THE RELATIONSHIP BETWEEN ENTREPRENEURIAL LEADERSHIP AND TEACHER JOB SATISFACTION: THE MEDIATION EFFECT OF INTRAORGANIZATIONAL FACTORS

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Abstract

Entrepreneurial leadership has emerged following new privatization and autonomy policies in Israel. As a result of these policies, principals are pressured to assume the role of entrepreneurial leaders to find outside resources for the funding of innovative projects and programs in school. Entrepreneurial leadership has been defined in terms of leader traits and behavior. We define entrepreneurial leadership as principals' proactiveness and school innovativeness. Proactiveness means the principals adopting an active search for new opportunities to shape the school environment; innovation is defined as the actual implementation of these opportunities in school.

Entrepreneurial leaders need to take into consideration intra-organizational factors. Principals as entrepreneurs should ensure teachers' willing participation in implementation and overcome their natural resistance, because those changes require more time and create a heavier workload. Teachers' readiness to make the extra effort depends on their job satisfaction. The literature indicates that job satisfaction is related to teachers' professional development, teacher-student positive interaction teamwork, and teacher/student ratio. Therefore, we hypothesize that proactiveness and innovation will have a positive effect on teachers' job satisfaction; mediated by professional development, teacher-student interaction, teacher/student ratio in school, and teamwork.

Our study is based on the responses of 410 Israeli teachers from all levels, teaching in Jewish and Arab State public schools, who filled out a questionnaire. Conducting a univariate GLM model, the results indicate the following: All levels (low, medium, high) of school innovativeness and principals' proactiveness have a positive effect on teachers' job satisfaction. In addition, when the mediating variables of professional development, teacher-student interaction, teamwork, and T/S ratio are introduced, they have a significant effect on job satisfaction. Furthermore, the appearance of the mediating variables weakens the effect of proactiveness and innovativeness on job satisfaction.

Our study contributes to the knowledge on the impact of entrepreneurial leadership on teachers' outcomes. This has implications on programs of principal training.

Keywords: Entrepreneurial leadership, professional development, teamwork, teacher-student interaction, T/S ratio.

1. Introduction

This study focuses on the relationship between entrepreneurial leadership and teacher factors. Teacher job satisfaction and its predictors have been extensively studied in the past. However, new developments in the educational system in Israel and elsewhere call for new studies.

In Israel since the Eighties there has been a continuous development of decentralization and privatization (Yemini, Ramot, and Sagie, 2016). This required principals to adopt entrepreneurial leadership in order to recruit outside resources that will enable them to bring about new pedagogical activities in school. However, principals also need teachers' consent to cooperate willingly in these frequent and sometimes large-scale changes, which require their time and energy and getting over their resistance to change.

The objective of the study is to examine the impact of entrepreneurial leadership on teachers' outcome through the mediation of professional development' teacher-student interaction, teacher/student ratio, and teamwork. These variables were found to affect job satisfaction and to be related to certain leadership styles (Bogler, 2001).

2. The Model

2.1. Job satisfaction
Job satisfaction can be viewed as both a cognitive (Herzberg et al., 1959) and affective construct (Weiss, 2002), including enjoyment from work or part of it (Skaalvik & Skaalvik, 2020). We chose the enjoyment component in the present study.

2.2. Entrepreneurial leadership
Entrepreneurial leadership includes traits (such as risk-taking, creativity), and behaviors (such as proactivity, creating innovations). We defined entrepreneurial leadership as principal proactiveness, that is, an active search for opportunities and communicating it to the staff; and as school innovativeness, that is, the actual innovations implemented. These were measured in terms of frequency and scale (Eyal & Inbar, 2003).

2.3. Mediating variables

2.3.1. Professional development. Professional development was found to be related to job satisfaction and increasing teacher support of technological innovations. Early preparation and knowledge reduce teachers' resistance (Masry-Herzalah & Dor-Haim, 2021).

2.3.2. Teacher-student interaction. Teacher-student interaction is one of the most significant factors of job satisfaction. When teachers are willing to go the extra mile, and show concern for their students, discipline problems decrease. This motivates students to learn which, in turn, increases teachers' satisfaction (Havik & Westergård, 2020).

2.3.3. Teacher/student ratio. Teacher/student ratio. Schools and classrooms that have high T/S ratio were found to increase teacher job satisfaction. Harfitt and Tsui (2015) studied the short- and long-term effects of class size in Hong Kong and found that students were more motivated to learn in small classes, which had characteristics of a community of study. Blatchford et al. (2007) noted that small classes enable teachers to focus on children individually and have more interaction with them which, in turn increases teachers' satisfaction.

2.3.4. Teamwork. Working in a team increases teachers' joy, learning and thus their satisfaction (Skaalvik & Skaalvik, 2015), it is also effective in diffusing change (Benoliel and Schechter, 2018).

3. Methodology

A 33-item questionnaire was distributed to 410 teachers in Israel. A univariate General Linear Model test was conducted to test our hypotheses of the effect of entrepreneurial leadership on job satisfaction through the mediation of teacher professional development' teacher-student relations and teamwork.
Proactiveness and innovativeness were grouped into low, medium, and high groups.

4. Findings

- **Descriptive statistics** indicated that proactiveness and innovativeness at each level affect job satisfaction. This effect exists proactiveness and innovativeness are separated, and also when in interaction with each other.
- A **Univariate GLM analysis** indicates that the first model, without mediation, is significant in all three levels, for proactiveness and for innovativeness. The second model indicates that when introducing the mediating variables, the effect of innovativeness is not significant. It also indicated that the higher the proactiveness, the lower the effect of innovativeness, in fact, it is not significant.

Table 1. Univariate GLM (General Linear Model).

Model	Source	F	Sig.
without mediation	Main Effect	31.77	0.00
	Proactiveness	18.96	0.00
	Innovativeness	4.93	0.01
	Interaction	3.32	0.01
with mediation	Main Effect	55.39	0.00
	P.D	57.66	0.00
	Teamwork	5.95	0.01
	T/R ratio	43.90	0.00
	TSI	8.94	0.00
	Proactiveness	3.03	0.05
	Innovativeness	0.85	0.43
	Interaction	1.30	0.27

5. Conclusions

Our hypotheses regarding the relationship between the independent variable of entrepreneurial leadership, mediating variables of professional development, teacher-student interaction and teacher/student ratio, teamwork and teacher job satisfaction have been partially supported. There is a different effect of each of the two components of entrepreneurial leadership: Innovativeness is directly related to teacher job satisfaction, whereas proactiveness affects it through the mediation of the four variables.

It seems that teachers respond positively to innovations, despite studies on their resistance due to the high cost of time and energy and uncertainty on them. But when the principal institutionalizes some mechanisms to ensure that his/her initiatives are supported by outside sources, s/he would also be supported by teachers in the sense that the latter become part of the entrepreneurial process through activities that matter to them.

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