

Analyzing the Impact of Principal's Leadership and School Climate on Teacher's Job Satisfaction From TALIS 2018 Taiwan Survey Data: A Multilevel Analysis

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Introduction

Taiwan has actively participated in international student achievement surveys (such as the well-known PISA, TIMSS, etc.) for the past two decades, and the results of the relevant surveys have shown that Taiwanese students have performed well in academic achievement. The Teaching and Learning International Survey (TALIS) is an international survey asking school leaders and teachers about their working conditions and learning environments. In the past few years, Taiwan has participated in the survey for the first time. So far, there is a lack of empirical research results in Taiwan.

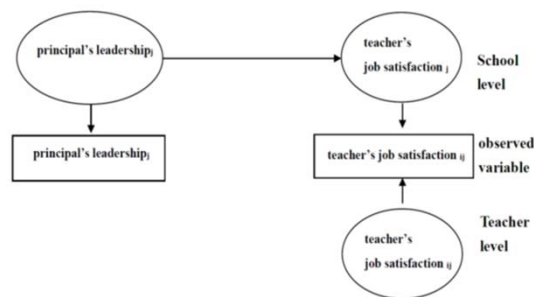
Objectives

To understand the relationship among principal's leadership, school climate and teacher's job satisfaction in Taiwan's junior high schools.

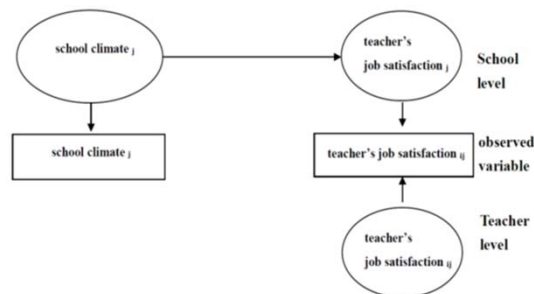
Methods

This study uses Taiwan's data (ISCED level 2: lower secondary education) from TALIS 2018 and applies the statistical method of multilevel structural equation modeling (MSEM) to detect the direct influence of the principal's leadership and school climate on teacher's job satisfaction.

Model A: The influence of principal's leadership on teacher's job satisfaction



Model B: The influence of school climate on teacher's job satisfaction



Results

The multi-level influence relationship among variables has reached a significant level of .05 with the following analysis results:

1. At the school level, the school climate (Scale Index: Stakeholder involvement, partnership) perceived by principals can positively affect (estimate = 0.049, $p < .05$) the job satisfaction of teachers (Subscale: Job satisfaction with work environment) perceived by teachers.

2. At the school level, the school climate (Scale Index: Lack of special needs personnel) perceived by principals can negatively affect (estimate = -0.121, $p < .05$) the job satisfaction of teachers (Subscale: Job satisfaction with work environment) perceived by teachers.

3. At the school level, the school climate (Scale Index: School delinquency and violence) perceived by principals can negatively affect (estimate = -0.027, $p < .05$) the job satisfaction of teachers (Subscale: Job satisfaction with profession) perceived by teachers.

Conclusions

1. The principal's leadership cannot directly affect the teacher's job satisfaction.
2. Some aspects of school climate (such as "stakeholder involvement, partnership", "lack of special needs personnel", and "school delinquency and violence") can directly affect teacher's job satisfaction.

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