

TRANSFORMATIONAL LEADERSHIP, PERCEIVED PRINCIPAL SUPPORT, AND
COLLECTIVE EFFICACY: PREDICTORS OF TEACHER JOB SATISFACTION

by

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A DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education in the
Department of Educational Leadership,
Policy, and Technology Studies
in the Graduate School of
The University of Alabama

TUSCALOOSA, ALABAMA

2018

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ABSTRACT

This study examined the relationship between transformational style of leadership as defined by Leithwood, Aitken, and Jantzi (2006) and teacher job satisfaction as explained by Herzberg's motivation theory (1959). Additionally, the relationship between transformational style of leadership and perceived principal support and transformational style of leadership and collective efficacy were explored. Two theories form the platform for the study to include Leithwood's transformational leadership theory and Herzberg's motivation-hygiene theory. Leithwood identified five dimensions of transformational leadership to include setting direction, developing people, redesigning the organization, improving instructional practice, and related practices in a study identifying the relationship between transformational style of leadership and school conditions as well as classroom conditions (Leithwood & Sun, 2012). Herzberg identified both satisfiers and dissatisfiers, with satisfiers listed as achievement, importance of work, growth, interpersonal relationships, and recognition (Herzberg, 1959).

Sixty-six elementary schools located in northern central Alabama participated in the study, with 1,416 teachers responding to respective surveys distributed to them. Four instruments were used to include Leithwood's Educational Leadership Survey for Teacher Respondents (2006, 2014), Perceived Principal Support Scale (DiPaola, 2012), Collective Efficacy Scale (Goddard & Hoy, 2003), and Teacher Job Satisfaction Scale (Amoroso, 2002). The unit of analysis was at the school level.

Four relationships were explored with results indicating positive and significant correlations. Transformational style of leadership and perceived principal support yielded

positive results ($\beta = .44$ $p = .00$, $t = 3.8$) with an adjusted R squared of .16 ($p < .01$).

Transformational style of leadership and collective efficacy yielded positive but not statistically significant results ($\beta = .20$ $p = .08$, $t = 1.7$), with an adjusted R squared value of .18 ($p > .05$).

Transformational style of leadership and teacher job satisfaction yielded positive and significant results ($\beta = .44$ $p = .00$, $t = 3.87$) with an adjusted R squared value of .17 ($p < .01$).

Transformational style of leadership working through perceived principal support and collective efficacy to positively affect teacher job satisfaction was analyzed using a structural equation model: path analysis, which was not confirmed.

DEDICATION

I dedicate this work to my guys. First to Matt--my husband, best friend, and biggest fan. Thank you for driving me back and forth to class many times, being patient as I sat behind a computer, supporting me, challenging me, and loving me through it all. Our conversations about leadership fuel me, and I am so proud to have a partner in making a difference in the lives of others. I look forward to now supporting you through your doctoral journey. Secondly, thank you to my sons, Cody and Caleb. You never complained when I was reading and working and supported me without even realizing it. There were many days when I wasn't at home or not fully present. I hope you don't hold that against me too much. I hope I have set an example of tenacity and driven ambition before you. I pray that in life you will always focus on Christ to help you set lofty goals and let nothing stand in your way of moving forward to grasp success. I love all my guys, and I thank you for all the many ways you have cheered me to this moment!

LIST OF ABBREVIATIONS AND SYMBOLS

TSL Transformational Style of Leadership

CE Collective Efficacy

PS Perceived Principal Support

TJS Teacher Job Satisfaction

SES Socioeconomic Status

FRL Free and Reduced Lunch

SEM Structural Equation Model

B Beta Standardized Coefficient

p Pearson Correlation (significance)

R^2 Adjusted R squared (variance)

ACKNOWLEDGMENTS

Doctoral work takes a community of supporters to reach success. I would like to thank key people who have helped me along the way. First to my Lord Jesus Christ who gave me a determined spirit and a power only HE can provide, which has sustained me through this very long journey. To my parents, thank you for raising me with the belief that I could do anything. Thanks for instilling in me a love of learning and always keeping college in my mind. To my brother and sister, thank you for talking to me late at night as I drove back and forth to Tuscaloosa. You always picked up the phone and helped me stay awake.

I would also like to thank my committee Dr. Mitchell, Dr. Tartar, Dr. Johnson, Dr. Sun, Dr. Westbrook, and Dr. Tomek who pushed me, guided me, challenged me, and ultimately made me ask tough questions and find answers. I am honored to have such a distinguished group of scholars in my corner. Thank you to the many professors at Alabama who helped me feel like I belonged when at times I questioned my presence in your classes.

Finally, to the many schools where I have worked. Each of the teachers, administrators, instructional aides, parents, and students helped guide my practice and keep my eye on the why. Specifically, Bonnie Barker who was my first mentor when I started teaching who taught me the art of multitasking and putting students first at all cost. Dr. James Kelley who gave me the opportunity to try out leadership skills in a variety of ways and the gracious teammates I had at Carver Magnet School, including Tonya Norris who encouraged me and helped me laugh. Thank you to Dan Aude who inspired my leadership, invested time in talking theory, and continues to

spur me to love deep and wide while guiding with strong convictions to put children first in every decision.

This journey has been long and taken me through so many changes. Without a shadow of a doubt, I know education leadership is my passion. My why is to make a difference in the lives of the students, families, faculties, and communities where I serve. This work has made a tremendous difference in my own leadership and my prayer is that I lead others with a compassion and integrity that leaves each person feeling empowered to make a difference as well.

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CHAPTER I: INTRODUCTION

Chapter I includes the background information for the study, overall purpose of the study, definition of primary concepts, statement of the research problem with the subsequent questions the study attempts to answer, a synopsis of the known scope and limitations of the study, and a summary. The chapter briefly explores the historical progression of school leadership and identifies key research that impacted how further education discourse was explored. Ultimately, the overarching idea of a satisfied staff leads to happier students, which makes for an improved school climate, is introduced and questions are established to address gaps in previous research surrounding the impacts of transformational leadership on teacher job satisfaction.

Background of the Study

The United States has long been interested in outcomes. From Frederick Taylor's Scientific Management theory with a focus on efficiency and productivity to Hawthorne's interest in the feelings and beliefs of workers to obtain a better result, outcomes have fueled the decisions of leaders (Gill, 2006). As the United States competes across the globe and seemingly fails in education when compared to other similarly industrialized nations, leaders across the nation have searched for strategies to increase the school outcomes of student achievement and school climate (Caboni & Mitiku, 2004; Mosley, Boscardin, & Wells, 2014). The United States Department of Education National Commission on Excellence in Education's: *A Nation at Risk: The Imperative for Educational Reform* (1983) initially drew both supporters and critics alike. The 1985 commission recommended that all schools from elementary to postsecondary adopt

more “rigorous and measurable standards” with higher expectations for student performance and conduct. Although criticized heavily, the report had an impact on education and began the longstanding move toward greater accountability and research of the methods for school improvement (Berliner & Biddle, 1995; Peterson, 2003; Weiss, 2003).

Since *A Nation at Risk*, the federal government has taken a greater role in education policy as seen in such legislative actions as No Child Left Behind and Every Student Succeeds Act but has continued to relegate education to the states, as implied by the 10th Amendment of the Constitution. Scarce resources and unfunded mandates by both the federal and state level of government have forced leaders to employ strategies that improved school climate and increased student achievement with little to no capital. The intense focus, both by local and national government, as well as the media, spurred educational research in areas such as leadership, school climate, student achievement, trust, and efficacy (Gill, 2006; Goodlad, 2003; Leithwood, Aitken, & Jantzi, 2006; Leithwood & Peterson, 2003; Sun & Pollock, 2017; Weiss, 2003). This period of research investigated the transition of leadership from managerial to instructional, pedagogy from lecturer to one of facilitator, and intensely collected data on student achievement and the school climates most often associated with the most successful and impoverished schools (Gill, 2006; Goodlad, 2003; Leithwood, Aitken, & Jantzi, 2006; Peterson, 2003; Weiss, 2003). Countless school reform initiatives looked deeply at a plethora of strategies, programs, and initiatives to address failing schools.

In all pockets of reform efforts, there exists a need for a leader. Leithwood, Patten, and Jantzi (2010) suggested there has been, “no documented cases of failing schools turning around in the absence of talented leadership.” Leadership is necessary to move an organization forward,

to build trust, and create an environment that functions symbiotically promoting continuous development and learning (Shengnan, Hallinger, & Feng, 2016).

A leadership style that emerged as a contributing factor in the promotion of positive school climates was transformational leadership (Darling-Hammond, 1990; Kirby, Paradise, & King, 1992; Leithwood et al., 2002; Leithwood & Slegers, 2006; Sashkins & Sashkins, 1990). Transformational leadership was first introduced by Burns' (1978) research, which proposed a leadership continuum positioning transactional leadership on one end and transformational leadership on the other. The study of transformational leadership was continued by Bass and Avolio (1993) who applied the theory to business, military, and educational organizations. Leithwood and colleagues then expanded the work by directly applying transformational leadership to education settings (Leithwood, 2005; Leithwood & Jantzi, 2000; Leithwood, Jantzi, & Mascal, 2002; Leithwood, Menzies, & Jantzi, 1994; Leithwood & Sun, 2012; Leithwood, Sun, & Pollock, 2017). Research on transformational leadership suggests a focus on people-centeredness with a satisfaction in seeing students and faculties develop (Gurr, 2015, p. 18; Avolio et al., 2004; Leithwood, Aitken, & Jantzi, 2006). Furthermore, principals who were identified as transformational leaders established a level of interdependence with teachers that involved trust in the principal and fellow colleagues as well as collaborative practices central to a positive school climate (Moolenaar & Slegers, 2015; Thoogan et al., 2011).

Decades of research has emphasized the relationship between faculty trust, school climate, student achievement, and/or collective efficacy as a strategy to meet the ever-increasing demands of education while promoting positive school outcomes (Hoy, Hannum, Tschannen-Moran, 1996; Hoy, Miskel, 2001; Hoy & Tschannen-Moran, 2003; Hoy, Sweetland, & Smith, 2002; Louis, 2007; Mitchell & Tartar, 2013). Adams, Forsyth, and Mitchell (2009) suggested

that “administrators are beginning to shift the education reform away from quick structural fixes to more systematic strategies. . . .” (p. 127). Therefore, administrators’ desire to find the most effective strategy fuels the search for the combination that will lead to a successful school with a positive school climate and high student achievement. Previous research has individually examined trust, principal support, collective efficacy, and leadership style as it relates to student and school outcomes such as overall school climate, student learning, and lessening the achievement gap (Adams, Forsyth, & Mitchell, 2009; DiPaola, 2012; Hoy, Hannum, Tschannen-Moran, 1996; Littrell & Billingsley, 1994; Tschannen-Moran & Gareis, 2014; Van Maele & Van Houtte, 2015).

Purpose of the Study

Utilizing the foundational research of leadership, perceived principal support, collective efficacy, and job satisfaction, respectively, the current study seeks to analyze the relationship between transformational style of leadership (TSL) as it relates to perceived support of the principal, teachers’ collective efficacy, and teacher job satisfaction. This study will serve to inform education leadership programs as well as practicing administrators of the areas of concentration when approaching new leadership roles, building collegial relationships, and promoting student and school achievement.

Statement of Research Problem

All organizations attempt to hire effective leaders who promote and sustain success. However, it is recognized that leadership is not necessarily tangible, but rather exists in relationships and perceptions (Bolman & Deal, 2008, p. 343). Leithwood postulated that leadership greatly impacts teachers’ satisfaction with work, which can ultimately be an answer for low morale, financial damage, and inconsistency of teacher attrition. Leithwood and

McCadie (2007) stated, “principal leadership acts as a catalyst for many other school conditions such as collaborative cultures and the structures that support them, community relationships, and operating procedures” (p. 44). Leithwood and McCadie’s research suggested each of these “conditions” are essential components in positive school climates that foster successful student outcomes. In agreement with Leithwood’s research is Marzano (2003) who stated that “leadership is the most important aspect of any school reform” (p. 172). Perhaps, Hoy and Miskel (2008) stated it best when they declared “leaders and leadership are important because they serve as anchors, provide guidance in times of change, and are responsible for the effectiveness of organizations” (p. 417).

While Leithwood has focused on leadership practices, Littrell and Billingsley’s research focus has emphasized the social support teachers need of the building principal. The authors argue that teachers who experience high levels of principal support are more likely to experience greater satisfaction (Billingsley & Cross, 1992; Bressler, 2012; Littrell, Billingsley, & Cross, 1994). Further studies found that principal support influenced teachers’ emotions as well as their work. Often those with supportive principals found work more rewarding, experienced less burn-out, and exhibited greater satisfaction (Chapman & Hutcheson, 1982; Finnigan, 1986, 2012; Littrell, Billingsley, & Cross, 1994; Wise, Darling-Hammond, McLaughlin, & Bernstein, 1985; Zabel & Zabel, 1983). Furthermore, studies suggested principals who were considerate, encouraged shared decision-making, provided recognition, trusted teachers, and encouraged strong interpersonal relationships among the faculty, which resulted in teachers who were more satisfied (Littrell, Billingsley, & Cross, 1994, p. 298).

Research in the early 2000s analyzed the effects of perceived principal support regarding teacher attrition. These studies indicated that new teachers’ decisions to remain in teaching were

closely tied with their perceptions of principal support (Brewster & Railsback, 2000; Darling-Hammond, 1997; Johnson & Birkeland, 2003). Further supporting this analysis was Baker's (2012) study, which determined that 41.3% of early career teachers selected principal support as a factor in their job satisfaction (Baker, 2007). Recently, the concept of perceived principal support has gained traction among both published studies as well as dissertations. As studies in social support theory continue to develop in healthcare and industrial workplaces, so does the research about social support in schools. Studies have determined a positive correlation as well as a high level of significant correlation between perceived principal support, trust in the principal, and organizational commitment (Cagle, 2012; Hasan, 2017; Hughes, Matt, & O'Reilly, 2015). This idea of organizational commitment often includes principal support in the overall analysis of the factors that contribute to organizational commitment, which has teacher job satisfaction as a component (Akin, 2017; DiPaola & Hoy, 2005; Drago-Severson & Pinto, 2006; Hoy, Gage, & Tartar, 2006; Jun & Yeo, 2012; Singh & Billingsley, 2010; Somech & Ron, 2007).

While leadership and support are apparent essential characteristics of schools with positive school climates and student achievement, collective efficacy has emerged as a necessary component as well. Research studies have suggested that faculties must have a collective belief that what they do will truly make a difference (Skaalvik, 2007; Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998; Woolfolk-Hoy, 2000, 2004). This collective efficacy is based upon "mastery experience, vicarious experiences, social persuasion, and affective states" (Bandura, 1993, 1995; Goddard, Woolfolk-Hoy, & Hoy, 2004, p. 484). Numerous research studies have examined leadership as it relates to support and collective efficacy and have concluded each to be vital in positive school climates and high levels of success (DiPaola & Tschannen-Moran; Leithwood,

2005; Littrell & Billingsley, 1994; Skaalvik & Skaalvik, 2007, 2011; Tschannen-Moran, Woolfolk-Hoy, 2001).

Definition of Concepts

Transformational Style of Leadership: “A style of leadership that facilitates the redefinition of a people’s mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment” (Leithwood, Aitken, & Jantzi, 2006, 2012, p. 23).

Perceived Principal Support: Teachers perceptions of a leader who “demonstrates appreciation; provides adequate resources and information; maintains open, two-way communication; supports a collegial climate; offers frequent and constructive feedback; and offers appropriate professional development opportunities” (DiPaola, 2012, p. 116).

Teachers’ Collective Efficacy: “Teachers’ perceptions that their effort as a group can have a positive impact on students” (Goddard, 2001, p. 467).

Teachers’ Job Satisfaction: Job satisfaction is described as “a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. The global approach used is satisfaction or dissatisfaction” (Spector, 1997, pp. 2-3). Spector’s definition has themes related to Herzberg’s in that, “A teacher’s overall satisfaction with work is determined by the perception that the job is fascinating, creative, useful, and challenging” as cited by (Herzberg, Mausner, & Snyderman, 1959, 1976; Smith, Kendall, & Hulen, 1969).

Herzberg Motivation-Hygiene Theory: Also known as the “Two Factor theory,” focuses on sources of motivation important to work. Specifically, Herzberg classified job satisfaction and dissatisfaction within hygiene factors (dissatisfiers) and motivation factors (satisfiers) (Herzberg, Mausner, & Snyderman, 1976).

Research Questions

Years of research have determined that support of the principal and collective efficacy are necessary components of positive school reform. In addition, the research has suggested positive school outcomes create environments of satisfaction where faculties enjoy the work and students perform at high levels. However, as answers raise more questions, so does the decades of previous research as it pertains to 21st century learning environments. As teacher retention rates decline, greater accountability is echoed in the media, and school systems are taxed with greater demands with limited resources, the question of how an effective leader behaves emerges. Specifically, the following questions surfaced and guided the work of this study:

1. Is there a relationship between principals' transformational style of leadership and the teachers' perceived support of the principal?

2. Is there a relationship between principals' transformational style of leadership positively and teachers' collective efficacy?

3. Is there a relationship between principals' transformational style of leadership positively and teachers' job satisfaction?

4. Is principals' transformational style of leadership when working through the perceived support of the principal and collective efficacy a path to teachers' job satisfaction?

Scope and Limitations

The initial search for participants involved invitations sent to three school systems that included a total of 67 elementary schools, but one of the schools was not included in this study due to the school not completing all surveys. It is presumed that most of the faculty of each school voluntarily participated in the surveys and were reasonably honest when responding to survey questions to help establish valid and reliable information. However, this is a presumption

of honesty with an understanding that numerous other factors may alter participants' responses to include time of year, current stress level of the teacher, and other external factors unknown to the researcher. Participants were conveniently selected from school systems in north central Alabama, with 66 schools represented. The sample was comprised of 1,416 certified teachers representing pre-kindergarten through sixth grade. It is understood this is a relatively small sample size and results will only be generalizable to the districts involved in the study. Data for this quantitative study were collected from teachers who volunteered to participate once permission from the superintendent, school administrator, and teachers had been given. A convenience sample was employed rather than a true random sample due to accessibility of participants at the school level.

Summary

Effective educational leaders continuously reflect on methods to improve practices that directly impact teaching and learning (Hoy & Woolfolk-Hoy, 2009; Leithwood, Aitken, & Jantzi, 2006; Leithwood & Sun, 2012, 2017). Leaders desire schools that foster principal support and efficacy where teachers are motivated and eager to come to work each day. This study seeks to demonstrate that the theory of transformational leadership, which utilizes perceived support of the principal and collective efficacy, positively affects teacher job satisfaction.

CHAPTER II:
LITERATURE REVIEW

Overview

Chapter II presents the developmental history of transformational leadership and job satisfaction. Transformational leadership is examined first with an emphasis on the factors that work together to create this leadership style and the affects upon educational settings. The additional concepts of perceived principal support and efficacy, both individually and collectively, are examined with an emphasis on the research, which focused on the effects of the leader in relation to perceived principal support and efficacy. The concept of teacher job satisfaction is examined as well as the various job satisfaction theories that have sought to determine the factors that lead to satisfaction in the workplace. Throughout this review, the emergence of the research questions spurring the current study are established.

Conceptual Framework

Transformational Style of Leadership

In *Making Schools Smarter*, Leithwood, Aitken, and Jantzi (2006) stated that “leadership is proven pivotal to most other good things happening in schools” (p. 59). Transformational Style of Leadership (TSL) first emerged in the organizational research of Burns (1978) when he defined the style as one employed by those who inspired followers and nurtured followers’ ability to contribute to the organization. His continuum of leadership placed transactional leadership on one end and transformational on the other end.

In the examination of Burns leadership continuum, an understanding of both transactional and transformational leadership is necessary. Transactional leadership had three components: contingent reward, active management by exception, and passive management (Bass, 1985; Burns, 1978). Contingent reward obtained employees' prior agreement on the tasks to be done and exchanged rewards for delivering job performance within a time limit. Active management by exception was characterized by intense supervision of employees that identified mistakes and took corrective action. Passive management, also called Laissez-Faire leadership, allowed the employees to work their own way, avoided decision-making, and shunned responsibilities (Bass, 1985; Bass & Riggio, 2006).

On the opposite end of Burns leadership continuum from transactional leadership was transformational leadership, which was further defined by Bass (1985) as a style involved in the establishment of oneself as a change agent motivating and empowering followers. Bass applied transformational style of leadership to education and emphasized the important role leadership style played in the academic success of students and the cohesion of the school faculty. The search for a more readily defined transformational style of leadership was a reaction to the dissatisfaction with the instructional leadership model due to its emphasis on the principal as the center of expertise, power, and authenticity (Hallinger, 2003; Leithwood, 1992).

Thus, the definition of transformational leadership style has undergone numerous articulations and revisions. Most often the definitions centered upon the behaviors and/or focus of the leaders. From its earliest inception by Burns (1978), TSL was defined as "leaders inducing followers to act for certain goals that represent the values and the motivation, the wants and needs, the aspirations and expectations of both leaders and followers" (p. 19). In much the same way, Avolio and Bass (1994) defined TSL as the "moving of followers beyond their self-

interests for the good of the group, organization, or society” (p. 130). Still further, Jantzi and Leithwood (1996) viewed the principal as the “catalyst for articulating the school’s goals, creating a clear mission, and developing staff consensus” (p. 1040). Continuing this line of thought, Hallinger (2003), Kark and Van Dijk (2007), defined transformational leadership style (TLS) as one where the leader focused on developing the organizations’ capacity to innovate and sought to build capacity to support instructional development, which was known based on student achievement. Similarly, Ayden, Sarier, and Uysal (2013) proposed a transformational leader might be described as follows: “leaders who create a positive organizational climate, reach goals more easily, and increase levels of job satisfaction and organizational commitment because of motivating followers and paying close attention to them” (p. 807). Uniting the above-mentioned researchers’ definitions of transformational leadership is a focus on the relationships that spur a commitment to continuous improvement through trusting relationships. For the purposes of this study, Leithwood’s (2006) definition will be utilized, which describes transformational leadership style as a leadership that facilitates the redefinition of a people’s mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment (p. 23).

Leithwood’s transformational leadership theory encapsulated the four I’s first proposed by Burns and Bass (2003). *Independent consideration* was and is characterized by a leader’s ability to consider the needs of others and the organization before his or her own needs (Bass et.al., 2003, p. 209). In addition, the leader considers everyone’s need for success and acts as a mentor or coach in consideration of personal goals (p. 209). Followers were and are developed to their personal potential. Professional development focused on new learning opportunities and differences were recognized and appreciated. *Idealized influence* was best explained as a leader’s

influence (p. 209). The leaders were admired, respected, and trusted. Followers identified with and wanted to emulate their leaders. The leader shared risks with followers and was and is consistent in conduct with an underpinning of shared values, ethics, and principles in general. *Inspirational motivation* was best explained as leaders who behaved in ways that motivated those around them by providing meaning and challenge to their followers' work (p. 209). Individual and team spirit was promoted, and active enthusiasm and optimism were readily displayed. *Intellectual stimulation* was best articulated as the ability of leaders to stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways (p. 209). New ideas and creative solutions to problems were presented to followers who discussed and offered solutions. In summary, the four I's work together as a distribution of knowledge and power where the leader acts as coach, mentor, facilitator, and director to ensure an interdependence among the faculty or group.

Leithwood and Sun (2012) proposed, "transformational leadership theory argues that, given adequate support, organizational members become highly engaged and motivated by goals that are inspirational because those goals are associated with values in which they strongly believe--or are persuaded to strongly believe" (p. 388). Leithwood restructured Burn's 4 I's into six dimensions of leadership to include (1) building school vision and goals, (2) providing intellectual stimulation, (3) offering individual support, (4) symbolizing professional practices and values, (5) demonstration of high- performance expectations, and (6) the development of structures to foster shared decision making (Leithwood, 1992, 2000; Leithwood, Aitken, & Jantzi, 2001). These dimensions have been further refined to articulate more specific leadership practices delineated to 11 common leadership practices that are categorized within each

dimension. The 11 practices were organized into five categories as proposed by Leithwood, Aitken, and Jantzi's 2001 and 2006 research (p. 398).

Dimension 1: Setting Directions

1. Develop a Shared Vision and Building Goal Consensus
2. Hold high performance expectations

Dimension 2: Developing People

3. Provide individual support
4. Provide intellectual stimulation
5. Model valued behaviors, beliefs, and values

Dimension 3: Redesigning the Organization

6. Strengthens school culture
7. Building structures to enable collaboration
8. Engaging parents and the wider community

Dimension 4: Improving the Instructional Program

9. Focus on instructional development

Dimension 5: Related Practices

10. Contingent Reward
11. Managing by Example

(Leithwood & Sun, 2012, p. 400)

Leithwood and Jantzi (2000) studied the effects of transformational leadership, which indicated strong direct effects on school conditions (.80) and classroom conditions (.62). In the study, transformational leadership and school conditions explained 17% of the variation in classroom conditions (p. 467). Similarly, to Leithwood and Jantzi's (2000) research, Bogler examined teachers' occupation perceptions in relation to transformational style of leadership ($\beta = .33, p < .0001$) as well as participative decision-making style ($\beta = .25, p < .0001$). The results indicated that principals' transformational leadership effects teachers' satisfaction both directly ($\beta = .31, p < .0001$) and indirectly ($\beta = .17, p < .0001$) through teachers' occupation perceptions. Bogler's research indicated that his model explained 54% of the variance of teachers' satisfaction, which further revealed that teachers' satisfaction increased as the teachers perceived their principals' leadership style as more transformational (Bogler, 2001, 2002).

Other studies examined the relationship of transformational leadership and other health and well-being outcomes including measurement of burnout and job-related stress (Arnold et al., 2007; Seltzer & Bass, 1990; Sosik & Godshalk, 2000). Most recently Leithwood, Sun, and Pollock's (2017) research identified four paths of successful school leadership known as the *Four Path Framework*, which included rational, emotional, organizational, and family pathways (p. 3). The *rational path* examined the competence of school staff regarding curriculum and instruction (p. 3). This included the knowledge and skills teachers and administrators hold on the topics of teaching and learning. This was measured through student achievement. The *emotional path* explored the affective states of staff members to include the sense of efficacy that affects work. This path includes those surveys and observations that look at school well-being such as working conditions. The *organizational path* included the structure of schools such as policies and procedures. This path examined the policies and procedures that influence the school culture. The *family path* examined conditions that reflected the family expectations for children regarding schooling and the general level of support within the greater community. This path was measured using information in surveys, participation data, and observations. Ultimately, their findings indicated leaders directly affect the conditions across all four paths, which, in turn, influence student learning (p. 3). These 79 unpublished studies coupled with published studies reinforce the conclusion that transformational leadership influences teachers' perceptions of school conditions, their commitment to change, and the organizational learning that takes place (Bogler, 2001; Day, Harris, & Hadfield, 2001; Fullan, 2002, Korkmaz, 2007; Sun & Leithwood, 2015). This provides supportive evidence, which the current study sought to build on to further explore the effects of transformational leadership on perceived principal support, collective

efficacy, and teacher job satisfaction, which are variables that can be populated on the rational path.

Perceived Principal Support

It is not presumptuous to conclude that teachers desire supportive principals and schools with supportive dynamics are more likely to demonstrate positive climates. Studies have linked principal support to morale, attrition, and teachers' job satisfaction respectively (Baker, 2007; Balkar 2009; Blasé & Blasé, 2006). The concept of perceived principal support is rooted in the social support theory that emerged in the 1970s (House, Landis, & Umberson, 1988). Originally, the research sought to analyze the relationship between social support and the health and stress of workers. Research suggested a correlation between health and the supervisors' support of workers (House & Wells, 1978). Continued research recognized there were two types of social support to include instrumental (task-oriented) and expressive (social-emotional), which could improve work life for employees (House, 1981). House (1981) ultimately argued that supervisors who were supportive of employees may reduce the stress level of workers while enhancing the overall effectiveness of the organization (p. 126). House's initial research identified four dimensions of support to include emotional support, instrumental support, informational support, and appraisal support. Emotional support was defined as support that involves "empathy, caring, love, and trust," while instrumental support was defined as support that directly assisted the worker in accomplishing an assigned task (House, 1981, p. 24). Specifically, informational support was defined as support that assists the employee in building a skillset or provides knowledge that improves the employee's job performance (House, 1981, p. 25). Appraisal support is defined as support that provides individualized feedback, which assists the worker in

reflecting on his/her own performance (House, 1981). House concluded that all four support dimensions had a significant effect on employee job satisfaction (House, 1981).

Littrell and Billingsley (1994) utilized House's social support framework as a platform for research to support schools with an emphasis on the perceived principal's support of teachers. In terms of education, Littrell and Billingsley defined *emotional support* as appreciation, open communication, and encouragement of collegial conversations with acceptance of innovation (Baker, 2012; Hughes, Matt, & O'Reilly, 2015). *Instrumental support* was defined as the acquisition of resources needed to perform classroom duties while *informational support* was the offering of professional development to improve effectiveness (Baker, 2012; Hughes, Matt, & O'Reilly, 2015; Littrell, Billingsley, & Cross, 1994). Finally, *appraisal support* was defined as regular, constructive feedback about performance (Littrell & Billingsley, 1994; Littrell, Billingsley, & Cross, 1994; Ouellette et al., 2018). The research suggested perceived principal's support was positively related to teacher performance and that emotional support was a significant predictor of job satisfaction (Cagle, 2012; Finnigan, 2012; Littrell & Billingsley, 1994; Littrell, Billingsley, & Cross, 1994; Ouellette et al., 2018; Somech & Ron, 2007; Twigg, 2017).

Additional studies utilized social support and/or principal support in research focused on the correlation with collective efficacy, leadership styles, organizational commitment, and academic optimism (Abbey & Esposito, 2001; Avanzi, Schub, Fraccaroli, & vanDick, 2015; Finnigan, 2012; Klassen, 2010; Kumkum, Singh, & Rajpoot, 2016; Nordick, 2017). Common to each of the studies was the confirmation of a positive correlation between social support and/or principal support as it relates to the style of leadership, efficacy, commitment, and overall school improvement. Thus, it is suggested that the greater the support the more transformational the

leader, the more efficacious the followers, the greater the commitment to the organization, and the greater the success of the school as it relates to trust built through supportive relationships (Abbey & Esposito, 2001; Avanzi et al., 2015; Finnigan, 2012; Hoy & DiPaola, 2007; Klassen, 2010; Kumkum, Singh, & Rajpoot, 2016; Nordick, 2017).

Teacher Efficacy

The RAND studies of the late 1970s spurred the conceptual development of teacher efficacy (Bruno & RAND, 1972). Since that time researchers have studied the concept in depth, with a current consensus that teacher's self-efficacy does influence numerous components of schooling (Jerald, 2007). One early definition stated that teacher self-efficacy was the "extent to which the teacher believes he or she has the capability to affect student performance" (McLaughlin, Berman, & RAND, 1977, p. 137). In much the same way, Bandura (1986) defined efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). Tschannen-Moran and Woolfolk-Hoy (2001) defined teachers' sense of efficacy as the "beliefs in their capability to make a difference in student learning and to be able to get through to even difficult or unmotivated students." Further definitions included descriptors such as individual beliefs, judgment of ones' abilities, confidence level, and ability to act (Bong & Skaalvik, 2003; Skaalvik & Skaalvik, 2009; Tschannen-Moran & Hoy, 2000). Woolfolk-Hoy (2000) categorized teacher efficacy into two parts: personal--the teacher's own feelings of confidence and general--the belief about the overall power of teaching to make a difference. Understanding these accepted definitions of teachers' sense of efficacy helps one fully comprehend collective efficacy, which will be utilized for the purposes of this study.

Collective Teacher Efficacy

Collective teacher efficacy originated in Bandura's Social Cognitive theory, which postulated that individual beliefs function within a larger network of influences where those distinct beliefs extend beyond the individual to form a collective belief (Bandura, 1995). Collective efficacy was further defined as a product of the sources of mastery experience, vicarious experience, social persuasion, and affective state (Bandura, 1995; Gist & Mitchell, 1992). A *mastery experience* is an experience of success (Bandura, 1995; Goddard & Woolfolk-Hoy, 2002). A collective that believes a performance has been successful heightens efficacy, which builds a capacity for future performance of proficiency (Bandura, 2000; Goddard, 2001; Goddard & Woolfolk-Hoy, 2002; Schunk & Pintrich, 2002; Tschannen-Moran & Hoy, 2000). However, a collective that believes a performance has been a failure lowers efficacy and builds a perception that future efforts might fail (Bandura, 2000; Goddard & Woolfolk-Hoy, 2002; Schunk & Pintrich, 2002; Tschannen-Moran & Hoy, 2000). A *vicarious experience* is one in which the task is modeled by someone else (Bandura, 1997; Goddard, 2001; Goddard & Woolfolk-Hoy, 2002; Schunk & Pintrich, 2002; Tschannen-Moran & Hoy, 2000). Essentially the observer identifies with the model and if the model performs well, the observer perceives he/she would as well in the same situation. However, if the model performs poorly the efficacy beliefs of the observer tend to decline. *Social persuasion* includes a wide array of circumstances such as specific feedback from a supervisor or peer and discussions in the community including social media and teachers' lounges about the ability of teachers to influence students (Bandura, 2000; Goddard, 2001; Goddard & Woolfolk-Hoy, 2002; Schunk & Pintrich, 2002; Tschannen-Moran & Hoy, 2000). The viability of social persuasion depends greatly on the credibility, trustworthiness, and expertise of the one attempting to persuade the collective (Bandura, 2000;

Goddard, 2001; Goddard & Woolfolk-Hoy, 2002; Tschannen-Moran & Hoy, 2000; Schunk & Pintrich, 2002). Social persuasion can be a means to encourage group members to innovate and overcome challenges. Efficacious organizations endure pressure and crisis and continue to function without debilitating consequences; thus, the organization rises to the challenge when confronted with difficult situations. Less efficacious organizations are more likely to react poorly which increases the likelihood of failure (Bandura, 2000; Goddard, 2001; Goddard & Woolfolk-Hoy, 2002; Schunk & Pintrich, 2002; Tschannen-Moran & Hoy, 2000). Thus, research has demonstrated the affective states of organizations influence on the overall efficacy of the organization.

Goddard, Hoy, and Woolfolk-Hoy (2000) continued the collective efficacy research by identifying two key elements of collective efficacy, which were an analysis of the teaching task or “challenge of teaching in that school” in addition to the assessment of teaching competence or “how well does the faculty meet the challenge” (p. 485). Goddard (2001) stated that collective teachers’ efficacy could be defined as the “teachers’ perceptions that their effort as a group can have a positive impact on students” (p. 467). Goddard and his colleagues determined that collective efficacy was the reflection of a group’s belief of how well they efficiently organize the actions needed for accomplishing a task (Goddard, Hoy, & Woolfolk-Hoy, 2004). This study utilized Goddard’s definition, which reflects a faculty’s belief that they will have a positive effect on students.

Several studies outside of education have focused on transformational leadership and collective efficacy (Hoyt & Blascovich, 2003; Kark, Shamir, & Chen, 2003; Sosik, Avolio, Kahai, & Jung, 1998, Sosik, Godshalk, & Yammarino, 2003; Walumbwa, et al., 2004). The work by Sosik and colleagues (2003) utilized groups within Korean firms to examine the relationship

of transformational leadership to group cohesiveness and group effectiveness. The researchers believed transformational leaders encourage groups to take greater ownership for not only their own development, but the development of others as well; build greater collective identification in the goal for the group to accomplish (Avolio, Bass, & Jung, 1999; Bass, 1997; Kark & Shamir, & Chen, 2003). In Sosik and colleagues' (2003) study, "transformational leadership made a significant contribution to collective efficacy ($\beta = .36, p < .001$ " (pp. 524-532). The findings that collective efficacy mediated the relations between transformational leadership and work outcomes helped substantiate the evidence that followers of transformational leaders exhibit high levels of job satisfaction and commitment, which align to other research studies supporting the premise that leadership behavior may be a good predictor of collective efficacy (Kark, Shamir, & Chen, 2003; Walumbwa et.al., 2004). Dussault, Payette, and Leroux (2008) conducted a study which examined principals' transformational leadership and transactional leadership in relation to teachers' collective efficacy. The study suggested transformational leadership improved the prediction of teachers' collective efficacy while transactional leadership had no effect. The foundational work of organizational research helps substantiate the proposed hypothesis exploring the effects of transformational leadership style on collective efficacy.

Teacher Job Satisfaction

Studies have shown the level of satisfaction experienced at work is an important predictor of employees' likelihood of remaining in the organization (Crossman & Harris, 2006; Skaalvik & Skaalvik, 2011). In an era of retention concerns and a desire to equip leaders to promote positive school climate, teacher job satisfaction is an important research topic. The concept of job satisfaction was led by Herzberg, Mausner, and Snyderman (1959) when the researchers identified satisfying and dissatisfying factors (see Table 1). Satisfying factors were those listed as

motivators or items on the higher order factors, while dissatisfying factors were those identified as hygiene factors or basic needs. Expanding upon the work of Herzberg, Mausner, and Snyderman (1976), Smith, Kendall, and Hulen (1969) concluded that a teacher's overall satisfaction with work was determined by the perception that the job was fascinating, creative, useful, and challenging. Herzberg, Mausner, and Snyderman would utilize this definition in subsequent research and the definition serves as a platform for the current study (Herzberg, Mausner, & Snyderman, 1976; Smith, Kendall, and Hulen, 1969).

Table 1

Herzberg's Satisfiers and Dissatisfiers

Satisfiers	Dissatisfiers
Achievement	Company Policy
Recognition	Supervision
Work Itself	Relationship with Boss
Responsibility	Work Conditions
Advancement	Relationship with Peers
Growth	Salary

Locke (1975) would later identify job satisfaction as a positive emotional feeling that arose from an individuals' evaluation of their work experience. A common thread in teacher job satisfaction research was the identification of the feelings or responses teacher job satisfaction was linked to rather than a succinct definition. However, it was noted that teacher job satisfaction was connected to intrinsic factors such as achievement, recognition, the work, opportunities for advancement, or interpersonal relationships with colleagues (Bogler, 2001, p. 665; Dinham, 2005, 2008). In addition, teacher job satisfaction was associated with higher teacher autonomy and participatory involvement in administrative decision making (Betancourt-Smith, 1994; Evan, 1997; Hall, Pearson, Carroll, 1992).

Thus, due to the varying degrees of definitions, Skaalvik and Skaalvik (2009) determined that “the problem with measuring job satisfaction is researchers overlook the fact that the impact of different circumstances on overall job satisfaction is dependent on how important each of the circumstances is to the individual teacher” (p. 520). Van Maele and Van Houtte (2012) utilized previous researchers’ 1969 definition of teacher job satisfaction in their study of teacher job satisfaction as it relates to teacher and faculty trust. Specifically, Smith, Kendall, and Hulin’s definition was employed which stated, “teacher job satisfaction is teachers’ overall satisfaction with work which is assessed as perceiving the job to be fascinating, creative, useful, and challenging” (as cited by Van Maele and Van Houtte, 2012, p. 1).

In a review of the definition of job satisfaction, researchers determined that satisfaction was essentially related to either internal qualities or external qualities (Kayikei, 2005; Olcum & Osman, 2015, pp. 1936-1946). Job satisfaction has not consistently been a focus of educational research. However, organizational management and human resource management studies have led to numerous theories concerning the areas that motivate employees and lead to overall job satisfaction (Dedebali, 2010). Dedebali summarized these theories as either “scope” or “process” type theories.

Job Satisfaction Theories

Scope theories focus on internal qualities while *process theories* focus on external qualities. Scope theories have long influenced educational systems. *Maslow’s Hierarchy of Needs* is perhaps the most well-known scope theory. Maslow’s labels of need to include a range from basic needs of human life to self-actualization whereby a person reaches his or her fullest potential has long been discussed in education psychology courses and influences can be seen in schools today (Hagerty, 1999; Dedebali, 2010). Other scope theories include Alderfer’s ERG

(Existence, Relatedness, and Growth) theory, Herzberg's Motivation-Hygiene Theory, and McClelland's Three Needs theory.

Each of the theories divide needs into categories and propose each is required to motivate a worker to collaborate and achieve satisfaction in work (Dedebali, 2010). Specifically, *Alderfer's ERG theory* compressed Maslow's Hierarchy of Needs from five to three to include existence, relatedness, and growth (Alderfer, 1969). What differentiates Alderfer's ERG theory from Maslow's Hierarchy of Needs theory is that Alderfer did not see the levels as fixed as Maslow in that Alderfer proposed that people could be motivated by more than one level at a time and people could place greater emphasis on certain levels depending on circumstances (Alderfer, 1969).

Similarly, to Alderfer's ERG theory is *Herzberg's Motivation-Hygiene theory*. Herzberg's theory, also called the Two Factor theory, focuses on sources of motivation important to work. Specifically, Herzberg classified job satisfaction and dissatisfaction within hygiene factors (dissatisfiers) and motivation factors (satisfiers). Herzberg referred to hygiene, using the medical definition, as those items easier to control, manipulate, and measure. These characteristics include items such as policies, working conditions, salary, status, and job security. The motivating factors included items such as achievement, recognition, advancement, growth, and the work itself. Herzberg concluded that a "deprivation in hygiene factors can lead to job dissatisfaction, but their enhancement does not lead to job satisfaction" (Herzberg, Mausner, & Snyderman, 1976, p. 61). Because the motivating factors in Herzberg's theory have commonalities in the work of transformational leadership, principal support, and collective efficacy, his theory serves as a platform of the current study examining the relationship of a principal's transformational style of leadership to teacher job satisfaction.

In much the same way as Alderfer and Herzberg and McClelland postulated a *Three Needs Theory*, his theory is based on the belief that needs are learned through coping with one's environment (McClelland & Johnson, 1984, p. 3). Essential was the need for achievement, which included a mastery of objects, ideas, and other people. The fulfillment of the need for achievement served to increase self-esteem through the exercise of one's talent. McClelland identified descriptors of achievers, which correlates to Herzberg's motivating factors. These descriptors include achievers need for ownership of finding solutions to problems, goal setting with calculated risks, and concrete feedback from supervisors about performance (McClelland & Johnson, 1984).

Process theories focus on external factors. These theories include Vroom's Expectancy Theory, Adams Equity Theory, and Locke's Goal Setting Theory. These theories differ greatly. *Vroom's Expectancy Theory* looks at valance (individual's desire to complete a task) and expectancy (belief in the possibility of completing the task). These work together as a multiplicative property coupled to determine motivation (Kaplan & Maehr, 2007; Koca, 2010; Dedeali, 2010). *Adam's Equity Theory* examines the "pain and gain" perceived by workers to determine the overall experience of the worker (Basaran, 2008; Dedeali, 2010). *Locke's Goal Setting* theory stated that goals are "precursors and regulators" of most of human behavior (Olcum & Osman, 2015; Rogelberg & Staunton, 2007). Throughout the research, individual correlations within each theory suggested areas of importance regarding job satisfaction. Included in this lengthy list of contributing factors to job satisfaction was self-efficacy (Judge et al., 2017; Klassen et al., 2010; Nygren & White, 2005; Olcum & Osman, 2015) and leadership styles (Aydin, Sarier, & Uysal, 2013; Bogler, 2001; Ilmez, 2010; Olcum & Osman, 2015).

Considering the various theories, job satisfaction (both internal and external factors) has continued to be defined and articulated in new ways. Internationally, job satisfaction has been of more interest to education researchers. Aydin, Sarier, and Uysal (2013) completed a meta-analysis of 12 Turkish studies that examined transformational leadership and transactional leadership on teachers' commitment and job satisfaction. The study suggested a balance of transformational and transactional leadership was needed to effectively manage a school and display higher teacher satisfaction as it pertains to internal qualities. Federici and Skaalvik (2012) explored the relationship of principal self-efficacy as it related to teacher burnout, teacher job satisfaction, and motivation to quit. The study determined there was a strong relationship between self-efficacy and job satisfaction, which balanced internal and external qualities of satisfaction. Van Maele and Van Houtte (2012) explored the relationship of faculty trust in the principal, students, parents, and colleagues to teachers' job satisfaction with the added variable of years of experience. The study's foundational principle was teachers who feel more efficacious are more satisfied with their work and that mastery experience is a source of self-efficacy (Van Maele & Van Houtte, 2012, p. 882). The discourse of job satisfaction revolves around the idea that if an employee derives pleasure from his work and working environment, he is bound to perform better, enjoy a stronger bond with the job and organization, is loyal to the profession, and attrition is not as much of a concern (Dessler, 2012).

Connection of Transformational Leadership and Job Satisfaction

Leithwood and Sun (2012) conducted a "Meta-Analytic Review of Unpublished Research" utilizing 79 unpublished studies. They identified 11 common transformational leadership practices that have a positive influence on schools, teachers, and students (p. 387).

The 11 practices were organized into five categories as proposed by Leithwood, Aitken, and Jantzi's 2001 and 2006 research (p. 398).

Dimension 1: Setting Directions

1. Develop a Shared Vision and Building Goal Consensus
2. Hold high performance expectations

Dimension 2: Developing People

3. Provide individual support
4. Provide intellectual stimulation
5. Model valued behaviors, beliefs, and values

Dimension 3: Redesigning the Organization

6. Strengthens school culture
7. Building structures to enable collaboration
8. Engaging parents and the wider community

Dimension 4: Improving the Instructional Program

9. Focus on instructional development

Dimension 5: Related Practices

10. Contingent Reward
11. Managing by Example

(Leithwood & Sun, 2012, p. 400)

The current study postulates that Leithwood and Sun's (2012) research aligns to Herzberg's Motivation-Hygiene theory in that the characteristics of motivation, also known as satisfiers, included achievement, recognition, advancement, growth, and the overall work itself. These characteristics are identified within each of Leithwood and Sun's five dimensions. For example, Herzberg lists achievement as a satisfier; this satisfier may be connected to leaders who set directions by holding high performance expectations as well as offer contingent rewards, which also fulfills the satisfier of recognition. In addition, Herzberg cites growth as an important satisfier. Growth may be connected to transformational leaders who develop people through intellectual stimulation. Continuing in this line of thought, Herzberg states the work itself as an important satisfier. The work itself can be seen throughout the 11 practices by developing people through individual support and redesigning the organization by focusing on instructional development and strengthening school culture. Interestingly throughout the 11 practices none of

the dissatisfiers cited by Herzberg are readily found. Thus, the postulation of transformational leaders who utilize the 11 practices within the five dimensions are likely to have higher rates of job satisfaction, because those satisfiers Herzberg has theorized as most important to employees are embedded throughout the 11 practices.

Theoretical Rationale

In Leithwood and Sun's (2012) study entitled, *The Nature and Effects of Transformational School Leadership: A Meta-Analytic Review of Unpublished Research*,⁷⁹ 79 unpublished studies were synthesized to examine the nature of transformational school leadership and its impact on the school organization, teachers, and students" (p. 387). A component of the study examined 183 effect sizes of transformational school leadership on teachers' internal states, which generated effect sizes within the high to moderate range with the weighted mean of $r = .57$ (p. 404). Within the data collected regarding internal states, TSL was "strongly related to perception of leaders' effectiveness with the weighted mean of $r = .82$ and job satisfaction with the weighted mean of $r = .76$ (. 404). Consistent within their findings was a strong effect of transformational school leadership on teacher job satisfaction. The specific transformational school leadership practice that had the greatest impact on teachers' job satisfaction were those practices that related to developing people (intellectual stimulation with a weighted mean of .50 and individualized support with a weighted mean of .52) (p. 405).

Within the field of job satisfaction research, there has been much debate. Herzberg's Theory of Motivation, also known as the two-factor method, has been utilized across career fields to include military, business, industrial factories, and education (Dedebali, 2010; Evans & Olumide-Aluko, 2010; Herzberg, Mausner, & Snyderman, 1976). There has been an overall general support of his findings with the acknowledgement that outliers and overlaps do occur,

which sometimes cause criticism. Consequently, researchers have advised that subsequent research look at specific studies to determine the usefulness of Herzberg's theory. In keeping with this suggestion, this study seeks to determine the usefulness of Herzberg's theory as it pertains to school leadership.

Considering the research on transformational leadership as it relates to Herzberg's theory, the current study acknowledges commonalities in language that may inform the findings on job satisfaction as it relates to the influence of a school principal. Specifically, those factors characterized as satisfiers have commonalities in language and meaning to those factors in Leithwood's work on transformational leadership. For example, Herzberg identifies satisfiers as follows: achievement, interpersonal relationships, recognition, and importance of work. These satisfiers can be identified in Leithwood's five dimensions of transformational leadership to include the following: Herzberg's satisfiers of interpersonal relationships and growth could be placed under the category of Leithwood's developing people because it is linked to Burn's idealized influence, which is defined as leaders who are admired, respected, and trusted, which, in turn, creates followers who want to emulate those leaders. Essential in this influence are the relationships that provide growth for both individuals and the team. Through the redesign of organizations, the satisfier of relationships are met while trust between employees is strengthened as new roles and responsibilities lead to growth. In addition, the satisfier of recognition could be categorized under Leithwood's related practices, which are found in Burn's independent consideration which can be defined as "leaders who consider the needs of others and the organization before his or her own needs" (Bass et.al., 2003, p. 209). As recognition serves to value the work of others and consider employee needs ahead of leaders this may serve as a satisfier. The satisfier of achievement could be placed under the dimension of improve

instructional performance, which is connected to Burn’s intellectual stimulation which can be defined as “leaders who stimulate followers to be innovative and creative.” As work goals are accomplished and contingent rewards are attached, employees are stimulated intellectually to be innovative, creative, and encouraged to continue the work both through active collaboration and personally thus the satisfier of achievement can be met. The satisfier of the work itself or the importance of work could be placed under the dimension of developing people which is rooted in Bass’ inspirational motivation defined as “leaders who behaved in ways that motivated those around them by providing meaning and challenge to their followers’ work” (Bass et al., 2003, p. 209). Work that is meaningful, fascinating, and allows for creativity motivates employees to continue in the work. Thus, this study uses Leithwood’s transformational leadership theory alongside Herzberg’s theory of motivation to examine the relationship between the principal’s transformational leadership style and teacher job satisfaction.

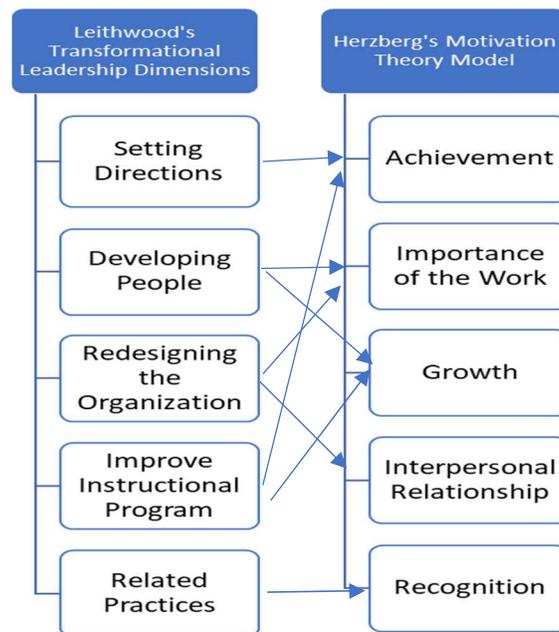


Figure 1: *Leithwood’s Transformational Leadership Model and Herzberg’s Satisfaction Model.*

Hypotheses

Based on the assumption that transformational leadership style, which is built upon supported faculties, inspirational goals, common beliefs and values, intellectual rigor with high expectations, and strong structures built on a leader's competence, has a positive impact on a perceived principal support, the first hypothesis is proposed:

H1: The greater the principal's transformational leadership style the greater the perceived principal support.

Leithwood and Jantzi (2000) viewed the principal as the “catalyst for articulating the school's goals, creating a clear mission, and developing staff consensus” (p. 1040). Research on the roles and behaviors of school leadership as it pertains to perceived principal support have long been studied with data clearly supporting the importance of the role of the leader (Cagle, 2012; Darling-Hammond, 1997; Hasan, 2017; Hughes, Matt, & O'Reilly, 2018; Leithwood, 2005; Littrell & Billingsley, 1994; Littrell, Billingsley, & Cross, 1994; Twigg, 2008).

Since transformational leadership style has been shown to impact the perceived support of the principal and, in turn, principal support has been confirmed as being closely tied to both a teachers' sense of efficacy and collective efficacy (Avanzi et al., 2015; Bong & Skaalvik, 2003; Hoigaard, Giske, & Sundsli, 2012; Klassen, Usher, & Bong, 2010; Nordick, 2017; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Hoy, 2000) the second proposed hypothesis is proposed:

H2: The greater the principal's transformational leadership style the greater the teachers' collective efficacy.

This is corroborated by researchers' belief that efficacious organizations endure pressure and crisis and continue to function without debilitating consequences; thus, the organization rises to the challenge when confronted with difficult situations. Less efficacious organizations are

more likely to react poorly, which increases the likelihood of failure (Bandura, 2000; Goddard, 2001; Goddard & Woolfolk-Hoy, 2000; Schunk & Pintrich, 2002; Tschannen-Moran & Hoy, 2000).

Additionally, transformational leadership style has been shown to influence job satisfaction. Studies demonstrated a positive correlation between transformational leadership style and job satisfaction (Bolin, 2008; Kieres, & Gutmore, 2014; McKinney, Labat, & Labat, 2015; Munir et al., 2012; Nimrod, & Peter, 2016; Nyenyembe, Maslowski, Evan & Olumide-Aluko, 2010; Saaris & Judge, 2004). Specifically, Munir and colleagues (2012) surveyed collegiate academic staff within four colleges in Malaysia. The research indicated a positive, linear and strong relationship ($r = .725$). Additionally, a meta-analysis conducted by Cogaltay, Yalcin, and Karatag (2016) indicated a positive and significant effect on job satisfaction ($r = .52$). Thus, the third proposed hypothesis is proposed:

H3: The greater the principal's transformational leadership style the greater the teachers' job satisfaction.

To this researcher's knowledge, the fourth hypothesis breaches a new territory for this line of research. Since numerous studies have positively connected the transformational leadership style to perceived principal support, collective efficacy, and job satisfaction individually, our fourth hypothesis analyzes the effect of the transformational leadership style acting in accordance with principal support and collective efficacy on teacher job satisfaction with the belief that those concepts serve as a predictor of teachers' job satisfaction. Specifically worded as follows:

H4: Transformational leadership style will work through perceived principal support and collective teacher efficacy to promote increased teacher job satisfaction above and beyond the effects of socioeconomic status (see Figure 2).

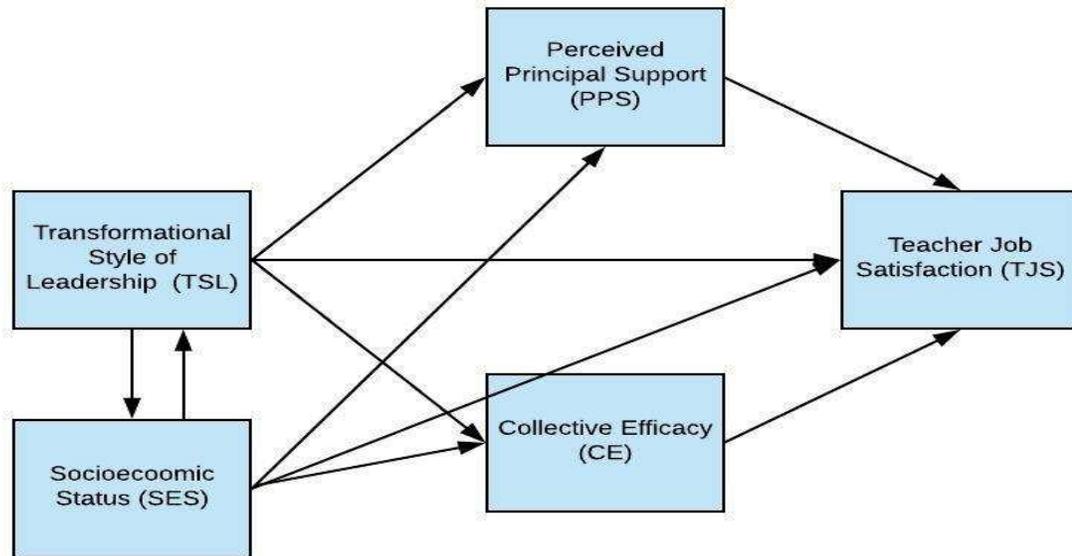


Figure 2. Transformational style of leadership hypothesis model.

Summary

The literature reviewed in this study examines transformational leadership style and transformational leadership theory, perceived principal support, collective efficacy, teacher job satisfaction, and job satisfaction theories with the intention of identifying how the components of transformational leadership style working through perceived principal support and collective efficacy might positively affect teacher job satisfaction. Transformational leadership relies on a positive climate where teachers are empowered and motivated to work. This positive climate is built with a supportive culture and a belief that the work that educators do makes a difference in the lives of students. By employing the constructs of Leithwood's transformational leadership

style theory alongside the constructs of Herzberg's motivation theory, a positive job satisfaction should emerge.

CHAPTER III:
METHODOLOGY

Overview

Chapter III explains the methods used to carry out the research in a desire to examine the four hypotheses. The chapter outlines the overall design of the study, the identification of participants, the instruments used to survey participants, the collection of data plan, and the plan to analyze the data once collected including signifying the variables.

Research Design

This quantitative study is designed to explore the effects of transformational style of leadership on perceived principal support, collective teacher efficacy, and teacher job satisfaction above and beyond the effect of social economic status. This study theorizes that transformational style of leadership will directly affect perceived principal support, collective teacher efficacy, and teacher job satisfaction and will have an indirect effect on teacher job satisfaction via the effect on perceived principal support and collective teacher efficacy. This study will explore these relationships in elementary schools in north central Alabama. The unit of analysis will be at the school level. An existing data set was used but originally the data was collected through a face-to-face administration at a faculty meeting. The surveys sought to identify the leadership styles of principals utilizing Leithwood's Educational Leadership Survey for Teacher Respondents (2006, 2017). Additionally, the survey included questions pertaining to principal support using DiPaola's Perceived Principal Support Scale (2009), collective efficacy using

Goddard, Hoy, and Woolfolk-Hoy's (2008) Collective Efficacy Scale, and overall job satisfaction using Amoroso's Teacher Job Satisfaction Survey (1990, 2002).

The variables examined in this study included one exogenous independent predictor variable of transformational style of leadership. There was one exogenous control variable of socioeconomic status, two endogenous mediating variables of perceived principal support and collective efficacy, and one outcome variable of teacher job satisfaction.

Participants

Participants were conveniently selected from three school systems in north central Alabama with 66 schools represented. The sample was comprised of 1,416 certified teachers representing pre-kindergarten through sixth grade. Data for this quantitative study were collected from teachers who volunteered to participate once permission from the superintendent, school administrator, and teachers had been given. A convenient sampling technique was utilized due to accessibility to participants.

Measurement Instruments Overview

Four instruments were utilized to collect data. Transformational style of leadership was measured using Leithwood's Educational Leadership Survey for Teacher Respondents, which was first utilized in 2006 and then updated in 2014. Perceived principal support was measured using the Perceived Principal Support Scale developed by DiPaola in 2012. Collective efficacy was measured using the Collective Efficacy Short Form developed by Goddard and Hoy in 2003. Teacher Job Satisfaction was measured using Amoroso's Teacher Satisfaction Survey created in 2002.

Leithwood's Educational Leadership Survey for Teacher Respondents

Transformational style of leadership (independent variable) was measured using Kenneth Leithwood's Educational Leadership Survey for Teacher Respondents (2006, 2014). The survey questions teachers' perceptions of the principal's ability to set directions, develop people, redesign the organization, and improve instructional programming. The questionnaire is a 20 item, 5-point Likert-type scale with a response set that ranges from *strongly disagree* (coded as 1) to *strongly agree* (coded as 5). Scores on the survey range from 20 to 100. The reported overall reliability has shown to be strong with Cronbach's alpha equal to .98 (overall score). The overall reliability score was composed of .72 (setting direction), .66 (developing people), .50 (redesigning organizations), and .94 (improving instructional practice) (Crosthwaite, 2015, p. 50). A sample of the survey is as follows but the full scale can be found in Appendix A.

To what extent do the leaders in your school:

- Give staff a sense of overall purpose. (Setting Directions)
- Give you individual support to improve your teaching practice (Developing People)
- Encourage collaborative work among the staff (Redesigning the Organization)
- Regularly observe classroom teaching (Improving the Instructional Program)

Perceived Principal Support Scale

Perceived principal support (dependent variable) was measured using the Perceived Principal Support Scale (DiPaola, 2012). This scale is a 16-item 6-point Likert-type scale that ranges from *strongly disagree* (coded as 1) to *strongly agree* (coded as 6). Scores on the scale range from 16 to 96 within the four dimensions of emotional, instrumental, professional, and appraisal support. Perceived principal support is determined by averaging the scores.

Some sample items include the following:

- Gives me a sense of importance that I make a difference (Emotional)
- Provides opportunities for me to grow professionally (Professional)
- Provides adequate planning time (Instrumental)
- Provides frequent feedback about my performance (Appraisal)

The scale is deemed reliable with an alpha coefficient of .95 and factor analytic studies of the scale support the construct validity of the measure (DiPaola, 2012). A sample of the survey can be found in Appendix B.

Collective Efficacy Scale (CE-Short Scale)

Collective efficacy (dependent variable) was measured using the Collective Efficacy Scale (CE-Short Scale) (Goddard & Hoy, 2003). The scale is a 12-item, 6-point Likert-type scale with a response set that ranges from *strongly disagree* (coded as 1) to *strongly agree* (coded as 6). Scores on the scale range from 12 to 72. Half of the items in this scale are reverse scored. The scale requires the adding of all items with the greater the sum the higher the collective efficacy. By averaging the individual teachers' scores, the collective efficacy of the school can be determined. Some sample items include:

- Teachers in the school can get through to the most difficult student.
- Teachers here are confident they will be able to motivate their students.
- If a child doesn't want to learn, teachers here give up.

Reliability data suggested a Cronbach alpha score of .96 for the original 21 items scaled.

Goddard stated (2003), "Although the short form is substantially shortened compared to the original, the correlation between these scales ($r = .98$) suggests that the 12-item scale has a strong reliability (p. 108). In addition to reliability, the validity was tested through a factor

analysis of the scale with a moderate and positive correlation between personal teacher efficacy and collective efficacy ($r = .54, p < .01$). The reliability and validity of the short scale are deemed “at least equivalent” to the 21-item scale. A sample of the short scale can be found in Appendix C.

Amoroso Teacher Satisfaction Survey

Teacher job satisfaction (dependent variable) was measured using a survey created by Paul Amoroso who borrowed information for the survey from Evan and Johnson’s Teacher Satisfaction Survey, first created in 1990 (Amoroso, 2002). The survey examined the relationship of principal leadership behaviors to teacher job satisfaction. This scale organizes questions about job satisfaction based on factors related to employment. The scale is a 16-item, 5-point Likert-type scale with a response set of *very dissatisfied* (coded as 1) to *very satisfied* (coded as 5). Scores on the scale range from 16 to 80. Amoroso (2002) reported adequate reliability for the survey at .93 (pp. 39-41). Respondents are asked to share the level of satisfaction within the 5-point Likert scale in relation to key topics associated with job satisfaction. Some sample items include the following, with Herzberg’s satisfiers noted in parenthesis:

- Freedom on the Job (Work Itself)
- Personal Success (Achievement)
- Recognition of Job Performance (Recognition)
- Job is Challenging (Growth)
- Organization of School (Responsibility)

This survey most closely aligns to the purpose of this research in that the characteristics follow the practices Herzberg identifies as satisfiers. A sample of the survey can be found in Appendix D (Amoroso, 2002, p. 108).

Socioeconomic Status

Socioeconomic status (SES) was operationally defined by a formula using the percentage of students receiving free and reduced lunches (FRL) through the National School Lunch Program at schools included in this study. Specifically, the data was collected by acquiring the percentage of students classified as receiving free or reduced lunch at the respective schools through the Alabama Department of Education database, which publicly displays such information. FRL served as a proxy variable for SES in that FRL and SES have an inverse relationship where the higher the FRL the lower the SES. The FRL percentage was subtracted from 1 to obtain a measure of SES. Free and reduced lunch rates ranged from 11% to 93%, so there were vast differences among the respective schools surveyed.

Data Collection Method

The data set used for this study was collected through Likert scale surveys. The initial researchers obtained permission from the superintendents of the respective schools, the principals of the schools, as well as the voluntarily participating teachers. The survey was distributed at a faculty meeting with a requirement to complete the survey the same day, but no time limit given for completion. Prior to participants completing the survey, the researcher reviewed the intent of the study, how the data would be utilized, and gave opportunity for teachers to ask questions or refuse to participate. Participants were given basic direction for completion and given permission to skip questions if uncomfortable. Surveys were turned in face down at a central collection space where the researcher secured the instruments to maintain

confidentiality and held securely until the instruments were turned over to The University of Alabama for data entry. At schools where the researcher could not be present, a designee distributed and collected the surveys.

Data Analysis Techniques

The study seeks to determine the effects of the independent variable (transformational style of leadership) on three dependent variables (perceived principal support, collective teachers' efficacy, and teacher job satisfaction). The purpose of this study was to evaluate the effects of transformational style of leadership on the three variables to better inform leadership practices among new, aspiring, and veteran administrators. Using the Leithwood Education Leadership Survey, Perceived Principal Support Scale, Collective Efficacy Short Scale, and Teacher Job Satisfaction Survey, the study sought to examine the effects of transformational leadership on principal support, collective efficacy, and teacher job satisfaction respectively. Additionally, an analysis was conducted to determine the effect of transformational style of leadership acting through two mediating variables (perceived principal support and collective teacher efficacy) ability to predict teacher job satisfaction above and beyond the effects of social economic status. A correlation analysis was employed to test the relationship between variables. This analysis was completed using the Statistical Package for Social Sciences (IBM SPSS 22). To determine the effect of transformational style of leadership on the three-dependent variables (perceived principal support, collective teacher efficacy, and teacher job satisfaction), regression analyses were conducted. One control variable, the socioeconomic status of the school, mean was calculated by using a proxy variable where the free and reduced lunch percentage is subtracted from 1. To test the fourth hypothesis, a path model/structural equation model was conducted using IBM AMOS 21 to test the direct effects of transformational leadership on two

mediating variables (perceived principal support and collective efficacy) as a path to teacher job satisfaction. More details of the specific analysis for each hypothesis as a means for answering the established research questions will be discussed in Chapter IV.

Summary

This chapter provided the overview of the method used to collect and analyze data. By surveying using reliable and valid instruments previously used in similar studies, the data produced results, although not widely generalizable except to the individual districts that continue to inform research of transformational leadership and its effect on teacher job satisfaction. Furthermore, the verification of the importance of perceived principal support and collective efficacy are supported within the data.

CHAPTER IV:

FINDINGS

Overview

Chapter IV includes an explanation of the descriptive statistics associated with the collected data. In addition, a narrative about the sampling and measures is given with information about reliability for each measure. Furthermore, a description of the existing correlations is included. Finally, the regression analysis findings are shared as a narrative with each hypothesis addressed individually with a final summary of the findings specified.

Descriptive Statistics

Descriptive statistics for all variables were calculated. The mean score for transformational style of leadership, which is a composite score of setting direction, developing people, redesigning the organization, and managing the instructional program, was 3.73 with a standard deviation of .52. The mean score for collective efficacy was 4.41 with a standard deviation of .64. The mean score for perceived principal support was 5.02 with a standard deviation of .66. The mean score of teacher job satisfaction was 3.9 with a standard deviation of .52. The data collected for socioeconomic status was calculated using the free and reduced lunch status subtracted from 1. Free and reduced lunch rates ranged from 11% to 93%, with a mean of .51 and a standard deviation of .18.

Table 2

Descriptive Statistics of Research Variables

Variable	N	Range	Min	Max	M	SD
SES	67	.82	.11	.93	.51	.18
TSL	67	2.33	2.43	4.75	3.73	.52
CE	67	3.00	3.00	6.00	4.41	.64
PPS	66	3.06	2.94	6.00	5.02	.66
TJS	67	2.25	2.75	5.00	3.90	.51
Valid N	66					

Sample

The sample for this study was comprised of 66 schools with 1,416 elementary teachers in northern and central Alabama representing pre-kindergarten through sixth grade. This quantitative study collected data from voluntarily participating teachers. These teachers were selected based on a convenience sampling and there were no qualifiers for participation other than holding a certification to teach and actively employed at the school. The participants represented schools within three districts of central Alabama. The schools varied greatly regarding socioeconomic status, with a range of 82% and a mean of 51%.

Measures

Transformational leadership style was measured using Leithwood’s Educational Leadership Survey for Teacher Respondents, which was first utilized in 2006 and then updated in 2014. Perceived principal support was measured using the Perceived Principal Support Scale developed by DiPaola in 2012. Collective efficacy was measured using the Collective Efficacy Short Form developed by Goddard and Hoy in 2003. Teacher Job Satisfaction was measured using Amoroso’s Teacher Satisfaction Survey created in 2002.

Reliability

Reliability is the degree to which a measurement or calculation can be depended on to be accurate. Thus, reliability is an essential component in the utilization of survey scales to conduct quantitative studies and report the findings. Transformational style of leadership was measured using Leithwood's scale, which has been utilized in numerous research studies. Previous tests of reliability have indicated a Cronbach Alpha score of .82 (Leithwood & Jantzi, 2006). As it pertains to the current study, the transformational style of leadership scale achieved a Cronbach Alpha score of .97. Collective efficacy was measured using Goddard and Hoy's Collective Efficacy Short Scale. This shortened scale originated from a longer 21-item survey that was tested for reliability with a Cronbach Alpha score of .96 (Goddard & Hoy, 2003). Correlation studies of the short scale to the longer scale were conducted and achieved $r = .98$; therefore the short scale has been deemed highly reliable. The current study indicated a Cronbach Alpha score of .83. Perceived principal support was measured using DiPaola's Perceived Principal Support Scale. This scale was created in 2012 and initial reliability testing indicated a Cronbach Alpha score of .95 (DiPaola, 2012). The current study achieved a Cronbach Alpha score of .96. Teacher job satisfaction was measured using Amoroso's Teacher Job Satisfaction Scale. Previous reliability testing indicated a Cronbach Alpha score of .93 (Amoroso, 2002). The current study achieved a Cronbach Alpha score of .92. Table 3 below delineates the results of reliability testing for each of the scales utilized in the current study.

Table 3

Reliability Statistics of All Scales

Scale	Number of Items (N)	Cronbach Alpha (α)
Transformational Style of Leadership (TSL)	19	.97
Collective Efficacy (CE)	12	.83
Perceived Principal Support (PS)	16	.96
Teacher Job Satisfaction (TJS1)	16	.92

Correlations

The test of correlations (see Table 4) between the variables showed a significant, positive correlation across several variables. As predicted, there was a significant and positive correlation between transformational style of leadership (TSL) and teacher job satisfaction (TJS1) with $r = .44, \rho < .01$. It is expected the more a leader employs the transformational style of leadership, the more teachers are satisfied. In addition, a significant and positive correlation was found between TSL and perceived principal support (PS) with $r = .43, \rho < .01$ as well as TSL and collective efficacy (CE) with $r = .25, \rho < .05$. Additional correlations existed between collective efficacy (CE) and teacher job satisfaction (TJS1) $r = .27, \rho < .05$ and perceived principal support (PS) and teacher job satisfaction (TJS1) $r = .26, \rho < .05$. Thus, the significant and positive correlation between variables allowed for further analysis of the relationship between variables.

Table 4

Bivariate Correlations of Variables

	SES	TSL	PPS	CE	TJS
SES		-.15	-.02	-.41**	-.08
TSL			.43**	.25*	.44**
PPS				.01	.26*
CE					.27*
TJS					

**Correlation is significant at the .01 level (2-tailed).

*Correlation is significant at the .05 level (2-tailed).

Test of Hypotheses

Simple regression analysis was conducted for three of the four hypotheses. The first hypotheses stated: *The greater the principal's transformational style of leadership the greater the perceived principal support.* This hypothesis was confirmed. The regression analysis was performed with transformational style of leadership as the independent variable while controlling for socioeconomic status. The SES variable was entered in block 1 and then transformational style of leadership was entered next. The perceived principal support (PS) was entered as the dependent variable. The socioeconomic status (SES) did not contribute significantly to the explanation of TSL on PS ($\beta = .04, p = .71$). Although SES did not demonstrate significance, the variable was still controlled for in the regression to ensure effects were not changed because school conditions are often impacted or believed to be impacted by SES. Transformational style of leadership (TSL) had a positive impact on perceived principal support ($\beta = .44, p = .00, t = 3.83$). Thus, there is a positive relationship between TSL and PPS such that as TSL increased PPS increased. While controlling for SES, TSL accounted for 16% of the variance in PS (adjusted $R^2 = .16, p < .01$). Table 5 displays the unstandardized regression coefficients, standard error, standardized regression coefficients (β), t -test results, significance, and the confidence intervals for the regression analysis for the first hypothesis.

Table 5

Regression Analysis for Hypothesis 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 Constant	5.061	.242		20.887	.000	4.577	5.545
FRL_mean	-.076	.444	-.021	-.171	.864	-.964	.811
2 Constant	2.856	.616		4.633	.000	1.624	4.087
FRL_mean	.152	.408	.043	.372	.711	-.663	.966
TSL_mean	.559	.146	.439	3.830	.000	.268	.851

a. Dependent Variable: PS_mean

The second hypotheses stated: *The greater the principal's transformational style of leadership the greater the teachers' collective efficacy.* The regression analysis was performed with transformational style of leadership as the independent variable while controlling for socioeconomic status. The SES was entered in block 1 and then transformational style of leadership. Then collective efficacy (CE) was entered as the dependent variable. The SES displayed negative and significant effect on the explanation of TSL to CE ($\beta = -.38, p = .001, t = -3.36$) thus the variable was controlled for in the regression. However, transformational style of leadership (TSL) had no significant effect on collective efficacy ($\beta = .20 p = .088, t = 1.73$). Thus, there is a negative relationship between TSL and CE such that as TSL increased CE decreased. Despite the positive bivariate correlation between TSL and CE when SES entered the equation, TSL did not explain a significant portion of the variance in CE. Table 6 displays the unstandardized regression coefficients, standard error, standardized regression coefficients(β), t -test results, significance, and the confidence intervals for the regression analysis for the second hypothesis.

Table 6

Regression Analysis for Hypothesis 2

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta	t		Lower Bound	Upper Bound
1 Constant	5.130	.213		24.117	.000	4.705	5.555
FRL_mean	-1.401	.390	-.407	-3.591	.001	-2.181	-.622
2 Constant	4.1490	.582		-3.356	.001	3.028	5.352
FRL_mean	-1.304	.388	-.379	1.732	.088	-2.080	-.528
TSL_mean	.239	.138	.195			-.037	.514

a. Dependent Variable: CE_mean

The third hypothesis stated: *The greater the principal's transformational style of leadership the greater the teachers job satisfaction.* This hypothesis was confirmed. The

regression analysis was performed in the same manner as the previous two. The SES did not contribute significantly to the explanation of TSL on teacher job satisfaction (TJS1) ($\beta = -.02$, $p = .86$, $t = -.18$). Although SES was not found to be significant, the variable was still controlled for in the regression of TJS because SES is often shown to impact or is believed to impact school conditions and the researcher desired to ensure no change occurred when SES was controlled for within the equation. Transformational Style of Leadership (TSL) had a positive effect on TJS1 ($\beta = .44$, $p = .00$, $t = 3.87$). Thus, there is a positive relationship between TSL and TJS1 such that as TSL increased TJS1 increased. While controlling for SES, TSL accounted for 17% of the variance in TJS1 (adjusted $R^2 = .17$, $p < .01$). Table 7 displays the unstandardized regression coefficients, standard error, standardized regression coefficients (β), t -test results, significance, and the confidence intervals for the regression analysis for the third hypothesis.

Table 7

Regression Analysis for Hypothesis 3

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 Constant	4.022	.187		21.452	.000	3.647	4.396
FRL_mean	-.234	.344	-.084	-.681	.499	-.921	.453
2 Constant	2.318	.472		4.909	.000	1.375	3.262
FRL_mean	-.057	.315	-.020	-.181	.857	-.687	.573
TSL_mean	.433	.112	.438	3.867	.000	.209	.656

a. Dependent Variable: TJS1_mean

The fourth hypothesis stated: *Transformational style of leadership will work through perceived principal support and collective teacher efficacy to promote increased teacher job satisfaction above and beyond the effects of socioeconomic status.* This hypothesis was treated differently than the first three in that a Structured Equation Model was created to determine the influence of transformational style of leadership (TSL) on teacher job satisfaction (TJS1)

mediated by perceived principal support (PS) and collective teacher efficacy (CE) while controlling for socioeconomic status (SES). The path model (see Figure 3 below) allowed for flexibility in the allowance of multiple independent observed variables as well as multiple dependent observed variables (Schumacker & Lomax, 2016, p. 26). The SEM Model used Polyserial Correlation Matrix with the observation variables of transformational style of leadership (TSL), socioeconomic status (SES), perceived principal support (PS), collective efficacy (CE), and teacher job satisfaction (TJS1). Like the previous hypotheses, a sample size of 66 was utilized.

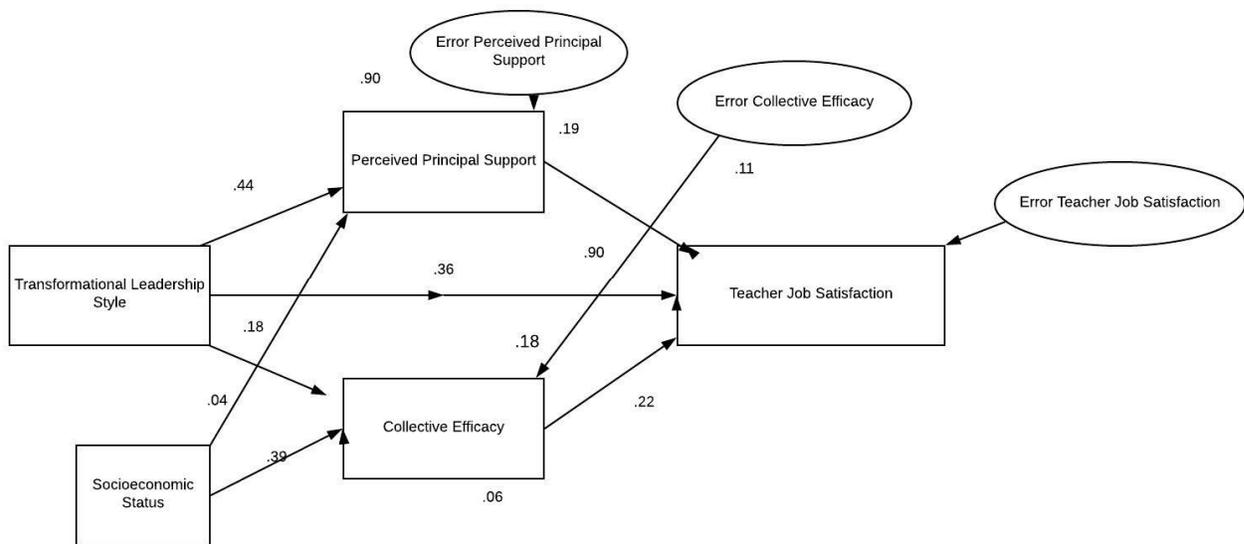


Figure 3. Path model.

The model demonstrated TSL had a statistically significant effect on perceived principal support (PPS) ($\lambda.56, p = <.01$). Additionally, TSL had a statistically significant effect on teacher job satisfaction (TJS1) ($\lambda.36, p = .003$). TSL did not significantly influence collective efficacy (CE) ($\lambda.21, p = .12$). Although TSL had a significant effect on TJS and PPS, neither CE nor PPS had a significant effect on TJS (CE on TJS $\lambda.18, p = .06$; PPS on TJS $\lambda.08, p = .36$). Therefore,

CE and PPS did not serve as mediating variables in the path model and hypothesis four was not confirmed. The only variable that influenced TJS in this path model was TSL.

Summary

This chapter shared the correlation analysis, regression analysis, and structural equation modeling conducted to answer the research questions to accept or reject the four hypotheses. Hypotheses one and three were accepted, while hypotheses two and four were rejected.

CHAPTER V:
DISCUSSION AND IMPLICATIONS

Overview

Chapter V is organized into key components to include a discussion of the findings, theoretical implications as it relates to each hypothesis, and practical implications of the chosen analysis as well as for education professionals. Additionally, recommendations for future research is offered while limitations and a summary are shared.

This study's purpose was to primarily examine the relationship between transformational style of leadership and teacher job satisfaction. However, several variables were also examined to include perceived principal support, collective efficacy, and socioeconomic status as it relates to transformational style of leadership. Three types of analysis were utilized to determine the relationship between the variables. These analyses included correlation, regression, and structural equation modeling. Overall the findings suggested a positive and significant correlation between transformational style of leadership and teacher job satisfaction controlling for socioeconomic status.

Theoretical Implications

Correlation of Transformational Style of Leadership and Principal Support

Transformational style of leadership has been studied extensively within the past 50 to 60 years. However, the notion of perceived principal support as it relates to transformational style of leadership has not. Perceived principal support is rooted in social support theory but has predominantly been studied as an independent variable in relation to outcomes. Littrell and

Billingsley (1994) began the connection of social support theory to education. Their research suggested perceived principal's support (PPS) was positively related to teacher performance and that emotional support was a significant predictor of job satisfaction (Cagle, 2012; Finnigan, 2012; Littrell & Billingsley, 1994; Littrell, Billingsley, & Cross, 1994; Ouellette et al, 2018; Somech & Ron, 2007; Twigg, 2017). The use of perceived principal support as a dependent variable seems to be a fresh approach. The initial research question asked, *Is there a relationship between principals' transformational style of leadership and the perceived support of the principal by teachers?* The correlation between transformational style of leadership and perceived principal support was positive and significant. Additionally, the regression analysis indicated a positive relationship between TSL and PPS. This further supports the Social Support Theory proposed as well as Littrell and Billingsley research. Thus, the greater the transformational leader the more likely staff perceive the principal to be supportive.

Correlation of Transformational Style of Leadership and Collective Efficacy

Transformational style of leadership as it relates to collective efficacy has been studied by a variety of researchers with consistent identification of a positive and significant correlation. The proposed research question stated, *Is there a relationship between principals' transformational style of leadership and teachers' collective efficacy?* Goddard and colleagues have delineated and studied collective efficacy in relation to student and school outcomes. Each time a strong correlation existed. Sosik and colleagues' study originated outside of the realm of education and rather focused on business organizations. The researchers determined, "transformational leadership made a significant contribution to collective efficacy" (pp. 524-532). The findings that collective efficacy mediated the relations between transformational leadership and work outcomes helped substantiate the evidence that followers of

transformational leaders exhibit high levels of job satisfaction and commitment that align to other research studies, supporting the premise that leadership behavior may be a good predictor of collective efficacy (Kark, Shamir, & Chen, 2003; Walumbwa et al., 2004). However, this relationship was not corroborated by the current study, which showed transformational style of leadership (TSL) had no significant effect on collective efficacy once SES was controlled. By far, this was the most surprising finding. This finding departed from decades of research. The relationship showed that TSL and CE had a positive and significant relationship prior to adding the control variable of SES but once SES was controlled, this positive relationship was suppressed and no longer significant. This finding leads to many more questions, which are discussed later in this chapter.

Correlation of Transformational Style of Leadership and Teacher Job Satisfaction

Transformational style of leadership as it relates to teacher job satisfaction is an area of study that was popular in the late 1980s early 1990s then study declined for a while but has had a resurgence in the past eight to ten years. The proposed research question was as follows: *Is there a relationship between principals' transformational style of leadership and teachers' job satisfaction?* Leithwood and Sun (2013) conducted a meta-analytic study identifying the impact of transformational style of leadership in relation to several variables to include teacher job satisfaction. Within the data collected regarding internal states, TSL was “strongly related to job satisfaction with a weighted mean of $r = .76$ ” (p. 404). The current study confirmed those findings as well as those of Bogler, which identified TSL as having both direct and indirect effect on TJS. The correlation analysis was positive and significant while the regression analysis furthered the results with determination of a positive relationship between the two variables and

at a significant level. Therefore, the conclusion that the greater the transformational style of leadership the greater teacher job satisfaction is reasonably substantiated by this study.

TSL, PS, CE as Predictors of TJS

The fourth hypothesis breaches a new area of research as no other known study has explored the variables as stated. The original research question stated, *Will the principals' transformational style of leadership when working through the perceived support of the principal and collective efficacy positively affect teachers' job satisfaction?* This question was not supported by the current study as PPS and CE were not mediating variables as neither had a positive effect on TJS. Interestingly, transformational style of leadership alone was a predictor of teacher job satisfaction even when controlling for SES. Thus, the researcher concludes that leaders desiring to positively enhance TJS need to hone skills within Leithwood's domains of setting directions, developing people, restructuring the organization, and improving instructional programs.

Practical Implications

As school leaders continue to work to build positive school climates and student outcomes, it behooves practitioners to reflect on current leadership practice seeking a more transformational approach when appropriate. Consistently, data shows that the greater the transformational practices are employed the greater teachers feel supported and are more satisfied with work. Teachers remaining in the profession is important in creating a consistent climate, closing achievement gaps, and fostering the relationships necessary to spur schools forward. Thus, it benefits all leaders to study Leithwood's domains as well as Herzberg's Motivation-Hygiene theory to understand the strategies to build dynamic, transformative leaders while embracing those characteristics that Herzberg deemed keys to satisfaction.

One key to ensuring leaders are equipped is through education leadership programs. Programs should ensure coursework spends significant time regarding the discourse around transformational style of leadership with an emphasis on identifying components most closely tied with supportive environments to include Leithwood's dimensions of transformational leadership (setting directions, developing people, redesigning the organization, improving the instructional program, and the related practices) as well as Herzberg's satisfiers (achievement, recognition, the work itself, responsibility, advancement, and growth) connected to those dimensions.

Furthermore, school districts need to regularly build professional development programs that encompass the identification and discussion of the transformational leadership dimensions to build a capacity in school leaders that build a satisfied work force and retain quality teachers.

Limitations

This study had limitations in its ability to achieve national and/or global generalization of findings. The sample size was the mean scores of 66 schools and all schools were regionally located in the state of Alabama. Thus, the study could yield different results with a larger sample size whereby the number of schools was greater than 100. In addition, surveying teachers in secondary education (middle or high school) would be beneficial in determining if the findings were truly representative of educators in general, as previous research has concluded teachers' collective efficacy is reduced the higher the grade levels taught (Bandura, 1993).

Furthermore, the unit of study was at the school level. Surveyed were 1,416 teachers, with each teacher in the specific school given a packet to complete to make easier collection of the data. With 66 schools represented, this means approximately 21 teachers per school represented the perceptions of the whole school. The school mean was achieved by averaging the

teacher responses to determine the mean for each respective school. This creates a restriction of range, which has been defined as a limiting of or reduction of the range (Schumacker & Lomax, 2016). Therefore, the correlation might be weaker or stronger if means were not used but rather individual scores. In addition, this study only surveyed classroom teachers but schools are built with a variety of stakeholders to include specialists, administrators, volunteers, and support services. Results around collective efficacy, perceived principal support, and job satisfaction may be viewed vastly different by stakeholders other than teachers.

Recommendations for Future Research

Since numerous quantitative studies have been conducted around the individual variables in the study it would be advantageous to conduct more research. First, a qualitative study would be beneficial in building a well-rounded view of the proposed theory connecting transformational style of leadership and teacher job satisfaction. This would allow for an in-depth analysis of individual narrative of perceptions and feelings that could further inform the pedagogy surrounding education leadership. Additionally, replicating the study emphasizing transformational style of leadership's effects on perceived principal support as well as transformational style of leadership's effects on teacher job satisfaction with a larger sample as well as higher grade levels would be advantageous to determine generalizability across all educators. Furthermore, enumerating years of experience within the variables studied would allow for a determination if more years of service equate to a greater feeling of support, greater sense of collective efficacy, and greater sense of satisfaction among teachers.

Specifically, a study of the individual components of transformational style of leadership as it relates to teacher job satisfaction would be beneficial in informing the working knowledge surrounding transformational style of leadership relationship with teacher job satisfaction. For

example, by determining which of Leithwood's dimensions most influence job satisfaction, education leaders could isolate strategies and techniques for the most influential dimensions (setting directions, developing others, etc.). Additionally, this could be replicated with the components of perceived principal support. Seeking to understand the most influential dimensions and characteristics of these constructs greater informs the research on leadership and job satisfaction with a goal of building leaders who are influential and dynamic in approaches to their daily work.

Finally, significant study both quantitatively and qualitatively needs to happen about TSL and collective efficacy. The findings in this study leads this researcher to believe there is much we do not understand about both the negative and positive effects of socioeconomic status on schools and specifically the perceptions of teachers. This study raises numerous questions such as the following: Why was there a positive correlation between TSL and collective efficacy but in regression was suppressed? How specifically does SES change this relationship? At what percentage of SES is this not the case? For example, if the SES is high poverty versus low poverty, what threshold of relationship progression would be seen? These questions are substantiated by Garcia's (2004) research that noted schools with a predominance of specific races (Caucasian, African American, Hispanic) differentiated significantly and Bandura's (1993) study, which identified that teachers' collective efficacy was reduced the higher the grade level taught with kindergarten through second grades teachers having higher collective efficacy scores. (Bandura, 1993; Garcia, 2004). For these reasons, extensive study must continue in relation to TSL and CE.

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APPENDIX A

LEITHWOOD'S EDUCATIONAL LEADERSHIP SURVEY FOR TEACHER
RESPONDENTS

Setting Directions

To what extent do the leaders in your school:

1. Give staff a sense of overall purpose.
2. Help clarify the reasons for your school's improvement initiatives.
3. Provide useful assistance to you in setting short-term goals for teaching and learning.
4. Demonstrate high expectations for your work with students.

Developing People

To what extent do the leaders in your school:

5. Give you individual support to help you improve your teaching practices.
6. Encourage you to consider new ideas for your teaching.
7. Model a high level of professional practice.
8. Develop an atmosphere of caring and trust.
9. Promote leadership development among teachers.

Redesigning the Organization

To what extent do the leaders in your school:

10. Encourage collaborative work among staff.
11. Ensure wide participation in decisions about school improvement.
12. Engage parents in the school's improvement efforts.
13. Are effective in building community support for the school's improvement efforts.

Improving the Instructional Program

To what extent do the leaders in your school:

14. Provide or locate resources to help staff improve their teaching.
15. Regularly observe classroom activities.
16. After observing classroom activities, work with teachers to improve their teaching.
17. Frequently discuss educational issues with you.
18. Buffer teachers from distractions to their instruction.
19. Encourage you to use data in your work.
20. Encourage data use in planning for individual student needs

APPENDIX B
PERCEIVED PRINCIPAL SUPPORT SCALE

Principal Support Survey

Directions:

The following statements are about your perceptions of supportive behaviors given by your principal. Please indicate the extent to which you agree with each of the following statements along a scale from STRONGLY DISAGREE (1) to STRONGLY AGREE (6) by filling in the appropriate circle.

	Strongly Disagree					Strongly Agree
1. Gives me undivided attention when I am talking.	(1)	(2)	(3)	(4)	(5)	(6)
2. Is honest and straightforward with the staff.	(1)	(2)	(3)	(4)	(5)	(6)
3. Gives me a sense of importance - that I make a difference.	(1)	(2)	(3)	(4)	(5)	(6)
4. Supports my decisions.	(1)	(2)	(3)	(4)	(5)	(6)
5. Provides data for me to reflect on following classroom observations of my teaching.	(1)	(2)	(3)	(4)	(5)	(6)
6. Provides frequent feedback about my performance.	(1)	(2)	(3)	(4)	(5)	(6)
7. Helps me evaluate my needs.	(1)	(2)	(3)	(4)	(5)	(6)
8. Trusts my judgment in making classroom decisions.	(1)	(2)	(3)	(4)	(5)	(6)
9. Shows confidence in my actions.	(1)	(2)	(3)	(4)	(5)	(6)
10. Provides opportunities for me to grow professionally.	(1)	(2)	(3)	(4)	(5)	(6)
11. Encourages professional growth.	(1)	(2)	(3)	(4)	(5)	(6)
12. Provides suggestions for me to improve my instruction.	(1)	(2)	(3)	(4)	(5)	(6)
13. Provides time for various non-teaching responsibilities (e.g. IEPs, conferences, test students)	(1)	(2)	(3)	(4)	(5)	(6)
14. Provides adequate planning time.	(1)	(2)	(3)	(4)	(5)	(6)
15. Provides extra assistance when I become overloaded.	(1)	(2)	(3)	(4)	(5)	(6)
16. Equally distributes resources and unpopular chores.	(1)	(2)	(3)	(4)	(5)	(6)

APPENDIX C
COLLECTIVE EFFICACY SHORT SCALE

CE-Scale Short Form

Directions: Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Teachers in the school are able to get through to the most difficult students.	1	2	3	4	5	6
2. Teachers here are confident they will be able to motivate their students.	1	2	3	4	5	6
3. If a child doesn't want to learn teachers here give up.	1	2	3	4	5	6
4. Teachers here don't have the skills needed to produce meaningful student learning.	1	2	3	4	5	6
5. Teachers in this school believe that every child can learn.	1	2	3	4	5	6
6. These students come to school ready to learn.	1	2	3	4	5	6
7. Home life provides so many advantages that students here are bound to learn.	1	2	3	4	5	6
8. Students here just aren't motivated to learn.	1	2	3	4	5	6
9. Teachers in this school do not have the skills to deal with student disciplinary problems.	1	2	3	4	5	6
10. The opportunities in this community help ensure that these students will learn.	1	2	3	4	5	6
11. Learning is more difficult at this school because students are worried about their safety.	1	2	3	4	5	6
12. Drug and alcohol abuse in the community make learning difficult for students here.	1	2	3	4	5	6

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APPENDIX D
TEACHER JOB SATISFACTION SCALE

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.

Job related Variables	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
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
IRB APPROVAL LETTER

May 1, 2017

Roxanne Mitchell, Ed.D.
ELPTS
College of Education
Box 870302

Re: IRB#: 17-OR-157 "Rigatoni Study"

Dear Dr. Mitchell:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. You have also been granted the requested waiver of written documentation of informed consent. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies

Your application will expire on April 30, 2018. If your research will continue beyond this date, complete the relevant portions of the IRB Renewal Application. If you wish to modify the application, complete the Modification of an Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the IRB Request for Study Closure Form.

Please use reproductions of the IRB approved stamped consent form to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,



Carpantato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer

ALABAMA I Research & Economic Development Office of the Vice President for
Office for Research Compliance

January 24, 2018

Jennifer Hinson
Department of ELPTS
College of Education
The University of Alabama
Box 870302

Re: IRB # EX-18-CM-005 “Transformational Leadership, Trust, and Collective Efficacy: Predictors of Teacher Job Satisfaction”

Dear Ms. Hinson:

The University of Alabama Institutional Review Board has granted approval for your proposed research. Your protocol has been given exempt approval according to 45 CFR part 46.101 (b)(4) as outlined below:

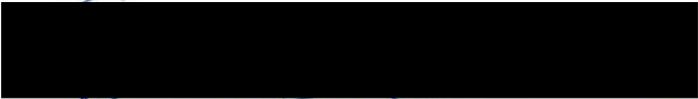
(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Your application will expire on January 23, 2019. If your research will continue beyond this date, complete the relevant portions of Continuing Review and Closure Form. If you wish to modify the application, complete the Modification of an Approved Protocol Form. When the study closes, complete the appropriate portions of FORM: Continuing Review and Closure.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number.

Good luck with your research.

Sincerely,



Carpantato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance

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