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An examination of the perceived leadership styles of Kentucky public school principals as determinants of teacher job satisfaction

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**AN EXAMINATION OF THE PERCEIVED
LEADERSHIP STYLES OF
KENTUCKY PUBLIC SCHOOL
PRINCIPALS AS
DETERMINANTS OF TEACHER JOB SATISFACTION**

DISSERTATION

Submitted to the Educational Leadership Department
College of Human Resource and Education
of
West Virginia University
in partial fulfillment of the requirements for
The Degree of Doctor of Education

by

Karen M. Bare-Oldham, M.A.

Morgantown

West Virginia

1999

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TABLE OF CONTENTS

	<u>PAGE</u>
ACKNOWLEDGMENTS	ii
LIST OF TABLES	vii
<u>CHAPTER</u>	
I Introduction	1
Background	3
Leadership Style	3
Teacher Job Satisfaction	8
Relationship of Leadership Styles and Teacher Job Satisfaction	12
The Influence of the Kentucky Education Reform Act on Leadership Styles and Teacher Job Satisfaction	15
Purpose of the Study	17
Research Questions	19
Definition of Terms	19
Significance of the Study	20
Limitations of the Study	22

II. Review of Related Literature	24
Leadership Style	24
Teacher Job Satisfaction	28
Relationship of Leadership Styles and Teacher Job Satisfaction	34
The Influence of the Kentucky Education Reform Act on Leadership Styles and Teacher Job Satisfaction	37
Summary	40
III. Methodology	42
Population and Sample	42
Instrumentation	42
Methods	47
Data Analysis	48
Summary	49
IV. Presentation and Analysis of the Data	50
Population and Sample	50
Demographic Data	51
Major Findings	51
Ancillary Findings	56
Summary	60

V. Summary , Conclusions, and Recommendations	61
Summary of Purpose	61
Summary of Procedures	62
Summary of Findings	63
Conclusions	65
Recommendations	67
Implications	68
References	71
Appendices	89
Appendix A: Instrument	90
Appendix B: Permission Letter	94
Appendix C: Instrument	97
Appendix D: Demographic Information Sheet	99
Appendix E: Initial Letter/Teachers	101
Appendix F: Follow-up Letter/Teachers	103
ABSTRACT	105
VITA	107

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I Relationship of Perceived Consideration Leadership Style to Teacher Job Satisfaction	53
II Relationship of Perceived Initiating Structure Leadership Style to Teacher Job Satisfaction	55
III <u>LBDQ</u> Mean Scores by Principal Gender, Teacher Gender, & Type of School	57
IV <u>MCMJSS</u> Mean Scores by Principal Gender, Teacher Gender, & Type of School	58
V Mean Scores for Job Satisfaction and Leadership Styles by Principal/Teacher Gender	59

Chapter 1

Introduction

Principals' behaviors have been consistently associated with teacher job satisfaction, and leadership styles of individual principals are powerful predictors of the school's organizational effectiveness (Everett, 1987; Fowler, 1991; Klawitter, 1985). Organizational effectiveness, with reference to principals' behaviors, is a prime indicator for inducing job satisfaction in faculty members (Fowler, 1991; Krug, 1989). Moreover, recent evidence has suggested that principals have the potential of playing a critical role in the effectiveness of a school (Fowler, 1991; Kreitner, 1983). Findings (Fowler, 1991; Hall, 1994; Krug, 1989) have indicated a relationship between school effectiveness and teacher job satisfaction.

According to Maehr and Braskamp (1986), school principals can manipulate culture, climate, and effectiveness of an organization, and those manipulations affect the job satisfaction of people within the organization. By exercising certain leadership behaviors, principals can influence their school's instructional environment, a complex constellation involving the attitudes and behaviors of teachers, students, parents, and the community at large toward education (Maehr & Braskamp 1986). Administrators can increase teacher job satisfaction and, through this means, indirectly influence students' academic performance (Krug, 1989).

Research has indicated that principals' leadership styles influence teachers' job satisfaction (Lipham, 1981). Lipham (1981) examined four secondary schools to discover the relationship between job satisfaction and the staffs' perceptions of principals' leadership styles. Lipham's findings

indicated that both staff involvement and staff perceptions of principals' leadership styles were significant and positively related to faculty job satisfaction. Hoy and Miskel (1982) stated, "The quality of teacher-administrator relationships and the quality of leadership correlate highly with teacher morale: the better the relationship and the better the quality of leadership, the higher teacher morale tends to be" (p. 338). Studies (Hoy & Miskel, 1982; Everett, 1987) show that staffs with high morale tend to have high levels of teacher job satisfaction. Hoy and Miskel (1982) also reported that when leaders encourage teacher participation in decision making, their job satisfaction is enhanced. Holdaway (1978) mentioned that the teachers' lack of opportunity to participate in decision making appeared to be the most powerful source of teacher dissatisfaction.

This study determined if there was a significant relationship between perceived leadership styles of Kentucky school principals and teachers' expressed job satisfaction in their current positions. Specifically, this study examined the perceptions of elementary and secondary public school teachers in the State of Kentucky regarding the leadership styles of their principals and their own job satisfaction levels. The unique quality of this study was in its exploration of the views of Kentucky public school teachers. Administrators who are effective leaders exhibit leadership style that supports teacher job satisfaction (Gallmeir, 1992; Sashkin 1996). A brief discussion of leadership style, teacher job satisfaction and the influence of the Kentucky Education Reform Act follows.

Background

Leadership Style

A leader does not exist in a vacuum, but is a product of an environment made up of people (Cawelti, 1982). Therefore, leaders must be ultimately aware that they are humans interacting with other humans at a given time and place. An effective leader portrays charisma in attracting, motivating, and inspiring others to follow (Bass, 1981; Cawelti, 1982). Cawelti (1982) suggested that leaders must be expected to lead, offer a sense of direction, motivate others towards accomplishment of goals, and be concerned with helping people. Hersey, Blanchard, and Johnson (1996) defined leadership as a process of influencing the activities of a group or individual in efforts toward goal achievement.

Definitions of leadership vary widely, as do the approaches taken to its study. A comprehensive definition of leadership was offered by Burns (1978):

Leadership is leaders inducing followers to act for certain goals that represent the values and the motivations--the wants and needs, the aspirations and expectations--of both leaders and followers. And the genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations (p. 19).

Originally, leadership research centered on identifying the traits that leaders commonly exhibit. Leaders were considered to have been born with certain traits and could acquire others through learning and experience. However, since the beginning of World War II, the study of leadership has shifted from leader traits to patterns of leader behavior called leadership

styles. This movement has gone from who the leader is to how the leader behaves (Krietner, 1983).

Foremost among the leadership research is the Ohio State University studies (Campbell & Gregg 1957; Sergiovanni & Carver, 1980; Sergiovanni & Starrett, 1971; Stogdill, 1974). The Ohio State University studies attempted to develop a theory based on many observations of the leadership function (Stodgill, 1974). Findings from these studies have been consistent with additional theoretical and research perspectives of the Michigan and Harvard Studies. In the Ohio State University studies two concepts of leadership functions were identified and are currently utilized in today's leadership literature. Sergiovanni and Carver explained (1980) that the first concept relates to getting the job done (initiating structure) and the second involves showing concern for people (consideration). An instrument to examine leadership, the Leadership Behavior Description Questionnaire LBDQ, was developed through this research (Halpin, 1957).

Concurrent with the Ohio State University studies, the University of Michigan Survey Research Center conducted a series of studies related to leadership behavior (Likert, 1961). The purpose of the studies was to locate clusters of leadership characteristics that were closely related to each other and to effectiveness criteria. The criteria included job satisfaction, absenteeism, turnover, productivity, and efficiency. The Michigan studies also identified two dimensions of leadership behavior which were labeled production-oriented and employee-oriented (Likert, 1961). Vroom (1976) summarized the findings of the Michigan studies as follows:

More effective leaders tend to have relationships with their

subordinates that are supportive and enhance the follower's sense of self-esteem.

More effective leaders use group rather than person-to-person methods of supervision and decision making.

More effective leaders tend to set high performance goals (p. 1532).

The findings of the Michigan studies complement the Ohio State University studies.

At Harvard University, Bales (1954) researched leader behavior by direct observation. Unlike the Michigan and Ohio State University studies, the Harvard study focused on face-to-face interaction with college students rather than leaders in actual organizations. The results of the Harvard study were consistent with the studies at Michigan and Ohio State University. Two separate leadership roles, the task leader and the social leader, were identified.

Halpin (1966), working from the research done on the LBDQ, also identified two major dimensions of leadership style: initiating structure and consideration. Early studies using the LBDQ indicated that the consideration and initiating structure dimensions seemed to be separate and distinct, not opposite ends of the same continuum. Halpin's evidence indicated (1966) that initiating structure and consideration are fundamental dimensions of leader behavior, and the LBDQ provides a practical and useful instrument for measuring the behavior of leaders on these two dimensions. The four resulting leadership styles are low structure/high consideration, high structure/high consideration, low structure/low consideration, and high structure/ low consideration.

Initiating structure refers to the leader's behavior in delineating the relationship between himself or herself and members of the work-group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and procedures (Sergiovanni & Starratt, 1971). This style of leadership is task-oriented. When using this style, the leader monitors performance closely and motivates subordinates through the use of quotas and deadlines. Communication is usually formal, one-way, and downward. Rules and regulations are enforced in the pursuit of assigned tasks. Leaders who use initiating structure tend to engage in a program of close supervision and tight control. They focus on high standards of performance and uniform procedures. Production emphasis is dominant (Hack, Ramseyer, Gephart, & Heck, 1971; Hoy & Miskel, 1991; Sergiovanni & Carver, 1980).

Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the staff members (Sergiovanni & Starratt, 1971). This leadership style is consideration. The leadership style is characterized by low concern for structure and a high emphasis on interpersonal relations. The needs and feelings of individuals are of overriding importance to the leader. Task requirements are clearly subordinate to the need dispositions of individuals. The leader is friendly and supportive in interactions with subordinates. Communications tend to be informal and focus on social and personal topics rather than on task-related matters. Conflict is avoided, but when it does erupt, it seems to be smoothed over. The superior is primarily supportive, and works to put people at ease (Campbell, Corbally, & Ramseyer, 1962; Hoy & Miskel, 1991; Sergiovanni & Carver, 1980).

A review of the research (Bales, 1954; Campbell & Gregg, 1957; Halpin, 1966; Sergiovanni & Carver, 1980; Stogdill, 1974) showed that most perceptions of leadership support at least two distinct types. In fact, the literature consistently identified two general categories of leader behavior, one concerned with production and organizational goals and the other concerned with interpersonal relationships (Bales, 1954; Campbell & Gregg, 1957; Halpin, 1966; Stogdill, 1974).

Blake and Mouton (1978) utilized the concepts of consideration and initiating structure patterns in the development of their Managerial Grid. The Managerial Grid has two dimensions: concern for production, which is placed on the horizontal axis; and concern for people, which is placed on the vertical axis. Concern for production involves a desire to achieve greater output, cost effectiveness, and profits in profit organizations. Concern for people involves promoting friendship, helping co-workers get the job done, and attending to things that matter to people, such as pay and working conditions.

Leadership studies by Hersey and Blanchard (1977) at the Center for Leadership Studies, Ohio University, substituted the terms task behavior and relationship behavior to describe the concepts similar to Halpin's (1966) two dimensions of leadership, consideration and initiating structure of the Ohio State University Studies. Task behavior is the extent to which leaders are likely to organize and define the roles of the members of their group. Relationship behavior is the extent to which leaders are likely to maintain personal relationships between themselves and members of their group by open channels of communication. Hersey and Blanchard (1977) developed

the Tri-Dimensional Leader Effectiveness Model. In their model they used the terms “task behavior” instead of initiating structure; “relationship behavior” in the place of consideration.

Literature in the field of leadership reflects that leaders have different styles. One way to consider styles of leadership is to relate them to the theories which have been used to explain leadership. Style of the leader may reflect, to some degree, the leader’s acceptance of a given theory (Hersey, Blanchard, & Johnson, 1996; Krietner, 1983). However, while there is a tremendous range of leadership styles, research indicates that it is most probable that administrators use some portion of several styles as times and circumstances differ (Campbell, Corbally, Ramseyer, 1962; Vroom, 1976).

Teacher Job Satisfaction

The literature of organization and management is replete with such terms as organizational culture and climate, job satisfaction, financial incentives, the achievement motive, competence motive, and management philosophy (Blumberg, 1975; Bredeson, 1989; Milstein & Belasco, 1973). Inducing job satisfaction, for a person to do a more efficient and productive job, has been the justification for much research. The concern to acknowledge factors that impact job satisfaction has probably, as Blumberg (1975) expressed, derived from scientists experimenting with production and efficiency of businesses in a competitive market. There was an urgent need for managers in a competitive society to have the highest quality produced in the most efficient manner.

A formal study of job satisfaction commenced with the development of the human relations approach initiated in 1933 at the Hawthorne plant of the Western Electric Company in Chicago (Mayo, 1945). Initially, researchers were concerned with whether good lighting increases productivity. However, the increase in productivity did not correlate with increases in lighting, nor did productivity decrease with poor illumination (Sergiovanni & Carver, 1980). To expand the research, Western Electric called upon two Harvard psychologists, Mayo and Roethlisberger, who concluded that social conditions, rather than technological advantages, were highly correlated to productivity. Mayo (1945) concluded that the single most important factor relating to worker productivity appeared to be the interpersonal relationship developed on the job. When employees began to sense that management viewed workers as important, productivity increased.

Job satisfaction research has been described in the theorizing of psychologist Maslow (1943) and the research of Herzberg (1966). Experts make the assumption that people have many needs and that the needs stem from at least two human desires--avoidance of pain, hardship, and difficulty; and the desire for growth and development in an effort to realize potential (Blumberg, 1975; Herzberg, 1966; Sergiovanni, 1991).

Perhaps one of the best known need classification schemes, proposed by Maslow (1943), divides human needs into five broad categories: (a) physiological, (b) security-safety, (c) social belonging, (d) esteem, and (e) self-actualization. Maslow's need categories are arranged in hierarchy of prepotency, with individual behavior motivated to satisfy the need most important at the time.

The most basic category of motives centers on survival or physiological needs. Such needs include food, water, air, and shelter. It is certainly not likely that a person with a steady job in an organization will have any of the most basic needs unfulfilled. The second need, according to Maslow, centers around economic security. These safety and security needs serve as strong motivators of performance with regard to pay raises and monetary gains as well as fear of losing a job due to downsizing or layoffs. The third need, social and belonging, involves the interaction with others in the context of a lasting relationship. Managers lack the time to develop strong interpersonal relationships with each employee, but designing jobs around groups or teams creates a way for employees to satisfy belonging needs. A fourth need, self-esteem, includes the motivational drive of searching for the feeling of being worthwhile as individuals. Managers can set up opportunities to praise employees and allow employees to connect their work accomplishments to their own efforts. Self-actualization, the final need on Maslow's hierarchy, is thought to be the highest level of human satisfaction. It is the search for self-development, and most employees want some challenge on the job. Employees may be given new skills or may set new goals. Effective leaders create opportunities for growth and development by paying attention to employees' needs (Sashkin, 1996).

The work of Herzberg (1966) provided a set of ideas for engaging in material and psychological bartering. Herzberg's approach, often referred to as the two-factor theory, has been based on the premise that job characteristics contributing to work satisfaction are different from those contributing to work dissatisfaction. He called the former set of factors

motivators and the latter hygienes. The factors identified by Herzberg and his associates as being related to work dissatisfaction include interpersonal relationships with supervisors, quality of supervision, policy and administration, working conditions, and personal life. The factors related to job satisfaction are achievement, recognition, work climate, responsibility, and advancement (Blumberg, 1975; Sergiovanni, 1991).

When applied to education, the two-factor theory suggested that job satisfaction is related to two decision possibilities for teachers: participation and performance (Sergiovanni, 1991). Participation, as research signified, involves minimal commitments for return of "fair pay" in the form of salary, benefits, social acceptance, and reasonable supervision. Participation has been expected as part of fair pay and has tended not to motivate a person to go beyond minimal commitments. For the most part, rewards associated with participation are extrinsic (Katz, 1964; Milstein & Belasco, 1973; Sergiovanni, 1991). The decision to perform (not just participate), however, results in an employee's exceeding the terms of a contract based on a fair day's work for a fair day's pay. The decision is voluntary, since all that school districts can require from teachers is their participation. Therefore, rewards associated with the performance investment tend to be more intrinsic, such as recognition, achievement, feelings of competence, exciting and challenging work, empowerment and interesting and meaningful work (Sergiovanni, 1991).

Vroom's expectancy theory is a contingency theory viewing job satisfaction as a person's response toward a specific goal the person seeks. Increased performance on a job occurs as a result of what the person has

chosen as a personal goal (Vroom, 1964). Hoy and Miskel (1991) expressed that job satisfaction may be the relationship between motivational concepts and occupational performance of an individual in an organization.

Public school principals need to be concerned with both extrinsic and intrinsic rewards, and job satisfaction may be thought to represent an interplay between external and internal factors. Schools cannot function adequately unless the participation investment is made and continued by teachers (Krug, 1989). However, schools cannot excel unless the majority of teachers make the performance investment as well (Krug, 1989; Sergiovanni, 1991).

Relationship of Leadership Styles and Teacher Job Satisfaction

The two central concerns of any leadership situation, task and relationship, have been recognized as the potential conflict in fulfilling both concerns. Barnard (1966) suggested that both concerns are necessary factors for the survival of an organization.

In a study of superintendents, Halpin (1959), using the Leader Behavior Description Questionnaire, found that administrators had a tendency to regard consideration (relationship) and initiating structure (task) as divergent forms of leader behavior. Halpin (1959) stated, “Some administrators act as if they were forced to emphasize one form of behavior at the expense of the other”(p. 79). Halpin further emphasized that it may not be necessary for conflict to exist between initiating structure (task) and consideration (relationship). According to Halpin’s (1959) findings, “Effective or desirable leadership behavior is characterized by high scores on both initiating structure and consideration. Conversely, ineffective or

undesirable leadership behavior is marked by low scores on both dimensions” (p. 79).

In another study, Everett (1987) found that significant relationships existed at the .05 level between teacher job satisfaction and the perceived leadership style of the principal. Teacher job satisfaction scores were correlated to each of the two leadership subscales, initiating structure and consideration. Teachers in schools with principals who demonstrated high levels on both initiating structure and consideration had high job satisfaction scores. The findings suggested that principals should be encouraged to exhibit high levels of both initiating structure (task) and consideration (relationship) in their leadership styles, and principals and teachers should learn to recognize intrinsic, extrinsic, and general satisfaction. Recognition of these variables may result in teachers attempting to increase intrinsic satisfaction with less extrinsic and general satisfaction (Everett, 1987).

Boyer’s (1982) research involved leadership styles and job satisfaction as they related to the perceived leadership styles of superintendents by administrative subordinates. The research revealed that there was a relationship between superintendents’ leadership styles and job satisfaction of administrative subordinates. Evidence supported the idea that the combination of high relationship and task leadership styles was more effective than other leadership style combinations in satisfying subordinates. Boyer found that superintendents who scored high on initiating structure and high on consideration on the LBDQ were considered more effective in satisfying subordinates.

Bhella's (1982) study compared the relationship between principals' leadership styles and teachers' job satisfaction. Bhella found a positive correlation between principals' attitudes toward people and their work performance. There was a significant relationship between the principals' administrative style and teacher job satisfaction.

In a West Virginia study, Klawitter (1985), using the LEAD-Other, found that teachers who perceived their principals to be high in task and high in relationship behaviors experienced a higher level of job satisfaction. Klawitter's findings were significant at the .05 level.

Researchers maintain that there is no best style of leadership that will succeed in every type of situation (Bhella, 1982; Boyer, 1982; Everett, 1987; Halpin, 1959; Klawitter, 1985; Stogdill, 1974). An extensive search of the literature has shown no universally accepted style of leadership despite numerous research efforts to determine such a style. However, research has shown that leaders exhibiting high task and relationship skills, in combination, have an impact on teacher job satisfaction.

There appears to be a difference in leadership styles of men and women (Gray, 1987; Hall, 1994; Fowler, 1991). According to studies, male teachers report more positive interactions and communications with male than female principals (Lee, Smith & Cioci, 1993): "male and female teachers experience degrees of empowerment in various domains, depending on...whether they work with a female or a male principal" (p.173). In addition, literature supports the belief that elementary and secondary schools have different organizational needs and characteristics that impact leadership behavior and teacher job satisfaction (Gray, 1987). Gender of the principal

and teacher, as well as the type of school, will be an ancillary facet of this study.

The Influence of the Kentucky Education Reform Act on Leadership Styles and Teacher Job Satisfaction

This study attempted to determine a relationship between perceived principals' leadership styles and teachers' job satisfaction. The unique quality of this study was in its exploration of Kentucky public school leaders and teachers. In 1988, the public schools in Kentucky were rated next to lowest in the nation for quality (Smith, 1994). In spite of the fact that Kentucky ranked next to lowest in the nation for quality education, numerous educators and citizens devoted their lives to quality education. Then, in 1989, as a result of a 1985 complaint challenging the equity and adequacy of educational funding, the Kentucky Supreme Court issued a judgement that the system in Kentucky public schools was unconstitutional (Smith, 1994). In 1990, the Kentucky Supreme Court ruled that the Kentucky public school system was not fulfilling the educational mandates of the state constitution and mandated school reform and defined the scope of the reform (Whitener, 1997). The legislature made corrections by equalizing the distribution of monies across the state. In addition, the reform movement advanced the idea of bottom-up management rather than top-down, and established site-based councils in over half of Kentucky schools. Existing power was taken away from local school boards to help minimize politics in the public schools. Teachers and local principals were involved in the decisions about curriculum, funding, personnel and the running and welfare of the local school (Whitener, 1997).

Holland (1998) stated that “the Kentucky Education Reform Act (KERA) was the first attempt in the nation to rebuild a state school system from scratch” (p. 6). Literature (Holland, 1998; Sexton, 1992; Smith, 1994) indicated that teachers were initially reluctant to accept these mandates, however, through training and support from their administrators and colleagues, educators started working towards common goals. The rapid pace of reform has placed a tremendous amount of stress upon teachers (Holland, 1998), but financial incentives and support from administrators through teacher training and professional growth opportunities have proven successful in showing continuous improvements in the abilities of Kentucky students. Several studies conducted by Coe, Kannapel and Lutz (1991), of the Appalachian Educational Laboratory, researchers concluded that teachers seemed to be excited about the increased teacher professionalism and new instructional strategies. Teachers seemed to be frustrated with inconsistent training, yet enthusiastic about increased opportunities for professional development and school-based decision making. Teachers also indicated that the principal seemed to be the major barrier or major facilitator of school reform.

Research literature on educational change (Cawelti, 1982; Coe, Kannapel and Lutz, 1991; Holland, 1998; Smith, 1994) has indicated that the principal holds the critical role at the school level in determining the success or failure of implementation. An effective leader in the process of change becomes an initiator of change rather than assuming a passive and responsive role. The principal was seen as the critical component to the KERA success (Coe, Kannapel and Lutz, 1991). Principals that took an active role in the

change process often determined how much training and preparation teachers needed, scheduled common planning periods, involved parents, and received an overall level of support within the school for programs. With implementation of the KERA, teachers who received leadership support seemed to be more enthusiastic about the change process. Smith (1994) reported that teachers were communicating more frequently, having joint planning times and collaborating among themselves more frequently than in the past. Researchers have observed that again the principal plays a key role in the success of change. Principals who shared power in school- based decision making and promoted opportunities for school growth seemed to have implemented the KERA most successfully (Coe, Kannapel and Lutz, 1991). In addition, teachers seemed to be more job satisfied by consistent, ongoing training, empowerment within the school and increased teacher professionalism.

Purpose of the Study

The purpose of this study was to determine if there was a significant relationship between perceived leadership styles of Kentucky school principals and teachers' expressed job satisfaction in their current positions. Specifically, this study examined the perceptions of elementary and secondary public school teachers in the State of Kentucky regarding the leadership styles of their principals and the teacher's own job satisfaction levels.

The unique quality of this study was in its exploration of the views of Kentucky public school teachers. In 1990, the Kentucky Supreme Court ruled that the Kentucky public school system was not fulfilling the

educational mandates of the state constitution (Whitener, 1997). The legislature made corrections by equalizing the distribution of monies across the state. In addition, the reform movement advanced the idea of bottom-up management rather than top-down, and established site-based councils in over half of Kentucky's schools. Power was taken away from local school boards to help minimize politics in the public schools. Teachers and local principals are involved in the decisions about curriculum, funding, personnel and the running and welfare of the local school (Whitener, 1997).

Holland (1998) explained that the obstacle to reform in Kentucky schools has been teacher's willingness to accept change. Reform in Kentucky involved a fundamental shift for the teacher from lecturer to coach. Holland commented, "Some teachers don't want to bother to change their teaching methods late in their careers; others have seen so many educational trends come and go that they're not about to embrace change without a lot of convincing" (p. 6). School reform literature (Holland, 1998; Sexton, 1992; Whitener, 1997) indicated that school improvements come through staff development. Consequently, rapid improvements in our schools have placed tremendous stress on Kentucky teachers. Elements of the Kentucky Education Reform Act (KERA) are not unique. Components of the KERA (site-based management, varieties of assessment, higher level thinking in basic curriculum, rewards and sanctions, and family resource centers) are nationally recommended as best school practices (Sexton, 1992; Smith, 1994). The difference has been that, in Kentucky, reform has been implemented on a statewide level, making Kentucky unique. The KERA places responsibility to the schools and local communities and conditions of

the KERA that are conducive to learning.

Research Questions

1. Is there a significant relationship between public school principals' perceived consideration leadership style, as measured by the Leader Behavior Description Questionnaire (LBDQ), and teacher job satisfaction as measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales in Kentucky public schools?

2. Is there a significant relationship between public school principals' perceived initiating structure leadership style, as measured by the Leader Behavior Description Questionnaire (LBDQ), and teacher job satisfaction as measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales in Kentucky public schools?

Definition of Terms

The study used the following operational definitions:

1. Perceived Leadership Style was defined as the reported dominant leadership style of principals as perceived by Kentucky public school teachers and measured by the Leader Behavior Description Questionnaire-LBDQ.

The two leadership styles identified by the instrument are Consideration and Initiating Structure.

2. Teacher Job Satisfaction was defined as the reported score (Extrinsic, Intrinsic, and Overall) as measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales.

3. Kentucky public school teachers was defined as the randomly chosen K-12 teachers (n=500) identified by the Kentucky teacher certification

department. The sample consisted of 250 elementary school teachers and 250 secondary school teachers.

Significance of the Study

The study of perceived leadership styles and how they relate to the job satisfaction of teachers in Kentucky public schools can provide educational administrators and teachers with data for several purposes. Principals can gain valuable information about how teachers perceive their leadership behaviors in order to determine teachers' expectations about the job and the work environment. Based on working conditions impacted by the principals' behaviors, principals may be able to diagnose the needs of their school environment and adjust their leadership styles to meet those needs.

It seems important for administrators, especially with the Kentucky Education Reform Act in place, to understand different results brought about by various leadership behaviors. If administrators could, in fact, be made aware of the reported levels of job satisfaction of teachers, then there may be an opportunity to intervene in cases where job satisfaction is marginal or low, and where it is high, to maintain job satisfaction at a high level. Since teacher job satisfaction is an important component for career decisions about teaching, principals ought to improve teacher job satisfaction with systematic plans to model behaviors to effect teachers in the workplace. More importantly, if teachers are satisfied with their jobs then program implementation and student success could be attained. Principals can be trained to exhibit appropriate skills to provide teachers with opportunities for job satisfaction.

Kirby and Colbert (1994) have emphasized that administrator

preparation programs have been criticized for their focus on managerial tasks. The National Policy Board for Educational Administration (Thompson, 1992) called for greater acceptance and development of creative risk-takers over “managers who keep trying without success” (p.7). The Board has urged that future administrators be trained to think reflectively and to act in accordance with reasoned ethical principles. In short, the Board advocated authentic behavior, deemphasizing managerial behavior and fostering reflective practice, interpersonal competence, and communication skills (Thompson, 1992). University-based programs of administrative preparation will have to structure experiences that include the use of leadership styles as a means to improve instruction and school effectiveness. Results of this study will have implications for those responsible of preparing future school leaders.

A major recommendation in “The Carnegie Report--A Call for Redesigning the Schools” (Tucker & Mandel, 1986) was that schools be restructured in ways that transform teaching into worthwhile careers to produce the greatest possible gains for all students. A unique example of school restructuring has been the state-wide improvements from the Kentucky Education Reform Act (KERA) of 1990. Findings from this study will provide information to educational policy makers to consider the importance of principals’ behaviors in establishing the schools’ working conditions that impact the level of overall teacher job satisfaction. Further, findings may assist in the identification of traits, behaviors and aptitudes to construct a clear definition for instructional leadership. Literature reveals a wide range of behaviors purported to contribute to the instructional leader’s effectiveness, but Murphy (1988) explained that in order to emphasize instructional

leadership a sufficiently clear definition must be developed. The Carnegie Report along with the KERA called for an incentive structure for teachers and the need for teachers to be vested with greater participation in making professional judgements (Sexton, 1992; Tucker & Mandel, 1986). A closer look at the interaction of school and personal factors should provide insight into the relationship of teacher job satisfaction and the principal's leadership style. The findings could help maximize achievement of organizational and individual goals and ultimately improve education.

Limitations of the Study

1. The extent of teacher job satisfaction was measured as personal perceptions. Accuracy of perceptions was a limiting factor (Kerlinger, 1986; Krug, 1989).

2. The validity of the teacher job satisfaction measurement, Mohrman-Cooke-Mohrman Job Satisfaction Scales (MCMJSS), imposed a limitation on the findings of the study (Kerlinger, 1986).

3. Selection bias occurred since the population selected for this study is made up exclusively of teachers practicing in the Kentucky public schools (Kerlinger, 1986). The results could be different based on the respondents having the option to participate and the fact that respondents were solely from the State of Kentucky.

4. Since collection of data was limited to Kentucky public school professional educators, the generalization of the results of this study to other groups should be done only with caution and extensive analysis and

comparison.

5. This study was limited by the use of only one measure of each variable: The Leader Behavior Description Questionnaire for perceived principals' behaviors, and the Mohrman-Cooke-Mohrman Job Satisfaction Scales for teacher job satisfaction.

Chapter 2

Review of Related Literature

The review of the literature considering leadership behavior of the principal and teacher job satisfaction resulted in identification of several areas relevant to this investigation. Major emphases were (a) concepts of leadership style, (b) concepts of teacher job satisfaction, (c) relationship of leadership styles to teacher job satisfaction, and (d) the influence of the KERA on leadership styles and teacher job satisfaction.

Leadership Style

Originally, research related to leadership centered on identifying the traits that leaders commonly exhibit. During most of recorded history, the assumption was that leaders are born, not made. Leaders were considered to have been born with certain traits and could acquire additional traits through learning and experience. Krietner (1983) explained that the study of leadership has shifted from leader traits to patterns of behavior called leadership styles. Krietner described the shifting of leadership studies from who the leader is to how the leader behaves.

Halpin (1966), a researcher from Ohio State University, described two dimensions of leadership that result in four leadership styles. These dimensions are initiating structure and consideration. Initiating structure is the leader's efforts to get things organized and to get the job done. Consideration is the degree of trust, friendship, respect, and warmth that the leader extends to subordinates. The four resulting leadership styles are low initiating structure/high consideration, high initiating structure/ high consideration, low initiating structure/low consideration, and high initiating

structure/ low consideration (Campbell & Gregg, 1957; Halpin, 1966; Hoy & Miskel, 1991; Sergiovanni & Carver, 1980; Sergiovanni & Starrett, 1971).

Low initiating structure/high consideration leaders strive to promote group harmony and social need satisfaction. High initiating structure/high consideration leaders strive to achieve a productive balance between getting the job done and maintaining a cohesive, friendly work group. Low initiating structure/ low consideration leaders retreat to a generally passive role of allowing the situation to take care of itself. High initiating structure/low consideration leaders devote primary attention to getting the job done (Sergiovanni & Carver, 1980).

The high initiating structure/high consideration leadership style, as described by Sergiovanni and Carver (1980) and Hoy and Miskel (1991), has generally been considered to be the best style because it emphasizes the best of both categories of initiating structure and consideration. The instrument developed to measure these leadership styles was the Leader Behavior Description Questionnaire (LBDQ).

In search of the best management style, Blake and Mouton (1978) developed the Managerial Grid, which defines five leadership styles. The Managerial Grid has two dimensions: concern for production (placed on the horizontal axis) and concern for people (placed on the vertical axis). Blake and Mouton described the concern for production as the desire to achieve greater output, cost effectiveness, and profit organizations. Concern for people involved promoting friendship, helping co-workers get the job done, and attending to things that matter to people, such as pay and working conditions. Blake and Mouton (1978) created a grid highlighted by five

leadership styles:

1. Task Style 9,1: Maximum concern for production combined with minimum concern for people.
2. Country Club Style 1,9: Minimum concern for production coupled with a maximum concern for people.
3. Impoverished Style 1,1: Minimum concern for both production and people.
4. Middle Road Style 5,5: Moderate concern for both production and people to maintain the status quo.
5. Team Style 9,9: High concern for both production and people. This is a team approach.

In a study by Blake and Mouton (1980), 100 experienced managers preferred the 9,9 leadership style, regardless of the situation. Blake and Mouton concluded that there is one best style for managers, the 9,9.

Studies by Hersey and Blanchard (1977) at the Center for Leadership Studies, Ohio University, substituted the terms task behavior and relationship behavior to describe the concepts similar to Halpin's (1966) two dimensions of leadership, initiating structure and consideration. The two types of leader behaviors as defined by Hersey, Blanchard, and Johnson (1996), task and relationship, are as follows:

Task behavior is defined as the extent to which the leader engages in spelling out the duties and responsibilities of an individual or group. These behaviors include telling people what to do, how to do it, and when to do it.

Relationship behavior is defined as the extent to which the leader

engages in two-way or multi way communication. The behaviors include listening, facilitating, and supportive behaviors (p.191).

Hersey and Blanchard (1977) developed a leadership grid that depicts the four basic leader behavior quadrants; (a) high relationship and low task, (b) high task and high relationship, (c) low task and low relationship, and (d) high task and low relationship. Hersey and Blanchard (1982) recognized and integrated leadership style with the situation in which the leadership occurs to produce a measure of effectiveness. A key component in identifying leadership effectiveness is the component of maturity. Maturity is the capacity to set high but attainable goals, a willingness and ability to take responsibility and experience of an individual or group. Hersey and Blanchard's (1982) model, the Tri-Dimensional Leader Effectiveness Model, proposed that as the level of maturity of the followers increases in relation to a specific task, the leader should begin to reduce task behavior and increase relationship behavior. As the individual or group begins to move into an above average level of maturity, Hersey and Blanchard explained, it becomes appropriate for leaders to decrease not only task behavior but also relationship behavior. The individual or group is not only mature in terms of the performance of the task but is also psychologically mature. Mature followers see this increase in delegation by the leader as an indication of trust and confidence in their abilities.

If leaders are to be effective with subordinates, then it is essential that leaders recognize and adopt the appropriate leadership style to the maturity levels of the followers. According to Hersey and Blanchard (1977):

To determine what leadership style is most appropriate in a given

situation, a leader must first determine the maturity level of the individual or group in relation to a specific task that the leader is attempting to accomplish through their efforts (p.165).

A review of the research shows that most perceptions of leadership support at least two distinct types. Although, various combinations of leadership types have been found and used by leaders (Halpin, 1959; Hersey & Blanchard, 1982; Hersey, Blanchard, & Johnson, 1996), Walter, Caldwell, and Marshall (1980) maintain that no one style or type of leadership is consistently more effective than another. Despite numerous efforts, researchers have not found a universally accepted style of leadership. Findings in leadership indicate that different styles achieve different results. In view of these findings, there is still a need for generalized research in the area of educational administration. The present study is designed to determine if perceived leadership styles of Kentucky public school principals are in any way related to teacher job satisfaction.

Teacher Job Satisfaction

A formal study of job satisfaction did not start until the development of the human relations approach traced to the studies initiated in 1933 at the Hawthorne plant of the Western Electric Company in Chicago (Gallmeier, 1992; Mayo, 1945). Initially the study was concerned with whether good lighting increased productivity. The increase in productivity did not correlate with increases in lighting, and productivity did not decrease with poor illumination. To expand the Hawthorne plant research, Harvard psychologists concluded that social conditions, rather than technological advantages, were correlated to productivity (Mayo, 1945; Sergiovanni & Carver, 1980;

Vroom, 1964). Mayo (1945) concluded that the single most important factor relating to worker productivity appeared to be the interpersonal relationship developed on the job. Productivity increased when employees began to sense that management viewed them as important.

Maslow (1943) developed a theory of needs which may be useful in helping the principal to identify the wants or desires which are important to employees. Maslow reasoned that human needs exist in a hierarchy, and that employees fulfilled needs generally following a hierarchical sequence. The five basic categories of Maslow's (1943) ranged serially from:

1. Physiological- These are survival needs including the need for food, water, air and shelter. When not satisfied life itself is threatened (Blumberg, 1975; Mayo, 1945; Sashkin, 1996; Sergiovanni & Carver, 1980).
2. Safety and Security- These are needs that center on economic and personal security. Failure to satisfy these needs may cause major problems, but one's life is usually not in danger (Blumberg, 1975; Mayo, 1945; Sashkin, 1996; Sergiovanni & Carver, 1980).
3. Social and Belonging- These needs deal with social interaction, group identity, and the need for friendship and interpersonal contacts. Social and belonging needs can be psychologically powerful (Blumberg, 1975; Mayo, 1945; Sashkin, 1996; Sergiovanni & Carver, 1980).
4. Self-Esteem- These needs refer to the feeling that one is worthwhile person. People tend to base their self-esteem on personal achievements and being told that they are worthwhile (Blumberg, 1975; Mayo, 1945; Sashkin, 1996; Sergiovanni & Carver, 1980).
5. Self-Actualization- These needs involve the desire to fulfill through

personal growth and development. Self-actualization tend to be the highest and most creative need (Blumberg, 1975; Mayo, 1945; Sashkin, 1996; Sergiovanni & Carver, 1980). The concept of Maslow's need hierarchy underlies the studies on job satisfaction. It identifies the kinds of wants or desires which are important to a person. Maslow's need categories are arranged in hierarchy of prepotency, with individual behavior motivated to satisfy the need most important at the time (Sashkin, 1996).

Sergiovanni & Starratt (1971) suggested that esteem need was an important satisfier of most concern to school administrators. Sashkin (1996) stated, "Only when one has fulfilled the need for self-esteem does one graduate to the peak of the need hierarchy." Herzberg (1966) believed that self-esteem was far more significant as a positive factor than Maslow's other needs. Other need factors, in Herzberg's view, were only capable of producing dissatisfaction, not of satisfying employees in any positive sense. Researchers believe that effective school leaders can create opportunities for growth and development by paying attention to employee's needs and managing by satisfying each employee (Sashkin, 1996).

In a study on teachers, Herzberg, Maunser, & Synderman (1959) identified recognition and achievement as the most powerful satisfiers. They found that teachers could be satisfied by accentuating the positive, believing in their dignity and worth, and feeling empowered within the school. Additional research findings indicated that teachers could be satisfied when they were involved in formulation of school goals, given autonomy, valued as professionals, and respected (Fowler, 1991; Hall, 1994; Krug, 1989; Williams, 1991; Vroom, 1964).

Herzberg (1966) and his colleagues investigated whether certain factors in the work situations may produce satisfaction, and other factors may produce dissatisfaction. Herzberg's (1966) basic postulate was that there were two sets of factors. The first set, called motivators, increased job satisfaction, and if not met only minimal dissatisfaction resulted (Burke, 1966; Herzberg, 1966; Katz, 1964; Milstein & Belasco, 1973; Sergiovanni, 1991). The second set, called hygienes, produced dissatisfaction if not met (Burke, 1966; Herzberg, 1966; Katz, 1964; Milstein & Belasco, 1973; Sergiovanni, 1991). The factors identified by Herzberg (1966) as being related to work dissatisfaction included interpersonal relationships with supervisors, quality of supervision, policy and administration, working conditions, and personal life. The factors related to work satisfaction were achievement, recognition, work climate, responsibility, and advancement (Blumberg, 1975).

Herzberg's (1966) two-factor theory suggested that job satisfaction was related to two decision possibilities for teachers: participation and performance (Sergiovanni, 1991). Participation involved minimal commitments for return of fair pay in the form of salary. Participation has not tended to satisfy a person to go beyond minimal commitments, and for the most part is viewed as extrinsic satisfaction (Katz, 1964, Milstein & Belasco, 1973; Sergiovanni, 1991; Sergiovanni, 1992). Performance tended to be voluntary, because school leaders in reality can only require that teachers participate. Therefore, rewards associated with performance investment tended to be more intrinsic, such as recognition, achievement, feelings of competence, empowerment, and meaningful work opportunities (Sergiovanni,

1991).

Vroom (1964) formulated a contrasting theory of job satisfaction associated with the work setting called the expectancy theory. According to Vroom, satisfaction was the “process governing choices made by persons...among alternative forms of voluntary activity” (p.6).

Increased performance on a job occurred as a result of what a person had chosen as a personal goal. Researchers (Brayfield & Crockett, 1955; Gnecco, 1983; Lipham, 1981) believed that there were theoretical linkages between job satisfaction, and organizational goals for productivity. Gnecco (1983) examined elementary school teachers in Maine and found that job satisfaction was the most important factor of organizational morale. Lipham (1981) studied the faculties of four secondary schools and concluded that staff involvement and perceptions of principal leadership were positively related to job satisfaction.

Hoy and Miskel (1982) explained that the quality of teacher and administrator relationships and the quality of leadership correlated highly with teacher job satisfaction: “the better the relationship and the better the quality of leadership, the higher teacher morale tends to be”(p.338). Hoy and Miskel (1982) reported that teachers’ participation in decision making increased their morale and enhanced their job satisfaction. Holdaway (1978) asserted that the teachers’ lack of opportunity to participate in decision making appeared to be the most powerful source of teacher dissatisfaction.

The Hackman and Oldham (1980) model of job characteristics combined and unified Maslow’s hierarchy of needs, Herzberg’s job redesign and intrinsic motivation, and Vroom’s expectancy theories into a theory of

job redesign. The Hackman and Oldham theory was based on three psychological states that were critical to attaining desirable work outcomes: (a) meaningfulness, (b) responsibility, and (c) knowledge of results. Meaningfulness of the work was the degree to which a worker experienced the job as valuable and worthwhile. Feeling of responsibility was the degree to which a worker felt personally responsible for the results of the job performed. Knowledge of results was the degree to which a worker knew and understood how effective he or she was performing the job. The Job Characteristics Model has provided principals with a conceptual framework allowing for informed decisions to be made about the work of teaching (Krug, 1989; Miskel, 1982).

The studies of leadership and the effects on teacher job satisfaction have shown the behavior of the leader to be an important factor in group effectiveness. Mohrman, Cooke, and Mohrman (1978) studied participation in decision making in educational settings, and found that teacher participation in decisions could improve job satisfaction. Stogdill (1974), in an earlier study, concluded that strong, democratic leadership was positively related to group member satisfaction.

Researchers (Arends, 1982; Blumberg, 1975; Bredeson, 1989; Ellis, 1986; Fowler, 1991; Gallmeier, 1992; Stogdill, 1974) have concluded that leadership and teacher performance have a strong relationship. In this respect teachers need to be treated as professionals so they will be satisfied to make a positive difference to education.

Relationship of Leadership Styles and Teacher Job Satisfaction

Different results are brought about by various leadership behaviors.

Studies have indicated that style of leadership has been related to teacher job satisfaction.

Everett (1987) examined the relationship between principals' leadership styles and the level of maturity of the teaching staff. Everett (1987) found that significant relationships existed at the .05 level between teacher job satisfaction and the perceived leadership style of the principal. Teachers in schools with principals who demonstrated high levels of initiating structure (task behavior) in combination with consideration (relationship behavior) demonstrated high levels of job satisfaction. The findings suggested that principals should be encouraged to exhibit high levels of both task and relationship behaviors in their leadership styles, and principals and teachers should learn to recognize intrinsic, extrinsic, and general satisfaction. Recognition of these variables may result in teachers attempting to increase intrinsic job satisfaction with less extrinsic and general job satisfaction.

Woodard (1994) found a positive relationship between leader behavior and teacher job satisfaction. Principals who were high in both dimensions (task and relationship) of leader behavior had a more significant impact on teacher job satisfaction. The relationship dimension of leader behavior had a stronger statistical significance to teacher job satisfaction than the task dimension.

Boyer's (1982) research involved job satisfaction and the leadership styles of superintendents as perceived by administrative subordinates. Boyer's research supported the idea that certain leadership styles were more effective than others in satisfying subordinates. Boyer found that superintendents who scored high on both initiating structure (task) and high

on consideration (relationship) on the LBDQ were considered more effective in satisfying subordinates.

A study by Riordan (1987), using the Job Diagnostic Survey in an educational setting, found that consideration shown to teachers by their principals was important in maintaining teacher job satisfaction. The relationship of teacher job satisfaction to principal leadership style was significant at $p < .002$.

Klawitter (1985), using the LEAD-Other, explored the relationship between the principal's leadership style (as perceived by the teacher) and the teacher's job satisfaction. She found that teachers who perceived their principals to be high task and high relationship (Style 2) experienced a higher degree of teacher job satisfaction. Klawitter's study, comprised of 220 public school teachers in West Virginia, resulted in findings that were significant at the .05 level.

Chase's (1951) studies, involving 1,784 teachers from forty-three states in the United States, indicated fundamental factors which may influence teacher job satisfaction. Chase stated, "professional leadership and supervision...and other working conditions are such as to permit effective work habits" (p. 127). Chase found that elementary teachers appeared to be more enthusiastic and job satisfied than secondary school teachers, and male teachers were less job satisfied than female teachers. Morgan's (1965) study indicated that both male and female teachers between the ages of 31 and 40 had the lowest level of teacher job satisfaction. Rempel and Bentley (1971) expressed their belief that years of experience, rather than age of teachers, had the greatest impact on levels of teacher job satisfaction. They found that

teachers with less years of experience appeared to have the lowest levels of teacher job satisfaction.

An interesting study of the relationship between principals' leadership styles and teacher job satisfaction was conducted by Bhella (1982). With reference to leadership behavior, Bhella's study suggested that female teachers were more satisfied than male teachers. Findings also indicated that teachers who were young were less satisfied than older teachers. Fansher and Buxton (1984) supported Bhella's findings that the overall level of job satisfaction is higher amongst females of 40-60 years of age.

Lipham (1981) examined the relationship between teacher job satisfaction and the staffs' perceptions of principals' leadership behaviors in four high schools. Lipham concluded that staff perceptions of principal leadership were positively related to teacher job satisfaction. Teacher job satisfaction rated highest when principals exhibited supportive behavior, and lowest when principals portrayed work facilitation.

Vivian (1983) conducted a study to investigate the effects of the principals' perceived leadership styles on teacher job satisfaction. He found teacher job satisfaction was higher when a principal exhibited a collaborative leadership style.

The Influence of the Kentucky Education Reform Act on Leadership Styles and Teacher Job Satisfaction

In 1988, the public schools in Kentucky were rated next to lowest in the nation for quality. This was in spite of the fact that numerous educators and citizens devoted their lives to quality education. Then, in 1989, an incredible thing happened. As a result of a 1985 complaint challenging the equity and

adequacy of educational funding, the Kentucky Supreme Court issued a judgement that the system in Kentucky public schools was unconstitutional (Smith, 1994). In 1990, the Kentucky Supreme Court ruled that the Kentucky public school system was not fulfilling the educational mandates of the state constitution and mandated school reform and defined the scope of the reform (Whitener, 1997). The legislature made corrections by equalizing the distribution of monies across the state. In addition, the reform movement advanced the idea of bottom-up management rather than top-down, and established site-based councils in over half of Kentucky schools. Existing power was taken away from local school boards to help minimize politics in the public schools. Teachers and local principals were involved in the decisions about curriculum, funding, personnel and the running and welfare of the local school (Whitener, 1997). This elementary and secondary education reform package has been called one of the most comprehensive and systemic initiatives in the country, and has provided Kentucky with national and international visibility (Adams-Rodger, L., 1998). After seven years of implementation, the legislation remains relatively unchanged, with only a few adjustments and modifications during the legislative sessions of 1992, 1994, and 1996 (Adams-Rodger, L. 1998).

Holland (1998) stated that “the Kentucky Education Reform Act (KERA) was the first attempt in the nation to rebuild a state school system from scratch” (p. 6). Literature (Holland, 1998; Sexton, 1992; Smith, 1994) indicated that teachers were initially reluctant to these mandates, however, through training and support, from their administrators and colleagues, schools started working towards common goals. The rapid pace of reform

has placed a tremendous amount of stress upon teachers (Holland, 1998), but financial incentives and support from administrators through teacher training and professional growth opportunities have proven successful to show continuous improvements in the abilities of Kentucky students. In several studies conducted by Coe, Kannapel and Lutz (1991), of the Appalachian Educational Laboratory, researchers concluded that teachers seemed to be excited about the increased teacher professionalism and new instructional strategies. The Kentucky Institute for Education Research (1997) concluded that more than six out of ten professional educators and school council parents believe that their school system has changed for the better over the last six years since the passage of KERA. Teachers seemed to be frustrated with inconsistent training, yet enthusiastic about increased opportunities for professional development and school-based decision making. Teachers also indicated that the principal seemed to be the major barrier or major facilitator of school reform.

Teachers participating in school based decision making felt positive about the experience, but concerns were mentioned with principals opposed to school based decision making. The principal was seen as the critical component to the KERA success (Coe, Kannapel and Lutz, 1991). Some principals made little effort to keep faculty informed and delayed implementing decisions made by the school based decision making team. These schools reported teachers that were frustrated and overwhelmed by the increased workload as they attempted to implement the law (Coe, Kannapel and Lutz, 1991). Principals who took an active role in the change process often determined how much training and preparation teachers needed,

scheduled common planning periods, involved parents, and received an overall level of support within the school for programs. With implementation of the KERA, teachers who received leadership support seemed to be more enthusiastic about the change process. Smith (1994) reported that teachers were communicating more frequently, having joint planning times and collaborating among themselves more frequently than in the past. Kentucky teachers contended that KERA promises more learning for students and new job satisfaction for teachers (The Associated Press, 1998).

Researchers have observed that again the principal plays a key role in the success of change. Principals that shared power in school based decision making and promoted opportunities for school growth seemed to have implemented the KERA most successfully (Coe, Kannapel and Lutz, 1991). In addition, teachers seemed to be more job satisfied by consistent, ongoing training, empowerment within the school and increased teacher professionalism.

The school principal was pivotal in the successful implementation of the KERA. In the review of literature (Cawelti, 1982; Coe, Kannapel, and Lutz, 1991; Smith, 1994; Woodard, 1994) it was found that research studies conducted on reform can contend that principal behavior interacts with the situational demands of the environment. The degree to which a principal can adapt their leadership behavior to meet these demands is an indicator to how effective they will be. Strong, effective leadership at the building level was critical.

Summary

The review of the literature indicated that leadership behavior does impact various degrees of teacher job satisfaction. Fox (1986) summed teacher job satisfaction:

Teachers must see teaching as worthwhile and stimulating, and they must feel a sense of involvement in decision making and also independence in their classroom teaching. The teacher must have a feeling of affiliation with others. There must also be a sound reward system that offers not only extrinsic rewards but also a sense of success and recognition. Teachers need the opportunity for personal growth and require accurate and sensitive feedback from their principals. A feeling of physical and emotional safety in the organizational structure of the school is important to teachers.

Teachers require the principal to provide a support and an adequate supply of resources for instruction. (p.1).

Researchers in the area of job satisfaction have concluded that a positive working environment will promote greater job satisfaction and productivity.

Every teacher at one time or another may experience a certain degree of job satisfaction. Researchers described two specific leadership styles which directly affected this research. One was referred to as task-oriented, and the other relationship-oriented. The task-oriented style consists of those dimensions of leadership necessary for achievement of group goals, and relationship-oriented style is concerned with the maintenance of the group itself. Yukl (1981) stated; “both consideration and initiating structure involve influence over the satisfaction and behavior of subordinates.” (p. 107).

This study attempted to determine a relationship between perceived

principals' leadership styles and teachers' job satisfaction. Specifically, this study examined elementary and secondary public school leaders and teachers in the State of Kentucky. The unique quality of this study was in its exploration of Kentucky public school leaders and teachers.

Chapter 3

Methodology

This study examined the relationship between teachers' perceptions of the leadership styles of Kentucky public school principals (as measured by the Leader Behavior Description Questionnaire-LBDQ) and teachers expressed job satisfaction (as measured by the Mohrman-Cooke- Mohrman Job Satisfaction Scale) in their current positions. The methodology and research design used to conduct this study is described in this chapter.

Population and Sample

The population of teachers for this study consisted of all public school teachers in the state of Kentucky during the 1997-1998 academic school year as identified by the teacher certification unit of Kentucky's State Department of Education (N=40,000). A sample consisted of 500 randomly selected elementary and secondary teachers from Kentucky public schools. From random selection (Program-Random=uniform/inSAS), Kentucky public school teachers were surveyed (H. Cheatham, personal communication, December 14, 1997).

Instrumentation

This study used three instruments to collect data. The Leader Behavior Description Questionnaire-LBDQ (Halpin, 1959) was used to identify leadership styles of Kentucky public school principals as perceived by classroom teachers. Job satisfaction expressed by teachers was measured by using the Mohrman-Cooke-Mohrman Job Satisfaction Scale (Mohrman, Cooke, Mohrman, Duncan and Zaltman, 1977). Ancillary data was collected on a questionnaire, The Study of Leadership Demographic Questionnaire,

designed by the author.

Kentucky public school faculty members' perceptions of their respective principals' leadership styles was determined by the utilization of the Leader Behavior Description Questionnaire (LBDQ). The LBDQ was originally developed by Hemphill and Coons and later revised by Halpin (1959) to measure leadership behavior. The instrument is comprised of a forty item questionnaire consisting of two sub-scales, Consideration and Initiating Structure, that measure different patterns of leadership behavior. A copy of the instrument is included in Appendix A.

The LBDQ contains short, descriptive statements which describe a certain way in which a leader may behave. Respondents indicate how often their leaders engage in the described behavior by circling one of the five frequencies. The scale is as follows: A=always, B=often, C=occasionally, D=seldom, and E=never. Of the 40 items, only 30 are scored (15 for each of the two dimensions). The ten unscored items were retained in the instrument in order to maintain the conditions of administration utilized in standardizing the questionnaire (Halpin, 1959). Mean scores were derived from a sample of educational administrators. Gender and type of school were not considered in the sampling of the mean scores. The consideration mean score was 44.7. The Initiating Structure mean score was 37.9. Administrators who score on or above the mean in either dimension are considered to be high on that dimension of leader behavior (Halpin, 1957).

Items in the Leader Behavior Description Questionnaire (LBDQ) scale are as follows:

Consideration

1. Does personal favors for group members.
2. Does little things make it pleasant to be a member of the group.
3. Is easy to understand.
4. Finds time to listen to group members.
5. Keeps to himself/herself.
6. Looks out for the personal welfare of individual group members.
7. Refuses to explain his/her actions.
8. Acts without consulting the group.
9. Backs up the members in their actions.
10. Treats all group members as his/her equals.
11. Is willing to make changes.
12. Is friendly and approachable.
13. Makes group members feel at ease when talking with them.
14. Puts suggestions made by the group into operation.
15. Gets group approval in important matters before going ahead.

Initiating Structure

1. Makes his/her attitudes clear to the group.
2. Tries out his/her new ideas with the group.
3. Rules with an iron hand.
4. Criticizes poor work.
5. Speaks in a manner not to be questioned.

6. Assigns group members to particular tasks.
7. Schedules the work to be done.
8. Maintains definite standards of performance.
9. Emphasizes the meeting of deadlines.
10. Encourages the use of uniform procedures.
11. Makes sure that his/her part in the organization is understood by group members.
12. Asks that group members follow standard rules and regulations.
13. Lets group members know what is expected of them.
14. Sees to it that group members are working up to capacity.
15. Sees to it that the work of group members is coordinated.

The estimated reliability by the split-half method for the LBDQ is .83 for the initiating structure score, and .92 for the consideration scores (Halpin, 1959). The instrument's validity as a measure of leadership style has been long established. Permission to use the LBDQ was obtained from the Ohio State University (Appendix B).

Job satisfaction of Kentucky public school teachers was evaluated using the Mohrman-Cooke-Mohrman Job Satisfaction Scales (MCMJSS). The MCMJSS was designed to measure self-perceived intrinsic, extrinsic, and general satisfaction (Mohrman, Cooke, Mohrman, Duncan, & Zaltman, 1977). The instrument is divided into two sections of four items each and may be self-administered. A copy of the MCMJSS can be found in Appendix C.

Intrinsic and extrinsic perceptions of job satisfaction (Herzberg, 1966;

Sergiovanni, 1991) that are measured by the MCMJSS relate to the motivation-hygiene theory of Herzberg (1966). Intrinsic satisfiers, also called motivators, are those aspects of an individual's job that impart feelings of self-esteem, achievement, personal development, accomplishment and fulfillment of expectations (Hardman, 1996; Herzberg, 1966; McKee, 1988; Proffit, 1990; Sergiovanni, 1991). Extrinsic satisfiers, also called hygienes, are those aspects of an individual's job such as the degree of respect and fair treatment received, the feeling of being informed, the amount of supervision received, and the opportunity for meaningful participation in the determination of methods, procedures and goals within the job (Hardman, 1996; Herzberg, 1966; McKee, 1988; Proffit, 1990; Sergiovanni, 1991).

The theories related to intrinsic and extrinsic satisfaction have been applied in the field of education (Proffit, 1990). In keeping with the idea of intrinsic and extrinsic factors being important to the field of education, Mohrman established reliability coefficients for the MCMJSS using educators (McKee, 1988; Proffit, 1990). Reliability on the intrinsic scale ranged from .81 to .87. The extrinsic reliability ranged from .77 to .82 (McKee, 1988; Mohrman, Cooke, Mohrman, Duncan, Zaltman, 1977; Proffit, 1990). Although validity was not directly addressed by Mohrman, the scale has been widely accepted and frequently used by researchers (Hardman, 1996; McKee, 1988; Proffit, 1990).

To supplement the data generated by the LBDQ and the MCMJSS a demographic sheet, The Study of Leadership Demographic Questionnaire (Appendix D), was developed and submitted to each participant. The demographic sheet was used to obtain descriptive data about Kentucky public

school teachers and principals for ancillary findings.

Methods

This study was a one shot case study (Campbell & Stanley, 1963; Mason & Bramble, 1989). It was designed to determine the relationship between the leadership styles (Consideration and Initiating Structure) of Kentucky public schools principals (as measured by the Leader Behavior Description Questionnaire) and teachers expressed job satisfaction (as measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales) in their current positions.

The LBDQ has exhibited a high degree of validity and reliability and has been widely accepted and used in numerous instances (Campbell & Gregg, 1957; Hack, Gephart, Heck, & Ramseyer, 1971; Stogdill, 1974). The job satisfaction survey, MCMJSS, has also been accepted and used in an array of studies (Hardman, 1996; McKee, 1988; Mohrman, Cooke, Mohrman, Duncan, & Zaltman, 1977; Proffit, 1990). The demographic survey was developed and readability established through a readability assessment. Personal perceptions were anticipated to have an effect on both internal and external validity. Selection bias was inherent in the study as an extraneous variable (Campbell & Stanley, 1963; Mason & Bramble, 1989). Selection bias and experimental variables, in terms of interaction effects, were considered in the analysis of the study's findings (Campbell & Stanley, 1963).

This study utilized self-reported questionnaire survey procedures (Kerlinger, 1986) to gather the appropriate data. A random selection of Kentucky public school teachers were mailed a packet of material containing the LBDQ, the MCMJSS, and The Study of Leadership Demographic

Questionnaire, and a self-addressed stamped return envelope. The cover letter (Appendix E) explained the purpose of the study, assured anonymity of the subjects, and encourage participation. Subjects were asked to respond to the instruments and return them to the researcher within two weeks.

Responses were numbered upon receipt. A follow-up letter (Appendix F) and another set of questionnaires were sent two weeks after the initial mailing. A return rate of 50% plus one (n=251) was sought prior to the analysis of data (Kerlinger, 1986).

Data Analysis

The following methods were used in determining the relationship between principals' perceived leadership styles (as measured by the LBDQ) and teachers' job satisfaction (as measured by the MCMJSS). Responses from the LBDQ were examined to distinguish between the two subscales of leadership behavior, consideration and initiating structure. On the MCMJSS, individual instruments were examined to establish an internal and external satisfaction score, as well as an overall general satisfaction single score. An overall mean score was determined for internal, external, and overall satisfaction. Frequency distributions and descriptive analyses of principals' perceived leadership styles (as measured by the LBDQ) and teacher's job satisfaction (as measured by the MCMJSS) were used to examine the hypotheses of the study. Data were analyzed using the General Linear Model procedure of the Statistical Package for Social Sciences (SPSS). The linear regression analysis procedure was administered to determine the significant relationship, if any, between perceived leadership style and teacher job satisfaction. An alpha level of 0.05 was used as the level of significance for

this study.

Summary

The procedures described in this chapter were designed to determine the relationship between principals' perceived leadership styles (as measured by the LBDQ) and the degree that teachers express job satisfaction (as measured by the MCMJSS) in Kentucky public schools. A randomly selected sample of Kentucky public school teachers was surveyed. Three instruments were used: LBDQ, MCMJSS, and The Study of Leadership Demographic Questionnaire. Appropriate statistical tests were performed and analyzed to answer the research questions.

Chapter 4

Presentation and Analysis of the Data

The purpose of this study was to determine if there was a significant relationship between perceived leadership styles of Kentucky school

principals and teachers' expressed job satisfaction in their current positions. Specifically, this study examined the perceptions of elementary and secondary public school teachers in the State of Kentucky regarding the leadership styles of their principals and the teacher's own job satisfaction levels. This chapter presents the survey response rates, the demographic data, and the research findings.

Population and Sample

A random sample of 500 (250 elementary and 250 secondary) teachers was selected from a population of 40,000 teachers in Kentucky public schools in the school year 1997-1998 as identified by the teacher certification unit of Kentucky's State Department of Education. Questionnaires to measure leadership style and teacher job satisfaction were mailed to the 500 randomly selected participants. The mailing also contained a demographic sheet for ancillary findings that asked for information regarding principal gender, teacher gender, and type of school (elementary or secondary).

The response to the first mailing was a return of 223 (45%) questionnaires. A second mailing yielded a return of 55 questionnaires, making a total of 278 (56%) questionnaires returned. Of the 278 questionnaires returned, 270 were usable.

Demographic Data

The participants in the study were Kentucky public school teachers. The Study of Leadership Demographic Questionnaire collected demographic data from the respondents pertaining to teacher gender, principal gender, and

type of school (elementary and secondary). This section contains the descriptive data gathered by the demographic questionnaire.

Teacher Gender

Of the 270 participants 204 (76%) were female. 66 (24%) of the teachers responding were male.

Principal Gender

Of those teachers responding, 108 (40%) identified their principals as female. Sixty percent or 162 of the teachers responding identified their principals as male.

Type of School

Of those teachers responding, 142 (53%) identified their schools as elementary. Forty-seven percent or 128 of those teachers responding identified their schools as secondary.

Major Findings

The major findings of this study are presented in this section of the chapter. The findings are arranged and presented in relation to each of the research questions which directed this study.

The Statistical Package for Social Sciences (SPSS) was used to analyze the data. A linear regression analysis was used to test research questions one and two. A linear regression analysis technique is the best way of describing the relationship between the dependent variable and the independent variable using a regression line (Pavkov & Pierce, 1997). In regression analysis, the impact of the independent variable upon the dependent variable is assessed using the coefficient of each variable. The larger the coefficient, the larger the effect upon the dependent variable. An

alpha level of 0.05 was set as the level of significance for this study. Mean scores and standard deviations were computed for ancillary findings.

Research Question 1: Is there a significant relationship between public school principals' perceived consideration leadership style, as measured by the Leader Behavior Description Questionnaire (LBDQ), and teacher job satisfaction as measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales in Kentucky public schools?

This research question was addressed by analyzing the teachers' perceptions of public school principals' consideration leadership style, identified as the independent variable, with the dependent variable, teacher job satisfaction. As shown in Table 1, there was a statistically significant relationship between teachers' perceptions of principals' consideration leadership style and teacher job satisfaction in Kentucky public schools. In this analysis, positive Beta scores of .06325, .05136, and .07634 signify that as teachers' perceptions of the level of consideration leadership style increased, the level of teacher job satisfaction also increased. Positive Beta scores also existed at the elementary and secondary levels. As teachers' perceptions of the level of consideration leadership style increased, the level of teacher job satisfaction also increased for both elementary and secondary teachers. The linear regression for this question is displayed in Table 1.

Table 1

Relationship of Perceived Consideration Leadership Style to
Teacher Job Satisfaction

Variable	<u>B</u>	<u>SE B</u>	\$
Overall Job Satisfaction			
Consideration	.06325	.005	.600*
Elementary	.07128	.007	.672*
Secondary	.05395	.008	.515*
Intrinsic Job Satisfaction			
Consideration	.05136	.006	.452*
Elementary	.06180	.008	.538*
Secondary	.03929	.009	.350*
Extrinsic Job Satisfaction			
Consideration	.07634	.005	.699*
Elementary	.08198	.006	.739*
Secondary	.06987	.007	.653*

* = Statistical significance at the .05 level ($p < .05$)

Research Question 2: Is there a significant relationship between public school principals' perceived initiating structure leadership style, as measured by the Leader Behavior Description Questionnaire (LBDQ),

and teacher job satisfaction as measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales in Kentucky public schools?

This research question was addressed by analyzing the relationship between teachers' perceptions of public school principals' initiating structure leadership style, identified as the independent variable, and teacher job satisfaction, the dependent variable. As shown in Table 2, there was a statistically significant relationship between teachers' perception of public school principals' initiating structure leadership style and teacher job satisfaction in Kentucky public schools. In this analysis, positive Beta scores of .06817, .06145, and .07776 signify that as the teachers' perception of the level of initiating structure leadership style increased, teacher job satisfaction increased. Positive Beta scores also existed at the elementary and secondary levels. As the level of initiating structure leadership style, as perceived by the teacher increased, the level of teacher job satisfaction also increased for both elementary and secondary teachers. The linear regression for this question is displayed in Table 2.

Table 2
Relationship of Perceived Initiating Structure Leadership Style to
Teacher Job Satisfaction

Variable	<u>B</u>	<u>SE B</u>	\$
Overall Job Satisfaction			
Initiating Structure	.06817	.005	.606*
Elementary	.07487	.007	.670*
Secondary	.06009	.009	.530*
Intrinsic Job Satisfaction			
Initiating Structure	.06145	.006	.507*
Elementary	.06905	.008	.570*
Secondary	.05227	.010	.431*
Extrinsic Job Satisfaction			
Initiating Structure	.07776	.005	.668*
Elementary	.07939	.007	.678*
Secondary	.07578	.008	.655*

* = Statistical significance at the .05 level ($p < .05$)

In summary, the data indicated that there was a significant relationship between teachers' perceptions of public school principals' leadership behavior and teacher job satisfaction for both elementary and secondary school teachers. There was also a significant relationship between teachers' perceptions of public school principals' leadership behavior and intrinsic and extrinsic job satisfaction for both elementary and secondary teachers.

Ancillary Findings

A total of 270 Kentucky public school teachers were subjects in this study. Mean scores of teacher job satisfaction and principal leadership style were computed for teacher gender, principal gender and type of school.

Table 3 provides the summary information on the LBDQ according to teacher gender, principal gender and type of school for the research sample. Female teachers rated their principals above the mean on the initiating structure dimension of the LBDQ and below the mean on the consideration dimension of the LBDQ. Male teachers rated their principals below the mean on both the initiating structure and consideration dimensions of the LBDQ. Male principals were rated above the mean on the initiating structure dimension of the LBDQ. Consideration mean scores were below the mean for both female and male principals. Both elementary and secondary teachers rated their principals above the mean on the initiating structure dimension of the LBDQ. Principals were rated below the mean on consideration by elementary and secondary teachers. Elementary teachers rated principals slightly higher than did secondary teachers on consideration. Secondary teachers rated principals higher on initiating structure than did elementary teachers.

Table 3

LBDQ Mean Scores by Teacher Gender, Principal Gender, & Type of School

	Consideration		Initiating Structure	
	Mean	SD	Mean	SD
Research Sample:				
Female Teacher	40.47	11.45	40.03*	9.94
Male Teacher	36.77	12.77	36.33	13.91
Female Principal	38.04	13.35	37.01	12.25
Male Principal	40.49	10.69	40.54*	
			10.11	
Elementary Schools	39.73	12.00	39.03*	11.38
Secondary Schools	39.39	11.77	39.23*	10.89
Sample Mean Score	36.62		38.18	
Norm Mean Score	44.70		37.90	

* exceeds norm mean scores; gender and type of school not considered in sampling of norm mean scores.

Table 4 provides the job satisfaction scores on the MCMJSS by teacher gender, principal gender, and type of school. Female teachers tended to be more job satisfied than male teachers. Teachers working for male principals tended to be more job satisfied than teachers working for female principals. Elementary and secondary teachers tended to be job satisfied.

Table 4

MCMJSS Mean Scores by Teacher Gender, Principal Gender, & Type of School

	Job Satisfaction		Intrinsic		Extrinsic	
	Mean	SD	Mean	SD	Mean	SD
Female Teacher	4.53	1.10	4.62	1.21	4.43	1.19
Male Teacher	3.89	1.55	3.97	1.62	3.92	1.53
Female Principal	4.16	1.54	4.17	1.62	4.11	1.58
Male Principal	4.52	1.00	4.65	1.09	4.44	1.05
Elementary	4.40	1.27	4.47	1.38	4.30	
	1.33					
Secondary	4.35	1.23	4.45	1.32	4.31	1.26
Sample Mean Score	4.21		4.30		4.18	
Norm Mean Scores	1-3 Low/ 4-6 High					

As shown in Table 5, there was low job satisfaction among male teachers working for female principals. There was also high initiating structure mean scores with female principals to female teachers, male principals to female teachers, and male principals to male teachers. Male principals were rated the highest in initiating structure mean scores on the LBDQ.

Table 5

Mean Scores for Job Satisfaction and Leadership Styles by Principal/Teacher

Gender

Principal/Teacher Gender	Teacher Job Satisfaction	Principal Leadership Style	
		Initiating Structure Consideration	
Female Principal/Female Teacher	4.52	39.73*	40.22
Female Principal/ Male Teacher	2.83	26.96	29.96
Male Principal/ Female Teacher	4.55	40.24*	40.65
Male Principal/ Male Teacher	4.47	41.35*	40.42
Mean Scores	1-3 Low / 4-6 High	37.90	44.70

—
* exceeds norm mean scores; gender not considered in sampling of norm mean scores

Summary

Chapter 4 presented the questionnaire response rate, the demographic data, and the results of the study of Kentucky public school teacher perceptions of principals' leadership style and teachers' job satisfaction. Statistics revealed that there was a significant relationship between teachers' perceptions of the leadership style of principals and teacher job satisfaction in elementary and secondary public schools. Mean scores, for leadership style and job satisfaction, were computed in the ancillary findings of the study for principal gender, teacher gender and type of school.

Chapter 5

Summary, Conclusions, Recommendations

This chapter presents a summary of the study, along with the conclusions, recommendations, and implications of the study. The chapter is divided into the following major sections: summary of purpose, summary of procedures, summary of findings, conclusions, recommendations, and implications.

Summary of Purpose

The purpose of this study was to determine if there was a significant relationship between perceived leadership styles of Kentucky school principals and teachers' expressed job satisfaction in their current positions. Specifically, this study examined the perceptions of elementary and secondary public school teachers in the State of Kentucky regarding the leadership styles of their principals and the teacher's own job satisfaction levels. The following research questions were used:

Research Question 1: Is there a significant relationship between public school principals' perceived consideration leadership style, as measured by the Leader Behavior Description Questionnaire (LBDQ), and teacher job satisfaction as measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales in Kentucky public schools?

Research Question 2: Is there a significant relationship between public school principals' perceived initiating structure leadership style, as measured by the Leader Behavior Description Questionnaire (LBDQ),

and teacher job satisfaction as measured by the Mohrman-Cooke-Mohrman Job Satisfaction Scales in Kentucky public schools?

Summary of Procedures

The population for this study consisted of 40,000 teachers as identified by the teacher certification unit of Kentucky's State Department of Education. From these 40,000 a random sample of 500 (250 elementary and 250 secondary) was chosen.

These 500 Kentucky public school teachers were mailed three instruments to collect data. A demographic sheet for ancillary findings asked information regarding principal gender, teacher gender, and type of school (elementary or secondary). The Leader Behavior Description Questionnaire-LBDQ was sent to the sample in order to obtain the leadership style of the school principal, as perceived by the teacher. The instrument consists of two sub-scales, consideration and initiating structure, that measure different patterns of leadership behavior. The Mohrman-Cooke-Mohrman Job Satisfaction Scales instrument was sent to each sample participant to determine the job satisfaction score. This questionnaire contains eight items that measure job satisfaction on a scale of one, which is low job satisfaction, to six, which is high job satisfaction. The first four items of the survey measure intrinsic job satisfaction, and the last four items of the questionnaire measure extrinsic job satisfaction.

The first mailing and a follow-up mailing yielded 270 usable questionnaires for a 54% return rate. The questionnaires were tabulated for frequency of leadership style choices and job satisfaction scores, and

statistical tests were performed to determine the relationship, if any, between leadership style of Kentucky school principals as perceived by Kentucky public school teachers and their level of teacher job satisfaction.

A linear regression analysis was used to test research questions one and two to determine if there was a significant relationship at the .05 level between any of the leadership styles and teacher job satisfaction. The relationship between teacher job satisfaction, leadership styles of the principal as perceived by the teacher, and the demographics was also tested using a comparison of mean scores for ancillary findings in this study.

Summary of Findings

The statistical analyses indicated the following findings. A significance level of .05 was established.

1. There was a statistically significant relationship between public school principals' perceived consideration leadership style and job satisfaction of elementary and secondary Kentucky public school teachers. The positive Beta scores of .06325, .05136, and .07634 signified that as the teachers' perceptions of the principals' level of consideration leadership style increased, the level of teacher job satisfaction also increased.
2. There was a statistically significant relationship between public school principals' perceived initiating structure leadership style and job satisfaction of elementary and secondary Kentucky public school teachers. The positive Beta scores of .06817, .06145, and .07776 signified that as the teachers' perceptions of the principals' level of initiating structure leadership style increased, the level of teacher job satisfaction also increased.

3. The total sample mean score for teachers' ratings of principals on consideration was 36.62, below the norm mean score of 44.70. The total sample mean score for teachers' ratings of principals on initiating structure was 38.18, above the norm mean score of 37.90. Scores were also analyzed by teacher gender, principal gender and type of school in which the teacher taught, elementary or secondary. The results were as follows:

(a) Analysis by teacher gender indicated that female teachers rated their principals above the mean on initiating structure leadership and below the mean on consideration leadership style. Male teachers rated their principals below the mean on both initiating structure and consideration.

(b) Analysis by principal gender indicated that teachers rated male principals above the mean and female principals below the mean on initiating structure. Teachers rated both male and female principals below the mean on consideration.

(c) Analysis by type of school in which the teachers taught indicated that both elementary and secondary teachers rated their principals above the mean on initiating structure and below the mean on consideration leadership styles.

4. The norm mean scores on teacher job satisfaction indicate 1-3 as low and 4-6 as high. The sample mean score of 4.21 indicated teachers had a high level of job satisfaction. Analysis by teacher gender, principal gender and type of school in which teachers worked produced the following results:

(a) Female teachers had a higher mean score (4.53) than did male teachers (3.89).

(b) Elementary teachers had a higher mean score (4.40) than did

secondary (4.35).

(c) Teachers working under male principals had a higher mean score (4.52) than did teachers working under female principals (4.16).

(d) The lowest mean score on job satisfaction was for male teachers (3.89). Male teachers had the only means below 4.0 for teacher job satisfaction.

5. Ratings on job satisfaction and leadership style were examined by cross-matches of principal/ teacher gender. Results were as follows:

(a) The lowest mean score (2.83) was for male teachers working for female principals. Job satisfaction mean scores of female teachers working for female principals (4.52), female teachers working for male principals (4.55) and male teachers working for male principals (4.47) fell within the high job satisfaction range (4-6).

(b) The mean scores on initiating structure for male principals by male teachers (41.35), for male principals by female teachers (40.24), and for female principals by female teachers (39.73) were all above the norm mean score (37.90). All ratings on consideration were below the norm mean. The lowest ratings given to female principals by male teachers were 26.96 on initiating structure and 29.96 on consideration.

Conclusions

A number of conclusions were drawn from the findings of this study. Those conclusions are as follows:

1. It appears that the leadership style of Kentucky public school principals, as perceived by elementary and secondary teachers, influenced the teacher job satisfaction of Kentucky public school teachers. Therefore, based

on these findings, principals should assess their leadership styles and set goals for higher levels of either of the two dimensions of leadership behavior (initiating structure or consideration) identified in the Leader Behavior Description Questionnaire. Previous research (Halpin, 1966; Hoy & Miskel, 1991; Sergiovanni & Carver, 1980) indicated that principals who practiced high levels of initiating structure and consideration were more effective in the schools than those principals who exhibited low levels of either of the two leadership dimensions.

2. Based on the data from the 270 respondents, there was a higher initiating structure mean score than consideration mean score. The norm mean score for initiating structure was 37.90, and the sample mean score for teachers' ratings of principals was 38.18. The norm mean score for consideration was 44.70, and the sample mean score for teachers' ratings of principals was 36.62. It was concluded that teachers perceived their principals to be more concerned about task and performance than about the interpersonal aspects of the principal's role. Halpin (1955) suggested the opposite: "educational administrators demonstrate good leader behavior in their high Consideration for the members of their staffs; but on the other, fail to Initiate Structure to as great an extent as is probably desirable." (p. 31). The findings of higher initiating structure mean scores could be related to the mandates and expectations of the Kentucky Education Reform Act. KERA set the structure on how schools are to perform and emphasized enforcing rules, close supervision, and high standards of performance and production (Cawelti, 1982; Coe, Kannapel & Lutz, 1991).

3. Since the overall teacher mean score was 4.21 on teacher job satisfaction, it was concluded that public school teachers in the state of Kentucky, at both the elementary and secondary levels, exhibited high job satisfaction levels. Male teachers exhibited the lowest job satisfaction mean scores.
4. Since job satisfaction examined by principal and teacher gender was a mean score of 2.83 for male teachers working for female principals, it was concluded that male teachers exhibited low job satisfaction levels when working for female principals and that gender influenced perceptions of leadership style (Gray, 1987; Hall, 1994; Fowler, 1991). According to Lee, Smith & Cioci (1993), male teachers report more positive interactions and communications with male than female principals: “male and female teachers experience degrees of empowerment in various domains, depending on...whether they work with a female or a male principal” (p.173).
5. Leadership styles examined by principal and teacher gender concluded that both male and female teachers perceived male principals to exhibit those behaviors related to initiating structure. Both male and female teachers rated male and female principals below the mean on consideration. Male teachers perceived female principals as lacking in behaviors with both initiating structure and consideration.

Recommendations

An analysis of the descriptive data and findings of this investigation have formed the basis for the following recommendations. These recommendations include:

1. This study should be replicated using a national sample to see if these

findings are consistent throughout the nation for teachers and principals.

2. The findings of this study should be used in the training of principals. Awareness of teacher perceptions of leadership behavior could lead to a better understanding of the principal/teacher relationship.
3. The results of this study should be communicated to those responsible for educational policy. Educational policy makers should be made aware that with the Kentucky Education Reform Act in implementation since 1990, overall Kentucky teachers exhibited high levels of job satisfaction.
4. The results of this study should be made available to educational organizations and through professional educational journals. The data from this study will become a part of the research base for better understanding leadership and teacher job satisfaction. These findings may also suggest ideas for future studies regarding the public school system.
5. This investigation compared teacher perception of principals' leadership styles to teacher job satisfaction. It is recommended that further study using ratings by other groups such as central office administrators, principals, and parents could provide a more complete description of the principals' perceived leadership behavior.

Implications

Several implications were contained in this study. Since there are few studies available that show a relationship between perceived leadership style and teacher job satisfaction, this study adds to the research. Based on the data, one might imply that leadership style may be important in order to ensure higher job satisfaction.

Based on the findings of this study, one might imply that principals in

Kentucky public schools who wished to increase the job satisfaction of their teachers might wish to concentrate on initiating structure and consideration with their followers. Mean scores exceeded norm mean scores in initiating structure leadership behavior and maintained high teacher job satisfaction levels when female principals were perceived by female teachers, when male principals were perceived by female teachers, and when male principals were perceived by male teachers. Higher initiating structure mean scores could be related to the expectations and mandates placed upon principals due to the KERA.

Research dealing with leadership style and job satisfaction has indicated that there is a need to examine principals' behaviors in establishing the schools' working conditions that impact the level of overall teacher job satisfaction. The findings of this study supported that need among those that train future administrators and create educational policy (Kirby & Colbert, 1994; Thompson, 1992; Tucker & Mandel, 1986; Murphy, 1988). Implications for universities and agencies who train future administrators, create policy for education, or provide staff development for those administrators are present. These programs may need to make administrators and future administrators aware of the need to focus on leadership style that allows teachers to be overall job satisfied.

The data in the study indicated that overall teachers exhibited high job satisfaction levels (with exception of male teachers working for female principals). From this data one might imply that the Kentucky Education Reform Act (KERA) has created opportunities of training, school-based management and professional development that has allowed teachers to reach or maintain high levels of job satisfaction. Research has indicated that Kentucky

teachers believed that the principal had the pivotal role in determining the success of KERA (Holland, 1998; Sexton, 1992; Coe, Kannapel, & Lutz, 1991). Based upon the findings of the study, teachers perceived their principals to exhibit behaviors related to task and performance such as defining duties and responsibilities, and setting standards of performance and clarifying expectations. These behaviors meet the needs of teachers working under mandates of a reform movement. In a situation where mandates, policy and expectations are crucial; initiating structure behaviors seem to be most appropriate for the situation. If true, principals need to be aware of the appropriate behaviors for a given situation.

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APPENDICES

APPENDIX A

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

**Developed by staff members of
The Ohio State Leadership Studies**

Name of Leader Being Described _____

Name of Group Which He/She Leads _____

Your Name _____

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. This is not a test of ability. It simply asks you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term, "group," as employed in the following items, refers to a department, division, or other unit of organization which is supervised by the person being described.

The term "members," refers to all the people in the unit of organization which is supervised by the person being described.

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The Ohio State University
Columbus, Ohio 43210**

DIRECTIONS:

- a. READ each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. DECIDE whether he/she always, often, occasionally, seldom or never acts as described by the item.
- d. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.

A = Always
 B = Often
 C = Occasionally
 D = Seldom
 E = Never

- | | | | | | |
|--|---|---|---|---|---|
| 1. Does personal favors for group members. | A | B | C | D | E |
| 2. Makes his/her attitudes clear to the group. | A | B | C | D | E |
| 3. Does little things to make it pleasant to be a member of the group. | A | B | C | D | E |
| 4. Tries out his/her new ideas with the group. | A | B | C | D | E |
| 5. Acts as the real leader of the group. | A | B | C | D | E |
| 6. Is easy to understand. | A | B | C | D | E |
| 7. Rules with an iron hand. | A | B | C | D | E |
| 8. Finds time to listen to group members. | A | B | C | D | E |
| 9. Criticizes poor work. | A | B | C | D | E |
| 10. Gives advance notice of changes. | A | B | C | D | E |
| 11. Speaks in a manner not to be questioned. | A | B | C | D | E |
| 12. Keeps to himself/herself. | A | B | C | D | E |
| 13. Looks out for the personal welfare of individual group members. | A | B | C | D | E |
| 14. Assigns group members to particular tasks. | A | B | C | D | E |
| 15. Is the spokesperson of the group. | A | B | C | D | E |
| 16. Schedules the work to be done. | A | B | C | D | E |
| 17. Maintains definite standards of performance. | A | B | C | D | E |
| 18. Refuses to explain his/her actions. | A | B | C | D | E |

- | | | | | | |
|--|---|---|---|---|---|
| 19. Keeps the group informed. | A | B | C | D | E |
| 20. Acts without consulting the group. | A | B | C | D | E |
| 21. Backs up the members in their actions. | A | B | C | D | E |
| 22. Emphasizes the meeting of deadlines. | A | B | C | D | E |
| 23. Treats all group members as his/her equals. | A | B | C | D | E |
| 24. Encourages the use of uniform procedures. | A | B | C | D | E |
| 25. Gets what he/she asks for from his/her superiors. | A | B | C | D | E |
| 26. Is willing to make changes. | A | B | C | D | E |
| 27. Makes sure that his/her part in the organization is understood by group members. | A | B | C | D | E |
| 28. Is friendly and approachable. | A | B | C | D | E |
| 29. Asks that group members follow standard rules and regulations. | A | B | C | D | E |
| 30. Fails to take necessary action. | A | B | C | D | E |
| 31. Makes group members feel at ease when talking with them. | A | B | C | D | E |
| 32. Lets group members know what is expected of them. | A | B | C | D | E |
| 33. Speaks as the representative of the group. | A | B | C | D | E |
| 34. Puts suggestions made by the group into operation. | A | B | C | D | E |
| 35. Sees to it that group members are working up to capacity. | A | B | C | D | E |
| 36. Lets other people take away his/her leadership in the group. | A | B | C | D | E |
| 37. Gets his/her superiors to act for the welfare of the group members. | A | B | C | D | E |
| 38. Gets group approval in important matters before going ahead. | A | B | C | D | E |
| 39. Sees to it that the work of group members is coordinated. | A | B | C | D | E |
| 40. Keeps the group working together as a team. | A | B | C | D | E |

APPENDIX B



Education Administration

West Virginia University

College of Human Resources and Education

April 10, 1996

Ms. Jeanne Bentley
Hagerty Hall
Ohio State University
1775 College Road
Columbus, Ohio 43120

Dear Ms. Bentley:

I am requesting permission to use, but not copy, the Leader Behavior Description Questionnaire as a tool for my dissertation. I am completing my dissertation through West Virginia University, West Virginia Graduate College, and Marshall University for an Ed.D. Degree.

With granted permission, please enclose a specimen set of the LBDQ, an order form, and listed guidelines or policy statements. Thank you for your cooperation and support.

Sincerely,

A handwritten signature in cursive script that reads "Karen M. Bare-Oldham".

Karen M. Bare-Oldham
Doctoral Student

FISHER
COLLEGE OF BUSINESS
THE OHIO STATE UNIVERSITY

BUSINESS RESEARCH

January 8, 1998

Ms. Karen M. Bare-Oldham
1771 Route 60
Milton WV 25541

Dear Ms. Bare-Oldham:

In response to your April 10, 1996 request, we grant you permission to use the **Leader Behavior Description Questionnaire Form(1957)** for your dissertation at West Virginia University, West Virginia Graduate College, and Marshall University.

Enclosed you will find your 625 copies of the LBDQ(1957) along with the manual and statement of policy.

If you have any further questions, please do not hesitate to call or write.

Sincerely,

Micah E. McCready



Enclosures

APPENDIX C

MOHRMAN-COOKE-MOHRMAN JOB SATISFACTION SCALES*

Indicate your level of satisfaction with various facets of your job by circling a number on the six-point scale after each of the statements.

<u>Intrinsic Satisfaction</u>	<u>Low</u>	<u>High</u>
1. The feeling of self-esteem or self-respect you get from being in your job.	1	2 3 4 5 6
2. The opportunity for personal growth and development in your job.	1	2 3 4 5 6
3. The feeling of worthwhile accomplishment in your job.	1	2 3 4 5 6
4. Your present job when you consider the expectations you had when you took the job.	1	2 3 4 5 6

<u>Extrinsic Satisfaction</u>	<u>Low</u>	<u>High</u>
5. The amount of respect and fair treatment you receive from your superiors.	1	2 3 4 5 6
6. The feeling of being informed in your job.	1	2 3 4 5 6
7. The amount of supervision you receive.	1	2 3 4 5 6
8. The opportunity for participation in the determination of methods, procedures, and goals.	1	2 3 4 5 6

*Developed by Allan M. Mohrman, Jr., Robert A. Cooke, and Susan Albers Mohrman

*Please turn this form over and complete the other side.
Thank you!!*

APPENDIX D

THE STUDY OF LEADERSHIP DEMOGRAPHIC QUESTIONNAIRE

Please check or respond to the following items. These factors will be considered as ancillary findings in my study.

1. GENDER OF YOUR PRINCIPAL:
Female _____, Male _____.
01 02

2. YOUR GENDER:
Female _____, Male _____.
01 02

3. TYPE OF SCHOOL IN WHICH YOU CURRENTLY TEACH:
Elementary _____, Secondary _____.
01 02

Please turn this form over and complete the other side. Thank You!!!

APPENDIX E



Education Administration

West Virginia University

College of Human Resources and Education

APPROVED BY THE COLLEGE OF
HUMAN RESOURCES & EDUCATION
DATE: 1/14/98

Ernest H. Moore
ERNEST H. MOORE

1771 Route 60
Milton, WV 25541
January 8, 1998

Dear Educator:

You are being asked to participate in a research study to examine the relationship between perceived leadership styles of Kentucky public school principals and teacher job satisfaction in the State of Kentucky. The results of this study will be used in my doctoral dissertation. Your selection to participate in this study was made at random by Kentucky State Department of Education, and your identity will remain anonymous.

This study has been endorsed by my doctoral committee at West Virginia University. It will take only twenty minutes of your time to complete the two questionnaires and the demographic information sheet. Please complete the questionnaires and return to me in the enclosed, stamped envelope by January 20, 1998. In addition, please indicate if you would like results of this study. I will be sharing the results with Kentucky State Department of Education.

Thank you most kindly for your help. Your cooperation is greatly appreciated.

Sincerely,

Karen M. Bare-Oldham

Karen M. Bare-Oldham
Doctoral Student

KO:cg
Enclosures

APPENDIX F



Education Administration

West Virginia University

College of Human Resources and Education

1771 Route 60
Milton, WV 25541
January 25, 1998

Dear Educator,

Two weeks ago you were mailed a set of questionnaires seeking your perceptions of the leadership behaviors of your school principal, as well as your job satisfaction and a demographic questionnaire. Perhaps you may have misplaced or overlooked my initial request for your participation.

Although a large number of individuals completed and returned the attached questionnaires, I need your cooperation to make the sampling of this study more complete, and therefore, the results more valid. Your identity will remain anonymous.

This study has been endorsed by my doctoral committee at West Virginia University. It will take only 20 minutes of your time to complete the two questionnaires and the demographic information sheet. Please complete the questionnaires and return to me in the enclosed, stamped envelope by February 10, 1998.

If our letters have crossed in the mail and you have already returned the questionnaires, please disregard this letter and accept my appreciation for your cooperation. Thank you most kindly for your help.

Sincerely,

A handwritten signature in cursive script that reads "Karen M. Bare-Oldham".

Karen M. Bare-Oldham
Doctoral Student

KO:cg
Enclosures

**AN EXAMINATION OF THE PERCEIVED
LEADERSHIP STYLES OF
KENTUCKY PUBLIC SCHOOL
PRINCIPALS AS
DETERMINANTS OF TEACHER JOB SATISFACTION**

Karen M. Bare-Oldham

ABSTRACT

This study was designed to determine the leadership style of Kentucky school principals as perceived by Kentucky public school teachers. The study then measured the job satisfaction of the Kentucky public school teachers and examined the significant relationship between leadership style and teacher job satisfaction. The design and the findings of the study are as follows.

From the population of 40,000 teachers as identified by the teacher certification unit of Kentucky's State Department of Education, a random sample of 500 (250 elementary and 250 secondary) was chosen. Each teacher received a packet which contained the Leader Behavior Description Questionnaire (LBDQ) to measure leadership style of their principal, the Mohrman-Cooke-Mohrman Job Satisfaction Scales (MCMJSS) survey to measure teacher job satisfaction, and a demographic sheet for ancillary findings. The return surveys that were usable numbered 270 or 54%.

Statistical procedures were used to determine the relationship. The Statistical Package for Social Sciences (SPSS) was used to analyze the data. A simple regression analysis was used to test the research questions.

Analysis of the data indicated the following findings. There was a significant relationship between public school principals' consideration leadership style, as perceived by teachers, and teacher job satisfaction. There was also a significant relationship between public school principals' initiating structure leadership style, as perceived by teachers, and teacher job satisfaction. Significant results were also indicated in the ancillary findings of the study. Ancillary findings contained descriptive data about the principals' gender, teachers' gender, and type of school.

VITA

KAREN M. BARE-OLDHAM

1771 Roue 60

Milton, West Virginia 25541

EDUCATION

- 1991 Bachelor of Arts in Education
With Honors
West Virginia Institute of Technology
Montgomery, West Virginia
- 1993 Master of Arts
With Honors
West Virginia Graduate College
Institute, West Virginia

Professional Experience

- 1991-1996 Teacher
Kanawha County Schools
Charleston, West Virginia
- 1996-1998 Special Education Specialist
Kanawha County Schools
Charleston, West Virginia
- 1996-1998 Adjunct Instructor
Marshall University Graduate College
South Charleston, West Virginia
- 1998-Present Vice-Principal
Kanawha County Schools
Charleston, West Virginia