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# The Impact Of Principals' Transformational Leadership Behaviors On Teacher Commitment And Teacher Job Satisfaction

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**THE IMPACT OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP  
BEHAVIORS ON TEACHER COMMITMENT AND TEACHER JOB  
SATISFACTION**

by

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**Submitted in partial fulfillment of the  
requirements for the Degree of Doctor of Education  
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## Abstract

The purpose of this study attempted to investigate teachers' perceptions of principals' transformational leadership behaviors. Furthermore, the study investigated the relationship of these perceptions to teacher commitment and teacher job satisfaction. Practicing teachers (n=74) who were currently enrolled in graduate programs within the field of educational administration, were surveyed to evaluate their current principals' exhibition of transformational leadership behaviors. Levels of organizational commitment and job satisfaction were also obtained through survey.

Statistical analysis of the data yielded statistically significant relationships between a principals' usage of transformational leadership and staff morale. The transformational leadership behaviors also were found to have a significant impact on teacher commitment and teacher job satisfaction.

An unexpected finding of this research also clearly showed a significant, negative relationship between the number of years a teacher has taught in the same school and their level of both commitment and job satisfaction.

Practical implications are drawn from this research as well as recommendations for further extension of this research.

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## Chapter 1

### INTRODUCTION

#### Purpose of the Study

In order to be effective, schools require skilled leaders. The role of the principal is key to a school's ability to meet the needs of the students it serves. However, the impact and influence a principal has on student learning is not a simple relationship. There are two basic reasons for this. The first is a result of the increased demands and responsibilities placed upon the person who assumes the job of principal. Principals in today's schools require the person in the position to carry out a myriad of functions as well as act in a variety of different roles. As DeLuca, Rogus, Raisch and Place (1997) found that, "The literature on educational leadership clearly emphasizes that the principal is a highly complex and demanding role" (p. 105). Fullan (1991) described the changing role of the principals over the past two decades as becoming, "dramatically more complex" (p. 144). The second is a result of the multi-faceted nature of the principal's role within the school. A principal's impact on student learning cannot be defined as a simple direct relationship. A principal's actions most often do not have a direct effect on student learning. While research overwhelmingly supports the notion that a school, in order to be effective must have an effective leader, the idea that effective principals equal effective schools, though true, does little to fully explain the nature of principals' impact on the schools they lead. Edmonds (1979a) and Brookover and Lezotte (1977) believe that principals have a direct impact on student outcomes, most especially student learning. While these researchers laid the initial groundwork that established the



importance of the principal in effective schools, this research did not reflect the nature of a principal's influence on the students within the school.

The last two decades of research in this field have established the changing, evolving and growing role of the school principal. The way a school leader's role is viewed has changed from that of a site manager to an instructional leader to a transformational leader. In their book *Understanding the Principals*, Beck and Murphy (1991) created a list of all encompassing metaphorical phrases to capture the emphasis on the role of the principal in each decade. The list includes descriptions such as, "scientific manager" (1930's), "theory-guided administrator" (1950's), "bureaucratic executive" (1960's) and "instructional leader" (1980's) (p. 202). Barbary (1999), in commenting on the changing role of the principal, wrote, "they [principals] have a far more complex role today than those educational leaders of the past" (p. 3).

The nature of the role of today's principal mirrors the complexity of gaining understanding into how the principal effects student learning. Cuban (1984) was one of the first researchers to understand this. He asserted that research on effective schools had been too narrow in its focus on standardized test scores and that researchers should look to other outcomes to fully measure a school's effectiveness. Research in this vein has concluded that the impact of the principal on student learning is indirect. Leithwood and Duke (1999) wrote, "understanding the effects of principals' leadership depends on identifying the components of the school organization that principals can influence directly, and that in turn, effects directly what students learn" (p. 303). These components are important factors in a school's overall success. Sheppard (1996) found that selected school level characteristics were essential to the development of effective

schools. Heck and Hallinger (1999) dismissed the direct effects model that tried to equate a principal's behaviors as having a direct impact on student learning. However, the research does give overwhelming support to the impact a principal can have through indirect means. Areas such as shaping school goals and vision building are two that have consistently been linked to a principal's behaviors (Dwyer, 1986; Goldring, 1990; Hallinger & Heck, 1996). Another area where principals have an indirect relationship with student learning is in regard to the effects they have on teacher attitudes and performance. Hallinger and Heck (1996) found that the norms and practices of teachers were greatly affected by the building principals.

This study accepts the idea that a principal can have an impact on student learning through a variety of variables within the school. This study attempts to investigate teachers' perceptions of principals' transformational leadership behaviors. Furthermore, the study investigates the relationship of these perceptions to teacher commitment and teacher job satisfaction.

### Background of the Problem

Since principals are a key element to school effectiveness, a complete understanding of the impact of their behaviors on a multitude of school level variables is necessary. This necessity is driven by the acceptance of the indirect nature of a principal's influence on student learning. As Barbary (1999) wrote, "the principal must be knowledgeable and adept about the processes of change, improvement, and school and community culture in order to bring about the establishment and maintaining of educational excellence" (p. 4). There are a number of researchers who have found principals to have a positive impact

on a number of variables within the school environment. This group of outcomes is often referred to as the school organizational climate. Many of these variables center around the teachers in the schools. Ogawa and Bossert (1995) also found that effective principals had a positive impact on teachers, which in turn, had an overall positive effect on the performance of the school in a number of areas, not the least of which was student learning.

It is within the framework of viewing the principal as the leader of change within the school that this study takes place. The last decade of educational leadership and effective schools research has pointed to the need for reform within our nation's schools. This need has been coupled with a demand placed on principals to be the leaders of reform within the organizations that they lead. The principal's primary role then is to act as an agent of that change and to provide the organization and its members the pathway to towards improvement. The principal's role therefore is to be viewed in this study as being the individual who can transform the school for the purpose of improved student outcomes. Hoy and Sweetland (2001) developed the concept of "enabling structures" to describe the means by which a principals can have a direct influence. Furthermore, these authors assert that transformational leadership behaviors are the types of behaviors that foster the optimal environment for the creation of these enabling structures. Silins (1994) reported positive correlations between transformational leadership behaviors and teacher outcomes. The research is rich in examples of the positive impact a principal's transformational leadership behaviors can have on aspects of school organizational climate, especially teacher based outcomes. Therefore, the perspective of the principal as

transformational leader and the behaviors associated with school leaders who employ transformational leadership is the one which this study will employ.

A principal can have a direct influence on a school's organizational climate. One area within the school organizational climate that has been identified as essential to successful schools is teacher outcomes (Sheppard 1996). Teacher commitment and teacher job satisfaction have been shown to be important factors in school organizational climate, which directly impacts on student learning. Isherwood and Hoy (1973) found that principals who displayed charisma, leadership expertise and human relations skills heightened teacher loyalty and teacher job satisfaction. Sheppard (1996) showed a positive relationship between a principal's instructional leadership behaviors and teacher commitment, teacher professional development and teacher innovativeness. Kirby and Paradise (1992) found that a principal's transformational leadership behaviors could have a positive influence on teacher morale. Building on these and similar findings, this study attempts to link transformational leadership behaviors to the selected teacher outcomes of commitment and job satisfaction.

#### Statement of the Problem

This study attempts to (a) determine if principals' transformational leadership behaviors, such as identifying and articulating a vision, fostering acceptance of group goals, providing individual support, intellectual stimulation, providing an appropriate model, and setting high performance expectations, have a positive relationship on related teacher outcomes, namely teacher commitment and teacher job satisfaction; (b) determine which, if any of these transformational leadership behaviors, seem to have the greatest

impact on teacher commitment and teacher job satisfaction; (c) determine if a correlation exists between the number of years a teacher works for a principal as well as the number of principals a teacher has worked under during their career, to their level of commitment and satisfaction they have with their job; and (d) determine the practical implications that can be drawn to assist principals in increasing commitment and job satisfaction among their teaching staff.

### Significance of the Study

The literature in this field up to this point has presented an incomplete view of the dynamics of a principal's impact on his/her school. This study attempts to fill in some of these gaps by gaining insight into how a principal can positively impact the school's organizational climate, specifically the teachers that work directly with the students within the organization.

What can be uncovered from a study of this kind, is invaluable to current principals. The findings will allow them to be reflective of their own transformational leadership behaviors and gain insight into ways to effectively increase their organization's performance. Positive findings might give current principals the impetus to embrace reform within their organizations as well as set aside anxieties and apprehensions they may hold regarding reform.

Prospective principals might also find the conclusions of this research to be helpful in offering them a model, which they can use to have a positive impact on their teaching staff and, as a result, a positive impact on student learning.

### Research Questions

Is Leithwood and Jantzi's (1996) transformational leadership model a satisfactory one for the particular sample used in this research?

What transformational leadership behaviors are positively related to teacher commitment?

What transformational leadership behaviors are positively related to teacher job satisfaction?

What transformational leadership behaviors, coupled with various demographic variables, seems to have the greatest impact on the teacher based outcomes of school organizational climate?

### Limitations

The number of respondents to the survey will limit the study. The study is also limited in its use of only one university for the selection of its entire sample. Another limitation is the difficulty in gauging the perceptions of the teachers that do respond as they could possibly have different interpretations of the term organizational climate as well as their principals' transformational leadership behaviors. A further limitation might be inherent to quantitative methods, which limit the depth and richness of the data that will be generated from the respondents. The study is limited by the definition of transformational leadership used. Though recognized as the most comprehensive definition, there are other aspects of transformational leadership, such as modeling behavior and fostering inspiration through charisma, that are not presented in this study. This study is also limited in the use of only two dependent variables. There are a number

of variables within the range of school organizational climate that are impacted upon by a principal's specific behaviors, such as teacher innovativeness and teacher professional development, however this particular study only employs teacher commitment and teacher job satisfaction as measurable variables.

#### Definition of Terms

Principal: The building level administrator of the school. The principal is viewed as the site based leader in all aspects of the school.

Effective principal: A building administrator who exhibits transformational leadership behaviors from the perception of the teachers he/she leads.

Transformational leadership: The behaviors of a principal that foster a climate among those in the organization to accept group goals and identify the practices to be used in the achievement of these goals.

Effective schools: Schools that maintain high expectations and high standards, have committed faculty and faculty that are satisfied with their work. These schools also have a leader who is recognized as exhibiting behaviors which foster the school's effectiveness.

Teacher commitment: The commitment to the school and to the colleagues in an environment of high purpose. Characterized by a strong belief in and acceptance of the school's goals and values and a willingness to maintain membership in the organization.

School organizational climate: The average perceptions one holds about their work environment. It is the set of factors that gives "personality" to the organization.

Teacher Job Satisfaction: The degree to which a teacher feels secure, challenged, rewarded and successful at the current school in which they work



## Chapter II

### REVIEW OF THE RELATED LITERATURE

#### Overview

This review of selected sources is intended to develop a logical argument to justify the purpose of this study. The development of this literature review attempts to show the progression of pertinent literature in this field as well as identify some of the areas that are in need of further research.

This literature review begins with a broad overview of the findings of the effective schools movement as it pertains to the role of the principal. The research in this area clearly shows the importance placed on the role of the principal.

The next area of this literature review surveys the evolving role of the principal from three distinct conceptual frameworks that have been developed over time. The role of the principal as manager, instructional leader, and finally transformational leader are all examined. The reasons for the change in the role of the principal is shown along with a review of the pertinent behaviors, traits and skills associated with each role.

With an understanding of the evolving role of the principal, a review and analysis of the characteristics of effective principals is then provided. The literature review concludes with an analysis of the research related to the school level outcomes that are expected as a result of effective principals. Specifically, the input of effective principals on a variety of school level outcomes is examined. The conclusion of this literature review will establish the reason for, and the necessity of, this study.

## Effective Schools Research

The period of the 1980's brought a movement in American public education to improve what were considered failing schools. The effective schools movement and the adjoining research, sought to improve the quality of America's schools. The body of research generated from this movement strongly refers to the need for strong leadership on the part of the principal (Williams, 2000). Carter and Klotz (1990) labeled the data that emerged from the effective schools research as a "blueprint" for educational reform at the school level (p. 37).

This reform movement emphasized the importance placed on the role of the principal. The principal was identified as the person who could have the greatest impact on school improvement. During the 1980's, the role of the principal underwent intense scrutiny. The result of this examination of the principalship was a clear call for reform (Hallinger, 1992). The idea that schools, in order to be effective, must have effective leadership at the school level, was a logical outgrowth of the effective schools research (Sheppard, 1996). Edmonds (1979a) and Brookover and Lezotte (1979) have singled out the principal as the most significant individual in the creation of an effective school. Dow and Oakley (1992) state that, "The research on school effectiveness has identified a number of factors that appear important in identifying effective schools. One factor that appears consistently in all of the studies is principal leadership" (p.34). Due to the results of the effective schools research, it has been accepted that strong administrative leadership makes a difference in student learning (Brookover & Lezotte, 1977, Edmonds, 1979a).

Gallmeier (1992) stated that, "effective schools research simply affirms...the importance of good leadership at the building level" (p.8). In an analysis of national reports on school effectiveness, such as *Turning Points: Preparing American Youth for the 21<sup>st</sup> Century*, *A Nation at Risk*, *Making the Grade*, *A Place Called School* and others, Findley and Findley (1992) found the reports to indicate that the principal is the key person who will give direction to whatever is done in the school. Glassman and Heck (1992) wrote that the, "effective schools research implied that improved student outcomes could be obtained through...strong principal leadership" (p. 5). Edmonds (1979b) went so far as to say that without strong administrative leadership, "elements of good schooling can neither be brought together nor kept together". Dow and Oakley (1992) described the principal as an, "essential ingredient in creating and maintaining effective schools". (p. 35). Barth (1991), in a summary of recent studies dealing with the importance of the school principal, found that the principal was the key to a good school, asserting that the quality of the educational program depended on the building principal. Barth went so far as to write, "show me a good school and I'll show you a good principal" (p. 64).

The effective schools movement spurred the creation of organizations whose intent was to address the issue of improving American schools. One such organization, the Coalition for Essential Schools, asserted in its publication *Horace* (1992) that, "virtually every successful Essential School identified over the past eight years has depended on a strong and committed principal more than any other single factor" (p. 1).

Clearly based on a majority of the research, it is the role of the principal that can be directly linked to a school's success. Edward DeRoche (1985), in *How School*

*Administrators Solve Problems* wrote, "The school principal is the, not a, major influence on the quality of education in a school. [He] is the major influence on whether education is effective or ineffective, [and] whether personnel are satisfied or dissatisfied" (p. v).

Perhaps, the central and crucial role of the principal in school success and effectiveness is no better summarized than in the simple statement of Bossert, Dwyer, Rowan and Lee who wrote in 1982 that, "successful schools mean successful principals"(p. 34).

The effective schools movement proved to be the catalyst for the research produced dealing with the role of the principal during the 1980's and 1990's in an effort to try and fully understand the role of the principal, as well as understand the impact a principal's behaviors could have on a variety of school based outcomes. Before discussing the impact of the principal on a variety of school outcomes, a full understanding of the related literature in the area of the evolving role of the principal is necessary.

### The Evolving Role of the Principal

While it has been shown that the principal is the central figure in a school's ability to be effective, there must be a deep understanding of the behaviors, traits, and skills that are deemed necessary for effective school leadership. This concept has evolved over the past 25 years and continues to change in light of current research. Fullan (1991) stated that, "the role of the principal has become dramatically more complex...progressing from the role of manager to the instructional leader to transformational leader" (p. 144).

Beginning as early as the 1920's and spanning much of the 20<sup>th</sup> century, the role of the principal was that of a manager (Hallinger, 1992). Early on in the century, the role of the

principal was guided by the conceptual framework created from the scientific management movement (Beck & Murphy, 1993). Glass (1986) viewed scientific management as the overwhelming contemporary force on principals during this time period.

Continuing into the decade of the 1930's, the focus of a principal's tasks were exclusively on the administrative aspects of the job, leaving no room for attention to instruction (Beck & Murphy, 1993). During this decade, the conception of the principal as middle manager emerged (Cooper & Boyd, 1987).

The concept of the principal as manager and the influences of scientific management carried through the decade of the 1950's. During this decade, principals were expected to pay careful attention to the management of all details of the daily operation of the school, even down to the minutest procedures. The expectation of the principal as a skilled administrator dominated the research and the writings of this period (Beck & Murphy, 1993).

The role of the principal during the 1950's and into the 1960's was one of middle manager, responsible for taking the plans of those outside the school and ensuring compliance by those within (Barth, 1991). For example, within the context of the many reform movements in education during the 1960's, which brought federally mandated programs into the public schools, the role of the principal still remained that of a manager in the form of supervising these mandated programs (Fullan, 1991).

Beck and Murphy (1993) cited the decade of the 1970's as the "opening of school" because it is during this time that external factors began to exert an influence on administrative thought and practice (p. 115). This "opening" continued into the 1980's,

bringing the community, politicians, businesspersons, academics and others to reach into the schools in an effort to guide and shape the educational processes as well as the school leaders (Murphy, 1990).

The decade of the 1980's also brought about a change in the focus of leadership at the school level. In what is considered to be the seminal work in the field of school leadership research, Edmonds (1979a), found that strong administrative leadership was a characteristic of instructionally effective schools. From this work, the concept of the principal as "instructional leader" took center stage in the quest to clearly define the principal's role. This new perspective charged the principal with overseeing the instructional program of the school.

While the term, "instructional leadership", has been defined by many researchers, there seems to be no universally accepted definition (Flath, 1989). While, many researchers have defined instructional leadership and created models to measure it, there are still an inordinate number of models, definitions and conceptions associated with the term, "instructional leader". Cuban (1984) described this phenomenon in the following way, "road signs exist, but no maps are yet for sale" (p. 132). K.A. Acheson and S.C. Smith, cited in Chell (1995), defined an instructional leader as "one who emphasizes the process of instruction and facilitates the interests of teacher, student and curriculum" (p. 20). DeBevoise (1984), in his definition of instructional leadership, emphasized the actions of the principal in focusing staff on student learning.

Clearly the focus of the instructional leader is on the overall instructional program of the school. Moorthy (1992) defined instructional leadership as the principal's beliefs, decisions, strategies and tactics that generate effective instruction in classrooms. Buffie

(1989) defined instructional leadership as the principal working with teachers and parents to develop a set of beliefs that can be used in shaping decisions regarding the school's goals and objectives. Chell (1995) differentiated between managers and instructional leaders by portraying managers as focusing on "running a smooth ship" while portraying instructional leaders as those who focus on learning and instruction.

Instructional leadership as a means of principal effectiveness, led to the development of a number of models outlining the traits, skills, and/or behaviors necessary for principals to possess in order to be effective instructional leaders. While there is no universally agreed upon set of criteria, many of the models overlap and recurring themes exist throughout. Rutherford (1985) listed five essential qualities for principals to exhibit in order to be effective instructional leaders: (a) creating a clear vision of what they want their schools to become, (b) translating these visions into goals, (c) establishing a school climate that support progress, (d) continuously monitoring progress, (e) and intervening in a supportive or corrective manner.

A research synthesis update conducted in 1995 by Kathleen Cotton of the Northwest Regional Educational Laboratory, listed the following behaviors as crucial to effective principals acting as instructional leaders: (a) emphasize learning as the most important reason for being in school, (b) have a clear understanding of the school's mission, (c) hire staff members who will support the school's mission (d) model effective teaching practices, (e) check student progress frequently, and (f) expect all staff to meet high instructional standards.

Hallinger (1992) noted effective instructional leaders must set high expectations for teachers and students, continuously monitor student progress and closely supervise

classroom instruction. Cuban (1984) cited the idea of the principal communicating the mission as well as supervising instruction. Bambug and Andrews (1990) listed the following as essential behaviors regarding instructional leaders: (a) resource providers (b) instructional resources, (c) effective communicators, and (d) visible presence.

Elaine McEwan (1998), pulling from a number of researchers in the field of instructional leadership, outlined seven steps to effective instructional leadership: (a) establish clear instructional goals, (b) be there for your staff, (c) create a school culture and climate conducive to learning, (d) communicate the vision and mission of your school, (e) set high expectations for your staff, (f) develop teacher leaders, and (g) maintain a positive attitude toward students, staff and parents.

Flath (1989) found that certain instructional leadership activities could be grouped together into the following four categories:

1. Goal emphasis – setting instructional goals and high expectations with a focus on student achievement
2. Coordination and organization – working for effectiveness and efficiency
3. Power and discretionary decision making - Securing resources, assist and facilitate to improve instruction
4. Human relations – Deal effectively with staff, parents, community and students. (p.20)

While instructional leadership behaviors have been shown to have positive impacts on student outcomes, research during the 1990's focused on new ways to address what were deemed as shortcomings in the then current educational system in regards to adequate student preparation. This led to a focus on the organizational structure of



schools and a call for the restructuring of these organizations (Hallinger, 1992). This shift emphasized reform within the organization. The type of leadership best suited for reform within an organization has been found to be transformational leadership. Bennis (1984) stated that, "leadership requires the possession of transformative power" (p. 64). With the emergence of transformational leadership, a new set of criteria was created for principals to meet in order to exhibit effectiveness. This trend was also recognized by Hallinger and Heck (1996) who viewed the move toward transformational leadership as being more in line with the evolving trends of educational reform. Leithwood (1992) also cited the challenges of school restructuring as reasons for advocating a move from instructional leadership to transformational leadership.

Similar to instructional leadership, there are numerous definitions of transformational leadership and the subsequent skills and behaviors exhibited by it. Leithwood, Begley and Cousins (1992) wrote that transformational leadership would focus on, "the enhancement of individual and collective problem solving capacities of organizational members; such capacities are exercised in their identification of goals to be achieved and practices to be used in their achievement" (p. 7).

Similar to instructional leadership, transformational leadership focuses on establishing goals and vision building. However, the focus of transformational leadership is on providing a basis for change in the organization. The work of Burns is accepted as the seminal work in the realm of transformational leadership (Kirby & Paradise, 1992; Leithwood & Duke, 1999). Burns (1978) based the usage of transformational leadership on the organization's need for change. He viewed transformational leadership as a way to not only recognize the needs of followers, but to raise those needs to higher levels of

motivation and maturity. Burns (1978) wrote, "transformational leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus has a transformational effect on both" (p.20).

Bogler (1999) viewed the concept of transformational leadership as taking center stage in the study of principal effectiveness since transformational leadership is identified as the style of leadership that can bring visionary leadership to the organization. Bennis (1984) stressed the importance of transformational leadership to communicate a, "compelling vision that empowers others to excel" (p. 70). Bass's (1985) model of transformational leadership identified and defined three factors that summarized the behavioral components of transformational leadership:

**Charisma/inspiration:** The degree to which the leader creates enthusiasm in followers, sees what is important and transmits a sense of mission to the organization. The leader inspires loyalty and devotion, instills pride and faith, commands respect. Followers place a great deal of trust and confidence in the leader's vision and values, develops intense feelings about the leader, perceives the leader as a role model and wants to identify with him/her.

**Intellectual stimulation:** The degree to which the leader provides intellectual and problem oriented guidance. Followers are encouraged to question assumptions, beliefs and values and develop independent problem solving capacities.

**Individualized consideration:** The degree to which the leader is concerned with the individual need of followers. The leader responds to followers needs for growth and development, elevating needs and abilities to higher levels when appropriate and delegating projects to stimulate individual learning experiences.

Jantzi and Leithwood (1996), building on Bass's model and others, identify six dimensions of leadership practice that encompass the conception of transformational leadership:

1. Identifying and articulating a vision – Behavior on the part of the leader aimed at identifying new opportunities for his or her school and developing, articulating and inspiring others with his or her vision of the future;
2. Fostering the acceptance of group goals – Behavior on the part of the leader aimed at promoting cooperation among staff members and assisting them to work together toward common goals;
3. Providing individual support – Behavior on the part of the leader that indicates respect for staff members and concern about their personal feelings and needs;
4. Intellectual stimulation – Behavior on the part of the leader that challenges staff members to reexamine some of the assumptions about their work and rethink how it can be performed;
5. Providing an appropriate model – Behavior on the part of the leader that sets an example for staff members to follow consistent with the values the leader espouses;
6. High performance expectations – Behavior that demonstrates the leader's expectations for excellence, quality, and high performance on the part of the staff.

(p.513)

Their work has been described as the most fully developed model of transformational leadership (Leithwood and Duke 1999).

Based on the work of Leithwood and Jantzi (1999), Hipp and Bredeson (1995) came up with five factors of transformational leadership:

**Models behavior:** Behavior on the part of the leader that sets an example for staff to follow that is consistent with the values the leader espouses.

**Inspires group purpose:** Behavior on the part of the leader that articulates and inspires others with a vision of the future. Behavior also aimed at promoting cooperation among staff to work toward common goals, stimulating collaboration in change effort, and influencing the interpersonal climate of the school.

**Provides contingent rewards:** Clarifies the relationship between the teachers' work and organizational reward structure.

**Holds high performance expectations:** Behavior that demonstrates the leader's expectations for excellence, quality and high performance on the part of the staff.

**Provides support:** Behavior on the part of the leader that indicates respect for staff and challenges staff to reexamine some of their assumptions about their work.

While the concept of transformational leadership is not new in regards to principals' behaviors, it is still recognized as a valuable model. Building on previous research regarding a principal's transformational leadership behaviors, Day, Harris and Hadfield (2001) concluded that the most effective leadership behaviors emphasize the importance of values, vision, high expectations and individualized support, all behaviors found to be central to transformational leadership.

### Characteristics of Effective Principals

There is a tremendous wealth of research, which portrays the behaviors, traits and skills necessary for effective school leadership. The models, inventories and lists are numerous, and although many are different, there are some broad and general assumptions in a variety of areas that seem to be consistent in most findings. Bossert's (1988) summary offers a fair picture of the most commonly accepted characteristics of effective principals: (a) The principal places an emphasis on goals and objectives, (b) the principal exhibits power and strong decision making, (c) the principal acts as an effective manager, and (d) the principal holds strong human relations skills.

The emphasis on goal setting and goal attainment is recurrent in the literature that is used to describe effective principals. Leithwood and Montgomery (1982) point to the principal for setting high achievement goals among staff and students and Blase (1987) emphasized goals and direction as one of the important task related themes of leadership. Williams (2000) found that effective principals work toward defining and achieving the goals of the school and attempt to nurture a positive school climate as well as strong interpersonal skills.

The concept of vision is also a recurrent theme in the literature on effective principal behaviors. Bennis and Nanus (1985) outlined five strategies of leadership skills needed in order to be effective: (a) Attention through vision, (b) meaning through communication, (c) trust through positioning, (d) positive self-regard, and (e) being engrossed with not failing.

Vision building is also mentioned in the works of Hallinger and Murphy (1987) and Daresh and Playko (1997). The literature related to effective principal behaviors placed

great emphasis on his/her ability to define goals and lead his/her staff toward the attainment of those goals as well as formulate, foster and communicate a vision for the school. Wilmore and Thomas (2001) claimed that the development of vision and its intricate implementation are the keys to a successful leader.

### Outcomes of Effective Principals

The broad range of models, conceptual frameworks, and lists of behaviors, traits, and skills associated with effective principals are meaningless unless they can be in some way associated to positive outcomes in the schools in which these principals lead. The measure of a principal's effectiveness must therefore be tied to outcomes within the school that have a positive effect on the school's objective, most often defined as student learning. Simply stated, research must identify the impact effective principals have on student learning. This question is complex and its answer lies in a combination of interwoven variables. These factors have an impact on a multitude of school-based outcomes.

The initial research in the field attempted to show a direct link between principal effectiveness and student achievement. These studies attempted to determine whether there were direct effects of a principal's leadership on school outcomes, most often classified as student achievement (Hallinger & Heck, 1999). While early researchers, such as Edmonds (1979a) and Brookover and Lezotte (1977) asserted that principals had a direct impact on student outcomes, it seems the initial surge of research was not helpful in identifying the dynamics and mechanics of a principal's influence on student learning. This aspect was largely ignored by the initial research and the complexity of the impact

of principals and the nature of their influence on a variety of outcomes related to school remained largely misunderstood. Heck (1992) wrote that, "this relationship is more complex than originally thought" (p. 22). However, it is not to say that principals have no influence on student outcomes. More clearly, it is the shortcomings of early research, which employed a direct effects model to understand the impact of principal effects on student achievement, that created a paucity of clear findings regarding an understanding of the impact of principals. This gap was identified by many researchers who called for different approaches to understanding the relationship of principals and student outcomes. For example, while, Ogawa and Hart (1985) concluded that principals exert an important and consistent, though relatively small, influence upon the instructional performance of school as measured by standardized test scores, they also urged future research to study a number of different outcomes, not simply the results of standardized tests to better understand the effects of principals.

Cuban (1984) was probably one of the first researchers to understand the complexity of the influence of the principal. He was critical of the effective school research for its overriding focus on student achievement as the only measure used to determine principal effectiveness. He urged researchers to consider other variables, dynamics, and outcomes to measure a principal's effectiveness. He wrote, "school effectiveness research is too narrow in its focus only on standardized test scores" (p.131). The struggle of early researchers to show clear proof of a direct impact of principal behaviors on student achievement never amounted in any overriding successes. For example, Krug (1986) found that researchers who attempted to establish a direct link had been unable to produce sound or consistent evidence of leadership effects on student outcomes. Even on

an international level, research attempting to make this connection proved disappointing. Van de Grift (1990) found few significant effects of principal leadership on student achievement. It is the words again of Ogawa and Hart (1985) who understood the need to look to other measures of school performance since, "principals affect a wide range of organizational outcomes" (p. 71).

Hallinger and Heck (1998), in an article focusing on methodological issues for the next generation of leadership studies, stated that, "studies conducted before 1987 emphasized determining whether there were direct effects of principal leadership on school outcomes" and that these models, "did not produce any consistent pattern of findings" (p. 144).

The results of these early studies showed weak or insignificant effects of principal leadership on student achievement and thus a need for a different approach was needed. In the words of Cuban (1984), "productive schooling entails more than raising test scores" (p. 131).

Over time, research has evolved and improved the understanding of the relationship between principal behaviors and student outcomes. The work of Pitner (1988) is used to distinguish a range of approaches in the field of principal effectiveness on a wide range of outcomes. As described previously, initial research in this field focused on identifying and measuring the direct effects of effective leadership on student achievement. These studies are classified by Pitner as direct effects models. In a summary of the literature, Pitner found that direct effects models offered no significant findings. The second model identified by Pitner, the mediated effects model, hypothesized that leaders achieve their effects on school outcomes through indirect paths. The results of a summary of these



studies shows that leadership practices contribute to school based outcomes, but that these contributions are almost always mediated by other people, events, and organizational factors (Hallinger & Heck, 1998, Leithwood, 1994). In a replication study conducted by Leithwood and Jantzi (1999), a principal's impact on a number of mediating variables was tested. Their study was a replication of an earlier study they had conducted (Jantzi & Leithwood, 1996) that found a compelling body of empirical evidence concerning the effects of effective leadership on a wide array of organizational and student outcomes. The findings of the 1999 study found significant relationships between school leadership and student outcomes when made to include mediating variables. Hallinger & Heck (1996), in a review of the pertinent literature in the field, urged researchers to use other definitions besides student achievement to define effective school leadership, examining the principal's impact on mediating factors such as teacher outcomes and other school level variables. The relationship between a principal's behavior and school outcomes is, in the words of (Boyan 1988), "at best, indirect". This relationship has also been described as principal behaviors having, "trickle down effects that nurture student performance" (Teddlie, Kirby & Stringfield, 1989). Bossert et al. (1982) suggested that principals could have a positive impact on a variety of in-school factors, and at least indirectly effect the achievement of students. Hallinger and Heck (1998) wrote that, "principals are likely to influence the school level of the organization more directly than classroom or student levels" (p.180). Leithwood and Jantzi (1999) wrote that direct effects studies on school leadership on student outcomes report weak or inconclusive outcomes whereas, studies including mediated variables report significant effects.

The research supporting the indirect effects of principals on a variety of important aspects of school, challenges researchers to identify and understand the variables that contribute to student outcomes and how principals impact on these variables. Dwyer (1986) and Goldring (1990), point to areas that principals have had an impact upon such as; shaping school goals, policies and norms. Hallinger and Heck (1996) recognized a principal's leadership effects through indirect means, listing areas such as school climate, school structure and organizational climate as ones in which the principal can have a significant impact. They used their findings to call for an advancement of understanding of how such linkages are shaped by the principal. Barth (1991) claimed the principal as the most "potent factor" in determining school climate (p. 64). Giddings and Dellar (1991) pointed out that school improvement literature has consistently identified school organizational climate as one of the main factors contributing to the effectiveness of a school. As recently as 2001, Wilmore and Thomas stressed the importance of climate, stating that, "too many people underestimate the importance of climate in creating a results-oriented, productive school" (p, 118).

The fact that a principal's impact on mediating variables seem to have a significant impact on student outcomes, raises the question as to the specific variables and the effects principals have on these mediating variables. In their 1996 review of the literature, Hallinger and Heck reported evidence of one overarching variable that has consistently been found to interact with principal leadership; school goals. Hallinger and Heck revisited the issue in 1998 and concurred with this finding, referring to school goals as the most consistent finding in the area of mediating effects as a principal's involvement in framing and sustaining the school's purposes and goals. Leithwood and Jantzi (1996)

identified four school conditions through which leadership may exercise its influence.

They are:

1. Purposes and goals – what members of the school understand to be both the explicit and implicit purposes and directions of the school.
2. School planning – means used to decide upon a school mission and goals.
3. Organizational culture – the norms, values, beliefs and assumptions that shape members' decisions and practices.
4. Structure and organization – nature of the relationship established among people and groups in the school and between the school and its external constituents. (p. 456)

There have also been positive findings regarding the impact principal behaviors can have on others within the organization. For example, Brewer (1993) found that principal leadership affected the motivation of teachers. Ogawa and Bossert (1995) proposed that effective leadership affects the existing relationship among participants in the organization (e.g. teachers, which then in turn has an overall positive effect on organizational performance). Hallinger and Heck (1996) wrote that, "principal leadership[influences] internal school processes that are linked to student learning. These internal processes range from school policies and norms to the practices of teachers" (p. 38). Blase and Blase (2000) concluded from their study that principals' behaviors have a direct effect on teachers and classroom instructional practices.

Clearly, the interaction of mediating variables models expanded the complexity of the effects of principal's behaviors, traits, and skills in school. Ogawa and Hart (1985) recognized that further research was necessary to determine the extent to which principals

affect a wide range of organizational outcomes. The affirmation of the mediating variables studies as relevant and significant in what they offer the understanding of a principal's impact on schools, support the need for a broader view of school leadership effects than the initial direct effects models. This focus is referred to as "second order changes" (Heck & Bredeson , 1995). These studies have sought to understand a principal's influence on the in school variables which then in turn directly have an impact on student outcomes. Hallinger and Heck (1998) in their article, "Next generation methods for the study of leadership and school improvement", point out some mediating variables "ripe for study" (p. 152). One that stands out for the purpose of this research review is teacher commitment.

There have been many positive findings in relation to teacher outcomes effecting leadership. Buffie (1989) stated that, "good teacher morale and high student achievement go hand in hand" (p. 11). Bogler (1999) stressed the importance of this connection between teachers and principals by stating that, "the education craft succeeds or fails depending on the way teachers feel about their work and how satisfied they are with it" (p. 6). Anderman (1991) found that a principal's actions create distinct working environments within schools, and that these different kinds of environments are highly predictive of teacher commitment and satisfaction. Barth (1991), a former high school principal, wrote that though there are many important relationships within a school:

I am convinced that none of these relationships has greater effect on the quality of life under the roof of the school house than the relationship between the principal and teacher. I have found no characteristic of a good school more pervasive than a healthy teacher-principal relationship. (p. 19)

Heller, Clay and Perkins (1993) suggested that each, "school must give more attention to increasing teacher job satisfaction" (p. 35). Shepperd (1996) compared principal's behaviors, specifically their instructional leadership behaviors, to levels of teacher commitment, teacher professional involvement and levels of teacher innovativeness. He found significant positive relationships between principals' instructional leadership behaviors and all three variables mentioned. Krug's (1992) earlier work also found that a principal's belief in the value of five instructional leadership behaviors was positively related to teacher job satisfaction and teacher commitment. Gallmeier (1992), in his study of principal leadership style and its effects on teacher motivation, concluded that the behavior of the leader was an important factor in the group's overall effectiveness.

Short (1995) called for more research into the effects of leadership behaviors on teacher behavior, specifically, the relationship of instructional leadership to teaching. This was due to the fact that he recognized the importance of these teacher behaviors on student learning and the influence their principals could have on teacher behaviors. Blase and Blase (2000) specified principals' behaviors such as; modeling, giving feedback and giving praise as having a positive influence on teacher reflection of their own teaching practices.

Blase (1994) asserted that, "leadership orientation of effective and ineffective school principals was a significant factor in shaping the teachers' work perspective as well as affecting significantly the sociocultural context (patterns of behavior and norms) of the school" (p.591). Another perspective of the impact principals can have on teachers, was offered by Hoy and Sweetland (2001), who view the creation of *enabling structures*, bureaucracies that are open, flexible and encouraging of teacher growth, as having a

positive impact on school effects. Hoy and Sweetland (2001) viewed these structures as places where professional relationships are open collegial and empowering. In these organizations, the principal is the one who finds ways to help teachers succeed.

Furthermore, the authors claimed, “[they] suspect that transformational leadership is strongly related to the creation of enabling school structures” (p.316). The concept of empowerment has been shown to be positively correlated with teacher job satisfaction and negatively with job stress (Davis & Wilson, 2000). LaMastro (2000) found that in schools where principals exhibited supportive behaviors toward their teachers there was a positive correlation among those teachers in their level of organizational commitment.

The direct influence principals’ behaviors can have on teachers, may result in improved student outcomes of those in the charge of these teachers. In this way, the principal can have an indirect, yet positive and significant effect on student outcomes, specifically student learning.

Within the broad range of leadership styles, types and classifications of behaviors, the one that most naturally lends itself to impacting teacher outcomes, is the transformational leadership behaviors of principals. This is due to the fact that the “cornerstone” of the transformational leadership model is “people effects” (Leithwood, 1994). The conclusion drawn from the Leithwood study was that, “transformational leadership has an impact on teachers’ perceptions of school conditions, their commitment to change and the organizational learning that takes place” (p. 48). There have been some other findings as to the impact of principals’ transformational leadership behaviors on teacher outcomes. For example, the Leithwood study (1999) found that transformational leadership had a positive impact on teacher commitment. Silins (1994) reported positive effects of

transformational leadership on a range of teacher perceived outcomes. Leithwood and Jantzi (2000) suggested that transformational leadership practices do contribute to the development of commitment. Since the focus of transformational leadership is fostering commitment to group goals, the question raised is how do principals' transformational leadership behaviors affect specified teacher outcomes that have been linked to student learning?

There is extensive literature which also supports the claim that teacher job satisfaction is particularly related to transformational leadership (Maeroff, 1988; Rossmiller, 1992). Bogler (1999) found that teacher satisfaction could be influenced by the principal's transformational type of leadership. Bogler concluded that, "the more teachers perceived their school principal to be transformational, the greater their job satisfaction" (p. 14).

A teacher's own perception of in school conditions are powerfully influenced by a principal's transformational leadership behaviors (Jantzi and Leithwood, 1996). Leithwood & Jantzi (1996) also pointed out that, "very little is known about teachers' perceptions of principal's transformational leadership behaviors" (p. 513). There is however an expectation among teachers for principals to foster a school climate conducive to learning (Newton, Fiene, & Wagner, 1999). It has been shown that this climate can be achieved through the transformational leadership behaviors of principals. Bogler (1999) found that teacher job satisfaction was likely to be positively correlated to the principal's transformational type of leadership. He wrote, "The more teachers perceive their leader to be transformational...the greater their job satisfaction" (p.14). Blase (1987) found that leadership factors (such as setting goals and vision building) had an impact upon teacher motivation, involvement, and morale (p. 606). Barth (1991)

stated that principals' behaviors were the most important reason why teachers grow or are stifled in their job. Kirby and Paradise (1992) in a study to examine the effects of transformational leadership on teachers, concluded that principals who engaged in transformational behaviors associated with individualized consideration and intellectual stimulation, had positive effects on teacher morale and commitment.

### Conclusion

This review of literature began by establishing the foundation that principal is crucial to a school's effectiveness. A review of the effective school research supported the claim of the importance of the role of the principal in this regard. This review then attempted to trace the evolving role of the principal during the 20<sup>th</sup> century and into the new millennium. Next, this review summarized the behaviors traits, and skills effective principals are expected to possess and/or exhibit.

The last section of the literature review identified the way that principals impact student learning, most often through mediating variables. An exploration into specific variables in the area of school organizational climate was then undertaken. This is a complex area with much still to be uncovered and understood. However, one area ripe for study within school organizational climate, is the impact of related principal behaviors believed to be effective when acting as mediating variables, specifically teacher commitment and teacher job satisfaction.



## Chapter III

### METHODOLOGY OF THE STUDY

#### Introduction

This study attempts to investigate teachers' perceptions of principals' transformational leadership behaviors. Furthermore, the study investigates the relationship of these perceptions to teacher commitment and teacher job satisfaction. The specific behaviors targeted in this research are those classified as transformational leadership behaviors. These behaviors include: providing vision or inspiration, modeling behavior, fostering commitment to group goals, providing individualized attention, providing intellectual stimulation, and setting high performance expectations (Leithwood and Jantzi, 1999). There is a need for reform within our nation's schools. The building principal has been charged with the responsibility of leading this charge. The ultimate goal of any such reform is to improve learning within the schools. Research has shown that principals play an integral part in effective schooling. However, the dynamics of a principal's influence on student outcomes is complex.

The literature has shown that principals have a positive impact on student learning mostly through indirect means (Bossert et al., 1982; Boyan, 1988; Hallinger & Heck, 1996; Leithwood & Duke, 1999; Pitner, 1988). It is thus up to researchers to gain an understanding into specifically how principals can best influence the factors within their schools to indirectly improve student learning. One area that has received a great deal of attention regarding the influence a principal has is the school's organizational climate. The research proves that principals can have a direct impact on the school's organizational climate (Bossert, 1995; Giddings & Dellar, 1991; Ogawa & Bossert, 1995;

Silins, 1994). A positive and productive environment for teachers to work within increases the likelihood of positive results regarding student-based outcomes, specifically student learning. Again, though, the impact on students from the principal is not direct. Rather, the principal directly impacts on a variety of teacher outcomes that then result in influencing student learning factors. The overall morale of the teachers within a school is one important factor directly influenced by the principal that affects the school's organizational climate and in turn, student learning (Buffie, 1989; Kirby & Paradise, 1992). This study attempts to explore the relationship between principals' behaviors and aspects of teacher morale, specifically their job commitment and the school and the level of satisfaction they have within their positions as teachers. It is important to gain input from teachers regarding their beliefs and attitudes on this subject, since it is their perceptions that shape the school organizational climate. This, in turn impacts, directly, on the students. The key role of the principal in fostering positive measures of commitment and satisfaction are believed to be best achieved in a principal's exhibition of transformational leadership behaviors. This study attempts to answer the questions posed by this researcher that are related to principals' behaviors and the impact these behaviors may have on the selected teacher outcomes.

### Population and Sample

The unit of measurement used for this study was individual teachers. Teachers were selected as the unit of study because it is their level of commitment and level of job satisfaction, that are being measured as it relates to their beliefs and attitudes of their current principals' behaviors. As such, the population is limited to classroom teachers

that are currently teaching in a school that is operated by a building principal. For the purpose of this research, the population was limited to practicing teachers, rather than other personnel working within a school under the principal. This was necessary due to the nature of the research, which focuses exclusively on the levels of teacher commitment and job satisfaction, as it has been proven that these variables have an impact on student learning. The researcher also limited the population to those currently teaching rather than any teacher not currently working in the capacity of a classroom teacher. This was done deliberately since the researcher believed this would yield the most accurate assessment of their principals' behaviors. Gathering data from teachers working with a principal on a daily basis was determined to be the best source for this specific research design. Furthermore, it was believed that since these were practicing teachers, they would be drawing from recent experiences when asked to assess and evaluate the level of commitment they have to the school they work in, as well as the level of satisfaction they find in their present job.

The researcher, in selecting a sample, believed it to be essential that the teachers involved in the study be fully forthright and honest in the evaluation of their own principals' behaviors. In order to do this, the researcher believed that having subjects complete the survey within their school building would possibly contaminate their responses. The issue of how best to achieve an optimal environment for the teachers to openly and honestly respond, without concern of breeches of confidentiality or potential repercussions from their building principal, had to be addressed. If surveys were sent to the respective schools of the potential subjects, it was likely that the principals of those schools would have knowledge of, and possible involvement or influence upon, the

study. Furthermore, teachers completing the survey within their work environment might be inhibited to respond openly and honestly due to concerns of co-workers or ultimately the principal gaining access to their responses. To avoid this, the researcher needed a method to gain direct access to the population outside of their work environment. The researcher solved this problem by drawing a sample from teachers who were currently enrolled in graduate courses from a local university. This step removed the possibility of any undue influence principals could have on the potential teachers' responses. The teachers surveyed in this study were enrolled in graduate level courses within the Departments of Administration and Supervision's traditional program, on-line master's program and Catholic School Leadership Program at Seton Hall University in South Orange, New Jersey. The fact that these teachers were enrolled in graduate courses in the field of education increased the likelihood that they would have been exposed to and have an understanding of the concept of transformational leadership. Further, the fact that these people were involved in graduate work, increased the likelihood of their own ability to be self-reflective regarding their current positions as well as providing them experiences to better evaluate their current positions and levels of satisfaction. This was believed to be the case since they likely had opportunities, through their graduate studies, to interact with teachers in a variety of different work environments.

The behavior of principals and how these behaviors impact on teachers' commitment to their schools and the level of satisfaction they have within their jobs, is the focus of this research. Since this research looks directly upon the relationship between the behaviors of principals and their impact on teachers, variables such as geography, grade

level of the school, type of school, District Factor Grouping of the school, as well as other demographic variables, though relevant, were not viewed by this researcher as crucial to this specific research endeavor. Therefore, the researcher did not find it necessary to create a sample which was reflective of any particular demographic group or groups. A further benefit of selecting teachers in graduate programs as opposed to entire staffs at individual schools, was the obvious increase in the number of principals that were evaluated in this study, since it was more than likely that most of the respondents worked in different schools.

### The Survey Instrument

The survey instrument used for this research was developed from a combination of three separate instruments designed by researchers in the respective fields of school leadership, organizational commitment and teacher job satisfaction. The first section of the instrument was borrowed from a 1996 study conducted by Doris Jantzi and Kenneth Leithwood. The study, "Toward an Explanation of Variation in Teachers' Perceptions of Transformational School Leadership" used a model of transformational leadership, which was designed by the authors. This model identifies six aspects of transformational leadership: providing vision or inspiration, modeling behavior, fostering commitment to group goals, providing individual support, providing intellectual stimulation, and holding high performance expectations. Within each dimension, Leithwood and Jantzi established indicators to measure a principal's practice of each. There are a total of twenty-four indicators within the instrument. This model was built upon the earlier work of Bass (1985) and Hallinger (1984). As stated in the literature review, this model is

viewed as the most comprehensive model of transformational leadership. The instrument was tested by the authors for reliability and validity (Leithwood & Jantzi, 1999). A five point Likert scale was attached to each of the indicators. Respondents were then asked to state their agreement or disagreement with each statement regarding their current principal. This researcher contacted the authors to gain formal approval to use the instrument as a part of this study. Approval was given in writing by Doris Jantzi to the researcher on December 21, 2001 (see Appendix A ).

The second part of the researcher's instrument, the Organizational Commitment Questionnaire (OCQ), was designed by Mowday, Steers and Porter (1979). This instrument deals specifically with measuring levels of organizational commitment among individual employees. The instrument uses a Likert scale to assess an employee's level of commitment to their current position. Mowday, Steers and Porter initiated a number of validity and reliability tests to assure that this instrument can be used as a, "general measure of commitment" (p. 228). This researcher attached a five point Likert scale to each of the statements, which asked the respondent to state their agreement or disagreement with each statement regarding their commitment to their school where they currently teach. Approval was given by the principal author of the OCQ (Mowday) to this researcher via e-mail on December 20, 2001 (see Appendix B ).

The third part of the researcher's survey instrument, regarding teacher job satisfaction, was borrowed from the, "Teacher Satisfaction Survey" designed by Evans and Johnson (1990). This instrument was developed to assess teacher satisfaction related to their employment. It employs a 5-point Likert scale, which asks teachers to assess their satisfaction in a number of areas related to their employment. Responses range from very

dissatisfied to very satisfied. The instrument was tested for reliability and it was established at .93 (Evans & Johnson, 1990). The researcher used this scale to have respondents state the level of their satisfaction or dissatisfaction with aspects of their current school. This researcher contacted the author in order to gain approval to use the Teacher Job Satisfaction survey. The author granted the researcher permission to use the instrument in a letter dated January 3, 2002 (see Appendix C).

### Reliability of the Instrument

While each of the three separate instruments has been demonstrated by their authors to be reliable, this researcher still determined that it was important to field test the instrument (see Appendix D). The researcher field tested the survey to gain valuable feedback from the participants, in order to make necessary adjustments to the instrument. The survey was administered to ten classroom teachers who were currently teaching at the time they completed the survey. The respondents were from three different schools within the same school district. There were five teachers from a high school (grades 9-12) and five from the elementary school level (grades K-5). Each participant was asked to complete the survey and comment on items they may have found misleading, difficult to understand, or irrelevant to the topic the items were placed under.

The results of the field test generated interesting and important feedback. Many of the respondents expressed interest in the findings of the research and the conclusions that could be drawn from such research. One participant commented that the survey made him, "think about the influence his principal has on how he feels about his job."

Three different respondents made suggestions in regard to improving upon the clarity of the instrument. Two respondents were unclear with Part III, "Organizational Commitment." They expressed confusion as to what exactly was meant by the term "organization" as it was used in each of the statements. One respondent felt that the survey might be asking their opinion of the school district, and not necessarily the specific school that he teaches in. Another respondent assumed that the survey meant her school, but she was uncertain and suggested the statements should more clearly reflect this.

Although the directions did ask the respondents to react to the prompts regarding their commitment to their school, the researcher decided to place the term "school" in parenthesis after the word "organization" in all of the statements.

Two respondents commented on the lack of clarity from one specific statement in Part III. These two found that statement #4, which read, "I would accept almost any type of job assignment in order to keep working for this organization" was unclear. One of the respondents from the secondary level interpreted this as possibly meaning that they would be willing to take on any schedule, whether it meant classes that they didn't want to teach in order to stay in the school. Another respondent, this one on the elementary level, did not know how to answer the question and simply circled it. In discussing this question with the respondent, this researcher decided to rephrase it, in order that it reflected the assignment of a teacher to their least desired grade or schedule, rather than leave the organization. The researcher made the change and had the statement read; "I would accept teaching almost any class, grade or level in my discipline in order to keep working for this organization." This feedback also caused the researcher to make a slight



modification in statement #8, "This organization really inspires the very best in the way of job performance." The researcher believed that by substituting the words, "my teaching" for "job performance," it would make the statement clearer and more pertinent to this research.

One final revision was motivated from an observation made by the researcher. In the first part of the survey, "Demographic Information," the researcher asked respondents to list the, "grade level(s) of the school you currently teach in." While all of the secondary respondents correctly answered, "9-12", three of the five elementary teachers that responded, incorrectly placed the grade level that they taught as the answer. The researcher concluded that this statement might be misleading and changed it to, "The school in which you currently teach services which grade(s)?"

With this feedback from the field study, the researcher made the changes mentioned above with the end result being a revised survey instrument (see Appendix E).

### Data Collection

To begin, the researcher selected three different programs within the Department of Educational Administration and Supervision at Seton Hall University. These programs were selected because they were the ones most likely to have students who were currently working as classroom teachers. All of the classes selected were graduate level courses. The specific courses came from the following programs; the traditional educational administration and supervision program, the on-line master's program in educational administration and supervision, and the Catholic School Leadership program.

Upon gaining approval from the Seton Hall Institutional Review Board for this study, the researcher contacted professors currently teaching graduate level courses within each of these programs. Two professors were contacted in the Educational Administration program, one professor from the on-line master's program, and five professors from the Catholic School Leadership program were then contacted. Once these professors agreed to participate in this study, the researcher established a date and time with each professor for the purpose of attending the class, making a presentation and then conducting the survey. In order to avoid duplicate responses, the classes surveyed in each program were selected in a manner that assured that each student would be in only one of the classes selected. Specifically, this was accomplished in the traditional administration program by carefully choosing one class that students often take at the beginning of their coursework and one class that students often take towards the end of their coursework. The surveys completed by the on-line master's program students were mailed individually to their respective home addresses. Only one survey was sent to each address, thus preventing duplicity of responses. To prevent duplicate responses in the Catholic School Leadership program, the researcher selected classes that met at the same day and time, thus assuring that an individual student would not complete more than one survey.

With the exception of the on-line master's program, the researcher traveled to each class to deliver the survey. The researcher read a scripted oral request to the class (see Appendix F). The script emphasized the necessity of being a classroom teacher in order to participate in the survey. The researcher then administered the survey only to those in the class that claimed they were teachers. The cover pages of the survey

contained the Letter of Solicitation, which also served as the Informed Consent Form (see Appendix G). A self addressed stamped envelope was given to the individuals who chose to complete the survey and they were asked by the researcher to mail the completed survey using the envelope within a week.

In regards to the students involved in the on-line master's program, the researcher obtained each student's mailing address and mailed out a survey with the Letter of Solicitation (which also served as the Informed Consent Form) as the cover page. Each envelope also contained a self-addressed stamped envelope. These students were urged to return completed surveys within the next 3 days. Every student in the on-line program was a practicing classroom teacher.

For all potential respondents, anonymity was guaranteed. The researcher emphasized that completing the survey was completely voluntary. Each professor also assured the students in the class that participation in the survey would have no bearing on their course responsibilities or grades. There were no codes on the survey that could identify the respondents.

#### Explanation of Coding of Responses

To best analyze the data that was collected from this study, the researcher used the SPSS Statistical Software Package. Due to the nature of the software, some of the data had to be coded in order to effectively use the SPSS package.

The demographic information from the survey was entered into the SPSS spreadsheet in the following way. Questions 1, 2 and 3 were broken into categories in order to most efficiently manage the information collected. Question 1 ("The school in which you

currently teach services which grade(s)?)” was divided into three categories; elementary which was used to classify any school that served primarily grades K-5, (coded as a 1), middle, which was used to categorize schools that served primarily grades 6-8 (coded as a 2) and secondary, which was used to categorize schools that served grades 9-12 (coded as a 3). Question 2 (“Number of years you have been teaching”) was also divided into three categories; 1-10 years (coded as a 1), 11-20 years (coded as a 2), and 21 or more years (coded as a 3). Question 3 (“Number of years working under your current principal”) was divided into three categories; 1-10 years (coded as a 1), 11-20 years (coded as a 2) and 21 or more years (coded as a 3). Question 4 (“your gender”) was coded in the following way; 1 for male and 2 for female. The final question contained in the demographic section of the survey, (“Number of principals you have worked for during your career”) was divided into three categories; 1-2 (coded as 1), 3-4 (coded as a 2) and 5 or more(coded as a 3).

The remainder of the survey used fixed responses in the form of a 5 point Likert scale. Part II (“Beliefs and Attitudes of Principals”) used a 5 point scale with strongly agree coded as 1, agree coded as 2, neutral coded as 3, disagree coded as 4 and strongly disagree coded as 5. Part III also used a 5 point Likert scale with strongly agree coded as 1, agree coded as 2, neutral coded as 3, disagree coded as 4 and strongly agree coded as 5. This was the case for all of the statements in Part III except for statements number; 3,7,9,11,12, and 15. These statements were written as negative statements by the author and therefore had to be coded in the reverse so that strongly agree was coded as a 5, agree coded as a 4, neutral coded as a 3, disagree coded as a 2 and strongly disagree coded as a 1. Part IV of the survey (“Teacher Job Satisfaction”) also used a 5-point Likert scale. In

this section however very dissatisfied was coded as 1 dissatisfied was coded as 2 neutral was coded as 3, satisfied was coded as 4 and very satisfied was coded as 5.

### Data Analysis

In Chapter One, the researcher posed four research questions. They are:

1. Is Leithwood and Jantzi 's(1996) transformational leadership model a satisfactory one for the particular sample used in this research?
2. What transformational leadership behaviors are positively related to teacher commitment?
3. What transformational leadership behaviors are positively related to teacher job satisfaction?
4. What transformational leadership behaviors, coupled with various demographic variables, seem to have the greatest impact on the teacher based outcomes of school organizational climate?

The first question, "Is Leithwood and Jantzi 's(1996) transformational leadership model a satisfactory one for the particular sample used in this research?" was analyzed using a number of steps. The researcher first analyzed the relationship between all of the individual transformational leadership behaviors. This was done through a comparison of the Pearson r values among the individual indicators within the transformational leadership model. The researcher then conducted a factor analysis using a rotated component matrix. This technique assisted the researcher in analyzing the clustering of the individual items making up different behavior groupings in the transformational leadership model.

The second question, "What transformational leadership behaviors are positively related to commitment?" was analyzed using the correlation coefficients for each of the three transformational leadership factors with the variable organizational commitment. Each factor was compared to the Pearson  $r$  value of organizational commitment.

The third question, "What transformational leadership behaviors are positively related to teacher job satisfaction?" was analyzed by comparing the correlation coefficients for each of the three transformational leadership factors with the variable teacher job satisfaction. Each of the dimensions of the transformational leadership model was individually compared to job satisfaction

The final research question, "What transformational leadership behaviors, coupled with various demographic variables seems to have the greatest impact on the teacher based outcomes of school organizational climate?" This question was answered using linear regression equations. Each model used the demographic variables; grade level of school, gender, number of years teaching, number of years teaching current school, and number of principals worked for, as independent variables along with one of the transformational leadership factors. The impact of these variables on teacher commitment and teacher job satisfaction was then determined using a linear regression equation. Individual coefficients were analyzed as well as the explanatory power of each model as a whole.

## Chapter IV

### THE FINDINGS

#### Introduction

The purpose of this study was to investigate teachers' perceptions of principals' transformational leadership behaviors. Furthermore, this study investigated the relationship of these perceptions to teacher commitment and teacher job satisfaction. Additional analysis among demographic variables; gender, type of school, number of years in teaching, number of years working in current school, and the number of principals worked for during one's career, were also used as part of the study's analysis of the data.

Chapter I presented the background of this research problem. While it has been accepted that the role of the principal is key to effective schools, the relationship between the principal and the outcomes used as indicators for success has been described as indirect. Therefore, the areas that principals' impact upon directly, specifically school organizational climate, became the general focus of this research. Even more specifically, the impact of principals on teacher commitment and teacher job satisfaction, was the focus of the study.

Chapter II presented the necessary sources and findings to support this specific research. This work is an extension of what has already been conducted in the field.

Based upon the methodology in Chapter III, 135 teachers received surveys from the researcher. These potential respondents were all enrolled in graduate courses at Seton Hall University in the field of educational administration and/or school leadership. The respondents met the criteria of being practicing teachers currently

working in a building with a principal in charge of that building. This sample was deemed to be appropriate by the researcher for the purpose of this specific research.

#### Return Rate

Surveys were given out to potential respondents over the course of a one-week period. Sixty-seven surveys were mailed on March 16, 2002 to all students within Seton Hall's on-line master's program in the department of administration and supervision. Five of these surveys were returned to the researcher as being undeliverable. Sixteen surveys were distributed to potential respondents on March 19, 2002 to graduate students within an Intermediate Statistics course in the Department of Educational Administration. Eighteen surveys were distributed to potential respondents in an Organizational Structures and Processes course within the same department on March 20, 2002. Finally, thirty-nine surveys were distributed to potential respondents within the Catholic School Leadership Program at Seton Hall during their session on March 23, 2002. This made the total number of surveys sent one hundred and thirty-five. All respondents were provided with a stamped envelope addressed to the researcher's home in order to return the survey. The researcher urged all participants to return the surveys as quickly as possible. The respondents were given three weeks from the date of the last presentation as a deadline to return the surveys (April 15, 2002).

Seventy-four completed surveys were returned and received by the researcher by the imposed deadline. No surveys were returned after the deadline. The 74 surveys represent a 54.8% return rate.



A number of demographic questions were asked on the survey. A summary of the data in regards to the demographic section showed the following:

Of the 74 that completed surveys, 37 ( 50%) of them presently work in an elementary school, 10 (13.5%) presently work in a middle school, and 27 (36.5%) presently work in a secondary school (see Table 1).

Table 1

Grade Level

	Frequency	Percent	Valid Percent
<b>Elementary</b>	37	50.0	50.0
<b>Middle</b>	10	13.5	13.5
<b>Secondary</b>	27	36.5	36.5
<b>Total</b>	74	100.0	100.0

The second question, number of years teaching, had 74 responses. Forty-seven (63.5%) have been teaching between 1 and 10 years, 11 (14.9%) have been teaching between 11 and 20 years, and 16 (21.6%) have been teaching 21 or more years (see Table 2).

Table 2

Number of Years Teaching

	Frequency	Percent	Valid Percent
<b>1-10 years</b>	47	63.5	63.5
<b>11-20 year</b>	11	14.9	14.9
<b>21+ years</b>	16	21.6	21.6
<b>Total</b>	74	100.0	100.0

The third question asked respondents the number of years that they have been working with their current principal (see Table 3). Fifty-four (73.0%) have been working with their current principal between 1 and 10 years, 10 (13.5%) between 11 and 20 years, and 10 (13.5%) at least 21 or more years.

Table 3

*Number of Years Working in Current School*

	Frequency	Percent	Valid Percent
<b>1-10 years</b>	54	73.0	73.0
<b>11-20 years</b>	10	13.5	13.5
<b>21+ years</b>	10	13.5	13.5
<b>Total</b>	74	100.0	100.0

Regarding gender, all respondents indicated a selection to this question. The total sample consisted of 28 (37.8%) males and 46 (62.2%) females.

The final demographic question asked respondents to indicate the number of different principals they had worked with during their careers. Seventy-four teachers completed a response. Of the total sample, 40 (54.1%) indicated that they had worked for between 1 and 2 principals during their career. Twenty-five (33.8%) had worked for between 3 and 4, and 9 (12.2%) had worked for 5 or more (see Table 4).

Table 4

*Number of Different Principals Worked Under During Teaching Career*

	Frequency	Percent	Valid Percent
1-2 principals	40	54.1	54.1
3-4 principals	25	33.8	33.8
5+ principals	9	12.2	12.2
Total	74	100.0	100.0

The questions on the topic of gender, grade level of the school, and years of experience were asked to gain a profile of the respondents and to assure that there was a wide range of teachers represented in regards to the three variables, gender, type of school, and years of experience. The distributions satisfied this researcher regarding the range of respondents.

#### Findings Regarding the Research Questions

*Research Question One:* Is Leithwood and Jantzi 's (1996) transformational leadership model a satisfactory one for the particular sample used in this research?

Leithwood and Jantzi's (1996) model offers six dimensions of transformational leadership. As stated in Chapter II, these behaviors are as follows; providing vision or inspiration (developing, articulating and inspiring others with one's vision), modeling behavior (setting an example for staff members to follow), fostering commitment to group goals (promoting cooperation and assisting staff to work together), providing individualized support (respect and concern for individual staff members' needs), providing intellectual

stimulation (challenging staff to rethink some of their assumptions about their work), and setting high performance expectations (expecting quality, high performance, and excellence from staff). The Transformational Leadership Scale which was created by Leithwood and Jantzi (1996) as a result of their research, listed items within each of the six dimensions to give further explanation and clarification for each specific behavior. It was this scale that was used by this researcher to ascertain teacher perceptions of their principals' exhibition of transformational leadership behaviors.

For this particular sample, the researcher found a high degree of interrelatedness not only among items within each of the six dimensions, but also between items from different dimensions. A comparison of the correlation coefficients among all of the items within the Leithwood and Jantzi model found that many of the indicators from the different transformational leadership behaviors correlated very highly with one another, thus indicating a potential interrelatedness among items from the different behaviors (i.e., items within, "modeling behavior" correlated highly with items within, "fostering commitment to group goals"). The researcher then conducted a factor analysis to examine the groupings of the individual indicators (see Appendix H). As one would expect, items within each of the respective dimensions grouped together. However, some items outside of their specific behavior, also grouped together. An analysis of the entire matrix reveals three distinct clusters, instead of the six dimensions used by Leithwood and Jantzi. The first cluster, incorporated the behaviors of providing vision or inspiration, modeling behavior, and fostering commitment to group goals, primarily actions of the principal regarding modeling. This factor accounted for 30.40% of the variance. The specified items that loaded high on this factor were the five items that dealt with, "providing vision or inspiration," the two that

dealt with, "modeling behavior," and the five that dealt with "fostering commitment to group goals." This specific factor contained 12 of the total 23 items within Leithwood and Jantzi's 1996 model. This researcher categorized these behaviors as those in which the principal, "actively leads staff." The second cluster contained the transformational leadership behaviors of providing individual support (specifically validating the professional self-worth of the individual teacher). This factor accounted for 21.66% of the variance. The specific items that loaded high on this factor were the five items contained within the dimension of "providing individual support." This researcher categorized this behavior as one in which the principal acts in a role of "supporting staff." The third cluster incorporated intellectual stimulation and holding high performance expectations; behaviors that challenge staff to raise their own standards and expectations regarding their own teaching. This factor accounted for 20.75% of the variance. The specific items that loaded high on this factor were the three items that dealt with "providing intellectual stimulation" and the three items that dealt with "setting high performance expectations." This set of behaviors will herein be categorized as behaviors that, "challenge staff." These three new groupings were accepted by the researcher as the best typology for this specific sample.

With the acceptance of the three variables created from the factor analysis, the researcher used SPSS to compute values for each of the three newly formed variables. It was these three variables that were used for the remainder of the analysis for the purpose of this research.

*Research Question Two:* What transformational leadership behaviors are positively related to teacher commitment?

This question was answered by comparing the correlation coefficients for each of the three transformational leadership behavior factors with the variable teacher commitment. Mean score from the Organizational Commitment Questionnaire was used to measure teacher commitment. Principals' behaviors of actively leading staff, supporting staff, and challenging staff, were individually compared to teacher commitment. An analysis of the data found that all three of these behaviors were statistically significant to the  $p < .01$  level. Each of the dimensions of the transformational leadership model was individually compared to teacher commitment. An analysis of the data found that all three of the combinations of the transformational leadership behaviors were statistically significant to the .01 level. The strongest relationship existed between Challenging Staff (intellectual stimulation and setting high performance expectations) and commitment (.500). This correlation implies that a moderate, positive relationship exists between principals' behaviors of challenging their staff and teachers' level of commitment to their school. The next strongest was the relationship between actively leading staff (provides vision or inspiration, models behavior and fosters commitment to group goals) and commitment (.462) and the third relationship analyzed regarding this question, supporting staff (provides individual support) and commitment had the weakest relationship (.426). The relationship between both Actively Leading Staff and Supporting Staff and commitment can be categorized as a low, positive correlation. This implies that while a teacher's level of commitment is likely to increase with

principals' exhibition of either of these behaviors, the two do not hold an overly strong correlation with one another (see Table 5).

Table 5

Correlation Table Among Transformational Leadership Factors, Organizational Commitment

	Commitment	Actively Leading Teachers (n=74)	Supporting	Challenging
Commitment	-	.462*	.426*	.500*
Actively Leading	.462*	-	.702*	.728*
Supporting	.426*	.702*	-	.578*
Challenging	.500*	.728*	.578*	-

\*  $p < .01$

While this analysis does uncover that a relationship exists between the three clusters of transformational leadership behaviors and organizational commitment, this analysis does not delve deeply enough into the nature of those relationships. It was therefore necessary to use more sophisticated statistical analysis to gain a deeper understanding of the relationships of the variables. This analysis will be discussed in the section dealing with Research Question 4.

*Research Question Three:* What transformational leadership behaviors are positively related to teacher job satisfaction?

Using the same model and same responses as for the previous question, the researcher then compared correlation coefficients for each of the three transformational leadership factors with the variable teacher job satisfaction. Mean score from the Teacher Job Satisfaction Scale was used to calculate this variable.

Similar to Research Question 2, this question attempted to determine which, if any of the transformational leadership behavior factors, were positively related to teacher job satisfaction. The data showed that each of the three transformational leadership factors had a statistically significant relationship to teacher job satisfaction. Two relationships held virtually the same correlation relationship; that between Challenging Staff (intellectual stimulation and sets high performance expectations) and job satisfaction (.588) and Actively Leading Staff (provides vision or inspiration, models behavior and fosters commitment to group goals) and satisfaction (.585). The third relationship analyzed the correlation between Supporting Staff (provides individualized attention) and job satisfaction. This correlation indicates a low, positive correlation between a principals' behavior of Supporting Staff and teachers' perceptions of their own job satisfaction (see Table 6).



Table 6

*Correlation Table Among Transformational Leadership Factors, Job Satisfaction*

	Satisfaction	Actively Leading	Supporting	Challenging
		Teachers (n=74)		
Satisfaction	-	.585*	.485*	.588*
Actively Leading	.585*	-	.702*	.728*
Supporting	.485*	.702*	-	.578*
Challenging	.588*	.728*	.578*	-

\* p&lt;.01

Similar to Question 2, these correlations are limited in the nature of the statistical tool that is being employed. A deeper analysis of these relationships will also be discussed in research Question 4.

In comparing the correlations between each of the transformational leadership behavior combination and organizational commitment and teacher job satisfaction, it should be noted that the relationships between the behavior variables and job satisfaction all held stronger relationships than the same behavior combinations respective to organizational commitment.

*Research Question Four:* What transformational leadership behaviors, coupled with various demographic variables, seem to have the greatest impact on the teacher based outcomes of school organizational climate?

While all of the transformational leadership behaviors seem to have a relationship on both teacher based outcomes, it was necessary to further explore these relationships to determine which of the behaviors had a significant impact on the levels of teacher commitment and job satisfaction. Furthermore, it was necessary for the models to include the demographic information that had been gathered in order to explore their relative impact on the explanatory power of each equation. The researcher ran six separate regression equations, keeping the demographic variables constant within each model (grade level of school, gender, number of years teaching, number of years teaching at current school and number of principals worked for) and using a singular transformational leadership factor. Since interrelatedness was shown to exist among the various transformational leadership behaviors, separate regression equations assured the best linear regression equations. Each regression equation was run using a different transformational leadership behavior factor (Actively Leading Staff, Supporting Staff, and Challenging Staff). Three regression equations were run for organizational commitment and three were run for teacher job satisfaction. The equations for organizational commitment will be discussed first.

### *Organizational Commitment*

All three regression equations were found to be statistically significant predictors of organizational commitment. Of the three equations, the regression equation which contained the transformational leadership behavior of Challenging Staff (providing intellectual stimulation and setting high performance expectations) had the highest overall predictive power (Adjusted  $R$  square = .293). Within the equation,

Challenging Staff, had the highest relative impact ( $B=.580$ ). This implies that it is the principals' behavior of Challenging Staff, which has the strongest relative predictive power on teacher commitment, more so than how long a teacher has been teaching or the number of years the teacher has taught in the current school. This holds true regardless of gender or the type of school in which the teachers work. This coefficient was followed in relative strength by the number of years teaching at the current school, which had a negative impact on organizational commitment ( $B=-.466$ ). These variables represented the only two that had statistically significant Beta values. The remaining demographic variables, number of years teaching, gender, number of principals worked for and grade level, respectively all had relatively weak predictive power (see Table 7).

Interestingly, the demographic predictor that had the highest Beta value, number of years teaching current school, had a negative impact on organizational commitment. This implied that the longer a teacher works in a particular school, the less committed they become to that school. Number of principals, although a relatively weak predictor also showed a negative Beta, implying that the those who worked for fewer principals during their career seem to be more committed to their school.

Table 7

*Summary of Linear Regression Analysis for TL Combo3 and other Variables*  
*Predicting Teacher Organizational Commitment (n=74)*

Variable	B	SE B	$\beta$
Grade Level	.111	.091	.126
Yrs Teaching	.286	.091	.289
Yrs Teaching Current School	-.530	.240	-.466*
Gender	.281	.175	.167
Number of Principals	-.159	.145	-.136
Challenging Staff	8.224E-02	.015	.580**

Note.  $R=.293$  ( $p>.01$ ).

\* $p<.05$

\*\* $p<.01$

The second strongest regression equation regarding its impact on organizational commitment was one that used transformational leadership factor categorized as Actively Leading Staff (provides vision or inspiration, models behavior and fosters commitment to group goals). This model produced a  $R$  Squared value of .219. Similar to the first regression equation, Actively Leading Staff had the strongest relative predictive power ( $B=.504$ ). Again, it is the principals' behaviors, in this case Actively Leading Staff, that has the strongest relative impact on teachers' levels of commitment to their school. It was also the only variable with a statistically

significant Beta value. Years teaching in the current school had a relatively strong, negative impact ( $B=-.329$ ). These variables were followed in relative strength by years teaching ( $B=.229$ ), number of principals ( $B=-.152$ ), grade level taught ( $B=.143$ ) and gender ( $B=.142$ ) (see Table 8).

Table 8

*Summary of Linear Regression Analysis for Actively Leading Staff and other Variables Predicting Teacher Organizational Commitment (n=74)*

Variable	B	SE B	$\beta$
Grade Level	.127	.483	.143
Yrs Teaching	.226	.096	.229
Yrs Teaching Current School	.374	.242	-.329
Gender	.237	.248	.183
Number of Principals	-.177	.153	-.152
Actively Leading	3.16E-02	.007	.504*

Note.  $R^2=.219(p<.01)$ .

\* $P<.01$

Here again, the direction of the number of years teaching at current school and the number of principals worked for, was negative in regards to their impact on commitment.

The final regression equation held the weakest overall predictive ability on organizational commitment. This model incorporated the transformational leadership behavior of Supporting Staff (providing individualized attention) (Adjusted  $R$  Squared .164). Again the strongest relative predictor in the equation was Supporting Staff, which did hold a statistically significant Beta ( $B=.473$ ). Although the overall equation was the weakest of the three equations discussed, the relative predictive strength of Supporting Staff was greater than any of the other demographic variables. A principals' ability to Support Staff is a stronger predictor of teacher organizational commitment than number of years teaching, number of years teaching in current school, number of principals worked for, gender and grade level taught.

Within this equation, the relative strength of the other variables showed that the number of years teaching in the current school, which once again had a negative impact on organizational commitment ( $B=-.354$ ). Years teaching ( $B=.266$ ), gender ( $B=.159$ ), grade level ( $B=.069$ ) and number of principals ( $B=-.025$ ) all had weaker predictive power on organizational commitment (see Table 9). It is important to note that number of years teaching current school and number of principals showed a negative value, thus remaining consistent in direction for all three regression equations dealing with organizational commitment.

Table 9

Summary of Linear Regression Analysis for Supporting Staff and other VariablesPredicting Teacher Organizational Commitment (n=74)

Variable	B	SE B	$\beta$
Grade Level	6.070E-02	.099	.069
Yrs Teaching	.263	.253	.266
Yrs Teaching Current School	-.403	.258	-.354
Gender	.267	.190	.159
Number of Principals	-2.871E-02	.157	-.025
Supporting Staff	7.848E-02	.019	.473*

Note.  $R^2=.164$  ( $p<.01$ ).

\* $P<.01$

*Job Satisfaction*

The next set of regression equations used job satisfaction as the dependent variable. The same format of sequencing was used as with organizational commitment, with the only change being made to using job satisfaction as the dependent variable in place of commitment. All three regression equations were found to be significant predictors of teacher job satisfaction. The equation which used the behaviors of providing intellectual stimulation and setting high performance expectations (Challenging Staff) had the strongest overall predictive value ( $R$

Squared .427). The predictive power of this factor implies that the factor, Challenging Staff, has a greater impact on teacher job satisfaction than on any other demographic variable. Challenging Staff also holds a statistically significant impact on teachers' levels of job satisfaction. Among the independent variables, the factors of transformational leadership behaviors had the highest relative predictive strength ( $B=.668$ ). Another variable with a strong predictive value was the number of years teaching in the current school which, similar to its relationship with organizational commitment, acted as a relatively strong, statistically significant, negative predictor of job satisfaction ( $B=.596$ ). The remainder of the independent variable all had weaker positive relationships with teacher job satisfaction. Years teaching ( $B=.294$ ), gender ( $B=.119$ ), grade level ( $B=.087$ ), and the number of different principals ( $B=.072$ ) (see Table 10).



Table 10

Summary of Linear Regression Analysis for TL Combo3 and other VariablesPredicting Teacher Job Satisfaction (n=74)

Variable	B	SE B	$\beta$
Grade Level	6.005E-02	.322	.087
Yrs Teaching	.227	.064	.294
Yrs Teaching Current School	-.528	.163	-.596*
Gender	.156	.123	.119
Number of Principals	6.578E-02	.102	.072
Challenging Staff	7.393E-02	.010	.668*

Note.  $R^2=.427$  (ps,.01).

\* $p<.01$

The regression equation with the next strongest overall predictive power was the model which used the transformational leadership behaviors of providing inspiration, modeling behavior and fostering commitment to group goals (Actively Leading Staff) ( $R$  Squared .365). The independent variable with the strongest overall predictive power was the principals' behavior of Actively Leading Staff ( $B=.610$ ). The transformational leadership behavior in this equation, as the transformational leadership behavior factors in the previous equations discussed, held a statistically significant impact on the dependent variable, job satisfaction. Again, it is the

principals' behaviors which hold a significant relationship. Years teaching in the current school held the second strongest relative predictive ability ( $B=-.446$ ). Both of the Beta values of these variables were found to be statistically significant. The remaining variables held relatively weak Betas. Years teaching ( $B=.235$ ), grade level ( $B=.110$ ), gender ( $B=.093$ ) and number of principals ( $B=.050$ ). The only variable that held a negative relationship with job satisfaction in this equation was the number of years teaching current school. The demographic variable, number of principals, had a relatively weak, but positive impact on the dependent variable (Table 11)

Table 11

Summary of Linear Regression Analysis for TL Combo1 and other Variables

Predicting Teacher Job Satisfaction (n=74)

Variable	B	SE B	$\beta$
Grade Level	7.548E-02	.068	.110
Yrs Teaching	.181	.170	.235
Yrs Teaching Current School	-.395	.174	-.446*
Gender	.121	.129	.093
Number of Principals	4.511E-02	.107	.050
Actively Leading	2.985E-02	.005	.610**

Note.  $R^2=.365$  (ps,.01).

\* $p<.05$

\*\* $p<.01$

The final regression equation which used the transformational leadership factor, Supporting Staff, held the weakest overall explanatory power ( $R$  Squared .282) among regression equations with job satisfaction as the dependent variable. Again, the transformational leadership behavior held the strongest overall predictive ability ( $B=.571$ ). The number of years teaching in the current school had the second strongest predictive ability ( $B=-.475$ ) having a negative impact on the dependent variable. Again, both of these variables' Beta values were found to be statistically significant. The remainder of the independent variables held beta values in the following order; number of years teaching ( $B=.278$ ), number of principals ( $B=.204$ ), gender ( $B=.114$ ), and grade level ( $B=.019$ ) (see Table 12).

Table 12

*Summary of Linear Regression Analysis for TL Combo2 and other Variables**Predicting Teacher Job Satisfaction (n=74)*

Variable	B	SE B	$\beta$
Grade Level	.1338E-02	.072	.019
Yrs Teaching	.215	.183	.278
Yrs Teaching Current School	-.421	.187	-.475*
Gender	.149	.138	.114
Number of Principals	.185	.114	-.204
Supporting Staff	7.385E-02	.014	.571**

Note.  $R^2=.282$  ( $p<.01$ ).

\* $p<.05$

\*\* $p<.01$

Thus, years teaching in the current school remained consistent in its direction of having a negative impact on job satisfaction and number of principals held a stronger positive relationship within this regression equation.

### Summary

While all of the regression equations run regarding this data were found to be significant, the strongest regression equation incorporated Challenging Staff (providing intellectual stimulation and holding high performance expectations) with job satisfaction as the dependent variable. The regression equation which incorporated Challenging Staff and commitment, as the dependent variable, was the third strongest equation. Both other regression equations which used job satisfaction as the dependent variable were stronger overall predictors than either of the remaining equations that used commitment as the dependent variable. The following table ranks the comparable R Squared values for the six different regression models in order of greatest percentage of variance explained. The equations are classified by the transformational leadership behavior combination and the dependent variable.

Table 13

*Rank Order of Relative Predictive Ability of Individual Regression Equations*

Regression Equation	Percentage of Variance Explained
TL Combo3 – Job Satisfaction	42.7
TL Combo 1 – Job Satisfaction	36.5
TL Combo3 – Commitment	29.3
TL Combo2 – Job Satisfaction	28.2
TL Combo1 – Commitment	21.9
TL Combo2 – Commitment	16.4

The findings displayed significant relationships among the target variables; the independent variables of the specific transformational leadership behaviors and the school organizational climate variables of organizational commitment and job satisfaction. While the individual regression equations had varying degrees of explanatory power, all of the equations were found to be statistically significant. With each of these equations, the specific transformational leadership combination took on the role of the most significant relative predictor.

Among the demographic variables, the number of years teaching at the current school registered a statistically significant Beta value in four of the six regression equations. This variable also held a negative value in each of the regression equations, thus showing a negative relationship with the dependent variables in each of the models. It is also important to note that although the demographic variable, number of years teaching did not hold any statistically significant predictive power in any of the regression equations, it did show a consistent Beta size in all of the models. This finding may have substantive importance due to the fact that it exhibited a steady, positive, although statistically weak, impact on organizational commitment and job satisfaction, in each equation.

Conclusions from the findings as well as recommendations for further study will be discussed in the next chapter.

## CHAPTER V

### Summary, Conclusions, Recommendations for Further Study

#### Summary

Over the last two decades, schools have become places in which increased pressure has been levied on many different stakeholders to create effective schools. The effective schools research movement, which began in the 1980's, continues to exist within a society that places increased pressures and focus on those responsible to produce quality schools. The research, over this time period, has justified the need for reform in our nation's schools (Carter and Klotz, 1992; Williams, 2000). Policies have been adopted to address this specific issue. The public now demands for schools to be places where effective learning takes place. While the concept of working to create effective schools is not debatable, the complexity of how best to achieve this is an issue of considerable and longstanding debate.

Effective schools research universally emphasizes the integral role the principal holds in the shaping of effective schools (Bossert, Dwyer, Rowan, and Lee, 1982; Brookover and Lezotte, 1977; Brookover and Lezotte, 1979; Dow and Oakley, 1992; Edmonds, 1979a; Gallmeir, 1992; Glassman and Heck, 1992, Sheppard, 1996). In order for schools to be effective, they must have effective leaders. While this statement is widely accepted, the complexity of the role of the principal and his/her ability to impact upon student learning is a much more complicated undertaking.

In the review of literature, the researcher showed that the role of the principal was the, not an, integral aspect of effective schooling (Barth, 1991; De Roche, 1985). The researcher also demonstrated through the review, that transformational leadership

behaviors are still vitally important for a principal to exhibit in order to bring about the reform necessary for the improvement of schools (Bogler, 1999; Hallinger and Heck, 1996; Hoy and Sweetland, 2001; Leithwood, 1992, Leithwood, 1994). These behaviors are closely tied to effective reform and accepted as necessary in order to create and maintain effective schooling practices.

The literature review also uncovered that a principal's influence on student learning occurs through indirect means, one of these means being through their impact on school organizational climate (Bossert, 1982; Boyan, 1988; Hallinger & Heck, 1996; Leithwood & Duke, 1993); Pitner, 1988).

The purpose of this study attempted to investigate teachers' perceptions of principals' transformational leadership behaviors. Furthermore, the study investigated the relationship of these perceptions to teacher commitment and teacher job satisfaction.

Teachers perceptions' of their own principal's transformational leadership behaviors were analyzed and then measured against the individual teacher's own level of commitment to their school and the level of satisfaction they held with their current job. The review also showed that teacher morale, of which commitment and satisfaction play an important part, is a crucial aspect of a school's organizational climate (Buffie, 1989; Kirby & Paradise, 1992). While principals may indirectly influence student learning, the literature showed that it is the principal that directly influences school organizational climate, and more specifically teacher morale (Buffie, 1989; Kirby & Paradise, 1992). Therefore, this researcher believed that the perceptions of these teachers would be an invaluable resource in the attempt to uncover the impact their principal's behavior can have on their own commitment to the school and satisfaction with their job.



This study was designed to measure the impact specific transformational leadership behaviors of principals had on the individual teacher's level of commitment and job satisfaction. The population was limited to graduate students in the field of educational administration at Seton Hall University. Demographic data in the area of gender, grade levels of the school in which they teach, number of years teaching, number of years teaching at the current school, and the number of principals were also collected and used in the analysis to gain a more complete picture of the sample. A survey was designed, piloted and then sent to 135 teachers. Seventy-four surveys were returned yielding a return rate of 54.8%.

### Conclusions

The literature on transformational leadership behaviors points to the 1996 model presented by Leithwood and Jantzi as the most comprehensive one in regards to transformational leadership behaviors of school principals (Leithwood and Jantzi, 1999). This researcher does not disagree with that conclusion; in fact through a comparison and study of the evolution of the various frameworks of transformational leadership, it is this researcher's opinion that indeed Leithwood and Jantzi's model is an excellent conceptual model, which outlines key areas for principal behavior in regards to the exhibition of transformational leadership. However, as when measuring any aspect of human behavior, there are a multitude of variables and relationships that have an impact. The behaviors outlined by Leithwood and Jantzi, as shown in Chapter IV were found to be highly interrelated for this particular sample.

For the sample used in this study, Leithwood and Jantzi's (1996) model had to be adapted in order that the behaviors would assume a less dependent nature on one another. This process produced three distinct clusters of behaviors that correlated very highly within each cluster and not as high between clusters. While the clusters cannot be wholly unrelated, each cluster seemed to represent separate categories of behavior. The first incorporated principal's behaviors of Actively Leading Staff (modeling behavior and the creation of a vision), the second dealt specifically with giving individualized, one-on-one support to teachers, (Supporting Staff), and the third incorporated behaviors of Challenging Staff (intellectual stimulation, setting high performance expectations). From the standpoint of this sample, these categories were most effective.

A principal's exhibition of transformational leadership behaviors had a significantly positive impact upon a teachers' levels of organizational commitment and satisfaction. The specific behaviors that seemed to have the greatest impact on both commitment and job satisfaction were those of providing intellectual stimulation and setting high performance expectations. These behaviors seemed to have a slightly stronger impact on job satisfaction than commitment. However, all of the other transformational leadership behaviors also had a significant impact on commitment and job satisfaction. Providing vision or inspiration, modeling behavior and fostering commitment to group goals all had a significant impact on both. To a lesser degree, providing individualized support also had a significant impact on commitment and satisfaction; and while its impact may not have been as great as the others, it cannot be passed over as unimportant. Regardless of the degree of the relationship, the fact that there was found to be positive relationships between the exhibition of specific transformational leadership behaviors and teacher

morale, is significant in that it reinforces the value of transformational leadership behaviors as an effective means to achieving effective leadership.

Much of the research regarding transformational leadership has focused upon the implementation of these behaviors in a holistic approach. There has been very little in the way of discussion of specific behaviors and their relative impact on aspects of school organizational climate. This researcher believes that delving into the relative strength of the specific behaviors as well as categorizing these behaviors can only be beneficial to principals as they attempt to adopt a transformational leadership style.

These findings show conclusively that principals' behaviors have significant impact on how teachers view his/her work environment. As such, principals also have an indirect impact on student learning. Principals need to be aware of the power that these behaviors hold and knowledge of the behaviors outlined by Leithwood and Jantzi (1996) could be useful as a self-evaluation tool for principals to gain a sense of their own comfort and ability with these behaviors. Perhaps these findings can motivate principals, on an individual basis, to accept the model of transformational leadership as a valuable one for its ability to have a positive impact on important aspects of teacher morale and on a larger scale, school organizational climate.

There are practical applications that principals should incorporate in their own dealings with staff that can be naturally spun off from the findings of this research. Since it has been shown that these behaviors can enhance teacher commitment and satisfaction, a principal can utilize transformational leadership to build staff morale. More specifically, these findings encourage principals to utilize active listening, being a visible

presence, being a team builder, using resources creatively, being people centered, being a motivator and embracing change, and leading staff through the change process.

Another interesting finding of this research was with the number of years teaching in current school variable. This variable had a significant negative impact upon commitment and job satisfaction. The conclusion drawn from this finding is that those teachers who have taught in the same school for a long period of time, become less satisfied and less committed to the school the longer they remain in the same school. This finding takes on more significance when contrasted against the variable of number of years teaching. The number of years teaching variable had a weak, but positive impact on both commitment and job satisfaction. This finding only underscores the probability that it is the issue of teaching in the same school that seems to be the issue rather than the length of teaching in general. This is an important distinction to make, as it will have great meaning in the practical applications of this finding. While this specific research does nothing to uncover the motives for this phenomenon, the fact that the variable had a significant impact on both commitment and satisfaction presents a realistic problem that many principals must address. This researcher hypothesized that remaining in the same school environment for an extended number of years could have a negative effect on that teacher's commitment and satisfaction.

From a practical standpoint, a principal might need to find ways to contend better that shows the negative relationship between number of years teaching at current school and levels of organizational commitment and job satisfaction. A principal that inherits all of the responsibilities placed upon him/her by the many different facets of a school community often does not have the option of hiring all new staff. Most principals inherit

their staff and therefore need to be aware that teachers who have been teaching in the school for many years may need assistance in increasing their level of commitment and satisfaction. Principals need to explore this issue to ascertain the severity of the problem in their particular schools. Some possible ways to address this issue would be to assign teachers different roles within the school to avoid this feeling of stagnation. Also utilizing teachers in leadership roles (such as committee chairpersons) may help them feel reconnected to their school. Exploring different styles of management that bring these teachers into decision making capacities, in which they can draw on their vast experiences, may help to increase commitment and satisfaction. These teachers could benefit from involvement in a larger number of quality professional development activities that highlight different instructional practices and techniques. Another way a principal might contend with the issue of dissatisfaction by these veteran teachers is through a policy and/or practice in which teaching assignments are rotated periodically. All of these suggestions are areas that deserve further exploration as techniques to effectively increase commitment and satisfaction among staff members.

The remainder of the demographic variables had relatively weak impact on both commitment and job satisfaction in all of the models. This is significant in that these demographic variables seemed to have little effect on the degree of satisfaction or commitment these particular teachers felt in their jobs. The type of school in which they teach (elementary, middle, secondary) seemed to have very little impact on the levels of organizational commitment and job satisfaction. Gender also had little effect on teacher morale. Finally, the number of principals that these teachers worked for seemed to have little impact on their levels of commitment and satisfaction, although fewer principals

seemed to have a positive impact on commitment and a negative impact on job satisfaction.

### Recommendations for Further Study

The conclusions drawn from this study indicate there exists a positive relationship between principals' usage of transformational leadership behaviors and the level of commitment and satisfaction the teachers in the principal's charge have with the school and their job. Other areas exist which can be studied to further investigate these findings.

1. Exploring the newly created clusters of transformational leadership behaviors with a different sample. Investigating if these behaviors cluster together in the same way they did for this particular research among another sample.
2. This study should be replicated with a larger sample and using different demographic variables. Perhaps, the study should not be limited to teachers who are currently enrolled in graduate classes. Comparing the results from this study to another would further the knowledge within this field.
3. This study should be replicated using a wider sampling of teachers in graduate programs. Specifically, surveying teachers from a number of different colleges and universities would be beneficial.
4. Develop and use a qualitative component to the methodology. Delving deeper into the understanding of how these teachers view their principal's behaviors as well as the reasons behind their level of commitment and satisfaction with their job would

give a fuller picture of the dynamics at play within the school's organizational climate and the role the principal plays in its development.

5. This particular study selected only two variables within the realm of school organizational climate. Perhaps further research could incorporate other variables that impact upon school organizational climate. This might include gaining responses from groups besides teachers, principals, students, parents, and community members. Bringing the perceptions of others may help to gain a more complete picture of all of the variables related to creating an effective organizational climate.

6. Investigate the phenomenon of the significant negative impact that the number of years teaching at current school had on a teacher's level of commitment to the school and satisfaction with their job. Explore the issue of tenure from the perspective of this finding.

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## Appendix A

### Approval to use Transformational Leadership Scale



ONTARIO INSTITUTE FOR  
STUDIES IN EDUCATION  
OF THE UNIVERSITY  
OF TORONTO  
252 Bloor Street West  
Toronto, Ontario  
Canada M5S 1V6  
Telephone: (416) 933-8641

Paul Amoroso  
Seton Hall University  
FAX: (973) 835-1054

December 21, 2001

Dear Mr. Amoroso:

This letter grants you permission to use the instrument, "The Nature of Transformational Leadership" as described in the Leithwood and Jantzi 1996 article in the Educational Administration Quarterly for your doctoral dissertation. If any publications result from your work, we would appreciate receiving a copy.

Best wishes for a success in your doctoral work.

Sincerely

A handwritten signature in black ink, appearing to read 'Doris Jantzi', written in a cursive style.

Doris Jantzi  
Senior Research Officer

## Appendix B

### Approval to Use Organizational Commitment Questionnaire



**GET IN SHAPE BY JAN. 21st!** eClets

Height:  ft  in Weight:

as attachment

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**From:** "Rick Mowday" <rmowday@lcbmail.uoregon.edu> | [Block Address](#)  
| [Add to Address Book](#)

**To:** "Paul Amoroso" <pfamoroso@yahoo.com>

**Subject:** RE: Permission to Use the Organizational Commitment Questionnaire

**Date:** Thu, 20 Dec 2001 08:47:07 -0800

Paul

A formal written request is unnecessary and unlikely to reach me as I'm heading off to Ireland next week.

The Organizational Commitment Questionnaire (OCQ) was originally developed by Lyman Porter. He didn't copyright the instrument and thus it exists in the public domain. You do not need formal permission to use the instrument for your dissertation. The reason Port didn't copyright the instrument was to encourage its use by others in research.

Good luck on your dissertation research.

Rick

-----Original Message-----

From: Paul Amoroso [mailto:pfamoroso@yahoo.com]  
Sent: Thursday, December 20, 2001 8:38 AM  
To: [rmowday@OREGON.UOREGON.EDU](mailto:rmowday@OREGON.UOREGON.EDU)  
Subject: Permission to Use the Organizational Commitment Questionnaire

Dr. Mowday,

I am a doctoral candidate at Seton Hall University (New Jersey) in the Educational Administration program. My dissertation looks at the impact of a school principal's transformational leadership behaviors on teacher commitment and teacher job satisfaction.

**Appendix C**

**Approval to use Teacher Job Satisfaction Survey Sale**



# Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307-6100

TELEPHONE: (850) 599-3135  
FAX: (850) 599-8345

Excellence With Caring

DEPARTMENT OF HEALTH,  
PHYSICAL EDUCATION AND RECREATION

January 3, 2002

Mr. Paul F. Amoroso  
Department of Educational Administration  
And Supervision  
Seton Hall University  
400 South Orange Avenue  
South Orange, New Jersey 07079-2685

Dear Mr. Amoroso:

Thank you very much for your letter dated January 2, 2002 you have permission to utilize the "Teacher Satisfaction Scale" to collect information for your dissertation. If you have any questions concerning the instrument, please feel free to call me at my home (850) 386-5607 or my house (850) 599-3136.

Sincerely,

*Virden Evans*  
Virden Evans

## Appendix D

### Field Test Letter of Introduction and Survey

January 20, 2002

Mr. Paul Amoroso  
64 Brian Road  
W. Caldwell, NJ 07006  
Phone (973) 403-0671

Dear Colleague:

I am a doctoral student in the Department of Educational Administration and Supervision at Seton Hall University. I am currently in the process of preparing to conduct research for my dissertation. My research deals with the impact a principal's behavior has on a teacher's perception of their level of commitment to the school and their own satisfaction with their job.

I am currently in the process of finding a survey instrument to best measure these variables. I am asking for your assistance in this process. I would appreciate if you would take a few minutes to complete the survey. I also encourage you to make comments regarding any questions of the survey that you feel may have been confusing or misleading. Please use the last piece of paper attached to this survey for your comments.

All responses will be held in the strictest confidence and your responses will be shared with no one. There are no markings or codes on the survey, therefore anonymity is guaranteed.

I thank you in advance for your assistance. Please feel free to contact me with any questions or concerns you may have regarding this survey. I can be contacted using the information at the top of this page.

Sincerely,

Paul F. Amoroso



## SURVEY INSTRUMENT (FIELD TEST)

### Part I. Demographic Information

Grade levels of the school you currently teach in: \_\_\_\_\_

Number of years you have been teaching: \_\_\_\_\_

Number of years teaching in your current school: \_\_\_\_\_

Gender:        \_\_\_\_\_ Male                \_\_\_\_\_ Female

Number of principals you have worked for during your career: \_\_\_\_\_

### Part II. Beliefs and Attitudes of Principal's Transformational Leadership Behaviors

Please circle the number that most closely describes your opinion of your current principal regarding each preceding statement. One is strongly agree and five is strongly disagree.

<u>Provides Vision or Inspiration</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. Has both the capacity and judgment to overcome most obstacles	1	2	3	4	5
2. Commands respect from everyone in the school	1	2	3	4	5
3. Excites staff with visions of what may be accomplished if we work together	1	2	3	4	5
4. Makes us feel and act like leaders	1	2	3	4	5
5. Gives us a sense of overall purpose	1	2	3	4	5

### Models Behavior

1. Leads by doing rather than simply telling	1	2	3	4	5
2. Symbolizes success and accomplishment within our profession	1	2	3	4	5
3. Provides good models for us to follow	1	2	3	4	5

Fosters Commitment to Group Goals

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Provides for our participation in the process of developing school goals	1	2	3	4	5
2. Encourages teachers to work toward the same goals	1	2	3	4	5
3. Uses problem solving with staff members to generate school goals	1	2	3	4	5
4. Works toward whole staff consensus in establishing priorities for school goals	1	2	3	4	5
5. Encourages us regularly to evaluate our progress toward achievement of school goals	1	2	3	4	5

Provides Individual Support

1. Provides for extended training to develop my knowledge and skills	1	2	3	4	5
2. Provides the necessary resources to support me in doing my job properly	1	2	3	4	5
3. Treats me as an individual with unique needs and expertise	1	2	3	4	5
4. Takes my opinion into consideration initiating actions that affect my work	1	2	3	4	5
5. Behaves in a manner thoughtful of my personal needs	1	2	3	4	5

Provides Intellectual Stimulation

1. Challenges me to reexamine some basic assumptions I have about my work	1	2	3	4	5
2. Stimulates me to think about what I am doing for my students	1	2	3	4	5
3. Provides information that helps me think					

of ways to improve	1	2	3	4	5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

### Holds High Performance Expectations

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Insists on only the best performance from us                      | 1 | 2 | 3 | 4 | 5 |
| 2. Shows us that there are high expectations for us as professionals | 1 | 2 | 3 | 4 | 5 |
| 3. Will not settle for second best in performance of our work        | 1 | 2 | 3 | 4 | 5 |

### Part III. Organizational Commitment

With respect to the school for which you are now working, please indicate the degree of your agreement or disagreement with each statement by circling one of the five alternatives. One is strongly agree and five is strongly disagree.

- |  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| 1. I am willing to put in a great deal of effort beyond that normally expected in order to help the organization be successful | 1              | 2     | 3       | 4        | 5                 |
| 2. I talk up this organization to my friends as a great organization to work for   | 1              | 2     | 3       | 4        | 5                 |
| 3. I feel very little loyalty to this organization   | 1              | 2     | 3       | 4        | 5                 |
| 4. I would accept almost any type of job assignment in order to keep working for this organization                             | 1              | 2     | 3       | 4        | 5                 |

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. I find that my values and the organization's values are very similar	1	2	3	4	5
6. I am proud to tell others that I am part of this organization	1	2	3	4	5
7. I could just as well be working for a different organization as long as the type of work was similar	1	2	3	4	5
8. This organization really inspires the very best in the way of job performance	1	2	3	4	5
9. It would take very little change in my present circumstances to cause me to leave this organization	1	2	3	4	5
10. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined	1	2	3	4	5
11. There's not too much to be gained by sticking with this organization indefinitely	1	2	3	4	5
12. Often, I find it difficult to agree with this organization's policies on important matters relating to employees	1	2	3	4	5
13. I really care about the fate of this organization	1	2	3	4	5
14. For me, this is the best of all possible organizations for which to work	1	2	3	4	5
15. Deciding to work for this organization was a definite mistake on my part	1	2	3	4	5

### Part IV. Teacher Job Satisfaction

Please circle the appropriate number indicating level of satisfaction on the job. One is very dissatisfied and five is very satisfied.

<u>Job related Variables</u>	<u>Very</u> <u>Dissatisfied</u>	<u>Dissatisfied</u>	<u>Neutral</u>	<u>Satisfied</u>	<u>Very</u> <u>Satisfied</u>
Freedom on the job	1	2	3	4	5
Working conditions	1	2	3	4	5
Personal success	1	2	3	4	5
Salary	1	2	3	4	5
Recognition	1	2	3	4	5
Teachers' needs met	1	2	3	4	5
Work is demanding	1	2	3	4	5
Adequate equipment	1	2	3	4	5
Job is challenging	1	2	3	4	5
Job interferes with family	1	2	3	4	5
Principal rewards teachers	1	2	3	4	5
Personal satisfaction	1	2	3	4	5
Decision-making	1	2	3	4	5
Personal initiative	1	2	3	4	5
Organization of school	1	2	3	4	5
Job security	1	2	3	4	5

**Appendix E**  
**Final Survey Instrument**

## SURVEY INSTRUMENT

**Part I. Demographic Information**

The school in which you currently teach services which grade levels? \_\_\_\_\_

Number of years you have been teaching: \_\_\_\_\_

Number of years teaching in your current school: \_\_\_\_\_

Your sex:     \_\_\_\_\_ Male           \_\_\_\_\_ Female

Number of principals you have worked for during your career: \_\_\_\_\_

**Part II. Beliefs and Attitudes of Principal's Behaviors**

Please circle the number that most closely describes your opinion of your current principal regarding each preceding statement. One is strongly agree and five is strongly disagree.

<b><u>Provides Vision or Inspiration</u></b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Has both the capacity and judgment to overcome most obstacles	1	2	3	4	5
2. Commands respect from everyone in the school	1	2	3	4	5
3. Excites staff with visions of what may be accomplished if we work together	1	2	3	4	5
4. Makes us feel and act like leaders	1	2	3	4	5
5. Gives us a sense of overall purpose	1	2	3	4	5

**Models Behavior**

1. Leads by doing rather than simply telling	1	2	3	4	5
2. Symbolizes success and accomplishment within our profession	1	2	3	4	5
3. Provides good models for us to follow	1	2	3	4	5

### Fosters Commitment to Group Goals

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Provides for our participation in the process of developing school goals	1	2	3	4	5
2. Encourages teachers to work toward the same goals	1	2	3	4	5
3. Uses problem solving with staff members to generate school goals	1	2	3	4	5
4. Works toward whole staff consensus in establishing priorities for school goals	1	2	3	4	5
5. Encourages us regularly to evaluate our progress toward achievement of school goals	1	2	3	4	5

### Provides Individual Support

1. Provides for extended training to develop my knowledge and skills	1	2	3	4	5
2. Provides the necessary resources to support me in doing my job properly	1	2	3	4	5
3. Treats me as an individual with unique needs and expertise	1	2	3	4	5
4. Takes my opinion into consideration initiating actions that affect my work	1	2	3	4	5
5. Behaves in a manner thoughtful of my personal needs	1	2	3	4	5

### Provides Intellectual Stimulation

1. Challenges me to reexamine some basic assumptions I have about my work	1	2	3	4	5
2. Stimulates me to think about what I am doing for my students	1	2	3	4	5
3. Provides information that helps me think					



of ways to improve	1	2	3	4	5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

### **Holds High Performance Expectations**

1. Insists on only the best performance from us	1	2	3	4	5
2. Shows us that there are high expectations for us as professionals	1	2	3	4	5
3. Will not settle for second best in performance of our work	1	2	3	4	5

### **Part III. Organizational Commitment**

With respect to the school for which you are now working, please indicate the degree of your agreement or disagreement with each statement by circling one of the five alternatives. One is strongly agree and five is strongly disagree.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I am willing to put in a great deal of effort beyond that normally expected in order to help the organization (school) be successful	1	2	3	4	5
2. I talk up this organization (school) to my friends as a great organization to work for	1	2	3	4	5
3. I feel very little loyalty to this organization (school)	1	2	3	4	5
4. I would accept teaching almost any class, grade or ability level in my discipline in order to keep working for this organization (school)	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. I find that my values and the organization's (school's) values are very similar	1	2	3	4	5
6. I am proud to tell others that I am part of this organization (school)	1	2	3	4	5
7. I could just as well be working for a different organization (school) as long as the type of work was similar	1	2	3	4	5
8. This organization (school) really inspires the very best in the way of my teaching	1	2	3	4	5
9. It would take very little change in my present circumstances to cause me to leave this organization (school)	1	2	3	4	5
10. I am extremely glad that I chose this organization (school) to work for over others I was considering at the time I joined.	1	2	3	4	5
11. There's not too much to be gained by sticking with this organization (school) indefinitely	1	2	3	4	5
12. Often, I find it difficult to agree with this organization's (school's) policies on important matters relating to employees.	1	2	3	4	5
13. I really care about the fate of this organization (school)	1	2	3	4	5
14. For me, this is the best of all possible organizations (schools) for which to work	1	2	3	4	5
15. Deciding to work for this organization (school) was a definite mistake on my part	1	2	3	4	5

**Part IV. Teacher Job Satisfaction**

Please circle the appropriate number indicating level of satisfaction on the job. One is very dissatisfied and five is very satisfied.

<b>Job related Variables</b>	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
Freedom on the job	1	2	3	4	5
Working conditions	1	2	3	4	5
Personal success	1	2	3	4	5
Salary	1	2	3	4	5
Recognition	1	2	3	4	5
Teachers' needs met	1	2	3	4	5
Work is demanding	1	2	3	4	5
Adequate equipment	1	2	3	4	5
Job is challenging	1	2	3	4	5
Job interferes with family	1	2	3	4	5
Principal rewards teachers	1	2	3	4	5
Personal satisfaction	1	2	3	4	5
Decision-making	1	2	3	4	5
Personal initiative	1	2	3	4	5
Organization of school	1	2	3	4	5
Job security	1	2	3	4	5

**Appendix F**  
**Scripted Oral Request**

## SCRIPT OF ORAL REQUEST

Good Evening. My name is Paul Amoroso and I am a doctoral candidate in the Department of Educational Administration and Supervision at Seton Hall University in South Orange, New Jersey.

I am currently conducting research as part of my dissertation and I am here to ask you to complete a survey in order to assist me in my research. The topic of my dissertation deals with the impact principals' behaviors have on teacher commitment and teacher job satisfaction. I specifically have selected certain behaviors that previous research has shown to be exhibited by principals considered to be effective leaders. The purpose of this research is to explore the potential relationships between a principal's behavior and a teacher's feelings of commitment and satisfaction to his/her job.

The attached survey is an instrument designed to measure a teacher's perception of selected behaviors of principals as well as the individual teacher's level of organizational commitment and job satisfaction. The survey is made up of three parts. The first, "Beliefs and Attitudes of Principals' Behaviors" outlines behaviors believed to be exhibited by effective principals. The subject is asked to rate his or her own principals in regard to these behaviors. The second part, "Organizational Commitment", asks the subjects to respond to a number of statements regarding overall commitment to the school in which they work. Finally, the third part of the survey, "Teacher Job Satisfaction" seeks to ascertain the level of satisfaction the subject holds with their current job.

This study is completely voluntary. I have been assured by your professor that your choosing not to participate for any reason will in no way have any impact or bearing on your grade or status in this class.

As well, all responses will be kept in the strictest confidence. There are no markings or codes on the surveys to in any way identify the respondents. The results will be used for research purposes only, and only summary results of responses will be made public. No one, except the researcher, will view completed surveys. Completed surveys will be maintained in a secure location (a locked file cabinet) by the researcher.

Participation in this study poses no anticipated risks and provides no expected benefits.

Upon receiving the survey, you may tear off the cover sheet, which has my name and an address and phone number you can use to contact me. If you have any questions or concerns regarding the study, please feel free to contact me. The study should take between ten and fifteen minutes to complete.

In order to participate, you must be a teacher who is currently acting as a classroom teacher. The only other stipulation is that the building in which you work currently has an acting principal.

Upon receiving the survey, you may tear off the cover sheet, which has my name and an address and phone number you can use to contact me. If you have any questions or concerns regarding the study, please feel free to contact me. The study should take between five and ten minutes to complete.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 275-2974.

I will now give out the survey and then leave the room. I will provide each of you with a self-addressed stamped envelope you may use to mail the completed survey directly back to me.

Thank you in advance for your assistance.

**Appendix G**  
**Informed Consent Letter**

# SETON HALL UNIVERSITY

1 8 5 6

Paul F. Amoroso  
Department of Educational Administration and Supervision  
Seton Hall University  
400 South Orange Avenue  
South Orange, NJ 07079-2685  
(973) 761-9397

Dear Colleague:

I am a doctoral student in the department of Educational Administration and Supervision at Seton Hall University. I am asking for your participation in a study that examines the impact of a principal's behaviors on teacher commitment and teacher job satisfaction.

The attached survey is an instrument designed to measure a teacher's perception of selected behaviors of principals as well as the individual teacher's level of organizational commitment and job satisfaction. The survey is made up of three parts. The first, "Beliefs and Attitudes of Principals' Behaviors" outlines behaviors believed to be exhibited by effective principals. The subject is asked to rate his or her own principals in regard to these behaviors. The second part, "Organizational Commitment", asks the subjects to respond to a number of statements regarding overall commitment to the school in which they work. Finally, the third part of the survey, "Teacher Job Satisfaction" seeks to ascertain the level of satisfaction the subject holds with their current job.

Completion of the survey should take approximately ten to fifteen minutes.

I would appreciate if you would take a few moments to complete the attached survey. The survey is completely voluntary and your choice, if you choose not to participate, will in no way be shared with anyone, nor will you incur any penalty for not participating. There are no markings or codes on the surveys to in any way identify the respondents. Your responses will be held in the strictest confidence. Surveys returned to the researcher will be maintained in a secure location (a locked file cabinet) by the researcher.

All results will be used for research purposes only, and only summary results of responses will be made public. No one, except the researcher, will have access to these records. The data collected will be analyzed using a variety of statistical measures including but not limited to; correlation, partial correlation and multiple regression. The data will only be analyzed in its totality and there will be no mention or usage of individual responses

Participation in this study poses no anticipated risks and provides no expected benefits.

College of Education and Human Services  
Department of Educational Administration and Supervision  
Tel. 973.761.9397  
400 South Orange Avenue • South Orange, New Jersey 07079-2685

**APPROVED**

MAR 11 2002

IRB

SETON HALL UNIVERSITY

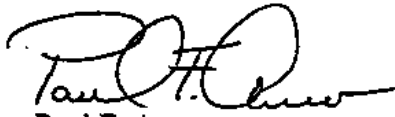


  
**SETON HALL UNIVERSITY.**  
1 8 5 6

If you have any questions regarding the survey instrument or any portion of the research, I may be contacted using the information at the top of this page. Please tear off and retain this form for your own records.

I would like to extend my most sincere thanks in advance for your participation. Your time and input is extremely valuable.

Sincerely,

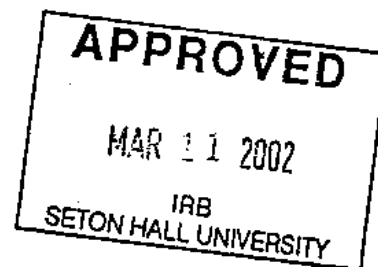


Paul F. Amoroso  
Department of Educational Administration and Supervision  
Seton Hall University

\*\*\*The following is required by the IRB to appear, verbatim, in this letter:

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 275-2974.

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.



College of Education and Human Services  
Department of Educational Administration and Supervision  
Tel. 973.761.9397  
400 South Orange Avenue • South Orange, New Jersey 07079-2685

**Appendix H**  
**Factor Analysis Matrix**

Factor Analysis Matrix for Leithwood and Jantzi's (1996), "Nature of Transformational Leadership" Instrument"

Transformational Leadership Indicator	Rotation 1	Rotation 2	Rotation 3
Vision1	.641	.177	.436
Vision2	.698	7.609E-02	.370
Vision3	.757	.326	.273
Vision4	.768	.155	.257
Vision5	.733	.277	.282
Mod1	.718	.295	.198
Mod2	.721	.259	.512
Mod3	.776	.291	.387
Fost1	.752	.394	8.265E-02
Fost2	.669	.460	.227
Fost3	.677	.352	.324
Fost4	.643	.481	.207
Fost5	.518	.601	.273
Indiv1	.128	.807	.194
Indiv2	.308	.757	.217
Indiv3	.294	.805	7.470E-02
Indiv4	.285	.847	.138
Indiv5	.334	.656	.263
Intell1	.333	.292	.645
Intell2	.347	.392	.681
Intell3	.201	.562	.615
High1	.288	7.834E-02	.872
High2	.273	.167	.823
High3	.294	.143	.844