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The Effects of Principal Leadership Behavior on New Teachers' Overall Job Satisfaction

Sherree L. Thomas
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Walden University

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Sherree Thomas

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2014

Abstract

The Effects of Principal Leadership Behavior on New Teachers' Overall Job Satisfaction

by

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MA, Prairie View A & M University, 2005

BS, University of Houston-Downtown, 2001

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

January 2014

Abstract

Teacher attrition has become a concern at local, state, and national levels. As a result, a number of researchers have examined the factors that affect teacher job satisfaction and retention. However, in spite of all the efforts in research to find a solution, problems associated with teacher attrition have not significantly improved. This study was developed to examine new teachers' job satisfaction as based on their perceptions of principals' transformational and transactional leadership behaviors. Herzberg, Maunser, and Snyderman's 2-factor theory and Burns's and Bass's transformational and transactional leadership theory guided the research questions. A convenience sample of 71 new teachers with 1 to 3 years of experience participated in this study. Instruments used to collect data for the study were the Multifactor Leadership Questionnaire and the Job Satisfaction Survey. Pearson product-moment correlations and partial correlational methods were employed to examine the relationships between the variables. Findings revealed statistically significant positive relationships between new teachers' perceptions of principals' transformational leadership behavior and their overall job satisfaction. Further, the findings showed that perceptions of more transactional leadership behavior were significantly and negatively related to their overall job satisfaction. Results suggest that organizational leaders who adopt the transformational leadership model and implement effective leadership practices can cultivate positive change within the organization through the development of a team-centered environment that fosters inclusion, support, growth, recognition, stability, and satisfaction.

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Dedication

I dedicate my work to my two beautiful children, Tajye Victoria and Harley Rae. I pray that as witnesses of my feat, they will be inspired to pursue their dreams. I pray that in spite of any obstacles they may face in their years ahead, they will be inspired to set high goals, work hard, be persistent, and pursue their desires with great confidence and faith in God.

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Special thanks go to my husband Patrick, for his sacrifice, unwavering support, and unconditional love throughout this journey. We made it!

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Chapter 1: Introduction to the Study

Background

Since its inception in the 18th century, the U.S. public education system has assumed the responsibility of preparing the future leaders of this country (Public Broadcasting Service, 2001). As stakeholders develop a greater awareness of the premise surrounding the creation of America's public education system, it becomes clear that stakeholders cannot simply address the performance of such an institution; policymakers and administrators must delve deeper into the problems to discover lasting solutions. In recent years, federal, state, and local educational officials have increased efforts to address teacher shortages across the United States. However, despite efforts to retain teachers, many public schools continue to experience high levels of teacher attrition, which refers to teachers who leave the teaching profession altogether (Kaiser, 2011).

Texas school districts spend nearly a half billion dollars a year to address problems associated with teacher attrition and mobility, which regards teachers who move from school to school (Alliance for Excellent Education, 2005). Though a number of federal and state incentives have been made available to teachers and prospective teachers (e.g., raises, sign-on bonuses, Stafford Loan Forgiveness Program for Teachers, Federal Teacher Incentive Fund) to increase teacher retention and stimulate new interests in the teaching profession (U.S. Department of Education, 2011), many new teachers (i.e., those with 1-3 years of service) in Texas and other states in the United States continue to abort their teaching careers. According to the National Centers for Education Statistics (NCES), 13.7% of public school teachers with 1 to 3 years of experience leave

their base-year school in search of another school and 9.1% leave the teaching profession altogether (Keigher, 2010). Understanding the factors that most significantly impact these trends is critical to discovering more effective ways to address problems associated with high teacher attrition and mobility problems in Texas schools. As described by Sass et al. (2012), teacher attrition negatively impacts state and district spending, undermines the school system's effectiveness and stability, and negatively influences student achievement.

According to the Alliance for Excellent Education (2012), teachers and principals are the foundation upon which our education system rests. Particularly, more than any other factor affecting student learning, teachers have the most significant influence on student achievement (Alliance for Excellent Education, 2012). However, many new teachers become dissatisfied and leave the classroom in search of new careers. Therefore, it is imperative that policymakers and school officials identify the most significant factors that influence teacher job satisfaction and foster teacher retention.

Over the years, the topic of job satisfaction has received considerable attention (Howard-Baldwin, Celik, & Kraska, 2012). As school and state officials strive to find ways to increase the retention of new teachers in public schools, it becomes necessary to identify factors that most significantly influence new teachers' satisfaction in the workplace. Clearly defining the problem may promote a better understanding of the issues and help to guide the most effective way to solve them (Flores, 2007). The outcome of additional research of factors in public schools that have the most direct impact on new teachers' work experience and job satisfaction could influence hiring

processes, staff development opportunities, and have a positive effect on school culture, community relations, and ultimately, student achievement. Therefore, the focus of this study was to investigate the effects of principal leadership behavior in schools on new teachers' overall job satisfaction.

According to Gardner (2010), a strong link exists between job satisfaction and teacher retention. In a study of music teachers, Gardner found that job satisfaction played a key role in teachers' decisions to stay in or leave their positions. More particularly, job satisfaction highly impacts the teaching profession in areas of attitudes, performance, achievement, and commitment (Malik, 2011). Research suggests that several factors lead to teacher job dissatisfaction (Trait, 2008). As concluded in the 2004-2005 MetLife "Survey of the American Teacher," factors contributing to teacher job dissatisfaction include limited resources, test responsibilities, and lack of support (as cited in Alliance for Excellence Education, 2005). Additionally, Skaalvik and Skaalvik (2011) argued that teacher attrition in public schools increased when teachers experienced limited feedback, heavy workloads, numerous student behavior issues, time pressure, lack of prestige, and the lack of strong principal leadership in the institution. Other factors associated with teacher dissatisfaction are impractical accountability demands, lack of independence, limited resources, and low pay (Zembylas & Papanastasiou, 2004). However, the lack of leader support is among the primary factors that lead to job dissatisfaction (Alliance for Excellence Education, 2005).

Leadership is a major focus in the educational system (Stewart, 2006). More specifically, principal leadership plays an influential part in teachers' outlook on their

careers and their overall experience. Principals, as leaders within a school, have a significant impact on employees' perceptions, interpretations, and behavior in the workplace (Djibo, Desidero, & Price, 2010). It has been reported that leadership is a strong predictor of teachers' intentions to continue working in or leave the teaching profession (Ndoye, Imig, & Parker, 2010). In educational environments, teachers look up to principals for guidance, support, constructive feedback, and consistency. In organizational research, the literature suggests that the perception of a leader's effectiveness is linked to how employees view themselves and perform in an organization (Sauer, 2011). A sense of having administrative support, belongingness, and value is necessary for the development of trust and commitment. A number of studies (Burke, 2010; Nir & Kranot, 2006; Perrachione, Rosser, & Petersen, 2008; Plunkett & Dyson, 2011; Schneider, 2003) address factors that affect new teacher satisfaction and teacher retention, to include working conditions, pay, induction programs and mentoring programs, and teacher efficacy. However, few studies have addressed the effects of principals' leadership behavior on teacher satisfaction (Bogler, 2001).

Currently, in the field of education, transformational leadership is one of the most widely studied leadership models. Though initially associated primarily with organizational and industrial studies, transformational and transactional leadership has become a common focus for both organizational and educational research (Aarons, 2006). Transformational leaders are characterized by their abilities to motivate and inspire employees to work beyond their potential and contribute to the growth and success of the organization (Fitzgerald & Schutte, 2010). In contrast, transactional

leadership is based on an exchange between the leader and the employee, in that the leader rewards the employee with incentives for achieving a set goal (Aarons, 2006). Despite the recent trend in academic research, little is known about the effects of principals' transformational and transactional leadership behaviors on new teachers' job satisfaction. Further, no research was found that specifically addressed the effects of principals' transformational and transactional leadership behaviors on new elementary school teachers', having only 1 to 3 years of teaching experience, in Texas public school districts.

Problems regarding teacher shortages are evident throughout the state of Texas (Texas Education Agency, 2011). Having a better understanding of which factors most positively affect new teachers' experiences and ultimately increase their levels of job satisfaction may help school districts find more ways to keep new teachers in the classroom. The central focus of this study was to examine the relationship between new teachers' perceptions of principal leadership behavior (transformational and transactional) and their overall level of job satisfaction. Further, the primary goal for this study was to add to a broader body of knowledge in academic studies by helping to develop a better understanding of how perceptions of principals' leadership behaviors influence new teachers' satisfaction in the workplace.

Statement of the Problem

One of the problems that the American education system is facing is the fact that public schools throughout the United States are experiencing high rates of teacher attrition. The state of Texas is no exception, in that each year nearly 37,000 Texas

teachers leave the classroom in search of new careers or retire (Texas Comptroller of Public Accounts, 2004). Texas is the largest state in America and houses several of the largest public school districts in the United States. On average, new teachers with 3 years or fewer of service account for 25% of the population leaving the teaching profession and nearly 40% of those who leave the profession within the first 5 years (Chang, 2009). As reported by the Alliance for Excellent Education (2005), the national estimated cost of replacing public school teachers who have dropped from the profession is approximately 2.2 billion a year. More particularly, it is reported that Texas spends over a half billion dollars each year to replace its teachers (Alliance for Excellent Education, 2005). This loss not only affects the financial stability of the Texas education system, but the shortage of certified teachers in classrooms attribute to problems associated with student achievement and dropout rates (Texas Education Agency, 2011). As pointed out by the Texas Comptroller of Public Accounts (2004) office, certified teachers are the most important figures in the Texas schools because they have the power to positively influence student achievement, despite the economic challenges and graduation rates.

Nationally, nearly 37% of teachers are over age 50 and near retirement, and school districts are still experiencing problems regarding teacher shortages (Brown & Wynn, 2009). As a large number of Texas veteran teachers draw nearer to retirement, it becomes critical that educational leaders create work environments that attract new teachers, foster job satisfaction, and promote employment longevity. Literature suggests that there is a strong link between job satisfaction and retention (Zembylas & Papanastasiou, 2004). Over the years, researchers have examined multiple factors, both

intrinsic and extrinsic, that influence job satisfaction: (a) background characteristics, (b) workplace conditions, (c) attitudes and beliefs about an organization, (d) demographical variables such as age and gender, (e) psychological factors, (e) compensation, (f) organizational culture, and (g) leadership behaviors (Bolin, 2008; Hahs-Vaughn & Scherff, 2008; Herzberg, Mausner, & Snyderman, 1959; Perie & Baker, 1997). However, much of the research that has addressed the effects of leadership behavior on job satisfaction focuses on organizational and industrial settings and research on academic professionals is limited (Huysman, 2008; Malik, 2011). Little is known about the effects of principal leadership behavior on new teachers' level of job satisfaction in Texas public elementary schools.

Purpose of the Study

The purpose of this quantitative study was to examine the effects of new teachers' perceptions of principals' transformational and transactional leadership behaviors on their overall level of job satisfaction in public elementary schools in Texas. Literature suggests that transformational leaders positively influence job satisfaction which, in turn, promotes lower turnover (Wells & Peachy, 2011). Each year many new teachers leave the teaching profession within their first 5 years of service and, of those leaving, large percentages exit the profession within the first 3 years of service (Watson, Harper, & Ratliff, 2010). It becomes critical to find ways to increase teacher job satisfaction in an attempt to encourage teachers to extend their careers in the teaching profession. Research suggests that failure to address high rates of teacher attrition will not only pose financial constraints on school districts but, the lack of consistency in classrooms may be

damaging to student learning (Guarino, Santibanez, & Daley, 2006). Finding ways to increase new teachers' job satisfaction could help to address problems of teacher attrition in Texas schools and eventually positively affect student learning.

In former studies on job satisfaction and teacher retention, researchers have explored multiple factors that influence teacher satisfaction; however, there is no final consensus about which factors have the most significant impact on teacher job satisfaction. For example, though some research suggests that teacher pay yields the most significant influence on teacher job satisfaction (Darling-Hammond, 2003); other research found no significant relationship between teacher compensation and teacher job satisfaction (Kelly, 2004; Perie & Baker, 1997). With such inconsistencies in educational research, a continued examination of other possible variables that may significantly influence teacher job satisfaction becomes necessary. Currently, there is no evidence of academic research available that focus specifically on the effects of principal transformational and transactional leadership behavior on new teachers' job satisfaction in Texas public elementary schools. The goal for this study was to close the gap that exists in current academic research.

Nature of the Study

This quantitative study explored the relationship between new teachers' perceptions of principal's transformational and transactional leadership behavior (independent variables) and their overall level of job satisfaction (dependent variable) in the workplace. A total of 142 Texas elementary school teachers employed in a public school district in the state of Texas were invited to participate in this study. Invitations to

participate in this study targeted teachers who met three specific criteria (a) teachers who were currently employed in a public school district in Texas, (b) teachers who have acquired a Texas teacher certification, and (c) teachers with 1 to 3 years of teaching experience in elementary education.

Teachers were asked to voluntarily complete a survey including two scales via the internet regarding their perceptions of principal leadership behavior and their level of job satisfaction in the workplace. First, they were asked to voluntarily complete the online short form of the Multifactor Leadership Questionnaire (MLQ5X), designed by Bass and Avolio (2004), which measures leadership behavior and then they were asked to complete the Job Satisfaction Survey (JSS), developed by Spector (1985), which measures levels of job satisfaction. Both of the instruments are widely used and have established reliability and validity.

The independent variables for this study were new teachers' perceptions of principal transformational and transactional leadership behavior and the dependent variable was job satisfaction. First, correlational methods were employed to establish the existence of the relationship between the independent and the dependent variable. Then regression analyses were conducted to explain the relationship between the variables. A more detailed exploration of the nature of this study is presented in Chapter 3.

Research Questions and Hypotheses

1. What effect do new teachers' perceptions of principal leadership behavior (transformational or transactional) have on their overall level of job satisfaction?

2. How do new teachers' perceptions of principal transformational leadership behavior relate to their overall level of job satisfaction when job-related variables (i.e., pay, policy, and promotion) are controlled?

Hypothesis 1

H_{a1} Principal transformational leadership behavior will be more positively associated with new teachers' overall job satisfaction when compared to principal transactional leadership behavior.

H_{01} There will be no difference in the relationship between new teachers' perceptions of principal transformational leadership behavior and their overall level of job satisfaction when compared to principal transactional leadership behavior.

Hypothesis 2

H_{a2} A statistically significant relationship exists between new teachers' perceptions of principal transformational leadership behavior and their overall level of job satisfaction when job-related variables (i.e., pay, policy, and promotion) are controlled.

H_{02} There is no statistically significant relationship between new teachers' perceptions of principal transformational leadership behavior and their overall level of job satisfaction when job-related variables (i.e., pay, policy, and promotion) are controlled.

Theoretical Framework

The theoretical framework used to study the relationship between the variables in this study was largely based on the works of Herzberg, Maunser, and Snyderman's

(1959) two-factor theory and Burns's (1978) and Bass's (1985) transformational leadership theory. Both theories provide a sound theoretical foundation to support the goal of this study which was primarily to determine how new teachers' perceptions of principal transformational and transactional leadership behavior (independent variable) effect their overall level of job satisfaction (dependent variable).

Job Satisfaction

The two-factor theory (also known as the motivation-hygiene theory) discusses the satisfiers and dissatisfiers related to the workplace. According to Herzberg et al. (1959), employees experienced satisfaction in the workplace when intrinsic factors related to the job itself were present. Herzberg et al. argued that employees were not content with simply being rewarded with pay incentives; rather, there are intrinsic factors related to the work itself that influence job satisfaction. These factors, called motivators, related to the actual job and include variables such as recognition, achievement, the work itself, responsibility, growth, and advancement (Pepe, 2010). As suggested by Herzberg et al. (1959), motivators increased employees' organizational commitment, productivity, and level of satisfaction with their jobs.

In addition, as described in the hygiene theory, Herzberg et al. (1959) suggested that dissatisfaction is contingent upon the existence of extrinsic factors, which include (a) salary, (b) job security, (c) working conditions, (d) policy and administration, (e) interpersonal relationships and (f) supervision. It was further argued that the absence of various extrinsic factors have the potential to increase job dissatisfaction. However, he pointed out that it is not wise to assume that in cases where job dissatisfiers were absent,

satisfaction increased. Herzberg et al. (1959) further contended that while both variables, satisfaction and dissatisfaction, were influenced by leader behaviors, they were at two separate ends of the spectrum. One variable was not necessarily contingent upon the other. The absence of dissatisfiers did not necessarily increase satisfaction. For example, a teacher who had a substantial salary and felt a sense of job security might not necessarily have been satisfied with his or her current employment. However, a teacher with an average salary who worked in an environment in which motivators such as leader and peer recognition, the opportunity for growth and advancement, and leader support was on a continuum might experience satisfaction.

Transformational and Transactional Leadership

One of the most frequently studied aspects of organizational behavior is the study of leadership (Szilagyi & Sims, 1974). Though many leadership models have contributed to the field of management research to include the works of Taylor (1911), Mayo (1933), Maslow (1943), McGregor (1960), House (1971) and others, currently the most widely used model in educational leadership research is Burns's (1978) transformational and transactional leadership model (Robinson, Lloyd, & Rowe, 2008). Transformational leaders are described as attentive, charismatic, supportive, visionary, and inspirational (Burns, 1978; Bass, 1985; Pastor & Mayo, 2008) while transactional leaders place emphasis on work assignments and are characterized as task-oriented and goal-oriented (Hood et al., 2009). When compared to other leadership models, transformational leadership is more strongly correlated with lower attrition rates, higher efficiency, and higher employee job satisfaction than other leadership models (Armandi, Oppedisano, &

Sherman, 2003). More in depth discussions of the theoretical basis for this study is presented in Chapter 2.

Operational Definitions of Technical Terms

Job satisfaction: Positive or negative judgments that people make about their jobs (Skaalvik & Skaalvik, 2011; Weiss, 2002).

Multifactor Leadership Questionnaire 5X (MLQ5X): The MLQ5X is the short form version of the original MLQ designed to measure the concepts of transformational, transactional, and laissez-faire leadership (Bass, 1985; Bass & Avolio, 1989; Avolio & Bass, 2004).

New teacher: For the purpose of this study, the term refers to teachers who have served 3 years or fewer.

Passive-avoidant leadership: Passive-avoidant leaders, also referred to as laissez-faire leaders, are and generally inactive in the decision making processes and often avoid supervisory responsibilities. Such leaders are neither proactive nor reactive rather; they remain uninvolved (Den Hartog, Van Muijen, & Koopman, 1997).

Teacher attrition: Teachers who leave the teaching profession all together (NCES, 2010).

Teacher mobility: Teachers who move between schools (NCES, 2010).

Teacher turnover: Turnover refers to the termination of an individual's employment with an organization (Hsu, Hsu, Huang, & Leong, 2003).

Transactional leadership: Transactional leaders primarily focus on policy and procedures. They manage by an exchange process, between the leader and the subordinates, that is reinforced through rewards or consequences (Wells, 2010).

Transformational leadership: Refers to the process of influencing major change in the attitudes and assumptions of organization members and building commitment for the organization's mission or objectives (Yukl, 1989).

Assumptions

This study was based on the assumption that the participants would respond to all survey items honestly. It was also assumed that the participants were currently employed as teachers during their participation in the study. Additionally, it was assumed that the participants have not been employed as teachers less than one school year or in excess of 3 years. The surveys for this study were delivered electronically. Thus, it was assumed that the participants had access to an electronic device with Internet access. The instruments used in this study were designed to determine if a significant relationship exists between leadership styles and job satisfaction. Therefore, it was assumed that the participants were knowledgeable about their principals' leadership behaviors and work environments, as it relates to job satisfaction, and were able to comprehensively respond to all related survey items. Finally, it was assumed that the instruments selected for this study would effectively measure teachers' perceptions of their principals' leadership behaviors and their overall level of job satisfaction.

Scope, Limitations, and Delimitation

The scope of this study was limited to new teachers employed in a public school district in Texas. The respondents in this study were volunteers. The number of actual responses was limited to the number of new teachers who chose to voluntarily participate in the study. Specifying a minimum and maximum amount of years of service (1-3 years) to identify new teachers may have presented limits in this study. Further, current economic conditions in the United States may have posed limits to this study. Additionally, the sample size of this study was limited to the number of participants who volunteered to complete both surveys, the MLQ5X and the JSS. Therefore, the sample size may not be sufficient to make generalizations about the effects of principal leadership behavior on new teachers' job satisfaction.

Further, the validity and reliability of this quantitative study was limited to the measurement instruments used, the MLQ5X and the JSS. The plan to use correlational methods in this study may have presented limits because they were used to examine the relationship among variables and not to determine cause-and-effect relationships.

Significance of the Study

Teacher attrition costs states and school districts millions of dollars in losses each year (Alliance for Excellent Education, 2005). Finding ways to increase teacher job satisfaction may not only help to decrease repetitive spending on hiring and training, but it may also increase a sense of consistency in Texas classrooms for the benefit of its clients, the students (Texas Comptroller of Public Accounts, 2004). A study of the effects of principal leadership behavior on teacher job satisfaction, from a new teacher's

perspective, is critical for several reasons. First, a large number of veteran teachers are reaching retirement age (Texas Department on Aging, 2000). As the veterans exit the profession, it will be imperative to have new certified teachers prepared to carry out the legacy of educating the future leaders of America. Second, finding ways to increase teacher retention in the profession can help to decrease some of the overall costs associated with the recruitment of new teachers to replace those who abort the profession. The recruitment and training of new teachers can impose considerable costs on school districts and taxpayers. Next, the findings of this study can reveal critical elements that negatively influence new teachers' perceptions about their work experience. Developing new strategies that cultivate job satisfaction, longevity, and retention can help to cut spending on new hires and allow excess funds to be allocated to other resources. Finally, a study of the effects of principal leadership behavior and job satisfaction, from a new teacher's perspective may help policymakers and other ranking school officials develop more effective leadership training strategies that positively influence leadership practices that improve teacher job satisfaction and ultimately, teacher retention.

Social Change

Leadership is a critical component of an organization (Hsu et al., 2003). More specifically, principal leadership is central to the overall success of an educational environment (White-Smith, 2009). Research on the influences of transformational and transactional leadership in schools has become the focal point of a number of studies in educational research (Den Hartog, Van Muijen, & Koopman, 1997). Therefore, a study of that examines how new teacher's perceptions of principals' transformational and

transactional leadership behavior impact their feelings of job satisfaction may contribute to the broad body of educational research that influences positive change in schools. Moreover, the findings of such a study could help to influence how principals approach, relate to, and assist new teachers in the early stages of their teaching experience. An increase of awareness on how new teachers' perceptions of principal leadership behaviors impact job satisfaction and teacher retention could be beneficial to the development of principal leadership training, in that, the practical exercises promote effective relationship building, support, value, and ultimately, teacher job satisfaction. An analysis of the data may provide valuable information to Texas school officials that might lead to the development more effective strategies that may benefit school principals' leadership trainings and district hiring processes. Additionally, the findings may provide school principals with extended comprehensive knowledge to incorporate additional practical and effective strategies that may better assist new teachers as they make a complete transition into the teaching profession.

The effectiveness of principal leadership practices highly impact the learning community overall and the satisfaction of faculty members in particular (Malik, Khan, Hussain, Noor, & Rehman, 2011). More particularly, job dissatisfaction result in (a) high rates of teacher attrition and mobility, (b) a loss of continuity and commitment, (c) financial losses for school districts and tax payers, and (d) a deficit of qualified teachers (Brown & Wynn, 2009). The findings of this study, which examined the effects of perceived principals' transformational and transactional leadership behavior on teachers' overall job satisfaction in Texas public elementary schools, from a new teacher's

perspective, can influence the development and implementation of strategies that may improve leadership practices, increase employee retention, job satisfaction, quality, and productivity.

Overall, the implications for positive social change would include (a) a greater awareness of how new teachers' perceptions of principals' transformational and transactional leadership behavior impact their attitudes and feelings about their jobs and influence their decisions to stay or leave the profession, (b) an increased knowledge base useful for the development of more effective principal leadership training, and (c) a reduction in new teacher attrition rates. Additionally, increasing the effectiveness of principal leadership practices in schools may enhance the overall culture of the school, encourage retention, and gradually improve student achievement.

Summary

Nearly one third of teachers who chose to leave the teaching profession leave within their first 3 years of service and others leave with their first 5 years of service (Brown & Wynn, 2009; Buchanan, 2010; Corbell et al., 2010; Darling-Hammond & Sykes, 2003). Further, leadership practices have been linked to job satisfaction, retention, and productivity (Skaalvik & Skaalvik, 2011; Zembylas & Papanastasiou, 2004). Currently, in education, leadership has become a major focus of education research. This quantitative study was developed to explore the relationship between perceived principal transformational and transactional leadership behavior and new teachers' levels of overall job satisfaction in the workplace. The chapter provided critical information to support the basis of this quantitative study. Important background

information and the significance of principals' leadership styles, as it relates to new teachers' job satisfaction were introduced. Additionally, the chapter presented the problem statement, a brief introduction of the theoretical basis for the study, the scope and delimitations, and the purpose of the study. Research questions and hypotheses were clearly described and a summary of the methodology intended for this study was presented.

The significance of the study was explained in relation to its influence on social change. As described in the chapter, the goal of this quantitative study was to examine the effects of new teachers' perceptions of principal's transformational and transactional leadership behavior on their overall level of job satisfaction in public elementary schools in Texas. The findings of this study may add to a broader body of research that focus on teacher job satisfaction and serve as a reference for school districts as they address the issues associated with teacher shortages and retention.

Chapter 2 will present a review of literature related to the theoretical framework and variables defined in this study. Following the literature review, Chapter 3 will provide a detailed explanation of the research methods associated with this study. A report of the findings in this study will be presented in Chapter 4. Finally, Chapter 5 will provide a discussion of the findings and implications for future research.

Chapter 2: Literature Review

Introduction

Teacher attrition in Texas schools has become a very costly issue. Taxpayers and school districts spend millions on the recruitment and replacement of teachers to fill classroom vacancies (Texas Comptroller of Public Accounts, 2004). The hire and retention of new certified teachers to replace retirees and those who have aborted their teaching careers is paramount to the overall success of the education system (Texas Education Agency, 2011). As veteran teachers reach retirement, it becomes apparent that problems regarding teacher satisfaction and retention should be addressed expeditiously and solutions should be sought out with a sense of urgency. Understanding the relationship between factors that contribute to problematic issues can yield for the development of more comprehensive and effective solutions.

This chapter presents a review of literature for this study, which examined the effects new teachers' perception of principals' transformational and transactional leadership behavior on their overall level of job satisfaction. The information presented serves as the theoretical foundation for this study. A culmination of scholarly research was examined to introduce the historical milestones in the development of leadership and management theory, as well as current assumptions about the impact of leadership behaviors on organizations. The content of this literature review is organized to provide a more in depth understanding of the early development of theory in the field of management and to explore how principals' leadership behavior relates to new teachers' job satisfaction. For the purpose of this study, the terms leader and principal are used

interchangeably where applicable. Additionally, the terms *leadership behavior* and *leadership style* are used synonymously. The first section introduces a historical review of theoretical perspectives from key contributors in the field of management and leadership research. The second section illustrates how historical concepts and theory remain applicable to current research inquiries in education. The third section presents the theoretical framework of this study to include the motivation-hygiene theory and discuss the characteristics of transformational and transactional leadership behaviors. The fourth section explores the basic concepts of a leader and the leader's role as a principal. The fifth section discusses the definition and significance of job satisfaction, as described in current literature. Finally, a summary of this chapter and a transition to Chapter 3 are presented.

Multiple search methods were used to develop this literature review. Information gathered for this section was collected from the Harris County public library, the Fort Bend County public library, online, scholarly journals and books. The electronic databases used to obtain information to conduct this literature review included: ERIC, EBSCO, SAGE, ProQuest, and Google Scholar. Search terms included *leadership*, *leadership styles*, *management theory*, *participative leadership*, *transformational leadership*, *teacher satisfaction*, and *teacher attrition*.

Historical Review

As industries grew and a demand for an increase of factory workers evolved, the 1900s brought about many new and innovative, scientific views about management and production. Taylor's (1911) book, *Principles of Scientific Management*, sparked the

evolution of management theories in the 20th century. He has been regarded as the father of management research. His contributions laid the foundation for scientific management theories that influenced management research for decades (Taneja, Pryor & Toombs, 2011). In his pursuits to address organizational problems and the poor working conditions of men in the iron industry in the early 1900s, Taylor advocated for the development of a scientific approach to management practices and work ethics. He argued that an increased rate of productivity would only be possible if management personnel devised clearly written instructions, developed effective training, and added pay incentives.

Taylor presented four principles of scientific management (Taylor, 1911). First, he urged for a scientific approach to knowledge enhancement in the workplace for both the management team and the subordinates. Second, he advocated for the implementation of scientific selection and training of workers. Rather than making assumptions about an individual's abilities, Taylor argued that employees should participate in formal training sessions. Third, Taylor addressed the working relations between management personnel and their subordinates. He believed a certain level of cooperation between management and their subordinates is needed and presented a call for more collaboration. Finally, his fourth principle called for the fair and equal distribution of work.

Although Taylor's contributions influenced change in the way many industries approach hiring, compensation, and training strategies for their employees, his work was highly criticized. Locke (1982), Wren (1994) and other researchers argued that Taylor's

Principles of Scientific Management was more of a “labor revolution” than scientific management theory and that it failed to account for a humanistic approach (as cited by Taneja et al., 2011). However, Taylor’s contributions are still respected today and his scientific approach to management further advanced management research.

As time progressed and interests increased in management strategies, Mayo (1933) published his first book, *The Human Problems of an Industrial Civilization*, which he expressed opposing views towards Taylor’s (1911) previously noted concepts about a scientific approach to management practices and increased productivity. Mayo’s philosophies about management took more of an employee-centered approach. The findings of his Hawthorne studies further supported his theory that financial rewards (pay incentives) are not central to the source of job satisfaction. Mayo argued that an organization must have a human element (Kermally, 2004). He furthered his argument by proclaiming that aside from pay, scientific selection of employees, and training, increased emphasis should be placed on the human aspect of an employee. He proposed that there is a strong relationship between the quality of management and the morale of their subordinates. In other words, employees’ attitudes and feelings towards their jobs influence the rate of productivity. How an individual feels about his or her work environment impacts his or her work ethics, satisfaction, and commitment.

Maslow’s Hierarchy of Needs

Maslow’s (1943) paper entitled, *A Theory of Human Motivation*, ignited new ideas about human relations and personal satisfaction. He introduced his needs theory, which is presently known as Maslow’s hierarchy of needs. It is one of the most

referenced theories in the field of motivational research today (Kroth, 2007). According to Maslow, people are motivated by needs. More importantly, Maslow proclaimed that human needs are ranked. As illustrated by his pyramid model, Maslow argued that human needs are categorized and ranked in the order of importance. Based on his model, there are five levels of human needs. The most critical needs are illustrated at the bottom of the pyramid while other needs stack up in the order of importance. The categories of needs are physiological needs, safety needs, belonging and love needs, esteem needs, and self-actualization needs (Wininger & Norman, 2010). Wininger and Norman (2010) noted that physiological needs are described as the most critical human needs and are position at the base of the pyramid. These needs include food, water, shelter, air, and other vital elements of life. Safety needs address feelings of being secured and out of harm way (Maslow, 1943). Maslow (1954) proposed that once the before-mentioned needs are satisfied, people innately develop desires to belong, love, and feel loved. In a sense of work, people need to feel as though they are valued as members of the team. According to Maslow's theory, once the basic needs are fulfilled, the establishment of a secure environment and development of intimate personal relationships will influence an individual's level of self-esteem (esteem needs). Eventually, the individual will achieve self-actualization in which he or she fully understands his or her purpose in life and reflect on his or her achievements. Though Maslow recognized that an uphill, chronological climb in his hierarchy of needs may not result in self-actualization for all individuals, he suggested that satisfaction awaits those individuals who successfully achieve their highest level of development.

McGregor's Theory X and Theory Y

By the 1960s a new wave of management research was introduced. New studies were conducted to gain a better understanding of the relationship between leadership behavior and job satisfaction. In his 1960 publication of *The Human Side of Enterprise*, Douglas McGregor introduced two sets of assumptions regarding human behavior and its relevance to leadership behavior, job satisfaction, and employee motivation. Theory X approach, also referred to as the autocratic approach, pertains to leadership behavior driven by the assumption that individuals are inherently lazy and dislikes work (Kermally, 2004). Additionally, assumptions associated with theory X suggest that members (subordinates) of an organization lack drive and motivation and are incapable of being self-controlled and self-directed. Consequently, members of organizations working under the leadership style developed under the assumptions of theory X are often micromanaged and heavily controlled. In turn, such employment conditions present the risk of low performance, reduced productivity, and job dissatisfaction.

Conversely, leadership operating under the assumptions of theory Y, also referred to as a participative style of leadership, assumes that individuals have an innate desire to engage effectively in their work and need minimal supervision (Kermally, 2004). Therefore, the assumption fosters the idea that individuals are self-motivated, self-reliant, and self-directed. More specifically, theory Y suggests that under the proper working conditions, individuals will take responsibility for their positions and contributions to the workplace and make informed decisions to solve problems with little or no directives from their organizational leader (Kermally, 2004). Additionally, based on the premises

of theory Y, leaders who take a humanistic approach to managing people will influence employee commitment, increase productivity, and promote job satisfaction. How a leader manages, organizes, and relate to his or her subordinates is highly dependent upon his or her influences of either the X or Y assumptions (Smothers, 2011). McGregor's contributions strongly influenced the advancement of later research and practice. His humanistic and optimistic views associated with theory Y impacted many later studies and sparked new theoretical inquiries about leadership styles (Kopelman, Prottas, & Falk, 2010).

Path-Goal Theory

By the 1970s leadership research had advanced. Influenced by previous behavioral studies, including McGregor's (1960) theory X and theory Y assumptions, House and Dressler (1974) introduced a revision of House's (1971) initial publication of his path-goal theory, which examined the relationship between leaders and their subordinates. More specifically, the refined path-goal theory focuses on the relationship between leadership behavior and situational attributes. House and Dressler argued that the application of effective leadership styles is contingent upon the situation and through coaching and direction employees are better able to accomplish their goals. The theory represented a leader-follower relationship model that emphasized the leader's ability to switch leadership behavior based on the situation and encourage his or her subordinates to achieve a goal as a result of the path set by the leader (Sudbrack & Trombley, 2007). House and Dressler (1974) presented four different styles of leadership: a) directive, b)

participative, c) supportive, and d) achievement-oriented. A summary of House and Dressler's (1974) four leadership styles is as follows:

1. *Directive leadership*: Regards the leader's ability to set goals, express with clarity his or her expectations, and provide a path for their subordinates to accomplish their established goals.

2. *Participative leadership*: Refers to the leader's ability to develop a team-oriented environment, which team members take part in the decision-making process. More importantly, the leader solicits ideas and suggestions from his or her subordinates and integrates relevant material into the final decision.

3. *Supportive leadership*: Described as the leadership behaviors that reflect pleasant regards to others and lend support as needed.

4. *Achievement-oriented leadership*: Illustrates the leader as an individual who upholds high expectations, sets challenging goals, and impress upon their subordinates to strive for excellence.

The path-goal theory is grounded in the assumptions that leaders are capable of shifting leadership styles based upon the situation. The basic premise of this theory is that the primary role of a leader in an organization is to increase motivation among subordinates, positively influence job satisfaction, and intensify productivity (Szilagyi & Sims, 1974). However, the outcome is contingent upon two variables, the environment and the personal characteristics of the subordinates (Armandi et al., 2003). Both, environmental factors and individuals' characteristics can limit the outcome of the prescribed goal, thus altering satisfaction outcomes.

Historical Connections

In education, principals are responsible for challenging multiple tasks on a daily basis. Their leadership abilities are central to the successful management of faculty, staff, and students. When examined collectively, the assumptions of Taylor (1911) and Mayo (1933) suggest that the principal's ability to select quality teachers, establish clearly written goals and objectives, provide effective staff development sessions, and create an environment that fosters collaboration and a sense of community, is essential to the school's overall success. Additionally, House and Dressler's (1974) path-goal theory suggest that, when problems arise within the school, it is imperative that principals assess the issue, consider the situation in which the problem evolved, take appropriate actions to find a resolution, and provide a path for teachers to achieve their goals. More importantly, as leaders of schools, it is critical for principals to understand how their leadership styles and assumptions influence the actions and reactions of their employees (McGregor, 1960). The ability to apply the most appropriate leadership style to a specific situation is critical and may result in the most favorable outcome. Further, as Maslow (1943) suggested, addressing the basic needs of teachers (e.g. job security, resources, and administrative support) could influence teachers' level of job satisfaction, promote personal growth, and organizational commitment. Ensuring that basic resources are made available to teachers may increase their satisfaction and influence their decisions to stay in the profession.

Overall, the works of Taylor (1911), Mayo (1933), Maslow (1943), McGregor (1960), and House and Dressler (1974) have marked major milestones in the

development of management and leadership theory. More importantly, their contributions have influenced the development of theories currently used in educational leadership studies, specifically, Burns's (1978) transformational and transactional leadership theory, and Herzberg's, et al. (1959) motivation-hygiene theory.

Theoretical Framework

Motivation-Hygiene Theory

The motivation-hygiene theory (Herzberg et al., 1959) was influenced by Maslow's (1943) hierarchy of needs theory. However, Herzberg and colleagues did not completely agree with the multiple levels of human needs previously described by Maslow. Instead, Herzberg and his team consolidated Maslow's needs model into two distinct categories, motivators and hygiene factors (Foor & Cano, 2011). Similar to Maslow's physiological and safety needs, hygiene factors refer to pay, working conditions, and the job security, whereas motivators, similar to Maslow's belongingness, esteem needs, and self-actualization needs, refer to intrinsic factors that include (a) recognition, (b) achievement, (c) the work itself, (d) responsibility, (e) growth, and (f) advancement (Marques, 2011). According to Herzberg et al. (1959), while it is necessary to satisfy the hygiene factors to eliminate job dissatisfaction, it is even more important to focus on intrinsic motivators to increase job satisfaction. It is further explained that though hygiene factors play an important role in an employee's work experience, once the basic needs are satisfied there is no guarantee of satisfaction; however, the absence of such factors will result in dissatisfaction (Herzberg et al., 1959; Smerek & Peterson, 2007). In essence, while pay, job security, and other extrinsic factors are necessary to

reduce or eliminate job dissatisfaction, being recognized, and appreciated for the work done brings more meaning and value to the employee thus, increasing his or her level of satisfaction.

Transformational and Transactional Leadership Theory

The concept of leadership in an organization has resulted in a complex, ongoing controversy for decades (Howard, 2006; Mello, 2003). Among the many concepts examined through scientific investigations, leadership is one of the most commonly studied constructs in the management field (Hsu et al., 2003; Stewart, 2006).

Understanding how leadership behaviors impact various aspects of an organization is necessary to make predictions about the overall outcome of the organization.

Leadership style has been regarded as “sets of leadership behaviors or actions that can be measured or compared” (Sun, 2004, p. 18). Over the past decade, increased emphasis has been placed on leadership and school effectiveness (Stewart, 2006). In recent years, a number of studies have focused on the effects of leadership in schools, more particularly, transformational leadership (Leithwood & Jantzi, 2000). Initially introduced by Burns (1978) and later expanded by Bass (1985), transformational leadership theory is currently the most widely regarded leadership concept in education research (Robinson et al, 2008).

Transformational leadership theory. Transformational leadership, also associated with participative and supportive leadership, refers to a leader’s ability to build a team-oriented culture and influence positive change in an organization (Jones & Rudd, 2008). Transformational leaders promote cohesion and collaboration through shared-

decision making, support, intellectual stimulation, motivation, and shared-values (Bass, 1990; Bass & Avolio, 2004). Transformational leaders are characterized as friendly, charismatic, supportive, and attentive (Bass, 1985; Bass & Avolio, 2004). When assessing the needs of an organization, transformational leaders take a holistic approach, in which they focus less on personal desires and focus primarily on the needs of the organization in its entirety (Smith, 2011). In practice, transformational leaders in schools influence teachers to buy into the vision of the school, create a pleasant environment that fosters collaboration, include teachers in the decision-making process, pay attention to the needs of his or her employees, and lend support to teachers experiencing challenges in the classroom.

The four behavior components of Bass and Avolio's (2004) transformational leadership model are as follows:

1. *Individualized consideration*: The leader acts as a mentor and coach. The leader recognizes individual needs, strengths, and aspirations.
2. *Intellectual stimulation*: The leader engages individuals in the group in problem-solving matters and welcomes differing perspectives.
3. *Inspirational motivation*: The leader enthusiastically and clearly defines the goals, vision, and the expected outcome, set high expectations for the group, and maintains optimism about the future of the organization.
4. *Idealized influence*: The leader becomes a role-model. The leaders display of honesty, integrity, and genuine care for others is admired by his/her followers.

Transactional leadership theory. The concept of transactional leadership, also associated with authoritative leadership, is grounded in the idea that there is an exchange between the leader and the follower that result in positive rewards or negative consequences (Cemaloglu, 2011). In other words, when the follower meets the expectations of the leader, in that, he or she accomplishes a prescribed goal; the leader in turn rewards the follower with an incentive that may reflect a pay increase or promotion. However, if the follower fails to achieve the expected outcome, he or she may suffer consequences in the form of punishment. According to Burns (1978), a transactional leader takes a direct approach and clearly defines the roles, goals, and expectations of the organization for his or her followers. The leadership behaviors described in Bass and Avolio's (2004) transactional leadership model includes the following:

1. *Contingent reward:* The leader and follower agree upon an exchange of work for rewards. The leader clearly defines the expected outcome and what benefit one will receive upon successful completion of the task.

2. *Management-by-exception (Active):* The leader's primary focus is on irregularities, mistakes, and failures within the organization. The leader keeps an active record of all errors and complaints.

Passive-avoidant leadership theory. The Multifactor Leadership Questionnaire (MLQ), developed by Bass and Avolio (1989), was designed to measure a full range of leadership behaviors. Passive-avoidant leadership behaviors were added to give a complete assessment. Passive-avoidant leadership refers to leadership behaviors that are characterized by the leader's inactive role. Passive-avoidant leaders generally fail to take

an active role in important decision-making processes and are generally not engaged until a problem exists within the organization (Horwitz et al, 2008). Bass and Avolio (2004) characterized passive-avoidant leadership behaviors as the following:

1. *Management-by-exception (Passive)*: The leader acts in a reactive manner rather than proactive. The leader does not communicate goals, visions, and/or expectations. The leader intervenes when a problem arise.

2. *Laissez-faire*: The leader is virtually obsolete in the organization. The leader has no voice in important decision-making processes and tends to not be available when needed.

Leadership in Schools

This section explores the basic concepts of leadership and role of the principal. First, the basic characteristics of a leader are explored. Finally, the importance of the role of the principal, as a school leader, is discussed.

Though the process of leadership is multidimensional and no one specific explanation captures the concept in its entirety, evidence of a common element has been presented. The idea that leadership involves a “process of influence” is shared across disciplines (Mello, 2003, p.345). More specifically, leadership is the ability to influence people toward the achievement of a common goal (Armandi, et al., 2003). It is one of the most impactful factors that influence the work environment, the climate of an organization, and the employees’ experience (Bohn & Grafton, 2002; Djibo, Desiderio, & Price, 2010). Moreover, Robbins (2003) argued that leaders have the responsibility of developing a vision, effectively communicating their ideas to their subordinates, and

finding ways to motivate those individuals to participate in the process of achieving the defined goals. In essence, leaders in organizations play an intricate role in the development, growth, and advancement of the organization itself and its members.

The Role of the Principal

The role of the principal is complex and requires a strategic and systematic approach to attain successful outcomes (Engels et al., 2008). Their responsibilities include (a) managerial tasks, (b) financial responsibilities, (c) decision-making tasks, (d) planning, (e) organizing, (f) supervising, and (g) pedagogical tasks (Sentocnik & Rugar, 2009). Thus, it can be inferred that the leadership style exhibited by the school principal has the propensity to influence teacher job satisfaction and turnover intent based on the existence of supportive learning cultures, innovative work climates, and job related autonomy. Moreover, how a principal address the needs of his or her teachers could impact teacher satisfaction and their commitment to the organization. Inadequate support from the school principal is one of the primary complaints given by teachers for leaving the teaching profession (Cherian & Daniel, 2008; Richards, 2004). In an effort to reduce the rate of attrition and mobility, principals' must use practical and effective strategies to motivate and engage teachers in the daily operations of the school.

Williams (2006) suggested that principals must take a more inclusive approach to ensuring teacher satisfaction and school success. According to Williams, principals' responsibilities include (a) the ability accept and promote teacher competence by providing teachers with opportunities to lead, (b) the ability deviate from the hierarchical model, and (c) maintain the school's social legitimacy by focusing on staff efforts on the

improvement of student learning. He further noted that principals are most effective when they demonstrate supportive leadership, create an environment that fosters collaboration, and promote growth and advancement for teachers and staff members.

In a recent study, Brown and Wynn (2009) examined the relationship between principal leadership and teacher retention, specifically new teachers. In an effort to depict specific characteristics of successful leadership styles, they interviewed 12 principals from schools in a small urban school district who had low teacher attrition and transfer rates. The interview questions were exploratory in nature and solicited background information about the principals' professional practices to include (a) perceived leadership styles/characteristics, (b) school climate, (c) principal's role in recruitment and retention, (d) mentor assignments, and (e) specific teacher support systems. The general findings concluded that some leadership traits were common among the participants. The findings revealed that principals who were able to reduce teacher attrition and mobility rates in their schools shared common leadership behaviors and organizational views. Each principal attested that the key elements to high retention rates are the ability to create a work environment that fosters shared values, flexibility, supportive leadership (e.g., discipline, organization, affirmation, resources), and community.

Job Satisfaction

Job satisfaction is the dependent variable of this study. First, this section provides a definition of job satisfaction. Then factors that influence teacher satisfaction are

presented through studies that correlate job satisfaction and leadership behavior are discussed.

Akhtar, Hashmi, and Naqvi (2010) defined job satisfaction as:

The favorable or unfavorable subjective feeling with which employees view their work. It results when there is congruence between job requirements, demands, and expectations of employees. It expresses the extent of match between employees, expectation of the job and the reward that the job provides. (p. 4222)

The term refers to the attitudes and feelings that individuals develop towards their job. As described by Herzberg et al. (1959), job satisfaction is possible when employees find meaning and value in the workplace. Positive and favorable attitudes towards the job are strong predictors of job satisfaction; while negative and unfavorable attitudes towards the job are strong predictors of job dissatisfaction (Akhtar et al., 2010).

Trends in Research

Teachers are valuable assets to the entire education system. However, many individuals who initially choose teaching as their primary career goal often leave the profession within the first 5 years of service (American Federation of Teachers, 2001). Unfortunately, their decisions to leave the profession or relocate their professional talents to other school districts cost their employers and taxpayers considerable amounts of revenue. It has been reported that the cost of teacher turnover is comparable to one year's salary and benefits combined (Pepe, 2010).

In recent years, increasing numbers of empirical studies have focused on transformational leadership, teacher satisfaction, and retention (Sagnak, 2010). In one

study, Bolger (2001) examined the influence of principal leadership style (transformational and transactional) on teacher job satisfaction in Israel. The results of this quantitative study suggested that teachers' perceptions of the school principal's leadership style indeed impacted their attitudes and feelings about their jobs. The data revealed that teachers who perceived their school principals as transformational leaders, experienced higher levels of job satisfaction. Additionally, teachers' perceptions of occupational prestige, which refers to their feelings of professional value and significance, self-esteem, autonomy at work, and professional self-development, significantly contributed to their level of job satisfaction (Bolger, 2001).

In another study, Buchanan (2010) examined the factors that contribute to teacher attrition or retention. More specifically, the study was conducted to gain a better understanding of the trend of events surrounding teachers' decisions to leave the teaching profession from the perspective of former teachers. A series of phone interviews were conducted for data collection. Upon completion of the study, the findings revealed several related trends among the former teachers. It appeared that dissatisfaction attributed to the participants' decisions to leave the teaching profession. The primary factors included (a) workload, (b) support, (c) classroom management/discipline issues, (d) working conditions, (e) salary, and (f) prestige of teaching or the lack of.

According to Buchanan (2010), several of the participants reported that teachers' workloads are enormous and that the pay does not compensate for the amount of work demanded by the position. They also reported that working conditions in many schools could not compare to those of corporate America. Classroom management and discipline

issues were also reported as significant job dissatisfiers. Many of the participants reported that they did not feel highly regarded nor did they feel respected. However, as revealed in the aforementioned study, leadership played a significant role in teachers' work experiences. Of the many factors identified as contributors to the teachers' decisions to leave the teaching profession, the lack of administrative support appeared to be the most significant factor that influenced the participants' decision to leave the profession of teaching.

Though many studies appear to focus on why teachers leave the profession, Perrachione, Rosser, and Petersen (2008) decided to investigate factors that identify reasons teachers chose to stay in the profession. The study was conducted in an effort to identify intrinsic and extrinsic factors that influence teacher retention and job satisfaction. The primary purpose was to examine the relationship between job satisfaction and intrinsic variables (e.g., personal teaching efficacy, working with students, job satisfaction) and extrinsic variables (e.g., low salary, role overload).

Overall, the results revealed that teachers who expressed the most satisfaction with their job felt as though they were evaluated fairly, valued as professionals, and were a part of a professional community that shared similar beliefs about the central mission of the organization. Teachers who responded favorably to intents of remaining in the profession shared a variety of reasons for their decisions to include, feelings of high-levels of overall satisfaction, opportunities to work with children and make a difference, and years in service (near retirement). However, teachers who reported dissatisfaction and intent to leave the professions expressed concerns for low salary and work overload.

The findings in the before-mentioned studies support past research (Burns, 1978; Bass, 1985, Herzberg et al., 1959; Griffith, 2004; Kirby, Paradise, & King, 1992; Koh, Steers, & Terborg, 1995; Maslow, 1943) which suggests that leadership style influence job satisfaction and that overall job satisfaction is contingent upon multiple factors that include both intrinsic and extrinsic motivators. The studies (Bolger, 2001; Buchanan, 2010; Perrachione et al, 2008) also support the theoretical framework for this current study.

Summary

The purpose of this study was to examine the effects of new teachers' perceptions of principal leadership behavior on their overall job satisfaction in public elementary schools in Texas. A comprehensive review of literature exposed a gap in educational research that failed to specifically address how new Texas elementary school teachers' perception of their principal's transformational and transactional leadership behavior impact their levels of job satisfaction.

Several researchers (Taylor, 1911; Mayo, 1933; Maslow, 1943; McGregor, 1960; House, 1971) paved the way for the advancement of motivational and management research, currently, Herzberg's et al. (1959) motivation-hygiene theory and Burn's (1978) transformational leadership theory dominate much of the research conducted that focused on leadership behaviors in schools and job satisfaction in educational research. As revealed in the literature review, research suggests that a strong relationship exists between leadership behavior and job satisfaction (Bolger 2001). Also, evidence suggests

that job satisfaction influences teachers' decisions to stay in or leave the teaching profession (Buchanan, 2010; Perrachione et al., 2008).

In an effort add valuable information to a larger body of academic research, this study focused primarily on the effects of principal leadership behavior on new teachers' job satisfaction. The goal of this study was to close the current gap that exists in educational research that failed to specifically examine new teachers' job satisfaction as based on their perceptions of principals' transformational and transactional leadership behaviors in Texas public elementary schools. A quantitative study was conducted to determine the strength of the relationship between the independent variables (perceptions of principal leadership behavior) and the dependent variable (job satisfaction). Chapter 3 provides, in detail, the research methods used to conduct this study. It includes the research design, research questions and hypotheses, instrumentation used, data collection methods, and a discussion of ethical issues and informed consent to protect the rights of the participants in the study.

Chapter 3: Research Method

Introduction

This chapter describes the research methods that were used to determine whether a relationship exists between new teachers' perceptions of principals' transformational and transactional leadership behavior (independent variables) and their overall level of job satisfaction (dependent variable). First, this chapter describes the research design and statistical approach used for this study which includes a combination of correlational and multiple regression analyses. Second, a restatement of the research questions and hypotheses developed for this study is presented. Third, a description of the sample and setting is discussed. Next, a discussion of the instrumentation, the MLQ5X and the JSS, is outlined. Additionally, a thorough discussion of the data collection methods and data analysis will follow. Finally, the chapter concludes with an explanation of the ethical issues considered to protect the rights and privacy of the respondents.

Research Design and Approach

A quantitative research approach was used for this study because it employs surveys as a method of data collection for statistical analysis and allows the researcher to focus on empirical data to draw conclusions that generally offer correlations between variables (Creswell, 2003). Additionally, quantitative research affords the investigator an opportunity to present findings through an objective process (Borrego, Douglas, & Amelink, 2009).

A survey design was chosen for the data collection process of this study because it allows the researcher to gather information from a sample of a larger population in a

short period of time (Creswell, 2003). For this study, surveys were disseminated to a total of 142 new elementary school teachers in a public school district in Texas to collect information about their perceptions of their principal's leadership behavior (independent variable) and their personal attitudes and opinions regarding their overall level of job satisfaction (dependent variable).

One of the main objectives of many research projects is to determine the magnitude of the association between variables and identify any statistical significance to determine which observable associations matter (Johnson, 2011). A combination of regression analyses and correlational methods were used to analyze the data collected from teachers who voluntarily chose to participate in this study. First, correlational methods were used to determine whether a relationship exists between the new teachers' perceptions of their principal's leadership behavior and their overall level of job satisfaction. Then regression analyses were conducted to quantify that relationship. The control variables (i.e., pay, policy, and promotion) in this study were held constant to eliminate interference with the outcome of the analyses between new teachers' perceptions of principal's transformational leadership and their overall level of job satisfaction.

Research Questions and Hypotheses

1. What effect do new teachers' perceptions of principal leadership behavior (transformational or transactional) have on their overall level of job satisfaction?

2. How does new teachers' perception of principal transformational leadership behavior relate to their overall level of job satisfaction when job-related variables (i.e., pay, policy, and promotion) are controlled?

Hypothesis 1

H_{a1} Principal transformational leadership behavior will be more positively associated with new teachers' overall job satisfaction when compared to principal transactional leadership behavior.

H_{01} There will be no difference in the relationship between new teachers' perceptions of principal transformational leadership behavior and their overall level of job satisfaction when compared to principal transactional leadership behavior.

Hypothesis 2

H_{a2} A statistically significant relationship exists between new teachers' perceptions of principal transformational leadership behavior and their overall level of job satisfaction when job-related variables (i.e., pay, policy, and promotion) are controlled.

H_{02} There is no statistically significant relationship between new teachers' perceptions of principal transformational leadership behavior and their overall level of job satisfaction when job-related variables (i.e., pay, policy, and promotion) are controlled.

Setting and Sample

This study used convenience sampling to construct a representative sample for this study. It was chosen as the most appropriate method to obtain a representative

sample for this study because it allows the investigator to solicit voluntary participation from a smaller subset of the overall targeted population, cut costs, and minimize the time needed to collect data (Creswell, 2003; Spatz, 2001). Further, the setting for this study was a moderate public school district in the state of Texas. The 80 educational facilities that service over 100,000 students and employ over 6,000 teachers comprise the district (Texas Education Agency, 2012). The district's general education facilities include over 50 elementary schools, nearly 20 middle schools, and 11 high schools.

As previously described, this study focused ultimately on new teachers in elementary education in Texas. Therefore, the targeted population for this study was limited to certified elementary school teachers who were currently employed in a public school district and have only 1-3 years of service in the teaching profession. A power analysis for a Pearson correlation was conducted to determine an appropriate sample size for this study. A G-Power analysis was calculated using a medium effect size .5 ($p = .5$), alpha of 0.15, a power of 0.85 determine the minimum number of responses needed from teachers to be considered as a sufficient sample size for this study is 70 ($n = 70$).

Other grade levels, to include middle and high school, were not considered because the professional training, experiences, and work environment of elementary school teachers is distinctly different from those in middle and high school work settings. Therefore, I believe that teachers from each level of academics (i.e., elementary, middle, and high school) should be evaluated as separate and distinct groups. This population was selected for this study because it represents the largest number of new school teachers in a single public school district, when compared to other grade levels.

Instrumentation

This study employed two instruments, the MLQ5X (Bass & Avolio, 2004) and the JSS (Spector, 1994), to collect the necessary data to analyze the independent variable (leadership behavior) and the dependent variable (job satisfaction). Both instruments have been employed in a variety of settings (national and international samples) and across different organizations. Each instrument has proven reliability and validity. This section provides a brief description of each instrument and provides detailed information regarding the reliability and validity of each survey item.

Multifactor Leadership Questionnaire 5X – Short

Bass and Avolio (1995) developed the MLQ as an extension of the work of Bass (1985). It has since been updated and now offers a short version of the original, the MLQ5X (Bass & Avolio, 2004). The instrument was designed to measure a full range of leadership behaviors to include: a) transformational leadership, b) transactional leadership, and c) passive-avoidant leadership behaviors and their organizational outcomes. The MLQ5X uses a 5-point Likert scale (0 = *not at all*, 1 = *once in a while*, 2 = *sometimes*, 3 = *fairly often*, and 4 = *frequently, if not always*). The survey instrument contains 45 items that are categorized into nine leadership components (i.e., idealized influence, idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, individual consideration, contingent rewards, active management-by-exception, passive management-by-exception and laissez-faire) and three outcome effects (i.e., extra effort, effectiveness, and satisfaction).

Validity. Several studies have been conducted to establish the validity of the new MLQ5X. As a result of the analyses, when compared to the earlier version of the MLQ, the MLQ5X showed significant improvements ($p < .001$) in the chi-square value for the new model (Bass & Avolio, 2004). With the exception of management-by-exception (active), the estimates for internal consistency for all other scales were above .70. The significantly high correlations between the subscales of the previous instrument and the current version determined the validity of the new MLQ5X.

Reliability. A series of studies were conducted to establish the reliability of the latest version of the MLQ5X. The reliability scores for the total population ranged from .69 to .83 for factors related to leadership style. Scores for leadership outcomes ranged from .79 to .83. The intercorrelations among the subscales were high and positively correlated among the five transformational leadership scales, which indicated test reliability.

Scoring and cost. The MLQ5X is scored on a 5-point scale. The instrument was designed to measure three leadership styles (i.e., transformational, transactional, and passive/avoidant). Questions are assigned to specific subscales. The mean score for each subscale is achieved by adding the total of the responses and dividing by the number of responses. The cost of the MLQ5X varies depending on the number of licenses purchased and the personalized services desired by the researcher. A copy of sample items from the MLQ5X can be found in Appendix A. Permission to use the instrument can be found in Appendix B.

Job Satisfaction Survey (JSS)

The JSS is a self-report instrument that is designed to measure employees' attitudes about the job itself and various aspects of the job (Spector, 1985). The instrument is comprised of 36 items that are divided into nine facets to include (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communication. It uses a 6-point Likert response scale that ranges 1 (*disagree very much*) to 6 (*agree very much*). The instrument has been tested and re-tested across multiple organizations that range from education to retail. The JSS has been used by a number of researchers (Astauskaite, Vatkevicius, & Perminas, 2011; Smyth et al., 2010) and has established satisfactory validity, reliability, and normative data (Astauskaite et al., 2011; Smyth et al., 2010).

Validity. The validity (convergent and discriminant) of the JSS was established through a multitrait-multimethod analysis of the Job Descriptive Index (JDI) and the JSS (Spector, 1985). A correlational analysis of the five equivalent subscales (i.e., work, pay, promotion, supervision, and coworkers) ranged from .60 to .81. The significantly high correlations between the subscales determined the validity of the instrument. Additionally, as noted by Spector (1985), the interrelationships between the JDI and the JSS were reasonably consistent. With the exception of one correlation, the interrelationship between the subscales ranged from .20 to .37.

Reliability. Internal consistency reliability of the nine facets was computed for a sample of 2,870. Cronbach alpha coefficient was used to assess the internal consistency of the instrument. The coefficients for each of the subscales ranged from .60 (coworkers)

to .91 (overall satisfaction). Since each of the subscales scored above Nunnally's (1967) suggested minimum of .50, the JSS is assumed to be a reliable instrument (as cited by Spector, 1985). Test-retest methods were conducted between 12 and 18 months following the initial assessment with smaller samples (Spector, 1985). The correlation coefficients of the nine subscales ranged from .37 (benefits) to .74 (operating procedures). Although a substantial amount of time elapsed between assessments, the correlation coefficients for the second assessment were still high. The results suggested that there is sufficient reliability and stability in the JSS.

Scoring and cost. The JSS is scored on a 6-point scale. The statements are divided into both, negatively-worded and positively-worded statements. The positively-worded statements indicate job satisfaction; while the negatively-worded statements indicate job dissatisfaction (Spector, 1994). Each of the nine subscales includes 4 items. The score can range from 4 to 24. However, the total satisfaction score is based on 36 items and range from 36 to 216. Since high scores indicate job satisfaction, negatively-worded items must be scored in reverse order prior to adding to the score of the positively-worded items (e.g., 6 = 1, 5 = 2, etc.).

The JSS is free for noncommercial educational and research purposes (Spector, 2011). A copy of the Job Satisfaction Survey can be found in Appendix C. Permission to use the instrument can be found in Appendix D.

Data Collection and Analysis

Upon receipt of approval (05-06-13-0124164) from Walden University's Institutional Review Board (IRB), I contacted the district's school improvement and

accountability office to request the necessary application required to obtain permission to conduct research in the selected Texas public school district. Once received, I completed the application and submitted it back to the district with all requested documents. I then waited for a response from the district. Upon receipt of the school district's written approval, I contacted the assigned campus research coordinator to schedule an appointment to meet face-to-face and discuss the plans and goals of this study. During the meeting, I submitted an official form, provided by the district's school improvement and accountability office, to the campus research coordinator to request a mass list of elementary school teachers who were employed with the district for a term no greater than 3 years at the time of the study. Following a relatively short waiting period, the coordinator forwarded me a mass e-mail list of all elementary teachers who entered the district in 2010 and thereafter. I immediately sent a mass e-mail (blind carbon copy) to the entire email list of prospective participants. As directed by the district, the e-mail was delivered from my personal (nondistrict related) e-mail account that included a general invitation to the study and a link to my website.

Once the email addresses were obtained, the role of the district's campus coordinator was terminated. I followed-up with an email to show appreciation for the coordinator's assistance. All further activity for this research was based solely on the voluntary participation of the respondents. If the respondents considered participating in the study, they were initially presented with an electronic consent form that described the purpose of the study, the rights of the participant, confidentiality measures taken, the risks and benefits of the study, compensation information, and contact information. If the

respondent agreed to continue, he or she was asked to click “I AGREE,” which indicated his or her consent to participate in the study. If he or she was not willing to participate in the study, an “I do NOT agree to participate in this study” button was provided as well.

The website was designed specifically for the purpose of this study and included a brief demographic questionnaire (see Appendix E), an electronic invitation and consent form (see Appendix F), informing all respondents of their rights and protection, an interactive electronic copy of the MLQ5X, and the JSS. The website design allowed both instruments to be administered in a single session. The entire session took approximately 15 to 20 minutes to complete. I had personalized access via a private access code to all of the raw data. Final analyses of the data were limited to teachers who met the following criteria:

1. Teachers must have a state certification.
2. Teachers must be currently employed in a public school district in the state of Texas.
3. Teachers have served 1 to 3 years in the profession.

The International Business Machines Statistical Package for Social Sciences (IBM SPSS Statistics) version 21.0 for Windows was used to analyze and manage the data collected for this study. Descriptive statistical techniques were used to describe the sample demographics and the research variables. Additionally, a combination of correlational and regression analyses were conducted, using the Pearson product-moment correlation coefficient and partial correlation analyses, to determine whether a relationship exist between the independent and dependent variables, the strength of the

relationship, and to what extent was that relationship significant when selected variables are controlled.

A data file consisting of all raw data, scale scores, and results applicable to this study was saved on a password-protected external drive and locked in my personal home safe for a period of 5 years. A copy of the final results of this study was emailed to all prospective participants as outlined in the consent form. Additionally, a copy of the final results was emailed to the developer of the JSS as requested in return for the free use of the survey.

Ethical Issues and Informed Consent

This study adhered to all applicable ethical standards described by both the American Psychological Association (APA) and Walden University. No data were collected prior to the approval of Walden University's IRB. Surveys were coded with numbers for data analysis purposes. I have personalized and exclusive rights to the raw data that will be secured for 5 years. Further, to ensure protection of the respondents, no personal identification data was collected (i.e., personal names, employee identification numbers, principal names, or school/school district names). Respondents' identities remained anonymous. Additionally, respondents were presented an online consent form outlining the conditions of their participation in the study prior to any further engagement in the research. The consent form included all elements described by Creswell (2003) to include:

1. The respondents' right to voluntarily participate in the study and withdraw at any time without consequences.

2. A brief explanation of the purpose of the study.
3. A brief explanation of the research procedures.
4. The respondents would be notified of their rights to ask questions, request copies of the results, and have their privacy protected.
5. The benefits of the study.

Participation was strictly voluntary.

Summary

This chapter was inclusive of all of the methodological processes necessary to conduct this study, which was designed to determine whether a statistically significant relationship exists between new teachers' perceptions of principals' transformational and transactional leadership behavior, as measured by the MLQ5X, and their overall level of job satisfaction, as measured by the JSS. First a detailed discussion of the research design and approach was presented, followed by a thorough description of the setting and targeted population intended for this study. Additionally, this chapter included exhaustive discussions of the instrumentation chosen for this research and the envisioned methods that were used to collect and analyze the data that were necessary to address the objective of this study. The results and findings of this research are presented in Chapter 4.

Chapter 4: Results

Introduction

The purpose of this study was twofold. First, the study was conducted to examine the relationship between leadership behavior and overall job satisfaction as it regards new teachers. The first research question addressed the following: What effect do new teachers' perceptions of principal leadership behavior (transformational or transactional) have on their overall level of job satisfaction? The hypothesis for RQ1 stated the following: Principal transformational leadership behavior will be more positively associated with new teachers' overall job satisfaction when compared to principal transactional leadership behavior. The second part of the study included an examination of the relationship between transformational leadership behavior and overall job satisfaction when other potential influences were controlled. The second research question asked the following: How does new teachers' perception of principal transformational leadership behavior relate to their overall level of job satisfaction when job-related variables (i.e., pay, policy, and promotion) are controlled? The hypothesis for the second research question proposed the following: A statistically significant relationship exists between new teachers' perceptions of principal transformational leadership behavior and their overall level of job satisfaction when job-related variables (i.e., pay, policy, and promotion) are controlled.

The statistical data presented in this chapter includes descriptive statistics, the final outcomes of multiple analyses, and interpretations of the data as it relates to the research questions and hypotheses developed for this study. First, this chapter describes

the data collection process in detail. Second, descriptive statistics of the sample are presented. Third, a thorough discussion of the data analyses results is presented. Finally, the chapter concludes with a summary and transition to Chapter 5.

Data Collection

Quantitative data were collected and analyzed to address two research questions. First, the data were used to determine whether a relationship existed between new teachers' perceptions of principal leadership behavior (transformational and transactional) and overall job satisfaction. Further analyses were conducted to determine which perceived leadership behavior was more positively associated with new teachers' levels of overall job satisfaction. Finally, the data were used to determine if an association between transformational leadership behavior and overall job satisfaction was significant when job-related variables (i.e., pay, promotion, and policy) were controlled.

The study employed surveys as its method of data collection to include the MLQ5X (Bass & Avolio, 2004) and the JSS (Spector, 1994). The study was launched using an electronic invitation via mass e-mail to 142 perspective participants. The email list, developed by the participating Texas school district, was exclusive to elementary teachers with a maximum of 3 years of service in the district who were actively employed during the time of the study.

Of the 142 perspective participants, 80 participants responded, which yielded a response rate of 56%. However, after discarding nine insufficient surveys from the total dataset, the final response rate was 50%. A total of 71 surveys were sufficient. Only the 71 teachers who chose to adequately complete both instruments, the MLQ5X and the

JSS, were included in this study. The nine (11.3%) surveys that were removed from the dataset included two outliers and seven incomplete responses that had large quantities of random missing data. However, though nine surveys were omitted from the study there were still enough remaining surveys to provide the study with sufficient power. A G-Power analysis determined the minimum number of responses needed for this study was 70. The total sample for the study included 71 responses.

The 71 participants were all elementary school teachers from a single Texas public school district. The district housed 52 elementary schools. Thirteen (25%) principals of the 52 campuses agreed to allow their campus to participate in the study. Based on the research criteria (i.e., 1-3 years of service, state certified, and employed in an elementary school in a Texas public school district) and the principals' approval to conduct research on their campuses, the district provided contact information (e-mail addresses) for 142 elementary teachers who had served 3 years or less in the district. After receiving a final written approval to conduct research from both, Walden University's IRB and the Texas school district, an introductory e-mail (Appendix G) was sent to each of the 142 perspective participants. All e-mail addresses were hidden through the use of blind carbon copy (bcc). The introductory email invited each perspective participant to access a no-login link to the survey, developed by Mindgarden, Inc. at www.mindgarden.com/survey/12219. The website that housed the surveys remained active for 4 weeks. No identification information (i.e., teacher names, school names, district names, employee identification numbers, or principal names) was collected for this study.

Demographics

The quantitative data for this study came from 71 elementary school teachers in a single Texas public school district. Each teacher was asked to complete a short demographic questionnaire that asked them to report their gender, age range, certification status, highest level of education, and number of years teaching. This section will present the demographical data as it relates to the participants in this study.

The age range varied; the largest percentage of teachers reported an age range from 20 to 30 years old (43, 60.6%). The next largest population reported a range from 30 to 40 years old (27, 38%); and the smallest percentage ranged from 40 to 50 years old (1, 1.4%). No responses were made for the 50 years and above age range. Females accounted for the majority of the participants ($n = 67$, 94.4%); male participants accounted for only 5.6% of the sample population ($n = 4$). Most of the participants reported a range of teaching experience from 1 to 2 years of service (44, 62.0%); all others in the sample indicated they had 3 years of service (27, 38%). A bachelor's degree was the highest level of education reported by a majority of the participants ($n = 65$, 91.5%); the remainder of the sample reported a master's degree as their highest level of education ($n = 6$, 8.5%).

Due to the high percentage of female participants (94.4%) in the sample and a high percentage of participants who reported an age range between 20 and 30 years of age (60.6%), additional analyses were run separately to ensure that the final outcomes of this study did not change significantly due to the influence of age and gender factors. As a result of the analyses that controlled for each gender group (males and females) and

each age group (i.e., 20-30, 30-40, and 40-50 years), it was concluded that the final outcomes of the study did not significantly change as it regards the variations in age groups or the large female population ($n = 67$) of the sample. Though it was expected, it is important to note that analyses conducted on responses obtained from the male participants ($n = 4$) were inconclusive. The total quantity of male responses was not large enough to conduct statistical correlational analyses and obtain adequate results.

Nonetheless, the disproportionate representation of males in this study is not alarming. In fact, it is an appropriate reflection of the actual population of educators in our public school systems. According to the National Center for Education Information (2011), national data reports suggests that females continue to account for the largest majority of teachers (84%) in classrooms; male teachers only make up 16% of the national teaching population in America and even fewer are in elementary classrooms.

Descriptive Statistics

Two instruments, the MLQ5X and the JSS, were used to collect data for this study. The JSS was used to collect data regarding the participants' attitudes towards their jobs and the characteristics of the job. The data collected from the JSS provided information about the participants overall job satisfaction. The MLQ5X provided a full range leadership scale to include (a) transformational leadership, (b) transactional leadership, (c) passive-avoidant leadership, and (d) three outcomes of leadership (i.e., effectiveness, extra effort, and satisfaction). However, for the purpose of this study only

data relevant to transformational and transactional leadership behavior were analyzed.

All other leadership data was removed from the dataset.

In this section, details regarding each instrument will be presented. Additionally, descriptive data for each variable and its subsets will be presented and discussed to explain how the outcomes relate to the research questions and hypotheses.

Multifactor Leadership Questionnaire (MLQ5X)

The MLQ5X provided perception data for transformational and transactional leadership behaviors. The subsets for transformational leadership as identified by Bass and Avolio (2004) included (a) idealized attributes, (b) idealized behaviors, (c) inspirational motivation, (d) intellectual stimulation, and (e) individual consideration. Additionally, the subsets and related questions for transactional leadership included (a) Contingent reward and (b) management by exception (active).

The MLQ5X is scored on a 5-point scale that range from 0 to 4. The response scale ranged from 0 = *not at all*, 1 = *once in a while* to 4 = *frequently*, if not always (Bass & Avolio, 2004). The mean score for each subscale is achieved by adding the total of the responses and dividing by the number of responses. The averages for each subset are designed to identify whether a leader's behavior is perceived as "more or less transformational than the norm" or "more or less transactional than the norm" (Bass & Avolio, 2004, p. 110). The mean score and standard deviation for each leadership style and subsets are presented in Table 1 and Table 2.

Table 1

Descriptive Statistics for Transformational Leadership and Subsets

	<i>M</i>	<i>SD</i>	Min	Max
Idealized attributes	2.88	.88	2.67	3.09
Idealized behaviors	2.90	.92	2.67	3.11
Inspirational motivation	2.99	.83	3.85	2.84
Intellectual stimulation	3.05	.83	3.85	2.84
Individual consideration	2.58	.74	2.41	2.76
Transformational leadership	2.88	.83	2.69	3.08

Table 2

Descriptive Statistics for Transactional Leadership and Subsets

	<i>M</i>	<i>SD</i>	Min	Max
Contingent rewards	1.90	1.33	1.59	2.22
Management-by-exception (active)	1.45	1.26	1.15	1.75
Transactional leadership	1.70	1.20	1.96	1.59

Overall, the data suggested that transformational leadership was more predominant in the sample. Transformational leadership had a mean score of 2.88 and a standard deviation of .83 ($N = 71$). The scores suggested that of the five subsets for transformational leadership style, intellectual stimulation had the highest scores of all

subsets and individual consideration was scored the lowest on the scale. Transactional leadership had a mean score of 1.70 and a standard deviation of 1.20 ($N = 71$). Of the two subsets for transactional leadership style, contingent rewards scores were greater than management-by-exception (active).

Job Satisfaction Survey (JSS)

The JSS provided data for overall job satisfaction (dependent variable). The 36-item, nine facet scale was developed by Spector (1994) to assess employees' attitudes about their jobs and aspects of the job. The nine facets, which are supported by four subsets each, include pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures (policy), coworkers, nature of work and communication. Overall satisfaction is a calculation of all responses to all facets.

The JSS is scored on a 6-point scale that ranges 4 to 24. The response scales ranged from 1 = *disagree very much* to 6 = *agree very much*. The statements are divided into both, negatively-worded and positively-worded statements. Each of the nine facets includes 4 items. Since high scores indicate job satisfaction, negatively-worded items must be scored in reverse order prior to adding to the score of the positively-worded items (e.g., 6 = 1, 5 = 2, etc.). The mean and standard deviation of each facet is presented in Table 3.

Table 3

Descriptive Statistics for JSS Facets

(<i>N</i> = 71)	<i>M</i>	<i>SD</i>	Min	Max
Pay	18.96 (10.5)	4.57 (5.1)	17.88	20.04
Promotion	19.14 (11.5)	4.83 (5.1)	18.00	20.28
Supervision	20.44 (19.99)	4.20 (4.6)	19.44	21.43
Fringe benefits	18.35 (13.1)	4.61 (5.0)	17.26	19.44
Contingent rewards	18.77 (13.4)	4.85 (5.1)	17.63	19.92
Operating conditions (policy)	15.75 (12.5)	3.52 (4.6)	14.91	16.58
Coworkers	20.72 (18.8)	3.64 (3.7)	19.86	21.58
Nature of work	20.62 (19.2)	4.04 (4.4)	19.66	21.58
Communication	19.37 (14.0)	4.36 (5.0)	18.33	20.40
Total satisfaction	172.11 (133.1)	35.42 (27.9)	163.73	180.50

Note. The values in parentheses represent the norms for the JSS as determined by Spector (1994). The JSS scores are based on a sample of 3,067 participants (*N* = 3,067).

Total job satisfaction (overall job satisfaction) is based on the sum of 36 items and has a range of 36 to 216 (Spector, 1994). In this study, overall job satisfaction had a mean score of 172.11 and a standard deviation of 35.42 (*N* = 71). Of the nine facets, relationships with coworkers had the highest scores and operating conditions (policy) was the lowest. The means and standard deviations for each subset and total satisfaction

scores slightly differed from the standard norms of the JSS which suggested consistency within the instrument and provide evidence of test reliability.

Analyses

This study was implemented to address two research questions. The data collected from both instruments, the MLQ5X and the JSS, were analyzed to determine whether there was a relationship between new teachers' perceptions of principal leadership behavior and their overall level of satisfaction. Additionally, the data was further analyzed to determine the strength of the relationship and identify significant associations between the variables. The results from the survey were uploaded into IBM SPSS 21 for windows for complete analyses. Bivariate correlational methods, specifically, the Pearson correlation coefficient analyses were employed to address the following research question and hypotheses:

Research Question 1

The first research question asked the following: What effect do new teachers' perceptions of principal leadership behavior (transformational or transactional) have on their overall level of job satisfaction? It was hypothesized that those new teachers who perceived their principal's leadership behavior as more transformational would report more positive feelings about their overall job satisfaction when compared to those who perceived their principal's leadership behavior as more transactional.

Table 4 represents data suggesting that a statistically significant and strong positive correlation exist between transformational leadership and overall job satisfaction, $r = .913, p < .01$. Further, the analyses conducted suggested that a statistically significant

and strong negative correlation exists between transactional leadership and overall job satisfaction, $r = -.873, p < .01$.

Table 4

Correlation Between MLQ Scores and JSS Total Satisfaction Scores

	Transformational leadership	Transactional leadership
Pearson correlation (r)	0.913**	-0.873**
P value	0.000	0.000
N	71	71

Note. **Correlation is significant at the 0.01 level (2-tailed).

Hence, the null hypothesis (H_01) for the first research question was rejected. The outcome of the analyses revealed that there are statistically significant relationships that exist between transformational and overall job satisfaction as well as transactional leadership and overall job satisfaction. However, the results further indicated that transformational leadership was more positively associated with overall job satisfaction than transactional leadership. The r^2 for transformational leadership was 0.834, which indicates that approximately 83% of the variation in overall job satisfaction can be explained by the variation in transformational leadership behavior. Nearly 17% of the variation in overall job satisfaction is unexplained and due to chance or is due to other related variables. The r^2 was 0.763 for transactional leadership; this indicates that its

scores explain approximately 76% of the total variation in the overall job satisfaction scores. Approximately 24% of the variation in overall job satisfaction is unexplained.

A scatter plot of the data points and regression line was observed. The outcome of the correlational analysis between transformational leadership behavior and overall job satisfaction revealed a positive correlation coefficient. The results indicated that as perceptions of principal transformational leadership behavior increase so do new teachers' level of overall job satisfaction. Conversely, the correlational analysis for transactional leadership behavior and overall job satisfaction revealed a negative correlation coefficient. These results suggested that as new teachers' perceptions of principal transactional leadership behavior increase, their level of overall job satisfaction decline.

Research Question 2

The second research question was developed to examine how new teachers' perception of principal transformational leadership behavior relate to their overall level of job satisfaction when job-related variables (i.e., pay, policy, and promotion) were controlled? The hypothesis stated that a statistically significant relationship exist between new teachers' perceptions of principal transformational leadership behavior and their overall level of job satisfaction when job-related variables (i.e., pay, policy, and promotion) are controlled.

Partial correlations were used to analyze the data to address the second research question. Table 5 illustrates that a statistically significant and relatively moderate positive relationship between transformational leadership and overall job satisfaction

exists though job-related variables such as pay, policy, and promotion are controlled, as measured by the JSS, $r = .718$ ($p < 0 .01$).

Table 5

Correlation Between Transformational Leadership Scores and JSS Scores When Job-Related Variables Are Controlled

JSS scores	Transformational leadership
Pearson correlation (r)	0.718**
p value	0.000
df	66
N	71

Note. **Correlation is significant at the 0.01 level (2-tailed). The controlled variables for this analysis were measured by the JSS and included (a) pay, (b) policy, and (c) promotion.

Therefore, the null hypothesis (H_02) was rejected for the second research question. The outcome of the analyses indicated that a significant and moderately strong positive relationship continued to exist although though potential influences (i.e., pay, policy, and promotion) were controlled. Based on the results of the analysis, it appears that aside from factors such as income, school policies, and advancement opportunities, principal transformational leadership behavior plays a significant role in shaping new teachers' attitudes and feelings about their jobs.

Summary of Results

The purpose of this quantitative study was to determine whether a relationship existed between principal leadership behavior and new teachers' overall job satisfaction. This study was guided by two research questions in an effort to determine the relationship between the independent variable (perceived principal leadership behavior) and the dependent variable (overall job satisfaction). The first research question used bivariate correlational methods to establish if a relationship existed between new teachers' perceptions of their school principal's leadership behavior (transformational and transactional), as measured by the MLQ5X, and their overall job satisfaction, as measured by the JSS. The data supported the hypothesis. When compared to transactional leadership behavior, the results indicated that higher levels of perceived principal transformational leadership behavior yielded higher levels of overall job satisfaction in new elementary teachers with 1-3 years of service in the profession. There was a statistically significant and strong positive correlation between transformational leadership behaviors and overall all job satisfaction.

The second research question was developed to determine whether the relationship between perceived principal transformational leadership behavior and overall job satisfaction remained significant when potential influences (i.e., pay, policy, and promotion) were controlled. The results revealed that the relationship between perceived principal transformational leadership behavior and overall job satisfaction remained significant even when job-related variables (i.e., pay, policy, and promotion) were held constant. Therefore, the null hypothesis was rejected.

Overall, the findings in this study supported the theoretical framework of Burns (1978) and Bass's (1985) transformational leadership theory as well as Herzberg et al. (1959) motivation-hygiene theory. The results of this study suggest that new teachers' perceptions of principal leadership behavior can highly influence their feelings and attitudes towards their jobs. Further interpretation of the findings of this study is presented in Chapter 5. Additionally, Chapter 5 will provide the limitations, recommendations, and implications for this study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

Teachers, more than any other factors, have the greatest impact on student achievement (Alliance for Excellent Education, 2012). In recent years, members of all levels of the American public education system have turned their focus toward a national problem that regards teacher shortages at all levels of our public schools. Though a number of incentives have been made available at the federal, state, and local levels, public schools continue to experience high levels of teacher attrition (Kaiser, 2011). More specifically, Texas spends nearly \$500 million dollars each year to replace and retrain new teachers (Alliance for Excellent Education, 2005). As reported by the Texas Comptroller of Public Accounts (2004), Texas schools lose nearly 37,000 teachers each as a result of attrition, retirement, and mobility. Of those teachers who leave the profession in its entirety, new teachers with 3 years or less account for 25% of the population who chose to seek alternative careers (Chang, 2009). As leaders in education move towards a resolve, it becomes critical to identify factors that strongly influence teacher satisfaction and cultivate retention.

The purpose of this quantitative study was to examine the relationship between new teachers' perceptions of principal leadership behavior (transformational and transactional) and their overall job satisfaction. The MLQ5X was used to collect data regarding the teachers' perceptions of their campus principal's leadership behavior. The JSS was used to collect data regarding teachers' overall levels of job satisfaction. The quantitative data were analyzed using the IBM SPSS 21 statistics program for windows.

A Pearson correlational analysis was employed to determine the relationship between new teachers' perceptions of their principal's transformational and transactional leadership behavior and their overall level of job satisfaction. Partial correlational methods provided information about the relationship between the variables when other potential influences (i.e., pay, policy, and promotion) were controlled.

A total of 142 elementary teachers from a single Texas school district were invited to participate in the study however, only 71 participants completed the total survey. The participants were asked to complete a short demographical questionnaire, the MLQ5X, and the JSS. A total of 80 responses to the survey were received. Nine (11.3%) insufficient surveys were eliminated from the dataset. The remaining surveys ($N = 71$) yielded a 50% return.

Interpretation of the Findings

Two research questions and related hypotheses were developed to guide this study. The first research question was developed to examine to what extent can new teachers' perceptions of principal leadership behavior (transformational and transactional) be related to their overall level of job satisfaction. It was expected that transformational leadership behavior would be more positively associated with new teachers' feelings of overall job satisfaction.

The MLQ5X provided data regarding the participants' perceptions of their school principal's leadership behavior (transformational and transactional) and the JSS was used to collect information about their level of overall job satisfaction. A Pearson correlation analysis was conducted to establish if a linear relationship exist between the variables.

The findings provided evidence that there was a statistically significant and strong positive relationship between transformational leadership behavior and overall job satisfaction. Additionally, the data showed that as new teachers' perceptions of their school principal transformational leadership behavior increased their level of overall satisfaction in the workplace also increased. These findings reinforced Herzberg's et al. (1959) theory regarding satisfaction in the workplace as well as Bass (1985) and Burn's (1978) transformational leadership theory.

In his motivation-hygiene factor theory, Herzberg et al. (1959) argued that job satisfaction is the product of the incorporation of intrinsic factors (motivators) such as recognition, achievement, the work itself, responsibility, growth, and opportunities to advance in the workplace (Marques, 2011). Additionally, the transformational leadership theory suggested that leaders, who consistently find ways to engage their subordinates in their professional community, inspire and motivate them to reach their full potential, recognize and assist with their individual needs, and promote positive change in the organization will impact how they internalize their experiences and approach their work (Bass, 1998).

Based on the results of this analysis, it appears that perceived leadership behavior has a direct association with teacher job satisfaction. Consistent with literature, it can be assumed that leadership behavior affects job satisfaction (Bolin, 2008). More specifically, it can be assumed that new teachers' perceptions of principal transformational leadership behavior have a direct effect on their level of overall job satisfaction. It may also be assumed that transformational leadership behavior is a

predictor of more positive feelings of overall job satisfaction. The results are consistent with similar research in that they demonstrate support for the concept that transformational leadership behaviors are more likely to promote positive experiences on the job thus increasing feeling of satisfaction (Bass, 1985; Bass & Avolio, 1994, Burns, 1978; Korkmaz, 2007; Stewart, 2006). Finally, based on the results of this study it can be determined that the presence of intrinsic factors, as describe by Hezberg et al. (1959) and often demonstrated in the behaviors of transformational leaders, are key to the satisfaction of new teachers (Medved, 2002). With that, it is concluded that principals' have the responsibility of seeking ways to increase greater levels of overall job satisfaction for new teachers and ensuring the implementation of daily practices that foster recognition, inclusion, support, professional development, autonomy, and relationship building (Bolger, 2001; Buchanan, 2010; Perrachione et al., 2008).

The second correlational analysis was conducted to examine the relationship between new teachers' perceptions of principal transactional leadership behavior and their overall level of job satisfaction. The findings of this analysis established that there was a statistically significant and strong negative relationship between transactional leadership behavior and overall job satisfaction. The negative correlation suggested the more transactional leadership behavior is perceived, the less satisfaction is experienced by new teachers. This behavior aligns with Hezberg's et al. (1959) motivation-hygiene theory and McGregor's (1960) assumptions of theory X, which proposes that leaders who demonstrate more transactional leadership behavior appear more autocratic in their

approach and fail to consistently demonstrate the intrinsic (humanistic) characteristics necessary to promote higher levels of job satisfaction.

The transactional leader's approach is highly concentrated on productivity and has a lesser focus on the humanistic elements necessary in the workplace (Bass, 1985; Smothers, 2011). It is important to note that the presence of intrinsic factors do not automatically result in job satisfaction however, the absence of such factors will result in dissatisfaction (Hezberg et al., 1959; Smerek & Peterson, 2007). According to Medved (2002), aside from other named intrinsic factors (e.g., support, advancement opportunities, and value) "teachers are increasingly concerned with (or dissatisfied with) the lack of recognition of their work" (p. 555). Consequently, principals who portray more transactional leadership behaviors are less likely to focus on providing a great deal of recognition to new teachers hence, contributing to the dissatisfaction of new teachers. Based on the findings of this study, it can be concluded that high levels of transactional leadership behavior has a direct and negative impact on new teachers' overall feelings of job satisfaction and that such behaviors are more likely to promote job dissatisfaction.

Overall, as a result of these analyses, it can be assumed that new teachers have better attitudes and feelings about their jobs when principals demonstrate more transformational rather than transactional leadership behavior. It appears that new teachers are more likely to express higher levels of satisfaction in their workplace when they perceive that their school principal takes an interest in their ideas, shows genuine concern for their professional wellbeing, and recognizes their efforts. New teachers' overall satisfaction in the workplace is highly associated their perceptions of the

principal's ability to build an intellectually stimulated community, lend support when needed, include them in the decision making process, show genuine interests in their individual perspectives, and add a sense of value to their work experience (Darling-Hammond, 2003; Mercer & Evans, 1991; Williams, 2003). Research findings supported the outcome of this analysis. According to Korkmaz (2007), principals are central to the professional development of the school community and have the power to influence teachers' feelings and attitudes towards their new careers. Further, Ma and MacMillan (2001) suggest that teachers' positive perceptions of their relationship with their campus principal could influence their level of satisfaction on the job.

As indicated in the review of literature, research suggests that transformational leaders understand and demonstrate behaviors that reflect charisma, support, challenge, cohesiveness, collaboration, and shared decision-making; they have the ability to motivate and influence positive change in an organization thus, increasing satisfaction in the workplace (Bass, 1985; Bass & Avolio, 2004; Burns, 1978; Jones & Rudd, 2008; Smith, 2011). Additionally, transformational leaders are committed to restructuring the school by improving the overall conditions related to the educational environment (Stewart, 2006). As a result, teachers are less likely to leave the profession prematurely when they perceive that they are in a good work environment and have the support of their principals (Schaefer, Long, & Clandinin, 2012).

The second research question was developed to examine the relationship between transformational leadership behavior and overall satisfaction when potential influential variables were controlled. The research question inquired about the relationship between

new teachers' perceptions of principal transformation leadership behavior and their overall feelings of job satisfaction when other job-related influences were controlled (i.e., pay, policy, and promotion). It was hypothesized that the relationship between perceived leadership behavior and overall job satisfaction would be significant even when the other job-related variables were controlled.

A partial correlational analysis was conducted to determine if the relationship between transformational leadership behavior and overall job satisfaction would change significantly when other job related variables (i.e., pay, policy, and promotion) were held constant. The outcome of the analysis indicated that even when the other job-related variables (i.e., pay, policy, and promotion) were controlled, there was still evidence of a statistically significant and moderately strong relationship between new teachers' perceptions of principal transformational leadership behavior and their overall job satisfaction.

As suggested in the review of literature, among the many factors that influence teacher satisfaction, principal leadership behavior is one of the most impactful influences that affect the work environment, the climate of the environment, and teachers' overall work experiences (Bohn & Grafton, 2002; Djibo et al., 2010). While the absence of extrinsic factors such as pay and policy may result in dissatisfaction, the demonstration of intrinsic factors such as genuine care, support, motivation, inclusion, and value may result in increased job satisfaction (Bass, 1990; Bass and Avolio, 2004; Brown & Wynn, 2009; Herzberg et al., 1959; Perrachione et al., 2008; Robbins, 2003; Smith, 2011). These

findings support the view that leadership behavior is in fact one of the greatest influences on new teachers' satisfaction in the workplace (Gonzalez, Brown, & Slate, 2008).

Limitations of the Study

There were several limitations in this study that could impact the generalizability of the outcomes. First, the study was limited to a single public school district in Texas. Second, it was exclusive to new elementary teachers with only 1 to 3 years of service in the teaching profession. Third, of the 52 elementary schools available in the district, only 13 (25%) principals responded and agreed to allow their campuses to participate in the study. Additionally, 94.4% of the participants were female and 6% male; the small percentage of male participants was not sufficient for separate analyses. Finally, the data collected were exclusively from elementary school teachers and may not be generalizable to other grade levels (i.e., middle schools and high schools).

Recommendations

The following section will present recommendations for this study. First, the section will discuss recommendations for action. Finally, recommendations for future studies will be conferred.

Recommendations for Action

Beginning teachers with 1 to 3 years of experience in the classroom continue to exit the profession in search of other fields of employment (Wynn et al., 2007). Literature suggests that the national annual cost of teacher attrition is nearly 2.2 billion (Alliance for Excellent Education, 2005). Data suggest that attrition rates have surpassed entrance rates since the 1990s, which has had a continued cost impact on states (Darling-

Hammond, 2003). Of particular interest for this study, it is reported that Texas spends hundreds of millions each year to recruit, replace, and retrain new teachers to fill vacant positions (Texas Center for Educational Research, 2000).

As proposed by Brown and Wynn (2009), failing to address high attrition rates could have a negative impact on the overall education system to include (a) the absence of quality teachers and instruction in every classroom, (b) the loss of stability and teacher commitment, and (c) increased focus and monetary use of revenue on recruitment rather than resources and support. While a much attention has been center on teacher shortages, Gonzalez et al. (2008) call for a shift in focus that addresses the issue of retention and offers practical solutions that promote longevity. The outcomes of this study can be a valuable resource to educational leaders who are striving to increase beginning teachers' overall job satisfaction and decrease attrition rates in schools.

The outcomes of this study indicated that new teachers who perceived principal leadership behavior as more transformational was a significant factor in their self-report of overall job satisfaction. Characteristics of this leadership style include a principal's ability to empower new teachers and make them feel as though they are valued members of the school. Literatures that focus on the organizational support theory (OST) suggest that there is a strong link between perceived organizational support (POS), job satisfaction, and retention (Bolger & Nir, 2012; Eisenberger et al., 2002). Proponents of this view argue that teachers who feel empowered when they are directly involved in the school's decision-making processes and perceive themselves as a valued asset to the organization are more likely to report higher levels of job satisfaction (Bolger & Nir,

2012). Additionally, research proposes that POS is directly linked to affective commitment in which members of an organization feel as though they have are key contributors to the organization and are valued on the basis of their individuality (Rhoades, Eisenberger, & Armeli, 2001).

Multiple implications for school principals emerged from this study. Based on the literature and findings of this study, it becomes critical that principals' and school officials alike find ways to effectively address both the intrinsic and extrinsic needs of new teachers through continued support. To do so may include occasionally inviting new teachers to departmental and administrative leadership meetings to share their perspectives on the climate, culture, and operations of the school. It may also include administering a brief mid-year and end-of-year survey of new teachers' level of job satisfaction to identify common concerns and individual needs. Additionally, principals could include new teachers in the decision-making process as it regards school improvement and student achievement. Scheduling a one-to-one quarterly interview may also prove beneficial; work-related issues can be addressed early while building meaningful relationships. New teachers who feel they have the support of the principal, a sense of value and connectedness to the organization, and increased knowledge as a result of their experience are more likely to express higher levels of job satisfaction and commitment to their workplace (Bolger, 2001).

Other recommendations include a reevaluation of current professional development training programs for current and aspiring school principals at both, the district and university level. Employment training professionals and university faculty

members who are responsible for defining the role of the principal can take the necessary steps to ensure that emphases are placed on the holistic development of new teachers which include building relationships, establishing a sense of community, instilling added value to the teacher through recognition and support, and ultimately, increasing job satisfaction (Buchanan, 2010; Griffith, 2004).

Overall, it can be implied that based on the results of this study, principals who understand the importance of new teacher's job satisfaction in schools and its impact on their commitment to the job demonstrate more transformational leadership behavior. They recognize that such leadership behavior can affect the entire educational system in several ways. First, teachers who have a positive experience during their early years in the profession may be more likely to stay in the profession for longer terms. Next, the monetary resources that may generally be allocated to recruit, replace and train new teachers to fill vacant positions can be allotted to other needed resources in the public education system. Finally, students may benefit from the continuity of new teachers continued service in their base schools.

According to Shaefer et al. (2012), teacher attrition negatively impacts student achievement and can be attributed to various factors which include the lack of support for beginning teachers. Additionally, research suggests that there is a positive association between teacher's organizational commitment and job satisfaction (Aydin, Sarier, & Uysal, 2013). Further, literature suggests that job satisfaction and retention are strongly linked. As leaders of their schools, it is unsurprising that principals are charged with the responsibility of combating negative influences and developing an educational

environment that ensures satisfaction and raises organizational commitment (Aydin et al., 2013). To accomplish this complex task, principals must actively engage in the induction process of new teachers by providing them with quality mentors, involving them in the decision-making process, and taking an active role in the development of a community of learners who share common goals and a shared vision for the school (Watkins, 2005). The benefit of increasing job satisfaction and organizational commitment in new teachers could ultimately increase longevity that in turn could positively influence school culture, establish a sense of community, and positively influence student achievement.

Recommendations for Future Research

This study was developed to determine how new teachers' perceptions of principal leadership behavior (transformational and transactional) related to their feelings of overall job satisfaction. The study was conducted in a single public school district in Texas. The responses were limited to 71 elementary teachers who served from 1-3 years in the profession and had a state certification. Considering the actual size of the sample and the demographics of the sample, the results may not be generalizable to all elementary schools in the state of Texas. Future research should consider establishing a larger sample. Additionally, future research should consider building samples that are inclusive of a variety of school districts throughout the state in order to compare the outcomes to the present study.

A test of correlation between new teachers' perceptions of principal leadership behaviors, using all elements of the MLQ, and overall job satisfaction is encouraged. It is also suggested that future studies include a qualitative approach or mixed method design

to the current study to gain a more in depth understanding of new teachers' perceptions of principal leadership behavior and its influence on their overall job satisfaction. Future research should also consider expanding this study to include and compare self-reports of perceived leadership behavior from the principals' perspectives to those of new teachers.

Finally, this research was cross sectional in nature and the results were the product of self-reports from new teachers. It did not explore possible confounding factors that may have better explained a causal relationship between new teachers' perceptions of principal leadership behavior and their overall level of job satisfaction. Future research that investigates cause and effect relationships between the variables is strongly suggested.

Implications for Positive Social Change

School districts in Texas and throughout the nation are seeking ways to counter the problematic issues associated with high rates of teacher attrition (Sass et al, 2012). The outcomes of this study revealed a significant and strong positive relationship between new teachers' perceptions of principal transformational leadership behavior and overall job satisfaction. Further, the results suggest that new teachers are more likely to report higher levels of overall job satisfaction when they perceive their principal values them as professional team members, respect their opinions, include them in the decision-making process, and expresses genuine concern for their personal and professional needs.

The current study is an added resource to a broader body of academic research. In regards to social change, the findings of this study imply that organizational leaders, who adopt the transformational leadership model and have a sound understanding of how their

perceived leadership behaviors affect their subordinates' work experiences and overall levels of satisfaction in the workplace, can effectively promote positive change within the organization. Through the development of a team-centered environment that cultivates inclusion, stability, support, growth, encouragement, and recognition, organizational leaders can positively impact the culture and climate within the organization, influence job satisfaction, and increase retention rates. In fact, the literature suggests that organizational leaders, who maintain open communication with their subordinates, take a genuine interest in the needs of individuals, provide meaningful performance feedback, implement effective problem-solving strategies to improve methods, and welcome the expression of new ideas, have a more positive impact on their subordinates' work experiences (IPA, 2013).

Based on the results of this study, it appears necessary for professional development programs at the university and district level to place more emphases on the importance of the role of the principal as a transformational leader and his or her influences on new teachers' experiences, as it regards retention and job satisfaction. The endorsement of such leadership practices in schools may significantly and positively affect new teachers' attitudes and overall feelings about their jobs thus, increasing retention.

The effectiveness of a school principal, as the organization's leader, is critical to the overall success of the school (Malik et al., 2011; Wells & Peachy, 2011). Therefore, the development and implementation of more effective strategies in university programs and professional development training courses at the district level could increase

principals' awareness of the impact their leadership behavior have on new teachers' experiences in their schools. Additionally, added training components that include practical exercises that specifically focus on relationship building with new teachers and how to effectively assist them in their transition into the teaching profession may help principals establish stronger leader-member relationships, provide better support for new teachers, inspire new teachers to reach their full potential, and increase their desires to stay in Texas classrooms for extended years. The benefit of prolonged years in the classroom may result in increased knowledge, as it regards teachers and students, parent satisfaction, stronger community relations, additional monies for other classroom resources, and higher student achievement.

Conclusions

Teacher shortages are presenting problems for school districts in Texas and across the nation. Many school districts in Texas are struggling to retain new teachers within their first few years of service. As cited by Gonzalez et al. (2008), Fuller (2002) reported that nearly one out of five new teachers exit the profession following their first year of service in the teaching profession. Texas schools lose nearly 60% of all new teachers within their first 5 years of service (Combs, 2003). As a result, many Texas educational officials are faced with large financial burdens as they continue to replace and train new teachers to fill the vacated positions (Texas Center for Educational Research, 2000). It becomes critical that educational officials find solutions and make improvements.

This study examined the relationship between new teachers' perceptions of principal leadership behavior (transformational and transactional) and their overall level

of job satisfaction to determine whether a significant association existed between the variables. The outcomes of the analyses revealed that new teachers who perceived their school principal's leadership behavior as more transformational reported significantly higher levels of overall job satisfaction; while those who perceived their principal's leadership behavior as more transactional reported statistically significant lower levels of overall job satisfaction.

As educational stakeholders continue to seek ways to fill classrooms with quality teachers for long terms, it becomes critical that they consider how to employ strategies that are practical and effective. The findings of this study could potentially impact social change by promoting the development and implementation of more effective strategies in principals' leadership training programs at the district and university level, positively influencing principal-teacher relations, increasing new teacher retention rates, influencing district hiring processes, improving overall school culture, and positively impacting student achievement overtime.

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Appendix A: MLQ5X Rater Form

For use by Sherree Thomas only. Received from Mind Garden, Inc. on June 29, 2012

Multifactor Leadership Questionnaire Rater Form

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. Answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

Important (necessary for processing): Which best describes you?

- I am at a higher organizational level than the person I am rating.
 The person I am rating is at my organizational level.
 I am at a lower organizational level than the person I am rating.
 Other than the above.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all = 0, Once in a while = 1, Sometimes = 2, Fairly often = 3, Frequently, if not always = 4

The Person I Am Rating . . .

1. Provides me with assistance in exchange for my efforts0 1 2 3 4
 2. *Re-examines critical assumptions to question whether they are appropriate0 1 2 3 4
 3. Fails to interfere until problems become serious0 1 2 3 4
 4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards ...0 1 2 3 4
 5. Avoids getting involved when important issues arise.....0 1 2 3 4

SAMPLE

Appendix B: Permission to Use the MLQ5X – Rater Form

Appendix B: Permission to Use the MLQ5X – Rater Form

For use by Sherree Thomas only. Received from Mind Garden, Inc. on May 7, 2013

**Permission for Sherree Thomas to reproduce 1 copy within
one year of May 7, 2013**www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material for his/her research:

Instrument: *Multifactor Leadership Questionnaire*Authors: *Bruce Avolio and Bernard Bass*Copyright: *1995 by Bruce Avolio and Bernard Bass*

Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Most", with a long horizontal line extending to the right.

Robert Most
Mind Garden, Inc.
www.mindgarden.com

Appendix C: Job Satisfaction Survey (JSS)

JOB SATISFACTION SURVEY Paul E. Spector Department of Psychology University of South Florida Copyright Paul E. Spector 1994, All rights reserved.		
PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.		Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2	There is really too little chance for promotion on my job.	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this organization.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of this organization are not clear to me.	1 2 3 4 5 6

	<p>PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.</p> <p>Copyright Paul E. Spector 1994, All rights reserved.</p>	<p>Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much</p>
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6
25	I enjoy my coworkers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6
27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6
29	There are benefits we do not have which we should have.	1 2 3 4 5 6
30	I like my supervisor.	1 2 3 4 5 6
31	I have too much paperwork.	1 2 3 4 5 6
32	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6
33	I am satisfied with my chances for promotion.	1 2 3 4 5 6
34	There is too much bickering and fighting at work.	1 2 3 4 5 6
35	My job is enjoyable.	1 2 3 4 5 6
36	Work assignments are not fully explained.	1 2 3 4 5 6

Appendix D: Permission to use the JSS

Subject : RE: Permission for Online use of the JSS

Date : Sat, Jun 23, 2012 03:28 PM CDT

From : **"Spector, Paul"** <pspector@usf.edu>

To : [Sherree Thomas-Hargrove <sherree.thomas-hargrove@waldenu.edu>](mailto:sherree.thomas-hargrove@waldenu.edu)

Dear Sherree:

You have my permission to use the JSS in your research, either in paper or online version. You can find copies of the scale in the original English and several other languages, as well as details about the scale's development and norms. I allow free use for noncommercial research and teaching purposes in return for sharing of results. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included, "Copyright Paul E. Spector 1994, All rights reserved." Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a dissertation). You also have permission to translate the JSS into another language under the same conditions in addition to sharing a copy of the translation with me. Be sure to include the copyright statement, as well as credit the person who did the translation with the year.

Thank you for your interest in the JSS, and good luck with your research.

Best,

Paul Spector
Department of Psychology
PCD 4118
University of South Florida
Tampa, FL 33620
813-974-0357
pspector [at symbol] usf.edu
<http://shell.cas.usf.edu/~spector>

From: Sherree Thomas-Hargrove [mailto:sherree.thomas-hargrove@waldenu.edu]

Sent: Tuesday, June 19, 2012 11:48 AM

To: Spector, Paul

Subject: Permission for Online use of the JSS

Good morning Dr. Spector,

My name is Sherree Thomas. I am a graduate student in the PhD program at

Walden University in the school of psychology. I am currently working on my dissertation, which focuses on teachers' perceptions of principal leadership behavior and job satisfaction. I am very interested in using your job satisfaction survey as one of my instruments; however, I need to be able to make an online presentation of the survey. Is there an interactive online version of this instrument available? *If not*, would it be permissible if I could reproduce the survey questions (exactly as they are written) in an online format (e.g., Survey Monkey) to better fit the needs of my study?

I certainly appreciate your consideration. I look forward to your response.

Thank you,

Sherree Thomas-Hargrove
Graduate Student - Educational Psychology
Walden University
713-724-7599 cell

Appendix E: Demographics

Gender:

Male ___ Female ___

Age:

20-30 ___ 30-40 ___ 40-50 ___ 50 and above ___

Highest level of education:

Bachelors ___ Master's ___ Doctorate ___

Number of Years Teaching:

Less than 1 year ___

1-2 years ___

3 years ___

More than 3 years ___

Are you state certified?

Yes ___ No ___

Which grade level do you teach?

Elementary ___ Middle School ___ High School ___

Appendix F: Consent Form

You are invited to take part in a research study of leadership behavior and job satisfaction. The researcher is inviting new elementary school teachers with 1-3 years of service, who are currently employed in a public school district in Texas, to be in the study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Sherree L. Thomas, who is a doctoral student at Walden University and an employee of the [REDACTED] Independent School District ([REDACTED]). Though she is employed as a guidance counselor in [REDACTED], this study is separate from that role. This study is completely independent of any operations at the [REDACTED].

Background Information:

The purpose of this study is to determine the association between leadership behavior, as demonstrated by the school principal, and teacher job satisfaction.

Procedures:

If you choose to participate in this study, you will be asked to click the “I AGREE” button below, indicating your electronic consent to participate in this study. Following your consent you will complete a brief demographic worksheet. Then you will be taken to the first of 2 short questionnaires necessary for this research study. Upon the completion of the first questionnaire, you will be asked to click “continue” to complete the final questionnaire. The entire session takes approximately 20 minutes to complete. Please consider this factor prior to your participation.

Here are some sample questions:

- “I feel I am being paid a fair amount for the work I do.”
- “I like the people I work with.”
- My principal – “seeks differing perspectives when solving problems.”

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at Walden University or the [REDACTED] Independent School District will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during or after the study. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as being stressed for time or becoming upset. Being in this study would not pose risk to your safety or wellbeing.

The results of this study may reveal valuable information that may be used to develop future leadership training programs that emphasize the importance of leader-member relationships in schools and its impact on teacher retention.

Payment:

Participation in the present study will be voluntary. As a result of budgeting restraints, no compensation for your contributions is available. However, your participation in this study is greatly appreciated. The information you provide will contribute to the long-term benefits of academic research.

Privacy:

Any information you provide will be kept anonymous. The researcher will not use your information for any purposes outside of this research project. No personal identification (i.e. personal names, employee ID numbers, school names, principal names, or school district names) is required to participate in this research study. The individual anonymous responses (raw data) will be accessed by the researcher and will not be shared with principals or school districts. Data will be kept secure by the researcher in a private safe. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at sherree.thomas@waldenu.edu or at [REDACTED]. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 3121210. Walden University's approval number for this study is **05-06-13-0124164** and it expires on **May 5, 2014**.

Please print this consent form for your records.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By clicking "I AGREE" I understand that I am agreeing to the terms described above.

Appendix G: Introductory E-Mail

Subject : Invitation

Date : Thu, May 30, 2013 04:59 PM CDT

From : "Sherree Thomas" <sherree.thomas@waldenu.edu>

To :

BCC : (not shown here)

Dear Fellow Educator,

My name is Sherree Thomas. I am a doctoral student at Walden University in the School of Psychology and an employee of [REDACTED]. I would like to invite you to take part in a research study of leadership behavior and job satisfaction. The results of this study may reveal valuable information that may be used to develop future leadership training programs that emphasize the importance of leader-member relationships in schools and its impact on teacher retention.

Your participation in this study is strictly voluntary and your responses will remain anonymous.

If you are interested in learning more about this research project please "double" click the link below or cut and paste the web address into your internet browser to be directed to the designated website for this study.

<http://www.mindgarden.com/survey/12219>

Thank you in advance for your time and consideration. Your participation is greatly appreciated.

Sincerely,

Sherree Thomas

Doctoral Student

Walden University

Curriculum Vitae

EDUCATION

- 2007-Present
Walden University
School of Psychology
Doctoral Candidate – Educational Psychology Program
- 2004-2005
Prairie View A&M University
School of Educational Leadership and Counseling
MA, Counseling
- 1997-2001
University of Houston-Downtown
School of Psychology
BS, Psychology

PROFESSIONAL EXPERIENCE

- 2013-Present
Lone Star College – CyFair
Adjunct
- 2012-Present
Langham Creek HS
Counselor
- 2007-2012
Aldine HS
Counselor
- 2010-2011
Aldine ISD Virtual School
E-Instructor
- 2006-2007
Cypress-Fairbanks ISD – Gleason Elementary
Teacher
- 2002-2006
Houston ISD – Dodson Elementary & Burrus Elementary
Teacher

PROFESSIONAL ORGANIZATIONS

Member of Psi-Chi – National Honor Society
Member of the Texas Counseling Association (TCA)
Member of Texas School Counseling Association (TSCA)
Member of the American Psychological Association of
Graduate Students (APAGS)
Member of the Society for the Teaching of Psychology
(STP)

PROFESSIONAL PUBLICATIONS/PRESENTATIONS

Thomas, Sherree. (2012, May). The Relationship Between New Teachers' Perceptions of Principal Leadership Style, Job Satisfaction, and Intent to Leave. Paper presented at the Student Prospectus Panel, Walden University Residency, Houston, TX, USA.