

| Research Article / Araştırma Makalesi |

## Mediating Role of the Laissez-faire Leadership Practices between Transformational Leadership and Job Satisfaction

### Dönüşümcü Liderlik ile İş Doyumunu Arasında Serbestlik Taniyan Liderlik Uygulamalarının Aracılık Rolü

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#### Keywords

1. Transformational leadership
2. Laissez-faire leadership
3. Job satisfaction
4. Mediating role

#### Anahtar Kelimeler

1. Dönüşümcü liderlik
2. Serbestlik taniyan liderlik
3. İş doyumunu
4. Aracılık rolü

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#### Abstract

*Purpose:* This research aims to determine the mediating role of the laissez-faire leadership practices between the perceptions of transformational leadership practices and job satisfaction of the school administrators and teachers.

*Design/Methodology/Approach:* The research is a quantitative study. The participants of the research were composed of 200 administrators and teachers. The purposive sampling method has been used. This research is a study in the survey model. The data were collected through the Multifactor Leadership Questionnaire and the Minnesota Satisfaction Questionnaire. The estimating is made with the simple linear regression analysis, Spearman analysis, mediating (Bootstrap) test, and Sobel test.

*Findings:* It was found a statistically meaningful relationship between leadership practices and job satisfaction perceptions. Also, it could state that the laissez-faire leadership practices had a mediating role between transformational leadership and job satisfaction.

*Highlights:* The Multifactor Leadership Questionnaire (MLQ) was developed by Avolio and Bass and the Minnesota Satisfaction Questionnaire (MSQ) was developed by Weiss, Dawis, England, and Lofquist. A total of 200 data collection tools were evaluated. Cronbach Alpha values are used for the reliability. The LISREL program is used for confirmatory factor analysis.

#### Öz

*Çalışmanın amacı:* Günümüzde özel ve devlet okullarında görev alan bireylerin, özellikle de yöneticilerin, tüm öğretmenlerle sağlıklı ilişkilerinin gerekliliğinden yola çıkarak yapılan literatür taraması ve çok faktörlü liderlik uygulamaları ile iş doyumunun ilişkisini ortaya koyan araştırma sonuçlarının ışığı altında; bu çalışmada özel ve devlet okullarında görev alan yönetici ve öğretmenlerin algıladıkları serbestlik taniyan liderlik uygulamaları ile dönüşümcü liderlik ve iş doyumunu ilişkisinin belirlenmesi amaçlanmıştır.

*Materyal ve Yöntem:* Araştırma nicel bir çalışmadır. Araştırmanın katılımcılarını 200 yönetici ve öğretmen oluşturmaktadır. Amaçlı örneklem yönteminden faydalanılmıştır. Bu araştırma bir survey modelidir. Veriler Çok Faktörlü Liderlik Ölçeği ve Minnesota Doyum Ölçeği vasıtasıyla toplanmıştır. Hesaplamalar basit doğrusal regresyon analizi, Spearman analizi, Bootstrap ve Sobel testleri ile yapılmıştır.

*Bulgular:* Liderlik uygulamaları ile iş doyumunu algıları arasında istatistiksel olarak anlamlı bir ilişki bulunmuştur. Ayrıca, serbestlik taniyan liderlik uygulamalarının dönüşümcü liderlik ve iş doyumunu arasında arabulucu bir role sahip olduğu belirtilebilir.

*Önemli Vurgular:* Çok Faktörlü Liderlik Ölçeği (MLQ) Avolio ve Bass tarafından, Minnesota Doyum Ölçeği (MSQ) Weiss, Dawis, England ve Lofquist tarafından geliştirilmiştir. Toplam 200 veri toplama aracı değerlendirilmiş, güvenilirlik için Cronbach Alpha değerleri kullanılmıştır. Doğrulayıcı faktör analizi için LISREL programı kullanılmıştır.

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## INTRODUCTION

Nowadays, transformational leadership practices, laissez-faire leadership, and job satisfaction are the concepts that are known by educational institutions and especially the public administration and used there. However, it has become an issue in today's management approach that should be examined and discussed whether both the administrators and employees use these concepts superficially or if they are very competent on the theoretical foundations of the subject. The main problem of this research is to analyze the transformational and laissez-faire leadership practices and job satisfaction perceptions that are perceived by the administrators and teachers in the schools, to present the existence of the relationship between them, and to introduce if there is a mediation role of the laissez-faire leadership practices in this relationship.

The main purpose of the research on this problem which is the basis for the formation of the theoretical framework and research hypotheses is to reveal how the evaluations of job satisfaction in educational institutions differ according to transformational leadership and laissez-faire leadership practices. In this context, it was evaluated that there should be meaningful relationships between the perceptions of the administrators and teachers towards the subjects investigated, the opportunities provided to them in their institutions, their relationship with each other, and their assessment of their job satisfaction. For this reason, the various domestic and foreign sources and theoretical and empirical research results were evaluated and research model and inter-concepts relations were determined.

The laissez-faire leadership practices that are mediating variables, transformational leadership, and job satisfaction are important management concepts that can be extended to the organization, and even to the international organizations, starting between two people. Therefore, the problem discussed in the research should be addressed in fact within the integrity of the organization. When the concept of organization is expressed in the research, it means a system in which the activities of two or more people are coordinated (Kaya, 1999, p. 111).

To date, a wide range of research has been carried out in the organization and management and is still being carried out. Considering that the organization is a structure, in a nutshell, the display of the leadership practices within this structure and the positive increase of the job satisfaction of this consisted environment is an issue that should be emphasized. Here, too, the managers have important duties because when it is evaluated that the management is a process, it is the managers who will continue the process smartly and positively. In this sense, the managers are at the forefront, what the leadership skills are, how they can be provided and improved, what the job satisfaction or motivators are and how they should be developed are critical issues that need to be examined in today's management approach because the healthier the relations in this regard, the more efficient the organization will be by providing job satisfaction.

Here, naturally, administrative behavior plays an important role. In many kinds of research, the management activity requires working with others on the one hand, while on the other hand, it requires achieving the objectives, making the most use of scarce resources, ensuring efficiency and effectiveness, and operating in the changing environments (Paşaoğlu, 2013, p. 3). If it is accepted that management is also a social activity, it can be understood how much the concepts investigated are related to each other and intertwined concepts. As the definition of management shows, positive leadership techniques should be used to work with others. To realize the objectives of the organization, the employees must be well directed because to provide efficiency against effectiveness, satisfied employees are needed. In addition, to use the limited resources rationally, the theories of job satisfaction must be fully utilized.

The changing environment also affects job satisfaction. Therefore, intrinsic and extrinsic job satisfaction should be balanced very well. Of course, it is required to use the appropriate leadership skills when these are carried out because one of the management functions that can be effective is accepted as the leadership practices when it comes to the management functions in a broad sense. As Gudanowski (1995; as cited in Efeoğlu, 2006, p. 27) emphasizes, job satisfaction is defined in different ways as a happy and positive mood based on the job of the employee or his experiences at the work, his pleasure from the work which varies according to the values he has, the harmony between the expectations of his work and the rewards he provides from his job, his attitude towards his work, a result of his attitude towards his work, and his emotional reactions to his work.

In recent years, the behaviors aimed at increasing the effectiveness and efficiency in organizations have been widely examined in the literature. Especially the topic of leadership has been one of the issues that have gained great importance due to the environments created by competition, chaos, and uncertainty in the business world of the 21st Century. Therefore, organizations should focus on the needs of their employees and try to satisfy them, it makes employees feel valued, talented, useful, and necessary.

In the light of these evaluations, it is thought that there should be a balanced relationship between the realization of the objectives of the individual and the realization of the objectives of an organization and that the leadership behaviors exhibited for this purpose should be an active and effective leadership style in the context to satisfy both administrators and teachers. In this context, the leadership skills and job satisfaction concepts in management have become a subject worth examining for both administrators and teachers with all their dimensions, scopes effects, and results. Also, in the literature scan, it is seen that not enough studies have been done on this subject in Turkey. The above-mentioned thoughts and reasons reveal the necessity of research on this subject, too. Therefore, it has created the problem that is the subject of the research whether the perceptions of the administrators and teachers working in the schools regarding the leadership skills of their managers are a meaningful predictor of the perceptions of their job satisfaction.

According to all these reasons, education managers can develop the educational institutions they serve and their employees to the extent that they can demonstrate leadership behaviors in their professions. So the manager has to be a leader at the same time to make his organization work most efficiently and procedurally. Also, Vural et al. (1999; as cited in Tengilimoğlu, 2005) stated that the most important of the basic factors affecting the job satisfaction of the employees is the leadership behaviors exhibited by the managers. Ferik (1997; as cited in Tengilimoğlu, 2005) found in his research that the employee's job satisfaction was higher when they perceived that the unit managers were applying a human-oriented style, not work-oriented. These assessments reveal a relationship between leadership practices and job satisfaction.

It is evaluated that this research conducted in the light of these thoughts will shed light on the current system and the management performances within this system of the education managers, and on the educators about their perspectives and stances against these innovative movements in the education. According to the findings obtained as a result of the examination of the studies carried out in this context, it was also evaluated that leadership practices are one of the most important factors affecting job satisfaction. Leadership practices and job satisfaction are not newly discovered phenomena in educational institutions. Leadership practices are the approaches that have long been known, believed, and implemented. However, these applications are limited to individuals and cannot be institutionalized enough. In the literature, different researches were also carried out on leadership practices and job satisfaction in different fields such as psychology, business, health, tourism, etc. But, in these studies, especially in the official educational institutions in Turkey, the frequency at which application is encountered in leadership practices and job satisfaction is quite limited.

### **Purpose of the research**

Today, in this context of the literature review and research results that reveal the relationship between the multi-factor leadership practices and job satisfaction based on the necessity of healthy relationships of individuals working in private and public schools, especially managers, with all teachers, it is aimed in this research to determine the relationship between the transformational leadership, job satisfaction and laissez-faire leadership practices that recognize the perception of managers and teachers working in private and public schools.

In the light of thoughts on leadership practices and job satisfaction, it is evaluated that this research will shed light on the current system and management performances of education managers within this system and the perspectives and stances of teachers against these innovative movements in education. According to the findings obtained as a result of the examination of the studies carried out in this context, it is also evaluated that leadership practices are one of the most important factors affecting job satisfaction. In this context, this research aims to determine the role of laissez-faire leadership practices between transformational leadership perceptions and the job satisfaction of the school administrators and teachers.

### **Importance of the research**

The efforts to reorganize the organizations have led to a shift in the key management roles of managers towards transformational leadership. This struggle includes eliminating uncertainty about methods and objectives, not only changing the technological dimension of activities, but also designing an organizational structure to support this change, and leadership behaviors expected from the manager to realize a more professionalized working environment. In this context, the transformational leadership style defies confusion. Because through providing a high level of identification, recreating the ambiguous agenda, and continuously improving the organization's personnel, the transformational leader creates an effective agenda.

Başaran (1996, p. 168) stated that the satisfaction from the job is the felt pleasure or the enriched positive emotional case in consequence of the employees' consideration related to their job or job life. In this manner, the system has three basic obligations against its employees as the preparing of the opportunity for the using growing rights of the employees, the meeting of the needs to ensure the lives of the employees in a way that accords with professionalism, and the constituting of the conditions to increase the satisfaction level from their job. If the system ensures these three obligations on the required level, it will be caused the employees to attach to the system, and they release their power to the system for the effectiveness of the system. Also, this can be realized with a good leader. In this context, Başaran (1996, p. 168-169) expresses the obligations that can increase the satisfaction level of the job are the meaningful becoming of the duty to the employees, the gaining of the organizational and social position, the presenting a transformational leadership to the employees by performing their duties, the creating an interaction to support the employees which are working in the organization, and the combination of employees' values and the duties' values with each other.

Also, the findings of the research which is done by Liebman et al. (2005) show that the administrators who display the transformational leadership behaviors have the skills about understanding the leadership quality between other employees, the correlating the mission and vision of the organization with the learning of the employees, the supporting and protecting the professional learning communities by the leadership teams, the coaching and monitoring for the development of the administrators, the authorizing of the others in case that they can take a role in the leadership, the providing of the growth for the learning organization, and the authorization for all opportunities. As a result, the transformational leaders do this by restructuring and renewing the organization, focusing to constitute the vision, promoting collaborative participation, and increasing the employees' role to the leader's role (Silins, 1994; as cited in Barnett, 2003).

With the realization that the most important element in organizations is humans, management has also started to be defined as the art of directing people by humans towards human and humanistic purposes. In this context, it is emphasized that all managers, regardless of the institution

and at what level, should strive to increase productivity within their authority, duties, and responsibilities, to ensure the job satisfaction of employees, to resolve conflicts between them, to resolve incompatibilities, to develop team spirit, to adopt innovations and to direct development, and to change their behavior when necessary (Ayhan, 2006, p. 66).

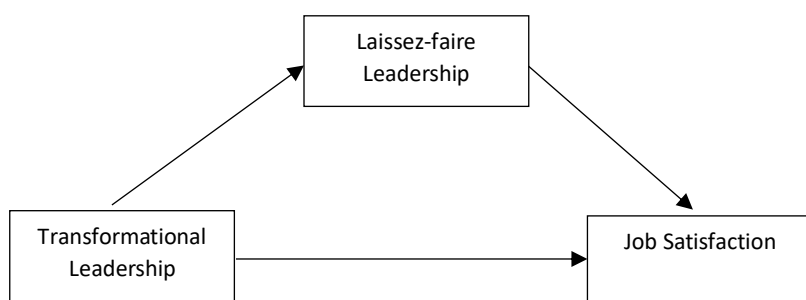
Most of the theories described in the basic approaches to job satisfaction have a strong predictive value. If you're a manager who wants to motivate your employees, how do you apply these theories? There is no simple and all-encompassing answer to this. What is known about the motivation of employees in organizations shows in the following recommendations; recognize the personal differences, match people to the jobs, use objectives, ensure that goals are perceived as achievable, individualize the rewards, link the rewards and performance, review the fairness of the system and do not ignore money. These recommendations take into account and integrate personal variables, job variables, and system variables (Robbins & Judge, 2013).

In the light of these evaluations, it is thought that there should be a balanced relationship between the realization of the objectives of the individual and the realization of the objectives of the organization, and the leadership behaviors to be exhibited for this purpose should be within the scope of ensuring the job satisfaction of the managers and employees. In this context, the leadership behaviors and job satisfaction concepts in management have become a subject worth examining for both managers and employees with all their dimensions, scopes, effects, and consequences. Also, in the literature scan of this area, it is seen that not enough studies have been done in Turkey. The above-mentioned thoughts and reasons also reveal the necessity of a study on this subject. Therefore, the perceptions of managers and teachers working in the private and public schools regarding laissez-faire leadership practices have created the problem that is the subject of the research to investigate, whether it is a meaningful predictor of their perceptions about transformational leadership and job satisfaction.

## METHOD

### Research model and research questions

In this sense, the research will be a study in the relational scanning model, which aims to determine the presence and degree of change together between two or more variables from the scanning models. In addition, it is thought to be both descriptive and explanatory in terms of the purpose of the research. For this purpose, the conceptual relationship between the dependent (job satisfaction), independent (transformational leadership), and intermediary (laissez-faire leadership) variables in the research are expressed in the following model and will be examined during the research process. Within the scope of the research, the research model on transformational leadership, laissez-faire leadership, and job satisfaction are stated in Figure-1.



**Figure 1. Research Model**

The necessity of this research is important due to the inadequate research carried out so far, especially in the field of education, regarding transformational leadership, laissez-faire leadership, and perceptions of job satisfaction in the literature in Turkey. Therefore, if the laissez-faire leadership perceptions of managers and employees are examined together during the analysis phase, it will be considered to produce important findings as a result of the analysis of the data collected in this context and a method that tries to explain which areas of transformational leadership and job satisfaction are more related.

In line with the research model, it is aimed to determine the relationship between leadership practices and job satisfaction, according to the perceptions of administrators and teachers working in private and public schools, and to evaluate whether laissez-faire leadership practices have an intermediary role in the relationship between transformational leadership and job satisfaction. To achieve this goal, the following questions have been searched for answers.

- What are the perceptions of administrators and teachers in private and public schools about transformational leadership, laissez-faire leadership practices, and job satisfaction?
- Is there a meaningful relationship between the perceptions of administrators and teachers in private and public schools regarding transformational leadership and their perceptions of laissez-faire leadership, and job satisfaction?

- Does the laissez-faire leadership practices have an intermediary effect between the transformational leadership and job satisfaction perceptions of administrators and teachers in private and public schools?

## Research group

The participants of the research are the administrators and teachers working in the schools in the central districts of İzmir province. However, it hasn't taken the samples and because the participants and schools to be included in the sampling were determined by their judgment under the purpose of the research based on the knowledge, experience, and observations of the researcher, the purposive sampling method was used.

Within the scope of the research, the data collection tool was distributed to a total of 350 educators, 50 of whom were administrators and 300 teachers on a voluntary basis. 220 of the data collection tools were retrieved and checked, examined within the scope of the purposeful sampling method, and a total of 200 data collection tools, 28 of which belonged to administrators and 172 teachers, were deemed suitable for research and evaluation.

## Data collection tools

In the research, the data were collected from the administrators and teachers by scale. For this purpose, a data collection tool was prepared to measure the variables to be used in the research and applied to the entire research group. In the research, the data on leadership practices and job satisfaction were obtained by scanning the literature and applying the data collection tool (scale). In this context, firstly, the theoretical framework of the research was established, and subsequently, the questionnaire used within the scope of the research was created as a result of combining and compiling the sub-dimension scales of the research variables. The transformational leadership scale consists of 20 questions, and the laissez-faire leadership scale consists of four questions. The Multifactor Leadership Questionnaire-MLQ Version 5x developed by Avolio and Bass (1995) was used for the sub-dimensions of the leadership scale, which recognizes both transformational leadership and laissez-faire leadership. The scale was adapted to Turkish by Akdogan (2002). The reliability analysis, explanatory factor analysis, and validity tests of the measuring instrument were conducted by Avolio and Bass and the internal coefficient of consistency (Cronbach Alpha) was calculated  $\alpha=0.740-0.940$  (Felfe, 2002; cited in Luksic, 2004).

The job satisfaction scale consists of 20 items, too. The Minnesota Satisfaction Questionnaire-MSQ developed by Weiss, Dawis, England, and Lofquist (1967) was used for the sub-dimensions of the job satisfaction scale. The scale was translated into Turkish by Gökçora and Gökçora (1985; as cited in Akdogan, 2002). Reliability, explanatory factor analysis and validity tests of the measuring instrument were conducted by Weiss et al. (1967). The internal coefficient of consistency of the scale (Cronbach Alpha) was found to be  $\alpha=.869$  in Akdogan's study.

The Leadership Scale has a 5-type Likert rating in the form of 1 (I strongly disagree), 2 (I disagree), 3 (I am undecided), 4 (I agree), and 5 (I totally agree), and the Job Satisfaction Scale has a rating of 1 (I am not satisfied at all), 2 (I am not satisfied), 3 (I am undecided), 4 (I am satisfied), and 5 (I am very satisfied).

## Data analysis

In this research, Cronbach Alpha values are used for the reliability, the corrected item-total correlations are analyzed by estimating the results of the research, and the distinctiveness of each item is examined, too. In this research, due to the receipt of the opinions and recommendations of the experts in the subject field regarding the scale items and the lack of any problems with the content and comprehensibility of the scale, it was evaluated that the measuring instruments have content validity.

The Cronbach alpha intrinsic consistency test was used to test the reliability of the scales used in the research. Alpha coefficients were  $\alpha=.941$  of transformational leadership applications,  $\alpha=.768$  of laissez-faire leadership (LFL) and  $\alpha=.881$  of job satisfaction. In this case, it can be said that the scales are reliable. The confirmatory factor analysis (CFA) was applied using the LISREL program for obtaining data to test whether the scale items in the research had homogeneous distribution. As a result of the CFA, all variables have passed reliability. The CFA result is stated in Table 1.

**Table 1. Compatibility Index Values of the Investigated Relationship after Evaluation**

MEASURE OF COMPLIANCE	GOOD FIT	ACCEPTABLE FIT	VALUE	COMPLIANCE STATUS
$\chi^2/DF$	$0 < \chi^2/DF < 2$	$2 < \chi^2/DF < 3$	2.315	ACCEPTABLE
RMSEA	$.00 < RMSEA < .05$	$.05 < RMSEA < .08$	.08	ACCEPTABLE
RMR	$.95 < RMR < 1.00$	$.90 < RMR < .95$	.09	ACCEPTABLE
SRMR	$.00 < SRMR < .05$	$.05 < SRMR < .10$	.09	ACCEPTABLE
NNFI (TLI)	$.95 < NNFI < 1.00$	$.90 < NNFI < .95$	.95	GOOD
CFI	$.95 < CFI < 1.00$	$.90 < CFI < .95$	.96	GOOD
RFI	$.95 < RFI < 1.00$	$.90 < RFI < .95$	.92	ACCEPTABLE

In the research, the compliance of data with the measurement model tested through chi-square ( $\chi^2$ ), degree of freedom (DF), root mean square error of approximation (RMSEA), root mean square residual (RMR), standardized root mean square residual

(SRMR), non-normed fit index (NNFI), Tucker\_Lewis index (TLI), comparative fit index (CFI), relative fit index (RFI), relative chi-square ( $\chi^2/DF$ ) indices. These values indicate that this model has generally acceptable compliance.

In the research, the mean, standard deviation, structural reliability, and variance values of the variables are presented in Table 2. Because the level of structural reliability is higher than the values of 0.70 for the data obtained from the relevant scale in the research, it is seen that the measurement questions are reliable. Transformational leadership is distributed into two factors. The standardized factor loads of scale items range from 0.518-0.821.

**Table 2. Mean, Standard Deviation, Structural Reliability, and Variance Values of the Variables**

Variables	M	sd	r	ADV	1	2	3
1. Job Satisfaction	3.920	.539	.881	.291	1	.530**	-.490**
2. Transformational Leadership	3.752	.659	.941	.435	.530**	1	-.710**
3. Laissez-faire Leadership	2.225	.905	.768	.818	-.490**	-.710**	1

**Note:** Mean (M), standard deviation (sd), reliability (r), the average described variance (ADV), \*\*  $p < 0.01$

LFL has a single factor and job satisfaction has two factors. The standardized factor loads of LFL scale items range from 0.797-0.830, and standardized factor loads of job satisfaction range from 0.466-0.785. The fact that these loads are generally greater than 0.5 indicates that the validity criteria of the research model have been met. In addition, it can be indicated that the model is meaningful because t-values are 9.38 for the transformational leadership-job satisfaction, -6.88 for job satisfaction-LFL, and -13.90 for transformational leadership-LFL, during parametric testing of factor values.

All statistical analysis performed in the research was carried out with a confidence of 0.95. The findings obtained as a result of the analysis were interpreted by converting them into Tables under the purpose of the research and the questions it seeks answers to. In the research, when interpreting the analyses (descriptive statistical results) obtained from all three measurement instruments, the class range method was used under the Likert rating scale for average scores and rating.

## FINDINGS

In the first phase of the research, the perceptions of administrators and teachers in schools regarding leadership practices and sub-dimensions were examined. According to the results in Table 3, administrators and teachers' views on transformational leadership practices in the institution where they work is evaluated such as "I agree (M=3.752; sd=.659)", on laissez-faire leadership practices is, such as "I don't agree (M=2.225; sd=.905)". It has been observed that the most perceived practice of transformational leadership relates to the sub-dimension of behavior-inspiration (I agree; M=3.911, sd= .598).

**Table 3. Scores for Leadership Practices**

LEADERSHIP BEHAVIOURS	n	M	sd
Transformational Leadership		3.752	.659
Behavior-Inspiration	200	3.911	.598
Stimulation-Understanding		3.650	.735
Laissez-Faire Leadership		2.225	.905

This result is similar to those of other researchers using the MLQ5x-Short Form of Avolio and Bass (1995). According to the results obtained, it is seen that transformational leadership practices are perceived at a higher level by the administrators and teachers. This result is consistent with the findings of Akdoğan (2002), Barnett (2003), Barnett, Marsh & Craven (2007), Cemaloğlu (2007), Locke (1999), Nir & Kronot (2006), Rowold (2007), and Srevenson & Warn (2001).

In the second phase of the research, the perceptions of administrators and teachers in schools regarding job satisfaction and sub-dimensions were examined. It is seen as the result of the review in Table 4 that the administrators and teachers perceive the overall job satisfaction in order of importance such as intrinsic satisfaction (M=3.962; sd=.537), general job satisfaction (M=3.920; sd=.539), and extrinsic satisfaction (M=3.835; sd=.681). Accordingly, their opinions on job satisfaction and sub-dimensions in the institution they work in appear as "I am satisfied".

**Table 4. Scores for Job Satisfaction Practices**

PERCEIVED JOB SATISFACTION	n	M	sd
Overall Job Satisfaction		3.920	.539
Intrinsic Satisfaction	200	3.962	.537
Extrinsic Satisfaction		3.835	.681

The result of this research also shows that the administrators and teachers perceived intrinsic satisfaction at a higher level. The using their skills more than the factors evaluated, and the attaching importance to values such as effectiveness, success, authority, independence, moral values, responsibility, security, creativity, providing a social service, social status, i.e. internal factors show that the administrators and teachers do their work willingly, provide the necessary satisfaction from their work, and still respect ethical values. This result also supports the research of Adonisi (2003), Akdoğan (2002), Ayhan (2006), Billings et al. (2003), Eren (2000), Feinstein & Vondrasek (2007), and Toplu (1998).

In the third phase of the research, whether there is a meaningful relationship between the perceptions of leadership practices and job satisfaction of administrators and teachers in schools, and transformational leadership and laissez-faire leadership. In this sub-problem, One-Sample Kolmogorov-Smirnow normal distribution test was performed to determine the level and direction of perceptions related to leadership practices and job satisfaction and transformational leadership and laissez-faire leadership practices. According to the results, Spearman Analysis was used in calculations made because leadership practices and perceptions of job satisfaction did not match the normal distribution ( $p < 0.05$ ) (see Table 5 and 6).

**Table 5. Spearman Analysis on Leadership Practices and Job Satisfaction**

VariableTypes		Job Satisfaction	Intrinsic Satisfaction	Extrinsic Satisfaction	
Spearman's rho	Transformational Lead.	r	.532**	.554**	.423**
		p	.000	.000	.000
	Behavior-Inspiration	r	.505**	.527**	.386**
		p	.000	.000	.000
	Stimulation-Understanding	r	.540**	.561**	.433**
		p	.000	.000	.000
	LFL	r	-.416**	-.392**	-.347**
		p	.000	.000	.000

\*\*  $p < 0.01$

When the values obtained in Table 5 are examined, the following results are reached.

1. Moderate positively ( $p < 0,01$ ) between administrators and teachers' perception of transformational leadership practices and overall perceptions of job satisfaction and intrinsic satisfaction, and there is a sufficient positive relationship ( $p < 0,01$ ) between extrinsic satisfaction perceptions. As perceptions of transformational leadership practices increase, so do the perceptions of overall job satisfaction, intrinsic and extrinsic satisfaction.

2. There is also a sufficient negatively significant relationship ( $p < 0,01$ ) between the perceptions of the administrators and teachers regarding the laissez-faire leadership practices and the perceptions of overall job satisfaction, intrinsic satisfaction, and extrinsic satisfaction. As the perceptions of the laissez-faire leadership practices increase, overall perceptions of job satisfaction, intrinsic satisfaction, and extrinsic satisfaction decrease.

**Table 6. Spearman Analysis of Transformational Leadership and Laissez-faire Leadership**

VariableTypes		LFL	
Spearman's rho	Transformational Lead.	r	-.559**
		p	.000
	Behavior-Inspiration	r	-.542**
		p	.000
	Stimulation-Understanding	r	-.547**
		p	.000

\*\*  $p < 0.01$

The conclusion that has also been reached regarding transformational leadership and laissez-faire leadership perceptions in Table 6 is that there is a moderate negatively significant relationship ( $p < 0,01$ ) between the perceptions of the administrators and teachers regarding transformational leadership and the perceptions of laissez-faire leadership practices. As the perceptions of transformational leadership practices increase, the perceptions of laissez-faire leadership decrease. When the literature is examined, there can be many findings that there is a meaningful relationship between leadership practices and job satisfaction. For example, Bass & Avolio (2006) emphasized that one of the outcomes of leadership in their research is job satisfaction. As Barnett, Marsh & Craven (2007), Cemaloğlu (2007), Koçak (2006), and Usta (2020) stated, transformational leadership behaviors increase the overall and the intrinsic satisfaction level of the administrators and teachers from the findings of the research. Regarding the results of the literature study, this is an expected result. According to quoting of Muenjohn & Armstrong (2008, p. 5) from Ingram (1997), Kirkbride (2006), and Medley & Larochelle (1995), transformational leaders generally have a higher correlation in terms of the satisfaction, extra effort, and effectiveness of their employees than other leadership styles, and therefore have a higher relationship in terms of leadership success.

In the research, it was determined that laissez-faire leadership practices that were recognized have a negative significant relationship with job satisfaction. This result supports the research result of Çelebi (2012) because he also states that school principals often exhibit transformational leadership, and that job satisfaction has a negative significant relationship with the laissez-faire dimension while having a positive meaningful relationship with transformational leadership behavior.

In the final step of the research, the role of laissez-faire leadership as a mediator between transformational leadership practices and job satisfaction perceptions is investigated. It is stated by many researchers that the mediator variable can show all or only one part of the observed relationship between the dependent and independent variables. In addition, the state of the reflection of the entire relationship is defined as full mediation, and the reflective state of some of it is defined as partial mediation. To talk about the mediation effect, certain conditions must be met. These conditions called the steps of Baron and Kenny (1986) are listed as follows.

1. The independent variable must affect the mediating variable.
2. The independent variable must affect the dependent variable.
3. If a non-meaningful relationship occurs between the independent and dependent variable when the mediating variable is included in the regression analysis in the second step, the full mediation effect can be mentioned, and the partial mediation effect can be mentioned if the relationship between the independent and the dependent variable decreases.

In general, this three-step method of Baron and Kenny (1986, p. 1176) is used in academic research and is decided according to the results of the analysis. The model of the research was created in this context as shown in Figure 1. In the model investigated, the transformational leadership practices (TLP) were defined as the independent variables, job satisfaction as the dependent variable, and the laissez-faire leadership (LFL) practices as the mediating value. In this context, the relationship between TLP and job satisfaction, TLP and LFL practices, and the LFL practices and job satisfaction have been tested with sample linear regression analysis (see Table 7).

**Table 7. Simple Linear Regression Analyses**

Independent Variables	R <sup>2</sup>	Cor.	R <sup>2</sup>	$\beta$	Stn. Error	F	t	p
TLP (a, b)	.266	.262		.422	.050	71.769	8.472	.000
TLP (a, c)	.338	.335		-.798	.079	101.108	-10.055	.000
LFL (a, b)	.159	-.155		-.238	.039	37.453	-6.127	.000
TLP-LFL (a, b)	.281	.274		-.238	.039	38.486	-6.127	.000
TLP				.351	.061		5.771	.000
LFL				-.089	.044		-2.021	.000

Note: (a) Estimated: (constant), (b) Dependent Variable: Job Satisfaction, (c) Dependent Variable: Laissez-Faire Leadership

When Table 7 is examined, it is seen that the transformational leadership practices (TLP) meaningfully predict job satisfaction ( $\beta = .422$ ,  $t = 8.472$ ,  $p = .000$ ), TLP predicts the laissez-faire leadership (LFL) practices ( $\beta = -.798$ ,  $t = -10.055$ ,  $p = .000$ ), LFL practices predict the job satisfaction ( $\beta = -.238$ ,  $t = -6.127$ ,  $p = .000$ ), and TLP with the LFL practices predict together the job satisfaction (TLP:  $\beta = .351$ ,  $t = 5.771$ ,  $p = .000$ ; LFL:  $\beta = -.089$ ,  $t = -2.021$ ,  $p = .000$ ).

After the correlational and regressive relationship is achieved between all variables, the results of the mediation test are summarized in a single table (Table 8). In addition, as well as to the conditions that must be met to talk about the mediation effect, the Sobel test and Bootstrap method were also used, whether the indirect effect of the independent variable is meaningful on the dependent variable through the mediator variable. When examining the mediation effect with the Bootstrap method, a three-way evaluation is made.



**Tablo.5 The Mediating Role of LFL in the Relationship between Transformational Leadership and Job Satisfaction**

Outcome Variables							
LFL	R	R <sup>2</sup>	MSE	F	df1	df2	p
Model Summary	.581	.338	.545	101.108	1.000	198.000	.000
Model	$\beta$	se	t	p	LLCI	ULCI	Standard. $\beta$
constant	5.218	.302	17.267	.000	4.622	5.814	-
Transformational Leadership	-.798	.079	-10.055	.000	-.954	-.641	-.581
Job Satisfaction	R	R <sup>2</sup>	MSE	F	df1	df2	p
Model Summary	.530	.281	.211	38.427	2.000	197.000	.000
Model	$\beta$	se	t	p	LLCI	ULCI	Stand. $\beta$
constant	2.804	.298	9.409	.000	2.216	3.391	-
Transformational Leadership	.351	.061	5.771	.000	.231	.470	.429
LFL	-.090	.044	-2.021	.044	-.177	-.002	-.150
TOTAL EFFECT MODEL							
Job Satisfaction	R	R <sup>2</sup>	MSE	F	df1	df2	p
Model Summary	.516	.266	.215	71.770	1.000	198.000	.000
Model	$\beta$	se	t	p	LLCI	ULCI	Stand. $\beta$
constant	2.337	.190	12.319	.000	1.963	2.711	-
Transformational Leadership	.422	.050	8.472	.000	.324	.520	.516
TOTAL, DIRECT AND INDIRECT EFFECT OF TRANSFORMATIONAL LEADERSHIP ON JOB SATISFACTION							
LFL	$\beta$	SE	t	p	LLCI	ULCI	c_cs
Total Effect of X on Y	.422	.050	8.472	.000	.324	.520	.516
Direct Effect of X on Y	.351	.061	5.771	.000	.231	.470	.429
Indirect Effect of X on Y							
LFL	$\beta$	BootSE	BootLLCI	BootULCI			
	.071	.035	.004	.193			
Completely Standardized Indirect Effect of X on Y							
LFL	$\beta$	BootSE	BootLLCI	BootULCI			
	.087	.044	.005	.179			

**Note:** Level of confidence for all confidence intervals in output= 95.000

Additionally, the collinearity is examined to determine whether there are multiple linear connectivity problems in the model within the scope of the analysis of the data ( $T > .200$ ;  $VIF < 10$ ). The tolerance and VIF (variance width factor) values obtained in this research gave results that confirmed that there are no multiple connections between the independent variable and mediator variable ( $T$  of TLP = .662,  $VIF = 1.511$ ;  $T$  of LFL = .662,  $VIF = 1.511$ ). After this process, by calculating the VAF value (Variance Account For), it is determined that the value is 83.175 ( $.351 / .422 \times 100$ ). Since  $VAF > 80\%$  is, it can be stated that the full mediation effect was detected in this research (Preacher and Hayer, 2008).

Another method used to determine the mediation effect is the Sobel test. For this, a simple and fast program is used. The values ( $a = .422$ ;  $b = .087$ ;  $SE_a = .050$ ;  $SE_b = .044$ ) are respectively entered into the Sobel test program and 1.925 ( $p = .027$ ) is found as a result of the procedure. Since the significance value obtained ( $p$ ) is less than .05, it can be said that there is a mediating effect in the research.

## DISCUSSION AND CONCLUSION

In the research, the high level of realization of the transformational leadership dimension (factor) is in line with the expectations. Because it is a natural management behavior for the managers to talk optimistically about the future, to inform their employees about what needs to be achieved, to put forward their visions, and express their confidence that the goals will be achieved. Additionally, the ability of the managers to realize the transformational and laissez-faire leadership traits together shows also that the managers are a source of morale, motivate their employees using the emotional elements, and create a common vision.

When the results are evaluated in general, it can be considered as an important development in terms of the management that the managers exhibit the most transformational leadership behaviors. Today, all institutions, including the education system, especially of the USA and European countries, are undergoing a rapid change within a dynamic structure. The effects of the globalization movement in this change are undeniable. Therefore, in an environment where such a process of change prevails, the managers will also need the change. In this context, it is believed that transformational managers are required. This is also the necessity of the Information Age.

The managers of the future are expected to build trust in their institutions, act with integrity, inspire their employees, encourage innovative thinking and guide their employees. This means that managers become transformational leaders. As a result of the research, it was stated that the managers show these characteristics. This result is a sign that managers are open to change and innovation. Further improvement of these features of the managers will lead them to demonstrate more effective management.

In addition, within the scope of today's developments, managers need to be constantly trained and manage changes according to the conditions of the age to maintain their transformational characteristics. For this purpose, the goal should be to focus on transformational leadership behaviors and to remove them from transactional leadership characteristics that are seen as more compatible with the bureaucratic structure and status quo practices. According to the findings of the research, the perceptions of both administrators and teachers support this assessment.

The results obtained for the job satisfaction in this research also support other research findings that relate to this subject in the literature. In many kinds of research, the perceptions of job satisfaction are sorted according to the values obtained and the order of importance and first the intrinsic job satisfaction, just after the extrinsic job satisfaction perceptions are explained. It can be said that intrinsic job satisfaction is an important and positive form of perception, especially for the schools. It can be evaluated that the managers and teachers who perceive the intrinsic satisfaction more will also have positive feelings towards their school, administrators, and colleagues. In addition, it can be said that the expectations of the employees in the organizations with high intrinsic satisfaction are generally met.

Besides, many researchers stated that job satisfaction is perceived at different levels in the institutions, evaluated as an effective factor positively, and has a decisive and positive relationship when evaluated together with other organizational factors. As Hughes (2006) points out, one of the best ways to make instructiveness strong is to improve the job satisfaction of trainers. Job satisfaction can also do more than keep qualified trainers in the profession and improve their educational function.

The organizational effectiveness in schools of the Information Age is based on both leadership behavior and employee job satisfaction, and administrators play an important role in ensuring teachers' job satisfaction. For this purpose, administrators have to demonstrate management in a way that ensures job satisfaction in their schools. In this context, the transformational leadership behavior of managers as long as possible can increase the job satisfaction of teachers. In this way, the desired effect can be achieved from the schools.

As Dilek (2005) noted, the main factor that improves the effectiveness of the leader is to know the typical characteristics of employees, work, and organization. Many researchers believe that these characteristics increase the relationship between leader behavior and job satisfaction. However, it is not enough for school principals to consider transformational leadership elements important. It is also important that they are effective in achieving transformation and turning it into action. In addition, at a time when development and change are so rapid, the school administrators need to demonstrate transformational leadership as well as other leadership behaviors (Altun, 2003).

From the research results presented examples above to determine the relationship between leadership and job satisfaction, it can be said that there is a positive relationship between different leadership approaches and job satisfaction and that the derived result of research conducted supports other research findings. Additionally, according to many authors, it is evaluated that transformational leadership is likely to shape business situations that provide individual satisfaction and thus allow personal effectiveness to flourish. According to the researchers examined and the findings of the research, it can be concluded that transformational leadership practices are an influential factor in the job satisfaction of administrators and teachers and positively affect job satisfaction.

Therefore, the organizations should adopt a leadership approach that gives the necessary importance to the employees if they want to increase the effectiveness of the employees and ensure job satisfaction. The managers should accept a transformational management idea that directs, inspires them, provides individual support, and encourages the employees to be their leaders, instead of managing their employees. Today, it is evaluated that a successful leadership approach requires the leadership behaviors that determine the vision for the future, guide their employees in line with this vision, create a business environment that allows them to bring out their creativity with intellectual stimulation, trust them, and can communicate well with them. This can be achieved with transformational leadership practices, as highlighted above.

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## Statements of publication ethics

I hereby declare that the study has no unethical issues and that research and publication ethics have been observed carefully.

## Ethics Committee Approval Information

### Ethical permission of the research

In this research, all the rules specified to be followed within the scope of "Higher Education Institution Scientific research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publications Ethics", which is the second part of the directive, have been taken.

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