak but still has a positive significant relationship.

This supports the findings of Lumley et al. (2011), that there is a need to provide fair pay practices, challenging and meaningful tasks, and create a positive relationship between employees. Likewise, it also reveals that in terms of innovative leadership and in terms of promotion (r=.596), fringe benefits (r =.508), and contingent rewards (r =.540). All have a moderate significant relationship at $p < .01$. When it comes to teachers’ job satisfaction on performance-based rewards, in terms of strategic organizational and instructional leadership, they all have the same R-values at =.530. While human resource leadership has $r = .486$, and external leadership has $r = .486$, interpreted as a moderate correlation.

6. Correlation between Innovative Leadership and Teacher’s Job Satisfaction on Performance-Based Rewards

Table 6
Correlation between Innovative Leadership and Teacher’s Job Satisfaction on Performance-Based Rewards

Supportive Environment	Teachers’ Job Satisfaction on Performance Based Rewards				
	Salary	Promotion	Fringe Benefits	Contingent Rewards	Overall PB Rewards
Intellectuality	.461**	.549**	.448**	.493**	.557**
Impulse Control	.467**	.541**	.445**	.659**	.601**
Engagement	.439**	.510**	.411**	.554**	.545**
Teachers’ Morale	.392**	.431**	.344**	.384**	.443**
Teachers Behavior	.474**	.501**	.409**	.524**	.545**
Overall Supportive Leadership	.519**	.588**	.478**	.610**	.627**

Table 6 shows the summary of the test of the correlation between Innovative Leadership and Teachers’ Job Satisfaction. In terms of the overall Operating Procedures, there is a strong significant relationship at 0.650. While a moderately significant relationship at 0.582 in terms of the overall Performance-Based Rewards.

7. Regression Analysis of Innovative Leadership on the Level of Teacher’s Job Satisfaction as Mediated by Supportive Environment

8.

Table 7
Model Summary for the Presumed Influence of Innovative Leadership and Supportive Environment to Teacher’s Job Satisfaction

Antecedent	Consequent								
	Model 1 (Supportive Environment)			Model 2 (Operating Procedure)			Model 3 (Performance Based Rewards)		
	β	SE	Sig.	β	SE	Sig.	β	SE	Sig.
Constant	1.397	.234	.000	.995	.206	.000	.116	.348	.739
Innovative Leadership	.686	.054	.000	.170	.061	.006	.344	.103	.001
Supportive Environment				.617	.063	.000	.546	.106	.000
	$R^2 = .497$			$R^2 = .639$			$R^2 = .433$		
	$F = 160.95, p = 0.000$			$F = 143.25, p = 0.000$			$F = 61.79, p = 0.000$		

Table 7 shows the mediating role of a supportive environment on the relationship between the extent of innovative leadership and the level of teachers' job satisfaction in terms of operating procedures and performance-based rewards. The results revealed a significant indirect effect of innovative leadership on teachers' job satisfaction in terms of operating procedures through a supportive environment ($\beta = .423$, $t = 2.799$).

This indirect effect is positive, which means the better the innovative leadership is being practiced in the school organization, accompanied by a supportive environment, the higher the level of job satisfaction, in terms of operating procedures, is felt by the teachers. The study also found a significant indirect effect of a supportive environment ($\beta = .374$, $t = 3.344$) on innovative leadership and teachers' job satisfaction in terms of performance-based rewards. This indirect effect is also positive, which means the higher the level of job satisfaction felt by the teachers, in terms of performance-based rewards, accompanied by a supportive environment, the better the job or work results to be achieved by the teachers.

Furthermore, the direct effect of innovative leadership on teachers' job satisfaction in terms of operating procedures in presence of the mediator-supportive environment, was also found significant ($\beta = .170$, $p < 0.006$). Likewise, the direct effect of innovative leadership on teachers' job satisfaction in terms of performance-based rewards in presence of the mediator-supportive environment, also was found significant ($\beta = .344$, $p < 0.001$). Hence, the supportive environment partially mediated the relationship between innovative leadership and teachers' job satisfaction.

The indirect effect of innovative leadership on teachers' job satisfaction in terms of operating procedures through a supportive environment is significant, and the mediating effect of a supportive environment is supported. Approximately 59.3% of the total effect of innovative leadership on teachers' job satisfaction on operating procedures is mediated by a supportive environment, while approximately 65.8% of the total effect of innovative leadership on teachers' job satisfaction on performance-based rewards. Therefore, we can conclude that a supportive environment is a mediator in the relationship of innovative leadership and teachers' job satisfaction.

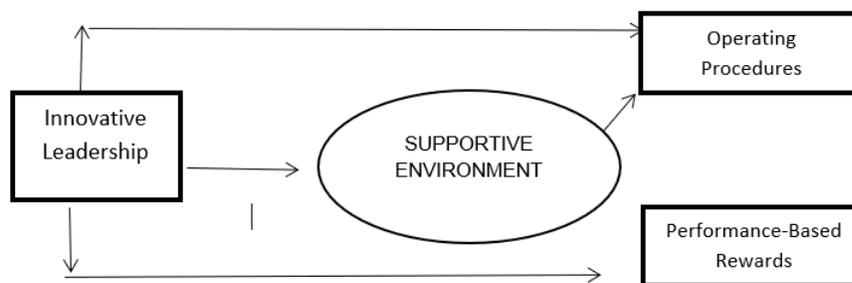


Figure 2. The Mediation Model showing Effect of Innovative Leadership on Teachers' Job Satisfaction through Supportive Environment

Conclusions

Based on the findings of the study, it can be inferred that:

1. The supportive environment significantly mediates the relationship between the extent of innovative leadership and the level of teachers' job satisfaction on operating procedures is sustained.

2. The hypothesis that the Supportive Environment do not significantly mediate the relationship between the extent of Innovative Leadership and the level of Job Satisfaction on Performance Based Rewards is not sustained.

Recommendations

Based on the findings and conclusions posited, the following are recommended:

1. The school head is encouraged to continuously manifest the characteristic of Innovative Leadership; they are also encouraged to conduct quarterly monitoring and evaluation on how they manifest the measures of Innovative Leadership which would enable them to respond immediately and adjust themselves to the identified problem that may exist.
2. The results may be forwarded to the Schools Division Office of Laguna, which can serve as a guide for both school heads and teachers, aspiring leaders, and other school personnel.
3. Future researchers may be encouraged to conduct further studies embedded in local settings to justify the idea that the mentioned variables may predict the innovative leadership practices of DepEd school heads at the district, division level, or even regional level.

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