

Transformatívne líderstvo a životná spokojnosť učiteľov s rôznou dĺžkou praxe

Transformational Leadership and Life Satisfaction in Teachers with Different Lengths of Professional Experience

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Abstrakt Kľúčové pôsobenie transformatívneho lídra je postavené na budovaní vzťahu medzi lídrom a jeho nasledovníkmi, ktoré môže byť protektívnym faktorom zvyšujúcim nielen pracovnú, ale i celkovú životnú spokojnosť. Výskumný súbor tvorilo 103 učiteľov tradičných základných škôl na strednom Slovensku. Transformatívne líderstvo bolo merané prostredníctvom Inventáru správania sa lídra (LPI) a životná spokojnosť pomocou Dotazníka životnej spokojnosti. Pre spracovanie výskumných údajov bol využitý program SPSS. Štúdia má komparačno - korelačný charakter. Z najvýznamnejších zistení vyplýva, že respondenti boli najspokojnejší v oblasti voľného času, (Mdn = 38) bývania (Mdn = 37) a v oblasti priateľstva (Mdn = 37). Naopak najnižšiu životnú spokojnosť dosahovali v oblasti financií (Mdn = 30) a v oblasti vlastných detí (Mdn = 30). V globále bolo zistené, že respondenti nevyužívajú často správanie typu inšpirácia spoločnou víziou, no v tomto porovnaní sa ukázalo, že začínajúci učitelia k nemu inklinujú viac ako učitelia s najdlhšou praxou. Okrem toho bola zistená pozitívna súvislosť transformatívneho líderstva a životnej spokojnosti zamestnancov v školskom prostredí z čoho vyplýva potreba rozvíjania kompetencií transformatívneho lídra u učiteľov i riadiacich pracovníkov v školstve.

Kľúčové slová transformatívne líderstvo, líder, učiteľ, zamestnanec, životná spokojnosť.

Abstract Leadership, especially educational leadership, is one of the most frequently analyzed topics in present-day research. The Vega 1/0152/21 and APVV-17-0557 project

„Psychological Approach to Creation, Implementation, and Verification of Educational Leader’s Competence Model Development“, with the support of which the paper was created, seeks to draw attention to the under-representation of psychological categories, whose role seems to be essential in effective leadership. The paper attempts to characterize the most current style of leadership – transformational leadership. The key activity of a transformational leader is based on building a relationship between himself and his followers, which can become a protective factor increasing not only work but also overall life satisfaction. The aim of the study was to analyze the inter-relationships of life satisfaction and individual types of leadership behavior, as well as to test the significance of differences in these variables depending on the length of teachers’ practice. The research was carried out in 2020. The research group consisted of 103 elementary school teachers in central Slovakia. Transformational leadership was measured through the Leader Behavior Inventory (LPI – Kouzes & Posner, 2017) and life satisfaction was measured using the Life Satisfaction Questionnaire (Fahrenberg, 1994). The SPSS program was used to process the research data. The data were processed by correlation analysis (Spearman’s correlation coefficient), testing the significance of differences (Mann-Whitney’s – U test). The findings show that the respondents were most satisfied in the area of leisure (Mdn = 38), housing (Mdn = 37), and in the area of friendship (Mdn = 37). On the contrary, they achieved lowest life satisfaction in the area of finance (Mdn = 30) and in the area of their own children (Mdn = 30). Globally, it was found that respondents often do not use inspirational behavior with a common vision, but comparison showed that beginning teachers tend to be more inclined to use it than their experienced colleagues. The finding that respondents give significant preference to these types of leadership behavior points to the possibility of developing leadership potential among younger teachers, or directly during undergraduate training. The positive connection between transformational leadership and life satisfaction was mainly found in the area of work, friendship and the personality of employees in the school environment. It is teachers-leaders in the educational environment that focus their activities on students and mutual cooperation between them and the teachers, which can lead not only to increasing the quality of the school, but also the quality of their own lives. By developing leadership competencies, it may subsequently be possible to initiate changes in the Slovak education system.

Keywords transformational leadership, leader, teacher, employee, life satisfaction.