

Abstract

This study aims to explore the relationship between leadership style of public and private kindergarten principals and job satisfaction of teachers in Macao. Surveys were used in this research and 262 teachers who work in Macao public and private kindergartens were sampled. LBDQ and MCMJSS questionnaires were used as the instrument to collect the quantitative data. All the collected data were analyzed by using the descriptive statistics, Pearson correlations and one-way ANOVA of the SPSS. The results and suggestions were as the following:

Results:

1. High-initiating structure and high-consideration were the leadership styles used by most principals of Macao public and private kindergartens, and they scored higher on the initiating structure behaviors than the consideration behaviors. Compared with the teachers who work in private kindergartens, public kindergarten teachers perceived more consideration and initiating structure behaviors from their principals. Moreover, no association was found between school type and principal's consideration behaviors; but principal's initiating structure and total leadership behaviors appeared quite different between school types.
2. Teachers who work in Macao public and private kindergartens were more satisfied with their jobs, and their internal job satisfaction was found higher than external job satisfaction. Job satisfactions of private and public teachers appeared quite different in total as well as both internal and external dimensions of job satisfaction.
3. Results showed a significant correlation between principal's leadership style and teacher's job satisfaction in both public and private kindergartens, and initiating structure and consideration behaviors of principals were strongly correlated with teacher's job satisfaction. Teacher's external job satisfaction also increased with

their perception of principal's consideration leadership styles.

Suggestions:

1. Suggestions for kindergarten principals:

- i. High initiating structure and high consideration are preferred leadership styles.
- ii. Consideration leading behaviors should be strengthened.
- iii. Knowledge and skills in administrative management are to be further developed.
- iv. Be more attentive to the professional and career counseling of teachers.

2. Suggestions for teachers:

- i. To establish positive self-concept and achieve preschool educational aspiration.
- ii. To rich the knowledge of preschool education through taking professional refresher courses, and to exalt individual professional development.
- iii. To actively participate in school works and improve your self-esteem.

3. Suggestions for educational authorities:

- i. To launch some continuous training courses about kindergarten leadership, and enhance opportunities for teachers to communicate with fellow practitioners.
- ii. To improve the social status of professional preschool teachers.
- iii. To increase subsidies for continuing education and training courses of teachers.

4. Suggestions for educational training schools:

- i. To establish more master degree programs in preschool education.
- ii. To hold more conferences, workshops, seminars, extension courses or educational demo activities to broaden teachers' horizon.