

Article

Exploring the Impact of Different Leadership Styles on Job Satisfaction among Primary School Teachers in the Achaia Region, Greece

Nick Panagopoulos ¹, Kostas Karamanis ² and Sophia Anastasiou ^{1,*} 

¹ Early Years Learning and Care Department, School of Social Sciences, University of Ioannina, 45500 Ioannina, Greece; panagopoulosnick@yahoo.gr

² Department of Accounting and Finance, School of Economics and Administrative Sciences, University of Ioannina, 48100 Preveza, Greece; kkaraman@uoi.gr

* Correspondence: anastasiou@uoi.gr

Abstract: This study explores the relationship between the transformational style of primary education Principals and the job satisfaction of their primary teachers in the Achaia region of Greece. A survey of primary school teachers in Greece ($n = 411$) revealed a strong positive association between transformational leadership and job satisfaction, highlighting the critical role of effective leadership in fostering a positive and supportive work environment for teachers. Pearson correlation analysis demonstrated significant correlations between leadership style and job satisfaction, considering both extrinsic and intrinsic parameters. Demographic factors, such as age and work experience, were associated with variations in satisfaction with the freedom to choose how to work, recognition for work, and promotion prospects. Specifically, older teachers expressed lower satisfaction levels in these areas. Moreover, the study highlighted the substantial impact of leadership style on job satisfaction. Age had a negative correlation with satisfaction with the freedom to choose how to work ($r = -0.11$, $p = 0.019$) and satisfaction with recognition for work ($r = -0.112$, $p = 0.019$), suggesting that older teachers tend to be less satisfied with these aspects of their jobs. Work experience had a negative correlation with satisfaction with promotion prospects ($r = -0.14$, $p < 0.001$), suggesting that more experienced teachers tend to be less satisfied with their prospects for career advancement. Transformational and personalized leadership styles were positively correlated with job satisfaction. Transformational leadership exhibited a strong positive correlation with satisfaction from the administration, colleagues, and working conditions ($r = 0.785$, $p < 0.001$). Transactional leadership also exhibits significant positive correlations with these aspects of job satisfaction, albeit to a slightly lesser extent. On the other hand, transactional leadership demonstrated a moderate positive correlation with overall job satisfaction ($r = 0.301$, $p < 0.01$), while no significant correlation is observed with satisfaction from the administration, colleagues, and working conditions. Passive laissez-faire leadership, in contrast, revealed negative correlations with all dimensions of job satisfaction, indicating a detrimental impact on the satisfaction levels of primary school teachers. These nuanced findings underscore the importance of considering multiple leadership styles in understanding their varied impacts on job satisfaction among teachers.

Keywords: school leadership; human resources; management; job satisfaction



Citation: Panagopoulos, N.; Karamanis, K.; Anastasiou, S. Exploring the Impact of Different Leadership Styles on Job Satisfaction among Primary School Teachers in the Achaia Region, Greece. *Educ. Sci.* **2024**, *14*, 45. <https://doi.org/10.3390/educsci14010045>

Academic Editor: James Albright

Received: 18 November 2023

Revised: 21 December 2023

Accepted: 21 December 2023

Published: 30 December 2023



Copyright: © 2023 by the authors. Licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

Leadership, the process of influencing others to achieve common goals, holds a significant connection to job satisfaction—the measure of contentment employees find in their work [1,2]. In educational settings, where principals play a pivotal role in managing schools and supporting teachers, the influence of leadership on job satisfaction becomes crucial [3,4]. The present work examines the effects of different leadership styles, namely Transformational, Transactional, and Passive Laissez-Faire, on the level of job satisfaction

among primary school teachers in Greece. While acknowledging the diversity of leadership styles, the focus remains on these three prominent styles due to their notable influence on organizational dynamics [5–7].

Theoretical Background

In the dynamic evolution of the modern work environment, organizations, including schools, must align with new conditions, participate in internationally driven decisions, and enhance organizational prospects [8]. The charisma exhibited by leaders, especially school directors, becomes essential to instill enthusiasm and commitment in teachers [3,9,10]. Transformative leaders, characterized by their ability to inspire and elicit maximum effort from their subordinates, are identified as crucial components in fostering professional satisfaction [3,9,10]. Within educational management, various leadership styles significantly impact school environments and teachers' experiences.

Transformational leadership, known for inspiring and motivating teachers to higher levels of performance and success, stands out as a frequently adopted style. Equally impactful is personalized leadership, emphasizing individualized attention to teachers' unique needs, contributing to a positive school environment [7,11,12]. Another frequently adopted style is transactional leadership, focusing on a structured approach to reward and recognition for performance, with transformative elements enhancing leadership effectiveness. In contrast, passive leadership, characterized by low engagement, may lead to adverse consequences, impacting teacher motivation and satisfaction [13]. The consequences of passive leadership extend to teacher morale and motivation, creating an environment not conducive to satisfaction and well-being [14].

In today's ever-evolving and complex educational landscape, school leaders are faced with the formidable task of managing a challenging and ever-changing environment, while simultaneously establishing an inspiring and motivating work environment for teachers. This multifaceted role demands a proactive approach that prioritizes active listening to teacher concerns, fostering a culture of open dialogue, and leading with unwavering enthusiasm and determination to confront challenges head-on [15–17]. In turn, this can foster higher levels of trust and collaboration among teachers, ultimately improving job satisfaction, leading to improved performance and success in their work [4,18].

Given the documented impact of transformational leadership on job satisfaction, it is crucial to explore the diverse leadership styles adopted by educational leaders and their implications for teachers' job satisfaction [14,19,20]. The aim of the present work is to examine the complex interplay between leadership styles and job satisfaction, with a specific focus on leadership aspects and working conditions among teachers in the Greek primary school setting.

The issue of principals' leadership styles and teachers' job satisfaction is an intriguing area of study in Greece, where the educational system has undergone a constant evolution in the legislative framework defining the responsibilities of school principals. There has been a distinct shift in focus over time toward tasks that cover both transactional and transformative aspects of school leaders' responsibilities [21–24].

This legislative trend is in tandem with the changing role of school principals, who are now expected to act as both public administrators and proactive visionaries. They are expected to transcend conventional boundaries, steering their institutions through the complexities of educational reforms. The ever-evolving nature of these duties sets the stage for understanding the nuanced impacts of various leadership styles on job satisfaction among primary school teachers. The aim of the present work is to examine the complex interplay between leadership styles and job satisfaction, with a specific focus on leadership aspects and working conditions among teachers in the Greek primary school setting.

The existing literature presents compelling evidence supporting the need for the aim of this work, which seeks to explore the complex interplay between leadership styles, working conditions, and job satisfaction among primary school teachers in Greece [6,7,25].

Furthermore, the work of Anastasiou and Belios [26] demonstrated that newly hired and less experienced primary school teachers in Greece reported higher levels of emotional exhaustion than their more seasoned counterparts, supporting the hypothesis that teacher demographics may influence job satisfaction. Furthermore, a study by Papas and Psacharopoulos [27] revealed that low salaries and employment uncertainties significantly contributed to decreased job satisfaction among primary school teachers in Greece. Additionally, research focusing on teachers of students with special educational needs in Greece highlighted their elevated stress levels, largely stemming from factors such as excessive workload potentially impacting their job satisfaction [28,29]. These findings further reinforce the notion that working conditions can have a substantial impact on job satisfaction among educators. These studies collectively underscore the critical role of leadership styles and working conditions in shaping teachers' job satisfaction, warranting further research to unravel specific mechanisms and develop interventions that can enhance job satisfaction among primary school teachers in Greece.

2. Materials and Methods

During the autumn of the 2022–2023 school year, data were gathered from primary school teachers in the Achaia region of Greece using a convenience sampling method. To efficiently reach teachers and obtain their participation, a multi-step approach was employed. Initially, email invitations were sent to all primary school units in the region.

Subsequently, an in-person visit was promptly arranged to introduce the research project and provide clarity on its purpose. This face-to-face interaction allowed any questions or concerns from school principals to be addressed, ensuring their support. After the initial interaction, the survey was disseminated to all teachers within the respective school unit using the Google Forms platform. This proactive approach enhanced the likelihood of participation and fostered a positive environment for data collection from 116 school units. A total of 411 questionnaires were gathered from primary school teachers in the region of Achaia.

To assess teachers' perceptions of their principal's leadership style, a Greek-adapted Multifactor Leadership Questionnaire (MLQ-Form 5x) by Avolio and Bass [30] was employed. This questionnaire measures three leadership dimensions: transformational, transactional, and passive/avoidant. The Greek-adapted MLQ has been successfully used in previous research in Greece to assess leadership style [31–34]. Its use in these studies has demonstrated its ability to accurately measure leadership behaviors in the Greek context.

Job satisfaction was assessed using a Greek adaptation of the Job Satisfaction Questionnaire created by Warr, Cook, and Wall [35]. This questionnaire consists of 15 closed-ended questions that explore different facets of work satisfaction. The score of the variable in question can range from 0 to 7. A higher score on the scale signifies a greater degree of job satisfaction, while a lower score indicates a lower level of satisfaction.

This instrument, translated into Greek, has been consistently utilized by researchers in Greece, demonstrating robust internal consistency through reliable Cronbach's alphas [22,26,29,36,37]. The scale encompasses 15 closed-ended questions, exploring various dimensions of job satisfaction, including physical work conditions, freedom to choose working methods, relationships with colleagues and supervisors, recognition, responsibility, pay, and other pertinent factors. Since its inception in 1979, the ongoing use of the questionnaire in the Greek context suggests its continued relevance and suitability for assessing job satisfaction in the contemporary workforce. For example, Antoniou et al. [29] conducted an exploratory analysis to assess the reliability of the scale, contributing to a thorough evaluation of its effectiveness in this study. The utilization of this well-established scale facilitates cross-sectoral comparisons of job satisfaction levels in Greece. To assess the effectiveness of the job satisfaction scale in the present study, an exploratory factor analysis (EFA) was conducted on the 15 items of the scale. Principal component analysis (PCA), oblique rotation (oblimin), and Kaiser normalization were employed to extract meaningful factors from the data. Cronbach's alpha was also calculated to evaluate the

scale's reliability, ensuring that the Greek version of the global job satisfaction scale of Warr, Cook, and Wall [35] is a valid and reliable measure for the current research in Greece.

3. Results

3.1. The Sample of the Study

Table 1 presents the demographic and professional characteristics of the participants. The study cohort was predominantly female, with 79.1% of the teachers being women. The largest age group was 51–60 years old. A significantly large number of the teachers had a master's degree and had 16 or more years of experience as public school teachers.

Table 1. Demographics and profession status of the teachers who participated in the survey.

Demographic Variable	Percentage	Count
Gender	20.9 ♂, 79.1 ♀	86 ♂ 325 ♀
Age Group	4.3% (20–30), 21.1% (31–40), 31.1% (41–50), 40.7% (51–60), 2.7% (61 yrs and over)	18 (20–30), 87 (31–40), 127 (41–50), 167 (51–60), 12 (61 yrs and over)
Level of Education	53.6% (Bachelor's Degree), 4.5% (Second Bachelor's Degree), 39.3% (Master's Degree), 2.5% (Doctorate)	220 (Bachelor's Degree), 19 (Second Bachelor's Degree), 162 (Master's Degree), 10 (Doctorate)
Years of Experience as a Public School Teacher	5.9% (1–5), 3.5% (6–10), 15.9% (11–15), 28.6% (16–20), 46.2% (21 yrs and over)	24 (1–5), 14 (6–10), 65 (11–15), 118 (16–20), 190 (21 yrs and over)
Employment Status	93.5% (Permanent Teacher) 6.5% (Substitute Teacher, Part-Time/Full-Time),	384 (Permanent Teacher) 27 (Substitute Teacher, Part-Time/Full-Time),

3.2. Leadership Style Perceptions of the Participants

The results of the analysis revealed that teachers perceive their school leaders as exhibiting transformational and personalized leadership styles more often than transactional or laissez-faire leadership styles (Table 2). The mean scores for transformational and personalized leadership styles were 2.65 (± 0.96) and 2.65 (± 0.80), respectively, while those for transactional and laissez-faire leadership styles were 2.60 (± 0.75) and 1.39 (± 0.80), respectively. It is important to note that the scores for each leadership style indicate the teachers' perceptions of the leadership characteristics exhibited by their school leaders. Specifically, the higher the score for a particular style, the more teachers observed and identified those specific leadership attributes in their school environment.

Table 2. Teachers' perceptions of school leaders' leadership styles in primary school units ($n = 116$) in the region of Achaia, W. Greece.

Leadership Style	Mean (\pm Sd)	Min	Max	Cronbach's Alpha
Transformational	2.66 (± 0.95)	0.22	4.00	0.903
Transactional	2.59 (± 0.73)	0.50	4.00	0.656
Passive-laissez-faire	1.38 (± 0.78)	0.00	3.50	0.719

3.3. Job Satisfaction Dimensions of the Participants

Extrinsic job satisfaction had a mean score of 4.89 ± 1.29 , indicating a relatively high level of satisfaction (Table 3). The dimension of intrinsic job satisfaction exhibited a score of 4.60 ± 1.13 , also reflecting positive sentiments, although slightly lower than the extrinsic dimension of job satisfaction. Overall, job satisfaction, calculated as the aggregate measure across all dimensions, was 4.81 ± 1.13 .

Table 3. Job Satisfaction Dimensions: Intrinsic, Extrinsic, and Overall level of job satisfaction of Primary School teachers ($n = 411$).

Job Satisfaction Dimensions	Mean (\pm Sd)	Min	Max	Cronbach's Alpha
Extrinsic job Satisfaction	4.89 (1.28)	1.00	7.00	0.941
Intrinsic job Satisfaction	4.55 (1.13)	1.00	7.00	0.737
Overall job Satisfaction	4.80 (1.13)	1.00	7.00	0.930

3.4. EFA and Correlation Analysis

The EFA results are presented in Table 4. Two job satisfaction factors had a factor loading above 0.5. The first factor, accounting for 54.1% of the variance, is labeled “Factor 1”. The second factor accounted for 27.3% of the variance.

Table 4. Exploratory Factor Analysis (EFA) Results—Dimensions of Job Satisfaction.

Item	Factor 1	Factor 2
E 5: Satisfaction with supervisor	0.949	
I 4: Satisfaction with recognition for work	0.918	
E 3: Satisfaction with colleagues	0.882	
E 11: Satisfaction with management style	0.866	
E 9: Satisfaction with labor-management relations	0.835	
I 12: Satisfaction with attention given to suggestions	0.791	
I 2: Satisfaction with freedom to choose how to work	0.713	
I 6: Satisfaction with amount of responsibility	0.671	
E 1: Satisfaction with working conditions	0.544	
I 10: Satisfaction with promotion prospects	0.525	
I 8: Satisfaction with ability to use skills	0.514	0.417
E 13: Satisfaction with work hours		0.835
I 14: Satisfaction with task variety		0.805
E 15: Satisfaction with job security		0.707
E 7: Satisfaction with pay		0.509

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization. a. Rotation converged in 3 iterations.

More specifically, factor 1 contained five items of Extrinsic dimensions (5. Satisfaction with supervisor; 3: Satisfaction with colleagues; 5: Satisfaction with School leader; E: Satisfaction with labor relations; E1: Satisfaction with physical working conditions) and six items of Intrinsic dimensions of job satisfaction (4: job recognition; 12: Satisfaction with attention given to employees suggestions; 2: Satisfaction with freedom to choose how to work; 6: Satisfaction with amount of responsibility; 10: Satisfaction with promotion prospects; 8: Satisfaction with ability to use skills).

The second factor contained two items of Intrinsic (ability to use skills & task variety) and three items of Extrinsic (Working hours, Job security & pay) dimensions of job satisfaction. Based on the EFA results, factor 1, with its broader range of items, stronger psychometric properties, and greater relevance to correlation analysis, emerged as a more suitable selection for further examination.

The level of job satisfaction of teachers varied according to their demographic parameters and professional status. The Pearson correlation coefficients between job satisfaction and demographic and professional parameters of teachers is presented in Table 5.

Regarding Factor 1, there was a statistically significant but moderate negative correlation with age (-0.123^{**}), indicating that as age increased, satisfaction in this aspect tended to decrease significantly ($p < 0.01$). Likewise, a weak negative correlation between Factor 1 and the level of Teacher Education (-0.051) or work experience (-0.022) was observed, suggesting a slight tendency for lower satisfaction with higher levels of education and years of experience.

Table 5. Pearson Correlations of Job Satisfaction with Demographic and Professional Parameters of Primary School Teachers ($n = 411$).

Factor	Age	Education	Work Experience
Factor 1.	−0.123 **	−0.051	−0.022
Overall Job Satisfaction	−0.098 **	−0.050	−0.005

The level of significance is indicated by asterisks (** $p < 0.01$).

3.4.1. Overall Satisfaction from Work

In terms of overall job satisfaction, the analysis found a statistically significant but moderate negative correlation with age (−0.098 **). This means that as teachers' age increases, their overall job satisfaction tends to decrease.

The analysis of the correlations between job satisfaction parameters for primary school teachers revealed several significant relationships (Table 6).

Age had a negative correlation with satisfaction with the freedom to choose how to work ($r = -0.11$, $p = 0.019$), suggesting that older primary school teachers tend to be less satisfied with having the freedom to choose how they work.

Age has a negative correlation with satisfaction with recognition for work ($r = -0.112$, $p = 0.019$), suggesting that older primary school teachers tend to be less satisfied with the recognition they receive for their work.

Age has a positive correlation with work Experience ($r = 0.794$ **, $p < 0.001$), suggesting that older primary school teachers tend to have more work experience.

Work Experience has a negative correlation with satisfaction with promotion prospects ($r = -0.14$, $p < 0.001$), suggesting that primary school teachers with more experience tend to be less satisfied with their promotion prospects.

Satisfaction with the freedom to choose how to work has a strong positive correlation with satisfaction with recognition for work ($r = 0.661$, $p < 0.001$), suggesting that primary school teachers who are satisfied with having the freedom to choose how they work are also more likely to be satisfied with the recognition they receive for their work.

Satisfaction with freedom to choose how to work has moderate positive correlations with satisfaction with amount of responsibility ($r = 0.583$, $p < 0.001$), satisfaction with ability to use skills ($r = 0.614$ **), satisfaction with attention given to suggestions ($r = 0.499$ **), and satisfaction with task variety ($r = 0.382$ **), suggesting that primary school teachers who are satisfied with having the freedom to choose how they work are also more likely to be satisfied with these other aspects of their jobs.

Satisfaction with recognition for work has strong positive correlations with satisfaction with amount of responsibility ($r = 0.613$ **), satisfaction with ability to use skills ($r = 0.650$ **), satisfaction with promotion prospects ($r = 0.55$ **), and satisfaction with attention given to suggestions ($r = 0.698$ **), suggesting that primary school teachers who are satisfied with the recognition they receive for their work are also more likely to be satisfied with these other aspects of their jobs.

Satisfaction with the ability to use skills has moderate positive correlations with satisfaction with promotion prospects ($r = 0.566$ **), satisfaction with attention given to suggestions ($r = 0.557$ **), and satisfaction with task variety ($r = 0.601$ **), suggesting that primary school teachers who are satisfied with being able to use their skills are also more likely to be satisfied with these other aspects of their jobs.

Table 6. Correlation between job satisfaction and Demographic Variables, $n = 411$.

		1	2	3	4	5	6	7	8	9
1. Age	<i>r</i>	1								
	<i>p</i>									
2. Qualifications	<i>r</i>	−0.277								
	<i>p</i>	**								
	<i>p</i>	0.000								
3. Work Experience	<i>r</i>	0.794	−0.238							
	<i>p</i>	**	**							
–	<i>p</i>	0.000	0.000							
4. Satisfaction with freedom to choose how to work	<i>r</i>	−0.112	−0.090	−0.028						
	<i>p</i>	*								
	<i>p</i>	0.019	0.060	0.554						
5. Satisfaction with recognition for work	<i>r</i>	−0.112	−0.061	−0.041	0.661					
	<i>p</i>	*			**					
	<i>p</i>	0.019	0.202	0.398	0.000					
6. Satisfaction with amount of responsibility	<i>r</i>	−0.072	−0.012	−0.023	0.583	0.613				
	<i>p</i>				**	**				
	<i>p</i>	0.134	0.810	0.637	0.000	0.000				
7. Satisfaction with ability to use skills	<i>r</i>	−0.080	−0.040	−0.021	0.614	0.650	0.560			
	<i>p</i>				**	**	**			
	<i>p</i>	0.097	0.401	0.660	0.000	0.000	0.000			
8. Satisfaction with promotion prospects	<i>r</i>	−0.182	0.017	−0.184	0.408	0.550	0.406	0.566		
	<i>p</i>	**		**	**	**	**	**		
	<i>p</i>	0.000	0.731	0.000	0.000	0.000	0.000	0.000		
9. Satisfaction with attention given to suggestions	<i>r</i>	−0.080	0.015	−0.052	0.499	0.698	0.602	0.557	0.544	
	<i>p</i>				**	**	**	**	**	
	<i>p</i>	0.095	0.763	0.278	0.000	0.000	0.000	0.000	0.000	
10. Satisfaction with task variety	<i>r</i>	−0.036	0.061	−0.072	0.382	0.341	0.414	0.601	0.438	0.450
	<i>p</i>				**	**	**	**	**	**
	<i>p</i>	0.458	0.204	0.136	0.000	0.000	0.000	0.000	0.000	0.000

The level of significance is indicated by asterisks (* $p < 0.05$; ** $p < 0.01$).

3.4.2. Overall Implications

The findings suggest that primary school teachers are more likely to be satisfied with their jobs if they have the freedom to choose how they work, receive recognition for their work, have the opportunity to use their skills, have good promotion prospects, and have attention given to their suggestions. Employers can improve job satisfaction among primary school teachers by providing them with opportunities for autonomy, responsibility, skill development, career advancement, and recognition.

Table 7 provides a summary of the relationships between transformative leadership and the factors of professional satisfaction among the teachers who participated in the present work. These correlations further illuminate the intricate relationship between leadership styles and various elements of job satisfaction among teachers.

Table 7. Correlations between various aspects of leadership style and elements of job satisfaction of teachers participating in this research. * $p < 0.05$, ** $p < 0.01$, $n = 411$.

Leadership Style	Intrinsic	Extrinsic	Overall Job Satisfaction
Transformational	0.785 **	0.318 **	0.737 *
Transactional	0.316 **	0.204 **	0.301 *
Passive-laissez-faire	−0.437 **	−0.152 **	−0.413 *

4. Discussion

The findings suggest a notably robust positive correlation between transformational leadership and job satisfaction among primary school teachers in Greece. These results highlight the potential broader effectiveness of transformational leadership in promoting job satisfaction across various dimensions for teachers. Transformational leadership, as a guiding paradigm, motivates teachers to aim high. Competent school leadership plays a vital role in enhancing teachers' satisfaction in both administrative and work-related aspects, as well as in the interpersonal relationships developed within school leadership, with anticipated benefits in educational work and the overall functioning of school units [11,38,39]. The results of the present work emphasize the significance of school culture and leadership for creating and supporting an environment of collaboration and collegiality among teachers. Educational professionals who perceive a sense of collegial support are more inclined to experience job satisfaction. A positive impact of leadership is anticipated if leaders exhibit the ability to foster collaboration among teachers by establishing avenues for joint project engagement, allocating dedicated time for meetings and planning sessions, and acknowledging and commemorating their achievements [40]. In the same manner, establishing an environment that fosters ongoing learning and growth is crucial for teachers' job satisfaction [41,42]. Despite the limitations that school leaders in Greece face regarding their authority on resources, salaries, and promotion [43], they can still focus on transformational leadership aspects. For example, by emphasizing continuous learning opportunities, professional development, and creating a supportive school climate, leaders can positively impact the job satisfaction of teachers within their schools [42].

A practical strategy that schools can employ to foster changes and ongoing professional development is facilitating participation in conferences and workshops. Additionally, leaders can cultivate a culture of knowledge exchange among teachers and school leaders, encouraging them to share their expertise and insights with their colleagues [44,45].

The results of the correlation analysis highlight the significant contribution of transformational leadership to teachers' satisfaction with various aspects of their work, including administration, colleagues, and working conditions. A strong correlation was observed between transformational leadership and satisfaction from the school administration, colleagues, and working conditions. Additionally, a strong statistical correlation was found between transformational leadership and satisfaction with the work itself. In contrast, the relationship between transformational leadership and job security, schedule, and salary proved relatively weak. It is evident that school leadership may have some impact on these factors, but this influence may be limited and constrained, for example, by available resources and the broader economic and educational policies of the country.

The strong correlation coefficients between transformational leadership and satisfaction with the administration, colleagues, and working conditions emphasize the positive impact of this leadership style on the overall contentment of teachers within their work environment. Furthermore, a statistically robust correlation is observed between transformational leadership and overall job satisfaction, indicating its pervasive influence on teachers' overall job satisfaction. However, the relationships between transformational leadership and specific aspects such as job security, schedule, and salary appear relatively weaker. This suggests that while transformational leadership contributes positively to overall job satisfaction, its effectiveness may be influenced by external factors such as economic policies and available resources.

The nuanced interplay between leadership styles and teachers' job satisfaction is illuminated by the findings. Transformational leadership, while demonstrating a strong positive correlation with several aspects of job satisfaction, may encounter limitations in addressing specific dimensions influenced by external factors. This highlights the need for a holistic approach to leadership that considers both the internal dynamics of educational institutions and the broader contextual factors shaping the working environment.

The result of the present work aligns with the existing literature that underscores the pivotal role of leadership styles in shaping teachers' job satisfaction. Transformational leadership, characterized by inspiration, empowerment, and a shared sense of purpose, emerges as a key driver of positive job satisfaction among teachers [11,46–49]. The emphasis on transformational and personalized leadership in the studied school units reflects a commitment to fostering a positive and motivating work environment for teachers.

Transactional leadership exhibits positive correlations with various elements of job satisfaction, albeit to a lesser extent than transformational leadership. This suggests that a balance between transformational and transactional elements in leadership styles may contribute synergistically to teachers' overall satisfaction.

The relatively minimal adoption of passive leadership, as indicated by its low mean value, reinforces the understanding that this style has limited effectiveness in promoting teachers' job satisfaction. In contrast, the positive correlations associated with transformational and transactional leadership underscore the importance of active and engaging leadership approaches. Moreover, the impact of leadership style extends beyond job satisfaction, influencing various aspects of organizational dynamics.

For example, leadership style plays a pivotal role in shaping the dynamics of conflict management within educational institutions. Among the various leadership styles, transformational leadership stands out for its potential to positively influence how conflicts are addressed and resolved. Anastasiou and Oikonomou [50] established a positive correlation between transformational and transactional leadership styles and leadership effectiveness in conflict management, contrasting with a negative correlation with laissez-faire leadership. Their findings suggested that leadership style may contribute to the management of school conflicts, evident in the study's observation that male principals were more likely to be associated with schools experiencing a higher frequency of conflicts.

Transformational leaders possess the unique ability to foster collaboration among conflicting groups within a school setting. By providing encouragement and support, these leaders create an environment that alleviates tensions and addresses disruptive behavior professionally [51]. The emphasis on collaboration as the preferred conflict management strategy reflects the transformative leader's commitment to building a cohesive and harmonious work environment [52]. The transformative leader's focus on the future and innovation contributes to a synergistic atmosphere that motivates stakeholders toward positive change.

In this context, the characteristic features of transformational leadership are crucial, as they are expected to positively influence conflict management and enhance the effectiveness of school leaders in navigating and resolving conflicts within the educational institution. These features, including flexibility, creativity, and a collaborative approach, play a pivotal role in shaping the conflict resolution process and fostering a harmonious work environment [6]. In fact, transformational leadership encourages flexibility and creativity in approaching conflicts. Leaders who identify with this style emphasize critical questioning of established policies and the evaluation of strategies to achieve effective performance [51,53]. The transformative leader's forward-looking perspective allows for a more open-minded and adaptable approach to conflict resolution. This adaptability is crucial, especially in the ever-evolving landscape of educational institutions, where challenges and conflicts are inevitable. Experienced transformational leaders tend to select strategies that prioritize preserving relationships and minimizing negative impacts on staff members involved in a conflict [54]. This highlights the importance of a leader's ability to discern and apply conflict management strategies that are most suitable for each situation [55,56].

A transformational leader's inclination toward collaboration aligns with the Collaboration Integration strategy, emphasizing joint problem-solving and positive engagement [10,57].

The results of the present work indicate that leadership has a significant impact on job satisfaction in the studied school units. Several other studies have shown that leadership traits such as transformational leadership, personalized leadership, and transactional leadership are positively correlated with job satisfaction in several other professions. For example, a study of teachers in various sectors found a correlation coefficient of 0.53 between job satisfaction and leadership traits [58]. Likewise, a study of nurses working in hospitals found a correlation coefficient of 0.62 between job satisfaction and transactional leadership [49].

There is some evidence to support the effect of transformational leadership on both job satisfaction and the commitment of teachers [59]. For example, a study by Assad et al. [60] found that transformational leadership behaviors were positively correlated with school culture, which in turn was associated with higher levels of job satisfaction and commitment among teachers. Similarly, a study by Freeman and Fields [18] found that principal transformational leadership was uniquely associated with organizational trust and efficacy, which are two important factors that contribute to job satisfaction and commitment. These studies suggest that leaders can play a key role in creating a positive work environment where teachers feel valued, supported, and motivated to do their best. When teachers feel satisfied with their jobs and committed to their students, they are more likely to be productive and effective in the classroom. This can lead to a number of positive outcomes for teachers and students, including improved academic achievement, better social and emotional well-being, and a greater sense of connection to the school [61–64].

The results of the present work suggest that leadership is a critical factor in promoting job satisfaction and commitment among teachers, which can ultimately lead to improved student outcomes. In highly centralized educational systems, school principals often lack the autonomy to control crucial elements such as pay and promotion, which can significantly impact job satisfaction. For this reason, principals may seek alternative options to motivate teachers. For example a promising approach lies in fostering a learning organization culture within schools. By prioritizing continuous professional development, collaborative learning, and a supportive environment that values innovation and growth, leaders can create an atmosphere where teachers feel invested in their own development [42,64]. In such a culture, intrinsic factors related to the job itself, such as skill utilization, task variety, and opportunities for personal growth, can become pivotal contributors to overall job satisfaction. As it appears to have a significant impact on this aspect, transformational leadership partially explains the beneficial effect of this leadership style on teachers' overall job satisfaction. This observation has been replicated across various countries and contexts [12,17,62]. The findings presented here contribute to the growing body of knowledge on the interplay between leadership styles and conflict management in educational institutions. The emphasis on transformational leadership as a key influencer in conflict resolution aligns with the broader literature on effective leadership practices.

It is important to note that the relationship between leadership and job satisfaction and commitments is complex and can be influenced by a number of factors, such as the school context, the teacher's individual characteristics, and the specific leadership behaviors that are used [26,65]. This is one limitation of the present work and further research is required to investigate, for example, other important parameters for job satisfaction such as school climate, infrastructure, and support from the local government for the school units. However, as educational institutions evolve, the strategic adoption of transformational leadership principles can serve as a cornerstone for effective conflict management and the cultivation of a positive and resilient school environment. Even in countries with a centralized educational system such as Greece, where certain administrative powers are constrained, school principals can play a vital role in enhancing teacher job satisfaction [17,22,64,66,67]. By creating a positive culture, providing autonomy, modeling effective leadership, and offering support and development opportunities, principals can contribute to a more fulfilling and productive educational environment.

5. Conclusions

Conducted in Greece's Achaia region in Western Greece, this study explores the relationship between leadership style and teachers' job satisfaction. The instruments used in the present study may not comprehensively assess the nuanced interplay between leadership styles and external constraints. Acknowledging these limitations is important, particularly as the study focused on the perceived leadership styles of school principals and job satisfaction of teachers and may not capture the full complexity of external influences on job satisfaction. Nevertheless, the findings are consistent with previous research in various global contexts and highlight leadership's potential positive impact on job satisfaction. Leaders play a critical role in creating a school environment conducive to constructive conflict resolution by encouraging collaboration, flexibility, and creativity.

The findings suggest that the influence of leadership styles on job satisfaction may be modulated by external factors, including economic policies and resource availability. While transformative leadership exhibits a positive correlation with satisfaction in areas such as administration, colleagues, and working conditions, this relationship appears to be less pronounced in aspects of pay and promotion.

As educational institutions face ongoing challenges, leadership must implement changes and motivate teachers. Despite challenges in highly centralized educational systems, where principals may lack control over essential aspects such as pay and promotion, this research underscores the crucial role of leadership in promoting teacher job satisfaction and commitment. Exploring various strategies, including fostering a learning organization culture, presents a promising avenue for leaders to motivate teachers and enhance overall job satisfaction. This highlights the importance of recognizing intrinsic factors that contribute to teachers' professional contentment, ultimately positively influencing school effectiveness.

Author Contributions: Conceptualization, N.P. and S.A.; methodology, N.P. and S.A.; software, N.P.; validation, N.P.; formal analysis, N.P. and S.A.; investigation, N.P.; resources, K.K. and S.A.; data curation, N.P.; writing—original draft preparation, N.P., K.K. and S.A.; writing—review and editing, N.P., K.K. and S.A.; visualization, N.P. and S.A.; supervision, S.A.; project administration, S.A. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: The study was conducted in accordance with the Declaration of Helsinki and was approved by the Ethics Committee of Ioannina University (protocol code date of approval: 27835/25-05-22).

Informed Consent Statement: In compliance with the university's ethical guidelines, all participants have signed an informed consent form prior to completing the questionnaire.

Data Availability Statement: The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Conflicts of Interest: The authors declare no conflicts of interest.

References

1. Saiti, A. Main factors of job satisfaction among primary school educators: Factor analysis of the Greek reality. *Manag. Educ.* **2007**, *21*, 28–32. [\[CrossRef\]](#)
2. Fütterer, T.; van Waveren, L.; Hübner, N.; Fischer, C.; Sälzer, C. I can't get no (job) satisfaction? Differences in teachers' job satisfaction from a career pathways perspective. *Teach. Teach. Educ.* **2023**, *121*, 103942. [\[CrossRef\]](#)
3. Lazaridou, A. Personality and resilience characteristics of preschool principals: An iterative study. *Int. J. Educ. Manag.* **2020**, *35*, 29–46. [\[CrossRef\]](#)
4. Chandolia, E.; Anastasiou, S. Leadership and conflict management style are associated with the effectiveness of school conflict management in the Region of Epirus, NW Greece. *Eur. J. Investig. Health Psychol. Educ.* **2020**, *10*, 455–468. [\[CrossRef\]](#) [\[PubMed\]](#)
5. Thomas, L.; Tuytens, M.; Devos, G.; Kelchtermans, G.; Vanderlinde, R. Transformational school leadership as a key factor for teachers' job attitudes during their first year in the profession. *Educ. Manag. Adm. Leadersh.* **2019**, *48*, 106–132. [\[CrossRef\]](#)

6. Anastasiou, S. The significant effect of leadership and conflict management on job satisfaction. *Acad. J. Interdiscip. Stud.* **2020**, *9*, 9–17. [\[CrossRef\]](#)
7. Eliophotou-Menon, M.; Lefteri, A. The link between transformational leadership and teacher self-efficacy. *Education* **2021**, *142*, 42–52.
8. Karamanis, K.; Gogos, C. The impact of flexible working at firm level. Evidence from greek labor market. *J. Int. Stud.* **2020**, *13*, 9–24. [\[CrossRef\]](#)
9. Rupčić, N.; Božac, M.G.; Angeleski, I. Conflict management in the academic environment: Is there room for wonder? *Int. J. Manag. Educ.* **2022**, *16*, 383–406. [\[CrossRef\]](#)
10. Kostelić, K.; Paulišić, M.; Gonan Božac, M. Modeling Conflicts at Work: The Case of Elementary School Employees in Croatia. *Adm. Sci.* **2023**, *13*, 20. [\[CrossRef\]](#)
11. Lan, T.-S.; Chang, I.-H.; Ma, T.-C.; Zhang, L.-P.; Chuang, K.-C. Influences of Transformational Leadership, Transactional Leadership, and Patriarchal Leadership on Job Satisfaction of Cram School Faculty Members. *Sustainability* **2019**, *11*, 3465. [\[CrossRef\]](#)
12. Maheshwari, G. Influence of Teacher-Perceived Transformational and Transactional School Leadership on Teachers' Job Satisfaction and Performance: A Case of Vietnam. *Leadersh. Policy Sch.* **2022**, *21*, 876–890. [\[CrossRef\]](#)
13. Trigueros, R.; Padilla, A.; Aguilar-Parra, J.M.; Mercader, I.; López-Liria, R.; Rocamora, P. The Influence of Transformational Teacher Leadership on Academic Motivation and Resilience, Burnout and Academic Performance. *Int. J. Environ. Res. Public Health* **2020**, *17*, 7687. [\[CrossRef\]](#) [\[PubMed\]](#)
14. Sayadi, Y. The effect of dimensions of transformational, transactional, and non-leadership on the job satisfaction and organizational commitment of teachers in Iran. *Manag. Educ.* **2016**, *30*, 57–65. [\[CrossRef\]](#)
15. Skaalvik, E.M.; Skaalvik, S. Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. *Soc. Psychol. Educ.* **2017**, *20*, 15–37. [\[CrossRef\]](#)
16. Karadag, E. The effect of educational leadership on students' achievement: A cross-cultural meta-analysis research on studies between 2008 and 2018. *Asia Pac. Educ. Rev.* **2020**, *21*, 49–64. [\[CrossRef\]](#)
17. Anastasiou, S.; Garametsi, V. Perceived leadership style and job satisfaction of teachers in public and private schools. *Int. J. Manag. Educ.* **2021**, *15*, 58–77. [\[CrossRef\]](#)
18. Freeman, G.T.; Fields, D. School leadership in an urban context: Complicating notions of effective principal leadership, organizational setting, and teacher commitment to students. *Int. J. Leadersh. Educ.* **2023**, *26*, 318–338. [\[CrossRef\]](#)
19. Eliophotou-Menon, M. The relationship between transformational leadership, perceived leader effectiveness and teachers' job satisfaction. *J. Educ. Adm.* **2014**, *52*, 509–528. [\[CrossRef\]](#)
20. Stavrianoudaki, A.; Iordanides, G. School Autonomy and Effectiveness in Greek Primary Education. *Int. Stud. Educ. Adm.* **2018**, *46*, 92–109.
21. Saitis, C.; Eliophotou, M.M. Views of Future and Current Teachers on the Effectiveness of Primary School Leadership: Evidence from Greece. In *Leadership & Policy in Schools*; Routledge: London, UK, 2004.
22. Anastasiou, S.; Papakonstantinou, G. Factors affecting job satisfaction, stress and work performance of secondary education teachers in Epirus, NW Greece. *Int. J. Manag. Educ.* **2015**, *8*, 37–53. [\[CrossRef\]](#)
23. Papazoglou, A.; Koutouzis, M. Educational leadership roles for the development of learning organizations: Seeking scope in the Greek context. *Int. J. Leadersh. Educ.* **2019**, *25*, 634–646. [\[CrossRef\]](#)
24. Brinia, V.; Papantoniou, E. High school principals as leaders: Styles and sources of power. *Int. J. Educ. Manag.* **2016**, *30*, 520–535. [\[CrossRef\]](#)
25. Koutouzis, M.; Malliara, K. Teachers' job satisfaction: The effect of principal's leadership and decision-making style. *Int. J. Educ.* **2017**, *9*, 71–89. [\[CrossRef\]](#)
26. Anastasiou, S.; Belios, E. Effect of age on job satisfaction and emotional exhaustion of primary school teachers in Greece. *Eur. J. Investig. Health Psychol. Educ.* **2020**, *10*, 644–655. [\[CrossRef\]](#)
27. Papas, G.; Psacharopoulos, G. Teachers' Employment Conditions in Greece: Findings of a Survey. *J. Mod. Greek Stud.* **1995**, *13*, 243–249. [\[CrossRef\]](#)
28. Antoniou, A.S.; Polychroni, F.; Kotroni, C. Working with students with special educational needs in Greece: Teachers' stressors and coping strategies. *Int. J. Spec. Educ.* **2009**, *24*, 100–111.
29. Antoniou, A.S.; Pavlidou, K.; Charitaki, G.; Alevriadou, A. Profiles of teachers' work engagement in special education: The impact of burnout and job satisfaction. *Int. J. Disabil. Dev. Educ.* **2022**, 1–18. [\[CrossRef\]](#)
30. Avolio, B.J.; Bass, B.M. *Multifactor Leadership Questionnaire. Manual and Sampler Set*, 3rd ed.; Mindgarden: Redwood City, CA, USA, 2004. [\[CrossRef\]](#)
31. Belias, D.; Koustelios, A.; Golia, A. Leadership Style and Job Satisfaction of Greek Banking Institutions. *Int. J. Manag. Bus. Res.* **2015**, *53*, 237–248.
32. Koutouzis, E.; Papazoglou, A. *Transforming Greek Primary Schools into Learning Organizations*; Hellenic Open University: Athens, Greece, 2016.
33. Konstantinou, C.; Prezerakos, P. Relationship Between Nurse Managers' Leadership Styles and Staff Nurses' Job Satisfaction in a Greek NHS Hospital. *Am. J. Nurs. Sci.* **2015**, *7*, 45–50. [\[CrossRef\]](#)
34. Magoulianitis, G. Leadership Types and Vision in Greek Police. Ph.D. Thesis, University of Patras, Patras, Greece, 2011. (In Greek).
35. Warr, P.; Cook, J.; Wall, T. Scales for the measurement of some work attitudes and aspects of psychological well-being. *J. Occup. Psychol.* **1979**, *52*, 129–148. [\[CrossRef\]](#)

36. Markovits, Y.; Davis, A.; Van Dick, R. Organizational Commitment Profiles and Job Satisfaction among Greek Private and Public Sector Employees. *Int. J. Cross-Cult. Manag.* **2007**, *7*, 77–99. [\[CrossRef\]](#)
37. Platis, C.; Ilonidou, C.; Stergiannis, P.; Ganas, A.; Intas, G. The Job Rotation of Nursing Staff and Its Effects on Nurses' Satisfaction and Occupational Engagement. In *GeNeDis 2020: Geriatrics*; Springer International Publishing: Cham, Switzerland, 2021; pp. 159–168.
38. Iwu, C.G.; Ezeuduji, I.O.; Iwu, I.C.; Ikebuaku, K.; Tengeh, R.K. Achieving quality education by understanding teacher job satisfaction determinants. *Soc. Sci.* **2018**, *7*, 25. [\[CrossRef\]](#)
39. Katsantonis, I.G. Investigation of the impact of school climate and teachers' self-efficacy on job satisfaction: A cross-cultural approach. *Eur. J. Investig. Health Psychol. Educ.* **2019**, *10*, 119–133. [\[CrossRef\]](#) [\[PubMed\]](#)
40. Lūsēna-Ezera, I.; Silīna-Jasjukeviča, G.; Lastovska, A.; Surikova, S.; Kaulēns, O.; Linde, I. Learning Organization Practices in Latvian Schools: Perspectives from School Staff, Students, and Parents. *Educ. Sci.* **2023**, *13*, 1000. [\[CrossRef\]](#)
41. Lalagka, S. Job satisfaction among Greek secondary teachers and the role of school. *J. Contemp. Educ. Theory Res.* **2017**, *1*, 23–32.
42. Lūsēna-Ezera, I.; Silīna-Jasjukeviča, G.; Kaulēns, O.; Linde, I.; Līduma, D. The Relationship between the School as a Learning Organisation and Teacher Job Satisfaction in General Education in Latvia. *Educ. Sci.* **2023**, *13*, 1171. [\[CrossRef\]](#)
43. Anastasiou, S.; Anagnostou, L. Variability in Indices of Economic Hardship and Burnout Components of Primary School Teachers in Greece. *IBIMA Bus. Rev.* **2020**, *2020*, 303976. [\[CrossRef\]](#)
44. Hilel, A.; Ramírez-García, A. The Relationship between Professional Environmental Factors and Teacher Professional Development in Israeli Schools. *Educ. Sci.* **2022**, *12*, 285. [\[CrossRef\]](#)
45. Lomba-Portela, L.; Domínguez-Lloria, S.; Pino-Juste, M.R. Resistances to educational change: Teachers' perceptions. *Educ. Sci.* **2022**, *12*, 359. [\[CrossRef\]](#)
46. Bass, B.M.; Riggio, R.E. *Transformational Leadership*, 2nd ed.; Routledge: New York, NY, USA, 2014.
47. Rajnandini, P.; Ethlyn, A.W. Transformational leadership, self-efficacy, group cohesiveness, commitment, and performance. *J. Organ. Chang. Manag.* **2004**, *17*, 16.
48. Walumbwa, F.O.; Lawler, J.L.; Avolio, B.J.; Wang, P. Transformational Leadership and Work-Related Attitudes: The Moderating Effects of Collective and Self-Efficacy across Cultures. *J. Leadersh. Organ. Stud.* **2005**, *11*, 2–16. [\[CrossRef\]](#)
49. Boamah, S.A.; Spence Laschinger, H.K.; Wong, C.; Clarke, S. Effect of transformational leadership on job satisfaction and patient safety outcomes. *Nurs. Outlook* **2018**, *66*, 180–189. [\[CrossRef\]](#) [\[PubMed\]](#)
50. Anastasiou, S.; Oikonomou, E. Effectiveness, Leadership Style and Gender of Secondary Education School Principals in Athens, Greece. *World J. Vocat. Educ. Train.* **2020**, *2*, 12–20.
51. Tengi, M.; Mansor, M.; Zahari, H. A review theory of transformational leadership for school. *Int. J. Acad. Res. Bus. Soc. Sci.* **2017**, *7*, 792–799.
52. Saridakis, G.; Lai, Y.; Muñoz Torres, R.I.; Gourlay, S. Exploring the Relationship between Job Satisfaction and Organizational Commitment: An Instrumental Variable Approach. *Int. J. Hum. Resour. Manag.* **2020**, *31*, 1739–1769. [\[CrossRef\]](#)
53. Zurita-Ortega, F.; Olmedo-Moreno, E.M.; Chacón-Cuberos, R.; Expósito López, J.; Martínez-Martínez, A. Relationship between Leadership and Emotional Intelligence in Teachers in Universities and Other Educational Centres: A Structural Equation Model. *Int. J. Environ. Res. Public Health* **2020**, *17*, 293. [\[CrossRef\]](#)
54. Neves, L.G.; Coimbra, J.L. Evidence of the Validity of the Internal Structure of the Ethical, Transformational, and Moral Leadership Scale in an Educational Portuguese Context. *Paidéia* **2019**, *29*, e2904. [\[CrossRef\]](#)
55. Marquis, B.L.; Huston, C.J. *Leadership Roles and Management Functions in Nursing: Theory and Application*; Lippincott Williams & Wilkins: Philadelphia, PA, USA, 2015.
56. Saiti, A. Conflicts in schools, conflict management style and the role of the school leader: A study of Greek primary school educators. *Educ. Manag. Adm. Leadersh.* **2015**, *43*, 582–609. [\[CrossRef\]](#)
57. Engvik, G.; Emstad, A.B. The importance of school leaders' engagement in socialising newly qualified teachers into the teaching profession. *Int. J. Leadersh. Educ.* **2017**, *20*, 468–490. [\[CrossRef\]](#)
58. Rad, A.M.M.; Yarmohammadian, M.H. A study of relationship between managers' leadership style and employees' job satisfaction. *Leadersh. Health Serv.* **2006**, *9*, 11–28.
59. Ahmed Iqbal, Z.; Abid, G.; Arshad, M.; Ashfaq, F.; Athar, M.A.; Hassan, Q. Impact of authoritative and laissez-faire leadership on thriving at work: The moderating role of conscientiousness. *Eur. J. Investig. Health Psychol. Educ.* **2021**, *11*, 667–685. [\[CrossRef\]](#) [\[PubMed\]](#)
60. Asad, M.M.; Rind, A.A.; Abdulmuhsin, A.A. Impact of transformational leadership on educational institutes culture: A quantitative study in the context of Pakistan. *Int. J. Organ. Anal.* **2022**, *30*, 1235–1250.
61. Wolomasi, A.K.; Asaloei, S.I.; Werang, B.R. Job Satisfaction and Performance of Elementary School Teachers. *Int. J. Eval. Res. Educ.* **2023**, *26*, 318–388. [\[CrossRef\]](#)
62. Castillo, I.; Álvarez, O.; Esteva, I.; Queral, A.; Molina-García, J. Passion for teaching, transformational leadership and burnout among physical education teachers. *Rev. Psicol. Deporte* **2017**, *26*, 57–61.
63. Ortan, F.; Simut, C.; Simut, R. Self-efficacy, job satisfaction and teacher well-being in the K-12 educational system. *Int. J. Environ. Res. Public Health* **2021**, *18*, 12763. [\[CrossRef\]](#) [\[PubMed\]](#)
64. Zhang, J.; Huang, Q.; Xu, J. The relationships among transformational leadership, professional learning communities and teachers' job satisfaction in China: What do the principals think? *Sustainability* **2022**, *14*, 2362. [\[CrossRef\]](#)

65. Han, X.; Xu, Q.; Xiao, J. The Influence of School Atmosphere on Chinese Teachers' Job Satisfaction: The Chain Mediating Effect of Psychological Capital and Professional Identity. *Behav. Sci.* **2022**, *13*, 1. [[CrossRef](#)]
66. Gkolia, A.; Koustelios, A.; Belias, D. Exploring the association between transformational leadership and teacher's self-efficacy in Greek education system: A multilevel SEM model. *Int. J. Leadersh. Educ.* **2018**, *21*, 176–196. [[CrossRef](#)]
67. Dou, D.; Devos, G.; Valcke, M. The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment. *Educ. Manag. Adm. Leadersh.* **2017**, *45*, 959–977. [[CrossRef](#)]

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of MDPI and/or the editor(s). MDPI and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.