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The University of Southern Mississippi

THE RELATIONSHIP OF PRINCIPAL LEADERSHIP BEHAVIORS WITH  
SCHOOL CLIMATE, TEACHER JOB SATISFACTION, AND STUDENT  
ACHIEVEMENT

by

Maurice Demond Williams

Abstract of a Dissertation  
Submitted to the Graduate Studies Office  
of The University of Southern Mississippi  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Education

May 2009

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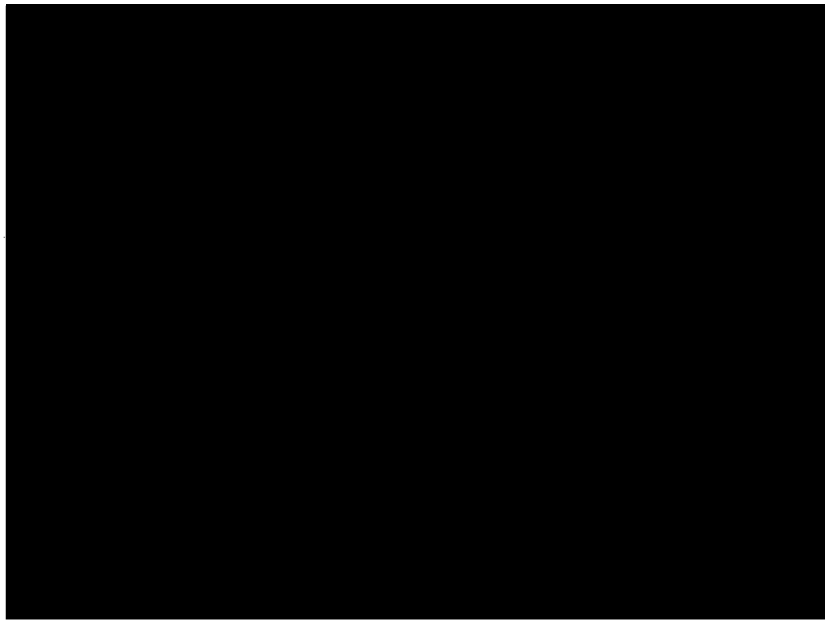
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## ABSTRACT

# THE RELATIONSHIP OF PRINCIPAL LEADERSHIP BEHAVIORS WITH SCHOOL CLIMATE, TEACHER JOB SATISFACTION, AND STUDENT ACHIEVEMENT

by Maurice Demond Williams

May 2009

The purpose of this research was to determine how leadership behaviors of principals relate to school climate, teachers' job satisfaction, and student achievement. The relationship of leadership to student achievement was measured by the school levels based on the administration of the 2006-2007 Mississippi Curriculum Test (MCT). Leadership and teacher job satisfaction was determined by Paul Specter's Job Satisfaction Survey, and school climate was indicated by use of the School Climate Inventory (SCI).

Eleven schools in an east Mississippi school district were selected to participate in the research during the spring of 2008. Of the 129 randomly selected participants, 71% responded to yield data to show how leadership relates to achievement, job satisfaction, and school climate. Participants in this research were teachers, teacher assistants, school counselors, and administrators. Some of the 11 themes, relative to principal leadership, were found to be related to one or more of the variables. A test of regression within the regression was used to ascertain the relationship of leadership to school climate and teacher job satisfaction. A test of correlation was used to determine the relationship of leadership to student achievement.

Based on participants' responses, nine factors of leadership relate to school climate; only one factor relates to student achievement, and eight factors relate to teacher job satisfaction.

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## CHAPTER I

### INTRODUCTION

Although no single individual or group should be considered by administrators to be more important than another, there is little doubt that their relationship with the staff will significantly influence their effectiveness as a leader. School climate in conjunction with teachers' job satisfaction has been the subject of a multitude of research to determine its effect on student learning outcomes, teacher procurement and retention, and the effects on other components of the school program. Evidence indicates that, where teachers have freedom to plan their work and opportunities to participate in policy-making in matters of curriculum and teacher welfare, morale is high. The researchers have shared detailed findings that all point to the need for effectiveness in the styles of leadership. Leadership is no longer proposed as having a direct influence on learning outcomes but as having an indirect influence through the way it has an impact on school organization and school culture (Katz, 1949). Aimed at standardizing the practice of effective teaching, the principal's role is to maintain high expectations for teachers and students, supervise classroom instruction, coordinate the school's curriculum, and monitor student progress (Barth, 1986). However, much attention has been given to educational leadership and its impact on student outcomes. Evidence exists that effective leadership can and does positively affect school and student outcomes (Bredeson, 1996). Researchers generally agree that the effects are indirect and difficult to measure (Hallinger & Heck, 1996, 1998; Leithwood & Jantzi, 2000).

Barnard (1938) was one of the earlier theorists to state that the behavior of an individual in a formal organization can be evaluated from the perspectives of the individual and the organization. Beginning in the 1950s, a growing number of studies turned their attention also to leadership behavior. The increased attention paralleled the powerful behavioral movement in psychology and education, which asserted that all observable phenomena could be understood by being divided into components that would be individually studied (Tye, 1994). According to Tye, behavioral studies in the area of leadership led to a number of useful models. A key point in the early development of models and theories of leadership was made by Lewin and Lippitt in 1938. They suggested that three different approaches to leadership can be distinguished: (a) autocratic, which is characterized as directive and task-oriented; (b) democratic, which is seen as participative and process- and relationship-oriented; and (c) laissez-faire, which is said to be nondirective and lacking formal leadership (Lewin, Lippitt, & White, 1939). Another major model of thinking about leadership emerged out of the work of Getzels and Guba in the 1950s. In their approach to thinking about organization, they suggested two major dimensions: the ideographic and the nomothetic. Getzels and Guba theorized that an organization should be considered in terms of the needs of the organization, its tasks and its production structures, and the personal needs and values of its members. Other studies of that era, especially doctoral dissertations in education administration, were based on the work of Hemphill (1950) and the Leadership Behavior Description Questionnaire. There, two factors were titled—Consideration and Initiation of Structure. Consideration dealt with the extent of the leader's concern for the well-

being of the group members. Initiation of structure addressed the extent to which the leader organized and defined the work of the group.

A thorough search of research information on principal behaviors failed to uncover any work that directly correlates principal behaviors with student achievement. However, it did reveal several studies that correlate principal behaviors with effective models. In effective schools, principals demonstrate strong leadership, especially in the areas of curriculum and instruction, and they are able to share leadership by involving other staff members in leadership activities and positions. The principal plays a crucial role in communicating the mission and goals of the school to staff, parents, and students (Evers & Bacon, 1994). Effective schools have been defined as those with effective leaders. They have also been defined as those schools which obtain significant increases in student performance for targeted populations (Evans, 1983).

In 1971, Weber listed "strong leadership from the principal" as a characteristic of "successful" schools (p. 5). Lezotte, Edmonds, and Ratner (1975) also identified "the principal as instructional leader" as one "characteristic of effective schools" (p. 7). In 1982, Bossert and his colleagues found general behaviors common to principals in effective schools. Those characteristics indicated that principals put emphasis on achievement by setting goals, developing performance standards for students, and expressing optimism that students will be able to meet the goals. Furthermore, principals understood community power structures and maintained appropriate relationships with parents. Finally, principals promoted in-service opportunities and were more active in setting up teachers and program evaluations. Other indicators included

the school-wide recognition of academic success, high emphasis on curriculum, support for instruction, high expectations, clear goals for student performance, collaboration among the faculty, instructional leadership, an orderly learning environment, and parental support for the education of children.

Vroom and Yetton (1973) made a basic assumption with the path-goal theory that leader behavior has its most direct effect on the psychological states of subordinates. One of the main duties of school principals is to help create a working environment whereby teachers collaborate and identify with the school's mission and goals. High faculty morale and satisfaction seems to be the leadership behavior of the school administrator, which influences a positive school climate. Principals are in a unique position to challenge the way schools carry out their business and motivate teachers to create new methods of teaching and learning being demanded by governments through reform (Lewin et al., 1939). Of special interest is a proposal that links aspects of path-goal theory to aspects of transformational leadership. Specifically, Imants (1996) proposed that transactional leadership is exercised when leaders utilize extrinsic rewards in order to exert influence. But by refraining from the use of extrinsic rewards that are contingent on subordinate performance, the impact of value-based leadership should be enhanced. According to Hollander (1978), leadership is a transactional process and if leaders are to maintain influence over a group, they must allow the group to exercise some influence over them. Other findings show that principals should have high expectations of teachers and student achievement, supervise teachers, coordinate the curriculum, emphasize basic skills, and monitor student progress. Jewell (1989) and his collaborators carried

out studies that indicate that in today's culture, which emphasizes democratic action, the democratic type of leadership was more effective than the authoritarian. Baehr and Renck (1992) concluded that the attitude of the teacher toward the principal is critically important. The factors which affect teacher satisfaction are the attitudes which the principal shows toward teachers, the satisfaction which teachers enjoy in informal peer groups, the amount of freedom which teachers enjoy in planning their work, an opportunity to participate in policies which affect them, and the attitude of the principal. If the principal is to be successful, he or she must be consistent. Hallinger and Heck (1998) suggested that the relationship between leadership and student learning outcomes is mediated by school conditions including purposes and goals, school structure, people, and school culture. There is variation in agreement among motivational researchers (Maehr & Anderman, 1993; Maehr & Fryans, 1989; Maehr & Midgley, 1991, 1996) that some aspects of school culture can make a school a place where teachers feel positive about their work and students are motivated to learn. A positive school culture is associated with higher student motivation and achievement, improved teacher collaboration, and improved attitudes of teachers toward their jobs. Teacher performance and satisfaction may be contingent on leadership style and the degree to which the leader has control and influence in a particular situation. The effectiveness of a leader's style depends on the interaction of the leader's behavior with more than one situation variable. Fielder (1967) developed a leadership contingency model from which three major situational factors were derived. These factors in interaction with one another determined the best leadership style for a situation. The first

factor, leader-member relations, refers to a leader's personal relations with subordinates. Teacher-principal relations can affect performance outcomes (Anderson, 1993). The second of Fielder's situational factors is task structure, which is discussed specifically as the degree of structure in the task that the group has been assigned to perform. Faculties that are overburdened with paperwork and reporting mechanisms often described their work as structured. Fielder's third factor is leader position power. It is the power of the position itself. In this instance, the position is the power of the principal within a given school, not the power of the principal. These researchers stated that different leadership styles work better with different combinations of the three factors rather than seeing a leader as constant. They theorized that the leader must be able to adapt his or her approach to a specific situation.

Sergiovanni and Starratt (1998) conducted a study of 3,382 teachers and discovered that achievement, recognition, and responsibility contributed predominately to staff satisfaction. The investigation revealed that those factors which seemed to contribute primarily to teacher dissatisfaction were poor relations with peers and students, unfair and incompetent administrative and supervisory policies and practices, and outside personal problems. The conditions, which create staff satisfaction, seem to be associated with the work itself, while the conditions which contribute to dissatisfaction seem to be associated with the environment of work, particularly the interpersonal relations aspect of that environment. Leithwood and Montgomery (1986) identified levels of leadership behavior, each with a different focus and style and each with different consequences for principal effectiveness. They found that the "higher"



the level of principal behavior the more effective the school. Effectiveness was defined as gains in student achievement in the basics and increases in student self-direction and problem solving. Each of the levels represents increasingly complex and effective principal behaviors. Those levels that were discussed are defined as:

Level one - administrators believe that the teacher's job is to teach and principal's job is to run the school.

Level two - humanitarians believe that the basis of a sound education is a good interpersonal climate.

Level three - program managers believe that their job is to provide the best possible programs for students.

Level four - systematic problem solvers are committed to doing whatever is necessary by the way of invention and delivery in order to give students the best possible chance to learn. (Leithwood & Montgomery, 1986, p. 312)

Some studies address the leadership styles; some focus on supportive words or behaviors. Goleman (1998) and Kouzes and Posner (1999) connected teacher job satisfaction with Maslow's third and fourth level of needs—the importance of love and affection, respect, recognition, and appreciation. Bulach, Pickett, and Boothe (1998) reviewed studies that reported the common errors principals make include a lack of human relation skills.

If a principal is supportive and fosters participation, develops clear goals and policies and holds people accountable for results, is persuasive and effective at building alliances and solving conflicts, is inspirational and

charismatic, and more committed to the teaching profession, students, colleagues, employers, parents, and the community, the climate of the school and satisfaction of the staff will be high. Teacher job satisfaction is also associated with higher autonomy at work (Hall, Pearson, & Carroll, 1992; Poulin & Walter, 1992) and with aspects related to the teaching profession. The effect of teachers' perceived autonomy in the classroom was also examined and found to be positively correlated with job satisfaction (Kreis & Brockoff, 1986). More general research on worker job satisfaction and commitment has shown that conditions at work, such as role conflict, autonomy, support from peers, and adequacy of resources, are related to job satisfaction (Meyer & Allen, 1997; Spector, 1997). Lambert studied the relationship between faculty morale and school principals' leadership behavior in 21 schools. The research instruments used to collect data from the teachers were Halpin's Leader Behavior Description Questionnaire and the Purdue Teacher Questionnaire. An analysis of the data showed that high leader behavior scores were associated with high morale scores and that the consideration component of the Leader Behavior Description Questionnaire was more closely correlated with teacher morale than was the initiating component.

#### Statement of the Problem

This research was led by the following problem statement:

There is no relationship between principal leadership behaviors and school climate, teacher job satisfaction, and student achievement.

## Definition of Terms

*Accountable* - refers to the act of being obligated or subject to giving report.

*Active management by exception* - is identified when a leader watches and searches actively for deviations from rules and standards in order to avoid these deviations; if necessary, corrective actions are taken.

*Attributed influence* - refers to the attribution of charisma to the leader.

*Behavior influence* - emphasizes a collective sense of mission and value, as well as acting on these values.

*Contingent reward* - is a leadership behavior by which the leader focuses on clearly defined tasks while providing followers with material or psychological rewards on the fulfillment of these tasks.

*Individualized consideration* - is defined by considering individual needs of followers and developing their individual strengths.

*Inspirational motivation* - refers to the articulation and representation of a vision by the leader.

*Intellectual stimulation* - includes challenging the assumption of followers' beliefs, their analysis of problems they face, and solutions they generate.

*Laissez-faire leadership* - is the absence of leadership.

*Leadership* - is a process through which an individual secures the cooperation of others toward the achievement of goals in a particular setting.

*Management by exception (passive)* - is characteristic of a leader who intervenes only after errors have been detected or if standards have not been met.

*School climate* - refers to the way teachers of the school fit together, to work for an atmosphere in which curriculum development, instruction, and student learning can continue to improve.

#### Purpose of the Study

The purpose of this study was to determine the significant relationship of principal leadership behaviors to the school climate, teacher job satisfaction, and student achievement. This study was conducted to determine which subscales of leadership relate to each of the variables. Based on the researcher's findings, the school principal will be able to adapt or adjust his or her style of leadership to create a more pleasant climate for their schools and improve morale and student achievement.

This study was conducted during the spring and summer of 2007 in the city schools of an east Mississippi district. The sample size for this study consisted of approximately 350 staff persons (assistant principals, office staff, certified teachers, paraprofessional, counselors, and other special service personnel (e.g., speech-language pathologists)).

#### Hypotheses

The hypotheses that guided this study are stated based on the null.

1. There is no significant statistical relations between principal leadership behaviors and school climate.
2. There is no significant statistical relationship between principal leadership behaviors and student achievement.
3. There is no significant statistical relations between principal leadership behaviors and teachers' satisfaction with their jobs.

### Delimitations

Steps that were taken to limit the scope of this research are listed as follows:

1. Elementary, middle, and junior high school teachers in Meridian, Mississippi, and the local senior high school were selected.
2. Meridian Public School District respondents were full-time employees.
3. Employee respondents had been assigned to the school for at least one year in order to rate their school leader.

### Assumptions

The assumptions by which the study was conducted included the following:

1. Subjects gave accurate responses.
2. All respondents had a relationship with their principals.
3. Respondents were not influenced by other stakeholders.

### Limitations

The limitations of this study included that some respondents may have had family ties to their administrator. Family relationships among staff members is prevalent in smaller school districts, such as Meridian. Other respondents may have felt a "personal" debt to their administrator for rehiring the teacher on an Emergency license or other basis. This may cause teachers to be less than candid or honest about their administrator's leadership behaviors. Another limitation to this study may have been that some of the questions were not clear to the respondents. Thus, participants may not have responded correctly. For

example, question 19 on the secondary schools questionnaire used the word "autocratic." Participants who are not prospective or practicing school administrators may not be familiar with the term "autocratic."

#### Justification

School administrators face ethical dilemmas as a regular part of their daily work (Crowson, 1989) and it seems reasonable that they should be expected to be competent in the skills of moral reasoning. Curriculum preparation is also needed as part of the formal training that many administrators already have obtained. As the school population becomes more and more diverse, school administrators need to become proactive in creating environments for students, teachers, and parents that are supportive and inclusive of differences and that are responsive to the rapidly changing social contexts within which schools operate. Administrators will be held accountable for "knowing" and "practicing."

Whereas there has not been any research that has connected leadership to achievement, there are a myriad of beliefs in effective models that relate leadership to make positive changes in curriculum and instruction, to lend itself to positive changes in achievement. Theorists contend that members of an organization are most happy when their needs are considered and met. A leader's attitude toward the members of an organization affects the culture and performance of the members of the school. Of the theorists' beliefs that exist about leadership, the most pervasive themes that emerge include the leader being in a powerful position to incite change in an organization when the goals, mission, and vision are clear and consistently communicated to members..

## CHAPTER II

### REVIEW OF THE LITERATURE

The review of literature as it relates to school climate, student achievement, and teacher job satisfaction is discussed in an order that readers may ascertain the importance of these components in the context of a wealth of research. Many studies have been conducted to yield information in these areas: school climate, teacher job satisfaction and motivation, and student achievement. At the conclusion of this information, a summation of the review of related literature is included.

#### Leadership

Hopes that the answer to the problem of transforming schools lies with the strong leader with exceptional vision and action have been uttered for a number of reasons. Such leaders do not come to schools ready to meet the demands involved in being a school leader in today's schools (Copeland, 2003) and these conceptualizations often have little appeal. Also, the various administrative duties a principal must carry out leaves little time to complete the needed "heroic" activities and to copy with the more usual responsibilities (Elmore, 2002). The alternative concept of leadership has its focus on how school leaders promote and sustain conditions of successful schools in connection with others, instead of what structures and programs are needed for success (Spillane, Halverson, & Diamond, 2004).

Policymakers and researchers are requiring leaders to transform their schools (Barber, 2000). Leaders are encouraged to adopt new styles and habits that will improve morale, build capacity, and enhance performance (National

College for School Leadership, 2003). The best should lead the rest in the advance of transformational leadership. Leadership is to the current decade what standards were to the 1990s for those interested in large-scale reform (Fullan, 2003). By creating their emotional intelligence, leaders are supposed to become resonant so that followers berate with their upbeat and enthusiastic energy (Goleman et al., 2003) and commit themselves to moral purpose of the highest order. Despite these self-confident assertions, there is no evidence to suggest that, on its own, transformational leadership brings about anything but modest improvement consequences for pupil outcomes. Although there are very few in-depth studies of how schools develop and change over time, Fink (2003) said there is evidence that sustainable improvement is time-consuming and complicated. Hallinger and Heck (1998) concluded from their review of 41 studies of leadership impact that principals have only a small, indirect effect on school performance. Only 10% of schools seem to be improving rapidly and consistently ahead of the rest, while few institutions have managed to lock into cycles of continues improvement (Gray, 2001). None of the school studies by Gray succeeded in making definitive improvement from one level to the next. On the contrary, after 3 years of improvement, most schools regress. Better student outcomes are acknowledged to be a "mountain still left to climb" (Hopkins & Reynolds, 2001). Apparently, schools seem to spin out of control or lose potency. Succeeding in sustaining improvement is more often the exception than the rule.

The importance of the principal's role as an instructional leader and the direct relationship on changing instructional practice to improve student



performance has been researched extensively. Leithwood and Jantzi (2000) described instructional leadership as a series of behaviors that are designed to affect classroom instruction. In this environment, principals are responsible for informing teachers about new educational strategies, technologies, and tools that apply to effective instruction. Researchers agree that the principal must be a strong instructional leader, although they do not always agree on a definition or the characteristics that embody instructional leadership.

In his vision for improving schools, Barth (1990) declared, "Show me a good school and I'll show you a good principal" (p. 5). Current research indicated that effective instructional leadership involves a number of variables. Foriska (1994) described instructional leadership as critical to the development and maintenance of an effective school. Instructional leaders must influence others to pair appropriate instructional practices with their best knowledge of the subject matter. The focus must always be on students and active teaching, and principals must supply teachers with resources and incentives to keep their focus on students.

Andrews and Soder (1997) described the effective instructional leader as a principal performing at high levels in four areas: resource provider, instructional resource, communicator, and visible presence in the school. Both researchers found that student achievement data revealed that the gain scores of students in strong-leader schools were significantly greater in both reading and mathematics than those of students in schools with average or weak leadership. Siens and Ebmeier (1996) concurred and found that while principals have strong, direct effects on intermediate school variables, such as teacher attitudes, they have

little direct effect on student outcomes. Instructional leadership is not defined as the same for principals of elementary schools and principals in secondary schools. Larsen and Hartry (1987) found that there were major differences between elementary and secondary principals' and teachers' perceptions of how instructional leadership behaviors were being implemented in six categories of instructional leadership. The categories included goal setting, school-community relations, supervision and evaluation, school climate, instructional coordination, and staff development. Among this research, elementary principals often were personally more involved in planning and instructional supervision, whereas secondary principals tended to delegate leadership responsibilities and influence instruction indirectly and symbolically. Leadership at the building level clearly influences student achievement and school effectiveness, but it has been difficult for researchers to directly link principal attributes to academic growth (Heck, 1993).

### School Climate

Recent work on "organizational culture" supports the belief that a person's subjective interpretation of a working climate has a great deal of impact on motivation and personal investment (Yukl, 1999). A systematic study of the effects of school culture on students has been instrumental in developing critical constructs which characterize the culture of a school towards accomplishment, recognition, power, strength of climate, and affiliation. These different types of school culture have a measurably different impact on student motivation and achievement. It is important to include that some measures of the source of school culture is the leadership in the school. Firestone and Rosenblum (1989)

identified five important organizational factors which influence teacher commitment: sense of purpose, about the work, mutual respect and affiliations, administrative support, and opportunities for decision-making. Each of these factors derive from the subjective relationship between teachers and the principal of the school, reflecting as much the way a school leader is viewed by teachers and it does some objective degree of support, management, or control provided. In this way, the research on principal leadership points to a central role to be played in overall teachers' satisfaction and commitment (Lee, Houtveen, & van der Grift, 1989). The operations of a principal work outward in a diffuse manner, influencing more than just one teacher at any one time. Thus, it would make sense to conceptualize the impact of a principal as working primarily through the culture of the school environment as a whole. So far, very little attention has been paid to the relationship between leadership and other school context variables (Blase, 1987). It is important to consider how subjective perceptions of leadership may work through the overall culture of a school to contribute to teachers' satisfaction and commitment.

The past decade has been impacted by research on the work environment, and its social realities of teaching have been a theme in the work of McLaurin (1986) and Lieberman and Miller (1991). These researchers argued that the most competent and talented teachers have been led to believe that they cannot and will not teach. Anderson (1993) defined school climate as including "the total environmental quality within a given school building" (p. 17). Because there is little consensus concerning the elements that shape school climate, researchers investigated a variety of attributes including the physical

plants, rules governing operating procedures, teacher commitment, student characteristics such as socioeconomic background, ability and motivation, principal leadership, teacher control, teacher morale, and academic emphasis. Hoy, Tater, & Bliss (1990) adopted the concept proposed by Halpin that climate forms a continuum, ranging from open to closed. Schools with an open climate operate with few rules or regulations and benefit from "reality-centered leadership from the principal and a committed faculty" (p. 261). Conversely, schools having a closed climate are hampered with burdensome paperwork, restrictive rules and regulations, and close supervision. These beliefs have resulted in varying degrees of apathy, helplessness, and lack of motivation to remain in the profession. Teachers are the most important resource. However, the issues that lend themselves to healthy teaching continue to have been ignored. Considerable research has been conducted to examine the link of teachers' efficacy to school reform efforts and instructional effectiveness in schools. Thus, there is general agreement that teacher efficacy is an important dimension that forges the link between these factors. Self-efficacy and sense of efficacy are used interchangeably to describe the extent that a teacher believes he or she can affect student performance.

"When the atmosphere of the school is one that values learning and supports achievements, it is difficult not to learn" (Krug, 1993, p. 241). The principal is responsible for creating an atmosphere of educational excitement at all levels and for channeling the energies of students and teachers in productive ways (Krug, 1993). The instructional climate of the school can be promoted in a variety of ways, including provision of a safe and structured environment, child-

centered activities, and a pervasive understanding that a premium is placed on doing one's personal best, even though a large body of research on instructional leaders remains one of the more controversial characteristics associated with effective school districts (Lezotte, 1994). There are still very few principals who are described as instructional leaders (Lezotte, 1994). The reasons for this are multiple and include a resistance to change in the form of school reform, a reluctance to subscribe to the commitment of "learning for all" as opposed to "learning for many," a tendency by the powers that be to hire administrators who, like themselves, use traditional organizational management techniques, and the difficulty inherent in implementing all of the tasks associated with the principalship, both management and leadership. Rallis and Highsmith, in a text by Jacobson and Conway (1990), questioned whether or not any one person can be an equally effective manager and instructional leader. The principal, already spread thin with the demands of the 1990s, now has an additional role dimensions (Jacobson & Conway, 1990). Bennis (1994) believed that for three reasons leaders are needed: (a) someone (at the "top") must be responsible for the effectiveness of the organization, (b) change and upheaval require some kind of anchor, and (c) a pervasive national concern about the integrity of today's institutions request competent, honest people in positions of leadership.

School climate has been under study by a number of researchers. The importance of classroom and school climate has been emphasized by Goodlad (1984) who studied 38 schools in seven regions across the country. The study involved interviews with all 38 principals, 1,350 teachers, 8,624 parents, and 17,163 students. There were also intensive observations in 1,016 classrooms.

Goodlad reported that school differed very little in the type of instruction found within classes. He did find differences in students' achievement. Recently, Owens (1991) cited Tenato Taguiri in his description of school climate because it addresses the total environmental quality within a school building. Owens placed variables into one of four categories. The first category, known as the ecology category, includes physical and material features of the school. Owens postulated that one might gain insight into the condition of school climate by observing the condition of the building, equipment, technology, and similar components. The second category is known as the milieu category. This includes characteristics of the people who comprise the organization, their needs, motivations, and disposition. The third category, the social system, includes a description of the organizational structure of the school. This kind of information is evidenced by descriptions of how teachers interact with each other and with administrators. Owens's final category was called the culture component. This includes values, beliefs, and norms that are indicative of members of the organization. In the study of 12 high schools in England, Rutter and his colleagues (1979) reported that a variety of factors differentiated schools with positive student behavior and high achievement from schools facing serious problems. Factors in those schools that significantly affected students' behavior and performance included:

1. The manner in which teachers emphasized academic achievement
2. Teachers' organizational, instructional, and classroom management skills
3. High teacher expectations about student performance

4. Teachers' willingness to see students about problems at any time
  5. An emphasis on rewards rather than punishment
  6. Associated consistency in teachers' expectations and behavior
  7. Students' involvement in positions of responsibility with the school.
- (p. 76)

Rutter and his associates (1979) concluded that the "pattern of findings suggested that not only were pupils influenced by the way they were dealt with as individuals, but also there was a group influence resulting from the ethos of the school as a social institution" (p. 205). Dorman's (1981) Middle Grades Assessment Program has been found to be exceptionally helpful in helping middle-school staff in determining directions for improving the quality of their school's climate. Bulach, Malone, and Castleman (1995) also offered other instruments to assess school climate. Teachers should work together to consider not only how their classroom management and instruction influence students' behavior and achievement, but also how the school environment can be adjusted to encourage positive student attitudes. Sergiovanni and Starratt (1998) explained the importance of these issues when he discussed the kinds of vital relationships that must exist between teachers and students. Work underscored the fact that these relationships are more special, meaningful, and personalized. This results in a quality of connectedness that makes members of the school community feel a special obligation to look out for each other. Researchers assumed that new principals generally produce improvements in school climate in their initial year. They determined this by creating a design that required a

climate survey of staff members at the beginning of the school year with a follow-up survey to be conducted in January. Three schools included one high school, one middle school, and one elementary school. Ostroff (1992) developed The Effective Schools Climate Inventory. It was administered to all staff members. The instrument identified eight general variables. Each of the general variables was divided into sub-variables. Those sub-variables included clear school mission and instruction, safe and well-ordered learning environments, expectations for success, high morale, effective instructional leadership, quality classroom instruction, monitoring student progress, and positive home-school relations. Respondents recorded answers to each of the 40 items by indicating whether the activity mentioned in the item occurred never, rarely, usually, or always. Ostroff also included questions about demographic information.

Researchers hypothesized that the three relatively new principals in the study would improve school climate. Findings showed that overall there was no statistically significant difference between the survey conducted at the beginning of the semester and the final survey conducted at the end.

Engaging school staff, families, community members, and students in creating and maintaining a positive school climate requires a strong school administration supported by a core of staff and families. A successful administrator must be willing to take the risks necessary to transform a climate and provide ongoing support to those engaged in the process (Fullan, 2003). Some of the most important roles of the administrator include articulating a shared vision and sense of purpose for those in the school and serving as a strong role model from the way adults relate to children and families, to the way



decisions are made. Nothing in a school is too small not to contribute to its climate, and a skilled administrator recognizes that. If there is a common thread to creating a positive school climate, it is the importance of relationships student to student, teacher to teacher, teacher to family, administrator to staff, and school to community.

A principal's method of administration, or leadership style, may affect the morale and productivity of teachers as well as the entire climate of the school. Before the 1980s principals were judged by their ability to manage school operations with business-like efficiency. Today's school leader is faced with an academic mission. Several studies show that high achieving schools have principals who boldly lead the academic program, set goals, examine curriculum, evaluate teachers, and assess results. Little (1982) characterized the collaborative school as one in which teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices. A collaborative principal facilitates this process of teachers teaching, working together, and teaching each other the practice of teaching. Schmuck et al. (1985) stated that collaboration ultimately depends on the development of norms of cooperation among the school's personnel. Sagor (1992) felt that collaborative principals survey their staff often about their wants and needs. Maehr, Midgley, and Urdan (1993) contended that when people are personally invested in their work with an organization and have a voice in what happens to them that their work becomes more meaningful and significant because it is viewed as contributing to a higher purpose or goal. A principal with a directive leadership style views his or her position as one of authority. The belief to this style of

leadership is that the administrator knows better than the teacher what needs to be done to improve instruction (Glickman, 1990). Glickman also stated that non-directive leadership style suggests that the supervisor behaves in ways that keep the teachers thinking and focuses on observation, interpretation, problem identification, and problem solutions. Cheng (1993) found stronger school cultures had teachers with higher levels of motivation. In an environment with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and increased productivity. Adams (1992) showed that principals who control reinforcement for teaching behavior are the key to improving morale and self-esteem of teachers. In this study, the questionnaire was based on the San Diego County Office of Education Effectiveness of Schools. The instrument was divided into two sections: leadership style component and the school climate component. Teachers indicated which leadership style, collaborative, directive, or non-directive, best fit their principals. Sections on school climate offered a Likert scale for the teacher to use to evaluate the school climate. In the district, 7% of those surveys returned reflected a directive leadership style, 60% indicated that their principal used a collaborative leadership style, 33% of respondents indicated their principals used non-directive leadership. Of the 169 surveys, 104 teachers rated their principal as collaborative. The remaining 54 teachers chose "non-directive" as their principal's leadership style. According to the study, collaborative principals' average scores were the highest while directive principals had the lowest average and non-directive principals averaged in the middle. The findings from that study showed that the majority of principals

practice collaborative leadership styles based on teacher perceptions.

Collaborative principals also comprised the highest average scores on positive school climate.

Education leadership is possibly the important single determinant of an effective learning environment. Skilled leaders correctly envision future needs and empower others to share and implement that vision. Fullan (2003) pointed out that "only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement" (p. 16).

The climate of the school includes the unwritten beliefs, values, and attitudes that become the style of interaction between students, teachers, and administrators. School climate sets the parameters of acceptable behavior among all school stakeholders, and it assigns individual and instructional responsibility for school safety. Because schools have become very complex organizations, principals must move beyond occasional brilliant flashes to methods of continuous improvement. The variables associated with improved student achievement have been a focus of researchers for many years. Today, the No Child Left Behind Act (NCLB) has significantly increased the pressure to improve student achievement.

School climate, leadership, and quality instruction are frequently associated with effective schools. In addition, principals' perceptions of their own leadership styles can be compared with teachers' perceptions of their principals' leadership styles.

Early research by Brookover, Schweitzer, Schneider, Bedy, Flood, and Wisenbaker (1978) and Rutter, Maughn, Mortimore, and Ouston (1979) found that correlates of effective schools include strong leadership, a climate of expectation, an orderly but not rigid atmosphere, and effective communication. Leaders who fully understand leadership theory and improve their ability to lead are able to reduce employee frustration and negative attitudes in the work environment. Ubben and Hughes (1992) stated that principals could create a school climate that improves the productivity of both staff and students and that the leadership style of the principal can foster or restrict teacher effectiveness. According to Hershey and Blanchard (1988), the Situational Leadership Model that identified four styles of leadership (autocratic, democratic, encouraging and social, and laissez-faire) discussed these factors in determining effectiveness of school leaders.

A positive school climate can enhance staff performance, promote higher morale, and improve student achievement (Freiberg, 1998). Heck (2000) and Goddard, Hoy, and Hoy (2000) linked school climate and student achievement. School climate may be one of the most important ingredients of a successful instructional program. Without a climate that creates a harmonious and well-functioning school, a high degree of academic achievement is difficult, if not impossible to obtain (Hoyle, English, & Steffy, 1985). Bulach et al. (1995) concluded that school climate is a significant factor in successful school reform.

The school climate includes factors such as communication patterns, norms about what is appropriate behavior and how things should be done, role relationships and role perception, patterns of influence and accommodation, and

rewards and sanctions (Fox, Schmuck, Elmer, Rivito, & Jung, 1979). Unhealthy school climates contribute to low innovation, low job satisfaction, alienation, lack of creativity, complacency, conformity, and frustration.

Organizational or school climate, in general, is the study of perceptions that individuals have of various aspects of the environment in the organization (Owens, 1987). It is the feel of the school as perceived by those who work there or attend class at that school. It is the general "we feeling" and interactive life of the school.

The climate of a school can be shaped by the actions and behaviors of the building principal (Sergiovani & Starratt, 1998). Bulach et al. (1998) found that teacher views of teacher-principal interactions were related to school climate and instructional organization. Principals' behaviors are related to school climate (e.g., effective communication, teacher advocacy, participatory decision-making, and equitable evaluation procedures).

In one study, school climate was assessed using the Staff Development and School Climate Assessment Questionnaire (SDSAQ) (Zigarmi & Edeburn, 1980). The SDSCAQ is a Likert-type instrument that provides six scale scores: (a) Communication, (b) Innovativeness, (c) Advocacy, (d) Decision-Making, (e) Evaluation, and (f) Attitudes toward Staff Development. The Communication scale measures teachers' perceptions of information sharing, listening to concerns, and ease of sharing ideas. The Innovativeness Scale score measures teachers' perceptions of the extent that leadership supports new ideas. The Advocacy Scale assesses the teachers' perceptions related to rapport and professionalism among staff members and support of leadership. The Decision-

Making Scale measures the teachers' perceptions of opportunities for input into decisions. The Attitudes Toward Staff Development Scale assesses the teachers' perceptions of administrative support for staff development, in-services, individual growth, and effectiveness of in-service activities. The scale scores were determined to be reliable. Cronbach alphas were all above .80 (Zigarmi & Edeburn, 1980).

The importance of the school climate has gained a great deal of attention in recent years (Krug, in press; Maehr & Fyans, 1989). Many researchers have suggested that the climate is an important variable and can be directed by leaders to achieve organizational objectives. One of the five elements of instructional leadership declares that effective leaders nurture and develop a climate where learning is valued. Since most outcomes ultimately have their own origin in beliefs about what is possible, the importance of the beliefs of school administrators, teachers, and students upon learning outcomes cannot be underestimated. Other literature of school climate has recognized leaders as an essential element in determining organizational climate and productivity (Chelte, Hess, Fanelli, & Ferris, 1998). By the same token, school climate has been recognized as a powerful element in determining leadership effectiveness, faculty trust in the principal, and trust among teachers (Tarter & Hoy, 1988).

#### Teacher Job Satisfaction

During the early part of the 20<sup>th</sup> century, organization theory was dominated by the scientific management movement. Under this approach, the worker in the organization was assumed to be a passive instrument of management. Motivation was not conceptualized as a serious problem since

members of the organization were thought to be motivated by the goal of economic gain. The second half of the century was characterized by a great concern with human motivation. The human relations movement challenged the assumption that workers were only motivated by the desire for economic gain. Evidence from the Hawthorne Studies in the 1960s led to the conclusion that the way workers felt about themselves, their colleagues, and the organization was important to the production effectiveness and efficiency which established the importance of the human dimension. Miles (1965) challenged the human relations approach and advocated the human resources approach which called for the involvement of members in order to achieve decisions that will be carried out in an efficient and effective way. He said that the model that was created based on the assumption of organization members are important sources of ideas; they are problem solvers, decision makers, and controllers.

McGregor (1957) developed a thesis that the nature of personnel management practices is largely the result of the assumptions that management makes about the human beings in an organization. He developed the X and Y theory which assumed that management had the responsibility to structure the elements of the organization to facilitate the achievement of organizational goals. The studies of leadership and its effect on teacher motivation have shown the behavior of the leader to be an important factor in group effectiveness. Teacher participation in decision making has been broadly advocated as a process for improving teacher satisfaction.

Teachers' participation in school-level decision making has gained the interest of researchers and policymakers alike because of the central position it

holds in discussions of school restructuring. Similarly, research interests in school effectiveness during the 1970s and early 1980s brought school climate to the forefront as an important characteristic of successful schools (Eubanks & Levine, 1983). Presently, the restructuring literature proposes that a school climate supportive of instructional innovation, combined with participatory decision making, will lead to a greater sense of professional efficacy among teachers and an improvement in teachers' feelings of satisfaction (Taylor & Tashakkori, 1994). Researchers have demonstrated that workplace conditions such as school size, administrative control, organizational culture, group racial composition, and so forth affect teacher satisfaction (Gaziel & Maxlowvaty, 1998). Teachers work more effectively together when morale is high and when students sense that their teachers care about them and have high expectations for them (Tyler, 2000). The responsibility for this atmosphere is believed to lie with the principal. Clark (1995) contended that team building cannot be done overnight, but requires careful planning, "training, practice, and thought" (p. 9). This training, practice, and reflection include both development in instructional methods and curriculum and in working together productively (Clark, 1995).

One source defined morale as the feeling a worker has about his or her job based on how the worker perceives him- or herself in the organization and the extent to which the organization is viewed as meeting the workers' own needs and expectations (Washington & Watson, 1976). Another concept defines morale as "the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation" (Bentley & Remper, 1980, p. 548). A principal's ability to create a positive school



climate and culture can affect teacher morale. Adams (1992) stated, "Principals, who control many of the contingencies in the work environment and are the source of much reinforcement for teaching behavior, are the keys to improving the morale and self-esteem of teachers" (p. 346). Miller (1981) noted that teacher morale can have a positive effect on pupil attitudes and learning. Raising the teacher morale level is not only making teaching more pleasant for teachers, but also makes learning more pleasant for students. This creates an environment that is more conducive to learning. Morale and achievement are also related. Ellenberg (1972) found that "where morale was high, schools showed an increase in student achievement" (p. 249). On the other hand, low levels of satisfaction and morale can lead to decreased teacher productivity and burnout, which is associated with a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of students. Thus, morale of teachers can have far-reaching implications for student learning, the well-being of the organization, and the health of the teacher. Among educators, the belief is widely held that the more teachers share in decision making the greater their job satisfaction (e.g., Blase & Blase, 1994). Participation in decision making is often suggested as a humanistic approach to management and as a vehicle for increasing employee job satisfaction and productivity. While the research has not always pointed to consistent findings regarding participation, numerous studies indicate that decisional participation is positively linked to job satisfaction in school settings (Belasco & Alutto, 1972). Restructuring literature suggests that decisional

participation leads not only to increased job satisfaction, but also greater feelings of efficacy for teachers. While many studies support the effectiveness of decisional participation, some studies fail to show an effect. Among several possible explanations offered in Literature, three are pertinent to a discussion on satisfaction. Because the extent to which employees are involved in decision making may fall at any point on the continuum, studies of decisional participation uncover varying results. Some research, however, reported that shared decision making can have serious negative outcomes on the lives of both principals and teachers (Murphy & Louis, 1994). As teachers are more involved in critical decisions concerning the direction of the school and as they have more autonomy and input, their communication becomes more complex and may be a source of de-motivation and job stress. Maeroff (1988) described teacher empowerment from this perspective. He viewed teacher empowerment as a way "to make teachers more professional and to improve their performance" (p. 57). Thomas and Velthouse (1990) have shown that empowerment can be correlated positively with job satisfaction and negatively with job stress. In this sense, a high level of intrinsic empowerment is associated in a positive way with the lives of employees in the workplace. Several theories have been developed to show that leadership plays an important role in creating an empowering environment, one that is positive and motivating, one that promotes self-determination and self-efficacy (Bass, 1990; Bennis & Nanus, 1985; Gist & Mitchell, 1992; Thomas & Velthouse, 1990). Empirical research that links principal leadership behaviors with teachers' lives is limited. The Thomas and Velthouse study examined how principals' empowering behaviors that focus on intrinsic

empowerment relate to teacher motivation. Job stress and job satisfaction were examined because they are attributes of job performance (Cranny, Smith, & Stone, 1992) and quality of life in the workplace in that they can be viewed in the context of the broader emotional lives of employees (Farber, 1991). Furthermore, although past research has shown motivation to be related to job satisfaction and job stress (Friedman & Farber, 1992), research linking these variables to a leader's intrinsic empowering behaviors does not exist.

Sirotnik (1989) reminded that, "it must not be forgotten where the ultimate power to change is and always has been—in the heads, hands, and hearts of the educators who work in our school" (p. 109). It is the interaction patterns existing among teachers and administrators that largely determine the effectiveness of a school (Barth, 1990; Johnson & Johnson, 1989). The important piece of this investigation is Barth's (1990) claim that the extent to which teacher-principal interactions are generally supportive and trusting, or adversarial and suspicious, is reflected in most other relationships in the school. Educational leaders are facing many barriers to educational effectiveness. These barriers transcend the traditional challenges presented by changing student demographics, resource reductions, increased operating costs, and the urgency to produce immediate achievement gains while providing quality learning experiences for students. Fear and distrust are organizational phenomena that negatively affect the commitment, motivation, confidence, and perceptions of teachers at work. A common manifestation of fear or distrust is a hesitation of members of the organization to speak out about problems, necessary changes, or improvements, or other work-related issues (Ryan & Oestreich, 1991).

Conversely, trust in relationships, particularly in the teacher-principal dyad, positively affects teachers' willingness to speak out about important work-related issues. The goal of one study began to describe the relationship between school climate and communication. More specifically, it described teachers' willingness to upwardly communicate about school-related issues and concerns in relation to school climate. The basic inquiry of this assumption is that school improvement, reform, and excellence are directly related to what teachers do and think. Their importance to the organization and the effectiveness of schools cannot be overstated.

To examine the upward communication it is important to have some degree of appreciation for the paradox that organizations present that "people create, maintain, and control organizations, yet organizations attain a life of their own and often overshadow, constrain, and manipulate their members" (Poole & McPhee, 1983, p. 195). Weish (1979) suggested that most "things in organizations are actually relationships and that events or outcomes are dependent on the strength of the ties, the direction of influence, the time it takes for information in the form of differences to move around circuits" (p. 88).

The environment has long been recognized as a powerful influence on the perceptions and, therefore, behaviors of individuals (Shadur, Kienzle, & Rodwell, 1999). Climate in this sense is generally assessed through organizational members' perceptions and descriptions of situational practices and procedures. Stimson and LaBelle (1971) used the Organizational Climate Description Questionnaire (OCDQ) and found that highly bureaucratic educational systems are more likely to be perceived by teachers as closed climates than less

bureaucratic organizations. School climate is organizational climate with context specificity. It embraces the many personalities, the principal and teachers, interacting within the sociological and psychological framework present in all schools. According to Norton (1984), a school's climate plays a direct and critical role in determining what the school is and what it might become. Climate sets the tone for the school's approach to resolving problems, trust and mutual respect, attitude, and generating new ideas. Poole and McPhee (1983) argued that the focus of school climate research must be on interaction processes because climate is a function of the day-to-day practices in organizations and, simultaneously, a structure for interpreting or understanding specific events within the organization. Halpin and Croft (1963) described organizational climate in general terms as teachers' perceptions of their school environment. The OCDQ is the best known instrument created for assessing school climate. The instrument focuses on principal-teacher and teacher-teacher relationships, the questionnaire identifies whether the overall school climate is open or closed. However, the original OCDQ was designed specifically for the elementary school setting and has been criticized for not being suited for secondary schools (Carver & Sergiovanni, 1969). Secondary schools are different from elementary schools by their size and potential for specialization and culture.

In response to the criticism, Hoy, Tarter, and Kottkamp (1991) developed the Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS) to discover patterns of teacher and administrator behaviors in secondary schools. Five dimensions of school climate represented in the OCDQ-RS fall into two categories: principal behavior and teacher behavior related to

interactions and relationships with students, colleagues, and the principal. An important method for interaction, as well as an essential feature of interaction systems, is the communication network found in organizations and the observable relationships and practices that it involves (Poole & McPhee, 1983). Andrews and Soder (1997) noted a positive correlation between principal personality and leadership style and the overall openness or "closedness" of school climate. That is, open climate schools tend to have confident, cheerful sociable, and resourceful principals, while principals in closed climate schools tend to be evasive, traditional, worried, and frustrated. Weish (1979) claimed that th words, symbols, and actions of human actors construct and sustain their social realities. Thus, meaning does not reside in organizational messages, events, or communication channels. However, meaning is derived in people and evolves through their daily discourse and social interactions. Communication, then, is not simply an event that takes place inside an organization where people transmit oral and written messages; rather, it is a continual process of creating and/or reaffirming the social reality that makes the organization (Birk & Burk, 2000). The summary of the five subtests details the following:

Supportive principal behavior is directed toward both the social needs and task achievement of the faculty. In this, the principal is helpful and concerned about teachers and he attempts to motivate staff by using constructive criticism and by setting an example with hard work.

Directive principal behavior was described as rigid and domineering controlling. Here, the principal maintains close and constant monitoring of all teachers and school activities even to the smallest detail.

Engaged teacher behavior is reflective of a faculty in which teachers are proud of their school. They enjoy working with each other, are supportive of their colleagues, and they are committed to the success of their students.

Frustrated teacher behavior is characterized by faculty that feels itself burdened with routine duties, administrative paperwork, and excessive assignment unrelated to teaching.

Intimate teacher behavior is indicative of a strong and cohesive network of social relations among the faculty. (p. 54)

Two subtests from Dennis' Communication Climate Inventory (CCI) were adapted to the high school context and employed to describe teachers' perceptions of their (a) opportunities for upward communication, and (b) the principal's communication supportiveness. Forty-one secondary schools in Ohio were systematically targeted as the population. The participating schools represented an in-depth, systematic sampling of a specific stratum of county schools in the state. The selection criteria required that participating schools:

- be composed of 22 to 24 certified teachers, counselors, and library-media specialists in grades 9 through 12
- be comprehensive (i.e., not specialized such as in a vocational school, magnet school, alternative school, and the like in curriculum)
- be under the jurisdiction or service provision of an educational service center or county office of education (i.e., a school within a county local school district)

- be free of special influences that may have posed threats to internal validity by inordinately affecting teachers' perceptions of school and/or communication climate (e.g., teacher association-administration contract negotiation impasse, recent student to faculty member death, recent relocation to a new or different facility, or recent participation in similar research), and
- have the principal's consent to participate and have teachers respond within the established timeline.

Researchers selected these schools because of its homogeneous demographics. The targeted schools were believed to be comparable because of school size, socioeconomic environment, diversity, funding and organizational structure, and administration. Almost 60% of the teachers, counselors, and library-media staff completed and returned the questionnaires. School that participated were then identified, based on their overall openness indices, on a continuum ranging from the most open climate school to most closed climate school. In this study, the interpretation of the standardized openness score is based on a mean score of 500 and a standard deviation score of 100 (Hoy et al., 1990). The difference in openness mean scores between the identified open climate schools and closed climate schools was 2.05 standard deviations, suggesting the climates are measurably different.

Improving teachers' job satisfaction is paramount in an era when 50% of new teachers drop out of the profession in the first 5 years (Colbert & Wolff, 1992). Eager beginning teachers burst into their first classrooms confident they will touch their students' lives and inspire them to learn. However, lack of



administrative and collegial support, budget constraint, a flagging sense of personal teaching efficacy, and a controlled curriculum often squash their enthusiasm. Teacher job satisfaction reduces attrition, enhances collegiality, improves job performance, and has an impact on student outcomes. Measuring job satisfaction is a complex process because teachers are not unified in their perspectives about what makes them satisfied with their careers (Shann, 1998).

### Student Achievement

There is a need for quality leadership which is focused on instruction. There is a plethora of ideas available on preparing administrators to be focused on instruction. It is essential that school administrators have excellent knowledge of relevant objectives in each curriculum area. Administrators then have suggestions available when the need arises to present relevant objectives to teachers. These objectives might well be vital when assisting students in a sequential step of learning. In addition, adequate knowledge of learning activities to achieve then chosen objectives need to be in the offing. Often, teachers ask for information on what learning opportunity to provide a student who is having difficulties in achievement. Assessment techniques need to be in the administrator's repertoire to help teachers determine what students have learned or have yet to learn. Then, there is a need for quality leadership which is focused on instruction. Schools of education preparing school leaders must select potential candidates who can interact freely with others in positive ways. Literature is replete with examples of how the role of today's school administrator has changed from that of a manager to an instructional leader (DuFour, 1999). Principals are leading professional development activities, helping school

councils make decisions by consensus, preparing and facilitating analysis of standardized testing results, and leading their schools in ways that require a complete understanding of effective instructional practices. Top-down decision making is being replaced with opportunities for teachers, parents, and other stakeholders to be involved. This requires a change in culture requiring principals to rethink leadership strategies and policies (Lashway, 1995). Teachers perceive that principals who provide on-going dialog with the teaching staff and provide opportunities for professional development have a more positive impact on student learning (Blase & Blase, 2000). Some researchers have asked the question if administrators are prepared to be instructional leaders to bring about student achievement. The conclusion has been found, on one hand, by the Policy Forum on Education Leadership by which only 25% of today's principals are prepared to be effective leaders. With the obvious gap between the readiness of administrators to be instructional leaders and the demands for accountability that school administrators are confronted with in order to be relevant, university preparation programs must complete comprehensive program analysis, identify content gaps, determine instructional implications, and align the curriculum to national standards.

The principal is an important position in the school building. As the leader of a group of professional, certified teachers and the coordinator of a staff of classified personnel, the principal establishes important relationships with the staff (Drake, 1992). As schools continue to evolve and as shifts in demographics of populations continue to occur nationally, there is a need and a call for different relationship paradigms to assist in the proper guidance of those placed in the

classrooms. These new paradigms will be marked with servant leaders who empower as opposed to delegate, build trust rather than demand loyalty, and instead of just hearing and leading from the head, seek to understand and lead from the heart (DeSpain, 2000). Principal-teacher relationships vary greatly among schools and even among teachers at the same school. Furthermore, those relationships affect student achievement (Walsh, 2005). This phenomenon occurs because teachers who see principals as facilitators, supporters, and reinforcers for the jointly determined school mission rather than as guides, directors, and leaders of their own personal agenda are far more likely to feel personally accountable for student learning (McEwan, 2003). Faculty groups working together in healthy social environments substantiate the need for relationship development on school campuses. Effective collaborations, however, are not always easy. They operate in the world of ideas, examining existing practices critically, seeking better alternatives, and working hard together at bringing about improvements and assessing their worth. While many reform reports have not addressed this issue, a central question requiring further analysis is how, exactly, principals influence the instructional work of their schools (Wilson & Firestone, 1989), thereby increasing student achievement.

The Mid-Continent Research for Education Learning organization has conducted a multitude of studies regarding student achievement. The organization has also reviewed many studies that were conducted prior to the studies. Marzano, Pickering, and Pollock (2001) found a statistically significant correlation between school leadership and student achievement of .25. This translates to one standard deviation increase in principal leadership behavior

relating to a 10 percentile point difference in student achievement on a norm referenced instrument. However, another finding of Marzano et al. was that not all strong leaders have a positive effect on students' achievement. Teachers, in some studies, rated principals as "strong" although the schools' results were below average achievement. In addition to these analyses, the organization identified 21 responsibilities and 66 practices that leaders must possess to fulfill their responsibilities. Those responsibilities can be found in Table 1.

When stories are told about schools that have closed achievement gaps, conversations focus on the role of school leaders. For more than 25 years, educational researchers have emphasized the role that school leaders play in developing schools and districts where diverse populations of students achieve high levels of academic success. Edmonds (1979) looked at effective schools and emphasized the importance of instructional leaders. Most recently, Reyes, Scribner, and Scribner (1999), Skrla, Scheurich, and Johnson (2000), and Cawelti and Protheroe (2001) described the central role leaders played in creating schools and school districts that closed achievement gaps. MetLife (2003) gleaned data from surveys of thousands of participants that reported a national indication that principals are critical to the motivation of teachers and students, ensuring a safe and secure school environment, communicating to parents, and other administrative responsibilities. However, no specific mention is made about how principals influence student achievement. The inference was that if such an impact were true, then it was indirect. Firestone and Riehl (2005) reported that educational leadership does not produce a direct effect on student learning but is a mediating influence on teachers, curriculum, instruction,

Table 1

*Responsibilities and Practices of Effective School Leaders*


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<p><b>Culture:</b> fosters shared beliefs and a sense of community and cooperation</p>	<ul style="list-style-type: none"> <li>• Promotes cooperation among staff</li> <li>• Promotes a sense of well-being</li> <li>• Promotes cohesion among staff</li> <li>• Develops an understanding of purpose</li> <li>• Develops a shared vision of what the school could be like</li> </ul>
<p><b>Order:</b> establishes a set of standard operating procedures and routines</p>	<ul style="list-style-type: none"> <li>• Provides and enforces clear structure, rules and procedures for students</li> <li>• Provides and enforces clear structures, rules and procedures for staff</li> <li>• Establishes routines regarding the running of the school that staff understand and follow</li> </ul>
<p><b>Discipline:</b> protects teachers from issues and influences that would detract from their teaching time or focus</p>	<ul style="list-style-type: none"> <li>• Protects instructional time from interruptions</li> <li>• Protects/shelters teachers from distractions</li> </ul>
<p><b>Resources:</b> provides teachers with materials and professional development necessary for the successful execution of their jobs</p>	<ul style="list-style-type: none"> <li>• Ensures teachers have necessary materials and equipment</li> <li>• Ensures teachers have necessary staff development opportunities that directly enhance their teaching</li> </ul>
<p><b>Involvement in curriculum, instruction and assessment:</b> is directly involved in the design and implementation of curriculum, instruction and assessment practices</p>	<ul style="list-style-type: none"> <li>• Is involved in helping teachers design curricular activities</li> <li>• Is involved with teachers to address instructional issues in their classrooms</li> <li>• Is involved with teachers to address assessment issues</li> </ul>
<p><b>Knowledge of curriculum, instruction, and assessment:</b> is knowledgeable about current curriculum, instruction and assessment practices</p>	<ul style="list-style-type: none"> <li>• Is knowledgeable about instructional practices</li> <li>• Is knowledgeable about assessment practices</li> <li>• Provides conceptual guidance for teachers regarding effective classroom practice</li> </ul>
<p><b>Visibility:</b> has quality contact and interactions with teachers and students</p>	<ul style="list-style-type: none"> <li>• Makes systematic frequent visits to classrooms</li> <li>• Maintains high visibility around the school</li> <li>• Has frequent contact with students</li> </ul>

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Table 1 (continued).

<b>Contingent rewards:</b> recognizes and rewards individual accomplishments	<ul style="list-style-type: none"> <li>• Recognizes individuals who excel</li> <li>• Uses performance versus seniority as the primary criterion for reward and advancement</li> <li>• Uses hard work and results as the basis for reward and recognition</li> </ul>
<b>Communication:</b> establishes strong lines of communication with teachers and among students	<ul style="list-style-type: none"> <li>• Is easily accessible to teachers</li> <li>• Develops effective means for teachers to communicate with one another</li> <li>• Maintains open and effective lines of communication with staff</li> </ul>
<b>Outreach:</b> is an advocate and spokesperson for the school to all stakeholders	<ul style="list-style-type: none"> <li>• Assures the school is in compliance with district and state mandates</li> <li>• Advocates on behalf of the school in the community</li> <li>• Advocates for the school with parents</li> <li>• Ensures the central office is aware of the school's accomplishments</li> </ul>
<b>Input:</b> involves teachers in the design and implementation of important decisions and policies	<ul style="list-style-type: none"> <li>• Provides opportunity for input on all important decisions</li> <li>• Provides opportunities for staff to be involved in developing school practices</li> <li>• Uses leadership team in decision making</li> </ul>
<b>Affirmation:</b> recognizes and celebrates school accomplishments and acknowledge failures	<ul style="list-style-type: none"> <li>• Systematically and fairly recognizes and celebrates accomplishments of teachers</li> <li>• Systematically and fairly recognizes and celebrates accomplishments of students</li> <li>• Systematically acknowledges failures and celebrates accomplishments of the school</li> </ul>
<b>Relationship:</b> demonstrates an awareness of the personal aspects of teachers and staff	<ul style="list-style-type: none"> <li>• Remains aware of personal needs of teachers</li> <li>• Maintains personal relationships with teachers</li> <li>• Is informed about significant personal issues within the lives of staff members</li> <li>• Acknowledges significant events in the lives of staff members</li> </ul>

Table 1 (continued).

<b>Change agent:</b> is willing to and actively challenges the status quo	<ul style="list-style-type: none"> <li>• Consciously challenges the status quo</li> <li>• Is comfortable with leading change initiatives with uncertain outcomes</li> <li>• Systematically considers new and better ways of doing things</li> </ul>
<b>Optimize:</b> inspires and leads new and challenging innovations	<ul style="list-style-type: none"> <li>• Inspires teachers to accomplish things that might seem beyond their grasp</li> <li>• Portrays a positive attitude about the ability of the staff to accomplish substantial things</li> <li>• Is a driving force behind major initiatives</li> </ul>
<b>Ideal/beliefs:</b> communicates and operates from strong ideals and beliefs about schooling	<ul style="list-style-type: none"> <li>• Holds strong professional beliefs about schools, teaching, and learning</li> <li>• Shares beliefs about schools, teaching, and learning with the staff</li> <li>• Demonstrates behaviors that are consistent with beliefs</li> </ul>
<b>Monitors and evaluates:</b> monitors the effectiveness of school practices and their impact on student learning	<ul style="list-style-type: none"> <li>• Monitors and evaluates the effectiveness of curriculum, instruction, and assessment</li> </ul>
<b>Flexibility:</b> adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	<ul style="list-style-type: none"> <li>• Is comfortable with major changes in how things are done</li> <li>• Encourages people to express opinions contrary to those with authority</li> <li>• Adapts leadership style to needs of specific situations</li> <li>• Can be directive or non-directive as the situation warrants</li> </ul>
<b>Situational awareness:</b> is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	<ul style="list-style-type: none"> <li>• Is aware of informal groups and relationships among staff of the school</li> <li>• Is aware of issues in the school that have not surfaced but could create discord</li> <li>• Can predict what could go wrong from day to day</li> </ul>

Table 1 (continued).

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<p><b>intellectual stimulation:</b> ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture</p>	<ul style="list-style-type: none"> <li>• Keeps informed about current research and theory regarding effective schooling</li> <li>• Continually exposes the staff to cutting-edge ideas about how to be effective</li> <li>• Systematically engages staff in discussions about current research and theory</li> <li>• Continually involves the staff in reading articles and books about effective practices</li> </ul>
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Marzano, R. J., Waters, j. T., & McNulty, B. A. (2005). *School leadership that works. From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.



community, and school organization. Strong leadership as a means for school improvement as well as the effective school research that recognized the importance of quality leadership by consistently identifying strong instructional leadership is instrumental in creating a positive school climate and as a correlate of high-achieving schools. Successful leadership, in general, appears to have an indirect influence on the school organization and thus on student learning. Moreover, research affirms that educational leaders who pay close attention to instructional matters at the classroom level affect successful teaching, and thus learning. In order to close the gap and improve on student achievement, effective leaders must create schools in which there is an ongoing focus on ensuring the academic success of every student (Johnson, Ragland, & Lein, 1996). They must also be able to create environments within which students know they are valued and respected. Ferguson (2003) described the importance of establishing relationships through which African American and Hispanic students knew that educators cared about and valued them personally. Also, successful schools had leaders who helped educators prioritize, choose programs and strategies that were more likely to yield excellent results for the students based on data and research (Ragland, Asera, & Johnson, 1999). Leaders must be able to use data to identify the most effective and efficient routes to high achievement for every student.

Educational researchers and practitioners hold different views regarding ways that school principals improve educational outcomes. They have found that school principals matter to student achievement; others found no effects of leadership on student outcomes. Internationally, school principals increasingly

are held accountable for educational quality in their belief that students' success or failure is determined by the way a school is run (Fullan & Watson, 2000). These efforts are guided by a belief among policy makers in school principals' capacity to improve students' outcomes (Imants, 1996). "The primary service that schools offer is instruction" (Imants, 1996, p. 432). Therefore, it is imperative that principals have at least an awareness of all subject areas and the special needs of each. A broad knowledge base that allows the principal to help others carry out the mission of the school is essential. They should be able to provide information and direction to teachers regarding instructional methods, and they should be actively involved in and supportive of curriculum development. Although the marketplace provides the final test, principals provide a first-level quality control check on the preparation of students. An effective instructional leader is familiar with a variety of ways in which student progress can be assessed and require that these assessments be done on a regular basis. The principal, of course, cannot interpret every assessment given in a school building, but he or she should make it clear that testing, interpretation, and productive responses are expected and that the process will be monitored. The burgeoning accountability policies for education represent an international interest in answering the question of the degree to which the expectation that school leaders influence student outcomes is a valid expectation.

Current state and national reform efforts, such as the No Child Left Behind Act of 2001 (NCLB, 2002), force administrators to increase students' standardized test scores or face sanctions and the disgrace of having their school labeled with a low ranking. It is no wonder that, in an era of high-stakes

accountability, many teachers and principals have reported feeling a lot of stress and pressure in their jobs (George, 2001; Jones, Jones, & Hargrove, 2003).

Researchers have been curious as to whether this pressure has an effect on administrators' leadership behaviors, so a study was designed to assess administrators' professionally and personally inviting behaviors using self-report scales. Administrators reported that behaviors were also correlated with school rankings, job satisfaction, school climate, and time spent on instructional leadership.

The Invitational Education Theory (IET) was chosen as a framework for this study because it was shown to be a useful theory in the educational setting (Asbill, 1994; Egley, 2003). According to Purkey and Siegel (2003), "Invitational leadership is a theory of practice that addresses the total environment in which leaders function" (p. 39). This model of Invitational Leadership is one that encourages leaders and their associates to pursue more joyful and meaningful professional and personal lives through four guiding principles: respect, trust, optimism, and intentionality. Purkey and Novak (1996) noted that IET is a theory of practice that offers a systematic approach to the educational process and it provides strategies for making schools more inviting. Invitational Leadership differs from the standard theories of leadership that emphasize the process of influencing others through the use of power. Instead, it promotes collaboration and shows compassion and respect for individuals in the educational system. The goal of Invitational Leadership is to create schools with a climate that invites everyone in the school to experience success. Strahan and Purkey (1992) concluded that the school climate should reflect a sense of excitement and

satisfaction for both students and staff. They also maintained that educators should operate from a consistent stance of respect, trust, optimism, and intentionality. The research literature on the role of school climate in improving student achievement is widespread with findings that support that school climate is a variable that has an effect on other variables in the educational environment (Anderson, 1982). Study participants included 47.8% of all Florida school districts. Surveys from 325 administrators were completed and submitted. Administrators rated their professionally and personally inviting behaviors by completing a 12-item questionnaire. Seven of the items assessed their professional inviting behaviors and five items assessed their personally inviting behaviors. Each item was rated using a 5-point Likert-format scale where 1 = *very seldom or never*, 2 = *seldom*, 3 = *occasionally*, 4 = *often*, and 5 = *very often or always*. Administrators were asked to choose the response that best described their own perceptions of their leadership behaviors. With respect to inviting leadership behaviors, administrators believed that they had adjusted to the demands of Florida's test-based accountability movement and area able to be inviting leaders. In another study, teachers rated their principals highly in inviting behaviors, although not quite as highly as the administrators in the previous study (Egley & Jones, in press). Teachers provided an average rating of 4.26 for their principals for professionally inviting behaviors and 4.16 for personally inviting behaviors. In comparison, principals and assistant principals in the present study rated themselves 4.70 or higher on both the professionally and personally inviting behavior scales.

Another purpose of the study was to determine whether the reported inviting behaviors were correlated with school rankings, job satisfaction, school climate, or time spent on instructional leadership. The professionally inviting behavior scale was moderately correlated with the personally inviting behavior scale for both principals and assistant principals. Level of job satisfaction and school climate were also correlated with both the professionally and personally inviting behaviors for principals and assistants. This indicated that administrators who related their inviting behaviors higher also rated their job satisfaction and the climate of their school as higher, and vice versa. This finding is consistent with other studies that have found teachers' job satisfaction to be correlated with principals' inviting behaviors (Asbill, 1994; Egley, 2003). Taken together, the results suggest that when administrators are more inviting, both they and their teachers are more satisfied with their jobs. Research into school effectiveness is considered the starting point for examining educational leadership and its impact on student outcomes (Brookover et al., 1978; Edmonds, 1979; Rutter et al., 1979). The results of this research suggest that educational leadership is an important characteristic of effective schools. In school effectiveness studies of the 1970s and 1980s, researchers were mostly looking for direct effects of instructional leadership on student outcomes. Bossert, Dwyer, Rowan, and Lee (1982) severely criticized this approach. They developed an alternative model in which the characteristics of leadership which were not the central focus. Instead, they suggested studying how the instructional leadership is strategically shaped. The principal is highlighted as acting intentionally and from an overall perspective, taking the school context into account. The principal's routine

behaviors create links between characteristics of school organization and instructional climate, which, in turn, affect student achievement. Hallinger and Heck (1998) examined the empirical literature on principal effects that emerged during a period between 1980 and 1995. In the 40 studies they reviewed, they identified different models used to investigate the relationship between school leadership and student achievement. The direct effect model suggests that leaders' practices can have effects on school outcomes and that these can be measured apart from other related variables.

The mediated effect model hypothesizes that leaders achieve their effect on school outcomes through indirect paths. The leaders' contribution is mediated by other people, events, and organizational and cultural factors. Lastly, the reciprocal effect model suggests that relationships between the principal and features of the school and its environment are interactive. This model implies that school leaders adapt to the organization in which they work, changing their thinking and behavior over time. Hallinger and Heck's (1998) studies in which indirect effect models are used showed a greater impact of school leadership on school performance than did studies employing direct models.

Valesky et al. (1993) found that a democratic leadership style produced a better school climate than an authoritarian or laissez-faire leadership style did using a sample of seven inner-city schools in Memphis, Tennessee. Cey (1993) found a strong, positive relationship between schools in Michigan. Haymon (1990) found a positive relationship between school climate and leadership style with a sample of elementary schools. On the other hand, the research of Decker (2003) found no relationship between leadership style and school climate in 80

elementary schools in Iowa. Moreover, Anderson (1993) found no relationship between leadership style and school climate using a sample of 57 urban, suburban, and rural schools in New Jersey.

Likewise, common findings in studies of the relationship between school climate and student achievement are few and fragile; nevertheless, some agreement does exist. Climate does affect many student outcomes, including cognitive behavior (Duke & Perry, 1978). Several researchers studied the relationship between organizational climate and student achievement using a variety of climate instruments. Walsh (2005) found a relationship between school achievement and particular dimensions of organizational climate but not the overall climate type. However, Miller (1981) found a relationship between overall climate type and school achievement. With respect to the relationship between leadership and student achievement, the findings were inconsistent. Brookover, Schweitzer, Schneider, and Beady (2005) found that high-achieving schools are characterized by high evaluations and expectations, academic time allocation, accountability, satisfied teachers, parent interest, limited use of special programs, and principal leadership. Walberg (1979) reported that principal performance affects student achievement through the mediating influence of school climate. Wesner (1993), in investigating a middle school improvement project, found that principal leadership as mediated by school climate corresponded to an improvement in student achievement. The study conducted by Bulach, Lunenberg, and McCallon used the Leadership Behavioral Matrix (Northwest Regional Educational Laboratory, 1978) to operationally define leadership style. School climate was defined by the Tennessee School Climate

Inventory (Butler & Alberg, 1991) and the Group Openness and Trust Scale (Bulach, 1993). Student achievement was operationally defined as the Normal Curve Equivalent (NCE) scores for a school building on the California Test of Basic Skills (CTBS). The Leadership Behavioral Matrix was depicted by the intersection of opposites that form four quadrants which represent four categories of behavior style: promoter, supporter, controller, and analyzer. Promoters get involved with people in active and swiftly changing situations (Bulach et al., 1998). Supporters value interpersonal relations, controls want results, and analyzers are problem solvers. The Tennessee School Climate Inventory contains 60 Likert-type items that are representative of seven subtests: order, leadership, involvement, environment, instruction, expectations, and collaboration. Group trust is a condition that exists between people when interpersonal relationships are characterized by an assured reliance or confident dependence on the character, ability, truthfulness, confidentiality, and predictability of others in the group. Group openness is an interpersonal condition that exists between people when facts, ideas, values, and beliefs are communicated and the recipient is open and willing to listen to that communication. The sample of this study consisted of 2,834 third and fifth grade students, 506 teachers, and 20 principals in 20 elementary schools in Kentucky. The school sample was not random. The sample was diverse and distributed among urban, suburban, and rural areas and spanned the entire range of socioeconomic status. The educators were a diverse group in age, race, gender, experience, and educational level. The influence of leadership on school climate was seen to have no significant difference as a result of principal leadership



style. Twelve of the principals were categorized as promoters; there were categorized as controllers; three were categorized as analyzers; and two were categorized as supporters.

## CHAPTER III

### METHODOLOGY

This chapter helped the researcher to determine how principal leadership styles relate to the school climate, student achievement, and teachers' satisfaction with their duties. Teachers, assistant principals, counselors, and paraprofessionals (assistant teachers) used Likert ratings to respond to statements about their principals.

#### Design

The researcher for this study used correlation to determine the relationship between student achievement and leadership. A test of the regression within the regression was used to determine the relationship of leadership with school climate and teacher job satisfaction. The independent variable is the leadership behaviors of the principal who was evaluated. Dependent variables of this study include: student achievement, teachers' satisfaction with their job, and the overall climate/culture of the school. This study showed the relationship of the independent variable to each of the dependent variables. Demographic information from each respondent was collected with the survey.

#### Participants

Schools were the main source of sampling for this study. Schools in Meridian, Mississippi, were selected to be representative. Twelve schools with 10 to 15 randomly selected respondents per school participated in this study. All assistant principals, teachers, assistant teachers, counselors, and speech pathologists were included in this sample.

## Procedures

On October 10, 2007, the researcher requested permission to conduct research in an east Mississippi school district (Appendix A). The superintendent of the school district where the research took place gave written consent on October 12, 2007 (Appendix B). Consent to conduct this research was given by the Institutional Review Board on December 12, 2007 (Appendix C). Data collection for this research took place during spring 2008. Each respondent's surveys were accompanied by a Statement of Survey Administration (Appendix D). The statement of survey administration detailed the process for responding and guidelines for participation. It reiterated that participation was voluntary. The instrument was distributed to respondents. The introduction letter was printed separately. The Multifactor Leadership Questionnaire (MLQ) was created by Bass and Avolio and was available through purchase. The researcher received permission to use The School Climate Inventory (SCI) on June 27, 2007, from Samuel Hurst at the Center for Research in Education Policy (CREP) at a Memphis, Tennessee, university (Appendix E). The SCI related seven dimensions to school climate. Respondents rated questions on the instrument using a scale of 1-5 (1 = *strongly disagree*, 5 = *strongly agree*). These responses related to the following seven dimensions: order, leadership, environment, involvement, instruction, expectations, and collaboration. The MLQ includes nine subscales. Staff members rated their leaders, using the MLQ, to determine the category in which they could be identified. The category of leadership was correlated to the perceptions (satisfaction) of staff, student achievement, and the overall climate of the school. The SCI was used to yield results about a school's

climate/culture. Permission to use the Job Satisfaction Survey (JSS) was granted on August 14, 2007, by a Florida university professor who created the instrument (Appendix F). To determine student achievement, the researcher used the Mississippi Curriculum Test (MCT) results from the 2006-2007 school year. The levels (1 being lowest to 4 being the highest) for each school where respondents had been selected was used as a determinant for student performance.

Questions about each respondent's demographic information were included. Those questions related to the respondents' length of service, race, and level of certification. Instruments were sent to each school principal on February 8, 2008, with a letter of request (Appendix G). The surveys were returned on or before the March 1, 2008, deadline. Anonymity was assured by only having the respondents sign the Authorization to Participate document. Each principal distributed the instruments to his or her staff. In order to increase each respondent's honesty and accurate responses, the instrument was completed at each school without the respective administrator present.

### Instruments

The Multi-Factor Leadership Questionnaire is a 45-question instrument with nine subscales. Each of the scales has subscales that are listed below. The MLQ measures self-perception of leadership behaviors and is available from Mindgarden. The scales of this survey span from 0 to 4. Responses include: 0 = *not at all*, 1 = *once in a while*, 2 = *sometimes*, 3 = *fairly often*, and 4 = *frequently, if not always*. Measures of internal consistency are listed in Table 2.

The School Climate Inventory consists of seven dimensions, or scales, logically and empirically linked with factors associated with effective school

Table 2

*Reliability and Relative Questions for Multi-factor Leadership Questionnaire Subscale*

Subscale	Reliability	Relative Questions
Inspirational motivation	.91	9, 13, 26, 36
Influence (attributed)	.86	10, 18, 21, 25
Influence (behavior)	.87	6, 14, 23, 34
Intellectual stimulation	.90	2, 8, 30, 32
Individual consideration	.90	15, 19, 29, 31
Contingent reward	.87	1, 11, 16, 35
Active management by exception	.74	4, 22, 24, 27
Management by exception	.82	3, 12, 17, 20
Laissez-faire	.83	5, 7, 28, 33
Extra effort	.91	39, 42, 44
Satisfaction	.94	38, 41

organizational climates. Each scale contains seven items, with 49 statements comprising the inventory. responses are scored through use of Likert-type ratings, which include: *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*. Each scale yields a mean ranging from 1 to 5 with higher scores being more positive. Subscales, alpha levels, and relative questions are indicated in Table 3. This instrument solicits demographic information that relates to respondent employment position, education level, race, age group, gender, work experience, and the grade level of the school. There is also a space provided for additional comments. Demographic information was used to relate responses on this and other instruments to race, work position, education level, and experience.

The instrument that was used to determine the relationship of teachers' job satisfaction is entitled The Job Satisfaction Survey. This instrument was created by Paul E. Spector, who gave the researcher permission to use the survey on August 14, 2007. Spector is a professor at a university in Florida. The survey is a 36-item, nine-faceted scale to assess employee attitudes about the job and aspects of the job. Responses to this survey include: 1 = *disagree very much*, 2 = *disagree moderately*, 3 = *disagree slightly*, 4 = *agree slightly*, 5 = *agree moderately*, and 6 = *agree very much*. Each facet is assessed using four items and a total score is computed from all of the items. The internal consistency reliabilities (coefficient alpha) based on a sample of 2,870 are listed in Table 4.

Student demographic data from The Mississippi Curriculum Test (state report cards) were used to relate leadership, achievement, teacher satisfaction,

Table 3

*Subscale Reliability for School Climate Inventory*

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Subscale	Alpha Level	Relative Questions
Order	.8353	13, 23, 25, 30, 39, 44, 46
Leadership	.8564	8, 20, 34, 36, 42, 45, 47
Environment	.8462	7, 9, 10, 14, 29, 38, 49
Involvement	.7843	5, 11, 12, 18, 19, 32, 37
Instruction	.7639	4, 15, 24, 33, 35, 41, 48
Expectation	.7533	2, 3, 17, 21, 22, 27, 43
Collaboration	.7618	1, 6, 16, 26, 28, 31, 40

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Table 4

*Subscale Reliability for Teacher Job Satisfaction Survey*

Subscale	Reliability	Relative Questions
Pay	.75	1, 10, 19, 28
Promotion	.73	2, 11, 20, 33
Supervision	.82	3, 12, 21, 30
Fringe Benefits	.73	4, 13, 22, 29
Contingent Rewards	.76	5, 14, 23, 32
Operating Conditions	.62	6, 15, 24, 31
Co-workers	.60	7, 16, 25, 34
Nature of Work	.78	8, 17, 27, 35
Communication	.71	9, 18, 26, 36
Total Satisfaction	.91	1-36



and school climate with data from the subgroups of the schools that participated in this study. The school report cards were also used to identify the respective school levels. Those subgroups include: special education, economically disadvantaged, and economically advantaged. The MCT was created using representative committees of exemplary teachers nominated by their superintendent for each content area and grade span (2-4, 5-6, and 7-8). A test design committee was created to work with test design, scoring and equating, and standard setting. Items for the various test levels (grades 2-8) were developed by CTB McGraw-Hill and reviewed by teachers for curriculum match, emphasis before the development of a test blueprint. Three operational forms were constructed based on the blueprints. Test creators also conducted item analysis to determine the degree of difficulty. Scores for each of the schools that responded to survey instruments are listed in Table 5.

#### Data Analysis

Data for this study were analyzed by using correlation to determine the relationship of student achievement to principal leadership behaviors. A test of the regression within the regression was used to analyze data for school climate and teacher satisfaction as they relate to principal leadership behaviors. The independent variable, principal leadership behavior, was correlated using a one-tailed test with each of the following dependent variables: school climate, student achievement, and teachers' satisfaction with their jobs. The alpha level for each of the hypotheses was set at .05 significance. Computations for this research were completed using SPSS.

Table 5

*School District Accountability Performance Levels*

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School	Performance Level 2006-2007 School Year
Wth	3
Ork	3
Oak	3
Hau	4
Hal	4
Psp	5
Wsh	4
Mms	3
Car	3
Kgj	3
Nwj	5
Mhs	3

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After a month of gathering data for this research, a test of correlation and two tests of regression within the regression were conducted to determine how leadership relates to student achievement, school climate, and teach job satisfaction, respectively. The research also included obtaining permission to use the instruments for each of the variables, packaging those instruments to be distributed to randomly selected respondents in an east Mississippi public school district. Respondents for this research were full-time teachers, teacher assistants, counselors, lead teachers, and other instructional staff. The process also included obtaining permission from the Institutional Review Board at The University of Southern Mississippi to conduct this research.

## CHAPTER IV

### RESULTS

The purpose of this research was to determine the relationship of principal leadership behaviors to school climate, teacher job satisfaction, and student achievement. Responses on the surveys that correspond with each of the dependent variables were obtained from teachers, counselors, facilitators, and teacher assistants at 11 school in east Mississippi. Means and standard deviations were among the statistics that were reported on variables in this study. There were 182 surveys disseminated to school staff in the school district that was surveyed. A total of 129 surveys were returned, yielding a 71% rate of return.

#### Description of the Sample

Originally, 12 schools were included in this research. One of the elementary schools did not return any instruments based on a discrepancy in the researcher's instructions for administering the survey and in one of the instrument's format. Schools in the Meridian district were selected to represent all schools in the state based on accreditation, various leadership styles, staff compositions, and student population. Descriptive for education, experience, and school levels are found in Table 6. Of the 129 respondents from Meridian Public Schools, 9.3% were male and 82.2% were female. Gender and ethnicity of the respondents are reported in Table 6.

Data in Table 7 show that the majority of respondents were elementary school teachers. Even though more middle school teachers were selected, the rate of return for that subset of respondents was extremely low. Administrators

Table 6

*Descriptives for Gender and Ethnicity of Sample*

	N	Percentage
Gender		
Male	12	9.3
Female	106	82.2
Ethnicity		
Black	59	45.7
Hispanic/Latino	1	.8
Multi-racial	1	.8
White	58	45.0

who participated were mainly assistant principals who were familiar with their principal's style of leadership. Also, in Meridian schools, lead teachers and interventionists are considered administrators. The majority of responders were from the elementary division (52.7%). Middle, junior high, and senior high staff members combined to make an equivalent size of responders to those of the elementary staff. Teachers and assistant teachers from the various schools contributed largely to the surveys versus counselors, librarians, and other support staff members.

Data in Table 7 show that a majority of responders have a bachelor's or master's degree. Some of the respondents have a high school degree. Those responders are teacher assistants. Based on the results presented in Table 8, 97 respondents (75.2%) have been at their school site for one to 15 years. A vast majority of the subjects have more than 15 years of experience in a school setting. Thus, those staff members have ample knowledge about their school leader as it relates to rating their leader's behaviors.

According to data reported in Table 9, the highest mean is related to nature of work, 5.1 ( $SD = .97$ ). The lowest mean is identified by pay, 3.4 ( $SD = 1.2$ ).

The subscales from the School Climate Inventory contain means that are closely related. The lowest mean according to Table 10 is order 2.4 ( $SD = .82$ ). Instruction has the highest mean, 1.8 ( $SD = .55$ ). Ratings on this instrument are inverted whereby the lowest response was 1 and the highest equaled 5.

The means and standard deviation for the five dimensions of transformational leadership from the sample can be found in Table 11.

Table 7

*Descriptives for Demographic Data of Sample*

	N	Percentage
School Level		
Elementary	68	52.7
Middle	16	12.4
Jr. High	28	20.2
High School	13	10.1
Position		
Administrator	8	19.4
Teacher	77	59.7
Counselor	8	6.2
Librarian	3	2.3
Intern	1	0.8
Teacher Assistant	17	13.2
Other	7	5.4
Education		
High School	4	3.1
Associate/Some College	15	11.6
Bachelor's	53	41.1
Master's	39	30.2
Beyond Master's	10	7.8

Table 8

*Other Descriptives for Sample*

	N	Percentage
<b>Experience in Education</b>		
5 years or less	25	19.4
6-10 years	22	17.1
11-15 years	26	12.4
16-20 years	22	17.1
More than 20 years	36	27.9
<b>Experience at This School</b>		
Less than 1 year	1	0.8
1-5 years	52	40.3
6-10 years	35	27.1
11-15 years	10	7.8
More than 15 years	23	17.8



Table 9

*Total Mean Score and Standard Deviation on Teacher Job Satisfaction Survey  
(N = 127)*

Subscale	Mean	SD
Performance	3.59	.77
Pay	3.38	1.21
Promotion	3.59	1.08
Supervision	5.04	1.18
Fringe Benefits	3.85	1.04
Contingent Rewards	4.97	1.22
Operating Conditions	3.50	1.02
Co-workers	4.90	1.09
Nature of Work	5.09	.97
Communication	4.64	1.11
Job Satisfaction	4.22	.74

Scale: 0 = Low, 6 = High

Table 10

*Total Mean Score and Standard Deviation on School Climate Inventory (N = 127)*

Subscale	Mean	SD
Order	2.42	.82
Leadership	1.78	.74
Environment	2.01	.72
Involvement	2.17	.64
Instruction	1.78	.55
Expectation	1.79	.62
Collaboration	2.06	.66

Scale: 5 = *Strongly Agree*, 4 = *Agree*, 3 = *Neutral*, 2 = *Disagree*, 1 = *Strongly Disagree*

Inspirational motivation had the highest mean, 3.3 ( $SD = .87$ ). However, individual consideration had the lowest mean, 2.6 ( $SD = 1.0$ ).

The variables for transactional leadership show active contingent reward having the highest mean, 3.2 ( $SD = .84$ ). Management by exception (passive) has the lowest mean, 1.3 ( $SD = .92$ ) (Table 12).

The variables that are related to laissez-faire leadership are reported in Table 13. The mean for satisfaction was 3.2 ( $SD = 1.0$ ). Laissez-faire had the lowest mean, .79 ( $SD = .99$ ).

### Statistical Test Results

H1: There is no significant statistical relationship between principal leadership subscales and school climate. To determine the significance, tests of regression were performed.

Based on the results presented in Table 14, all subscores are significantly related to leadership with the exception of active management. The other subscales are moderately to largely related to school climate and leadership, with an  $R^2$  of .06 to .51.

H2: There is no significant relationship between principal leadership behaviors and student achievement. To determine the significance of this hypothesis, a test of correlations was conducted. The researcher accepted the hypothesis for all variables except for active management. Based on the results, there is a significant statistical relationship between achievement and active management ( $r = .29, p < .01$ ). Other subscales show no statistical significance.

Table 11

*Transformational Leadership Dimension Statistics (N = 127)*

Variable	Mean	SD
Inspirational Motivation	3.33	.87
Attributed Influence	3.09	.94
Behavior Influence	3.13	.85
Intellectual Stimulation	2.76	.96
Individual Consideration	2.62	1.03

Scale: 0 = Low, 4 = High

Table 12

*Transactional Leadership Dimension Statistics*

Variable	N	Mean	SD
Contingent Reward	127	3.17	.84
Active Management	125	1.99	.97
Management by Exception (passive)	127	1.34	.92

Scale: 0 = Low, 4 = High

Note: Total n's may vary due to missing data.

Table 13

*Laissez-faire Leadership Dimension Statistics*

Variable	Mean	SD
Laissez-faire	.79	.99
Extra Effort	3.05	1.05
Satisfaction	3.19	1.04

Scale: 0 = Low, 4 = High

Table 14

*Relationship of Principal Leadership Behaviors and Student Achievement Performance (N = 127)*

Variable	<i>F</i>	<i>df</i>	Probability	<i>R</i> <sup>2</sup>
Inspirational Motivation	13.15	7/117	<.001	.44
Attributed Influence	16.39	7/117	<.001	.50
Behavior Influence	13.08	7/117	<.001	.44
Intellectual Stimulation	13.67	7/117	<.001	.45
Individual Consideration	11.18	7/117	<.001	.40
Contingent Reward	13.10	7/117	<.001	.44
Active Management	1.10	7/115	.37	.06
Management by Exception	6.47	7/117	<.001	.28
Laissez-faire	8.19	7/116	<.001	.33
Extra Effort	17.36	7/116	<.001	.51
Satisfaction	14.06	7/116	<.001	.46

H3: There is no significant relationship between principal leadership subscales and teacher job satisfaction. To determine the significance, tests of regression were performed on each leadership subscale with satisfaction.

Based on the results presented in Table 15, all variables except active management are significantly related to teacher satisfaction. All other variables have a moderate to large relationship to leadership, with  $R^2$  of .05 to .38.

### Summary of Findings

There were three surveys administered to approximately 182 school employees. Approximately 70% of the total selected respondents identified significant relationships in various areas of leadership. A large percentage of staff members who were selected have been assigned to their school for several years and have worked with that administrator for that period of time.

Data showed various results from tests on each of the three hypotheses. With regard to Hypothesis 1, there is a significant relationship between leadership by active management and school climate. However, Hypothesis 2 showed no significant relationship to leadership by attributed influence, intellectual stimulation, individual consideration, contingent reward, management by exception, extra effort and total satisfaction and student achievement. Leadership by active management is related to student achievement. Data for Hypothesis 3 showed a significant relationship in satisfaction and leadership by inspirational motivation, attributed influence, behavior influence, intellectual stimulation, individual consideration, contingent reward, active management, management by exception, laissez-faire, extra effort, and total satisfaction.



Table 15

*Relationship of Principal Leadership Behaviors and Teacher Satisfaction*

Variable	<i>F</i>	<i>df</i>	Probability	<i>R</i> <sup>2</sup>
Inspirational Motivation	3.96	9/115	<.001	.24
Attributed Influence	6.24	9/115	<.001	.33
Behavior Influence	3.99	9/115	<.001	.24
Intellectual Stimulation	5.67	9/115	<.001	.31
Individual Consideration	5.22	9/115	<.001	.29
Contingent Reward	5.58	9/115	<.001	.30
Active Management	.71	9/113	.696	.05
Management by Exception	3.90	9/115	<.001	.23
Laissez-faire	3.79	9/114	<.001	.23
Extra Effort	5.57	9/114	<.001	.31
Satisfaction	7.62	9/114	<.001	.38

From the 70% of randomly selected respondents, data showed a strong correlation of active management with student achievement. The majority of responders were female (82.2%) and Black (45.7%). Most responders were also elementary teachers with more than 20 years of experience who had been at their school from one to 5 years and those who had at least a bachelor's degree (41.1%). School climate was related to attributed influence, inspirational motivation, contingent reward, and management by exception, to name a few of the correlates. Teacher job satisfaction was found to be related to inspiration motivation, attributed influence, individual consideration, and contingent reward, among others.

## CHAPTER V

### SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The components of this chapter consists of summary and conclusions, findings based on the data, implications, and recommendations for future research.

The purpose of this study was to determine the relationship of principal leadership behaviors to the dependent variables school climate, student achievement, and teacher job satisfaction. Data also showed the demographic make-up of respondents who were surveyed in an east Mississippi public school district.

This study was conducted during the spring of 2008, whereby 129 staff members received a survey for each of the three dependent variables. Approximately 70% of the original groups of teachers who were randomly chosen responded to the survey instruments. This research is expected to provide leaders and other school staff members with the following:

1. To provide a meaning of the various leader behaviors and how those behaviors can be applied to school climate, student achievement, and teacher job satisfaction.
2. To identify the leader behaviors which significantly relate to each of the three variables.
3. To assist school leaders in knowing what leader behaviors are appropriate in the various situations that occur within their organization.

### Summary of Procedures

Teachers in the Meridian Public School District were randomly selected from a list of staff members from each of the schools. Principals at each school were contacted before their staff members received the surveys. Teachers who were assigned to the school during the 2006-2007 school year responded to the surveys. Those staff members who were not at their current school the previous year or who had no knowledge of their current principal's leadership were excluded from responding to the surveys. Teachers were allotted a 3-week window of time to complete the three surveys and return them in a sealed envelope. A designee at each site was selected to collect the surveys and return them. From the data that were entered, a test of the regression within the regression was conducted to determine the significance of leader behaviors to school climate and teacher job satisfaction. A test of correlation was performed to determine the relationship of leader behaviors to student achievement. The researcher set the rejection level at .01 for a test of each hypothesis.

### Summary of Findings

An analysis of data was reported in Chapter IV. Results for each of the hypotheses, whereby each subscale has a significant relationship, are reported as follows:

H1: There is no significant relationship to principal leadership behaviors and school climate.

There is a significant relationship between school climate and inspirational motivation, attributed influence, behavior, intellectual stimulation, individualized,

contingent reward, management by exception, laissez-faire, extra effort, and satisfaction. This hypothesis was rejected.

H2: There is no significant statistical relationship between principal leadership behaviors and student achievement.

There is a significant statistical relationship between achievement and active management. This hypothesis was rejected.

H3: There is no significant statistical relationship between principal leadership behaviors and teacher job satisfaction.

There is a significant statistical relationship between inspirational motivation, attributed influence, intellectual stimulation, individualized consideration, contingent reward, management by exception, extra effort, and total satisfaction. This hypothesis was rejected.

### Conclusions and Discussion

The responses from school staff were received from educators who have more than 5 years in education as well as at least 5 years of experience at the school led by the administrator whom they were rating. School climate had a large relationship to instruction. School staff responses were rated high relative to the variety of teaching strategies, activities that support their curriculum, usage of higher-order thinking skills, vertical and horizontal alignment of the curriculum, administration of appropriate assessments, uninterrupted teaching time, and the use and availability of resources. School staff related order lowest as it relates to rule enforcement, fairness of the enforcement of rules, how behavior impedes instruction, feeling of a safe work environment, and their feeling that behavior is positive. School members rated nature of work to have a high relation to

leadership. Nature of work relates to staff members' feeling of meaningfulness, whether they enjoy their job, have a feeling of pride, and that their job is enjoyable. Contrarily, pay was rated with the lowest relation relative to being paid fairly, frequency of raises, feeling unappreciated, and being satisfied with pay increases. The relationship of inspirational motivation to school climate and teacher satisfaction is largely due to the optimism and enthusiasm about the future and what needs to be accomplished, the articulation of a compelling vision for the future, and expressing confidence that goals will be achieved. This leader behavior addresses the need for a leader to be an optimist when rallying the staff and other stakeholders toward school reform. The perspective and method by which a leader goes about introducing the members of the organization to an idea determines how those members will respond. Optimism sets a high emotional tone that includes energy toward making reform successful. Attributed influence has a significant relationship to achievement and satisfaction because of the installation of pride that comes from the leader being associated with team members, actions that build respect, and the display of power and confidence. Achievement and teacher motivation are affected positively by this behavior because of the relationship that is built by a leader having a charismatic approach to leading staff toward higher performance, and students to believe that they can achieve. Behavior influence pertains significantly to job satisfaction because it relates to the most important values and beliefs and specifies the importance of having a great sense of power. It considers moral and ethical consequences of decisions, and it emphasizes the importance of having a collective sense of mission. Behavior influence recognizes the need to be

focused and operated based on the vision. It also allows teachers the autonomy to work toward meeting those goals and recognizes the successes and fixes the failures. Intellectual stimulation relates to both climate and job satisfaction because it re-examines critical assumptions to question whether they are appropriate, and it suggests and gathers different perspectives when solving problems. There are four characteristics that coincide with this leader behavior: challenging the norms, having a willingness to lead change knowing that the anticipated outcome may not be favorable, seeking out new and better ways of doing things, and thinking outside the box of operation.

Individualized consideration relates to school climate and job satisfaction because it allows coaching to help teaching, treats teachers as individuals rather than a member of a group, considers the needs, abilities, and aspirations of all staff, and helps to develop staff members' strengths. This is a crucial element of leadership because it allows the leader to get to know the teacher on an individual basis and identify their specific needs, recognize the events in their lives that are special to them, and develop that personal-professional relationship. By acting according to these elements, teachers feel as if they matter and that they are not only part of the group but are special and have a different level of significance outside of their professional responsibilities. Contingent reward relates to climate and satisfaction because it provides assistance in exchange for member efforts, delineates the terms of who is responsible for achieving performance targets, clarifies what one can expect to attain when performance indicators are met, and expresses satisfaction when expectations are met. Teachers feel much more comfortable working when they are rewarded for their

accomplishments (goals met). In addition to rewarding staff for their accomplishments, the climate is affected positively when students are also recognized for academic, athletic, and social well-doing. Management by exception (passive) is related, with a positive indicator, to satisfaction and climate because it reduces interference until problems become serious. Leaders should be proactive and anticipate that problems will occur. Hence, the leader must act to head-off events that may come up as an obstacle to the organization's meeting its goals. Laissez-faire leadership is also conversely related to school climate; however, because it avoids getting involved until important issues arise, the leader is absent, avoids making decisions, and delays responding to urgent questions. Communication to stakeholders is important because it gives direction. The staff members who are uncertain about what is expected or the outcome of their performance were dissatisfied because they were operating blind and unaware if they should continue their work as is or if they should seek out new methods on their own. Extra effort had a significant relationship to climate and job satisfaction because it requires teachers to do more than what is expected of them, heightens members' desire to succeed, and increases member willingness to try harder. Climate and satisfaction are related to satisfaction because it uses methods that are satisfying and work with members of the organization in a satisfactory way. Active management is related to student achievement with a negative indicator, only because it keeps track of and focuses attention on irregularities, mistakes, exceptions, and deviations and standards, concentrates on dealing with mistakes, complaints, and failure, and directs attention on failures to meet standards. Based on the findings, active



management is related negatively because members of an organization, as stated before, work more relaxed, and perform better when they feel free and appreciated rather than work under conditions where their mistakes and shortcomings will be pointed and are perpetual.

Active management refers to a leader who searches or watches for deviations from rules and standards. To avoid these deviations, a leader will take corrective actions. Research has pointed to the performance expectations held high by the principal as an important aspect of effective schools. In America, what constitutes an effective school is its ability to show growth in student achievement. Thus, the characteristics that must be enacted to ensure that students achieve as it relates to active management are looked at. Teddlie and Reynolds (2000) found that high-performing principals monitor classroom-level expectations to ensure alignment with the high expectations of the school. Other factors that contribute to high achievement include the principal acting as a facilitator to oversee the strategies that are employed in the instruction of students. A leader will guide and encourage an educational environment and create opportunities for staff to collaborate to diagnose and solve the problems that schools face. Leaders who are highly involved in the daily collaboration of staff to gain and share instructional strategies, discuss student interventions and progress help ensure that students are learning and performing at an optimal level. Other behaviors that relate to leadership and a positive effect on student achievement include making suggestions. The principal who monitors and evaluates staff performance can make suggestions and adjustments regarding instructional strategies that may help teachers help students learn. Seeking

opinions from staff members opens up communication to give staff ownership of their work and makes them feel welcome to share ideas about the instructional program. An active manager will also spend a great amount of time in classrooms and listen to teachers to bring about an atmosphere where staff members feel comfortable about their work.

A key responsibility of an instructional leader is to maintain a school-wide focus on critical instructional areas. Principals of effective schools have been shown to take personal interest and responsibility for instructional matters (Klinger, Arguelles, Hughes, & Vaughn, 2001). Johnson and Asera (1999) found that high-performing principals created opportunities for teachers to plan and work together regarding instructional issues. Highly effective principals also ensure that time is available to provide instruction without interruption, that goals are established with appropriate and quick feedback, support and frequent communication is made to and with parents and community stakeholders; a leader will ensure that the learning environment is orderly and that students feel safe coming to school each day and the leader will ensure that staff and other stakeholders understand the student as a whole. Realizing that the majority of these factors and actions by the administrators also relate to school climate and job satisfaction, it is the active involvement of the leader ensuring that these components are complete. Additionally, the leader who is proactive in making certain these actions are met will help bring about learning and achievement for the students and the school as a whole.

The Southern Regional Education Board (SREB) has designed criteria that will assist states and school districts in selecting leaders to lead schools to

higher achievement and better school climate and to increase teachers' motivation and satisfaction with their jobs. The organization proposes that states single out high-performers. Rather than rely on a volunteer system, schools should seek out those that exhibit promise. Those in the volunteer pool are those who are applying to graduate school for degrees and licenses in administration. SREB's findings indicated that mainly those who can lead are still in the classroom thinking about their teaching rather than thinking about moving up to administrative capacities. The recalibration of preparation programs requires new courses on the college level aimed at preparing principals who can lead schools to excellence. The findings of SREB indicated that university curriculums are out of balance. Courses should be centered on student achievement which would provide clinical approaches for preparing leaders. SREB also maintained that there should be more hands-on experience for working with current principal teams for practice on initiating change, witnessing the outcome of interventions, and engaging in student support services. Real-world training is highly important to develop those leaders who can inspire teachers and students to greater outcomes in that field-based experiences lend future leaders to see the work of administrators first-hand. Of the southern states, Texas and Arkansas require integrated field-based experiences. Twelve states require some school-based internship without clear and concise standards. Two of the southern states have taken no action at all toward providing field-based experiences for their prospective school leaders. Principal licensure should be linked to performance. This would require the process for leadership license to be changed by state policymakers. Policymakers may consider a multi-tiered process, performance-

based system. With this, the license would be awarded to those who complete a program that is aligned with standards that the nation is requiring of administrators to move schools. The next step in the administrator's license process would be achieved when leaders have demonstrated they can improve school performance. The SREB proposed that states move teachers into school leadership positions. Generally, these alternative routes to administration are directed toward those who are not currently in education, such as members of the military or business sector. However, accomplished teachers who are already making gains in student achievement and who are powerbrokers making significant differences with their colleagues in schools should also be considered and given the opportunity. State academies should be created to offer school leaders supplemental training to help them gain the skills to help schools and student outcomes. A team approach has been offered to states in the South to make this happen. This approach has two goals: developing teams' capacity to lead and sustain improvement and groom members who aspire to become school leaders (Bottoms, 2003).

Successful leaders have a very targeted mission to improve student achievement. They have a vision of the school as a place that makes a difference in the lives of students, and they value every student in their present and future world. They need a deep and comprehensive understanding of changes in curriculum, instruction, school practices, and organization that will produce gains in student learning. Leaders understand there is an increased expectation for academic rigor, and eliminating low-level courses has a positive impact on student growth. They know how to use study groups to engage faculty,

parents, and others to give more students access to demanding courses with a minimum of social tension by proving it can be done. Educational leaders must understand how to develop and help their teachers share the belief that all students can learn and what their schools have previously taught only to their best students, thus forsaking learning for all for learning for many. Leaders of the future should have a deeper knowledge of content fields and instructional methods that motivate and engage students and connect subject matter content to real-world problems and projects. Well-prepared principals know how to select effective professional development for their school, evaluate high-quality instruction, and understand and support teachers as they struggle to learn new ways of reaching students. There must be an understanding by school leaders of how to organize a school to obtain a personalized learning environment where every student counts and has a personal relationship with a caring adult. They need to understand how to provide their staff with experiences and conditions that will create dissatisfaction with the current level of student achievement and with current school and classroom practices.

#### Limitations

The following events occurred during the course of this research to limit the outcome of this study:

1. Teachers and other staff at one of the schools that was surveyed were in fear of their administrator reading their responses and expressed great reluctance to participate and/or return their surveys.
2. The format of the printed Teacher Job Satisfaction Survey did not identify how the responses should correspond (1-5 greatest to least, or vice

versa). Therefore, staff members at another school did not return any of the three surveys despite a corrected copy that was sent to explain how the responses should have been rated.

3. At some schools, a majority of staff members who were selected were not listed on the personnel list. Therefore, administrators selected those staff members who had knowledge of their leadership. This could have been members who they felt would be loyal and obligated to respond in the administrator's favor.

### Recommendations for Future Research

Based on the findings of the researcher, it is recommended that the following be considered for extending or conducting similar studies in the future:

1. This study should be conducted in other locations with similar schools, student populations, and staff compositions to determine if generalizations exist.
2. The scope of this study should be condensed to look at schools on a case-by-case basis versus district-wide.
3. This study should also be conducted to compare schools with active management by exception to schools with management by exception (passive) to determine the relationships to student achievement.
4. School leaders of schools, who will participate in similar studies, should also rate themselves to compare their self-analysis to their staff analyses.
5. A study should be conducted to look at more specific subgroups of schools' populations, e.g., special education, low socioeconomic status.

### Recommendations for Policy or Practice

A clear mission and vision, school climate, teacher attitudes, classroom practices, organization of curriculum and instruction, and students' opportunities to learn have all been linked to school leadership. Cotton (2003) identified 25 categories that are directly related to principal leadership: safe and orderly environment, focused vision and goals, high expectations, self-confidence, visibility, positive climate, communication, emotional support, parent/community outreach, rituals and symbolic actions, shared leadership, collaboration, instructional leadership, ongoing pursuit of high achievement, continuous improvement, discussion of instructional issues, classroom observation, support of autonomy, support of risk taking, professional development opportunities, protecting instructional time, monitoring student progress, recognizing student/staff achievement, and role modeling. With these categories and the 21 responsibilities that were discussed in Chapter II, principal leadership that will positively affect and sustain achievement, satisfaction, and school climate relate to developing a school leadership team or professional learning community, delegating responsibilities among the team, choosing the right work, and prioritizing the order in which the work should be completed. A successful leader should not impose goals but should work with others to create a shared sense of purpose and direction by establishing conditions that support teachers.

Many researchers (Gray, Harris, Hopkins, Reynolds, Farrell, & Jesson, 1999) have stated that these conditions must exist to bring organizations to success. Building relationships and a shared sense of purpose, the collective capacity of staff, and an emphasis on teaching and learning all work together to

ensure that students achieve. By building capacity and giving staff ownership and input of the operation of the organization, teachers are more satisfied and motivated, which leads to higher performance, empowerment, and the climate within which educators work toward student growth and achievement.



## APPENDIX A

## SCHOOL DISTRICT PERMISSION TO CONDUCT RESEARCH

[REDACTED]  
Jackson, Mississippi 39206  
October 10, 2007

[REDACTED]  
Mrs. [REDACTED]:

This letter is submitted for your approval, so that I may survey district staff. I am in the final stages of my dissertation on *Principal Leadership Behaviors*. I would like to survey certified staff regarding the leadership behaviors of their respective principals. With the assistance of each building administrator, the instrument will be administered during staff meetings.

Three instruments will be administered. The administration of the instruments will take approximately seven minutes each. These surveys do not have to be administered in one sitting. An attachment will be given to each staff person. District staff will not be asked to sign the instrument or the attached demographic information. The attachment will ask for certain information regarding school ratings, staff work history, as well as information about teacher licensure and race. Results of these surveys will assist the [REDACTED] Public School District administrators to improve on their leadership skills and school climates as it relates to staff and student achievement.

Please consider and respond to my request to administer the instruments to staff of the [REDACTED] Public School District, to complete my research on Principal Leadership Behaviors. Thank you, in advance, for your cooperation and support.

Respectfully,

Maurice D. Williams, Ed. S.

## APPENDIX B

## SUPERINTENDENT CONSENT TO CONDUCT RESEARCH

Superintendent of Education

October 12, 2007

Maurice D. Williams, Ed. S.  
140 Azalea Circle  
Jackson, MS 39206

Dear Mr. Williams:

Based on my review of your research proposal, I give permission for you to conduct the survey study on "Principal Leadership Behaviors" within the Meridian Public School District. As part of this study, I authorize you to invite members of my organization, whose names and contact information I will provide, to participate in the survey study as interview subjects. Their participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the university.

Sincerely,

## APPENDIX C

## INSTITUTIONAL REVIEW BOARD APPROVAL



## THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board

118 College Drive #5147  
 Hattiesburg, MS 39406-0001  
 Tel: 601.266.6820  
 Fax: 601.266.5509  
 www.usm.edu/irb

**HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE  
 NOTICE OF COMMITTEE ACTION**

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.  
 Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 27121002

PROJECT TITLE: **The Relationship of Principal Leadership Behaviors With School Climate, Teacher Job Satisfaction and Student Achievement**

PROPOSED PROJECT DATES: 11/29/07 to 02/29/08

PROJECT TYPE: Dissertation or Thesis

PRINCIPAL INVESTIGATORS: Maurice D. Williams

COLLEGE/DIVISION: College of Education & Psychology

DEPARTMENT: Educational Leadership & Research

FUNDING AGENCY: N/A

HSPRC COMMITTEE ACTION: Expedited Review Approval

PERIOD OF APPROVAL: 12/13/07 to 12/12/08

  
 Lawrence A. Hosman, Ph.D.  
 HSPRC Chair

12-17-07  
 Date

## APPENDIX D

## STATEMENT OF SURVEY ADMINISTRATION

Participation in this research is voluntary. The survey instruments that you have received will require 7 to 10 minutes each. You are not required to include your name with any of these surveys. While responding to these surveys, please adhere to the following items listed below:

- Your responses should apply to the principal of your school during the 2006-2007 school year.
- Teachers who were not assigned to this school during the 2006-2007 may not participate.
- The current or former principal may not administer or have access to these survey items or instruments. However, results of data collected (not responses) may be furnished to the principal or superintendent as requested.
- Individual responses will be kept confidential. Therefore, please provide your responses as accurately and honestly as possible.

**Survey administrator, please ensure that all surveys are kept together by their school name and the number written on it.**

**For example:**

**School Climate Inventory: [redacted]**  
**Job Satisfaction Survey: [redacted]**  
**Multifactor Leadership Questionnaire: [redacted]**

**If, after you have begun the administration of any of these instruments, you may feel free to contact the researcher at ( [redacted] ) or request that he be present to administer the surveys.**

This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research subject should be directed to the chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive, #5147, Hattiesburg, MS 39406-0001, 601.266.6820.

## APPENDIX E

## PERMISSION TO USE THE SCHOOL CLIMATE INVENTORY

Center for Research in Educational Policy (CREP)  
 The University of Memphis  
 325 Browning Hall  
 Memphis, TN. 38152

By using the School Climate Inventory – Revised (SCI-R) evaluation instrument developed and wholly owned by the Center for Research in Educational Policy (CREP) at The University of Memphis, I understand and agree to the following conditions and statements:

- The instrument is protected under copyright and intellectual property laws. The instrument remains the property of the Center for Research in Educational Policy
- This is a one-time permission for the agreed upon study. Further uses of this instrument would require similar permission
- CREP will be cited as the instrument developers in any publication associated with the agreed upon study
- CREP will not administer the instruments or provide data analysis unless agreed upon
- A copy of the publication (e.g., thesis, dissertation, report) associated with this one-time instrument use will be provided to CREP upon request

I understand and agree to the above terms.

Maurice D. Williams  
 Printed Name

Maurice D. Williams  
 Signature

June 28, 2007  
 Date

## APPENDIX F

## PERMISSION TO USE THE JOB SATISFACTION SURVEY

Windows Live™

Re: Job Satisfaction Survey

From:

Sent:

To: F

Dear :

You are welcome to use the JSS in your doctoral research. You can find a copy of the scale and details on my website. I've attached a paper on its development.

Best,

On Mon

&gt;

&gt; Dr. S

&gt;

> I am a doctoral student at the University of Southern Mississippi. My research relates to School Climate and Teacher Job Satisfaction. I am inquiring about your survey (JSS). Please advise me on whether or not the instrument is still available for use, the procedures to obtain usage, as well as other requirements. Thank you, in advance, for your cooperation and support.

> Maurice D. Williams, Ed.S.

&gt;

> Learn. Laugh. Share. Reallivemoms is right place!

> [http://www.reallivemoms.com?ocid=TXF\\_TAGHMBloc=us](http://www.reallivemoms.com?ocid=TXF_TAGHMBloc=us)

APPENDIX G  
LETTER TO PRINCIPALS

[REDACTED]  
Jackson, Mississippi 39206  
February 4, 2008

[REDACTED]

Dear School Administrator:

I am in the final stages of my research on Principal Leadership Behaviors. Therefore, I am seeking your assistance as I obtain responses from staff members at your school. Please distribute the surveys which have been delivered to your school. Certified teachers, classroom assistants, facilitators and other staff are expected to complete each instrument in the absence of each building principal. If you need me to be present to conduct the administration of the survey, please let me know.

Please assure your staff members that the administration of the instruments will not take approximately 30 minutes, total. All responses will be kept confidential. [REDACTED] Public Schools staff members will not be expected to sign any survey instruments or any attachments.

Once the surveys have been completed, please seal them in an envelope. I will return to your school to collect each survey on February 18, 2008.

Thank you, in advance, for your cooperation and support. If you have any questions please contact me extension 484-4094. You may also email me at mwilliams@[REDACTED].ms.us.

Respectfully,

Maurice D. Williams, Ed. S.  
[REDACTED]

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