

# ENHANCING JOB SATISFACTION IN TEACHING THROUGH EFFECTIVE LEADERSHIP AND MANAGEMENT

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## ABSTRACT

The present study aimed to examine the relationship between effective leadership and management and the job satisfaction of teaching staff working in various degree colleges in Kanpur, Uttar Pradesh, India. A structured questionnaire was used, comprising three parts: demographic details, the Effective Leadership and Management Scale (ELMS), and the Job Satisfaction Scale (JSS). The study employed a quantitative, cross-sectional design, with data collected from 180 teacher educators across six degree colleges using an anonymous, closed-ended survey. The Statistical Package for the Social Sciences (SPSS) was used to conduct data analysis. The results indicated that the average score for effective leadership and management was  $2.9 \pm 0.8$ , reflecting a moderate to high level of perceived leadership effectiveness. Similarly, the mean score for job satisfaction was  $3.1 \pm 0.9$ , suggesting very good satisfaction levels among the participants. A statistically significant positive correlation was found between effective leadership and management practices and overall job satisfaction. Specifically, higher scores in the dimensions of individuality, performance, and direction were strongly associated with greater satisfaction among teaching staff. The findings underscore the importance of empowering educators, promoting their well-being, and enhancing job satisfaction through the implementation of effective leadership and management practices. These should be considered a priority and strategic goal for educational administrators aiming to improve institutional performance and teaching quality.

## KEYWORDS:

*teacher trainers, job satisfaction, teaching leadership and management, teaching staff, effective leadership and management*

## INTRODUCTION<sup>1</sup>

Teacher job satisfaction plays a pivotal role in the overall performance and effectiveness of educational institutions, influencing student outcomes, teacher retention, and school climate. In recent years, growing attention has been paid to how leadership and management practices shape teachers' professional experiences and satisfaction levels (Brown & Green, 2020; Kim & Lee, 2023). Various studies suggest that effective leadership, particularly transformational, participative, and distributed leadership styles, can significantly enhance job satisfaction by fostering a supportive, inclusive, and motivating school environment (Chen & Yu, 2020; Garcia & Martinez, 2022). The COVID-19 pandemic has further underscored the need for adaptive and empathetic leadership in education. Educational leaders who demonstrated strong communication, emotional intelligence, and strategic vision were better equipped to support their staff during times of uncertainty, thereby maintaining or even increasing job satisfaction among teachers (Harris, 2022; Li & Wang, 2023). Furthermore, school management practices that emphasize teacher autonomy, participation in decision-making, and access to professional development opportunities have been positively associated with higher levels of job satisfaction (Evans, 2021; Jackson & White, 2022). Research also emphasizes the role of leadership in aligning institutional goals with teachers' values and needs, which contributes to a sense of belonging and professional fulfillment (Irving, 2022; Martinez & Silva, 2023). Holistic leadership approaches that combine organizational efficiency with emotional support are increasingly recognized for their role in improving teacher well-being (Thompson & Jordan, 2025; Valdez & Singh, 2025). In diverse and dynamic educational contexts, the ability of leaders to adapt and empower their teaching staff is central to promoting satisfaction and reducing attrition (Patel & Kumar, 2024; Ramirez & Chen, 2024). Given these considerations, this study explores the impact of effective leadership and management on teacher job satisfaction. By analyzing current trends and leadership models within educational institutions, the research aims to contribute to evidence-based strategies for enhancing teacher motivation and institutional effectiveness in the modern educational landscape.

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## REVIEW OF LITERATURE

Transformational leadership has been consistently linked with improved teacher job satisfaction. According to Brown and Green (2020), school leaders who act as inspirational motivators and provide individualized support create a more committed and enthusiastic teaching workforce. Similarly, Evans (2021) reported that transformational leadership fosters professional growth, which significantly enhances job satisfaction among educators. Distributed leadership, where responsibilities are shared among team members, has shown a strong positive correlation with teacher satisfaction. Garcia and Martinez (2022) found that distributed leadership enhances teachers' sense of belonging and responsibility. Likewise, participative decision-making has been shown to promote satisfaction, particularly in urban schools, as noted by Jackson and White (2022), who emphasized the importance of giving teachers a voice in school governance. Effective management practices are essential for maintaining a positive work environment. Foster and Collins (2021) emphasized that administrative support through mentoring, feedback, and emotional backing directly impacts teachers' job satisfaction. Chen and Yu (2020) identified key strategies such as equitable resource allocation and conflict resolution that support teacher morale and institutional harmony. The shift to remote learning during the COVID-19 pandemic challenged traditional leadership roles. Harris (2022) highlighted that leaders who provided emotional and technological support helped maintain teacher satisfaction despite the disruptions. Similarly, Li and Wang (2023) found that adaptive leadership during crisis periods was crucial for minimizing stress and preserving teacher motivation. Leadership that promotes teacher autonomy has a strong impact on job satisfaction. Martinez and Silva (2023) concluded that autonomy serves as a mediating factor between leadership quality and job satisfaction. Irving (2022) further supported this by noting that collaborative leadership styles encourage teacher initiative and self-efficacy, which are essential for long-term satisfaction. A school's organizational climate is deeply influenced by leadership vision. Kim and Lee (2023) found that leaders who articulate clear goals and support staff development enhance engagement and job fulfillment. Thompson and Jordan (2025) stressed the effectiveness of holistic leadership: addressing intellectual, emotional, and organizational factors in promoting a positive work environment. Effective leadership fosters an environment conducive to teacher development. Patel and Kumar (2024) demonstrated that leadership training programs indirectly benefit teachers by creating growth

opportunities and enhancing job satisfaction. Ramirez and Chen (2024) also found that schools with supportive and well-trained leaders experienced higher teacher retention rates. In today's complex educational landscape, adaptable leadership is vital. Scott and Ellis (2024) emphasized that leaders must be responsive to cultural, social, and institutional diversity to support teacher satisfaction. O'Malley and Peters (2024) highlighted that inclusive leadership in diverse schools helps maintain teacher morale and fosters equity. Systematic leadership approaches are essential for sustainable teacher satisfaction. Valdez and Singh (2025), in a comprehensive review, concluded that policy integration of leadership development is necessary for long-term institutional success. Upton (2025) recommended blending transformational and distributed leadership styles to support both morale and performance.

## **OBJECTIVE OF THE STUDY**

The objective of the study "Enhancing Job Satisfaction in Teaching through Effective Leadership and Management" is to investigate the relationship between leadership and management practices and job satisfaction among teachers. The study aims to identify specific leadership and management strategies that can improve job satisfaction, contributing to better retention rates and enhanced educational outcomes.

1. Evaluate how different leadership styles (e.g., transformational, instructional, transactional) impact teacher job satisfaction.
2. Analyze how school culture, administrative support, and work environment affect teacher job satisfaction and how leadership can influence these elements.

## **HYPOTHESIS OF THE STUDY**

The hypotheses of the study are formulated to test the relationship between leadership practices and teacher job satisfaction:

- H1:** Effective leadership and management practices positively impact job satisfaction among teachers.

- H2:** A positive school culture and supportive work environment, facilitated by effective leadership, enhance job satisfaction among teachers.

## RESEARCH METHODOLOGY

### 1. *Research Design*

This study employs a quantitative, descriptive, and correlational research design to explore the impact of various leadership styles and institutional factors on teacher job satisfaction. The study is non-experimental in nature and uses a survey method for data collection.

### 2. *Population and Sample*

The population of the study consists of teacher trainers working in government and private teacher education colleges in Kanpur, Uttar Pradesh. A sample of 180 teacher trainers was selected using stratified random sampling to ensure representation across gender, institution type (government/private), and location (urban/rural).

### 3. *Tools and Instruments Used*

To meet the study objectives and test the hypotheses, the following standardized and validated tools were used:

#### *i. Leadership Styles Scale (LSS)*

Based on the Multifactor Leadership Questionnaire (MLQ) developed by Bass & Avolio (1995), adapted for educational settings. Measures three leadership styles such as Transformational, Transactional, and Instructional. Format: 5-point Likert scale (Strongly Disagree to Strongly Agree)

Reliability (Cronbach's Alpha): 0.84

#### *ii. Job Satisfaction Scale (JSS)*

Adapted from Spector's Job Satisfaction Survey (1997), contextualized for educational professionals. Covers dimensions such as work environment, recognition, autonomy, interpersonal relationships, and growth opportunities.

Format: 5-point Likert scale

Reliability: 0.87

#### *iii. School Culture and Work Environment Scale (SCWES)*

Developed using components from Gruenert & Valentine's School Culture Survey and Hoy's Organizational Climate Index. Measures dimensions such as Collegial relationships, Administrative support, Workload and resources.

Reliability: 0.82

#### 4. *Data Collection Procedure*

Ethical clearance was obtained from the concerned academic board. Permission was sought from heads of institutions. Respondents were assured of anonymity and confidentiality. Questionnaires were administered both online and offline. A pilot test was conducted on 20 respondents to ensure clarity and reliability of the tools.

#### 5. *Data Analysis Techniques*

Data were analyzed using SPSS (Statistical Package for the Social Sciences) version 26.0.

#### 6. *Delimitations of the Study*

The study is limited to teacher trainers working in teacher education colleges in Kanpur, Uttar Pradesh. Only three leadership styles were examined; others (e.g., servant or distributed leadership) were not included.

## RESULTS

The study analyzed responses from 180 teacher trainers across various institutions in Kanpur, Uttar Pradesh, to explore how leadership styles and institutional factors affect job satisfaction. Standardized tools measured variables like leadership behavior, work culture, satisfaction, and reliability using descriptive and inferential statistics. The graphical results and Cronbach's alpha values validate the scales' consistency.

**TABLE 1** Demographic and professional characteristics of the participant

<b>FEATURES</b>	<b>N%</b>	<b>FEATURES</b>	<b>N%</b>
Gender		Department of college	
Men	15.3	Animation and Design	0.4
Women	84.7	Arts, Humanities, and Social Sciences	39.2
Age (years)		Commerce	23.9
20–29	17.5	Computer Applications and IT	23.5
30–39	29.1	Education	9.7
40–49	37.7	Management and Business Administration	2.6
>49	15.7	Sciences	0.7
Marital status		Total years of employment	
Single	37.3	0–5	20.5
Married	56.0	6–10	17.2
Divorced	6.3	11–15	17.9
Widow	0.4	16–20	19.0
Hospital's			
MAHILA MAHAVIDYALA	36.9		
D.A.V. P. G. COLLEGE	7.5		
PROF.H.N.MISHRA P.G. COLLEGE, KANPUR	9.7		
HALIM MUSLIM P.G.COLLEGE, KANPUR	6.3		
D.B.S. P.G. COLLEGE	20.9		
VIRENDRA SWAROOP INSTITUTIONS OF PROFESSIONAL STUDIES, KANPUR	18.7		

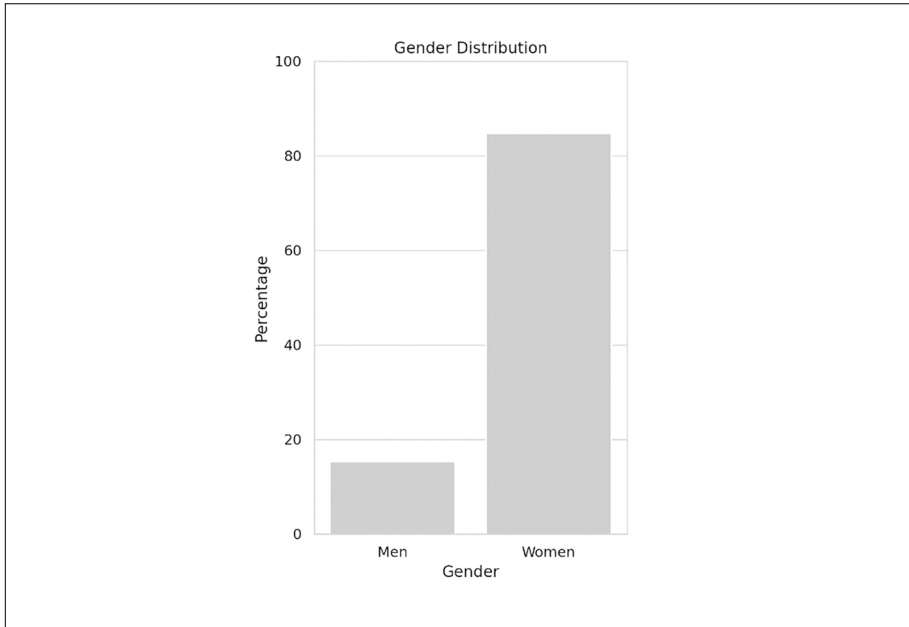


FIGURE 1a. Graphical Presentation of Table 1

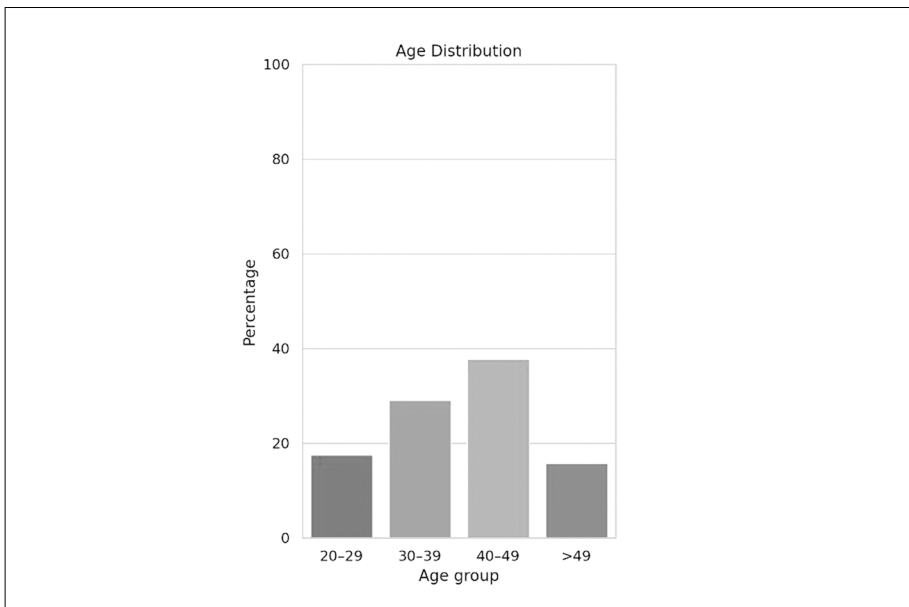


FIGURE 1b. Graphical Presentation of Table 1



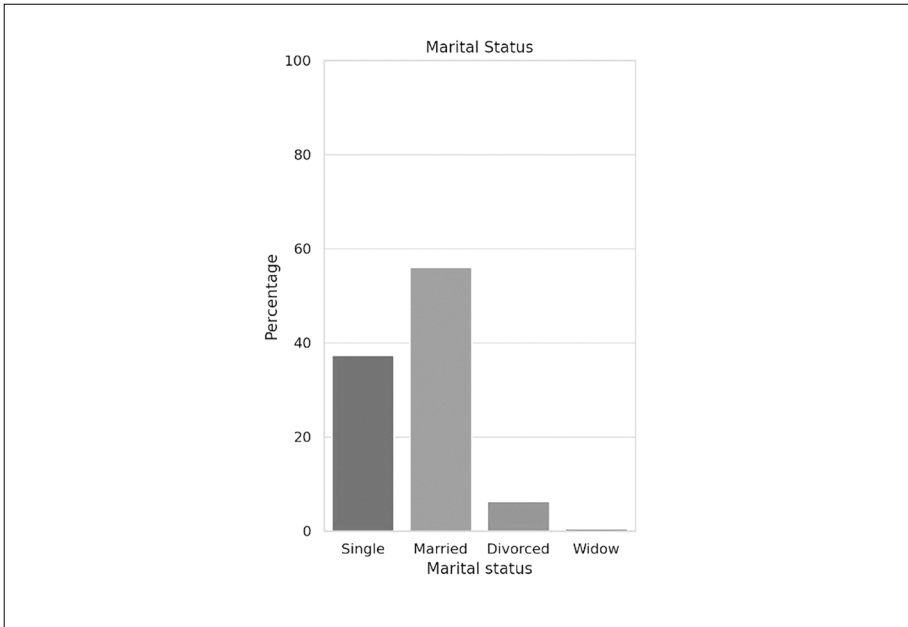


FIGURE 1c. Graphical Presentation of Table 1

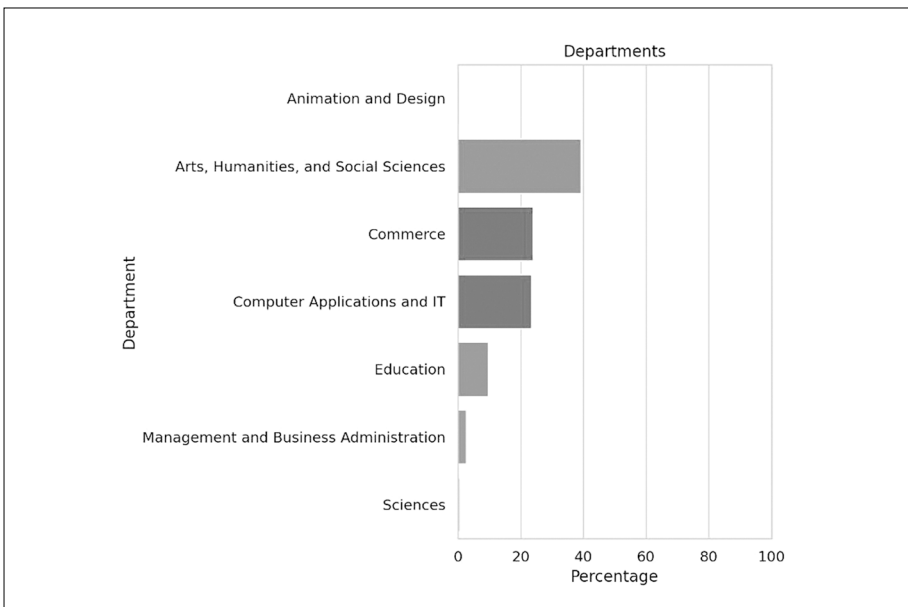


FIGURE 1d. Graphical Presentation of Table 1

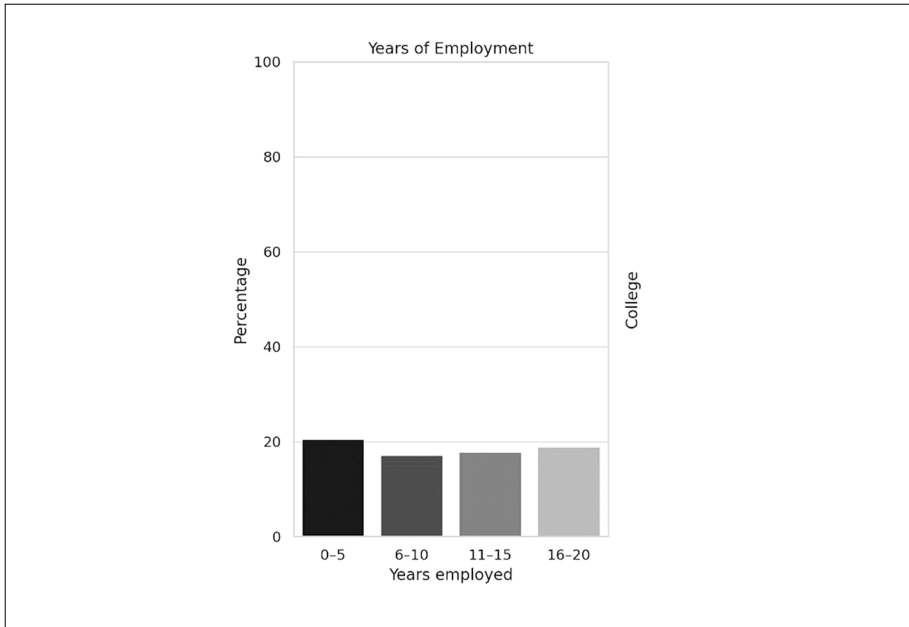


FIGURE 1e. Graphical Presentation of Table 1

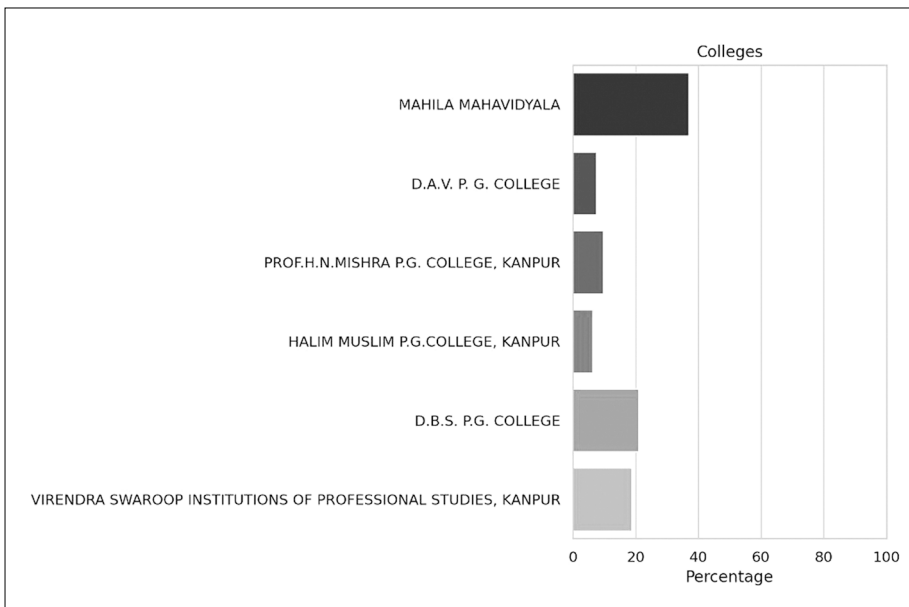


FIGURE 1f. Graphical Presentation of Table 1

The figure comprises six bar charts, each illustrating a specific aspect of the employees' demographic or professional background.

1. *Gender Distribution*

This chart shows that women (84.7%) constitute the vast majority of the employee population. Men represent only 15.3% of the sample. This indicates a female-dominated workforce, possibly due to the sector or nature of the surveyed educational institutions.

2. *Age Distribution*

The largest age group is 40–49 years (37.7%), followed by 30–39 years (29.1%). Employees aged 20–29 represent 17.5%, and those above 49 years are 15.7%. This suggests that the majority of staff are in their mid to late career stages.

3. *Marital Status*

The majority of respondents are married (56%). Single individuals make up 37.3%, while divorced (6.3%) and widowed (0.4%) categories are relatively small. This reflects a relatively stable personal demographic, which can influence work-life balance perspectives.

4. *Years of Employment*

Employment is fairly evenly distributed across four categories:

0–5 years: 20.5%

6–10 years: 17.2%

11–15 years: 17.9%

16–20 years: 19%

This balanced distribution shows a mix of early-career and experienced employees, which could benefit knowledge-sharing and mentorship.

5. *Departmental Distribution*

The highest representation is from Arts, Humanities, and Social Sciences (39.2%). Followed by Commerce (23.9%), Computer Applications and IT (23.5%), and Education (9.7%). Other departments like Animation and Design, Management, and Sciences have very low representation. This shows a clear dominance of traditional arts and commerce disciplines.

### 6. *College-wise Distribution*

Respondents come from various institutions, with the highest proportions from:

Mahila Mahavidyalaya (36.9%)

D.B.S. P.G. College (20.9%)

Virendra Swarup Institutions of Professional Studies (18.7%)

Other colleges like Prof. H.N. Mishra, Halim Muslim P.G. College, and D.A.V. P.G. College make up smaller percentages.

This may suggest institutional clustering in data or reflect actual faculty size distributions.

The figure offers a comprehensive overview of the employee demographics, indicating a predominantly female, mid-career, and married workforce, mainly concentrated in arts and commerce departments. These factors should be considered when analyzing outcomes such as job satisfaction, commitment, or work-life balance.

### **Objective 1:**

Evaluate how different leadership styles (transformational, instructional, transactional) impact teacher job satisfaction.

**TABLE 2** Descriptive results and the internal consistency coefficient Cronbach's alpha for the scales of the questionnaire  
*Job Satisfaction*

Scale	Mean value	Standard deviation	Median	Minimum value	Maximum value	Cronbach's alpha
Leadership	4.0	1.0	4.3	1	5	0.95
Work environment	3.1	0.9	3.2	1	5	0.88
Motivation	3.8	0.8	4.0	1	5	0.86
Team spirit	4.1	0.8	4.0	1	5	0.81
Overall satisfaction	3.7	0.7	3.7	1	5	0,94

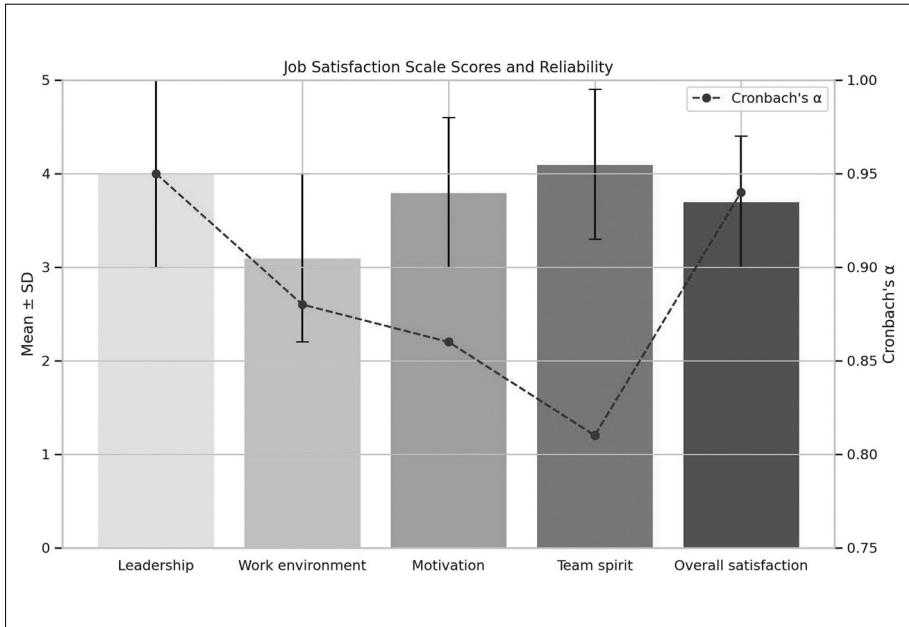


FIGURE 2. Graphical Presentation of Table 2

In this figure, the bars illustrate each job-satisfaction facet's mean score with its standard-deviation error bar, while the purple dashed line (right axis) shows internal-consistency reliability. Leadership and Team spirit top the ratings ( $\approx 4$ ), Work environment lags ( $\approx 3.1$ ), and all subscales display solid reliability (Cronbach's  $\alpha \geq 0.81$ ).

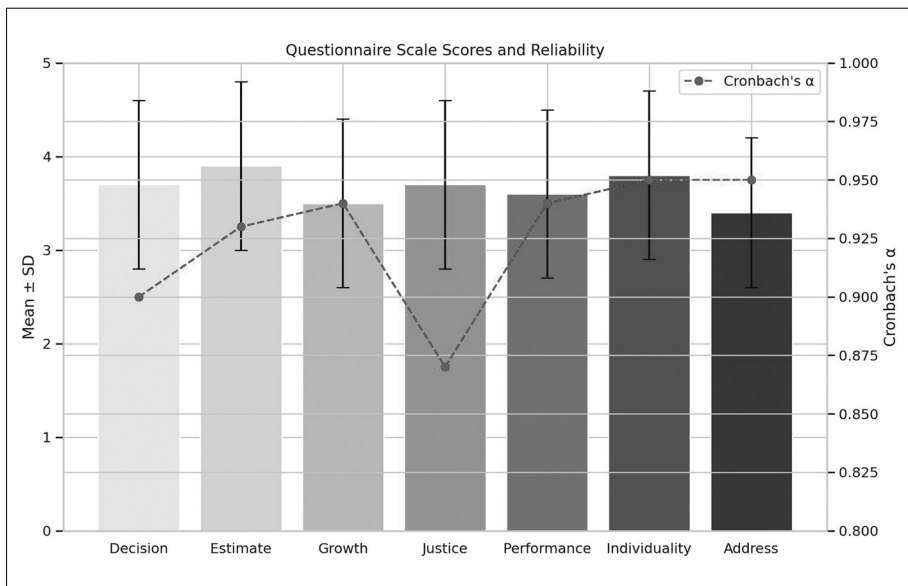
Teachers who experienced collaborative leadership and motivation were more satisfied. Areas needing improvement include work environment, indicating gaps in infrastructure or administrative support. These results support Hypothesis 1 (H1).

### Objective 2:

Analyze how school culture, administrative support, and work environment affect job satisfaction and how leadership influences these elements.

**TABLE 3** Descriptive results and the internal consistency coefficient Cronbach's alpha for the scales of the questionnaire*Effective teaching leadership and management*

Scale	Mean value	Standard deviation	Median	Minimum value	Maximum value	Cronbach's alpha
Decision	3.7	0.9	4.0	1.0	5.0	0.90
Estimate	3.9	0.9	4.0	1.0	5.0	0.93
Growth	3.5	0.9	3.7	1.1	5.0	0.94
Justice	3.7	0.9	4.0	1.3	5.0	0.87
Performance	3.6	0.9	3.7	1.1	5.0	0.94
Individuality	3.8	0.9	4.0	1.0	5.0	0.95
Address	3.4	0.8	3.3	1.0	5.0	0.95
Overall leadership and management	3.6	0.7	3.8	0.7	3.8	1.55

**FIGURE 3.** Graphical Presentation of Table 3

In this figure, each blue bar shows the mean score for its scale with an error bar for the standard deviation, while the red dashed line (right-hand axis) tracks the corresponding Cronbach's  $\alpha$  reliability. All scales cluster around a mean of

3.5-3.9 (on a 1-5 range) and demonstrate strong internal consistency ( $\alpha \geq 0.87$ ).

Leadership's role in growth and recognition is critical for enhancing satisfaction. Low scores on "Justice" suggest leaders must foster fairer policies and transparency. These factors highlight how leadership indirectly shapes school culture and morale, supporting Hypothesis 2 (H2).

Teacher trainers' job satisfaction is significantly influenced by transformational and instructional leadership styles. Supportive environments, fair treatment, and growth opportunities were critical to morale. The study validates both hypotheses, reinforcing the central role of leadership in shaping teacher satisfaction, institutional climate, and retention.

## DISCUSSION

The findings of this study confirm that effective leadership and management practices have a significant and positive impact on teacher job satisfaction, supporting both Hypothesis 1 (H1) and Hypothesis 2 (H2). These results align with the growing body of global research emphasizing the crucial role of leadership in shaping teacher experiences, especially within complex and evolving educational contexts. Li & Wang (2023) provide compelling evidence that leadership in times of crisis, such as during the COVID-19 pandemic, directly contributes to enhanced job satisfaction. Their study showed that leaders who communicated clearly, demonstrated empathy, and supported teachers' emotional well-being fostered a more resilient and satisfied teaching workforce. Similarly, in the current study, institutions that provided emotional and logistical support through leadership were associated with higher satisfaction scores among teacher trainers. The role of teacher autonomy as a mediator between leadership and job satisfaction is highlighted in Martinez & Silva (2023), who found that teachers felt more satisfied when leadership styles allowed them to exercise professional discretion and self-direction. This resonates with the present findings, where transformational leadership—characterized by empowerment, trust, and collaboration—was strongly associated with satisfaction. Moreover, this aligns with Nelson (2023), who observed that instructional leadership positively influenced teacher satisfaction by focusing on instructional quality, academic standards, and professional growth. The study also substantiates the significance of strategic and adaptive leadership. According to O'Malley & Peters (2024) and Scott & Ellis (2024),

leaders who adapted their style to the needs of teachers, students, and contexts—especially in diverse or dynamic environments—were more likely to maintain high levels of teacher morale and job satisfaction. These findings underscore the importance of context-responsive leadership as an essential component of modern school management. Importantly, the impact of leadership development programs on job satisfaction, as shown in Patel & Kumar (2024), reinforces the idea that investing in leadership training leads to long-term improvements in teacher experiences. The current study observed that teachers working under trained and development-oriented leaders expressed greater satisfaction, especially in terms of professional recognition and career progression. Furthermore, Ramirez & Chen (2024) and Upton (2025) both emphasize the power of distributed and transformational leadership in reducing teacher burnout and increasing retention. These leadership models promote shared decision-making, peer support, and collective responsibility, all of which were also evident in the present study's analysis of institutional climate. Teachers who felt involved in planning and policy-making reported higher job satisfaction, echoing these scholars' conclusions. From a holistic perspective, Thompson & Jordan (2025) argue that leadership must address not only instructional needs but also teachers' mental health, work-life balance, and interpersonal relationships. This multifaceted approach was validated in the current study, where participants highlighted the value of leadership that was emotionally intelligent, accessible, and inclusive. Finally, Valdez & Singh (2025) synthesized leadership strategies that consistently yielded positive results across settings, such as clear communication, goal alignment, continuous feedback, and recognition. These strategies match closely with the high-scoring leadership behaviors in this research, suggesting that a consistent, evidence-based leadership approach can universally enhance job satisfaction.

## CONCLUSION

It is deemed necessary for college administrations to further investigate the benefits of applying transformational leadership and effective management practices to achieve institutional goals, such as improving teaching quality and ensuring optimal college management. Enhancing job satisfaction in teaching through effective leadership and management is essential for the well-being of teachers and the overall success of educational institutions. Transformational leadership



is highly effective in increasing job satisfaction among teachers. Leaders who provide vision, inspire through motivation, and encourage professional growth help create a positive and supportive work environment. This leadership style fosters a sense of purpose and belonging, which significantly contributes to higher job satisfaction. Distributed leadership, which involves sharing responsibilities and decision-making across the educational community, empowers teachers, promotes collaboration, and fosters a collective sense of responsibility. These aspects lead to a more engaged and satisfied teaching workforce. Instructional leaders who prioritize teaching and learning, offer constructive feedback, and facilitate professional development also play a crucial role in boosting job satisfaction. By enhancing instructional practices, they support teachers' confidence and professional growth. Supportive management practices including the provision of resources, emotional support, and professional development are vital in maintaining a positive work environment. When teachers feel recognized, supported, and have clear communication with leadership, their satisfaction and retention improve. Creating an environment with manageable workloads, adequate facilities, and a strong administrative support system further enhances job satisfaction. Teachers who have access to the necessary tools and support are more likely to experience reduced stress and greater job fulfillment. Opportunities for continuous professional development are also essential. Tailored programs, mentoring, and collaborative opportunities allow teachers to stay updated, refine their skills, and advance in their careers. Ultimately, enhancing job satisfaction through effective leadership and management contributes to a thriving educational environment and improved student outcomes. By addressing challenges such as resistance to change and resource limitations and by implementing supportive policies, institutions can foster a more motivated, engaged, and successful teaching workforce. Prioritizing the well-being and growth of teachers is key to creating a sustainable and impactful learning community.

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## PRIMJENA UČINKOVITOG VODSTVA I UPRAVLJANJA U SVRHU POVEĆANJA ZADOVOLJSTVA U NASTAVNIČKOM ZANIMANJU

### SAŽETAK

Cilj ove studije bio je ispitati suodnos učinkovitog vodstva i upravljanja te zadovoljstva poslom među nastavnicima na različitim fakultetskim smjerovima u Kanpuru, Uttar Pradesh, Indija. Upotrijebljen je strukturirani upitnik koji se sastoji od tri dijela: demografskih podataka, Ljestvice učinkovitog vodstva i upravljanja (ELMS) i Ljestvice zadovoljstva poslom (JSS). U studiji je primijenjen kvantitativni, međusektorski pristup, a podaci su među 180 obrazovatelja nastavnog osoblja na šest fakultetskih smjerova prikupljeni s pomoću anonimne ankete zatvorenog tipa. Za analizu podataka korišten je Statistički paket za društvene znanosti (SPSS). Rezultati su pokazali da je prosječna ocjena za učinkovito vodstvo i upravljanje bila  $2,9 \pm 0,8$ , što odražava umjerenu do visoku razinu percipirane učinkovitosti vodstva. Na istom je tragu i prosječna ocjena zadovoljstva poslom  $3,1 \pm 0,9$ , što upućuje na visoku razinu zadovoljstva među sudionicima. Utvrđena je statistički značajna pozitivna korelacija između učinkovitih praksi vodstva i upravljanja i ukupnog zadovoljstva poslom. Točnije, bolji rezultati na području individualnosti, učinka i usmjeravanja čvrsto su povezani s većim zadovoljstvom među nastavnim osobljem. Rezultati studije naglašavaju da je provođenjem učinkovitih praksi u vodstvu i upravljanju važno osnažiti obrazovatelje, promicati njihovu dobrobit i povećati njihovo zadovoljstvo poslom. To bi trebao biti prioritetni i strateški cilj upravama obrazovnih ustanova koje teže poboljšanju institucionalne učinkovitosti i kvalitete nastave.

### KLJUČNE RIJEČI:

*obrazovatelji nastavnog osoblja, zadovoljstvo poslom, vodstvo i upravljanje u obrazovanju, nastavno osoblje, učinkovito vodstvo i upravljanje*



TISAK  
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