

# A Bibliometric Analysis of the Relationship Between Leadership Styles and Teacher Satisfaction in Education Management Research

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## ABSTRACT

This research employs bibliometric analysis and keyword occurrence assessment to explore the intricate relationship between leadership style and teacher satisfaction within the realm of educational management research. The analysis encompasses influential documents, thematic clusters, and prevalent keywords, providing a comprehensive overview of the current state of the literature. Noteworthy findings include the identification of top-cited documents, the delineation of thematic clusters addressing diverse aspects of educational management, and a focus on keywords such as "Knowledge Management" and "Supply Chain Management." The results offer insights into the interdisciplinary nature of educational management, emphasizing the need for a holistic understanding of leadership dynamics and their impact on teacher satisfaction. The implications of these findings extend to educational practice, policy development, and future research directions, guiding stakeholders in optimizing leadership strategies for enhanced teacher well-being.

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## 1. INTRODUCTION

Educational institutions play a crucial role in shaping the future by creating an environment that supports effective teaching and learning. The leadership styles adopted by administrators and the satisfaction of teachers within the system are key factors in this educational ecosystem [1]. The relationship between leadership style and teacher satisfaction has gained increasing attention in the field of educational management, as it is recognized that leadership has a profound impact on

educational quality [2]. The study by Putro et al. explores how transformational leadership by principals contributes to building a positive image of educational institutions, which is important for attracting and retaining students and achieving educational goals [3]. Additionally, the study highlights the importance of building a positive school culture, strengthening relationships with stakeholders, and encouraging innovation and creativity in educational institutions [4]. These findings provide insights for educational leaders to improve the image and reputation of their institutions [5].

This research began a comprehensive exploration of the existing literature on the complex relationship between leadership styles and teacher satisfaction in the field of education management [6]–[8]. Creating supportive and motivating environments in education requires a deep understanding of leadership. The way leaders guide and influence educators not only impacts their job satisfaction but also has a ripple effect on the entire educational landscape, ultimately affecting the quality of education provided to students. Research shows that effective leadership, such as transformational leadership, is a significant predictor of creating a learning school [9]. Additionally, the quality of teaching and student achievement is influenced by school leadership [10]. The work environment, work attitude, and principal supervision also play a role in teachers' performance and the creation of a positive learning environment [11]. Principals have a crucial role in establishing a school culture that supports quality instruction and learning for all students [12]. Factors such as workload, role stressors, social support, and communication/networking are known to impact principal job satisfaction, efficacy, stress/burnout, and isolation [13].

The rationale for this study is rooted in the need to systematically examine and synthesize the wealth of knowledge accumulated in the literature relating to leadership styles and their impact on teacher satisfaction. Educational institutions around the world face diverse challenges, and leadership within these institutions is decisive in effectively addressing these challenges [14]–[18]. By studying existing research, we aim to identify patterns, trends and gaps in understanding how different leadership styles contribute to or hinder teacher satisfaction.

Understanding teacher satisfaction is critical not only for the well-being of educators, but also for its potential impact on student learning outcomes [19]–[21]. Satisfied teachers tend to be more engaged, motivated and effective in their roles, thus creating a positive ripple effect on students' learning experiences. Therefore, an in-depth

exploration of the literature on leadership styles and teacher satisfaction is not only relevant to the scholarly community, but also to educational practitioners, administrators, and policymakers invested in developing environments conducive to effective teaching and learning.

## 2. LITERATURE REVIEW

### 2.1 *Leadership Style in Educational Management*

Leadership styles in educational management play a central role in the effectiveness of educational institutions. Transactional, transformational, and laissez-faire leadership styles have been identified in the literature. Transactional leaders focus on task-oriented behaviors and provide clear roles, expectations, and rewards for performance. Transformational leaders inspire and motivate followers by fostering a shared vision, intellectual stimulation, and individualized support. Laissez-faire leaders adopt a hands-off approach, providing autonomy to subordinates. Research in educational management has explored the impact of these leadership styles on various outcomes, including teacher effectiveness, organizational climate, and teacher satisfaction. The leadership style of educational administrators shapes the work environment and influences teacher attitudes, motivation, and overall job satisfaction [20], [22]–[27].

### 2.2 *Research in Educational Management*

Research in educational management has extensively explored the impact of leadership styles on teacher satisfaction and other outcomes. The leadership style adopted by educational administrators shapes the work environment and influences teacher attitudes, motivation, and overall job

satisfaction. Studies have found that democratic leadership is commonly used by school administrators and is positively correlated with high levels of teacher job satisfaction [22], [28]. Additionally, research has shown that factors such as school organizational climate, work environment, and job satisfaction have a significant effect on teacher performance [29], [30]. Furthermore, studies have highlighted the importance of authentic leadership, organizational climate, and organizational commitment in enhancing teacher job satisfaction [31]. Overall, these findings emphasize the crucial role of leadership styles and related factors in shaping the work environment and influencing teacher satisfaction in educational institutions.

### **2.3 Teacher Satisfaction in Educational Contexts**

Teacher satisfaction in educational contexts is influenced by various factors such as leadership, school culture, workload, and professional development opportunities. These factors play pivotal roles in shaping teacher satisfaction and have a direct impact on their engagement, commitment, and resilience. Satisfied teachers not only experience personal well-being but also contribute to the quality of education provided to students [19], [32], [33].

Studies have shown that there is a positive correlation between teacher satisfaction and desirable outcomes such as teacher retention, instructional effectiveness, and student achievement. Understanding the relationship between leadership styles and teacher satisfaction is crucial for educational administrators aiming to create positive work environments and improve overall educational quality [34]–[36]. Teachers' job satisfaction is

influenced by various factors including interactions with department leadership, recognition of achievements, professional growth opportunities, student interaction, effective instruction, extracurricular involvement, and paid time off [37]. Teaching satisfaction has been found to be a critical protective factor for teachers, as it is associated with decreased levels of depression and anxiety and increased levels of life satisfaction [38]. Instructional leadership, achievement motivation, and quality of work life also play a significant role in teacher job satisfaction. School leaders can support teachers' job satisfaction by building active communication channels, involving teachers in decision-making, reducing workload, increasing autonomy, and establishing a fair remuneration system.

### **2.4 Gaps in the Literature**

Notwithstanding the extensive body of research dedicated to this field, there are still specific gaps that remain and necessitate additional investigation. Prior to proceeding, it is imperative to conduct an exhaustive synthesis of the extant literature in order to discern overarching patterns, pinpoint areas where further research is required, and provide direction for subsequent investigations. Furthermore, it is imperative to analyze the developmental trajectory of leadership styles and their influence on teacher satisfaction, given the ever-changing nature of educational settings. A more nuanced examination of the influence of cultural and contextual elements is also necessary to comprehend the significance of these dynamics.

### 3. METHODS

The inclusion criteria for this bibliometric analysis were scholarly articles that had undergone the rigorous process of peer review. Publications that investigated the correlation between leadership styles and teacher satisfaction within the domain of education management were the primary focus. A variety of leadership styles were examined in the study, such as laissez-faire, transformational, and transactional leadership.

Multiple databases were utilized to guarantee a thorough examination of the literature: Scopus, Web of Science, and Google Scholar. The databases accessed on October 12, 2023, collectively encompass a wide range of journals in the field of educational management, thereby offering a diverse selection of perspectives on the research topic. A methodical search approach is implemented by judiciously combining keywords and vocabulary. Variations of the terms "leadership style," "teacher satisfaction," and "education management," among others, will be incorporated into the search queries. The utilization of Boolean operators (AND, OR) serves to enhance the search and account for the multifaceted characteristics of the research subject. The metrics for the data in this investigation are presented in Table 1.

**Table 1. Metrics Data Research**

Metrics Data	Information
Publication years	1958-2023
Citation years	65
Papers	980
Citations	1535167
Cites/year	23617.95
Cites/paper	1566.50

Cites/author	947188.30
Papers/author	568.80
Authors/paper	2.21
h-index	701
g-index	980
hI,norm	500
hI,annual	7.69
hA, index	159

A widely utilized bibliometric application, VOSviewer, can be implemented to analyze data pertaining to the relationship between leadership style and teacher satisfaction. The utilization of this application enables the observation of keyword co-occurrence networks, bibliographic data, and co-authorship networks. It is possible to identify prolific authors and collaborative networks in the field through the establishment of a co-authorship network. Additionally, high-impact journals in the field can be identified by constructing a network based on journal co-citations. By examining the co-occurrence patterns of keywords, significant themes and concepts in the literature can be identified. The visualization functionalities of VOSviewer can be employed to generate maps of the constructed networks, thereby facilitating the discernment of clusters, influential nodes, and the research landscape's overarching structure. An additional application of clustering analysis is the identification of thematic clusters in the literature, which contributes to a more comprehensive comprehension of the various facets and subfields associated with teacher satisfaction and leadership style.

### 4. RESULTS AND DISCUSSION

#### 4.1 Results and Discussion

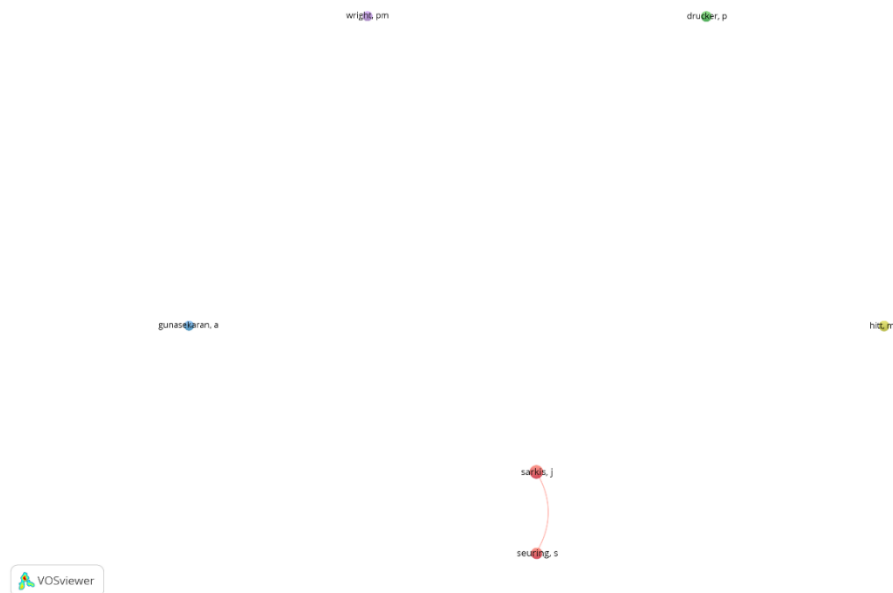




5	5	Classroom (25), quality management (15)	Classroom management, management practice, management theory, quality, quality management
6	4	Environmental management (20)	Environmental management, human resource management, organizational performance, performance
7	3	Innovation (20)	Earnings management, firm, innovation

In educational management, the literature concerning the correlation between leadership style and teacher satisfaction can be classified into discrete thematic clusters. Cluster 1 delves into the domains of academia and crisis management, examining subjects including talent management and strategic resource management within academic settings. Cluster 2 investigates sustainable supply chain practices and logistical operations in the context of project and supply chain management. Cluster 3 pertains to operations and knowledge management, specifically emphasizing marketing and consumer relations within academic establishments. Management control,

particularly management accounting and control systems, is the focus of Cluster 4. Cluster 5 delves into the practical dimensions of management in educational environments, focusing on the intersection of quality management and classroom management. Cluster 6 is concerned with the influence of environmental management on organizational performance and human resource management within educational settings. Cluster 7, in conclusion, examines the correlation between financial management and innovative practices within educational institutions with respect to educational management innovation.



**Figure 4. Author Collaboration**

The collaboration of the most cited authors in the literature regarding the correlation between

leadership styles and teacher satisfaction in educational management is illustrated in Figure 4.

These extensively referenced works demonstrate substantial contributions that have had a profound impact on the discipline. The contextual background,

significant discoveries, and enduring consequences of each of these influential documents are detailed in Table 4.

**Table 4. The Top Ten Cited Documents**

Citations	Author and Year	Title
20041	DC Hambrick, PA Mason	Upper echelons: The organization as a reflection of its top managers
19624	P Drucker	The practice of management
16989	M Alavi, DE Leidner	Knowledge management and knowledge management systems: Conceptual foundations and research issues
14223	D Tranfield, D Denyer, P Smart	Towards a methodology for developing evidence-informed management knowledge by means of systematic review
13951	P Drucker	Management
12693	M Armstrong	A handbook of human resource management practice
12336	R Likert	New patterns of management.
12249	M Easterby-Smith, R Thorpe, PR Jackson	Management research
10403	J Hulland	Use of partial least squares (PLS) in strategic management research: A review of four recent studies
10279	JK Liker	Toyota way: 14 management principles from the world's greatest manufacturer

The top ten cited documents in the literature on the relationship between leadership style and teacher satisfaction in educational management have significantly influenced the field. Hambrick and Mason's "Upper Echelons" introduced the concept that organizational outcomes are shaped by the cognitive frames and experiences of top managers. Drucker's "The Practice of Management" emphasized effective management practices that remain relevant in the educational domain. Alavi and Leidner's work on knowledge management provided strategies for leveraging knowledge to enhance leadership practices and teacher satisfaction. Tranfield, Denyer, and Smart's methodology for developing evidence-informed management knowledge through systematic reviews is relevant for synthesizing evidence on leadership styles and teacher satisfaction.

Armstrong's handbook on human resource management practice informs educational leaders on best practices for managing human resources to enhance teacher well-being. Likert's "New Patterns of Management" likely addresses innovative management approaches applicable in educational management. Easterby-Smith, Thorpe, and Jackson's "Management Research" guides educational management researchers in designing and conducting studies on leadership styles and teacher satisfaction. Hulland's work on the use of partial least squares (PLS) in strategic management research has methodological implications for exploring the relationship between leadership styles and teacher satisfaction. Liker's "Toyota Way" introduces management principles that may have implications for optimizing leadership practices and



enhancing teacher satisfaction in education.

**Table 4. Keywords Occurrences Results**

Most occurrences		Fewer occurrences	
Occurrences	Term	Occurrences	Term
84	Knowledge management	20	Value
73	Supply chain management	19	Opportunity
57	Performance	18	Nature
54	Management practice	18	Quality
52	Strategic management	17	Management control system
46	Research agenda	14	Marketing
43	Innovation	14	Company
42	Human resource management	13	Crisis management
38	Direction	13	Impression management
38	Knowledge	13	Future
36	Operations management	12	Crisis
29	Risk	12	Supply chain
29	Guideline	11	Earnings management
25	Firm	10	Management science

Several central themes are emphasized in the literature concerning the correlation between leadership style and teacher satisfaction in educational management. The terms "Knowledge Management," "Supply Chain Management," "Performance," "Management Practice," and "Strategic Management" occur most frequently in this field of study. The prioritization of "Knowledge Management" implies an emphasis on utilizing knowledge in order to improve teaching satisfaction and optimize leadership practices. The prevalence of the term "Supply Chain Management" in educational management research suggests that an emphasis is placed on logistics and efficacy. The recurring motif of "Performance" emphasizes the criticality of evaluating and enhancing the performance of both organizations and educators. The high frequency of the term "Management Practice" indicates a keenness for implementing management principles in the real world in order to foster positive work environments. The prevalence of the course "Strategic Management" in

academic institutions implies an emphasis on objective-setting and long-range planning. The aforementioned keywords are indicative of the prevailing themes and central ideas in the field of educational management concerning leadership style and teacher satisfaction.

Several central themes are emphasized in the literature concerning the correlation between leadership style and teacher satisfaction in educational management. The inclusion of key terms including "Management Control System," "Value," "Opportunity," and "Nature" in the aforementioned list signifies an emphasis on evaluating the significance and worth of various components within educational management, investigating avenues for growth and development, contemplating the essential attributes and qualities of leadership and organizational culture, assessing the overall quality of educational processes and experiences, and examining the implications of these factors. The significance of comprehending and improving

diverse facets of educational management in order to foster teacher contentment and advance overarching educational objectives is underscored by these keywords.

#### **4.2 Implications and Future Directions**

There are numerous implications of the findings for educational policy, practice, and future research. Educational leaders may inform their management strategies with the insights gleaned from influential documents, bearing in mind the applicability of both traditional and modern knowledge management practices. The thematic clusters serve as a fundamental basis for focused interventions, enabling leaders to attend to particular facets including environmental sustainability or crisis management.

The heightened focus on specific keywords, namely "Opportunity" and "Value," encourages an additional examination of the ethical aspects of leadership and the possibility of novel approaches in educational administration. Further investigation is warranted to explore the intersectionality of themes in greater detail. For instance, this could involve a scrutiny of the ways in which principles of supply chain management and knowledge management collaborate in order to establish leadership environments that are optimal.

#### **4.3 Limitations**

It is imperative to recognize and address the constraints of the analysis. Potential biases may be introduced due to the reliance on the

availability of data in the chosen databases, which may affect the outcomes. Given the dynamic character of the field, it is possible that influential works and emerging trends have undergone changes since the data cutoff. Additionally, pertinent non-English literature may be overlooked due to the emphasis on English-language publications.

## **5. CONCLUSION**

In summary, this research offers a comprehensive examination of the complex relationship that exists between leadership style and teacher satisfaction within the realm of educational administration. The analysis of prominent documents, thematic clusters, and frequently occurring keywords provides insight into the ever-changing research environment in the discipline. Prominent contributions from Drucker, Likert, and other notable figures emphasize the incorporation of traditional management principles into modern educational environments. The diversity of educational leadership is underscored by thematic clusters that encompass everything from environmental sustainability to crisis management. The growing focus on "Supply Chain Management" and "Knowledge Management" is consistent with overarching principles of organizational management and reflects the changing trends in educational research. The practical implications of these findings provide valuable insights for educational leaders, policymakers, and researchers, surpassing the boundaries of academia. With the ongoing evolution of educational management, this study functions as a fundamental resource that directs subsequent investigations and interventions towards achieving optimal leadership practices and fostering positive teacher satisfaction in academic establishments.

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