Relationship Between Administrators' Visionary Leadership and Teachers' Job Satisfaction in Turkey

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Abstract

This research aims to determine the relationship between visionary leadership levels of administrators and job satisfaction levels of teachers who work at vocational and technical high schools. The research data was obtained from 260 teachers using visionary leadership and job satisfaction scale. 18 vocational and technical high schools in Nevşehir were selected as the population and any sampling was not needed since all of vocational high schools were contacted. The data were analyzed by using descriptive statistics and Pearson Correlation test methods. According to the results of the analysis, it is found that there is a moderate positive relationship between visionary leadership level of administrators and job satisfaction levels of teachers working in vocational and technical high schools.

Keywords: Visionary leadership, Job satisfaction, Vocational and Technical education.

1.Introduction

Vision is a concept that should also be considered for educational organizations as in other organizations. Vision has already now planned a case that is aimed to happen in the future or will happen (Fidan, 1998, p. 191). In other words, it can mean that thing which is required to happen in the future have already projected by administrators and workers are assured this dream. Vision can be explained as the manner in which "place and situation at which school in private and society in which school is involved in general are expected to reach in the future are tangibly revealed by school principal" in educational organizations (Şişman, 2002, p. 143). Currently, it is clear that vocational education schools founded at higher costs than other schools more need visionary school administrators and teachers with high job satisfaction who will make a significant contribution to quality of education.

İrban (2004) expresses that a job can do not only for money, but success, status, rank and position or personal gratification as well. Cebeci (2006) also indicates that job satisfaction is important for organization, as much as for personnel. Therefore, high job satisfaction in terms of both personnel and organizations can ensure that both parties also get the better of it. Nowadays, the emerging developments in educational field together with rapidly changing and developing technology also bring about new needs (Bilir, 2007). A work environment that is responsive to the needs can allow teacher to achieve job satisfaction and improve the quality of education and her or his success. At this point, the biggest task falls to school leaders who will arrange an appropriate work environment.

School administrators with visionary leadership traits should be aware of values in the organization and plan arrangements for the future. Moreover based on these, they should also be considered values of school to create and share the vision while developing a plan (Öztürk, 2008). Creating a vision taking

account of the school's worth can considered as an important factor in making vision successful. Durukan (2006) highlighted that school administrators should keep abreast of all the latest developments in education world and be future-oriented so that they can create a vision. That school principals possess visionary leadership skills could become important in this structure. Babil emphasizes (2009, p.23) that school administrators having the leadership characteristics and in particular visionary leadership ones will play fundamental roles in future years because schools will succeed through school administration that works for their vision and attaches importance to this vision. This is related to somebody to whom school administrator always improves himself. Koçman (2005, p. 53) indicated that visionary leadership contributes to self-development of school administrators. Visionary school administrator can enable vision to improve a common picture of school by using both intuition and power of thought. Therefore, school administrators have to determine how to want to see their own schools in the future. Kalyoncu (2008, p. 38) stressed that visionary leadership develops flexible and functional communication-based management mentality. In this case, schools are on course from position where cumbersome bureaucratic structure narrows to centers based on human relationships in which individual abilities demonstrate within a democratic culture by taking a risk thanks to more flexible bureaucratic functionings. Visionary leader is a educational one who promotes achievement of all students by the way of facilitating, developing, clarifying, applying and shaping the educational vision supported and shared by the school community as an educational leader

(ISLLC 1996; quoted by Ahi, 2011, p.16). If school vision developed by a visionary leader is adopted and supported by school community, this also allows students to achieve success (Gümüşeli, 2001, p. 8).

Senge (1990) mentioned that leaders are the architect of organizations and effective visionary leaders are also believe to be able to affect people and organizations by creating organizational culture with a long-term vision. Visionary leadership creates a culture to support and strengthen the organizational goals of these leaders. This organizational culture is shared actions, values, and beliefs that they thrive within an organization and guide organization members (Schermerhorn, Hunt, Osborn, 2008, p. 364). According to visionary leadership behaviors of Sashkin (1996), visionary leader is someone who is successful in human relationships, makes consistent decisions, attaches importance to the thoughts and feelings of the followers, has a high level of awareness of what is happening around, and chooses the hard path not easy. Visionary leaders should value greatly the needs of followers as they search for solution to the needs of the organization. Therefore, they meet both functional needs of the organization (policies and procedures) and the needs of their followers (common values and beliefs) (Sashkin, 1992, quoted by Rycroft, 2002, p. 31). In other words, visionary leaders can satisfy individual and organizational needs by communicating explicitly with organization employees and establishing organization policies on a common values.

Considering the school's vision in a general framework, it can increase academic achievement and also, increase sense of belonging to the school organization. This process may positively

develop interpersonal relationships and affect employees' job satisfaction. Managers carried out many studies on employees' job satisfaction and about how they would increase levels of their own employees' job satisfaction since the 1950s and the 1960s (Northouse, 2004). This can suggest the importance of the relationship between leadership and job satisfaction that had dated back to 1950s. Yousef (2000) implied that leadership behaviors are positively associated with job satisfaction and managers should exhibit appropriate leadership behavior to increase job satisfaction.

Vocational and technical education being an important aspect of the training is quite different professional fields and complex. The most important task of vocational education is to train workforce for employment world. A sound basis should form for continuing education of students in a manner towards a broad-based, based on professional competence, renewed or changing professions in vocational and technical education that aims to train future qualified workforce (Talayhan, 2012, p. 8). This demonstrates the importance of vocational high schools. Training the skilled labor can be explained with quality education provided by vocational high schools. Managers working in vocational high schools can have need for well-determined visions so that vocational high schools could operate healthily since they serve in institutions where the number of teacher, students and classroom abounds and thus management may be difficult. Kocatürk (2007) mentioned that virtues beyond management need to fulfil management functions within the complex structure of the vocational high schools. School administrator can demonstrate visionary leadership skills could shown as an an

example to this virtue. School's vision that was created and implemented successfully can also affect positively the job satisfaction of teachers for one of the most basic functions of visionary leadership is the ability to create a vision. Lashbrook (1997) said that leadership behaviors are an important factor in affecting employees' job satisfaction, and supported this idea. Wexley and Yukl (1984) found that leadership traits are an important factor in determining job satisfaction, and workers' response to their leaders may also vary depending on characteristic features of workers and leaders. In this context, this study was focused on the relationship between the visionary leadership features of school administrators serving in vocational and technical high schools and teachers' job satisfaction levels.

1.1 The Aim of the Research

The aim of this study is to determine the relationship between the visionary leadership features of school administrators and teachers' job satisfaction levels working in vocational high schools. Research questions of this study can be listed as follows:

1. To what extent are school administrators working in vocational high schools display their visionary leadership behaviors perceived by teachers?
2. To what extent is teachers' job satisfaction working in vocational high schools?
3. Is there any relationship between visionary leadership levels of school administrators perceived by teachers and teachers' job satisfaction levels?

2. Method: This is a quantitative research and based on correlational model. In this

study, relationship between the visionary leadership levels of school administrators by asking opinions of teachers and teachers' job satisfaction levels was examined according to their perceptions working in vocational and technical high schools affiliated to the Ministry of Education in the province of Nevşehir.

2.1 Participants

Research population consisted of 18 vocational and technical high schools affiliated to Ministry of Education in the province of Nevsehir in 2013-2014 school year. Getting in contact with all of vocational, technical high schools in Nevşehir, questionnaires were distributed to all of 464 teachers serving in these high schools. Thus, any sampling was not needed since all of vocational high schools contacted (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2012, p. 81). 296 of questionnaires distributed to teachers were sent back to us after filling in. As a result of examining of questionnaires filled in, 36 of 296 scales were left out of the scope of research due to reasons to mark both options "*I agree* and *I disagree*" and leave blank of more than half of scale items. Accordingly, data analysis was performed on 260 of the questionnaire which is filled out.

2.2 Data Collection Tools

Visionary Leadership Questionnaire: Visionary Leadership Questionnaire developed by Çınar and Kaban in 2012, is 5-point Likert-type and consists of 14 items and four factors. 5-point Likert ranks from "1- I strongly disagree" to "5- I strongly agree". First, second, third and fourth factor is composed of 4 items (1, 2, 3, 4), 4 items (5, 6, 7, 8), 3 items (9, 10, 11) and 3 items (12, 13, 14), respectively. Factor loadings of items are in the range

of 0.577 to 0.879. Exploratory factor analysis and confirmatory factor analysis for this questionnaire were performed by Çınar and Kaban (2012). Cronbach alpha reliability coefficients of this questionnaire consisted of 14 items and 4 sub-dimensions were found to be; for the total (0,84) for the sub-dimension visionary thinking, (0,83) for the sub-dimension action-oriented, (0,87) for the sub-dimension illustrate the future and (0,82) for the sub-dimension open to change. Cronbach's alpha coefficient (α) of the questionnaire questions related to each factor ranged from 0.82 to 0.87 (α = 0.82 - 0.87). This results imply that question groups related to each factor are high reliability.

To see whether the data collected for visionary leadership scale within the scope of this research are suitable for factor analysis, Kaiser-Meyer-Olkin (KMO) value was found to be 0.944 and Bartlett's value to be 2362.185 ($p < 0.000$). Based on these results, data was detected to be suitable for factor analysis, and scale was found to be single factor. Single factor structure of Visionary Leadership scale explains 57.204% of the total variance. At least 30% of the total variance explained in the patterns with single factor may be considered sufficient (Büyüköztürk, 2009). Factor loadings of scale are ranging from 0.522 to 0.823. Using questionnaire in the education sector in this study and being conducted it in the health sector by Çınar and Kaban (2012) could cause the scale to be single factor not three factor.

Job satisfaction scale: Job Satisfaction Scale, consisted of 14 items and developed by Yıldırım (2001), was employed to determine the teachers' job satisfaction levels. Çek (2011, p. 66) obtained a single factor structure as a

result of factor analysis performed, and stated that scale items collect under "job satisfaction heading". The alpha reliability coefficient calculated for scores obtained from the scale of job satisfaction was found to be (0.91). Değirmenci (2006, p. 71) also obtained a single factor structure from the scale and found that the alpha reliability coefficient of the scale is (0.88) and pearson product-moment correlation coefficient (r) is also 0.709)(r=0.709). Kaiser-Meyer-Olkin (KMO) value was found to be 0.909 and Bartlett's value to be 1486,044 (p<0.000). Based on these results, data collected was detected to be suitable for factor analysis, and scale was found to be single factor. Single factor structure of job satisfaction scale explains 42.949% of the total variance. At least 30% of the total variance explained in the patterns with single factor may be considered sufficient (Büyüköztürk, 2009). Factor loadings of scale are ranging from 0.485 to 0.742.

2.3 Data Analysis

Descriptive statistics were used to determine relationship between the visionary leadership levels of school administrators working in vocational secondary high schools and teachers' job satisfaction levels according to teachers' opinions. Pearson Correlation analysis was used to determine whether there is a statistically significant relationship between the visionary leadership levels of school administrators working in vocational secondary high schools and teachers' job satisfaction levels according to teachers' opinions.

3. Results and Remarks

To what extent are school administrators working in vocational secondary high schools exhibit their visionary leadership behaviors perceived by teachers? Displaying levels of visionary leadership behaviors of school administrators of teachers working in vocational secondary high schools are presented in Table 1.

Table 1: Visionary leadership levels of school administrators of teachers working in vocational secondary high schools

	n	Mean of 5-point Likert	ss
	260	3.51	.63

5-point Likert scale used in this study rated from from negative to positive in the form of 1, 2, 3, 4 and 5. Mean scores of displaying levels of visionary leadership behaviors of school administrators of teachers working in vocational secondary high schools were shown in Table 1. Based on this scoring and opinions of teachers, the average of the visionary leadership scores of school administrators was found to be 3.51 out of 5 points. These results demonstrate that exhibiting levels of visionary leadership behaviors of school administrators could be interpreted as "*I agree*" according to teachers' views. Put it differently, teachers are regarded school administrators as visionary leader at a "good" level.

To what extent is teachers' job satisfaction working in vocational secondary high schools? Mean scores of teachers' job satisfaction levels serving in vocational secondary high schools are presented in Table 2.

Table 2: Job satisfaction levels of teachers working in vocational secondary high schools

n	Mean of 5-point Likert	ss
260	3.44	.74

5-point Likert scale applied in this study rated from from negative to positive in the form of 1, 2, 3, 4 and 5. Mean scores of job satisfaction levels of teachers working in vocational secondary high schools were presented in Table 2. Based on this scoring, job satisfaction levels was found to be 3.44 out of 5 points. This result indicates that answers related to teachers' job satisfaction levels could be interpreted as "*I agree*" according to teachers' views. To put it another way, it can be said teachers' job satisfaction levels are at a "good" level.

Research subject is "Is there any relationship between visionary leadership levels of school administrators and teachers' job satisfaction levels according to teachers' perceptions?" In order to find answer to the problem of research, the relationship between total scores of teachers' job satisfaction levels working in vocational secondary high schools and of visionary leadership level of school administrators was analyzed using Pearson's correlation analysis technique. The findings were given in Table 3.

Table 3: Relationship Between Visionary Leadership Characteristics of Vocational Secondary School Administrators and Teachers' Job Satisfaction Levels

	n	Mean of 5-point Likert	$\overline{X}$	ss	r	p
Visionary Leadership	260	3.51	49.23	8.84		
Job Satisfaction	260	3.44	48.28	10.40	.53	.00*

The relationship between visionary leadership levels of vocational secondary school administrators and teachers' job satisfaction levels was analyzed using Pearson's correlation analysis. Accordingly, "regarding school administrators as visionary leader by teachers and teachers' job satisfaction levels have been interpreted as "I agree" according to teachers' opinions in 5-point Likert-type rating. Table 3 shows that there was a moderate positive significant relationship between visionary leadership levels of vocational secondary school administrators ($\overline{X}$ =49.23) and teachers' job satisfaction levels ($\overline{X}$ =48.28) (r=0.53) (p<0.05). Therefore, it can be said as long as visionary leadership levels

of vocational secondary school administrators increase, teachers' job satisfaction levels also increase. Moreover, according to the teachers' opinions, it was found to be a statistically significant difference from only gender variable as there was no statistically significant difference from branch, age, working in the same school year with manager, professional seniority (working year) about levels of visionary leadership traits of administrators working in vocational secondary high schools.

4. Discussion and conclusions

Ahi (2011, p. 16) defined, according to ISLLC (1996), visionary leaders as an educator leader who promotes achievement of all students by the way of

facilitating, developing, clarifying, applying and shaping the educational vision supported and shared by the school community as an educational leader. In this case, if school vision developed by a visionary leader is adopted and supported by school community, this vision also allows students to achieve success (Gümüşeli, 2001, p. 8). In the context of these researches, school vision created by visionary leader may also directly affect social development. Characteristics of visionary leaders having an important role in the creation of the future schools can be explained as the manner in which Sashkin (1996) defined visionary leader as someone who is successful in human relationships, makes consistent decisions, attaches importance to the thoughts and feelings of the followers, has a high level of awareness of what is happening around, and chooses the hard path not easy. These results indicate that organizations may tend to more work with visionary leaders in the coming years. Managers with visionary leadership characteristics can bring their own organizations into strong positions in a changing and developing world.

This study was found that visionary leadership behavior level of managers working in vocational secondary high schools perceived by teachers is at a good level (Table 1). As Babil (2009) indicated that school administrators exhibit moderate level of visionary leadership behaviors, Sabancı (2007) stated that they display high level of visionary leadership behaviors. This may be due to not being recognized school administrators by the teachers sufficiently.

Teachers' job satisfaction levels working in vocational secondary high schools were found to be at a good level (Table 2). This

result also shows similarity to studies of (Arnette, 2008, Yilmaz 2010, Turan, 2012). High level of teachers' job satisfaction can result from positive relationships with teacher friends and school management. This study has been found to be a significant relationshion between visionary leadership levels of administrators serving in vocational secondary schools perceived by teachers and teachers' job satisfaction levels (Table 3). It has also been concluded that there was a moderate positive relationship between teachers' job satisfaction levels and visionary leadership traits of school administrators. That school administrators display visionary leadership traits affect teachers' job satisfaction levels. Professional attitudes of the teachers, their personal expectations and the conditions of the schools where they work can also be effective on their job satisfaction levels. Lashbrook (1997) stated that leadership behaviors are an important factor in affecting employees' job satisfaction. Yousef (2000) suggested that leadership behaviors are positively associated with job satisfaction and managers should exhibit appropriate leadership behavior to increase job satisfaction.

When the literature is examined, it can be understood the importance of job satisfaction on employees and institution. Onur (1997, p. 146) stated that there are three reasons why people are happier over time in their own jobs, as indicated in study of Lefrançois (1990). The first reason is that people being really unhappy in their occupations usually change their jobs early, the second reason is the probability of increasing the love or at least acceptance against a seemingly dissatisfied profession initially and the

third reason is that their initial dreams change, their wishes leave, their expectations reduce or they are starting to be less happy as people grew old. As a result, it is hard to increase the levels of employees' job satisfaction and be motivated them to act for the benefit of the institution. Successful overcoming of this difficulty is among the tasks of leader. Bass (1990) found that leader increased positively the level of job satisfaction. Yıldırım (2004) defined school leader as somebody who can generate creative solutions, make the necessary improvements and regulations, and determine the institution vision. In this case, study of Yıldırım (2004) also supports work of Bass (1990). In conclusion, this provides benefits to their institutions when leaders being determinative of institutional policies pay attention to their employees' job satisfaction.

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