INVESTIGATING THE MEDIATING INFLUENCE OF TEACHERS' JOB SATISFACTION ON THE RELATIONSHIP BETWEEN TEACHERS' LEADERSHIP AND TEACHERS' JOB PERFORMANCE IN CHINA

ZHANGJING

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ZHANGJING

A thesis submitted to the Awang Had Salleh Graduate School of Arts and Sciences in fulfillment of the requirements for the Doctor of Philosophy Universiti Utara Malaysia

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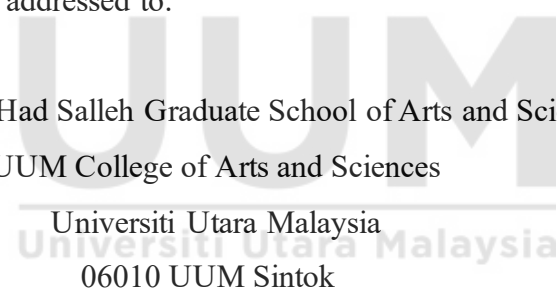|	
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Abstrak

Kepimpinan guru memainkan peranan penting dalam meningkatkan kualiti pendidikan. Walau bagaimanapun, di China, penyelidikan mengenai topik ini masih terhad dan tidak mempunyai definisi yang jelas. Kajian terdahulu juga menunjukkan bahawa faktor dalaman, seperti kepuasan kerja, mempengaruhi kepimpinan guru dalam konteks ini. Oleh itu, tujuan kajian ini adalah untuk mengkaji pengaruh kepuasan kerja guru terhadap hubungan antara kepimpinan guru dan prestasi kerja guru di China. Kajian ini menggunakan reka bentuk tinjauan keratan rentas kuantitatif. Data dikumpul menggunakan soal selidik daripada 359 guru sekolah menengah di Wilayah Shaanxi, China, dipilih melalui persampelan rawak berstrata. Tiga pemboleh ubah utama telah diteliti, iaitu kepimpinan guru, kepuasan kerja, dan prestasi kerja. Analisis data melibatkan statistik deskriptif, analisis inferensi, dan Structural Equation Modeling (SEM) menggunakan SPSS dan AMOS versi 29. Dapatan kajian menunjukkan bahawa kepimpinan guru secara signifikan dan positif mempengaruhi kedua-dua kepuasan kerja dan prestasi kerja guru. Kepuasan kerja guru didapati menjadi pengantara separa hubungan antara kepimpinan guru dan prestasi kerja. Selain itu, kajian ini berjaya membangunkan model struktur yang menghubungkan kepimpinan , kepuasan kerja, dan prestasi kerja guru. Kajian ini memberi sumbangan terhadap teori dalam bidang kepimpinan pendidikan dengan menjelaskan mekanisme yang menghubungkan kepimpinan dengan prestasi kerja guru. Selain itu, ia turut membawa implikasi praktikal terhadap kepada pembuat dasar dan pentadbir sekolah bagi meningkatkan keberkesanan kepimpinan, kepuasan dan prestasi kerja guru. Namun, dicadangkan kepada penyelidik akan datang meluaskan lagi lokasi kajian dan menambah baik reka bentuk kajian agar dapatan yang lebih tekal diperoleh terutamanya dalam konteks persekitaran pendidikan di China.

Kata kunci: Kepimpinan Guru, Kepuasan Kerja Guru, Prestasi Kerja Guru, Kepimpinan Pendidikan.

Abstract

Teacher leadership plays a vital role in enhancing the quality of education. However, in China, research on this topic remains limited and does not have a clear definition. Previous studies have also indicated that internal factors, such as job satisfaction, influence teacher leadership in this context. Therefore, the purpose of this study was to examine the influence of teachers' job satisfaction on the relationship between teacher leadership and teacher job performance in China. This study employed a quantitative cross-sectional survey design. Data were collected using questionnaires from 359 secondary school teachers in Shaanxi Province, China, selected through stratified random sampling. Three main variables were examined, which are teacher leadership, job satisfaction, and job performance. Data analysis involved descriptive statistics, inferential analysis, and Structural Equation Modelling (SEM) using SPSS and AMOS version 29. The findings of the study showed that teacher leadership significantly and positively influences both job satisfaction and job teacher performance. Teachers' job satisfaction was found to be a partially mediator of the relationship between teacher leadership and job performance. Additionally, this study successfully developed a structural model that links teachers' leadership, job satisfaction, and teacher job performance. This study contributes to the theoretical understanding of educational leadership by clarifying the mechanism linking leadership and teacher performance. Besides that, it also has practical implications for policymakers and school administrators to enhance the leadership effectiveness, job satisfaction, and teacher performance. However, it is suggested to future researchers further expand the location of the study and improve the research design to yield more consistent findings, particularly in the context of educational environment in China.

Keywords: Teachers Leadership, Teachers Job Satisfaction, Teachers Job Performance, Educational Leadership.

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List of Abbreviations

√AVE	Square root Average Variance Extracted
AD	Advancement
AMOS	Analysis of Moment Structures.
AVE	Average Variance Extracted
CD	Classroom Atmosphere and Discipline
CI	Continuous Improvement
CL	Colleagues
CM	Communication
CO	Class Organisation
CR	Composite Reliability
DV	Diversity
FL	Factor Loading
IS	Instruction
LC	Leading Change
ME	Monitoring Evaluation
PA	Pay
RC	Recognition
RP	Responsibility
SA	Self-Awareness
SC	Security
SEM	Structural Equation Model
SO	Self-Organisation
SP	Supervise
SPSS	Statistical Package for Social Sciences
TJP	Teachers' Job Performance
TJS	Teachers' Job Satisfaction
TLS	Teachers' Leadership
TP	Teaching Planning
WC	Working Condition
WI	Work Itself

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Leadership in education significantly influences teacher performance and school effectiveness. Among various forms, teachers' leadership referring to teachers' capacity to guide colleagues, influence instructional practices, and contribute to school improvement has drawn increasing global attention (Sun & Xia, 2018; Nguyen et al., 2020). Research shows that effective teacher leadership not only enhances individual teaching effectiveness but also cultivates collaborative school environments and improves student achievement (Kilinc, 2014; Wenner & Campbell, 2017).

In China, however, research on teacher leadership largely remains at the theoretical level (Zhou et al., 2021), but lack of empirical validation and practical exploration (Xie et al., 2021). Most studies emphasize conceptual frameworks or leadership typologies, while quantitative studies examining its actual impact on teachers' job performance are still limited(Wang & Zhu, 2020). In the Chinese education system, teachers' job performance is often linked to students' academic achievements, with examination results serving as the dominant criterion for evaluating teachers' performance.

The examination-oriented evaluation system neglects teachers' teaching innovation, professional development, the diversity of teaching methods, and support for students' individualized development (Shi & Fan, 2021). Such a performance assessment approach restricts teachers' creativity and professional growth (Hu & West, 2015; Kirkpatrick & Zang, 2011). Teachers not only undertake teaching tasks but also handle

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Appendix A

Appendix A. Questionnaire

PUSAT PENGAJIAN PENDIDIKAN DAN BAHASA MODEN
SCHOOL OF EDUCATION AND MODERN LANGUAGES
College of Art and Sciences
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UUM
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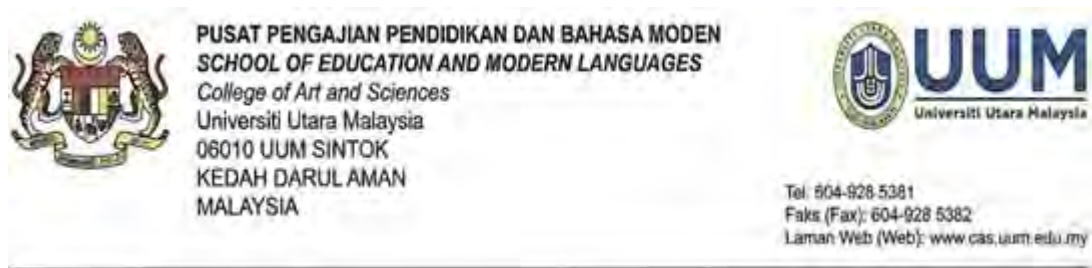
This questionnaire aims to investigate the situation of teacher leadership, Teachers' Job satisfaction and teacher performance of senior high school teachers in Shaanxi Province, China.

Direction: Read the following statements and tick (√) the response that indicates your feelings.

The questionnaire there are four parts (142 items) follow as:

Part A: Background Information

Part B: Teachers Leadership (1-42 items)

Part C: Teacher' job Performance (43-76 items)

Part D: Teacher' job Satisfaction (77-142 items)

Using a Likert –type scale and select the number on the scale 1-5 that best represents your degree of commitment.

Part A: Background Information

1. Gender: ☐ Male   ☐ Female

2. Age: ☐ 20-30 Years old   ☐ 31-40 Years old   ☐ 41-50 Years old

☐ Over 50 years old

3. Education stage: ☐ Senior one   ☐ Senior two   ☐ Senior year or review class

4. Educational background (highest degree): ☐ Bachelor   ☐ Master   ☐

Doctorate   ☐ Other

5. Teaching Experience: ☐ Less than 1 year   ☐ 1-2 Years   ☐ 3-5 Years   ☐ More

than 5 years

6. Whether to hold a leadership position: ☐ Yes   ☐ No

7. Salary: ☐ Less than 3000   ☐ 3001-5000   ☐ 5001-8000

☐ 8001-10000   ☐ More than 10000

Part B: Teacher Leadership Self-Assessment (1-42 items)

Please respond in terms of how frequently each statement is descriptive of your professional behavior.

1 = Never, 2=Rarely, 3 = Every once in a while, 4 = Sometime, 5 = Almost Always

No.	Items	Level				
		1	2	3	4	5
1	I reflect on what I do well and also how I can improve as a classroom teacher.					
2	I understand how my strengths and needs for development will impact my new role as a leader in my school.					
3	I am clear about what I believe about teaching and learning.					
4	I act in ways that are congruent with my values and philosophy when dealing with students and colleagues.					
5	I seek feedback on how I might improve in my work setting.					
6	At work I behave in ways that are ethical and meet expectations for a high level of professional performance.					
7	I invite colleagues to work toward accomplishment of the vision and mission of the school.					
8	I lead others in accomplishing tasks.					
9	I involve colleagues when planning for change.					
10	I understand the importance of school and district culture to improving student outcomes					
11	I work toward improving the culture of the school.					
12	I am willing to spend time and effort building a team to improve my schools.					
13	I listen carefully to others.					
14	I adjust my presentations to my audience.					
15	I seek perspectives of others and can reflect others' thoughts and feelings with accuracy.					

No.	Items	Level 1	2	3	4	5
16	When facilitating small groups I keep the group members on-task and on-time.					
17	When leading meetings I am able to get almost everyone to participate.					
18	I use electronic technology effectively to communicate with individuals and groups.					
19	I understand that different points of view may be based on an individual's culture, religion, race or socioeconomic status.					
20	I respect values and beliefs that may be different from mine.					
21	I enjoy working with diverse groups of colleagues at school.					
22	I work effectively with non-educators and persons with special interests.					
23	I make special efforts to understand the beliefs and values of others.					
24	I am willing to share my beliefs even when they are different from the beliefs of others.					
25	I promote a positive environment in the classroom.					
26	I use research-based instructional practices.					
27	I persist to assure the success of all students.					
28	I have a reputation for being competent in the classroom.					
29	I am approachable and open to sharing with colleagues.					
30	I act with integrity and fairness when working with students or adults.					
31	I seek out all pertinent information from many sources before making a decision or taking action.					
32	I set goals and monitor progress towards meeting them.					
33	I analyze and use assessment information when planning.					

No.	Items	Level				
		1	2	3	4	5
34	I participate in professional development and learning.					
35	I am proactive in identifying problems and working to solve them.					
36	I work side-by-side with colleagues, parents and /or others to make improvements in the school or district.					
37	I plan and schedule thoroughly so that I can accomplish tasks and goals.					
38	I exhibit self-confidence when under stress or in difficult situations.					
39	I work effectively as a team member.					
40	I show initiative and exhibit the energy needed to follow through to get desired results.					
41	I prioritize so that I can assure there is time for important tasks.					
42	I create a satisfactory balance between professional and personal aspects of my life.					
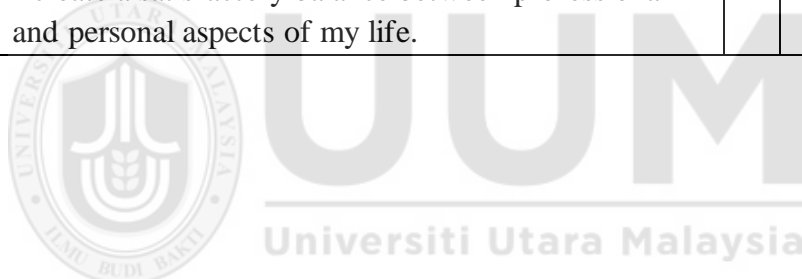
Part C: Teachers' Job Performance (43-76 items)

Please respond in terms of how frequently each statement is descriptive of your professional behavior.

1 = Never, 2=Rarely, 3 = Every once in a while, 4 = Sometime, 5 = Almost Always

No.	Items	Level				
		1	2	3	4	5
43	Teachers organise their assessment according to the school assessment policy.					
44	Teacher conduct towards learners is characterised by professionalism.					
45	The workbooks of learners are marked regularly.					
46	Teachers have a positive influence on learners.					
47	Teachers prepare well for lessons.					
48	The seating arrangements are organised according to the purpose of the lesson.					
49	The workbooks of learners are signed regularly by both teachers and parents.					
50	Teachers manage their classes in a disciplined way.					
51	Teachers know and support the vision and mission of the school.					
52	The assessment of learners' work is done regularly according to a planned schedule.					
53	Classrooms are clean and are decorated appropriately.					
54	Teachers check that learners master the work while presenting lessons.					
55	Teachers have high but realistic expectations of learners.					
56	Teachers enrich the curriculum by planning visits to places of interest.					
57	Teachers motivate learners to learn.					
58	Teachers use assessment data to improve their teaching.					
59	Teachers utilise learner leaders in their classroom management.					

No.	Items	Level				
		1	2	3	4	5
60	Tests are given immediately after completing a unit of work.					
61	Teachers love working with learners.					
62	Teachers model values that promote a healthy classroom culture.					
63	Teachers teach at the level of their learners' competence and understanding.					
64	Teachers promote learner participation through group work.					
65	Teachers keep a record of marks obtained by learners to monitor their progress carefully.					
66	The use of teaching media is well planned.					
67	Teachers communicate in an appropriate way.					
68	Teachers show learners how to learn their subject.					
69	In their planning to improve results teachers take learner diversity into account.					
70	Teachers have well-structured schemes of work.					
71	Teachers check the school attendance of learners to assist them timely so that no learner falls behind.					
72	Teachers create a non-threatening classroom atmosphere conducive to optimal learning.					
73	Teachers provide the right opportunities for learners to become competent learners.					
74	Teachers plan effectively to engage learners in their classes.					
75	Teachers use teaching time effectively.					
76	Teachers have an effective classroom discipline management policy.					

Part D: Teachers' Job   Satisfaction (77-142 items)

Please respond in terms of how frequently each statement is descriptive of your professional behavior.

1 = Never, 2=Rarely, 3 = Every once in a while, 4 = Sometime, 5 = Almost Always

No.	Items	Level				
		1	2	3	4	5
77	Teaching provides me with an opportunity to advance professionally.					
78	Teacher income is adequate for normal expenses.					
79	Teaching provides an opportunity to use a variety of skills.					
80	Insufficient income keeps me from living the way I want to live.					
81	My immediate supervisor turns one teacher against another.					
82	No one tells me that I am a good teacher.					
83	The work of a teacher consists of routine activities.					
84	I am not getting ahead in my present teaching position.					
85	Working conditions in my school can be improved.					
86	I receive recognition from my immediate supervisor.					
87	I do not have the freedom to make my own decisions.					
88	My immediate supervisor offers suggestions to improve my teaching.					
89	Teaching provides for a secure future.					
90	I receive full recognition for my successful teaching.					
91	I get along well with my colleagues.					
92	The administration in my school does not clearly define its policies.					
93	My immediate supervisor gives me assistance when I need help.					
94	Working conditions in my school are comfortable.					
95	Teaching provides me with the opportunity to help my students learn.					
96	I like the people with whom I work.					

No.	Items	Level				
		1	2	3	4	5
97	Teaching provides limited opportunities for advancement.					
98	My students respect me as a teacher.					
99	I am afraid of losing my teaching job.					
100	My immediate supervisor does not back me up.					
101	Teaching is very interesting work.					
102	Working conditions in my school could not be worse.					
103	Teaching discourages originality.					
104	The administration in my school communicates its policies well.					
105	I never feel secure in my teaching job.					
106	Teaching does not provide me the chance to develop new methods.					
107	My immediate supervisor treats everyone equitably.					
108	My colleagues stimulate me to do better work.					
109	Teaching provides an opportunity for promotion.					
110	I am responsible for planning my daily lessons.					
111	Physical surroundings in my school are unpleasant.					
112	I am well paid in proportion to my ability.					
113	My colleagues are highly critical of one another.					
114	I do have responsibility for my teaching.					
115	My colleagues provide me with suggestions or feedback about my teaching.					
116	My immediate supervisor provides assistance for improving instruction.					
117	I do not get cooperation from the people I work with.					
118	Teaching encourages me to be creative.					
119	My immediate supervisor is not willing to listen to suggestions.					
120	Teacher income is barely enough to live on.					
121	I am indifferent toward teaching.					
122	The work of a teacher is very pleasant.					

No.	Items	Level				
		1	2	3	4	5
123	I receive too many meaningless instructions from my immediate supervisor.					
124	I dislike the people with whom I work.					
125	I receive too little recognition.					
126	Teaching provides a good opportunity for advancement.					
127	My interests are similar to those of my colleagues.					
128	I am not responsible for my actions.					
129	My immediate supervisor makes available the material I need to do my best.					
130	I have made lasting friendships among my colleagues. Working conditions in my school are good.					
131	Working conditions in my school are good.					
132	My immediate supervisor makes me feel uncomfortable.					
133	Teacher income is less than I deserve.					
134	I try to be aware of the policies of my school.					
135	When I teach a good lesson, my immediate supervisor notices.					
136	My immediate supervisor explains what is expected of me.					
137	Teaching provides me with financial security.					
138	My immediate supervisor praises good teaching.					
139	I am not interested in the policies of my school.					
140	I get along well with my student.					
141	Pay compares with similar jobs in other school districts.					
142	My colleagues seem unreasonable to me.					

Appendix B

Appendix B. Questionnaire Back translation of questionnaire audit results
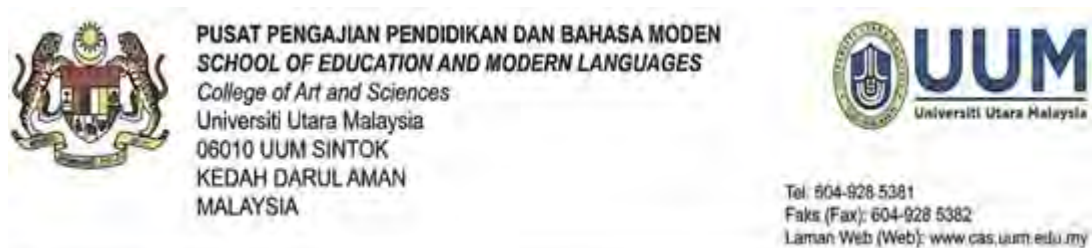
No	Original items	Back translation items	(1)not clear	(2)Item need some revision	(3)Clear but need minor revision	(4)Clear	Comment
1	I reflect on what I do well and also how I can improve as a classroom teacher.	我反思自己擅长什么，以及作为一名课堂教师我该如何改进。				*	
2	I understand how my strengths and needs for development will impact my new role as a leader in my school.	我明白我的优势和发展需求将如何影响我作为学校领导者的新角色。				*	
3	I am clear about what I believe about teaching and learning.	我很清楚我对教与学的看法。				*	
4	I act in ways that are congruent with my values and philosophy	在对待学生和同事时，我的行为方式与我的价值观和哲学			*		在与学生和同事打交道时，我会以

					*	符合我的价值观和理念的方式行事。
	when dealing with students and colleagues.	一致。				
5	I seek feedback on how I might improve in my work setting.	我寻求反馈，告诉我如何改进我的工作环境。			*		我寻求关于如何在工作环境中改进的反馈意见。
6	At work I behave in ways that are ethical and meet expectations for a high level of professional performance.	在工作中，我以合乎道德的方式行事，并满足对高水平专业表现的期望。				*	
7	I invite colleagues to work toward accomplishment of the vision and mission of the school.	我邀请同事们为完成学校的愿景和使命而努力。				*	
8	I lead others in accomplishing tasks.	我带领别人完成任务。				*	
9	I involve colleagues when planning for change.	在计划变革时，我会让同事参与进来。				*	
10	I understand the importance of school	我明白学校和地区文化对提高学生成				*	

	English	Chinese					
	and district culture to improving student outcomes	绩 的 重 要 性					
11	I work toward improving the culture of the school.	我 致 力 于 改 善 学 校 的文化。				*	
12	I am willing to spend time and effort building a team to improve my schools.	我 愿 意 花 时 间 和 精 力 组 建 一 个 团 队 来 改 善 我 的 学校。				*	
13	I listen carefully to others.	我 认 真 听 别人说话。			*		我仔细倾听他人的意见。
14	I adjust my presentations to my audience.	我 调 整 我 的 演 讲 以 适 应 我 的 听众。				*	
15	I seek perspectives of others and can reflect others' thoughts and feelings with accuracy.	我 寻 求 他 人 的 观 点， 并 能 准 确 地 反 映 他 人 的 想 法 和感受。				*	
16	When facilitating small groups I keep the group members on-task and on-time.	在 促 进 小 组 时，我 让 小 组 成 员 按 时 完 成 任务。			*		在协助 小组 时， 我 能保持 小组成 员专注 和按时 完成任 务。
17	When leading	在 主 持 会				*	

					*	
	meetings I am able to get almost everyone to participate.	议时，我能让几乎所有人都参加。					
18	I use electronic technology effectively to communicate with individuals and groups.	我有效地使用电子技术与个人和团体沟通。				*	
19	I understand that different points of view may be based on an individual's culture, religion, race or socioeconomic status.	我理解不同的观点可能基于个人的文化、宗教、种族或社会经济地位。				*	
20	I respect values and beliefs that may be different from mine.	我尊重可能与我不同的价值观和信仰。				*	
21	I enjoy working with diverse groups of colleagues at school.	我喜欢在学校和不同群体的同事一起工作。			*		我喜欢与学校不同背景的同事合作。
22	I work effectively with non-educators and persons with special interests.	我能有效地与非教育者和有特殊兴趣的人合作。				*	
23	I make special efforts to understand the beliefs	我特别努力去理解他人的信仰和价值				*	

						*	
	and values of others.	观。					
24	I am willing to share my beliefs even when they are different from the beliefs of others.	我愿意分享我的信仰，即使它们与别人的信仰不同。				*	
25	I promote a positive environment in the classroom.	我在课堂上提倡积极的环境。				*	
26	I use research-based instructional practices.	我使用基于研究的教学实践。				*	
27	I persist to assure the success of all students.	我坚持不懈以确保所有学生的成功。				*	
28	I have a reputation for being competent in the classroom.	我在课堂上的能力是出了名的。				*	
29	I am approachable and open to sharing with colleagues.	我平易近人，乐于与同事分享。				*	
30	I act with integrity and fairness when working with students or adults.	无论与学生还是成人打交道，我都秉持正直和公平的态度。				*	
31	I seek out all pertinent information from many sources before making a decision or	在做出决定或采取行动之前，我从许多来源寻找所有相关的信息。				*	

	taking action.					*	
32	I set goals and monitor progress towards meeting them.	我设定目标并监督实现目标的过程。				*	
33	I analyze and use assessment information when planning.	我在计划时分析和使用评估信息。				*	
34	I participate in professional development and learning.	我参与专业发展和学习。				*	
35	I am proactive in identifying problems and working to solve them.	我积极主动地发现问题并努力解决问题。				*	
36	I work side-by-side with colleagues, parents and /or others to make improvements in the school or district.	我与同事，家长和/或其他人并肩工作，以改善学校或学区。				*	
37	I plan and schedule thoroughly so that I can accomplish tasks and goals.	我周密地计划和安排，以便完成任务和目标。				*	
38	I exhibit self-confidence when under stress or in difficult	在压力或困难的情况下，我表现出自信。				*	

						*	
	situations.						
39	I work effectively as a team member.	作为团队的一员，我工作效率很高。				*	
40	I show initiative and exhibit the energy needed to follow through to get desired results.	我表现出主动性，并表现出为达到预期结果所需要的能量。				*	
41	I prioritize so that I can assure there is time for important tasks.	我会优先考虑，这样我就能保证有时间做重要的事情。				*	
42	I create a satisfactory balance between professional and personal aspects of my life.	我在工作和个人生活方面创造了令人满意的平衡。				*	
43	Teachers organise their assessment according to the school assessment policy.	教师根据学校评估政策组织评估工作。				*	
44	Teacher conduct towards learners is characterised by professionalism.	教师对学习者的行为具有专业性。				*	
45	The workbooks of learners are marked regularly.	学习者的练习册要定期批改。				*	
46	Teachers	教师对学				*	

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	have a positive influence on learners.	习者有积极的影响。					
47	Teachers prepare well for lessons.	教师备课做得很好。				*	
48	The seating arrangements are organised according to the purpose of the lesson.	座位安排是根据课程的目的安排的。				*	
49	The workbooks of learners are signed regularly by both teachers and parents.	教师和家长定期在学生的练习册上签名。				*	
50	Teachers manage their classes in a disciplined way.	教师以纪律严明的方式管理他们的班级。				*	
51	Teachers know and support the vision and mission of the school.	教师了解并支持学校的愿景和使命。				*	
52	The assessment of learners' work is done regularly according to a planned schedule.	根据计划的时间表定期对学习者的工作进行评估。				*	
53	Classrooms are clean and are decorated appropriately.	教室干净整洁，装修得体。				*	
54	Teachers check that learners	教师在授课时检查				*	

	master the work while presenting lessons.	学习者是否掌握了作业。				
55	Teachers have high but realistic expectations of learners.	教师对学习者有很高但现实的期望。				*	
56	Teachers enrich the curriculum by planning visits to places of interest.	教师通过安排参观名胜古迹来丰富课程。				*	
57	Teachers motivate learners to learn.	教师激励学习者学习。				*	
58	Teachers use assessment data to improve their teaching.	教师使用评估数据来改进教学。				*	
59	Teachers utilise learner leaders in their classroom management.	教师在课堂管理中运用学习者领导者。				*	
60	Tests are given immediately after completing a unit of work.	测试在完成一个工作单元后立即进行。				*	
61	Teachers love working with learners.	教师喜欢和学生一起工作。				*	
62	Teachers model values that promote a healthy classroom	教师树立促进健康课堂文化的价值观。				*	

						*	
	culture.						
63	Teachers teach at the level of their learners' competence and understanding.	教师根据学习者的能力和理解水平进行教学。				*	
64	Teachers promote learner participation through group work.	教师通过小组作业促进学习者的参与。				*	
65	Teachers keep a record of marks obtained by learners to monitor their progress carefully.	教师会记录学生取得的分数，以仔细监控他们的进步。				*	
66	The use of teaching media is well planned.	教学媒体的使用是精心策划的。				*	
67	Teachers communicate in an appropriate way.	教师以适当的方式进行沟通。				*	
68	Teachers show learners how to learn their subject.	教师向学习者展示如何学习他们的学科。				*	
69	In their planning to improve results teachers take learner diversity into account.	教师在计划提高成绩时要考虑到学习者的多样性。					
70	Teachers	教师的工				*	

	have well-structured schemes of work.	作计划安排得很好。					
71	Teachers check the school attendance of learners to assist them timely so that no learner falls behind.	教师检查学员的出勤情况，及时协助学员，不让学员掉队。				*	
72	Teachers create a non-threatening classroom atmosphere conducive to optimal learning.	教师创造一种无威胁的课堂氛围，有利于最佳学习。			*		老师营造一个不具威胁性的课堂氛围，有利于最佳学习。
73	Teachers provide the right opportunities for learners to become competent learners.	教师为学习者提供正确的机会，使他们成为有能力的学习者。				*	
74	Teachers plan effectively to engage learners in their classes.	教师有效地计划使学习者参与到课堂中来。				*	
75	Teachers use teaching time effectively.	教师有效利用教学时间。				*	
76	Teachers have an effective classroom discipline management policy.	教师有有效的课堂纪律管理政策。				*	

						*	
77	Teaching provides me with an opportunity to advance professionally.	教学为我提供了一个专业发展的机会。				*	
78	Teacher income is adequate for normal expenses.	教师的收入足以支付日常开支。				*	
79	Teaching provides an opportunity to use a variety of skills.	教学提供了使用各种技能的机会。				*	
80	Insufficient income keeps me from living the way I want to live.	收入不足使我无法过上我想要的生活。				*	
81	My immediate supervisor turns one teacher against another.	我的顶头上司挑拨教师之间的关系。				*	
82	No one tells me that I am a good teacher.	没有人告诉我，我是一个好老师。				*	
83	The work of a teacher consists of routine activities.	教师的工作包括日常活动。					
84	I am not getting ahead in my present teaching position.	我在目前的教学岗位上没有取得进步。				*	
85	Working conditions in my school can be improved.	我学校的工作条件可以得到改善。				*	

						*	
86	I receive recognition from my immediate supervisor.	我得到了顶头上司的认可。				*	
87	I do not have the freedom to make my own decisions.	我没有自己做决定的自由。				*	
88	My immediate supervisor offers suggestions to improve my teaching.	我的顶头上司为我提出了改进教学的建议。				*	
89	Teaching provides for a secure future.	教书为未来提供了保障。				*	
90	I receive full recognition for my successful teaching.	我的成功教学得到了充分的认可。				*	
91	I get along well with my colleagues.	我和同事相处得很好。				*	
92	The administration in my school does not clearly define it policies.	我们学校的行政部门没有明确规定学校的政策。				*	
93	My immediate supervisor gives me assistance when I need help.	我的顶头上司在我需要帮助的时候给予我帮助。				*	
94	Working conditions in my school are comfortable.	我学校的工作条件很舒适。				*	
95	Teaching	教学为我				*	

	provides me the opportunity to help my students learn.	提供了帮助学生学习的机会。					
96	I like the people with whom I work.	我喜欢和我一起工作的人。				*	
97	Teaching provides limited opportunities for advancement.	教学提供的晋升机会有限。				*	
98	My students respect me as a teacher.	我的学生把我当老师一样尊敬。			*		作为老师，我的学生尊重我。
99	I am afraid of losing my teaching job.	我害怕失去我的教学工作。				*	
100	My immediate supervisor does not back me up.	我的顶头上司不支持我。				*	
101	Teaching is very interesting work.	教学是一项非常有趣的工作。				*	
102	Working conditions in my school could not be worse.	在我的学校工作条件不能更糟。				*	
103	Teaching discourages originality.	教学阻碍了创新。				*	
104	The administration in my school communicates its policies well.	我们学校的行政部门很好地传达了政策。				*	

						*	
105	I never feel secure in my teaching job.	我在教学工作中从来没有安全感。				*	
106	Teaching does not provide me the chance to develop new methods.	教学并没有给我提供发展新方法的机会。				*	
107	My immediate supervisor treats everyone equitably.	我的顶头上司对每个人都很公平。				*	
108	My colleagues stimulate me to do better work.	我的同事们激励我把工作做得更好。				*	
109	Teaching provides an opportunity for promotion.	教学提供了晋升的机会。				*	
110	I am responsible for planning my daily lessons.	我负责计划我的日常课程。				*	
111	Physical surroundings in my school are unpleasant.	我学校的物理环境令人不愉快。				*	
112	I am well paid in proportion to my ability.	我的报酬与我的能力相称。				*	
113	My colleagues are highly critical of one another.	我的同事们对彼此都很挑剔。				*	
114	I do have responsibility for my teaching.	我对我的教学负有责任。				*	

						*	
115	My colleagues provide me with suggestions or feedback about my teaching.	我的同事给我的教学提供建议或反馈。				*	
116	My immediate supervisor provides assistance for improving instruction.	我的顶头上司会帮助我改进教学。				*	
117	I do not get cooperation from the people I work with.	我没有得到和我一起工作的人的合作。				*	
118	Teaching encourages me to be creative.	教学鼓励我要有创造力。				*	
119	My immediate supervisor is not willing to listen to suggestions.	我的顶头上司不愿意听取建议。				*	
120	Teacher income is barely enough to live on.	教师的收入勉强维持生活。				*	
121	I am indifferent toward teaching.	我对教学不感兴趣。				*	
122	The work of a	教师的工作是很愉				*	

						*	
	teacher is very pleasant.	快的。					
123	I receive too many meaningless instructions from my immediate supervisor.	我从顶头上司那里接到了太多无意义的指示。				*	
124	I dislike the people with whom I work.	我不喜欢和我一起工作的人。				*	
125	I receive too little recognition.	我得到的认可太少了。				*	
126	Teaching provides a good opportunity for advancement.	教学提供了一个很好的晋升机会。				*	
127	My interests are similar to those of my colleagues.	我的兴趣与我的同事相似。				*	
128	I am not responsible for my actions.	我不对自己的行为负责。				*	
129	My immediate supervisor makes available the material I need to do my best.	我的顶头上司会提供我所需的材料，使我能做到最好。				*	
130	I have made lasting friendships among my colleagues. Working conditions in my school are good.	我和同事们结下了长久的友谊。我学校的工作条件很好。				*	
131	Working	我学校的				*	

	conditions in my school are good.	工作条件很好。				
132	My immediate supervisor makes me feel uncomfortable.	我的顶头上司让我感觉不舒服。				*
133	Teacher income is less than I deserve.	我现在的收入比我应得的少。				*
134	I try to be aware of the policies of my school.	我尽量了解学校的政策。				*
135	When I teach a good lesson, my immediate supervisor notices.	当我教得好时，我的顶头上司会注意到我。				*
136	My immediate supervisor explains what is expected of me.	我的顶头上司解释了对我的要求。				*
137	Teaching provides me with financial security.	教书给我提供了经济保障。				*
138	My immediate supervisor praises good teaching.	我的顶头上司赞扬优秀的教学。				*
139	I am not interested in the policies of my school.	我对学校的政策不感兴趣。				*
140	I get along well with my	我和我的学生相处得很好。				*

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	student.					*
141	Pay compares with similar jobs in other school districts.	工 资 与 其 他 学 区 的 同 类 工 作 相比。		414		*
142	My colleagues seem unreasonable to me.	我 觉 得 我 的 同 事 似 乎 不 讲 道 理。				*

Appendix C

Appendix C. Comparison between the result of back translation and the original questionnaire

	Original items		Back translation items
No.	Item**s**	**No.**	Item**s**
1	I reflect on what I do well and also how I can improve as a classroom teacher.	1	I reflect on what I'm good at and how I can improve as a classroom teacher.
2	I understand how my strengths and needs for development will impact my new role as a leader in my school.	2	I understand how my strengths and development needs will affect my new role as a school leader.
3	I am clear about what I believe about teaching and learning.	3	I know exactly how I feel about teaching and learning.
4	I act in ways that are congruent with my values and philosophy when dealing with students and colleagues.	4	My behavior toward students and colleagues is consistent with my values and teaching ideas.
5	I seek feedback on how I might improve in my work setting.	5	I ask for feedback to tell me how to improve my working environment.
6	At work I behave in ways that are ethical and meet expectations for a high level of professional performance.	6	At work, I act in an ethical manner and meet expectations of a high level of professional performance.
7	I invite colleagues to work toward accomplishment of the vision and mission of the school.	7	I invite my colleagues to work towards fulfilling the vision and mission of the school.
8	I lead others in accomplishing tasks.	8	I lead others to accomplish tasks.
9	I involve colleagues when planning for change.	9	When I plan changes, I involve my colleagues.
10	I understand the importance of school and district culture to improving student outcomes	10	I understand the importance of school and district culture in improving student achievement
11	I work toward improving the culture of the school.	11	I am committed to improving the culture of the school.
12	I am willing to spend time and effort building a team to improve my schools.	12	I am willing to spend time and energy building a team to improve my school.
13	I listen carefully to others.	13	I actively listen to others.
14	I adjust my presentations to my audience.	14	I adapted my speech to my audience.
15	I seek perspectives of others and can reflect others' thoughts and feelings with accuracy.	15	I seek the perspective of others and can accurately reflect their thoughts and feelings.

16	When facilitating small groups I keep the group members on-task and on-time.	16	When leading a group, I ensure group members finish tasks on time.
17	When leading meetings I am able to get almost everyone to participate.	17	When chairing a meeting, I can get almost everyone to attend.
18	I use electronic technology effectively to communicate with individuals and groups.	18	I use electronic technology to communicate effectively with individuals and groups.
19	I understand that different points of view may be based on an individual's culture, religion, race or socioeconomic status.	19	I understand that different views may be based on an individual's culture, religion, ethnicity, or socioeconomic status.
20	I respect values and beliefs that may be different from mine.	20	I respect values and beliefs that may be different from mine.
21	I enjoy working with diverse groups of colleagues at school.	21	I enjoy working together with different groups and teachers at school.
22	I work effectively with non-educators and persons with special interests.	22	I am able to work effectively with non-educators and people with special interests.
23	I make special efforts to understand the beliefs and values of others.	23	I make a special effort to understand the beliefs and values of others.
24	I am willing to share my beliefs even when they are different from the beliefs of others.	24	I am willing to share my beliefs, even if they are different from those of others.
25	I promote a positive environment in the classroom.	25	I promote a positive environment in the classroom.
26	I use research-based instructional practices.	26	I use research-based teaching practices.
27	I persist to assure the success of all students.	27	I persevered to ensure the success of all my students.
28	I have a reputation for being competent in the classroom.	28	I'm known for my ability in the classroom.
29	I am approachable and open to sharing with colleagues.	29	I am approachable and willing to share with colleagues.
30	I act with integrity and fairness when working with students or adults.	30	I act with integrity and fairness in my dealings with students and adults alike.
31	I seek out all pertinent information from many sources before making a decision or taking action.	31	Before making a decision or taking action, I seek out all relevant information from many sources.
32	I set goals and monitor progress towards meeting them.	32	I set goals and oversee the process of achieving them.
33	I analyze and use assessment information when planning.	33	I analyze and use evaluation information in planning.
34	I participate in professional development and learning.	34	I am involved in professional development and learning.
35	I am proactive in identifying problems and working to solve them.	35	I proactively identify problems and try to solve them.

36	I work side-by-side with colleagues, parents and /or others to make improvements in the school or district.	36	I work side by side with colleagues, parents and/or others to improve the school or school district.
37	I plan and schedule thoroughly so that I can accomplish tasks and goals.	37	I plan and arrange carefully in order to accomplish tasks and goals.
38	I exhibit self-confidence when under stress or in difficult situations.	38	In stressful or difficult situations, I project confidence.
39	I work effectively as a team member.	39	I work very efficiently as part of a team.
40	I show initiative and exhibit the energy needed to follow through to get desired results.	40	I show initiative and demonstrate the energy needed to achieve the desired results.
41	I prioritize so that I can assure there is time for important tasks.	41	I prioritize so I can make sure I have time for the important things.
42	I create a satisfactory balance between professional and personal aspects of my life.	42	I have created a satisfying balance between my work and personal life.
43	Teachers organise their assessment according to the school assessment policy.	43	Teachers organize assessments according to the school assessment policy.
44	Teacher conduct towards learners is characterised by professionalism.	44	Teachers are professional in their behavior towards learners.
45	The workbooks of learners are marked regularly.	45	Learners' workbooks should be corrected regularly.
46	Teachers have a positive influence on learners.	46	Teachers have a positive influence on learners.
47	Teachers prepare well for lessons.	47	The teacher did a good job of preparing the lesson.
48	The seating arrangements are organised according to the purpose of the lesson.	48	The seating arrangement is based on the purpose of the course.
49	The workbooks of learners are signed regularly by both teachers and parents.	49	Teachers and parents regularly sign students' workbooks.
50	Teachers manage their classes in a disciplined way.	50	Teachers manage their classes in a disciplined manner.
51	Teachers know and support the vision and mission of the school.	51	Teachers understand and support the vision and mission of the school.
52	The assessment of learners' work is done regularly according to a planned schedule.	52	The learner's work is regularly assessed against a planned schedule.
53	Classrooms are clean and are decorated appropriately.	53	The classroom is clean and well decorated.
54	Teachers check that learners master the work while presenting lessons.	54	The teacher checks whether the learner has mastered the assignment during the lecture.
55	Teachers have high but realistic expectations of learners.	55	Teachers have high but realistic expectations of learners.
56	Teachers enrich the curriculum by planning visits to places of interest.	56	Teachers enrich their lessons by arranging visits to places of interest.
57	Teachers motivate learners to learn.	57	Teachers motivate learners to learn.

58	Teachers use assessment data to improve their teaching.	58	Teachers use assessment data to improve instruction.
59	Teachers utilise learner leaders in their classroom management.	59	Teachers use learner leaders in classroom management.
60	Tests are given immediately after completing a unit of work.	60	Tests are performed immediately after completing a unit of work.
61	Teachers love working with learners.	61	Teachers enjoy working with students.
62	Teachers model values that promote a healthy classroom culture.	62	Teachers establish values that promote a healthy classroom culture.
63	Teachers teach at the level of their learners' competence and understanding.	63	Teachers teach according to the learner's ability and understanding level.
64	Teachers promote learner participation through group work.	64	Teachers promote learner participation through group work.
65	Teachers keep a record of marks obtained by learners to monitor their progress carefully.	65	Teachers keep track of the grade's students achieve to carefully monitor their progress.
66	The use of teaching media is well planned.	66	The use of instructional media is carefully planned.
67	Teachers communicate in an appropriate way.	67	Teachers communicate in appropriate ways.
68	Teachers show learners how to learn their subject.	68	Teachers show learners how to learn their subject.
69	In their planning to improve results teachers take learner diversity into account.	69	Teachers should consider the diversity of learners when planning to improve performance.
70	Teachers have well-structured schemes of work.	70	The teacher's work plan is well organized.
71	Teachers check the school attendance of learners to assist them timely so that no learner falls behind.	71	Teachers check students' attendance, assist students in time, and do not let students fall behind.
72	Teachers create a non-threatening classroom atmosphere conducive to optimal learning.	72	Teachers create a classroom with no threat that helps best learning.
73	Teachers provide the right opportunities for learners to become competent learners.	73	Teachers provide learners with the right opportunities to become capable learners.
74	Teachers plan effectively to engage learners in their classes.	74	Teachers plan effectively to involve learners in class.
75	Teachers use teaching time effectively.	75	Teachers make good use of teaching time.
76	Teachers have an effective classroom discipline management policy.	76	Teachers have effective classroom discipline management policies.
77	Teaching provides me with an opportunity to advance professionally.	77	Teaching provides me with an opportunity for professional development.
78	Teacher income is adequate for normal expenses.	78	A teacher's income is sufficient to cover daily expenses.
79	Teaching provides an opportunity to use a variety of skills.	79	Teaching provides opportunities to use a variety of skills.

80	Insufficient income keeps me from living the way I want to live.	80	Lack of income prevents me from living the life I want.
81	My immediate supervisor turns one teacher against another.	81	My immediate boss is playing teachers off against each other.
82	No one tells me that I am a good teacher.	82	No one told me I was a good teacher.
83	The work of a teacher consists of routine activities.	83	A teacher's job includes daily activities.
84	I am not getting ahead in my present teaching position.	84	I am not making progress in my present teaching position.
85	Working conditions in my school can be improved.	85	The working conditions in my school can be improved.
86	I receive recognition from my immediate supervisor.	86	I got the approval of my immediate boss.
87	I do not have the freedom to make my own decisions.	87	I don't have the freedom to make my own decisions.
88	My immediate supervisor offers suggestions to improve my teaching.	88	My immediate supervisor suggested to me how to improve my teaching.
89	Teaching provides for a secure future.	89	Teaching provides security for the future.
90	I receive full recognition for my successful teaching.	90	My successful teaching has been fully recognized.
91	I get along well with my colleagues.	91	I get along well with my colleagues.
92	The administration in my school does not clearly define it policies.	92	The administration of our school does not specify the school policy.
93	My immediate supervisor gives me assistance when I need help.	93	My immediate boss gave me help when I needed it.
94	Working conditions in my school are comfortable.	94	The working conditions in my school are very comfortable.
95	Teaching provides me the opportunity to help my students learn.	95	Teaching provides me with the opportunity to help students learn.
96	I like the people with whom I work.	96	I like the people I work with.
97	Teaching provides limited opportunities for advancement.	97	Teaching offers limited opportunities for advancement.
98	My students respect me as a teacher.	98	My students respect me like a teacher.
99	I am afraid of losing my teaching job.	99	I'm afraid of losing my teaching job.
100	My immediate supervisor does not back me up.	100	My immediate boss doesn't support me.
101	Teaching is very interesting work.	101	Teaching is a very interesting job.
102	Working conditions in my school could not be worse.	102	Working conditions at my school couldn't get any worse.
103	Teaching discourages originality.	103	Teaching impedes innovation.
104	The administration in my school communicates its policies well.	104	The administration of our school communicated the policy well.
105	I never feel secure in my teaching job.	105	I never felt secure in my teaching job.
106	Teaching does not provide me the chance to develop new methods.	106	Teaching did not give me the opportunity to develop new methods.

107	My immediate supervisor treats everyone equitably.	107	My immediate boss treats everyone fairly.
108	My colleagues stimulate me to do better work.	108	My colleagues motivate me to do my job better.
109	Teaching provides an opportunity for promotion.	109	Teaching offers opportunities for advancement.
110	I am responsible for planning my daily lessons.	110	I am responsible for planning my daily lessons.
111	Physical surroundings in my school are unpleasant.	111	The physical environment of my school is unpleasant.
112	I am well paid in proportion to my ability.	112	My remuneration is commensurate with my ability.
113	My colleagues are highly critical of one another.	113	My colleagues are very critical of each other.
114	I do have responsibility for my teaching.	114	I am responsible for my teaching.
115	My colleagues provide me with suggestions or feedback about my teaching.	115	My colleagues give me advice or feedback on my teaching.
116	My immediate supervisor provides assistance for improving instruction.	116	My immediate supervisor will help me improve my teaching.
117	I do not get cooperation from the people I work with.	117	I didn't get the cooperation of the people I worked with.
118	Teaching encourages me to be creative.	118	Teaching encourages me to be creative.
119	My immediate supervisor is not willing to listen to suggestions.	119	My immediate boss is not willing to listen to advice.
120	Teacher income is barely enough to live on.	120	Teachers earn barely enough to live on.
121	I am indifferent toward teaching.	121	I'm not interested in teaching.
122	The work of a teacher is very pleasant.	122	A teacher's job is enjoyable.
123	I receive too many meaningless instructions from my immediate supervisor.	123	I received too many meaningless instructions from my immediate superiors.
124	I dislike the people with whom I work.	124	I don't like the people I work with.
125	I receive too little recognition.	125	I don't get enough recognition.
126	Teaching provides a good opportunity for advancement.	126	Teaching offers a good opportunity for advancement.
127	My interests are similar to those of my colleagues.	127	My interests are similar to those of my colleagues.
128	I am not responsible for my actions.	128	I'm not responsible for my actions.
129	My immediate supervisor makes available the material I need to do my best.	129	My immediate supervisor will provide me with the materials I need to do my best work.
130	I have made lasting friendships among my colleagues. Working conditions in my school are good.	130	I formed lasting friendships with my colleagues. The working conditions in my school are very good.
131	Working conditions in my school are good.	131	The working conditions in my school are very good.
132	My immediate supervisor makes me feel uncomfortable.	132	My immediate boss makes me feel uncomfortable.
133	Teacher income is less than I deserve.	133	I now earn less than I deserve.

134	I try to be aware of the policies of my school.	134	I try to understand the school policy.
135	When I teach a good lesson, my immediate supervisor notices.	135	When I teach well, my immediate boss notices me.
136	My immediate supervisor explains what is expected of me.	136	My immediate boss explained what was expected of me.
137	Teaching provides me with financial security.	137	Teaching provides me with financial security.
138	My immediate supervisor praises good teaching.	138	My immediate supervisor praised the excellent teaching.
139	I am not interested in the policies of my school.	139	I'm not interested in school policy.
140	I get along well with my student.	140	I get along well with my students.
141	Pay compares with similar jobs in other school districts.	141	Pay compared to similar jobs in other school districts.
142	My colleagues seem unreasonable to me.	142	My colleague seems unreasonable to me.

Appendix D

Appendix D. The table of Item-Level Content Validity
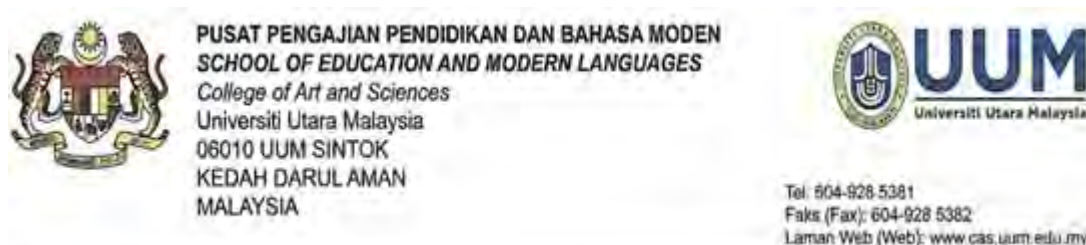
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Appendix E

Appendix E. The number of school names, sample size and distribution of questionnaires.
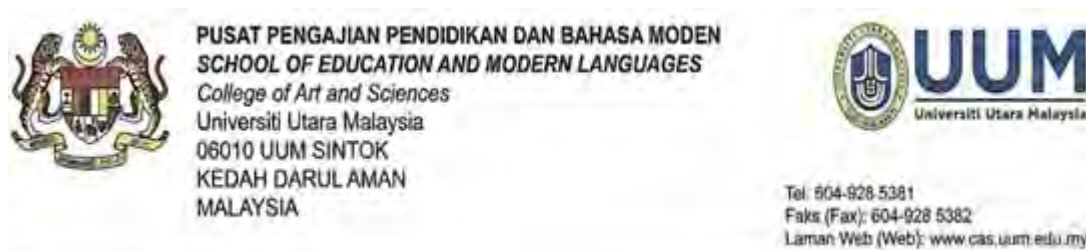
No	Citys	School simples	Sample size	Distributed Questionnaires (Oversampling =20%)	Returned questionnaires	Question naire not return	Incomplete questionnaires	Retained questionnaires
1	Xi 'an City	172	155	181	167	13	40	127
2	Baoji City	40	34	38	34	4	8	26
3	Xianyang City	39	33	40	39	1	4	35
4	Weinan City	43	37	45	44	1	5	39
5	Yan 'a City	27	23	28	28	0	3	25
6	Hanzhong City	30	26	31	28	3	3	15
7	Yulin City	39	30	36	35	1	1	33
8	Ankang City	10	9	10	10	0	0	10
9	Shangluo City	16	13	15	15	0	1	14
10	Tongchuan City	15	14	16	16	1	1	15
11	Yangling Demonstration Zone	13	7	9	9	0	0	9
12	Total	444	381	450	425	25	66	359

Appendix F

Appendix F. Approval letter for using teachers leadership questionnaire.

張婧 <zjing8334@gmail.com>
发送至 moller

2023年11月9日 16:28

Dear sir/madam,   I am doing a research on the teacher leadership and found your paper very attractive and helpful to my thesis. May I ask you, may I quote from your paper? And I was wondering if you could send me the questionnaire about teacher leadership in your paper, and I will point out this matter in my article, which is quoted from your article.

Katzenmeyer, M., & Moller, G. (2009). Awakening the sleeping giant: Helping teachers develop as leaders (3rd ed.). Corwin Press

thank you for your reply

Appendix G

Appendix G. Approval letter for using teachers'job performance questionnaire.

PUSAT PENGAJIAN PENDIDIKAN DAN BAHASA MODEN
SCHOOL OF EDUCATION AND MODERN LANGUAGES
College of Art and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA

Tel: 604-928 5381
Faks (Fax): 604-928 5382
Laman Web (Web): www.cas.uum.edu.my

张婧 <zjing8334@gmail.com>
发送至 vniekej@unisa.ac.za ▼
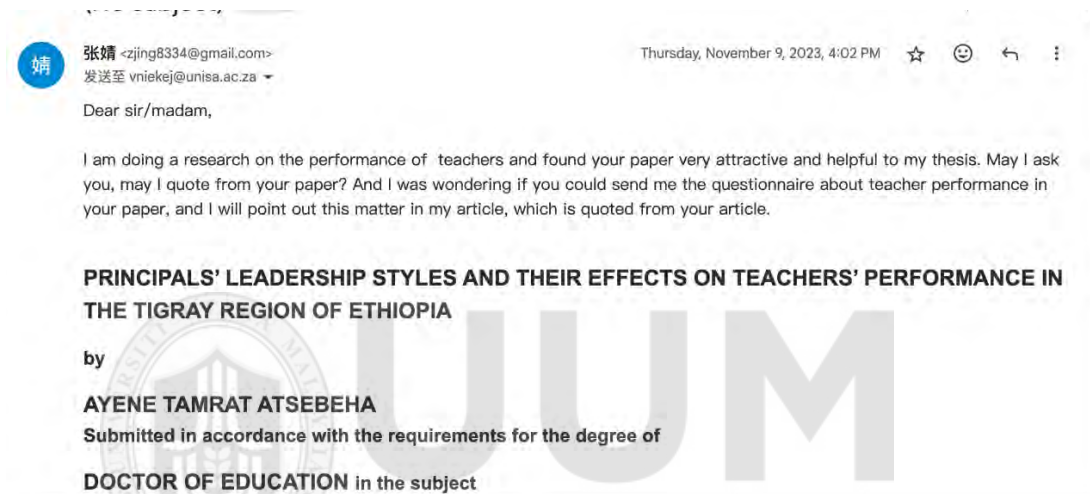
Thursday, November 9, 2023, 4:02 PM

Dear sir/madam,

I am doing a research on the performance of teachers and found your paper very attractive and helpful to my thesis. May I ask you, may I quote from your paper? And I was wondering if you could send me the questionnaire about teacher performance in your paper, and I will point out this matter in my article, which is quoted from your article.

PRINCIPALS' LEADERSHIP STYLES AND THEIR EFFECTS ON TEACHERS' PERFORMANCE IN THE TIGRAY REGION OF ETHIOPIA

by

AYENE TAMRAT ATSEBEHA

Submitted in accordance with the requirements for the degree of

DOCTOR OF EDUCATION in the subject

Appendix H

Appendix H. Approval letter for using teachers'job satisfaction questionnaire.

PUSAT PENGAJIAN PENDIDIKAN DAN BAHASA MODEN
SCHOOL OF EDUCATION AND MODERN LANGUAGES
College of Art and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA

Tel: 604-928 5381
Faks (Fax): 604-928 5382
Laman Web (Web): www.cas.uum.edu.my

张婧 <zjing8334@gmail.com>   Thursday, November 9, 2023, 4:11 PM   ☆ ☺ ↰ ⋮
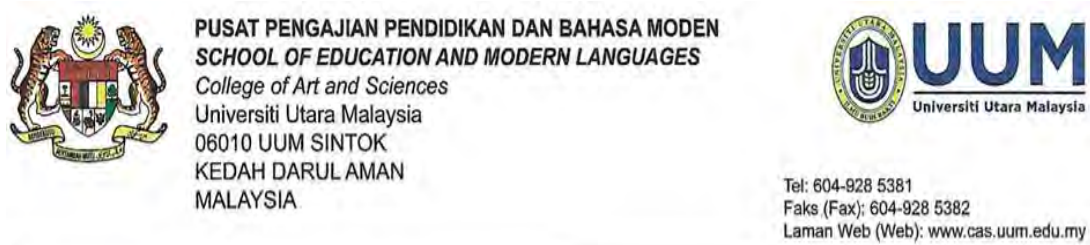发送至 paula.lester ▾

Dear sir/madam,

I am doing a research on the satisfaction of teachers and found your paper very attractive and helpful to my thesis. May I ask yo
paper? And I was wondering if you could send me the questionnaire about teacher satisfaction in your paper, and I will point out
which is quoted from your article.

Lester, P. E. (1987). Development and factor analysis of the Teacher Job Satisfaction Questionnaire (TJSQ). *Educational and*

Psychological Measurement, 47, 223-233.

thank you for your reply