ABSTRACT

SCHOOL CLIMATE AND ADMINISTRATIVE SUPPORT AS PREDICTORS OF TEACHER JOB SATISFACTION

by

Ancil Samuel

Main adviser: Jaime Rodríguez Gómez

ABSTRACT OF GRADUATE STUDENT RESEARCH

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Title: SCHOOL CLIMATE AND ADMINISTRATIVE SUPPORT AS PREDICTORS OF TEACHER JOB SATISFACTION

Name of researcher: Ancil Samuel

Name and degree of main adviser: Jaime Rodríguez Gómez, PhD in Education

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Problem

A myriad of studies has been conducted on teacher job satisfaction internationally in both the public and private sectors. The significance of teacher job satisfaction is shown in the body of literature available on the subject. The purpose of this study was to analyze the extent to which school climate and administrative support predict teacher job satisfaction in Pre-k to 12 SDA schools in Florida.

Method

A stratified and cluster random sampling of 141 teachers from 13 schools was selected from 299 teachers of the 27 conference schools. An instrument adapted from previous instruments was utilized to solicit teachers' level of satisfaction to which 100 members from the population responded.

The constructs for the instrument used were done through factorial analysis techniques and the reliability, measured with the Cronbach alpha coefficient for each instrument, was acceptable.

Results

It was observed that school climate and administrative support are predictors of the job satisfaction of teachers in Florida Conference schools. After, evaluating the influence of independent constructs through the standardized beta coefficients, it was discovered that the best predictor is school climate. The most important factor of school climate which shows its contributive relationship with job satisfaction was collaborative innovation. On the other hand, although, all factors of administrative support were important, the highest proved to be relational support. Ultimately, the factor that was most described in job satisfaction was supervision.

Conclusion

It is recommended that the administration board of the Florida conference examine the School Climate and the support given by principals to meet the needs of its teachers. It should be noted that teachers were most satisfied when supervised for guidance and growth, since supervision was the most important factor in teacher job satisfaction. In addition to professional development, time should be allotted by principals for teacher collaboration since that was the most important factor in school climate. The study revealed that focus should be placed on school climate and administrative support of teachers since these variables are predictors of teacher job satisfaction.

Montemorelos University

School of Education

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A dissertation
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Ancil Samuel

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por

Ancil Grace Amelia Williams

APROBADA POR LA COMISIÓN:

Asesor principal: Dr. Jaime Rodríguez Gómez

Dr. Ramón Meza Escobar,
Examinador externo

Miembro: Dr. Manuel Muñoz Palomeque

Dr. Ramón Andrés Díaz Valladares,
Director de Posgrado e Investigación

Miembro: Dr. Jorge Hilt

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DEDICATION

I dedicate this work to my heavenly Father, the God of the Bible, my ultimate leader. My dearest husband and friend Cordel Samuel for his understanding and sacrifice. My beloved children Larnell and Charel for their admiration and affirmation. My parents Dr. and Mrs. Westwick and Grace Williams for their avid belief in SDA education, portrayed in them sending me to SDA schools from first grade to the master's level, setting the stage for me to work in the SDA school system for over thirty years. I did this for you!

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CHAPTER I

PROBLEM DIMENSION

Introduction

The purpose of this study is to bring awareness to the fact, that there is a great need for positive school climate and administrative support of teachers to ensure job satisfaction among teachers, specifically in SDA schools in Florida.

This chapter includes the background that serves as a basis for this research, among which is the approach and the statement of the problem that was investigated, the hypotheses of the research, the complementary questions, the objectives, the justification, the limitations, the delimitations, the philosophical framework and the definition of terms.

School Climate

Collie, Shapka, and Perry (2012) state that school climate has been shown to be determined by the quality of relationships between individuals at a school, the teaching and learning that takes place, collaboration between teachers and administrative staff, and the support present in a particular school. They further posit that teacher's perceptions of school climate are predictors of teacher job satisfaction.

Cohen, McGabe, Michelli, and Pickeral (2007) postulate that school climate is the quality and character of a school. It is a powerful characteristic that can foster resilience or become a risk factor for students, teachers, administrators, parents, and

other members of the community.

Mitchell, Bradshaw, and Leaf (2010) define school climate to include shared beliefs, values, and attitudes that shape interactions between the students, teachers, and administrators.

Administrative Support

Conley and You (2017) define administrative support as “an aspect of the workplace that appears to enhance special education teachers’ satisfaction, commitment and interaction with his or her immediate supervisor, the principal. Conley and You describe positive administrative support as a principal who shows appreciation, takes an interest in teachers’ work, provides constructive feedback, and lets teachers know what is expected of them.

Borman and Dowling (2008) defined administrative support as “the school’s effectiveness in assisting teachers with issues such as student discipline, instructional methods, curriculum, and adjusting to the school environment” (p. 380).

Teacher Job Satisfaction

Skaalvik and Skaalvik (2010) conceptualizes job satisfaction as the positive or negative evaluative judgments that people make about their jobs.

Dar (2016) defines job satisfaction as the individual’s emotional reaction and general attitude towards his job. He further explains that satisfaction is how much an individual is adjusted to his work.

Arnup and Bowles (2016) explain job satisfaction as a kind of cognitive appraisal, whereby an individual weighs up how a job meets one’s needs, values and expectations.

Relationship Between Variables

This section theoretically supports some of the relationships between the involved constructs, specifically those that are directly related to the endogenous variables, these relations are as follows: (a) school climate and teacher job satisfaction, and (b) administrative support and teacher job satisfaction.

School Climate and Teacher Job Satisfaction

The study administered by Wang, Lin, and Liang (2017) found that job satisfaction, organizational climate, and job involvement of teachers in rural areas were all higher than those of teachers in urban areas. It was further noted that the interaction between job satisfaction and organizational climate had a positive effect on job involvement. The study found that under high organizational climate, job satisfaction and job involvement increased in urban schools and under low organizational climate, job satisfaction and job involvement increased in rural schools.

Malinen and Savolainen (2012) suggest that school climate had a positive effect on job satisfaction, teachers who evaluated school climate more positively at the beginning of the school year had higher job satisfaction at the end of the school year.

Administrative Support and Teacher Job Satisfaction

Conley and You (2017) posit that teachers who perceive their administrative supervision as characterized by supportive behavior, a clear vision, and teacher recognition were less likely to feel they might leave teaching or leave their job for another school.

Ingersoll and Smith (2003) state that teachers who did not experience job

satisfaction often stated the lack of administrative support as the main reason.

Ladd (2009) noticed that in elementary, middle, and high schools' teachers' perceptions of the leadership quality influenced their decision to stay or leave their profession.

Choi and Tang (2009) found that teachers decrease in commitment was related to school support. They propose that intentional implementation of administrative support would increase teacher retention.

Tickle, Chang, and Kim (2011) concluded that administrative support is a significant predictor of job satisfaction. Their findings showed that administrative support was a stronger predictor of teachers' job satisfaction than teaching experience, student behavior, and teachers' satisfaction with their salary.

Problem Statement

One of the challenges facing educational institutions today is recruiting qualified teachers. The question plaguing the minds of recruiters is "What can we do to ensure that the teachers we have recruited, trained, and hired, stay in their positions?" A myriad of studies has been conducted on teacher job satisfaction internationally in both the public and private sectors. The significance of teacher job satisfaction is shown in the body of literature available on the subject. More and more teachers transfer, resign, or are asked to seek employment elsewhere.

Teacher turnover, due to job dissatisfaction in schools frequently occurs. "Numerous studies show that teachers are among those professionals that face the greatest amount of pressure in their work" (Yu, Wang, Zinai, Dai, & Yang, 2015). The authors further posit that teachers are being pressured by role conflict, role ambiguity,

relationships with students, relationship with colleagues, work overload, long working hours, high work intensity, all of which cause mental and physical exhaustion, frustration, depression, and passive or indifferent perspectives toward life and work (Yu, et al., 2015).

Research Question

For the purpose of providing useful decision-making information to the Florida Conference Education Department, once the constructs analyzed in this research have been given meaning and considering a particular population of teachers, the following guiding question is posed in this research: To what extent are school climate and administrative support predictors of Job satisfaction of PreK-12 Teachers in Seventh-day Adventist schools in Florida? The research will seek to analyze the level of teacher job satisfaction among current teachers in Seventh-day Adventist schools in Florida and, as seen in Figure 1, determine the predictive power of school climate and administrative support.

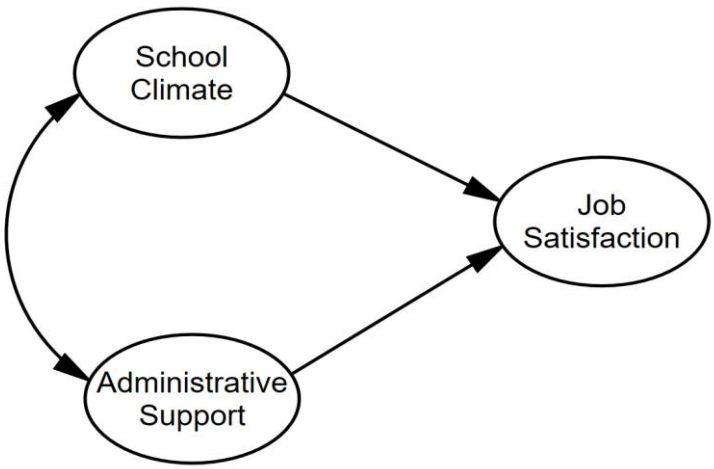


Figure 1. Theoretical Model of Research Question.

Research Hypothesis

The declaration of the hypothesis was described as follows:

H_i: School climate and administrative support are significant predictors of job satisfaction of PreK-12 Teachers in Seventh-day Adventist schools in Florida.

Research Objectives

In addition to answering the research question, this section presents the statement of the actions that will be carried out with the variables proposed in this study.

1. Assess the level of teachers' job satisfaction, from their own perception.

2. Assess the levels of school climate and administrative support perceived by teachers.

3. Analyze the associations between the main variables of the study and the demographic variables.

Justification

This study seeks to ascertain the role of school climate and administrative support on teacher job satisfaction in SDA schools in Florida. It is hoped that awareness will be experienced, and willingness to act will be ignited by the results of this study. Although it is not intended that the improvements be made during the research, one of the SDA high schools in Florida has found it necessary to partner with the Police Department in their county, by having a police officer on the campus daily to ensure the safety of all. In one of the elementary schools, one student after experiencing emotional abuse inflicted physical abuse on his classmate. This situation did not escalate because of administrative support.

In North America one indicator of the growing interest in addressing school

climate is the fact that the US Department of Education (2014) awarded more than 70 million in grants to improve school climate. As we move forward, we must note that teachers are leaving because they do not feel safe or supported. This research will seek to determine whether improving school climate and administrative support could enhance teacher job satisfaction.

Transfer of Results

These decisions and actions could be related to the following:

1. Improving the school climate of teachers in Seventh-day Adventist PreK-12 schools.

2. Improve the quality of administrative support in Seventh-day Adventist PreK-12 schools.

3. Adequately measuring teacher job satisfaction of the Seventh-day Adventist teachers in PreK-12 schools.

4. Assessing the school climate of schools to ensure the mission and tenets of the church is accomplished.

5. Provide more job satisfaction information of what takes place in educational establishments.

Limitations

Some limitations of this investigation are the following:

1. The application of the instrument requires time and the participation of teachers, in such a way that this could have affected the number of responses received.

2. The data was collected from the teachers by the principals. Under these condition teachers may have felt intimidated and may not have expressed their true

feelings, since they lacked the assurance that their answers would not adversely affect them. Teachers may have given positive responses, which they deemed socially acceptable.

Delimitations

Here are some delimitations that are considered relevant to the preparation of this work:

1. Due to the scope of the work to be covered in a paper such as this one, the research will focus on the PreK-12 schools within the Florida Conference, in 2019.

2. Therefore, this research will by no means be the end of all that needs to be done with respect to teacher job satisfaction of Seventh-day Adventist teachers in PreK-12 schools.

3. It is more than likely that someone else looking at this research may find a strand of opportunity to explore in another area of this research.

4. This study focused on school climate primarily as viewed by the teacher and no other actors such as parents, or students.

5. Constructs are limited to the factors identified in the instruments.

Assumptions

Below are some scenarios considered in the preparation of this research:

1. The theoretical basis of relations between constructs is based on authors who know the subject.

2. The research used as the basis of relations between constructs for this research is ex-post facto, prepared with scientific rigor and significantly acceptable.

Philosophical Background

Job Satisfaction

The theme of the Bible is Jesus and how He came to save men. From the very beginning God made provision for the human being by establishing a plan to keep mankind out of trouble, and in His fold. However, there are certain factors that impact retention within His organization: they are the level of satisfaction, climate and support experienced by those involved. When a job is done, one should self-evaluate. The first person to do so in the Bible was Jesus Christ himself during creation. In creation, joy and peace, happiness and contentment, physical health and emotional balance can all be affiliated with job satisfaction. It began in Eden. “And God saw everything that He had made, and behold, it was very good” (Genesis 1:31). It was predicted of Jesus – “He shall see of the travail of his soul and shall be satisfied” (Isaiah 53:11). Paul as he approached the end of his ministry testified: “I have fought a good fight, I have finished my course, I have kept the faith” (2 Timothy 4:7). It was a declaration of triumph, of fulfilled goals, of job satisfaction. And when the disciples had completed their assignment given by the Lord, they returned rejoicing in the success of their labors. “And the seventy returned again with joy, saying, Lord, even the devils are subject unto us through thy name” (Luke 10:17). Commitment, dedication, and faithfulness are close companions of job satisfaction. It is seen in Paul, and it is heard in Jesus “I have glorified thee on the earth: I have finished the work which thou gavest me to do” (John 17:4). Even the students share in the job satisfaction of the teacher when the job is well done. “I will praise thee; for I am fearfully and wonderfully made marvelous are thy works; and that my soul knoweth right well” (Psalms 139:14). The opportunity to work

has been afforded to man from the Garden of Eden. After sin, work became difficult. However, honest labor still brings satisfaction and joy.

A fall could be a cessation – temporary or permanent – in the pursuance or experience of job satisfaction. Both John Mark (Acts 12:25) and Demas (Colossians 4:14) were at different times, companions of Paul in his ministry, but unfortunately both fell away. The apostle counted such behavior dishonorable and refused to reinstate Mark at Barnabas' request (Acts 15:37-40) of Demas, the sad commentary was: "Demas hath forsaken me, having loved this present world" (2 Timothy. 4:10). All mankind is in a fallen condition. Adam, Noah, Samson, David, and Peter were among the special chosen of God; but they fell. Teachers are similarly subject to falling, even though specially called to function in that holy capacity (Ephesians 4:11). Job satisfaction may very likely reduce the chances of their doing so.

When one looks at the story of redemption, one realizes that the absence or decline of job satisfaction could be corrected by either the administrator or the teacher. Ruth enjoyed job satisfaction when she was redeemed by Boaz from the life of a poor widow employed in his fields to become his wife, and the great grandmother of King David (Ruth 4:10, 21, 22) Boaz, as employer, did just this (Ruth 4:9,10) But it was Ruth, the employee, who initiated the process. (Ruth 3:8-10) In Eden God introduced a plan for the redemption of man in Genesis 3:15. Joseph may not have been too happy sold as a slave, but he found redemption as ruler in Potipher's house. He fell subsequently into prison, but he persisted in doing his best in whatever job he was assigned until redemption came, and he had the satisfaction of holding the highest job in the land (Genesis 37-42). The curse which resulted from Adam's fall (Genesis 3:15-19) is to be removed through the redemption achieved by Jesus on behalf of man. "For the grace

of God that bringeth salvation hath appeared to all men, teaching us that, denying ungodliness and worldly lusts, we should live soberly, righteously, and godly in the present world; looking for that blessed hope, and the glorious appearing of the great God and our Savior Jesus Christ; who gave himself for us, that He might redeem us from all iniquity" (Titus 2:11-14).

Restoration often accompanies redemption. In the cases of both John Mark and Demas mentioned above as companions of the apostle Paul, and who fell out by the way; the good news is that they were both restored to the favor of the great Christian missionary. The apostle requested John Mark's service. "Take Mark and bring him with thee: for he is profitable to me for the ministry" (2 Timothy. 4:11); and Demas is held in high esteem as a "fellow laborer" (Philemon 24). Jehovah's precious promises of restoration include a new heaven and a new earth of pristine beauty and loveliness, the end of pain, sorrow, death and sin, satisfaction in every personal endeavor, and a familiar existence in His visible presence (Isaiah. 65:17-25; Revelation 21:1-4) are to be taken seriously in light of His further promise: "So shall my word be that goeth forth out of my mouth: it shall not return unto me void, but it shall accomplish that which I please, and it shall prosper in the thing whereto I sent it" (Isaiah 55:11).

White (1903) gives illustrations of great men with whom God was satisfied. These men were taught first by godly parents, who experienced job satisfaction. And although some may not have been honored in this world, they will be rewarded in the life to come.

White says:

> Among these are Joseph and Daniel, Moses, Elisha, and Paul – the greatest statesman, the wisest legislator, one of the most faithful of reformers, and except

> him who “spake as never man spake”, the most illustrious teacher that this world has ever known. (p. 51)
>
> Joseph and Daniel were taken away from their families as children. Joseph was taken to Potiphar’s house where he was no longer a cherished child, but a slave. His diverse experiences included a confidant and companion, a man of affairs, a prisoner of state, though wrongly accused, before being finally called, in a great crisis, to be the leader of the nation. In all his adversities, he preserved his integrity. She advocates that the reason Joseph had the same fidelity in the prison that he had in the palace was because he was taught the love and the fear of God as a child. (pp. 52, 53)
>
> In the specific case of Daniel, White states that
>
> coming from a royal line, he and his three friends were transported to the most magnificent city, to the court of its greatest monarch and were singled out to be trained for the king’s special service. Although they were faced with strong temptations, they held fast their loyalty. They had learned to sacrifice the earthly for the spiritual. Like Joseph he found favor with the heathen officer and eventually rose to the position of Prime Minister. He was a witness for God as we see in the declaration of King Nebuchadnezzar, “Your God is a God of gods, and the Lord of Kings, and a revealer of secrets.” King Darius also made proclamation “unto all people, nations, and languages that dwell in all the earth…that in every dominion of my kingdom men tremble and fear before the God of Daniel, for he is the living God, and steadfast forever, and his kingdom that which shall not be destroyed” (Dan. 6:25-26). These two young men found satisfaction in their jobs although they were away from home and faced terrible circumstances. (pp. 54-56)

Sometimes His people are called to do small duties, as was the case of Elisha in his early years. He was Elijah’s personal attendant, who proved to be faithful in little things. When he succeeded the prophet, he proved to be faithful also in much. White says “none can know God’s purpose, but all can say faithfulness in little things is the evidence of fitness for great responsibilities” (p. 58).

Moses though he was taken away at a younger age than Joseph and Daniel had a good foundation laid for greatness, by the hand of one little known for fame. His mother, Jochebed, a woman and a slave, is surpassed by no other than Mary of Nazareth, when she gave the world a great blessing in the person of Moses. Knowing

he would be going to the King's palace she taught him of the love of God so thoroughly that "no after influence could induce Moses to renounce his faith" (White, 1903, p. 61).

Paul, a young man privileged to be a member of the Sanhedrin, a Roman citizen, born in a Gentile city, a Jew – by descent and training, and educated by the rabbis shared the pride and prejudices of his nation. However, after he encountered God on the way to Damascus, he revealed the power of a rarer wisdom. He then pursued the lowly task of tent making and the highest honor of preaching. "He renounced the advantages of wealth and honor among his people, for a life of burden bearing in God's service" (p. 64).

Segal (2017) declares that:

> People take certain jobs for a salary, because of the degree they might have acquired, or because they received an offer. After a few years, months, weeks, or days many of these brand-new employees are dissatisfied with their job, and dream of another job, or another boss, or other responsibilities. (p. 1)

Segal admonishes the reader to:

> (1) Find a job where they can get to do what they love to do most, (2) Follow their heart, and (3) don't settle for any job they're not passionate about." He further states that our current job may not pay enough, or be the one we want, we may not be qualified for it. However, the hard reality is that we can glorify God in the job we have. (p. 1)

School Climate

The God of creation is a God of beauty, order, system, and symmetry. He took six days to create the world, then blessed the seventh day and established a seven-day weekly program for humanity (Exodus 20:11). When administrators plan, establish order, governing principles, routines and systems, the teachers' jobs are made productive and enjoyable. Time tabling, or time lining is an essential element in creating

a pleasant school climate. Jesus was born in the fullness of time (Galatas 4:4) and was guided by that feature to begin His life work. “Mine hour is not yet come” (John 2:4). “The hour is come that the son of man should be glorified” (John 12:23). The idea is that God, the perfect organizer, “determined before the times appointed, and the bounds of their (teachers) habitations (activities)” (Acts 17:26). When a teacher is called to a position or selected from a list of applicants, he should experience the joy and peace, satisfaction, and distinction of having been “chosen”. “Fear not Oh Jacob, my servant; and thou, Jeshurun, whom I have chosen” (Isaiah 44:2).

Before the fall the organizational climate in Eden was declared very good by the Creator before sin marred its perfection (Genesis 3:6-7). Cooperation between and among all members of the hierarchy helps create the ideal organizational climate. It was Cain’s disregard of the established protocol, (that blood was essential in sacrifice) as well as his nonchalance in response to the counsel and warning of administration that led to his downfall (Genesis 4:3-13). The sense of harmony, the singleness of purpose, and the interpersonal camaraderie that are characteristic of an agreeable organizational climate should not be destroyed by human error. Provision should be made for the accommodation and correction of any such exigency (Romans 6:23; Eph. 2:4-9).

Redemption is an essential element in the organizational climate of any institution with a Christian foundation. It should be in the original plan, in anticipation of a possible digression (Genesis 3:15). How to avoid the need for redemption, as well as how to correct infringements which necessitate it is clearly outlined in Deuteronomy 6:4-9 and 28:13 as sound consistent teaching. When the Christian educational institution’s organizational climate is child friendly, the Lord takes the helm (Isaiah.

49:25; 47:4). It was Jesus who declared: “Suffer little children to come unto me and forbid them not: for of such is the kingdom of God” (Luke 18:16).

How to restore a healthy organizational climate after an unavoidable or unexpected disruption should have been outlined in the original management plan. God initiated such a design. “According as He has chosen us in Him before the foundation of the world, that we should be holy and without blame before Him in love: having predestinated us unto the adoption of children by Jesus Christ unto Himself, according to the good pleasure of His will” (Ephesians 1:4-5). Jesus affirmed the principle of restoration in the three stories of Luke 15. God’s plan for the restoration of Eden in Isaiah 35 is set as a template for institutional application. Redemption and restoration become one in Isaiah 51:11: “Therefore the redeemed of the Lord shall return, and come with singing unto Zion; and everlasting joy shall be upon their head: they shall obtain gladness and joy; and sorrow and mourning shall flee away.”

The teacher sets the tone of his or her classroom in the school, thus, adding to the health of the school climate.

White (1894) states that

> the Principles and habits of the teacher should be considered of greater importance than even his literary qualifications. If the teacher is a sincere Christian, he feels the necessity of having an equal interest in the physical, mental, moral, and spiritual education of his scholars. (p. 189)

Administrative Support

Reflecting on creation the greatest example of administrative support was that of the Creator. He is an awesome administrator. After creating the first man and woman He demonstrated what a true leader will be by offering His support. How did He do so? He gave them the needed resources: a home in the Garden of Eden with abundant

fresh food, a variety of friendly animals, radiant sunlight, and unpolluted surroundings in an atmosphere of happiness and joy (Genesis 1:1-31; 2:15-17). Man was given dominion over all of God's creation (Ps. 8:6). His job description included what he was to do (Genesis 2:15-16) and what he was to avoid: (vs. 17) the fundamental principles to govern His work program. This is a cardinal example of administrative support.

But man, disobeyed God and ate of the forbidden tree (Genesis 3:6). When they thus fell into sin, God also offered His support in that He came looking for them – He said "Adam, Where art thou?" (vs. 9) and he slew an animal and clothed them, replacing their self-exonerating aprons (Genesis 3:7) with coats of his gracious altruism (Genesis 3:21) He did not despise or destroy them. Through the ensuing centuries, God has continued to be gracious to His erring children. In Jeremias 3:22 he cries: "Return, ye backsliding children, and I will heal your backslidings." In Hosea 11:8 he laments: "How shall I give thee up, Ephraim? How shall I deliver thee, Israel? … Mine heart is turned within me; my repenting is kindled together." And then he makes the altruistic decision: "I will heal their backsliding; I will love them freely; for mine anger is turned away from him" (Hosea 14:4). Christian administrators are obliged to be patient, generous, kind, and considerate towards the rest of the staff, particularly the teachers. Romans 6:23 juxtaposes our human failures against God's grace. The administrator is to foster growth in knowledge (2 Peter 3:18) and development of skills (2 Timothy 2:15) in his staff members.

God's example of administrative support was made manifest in the redemption of His people Israel out of Egyptian bondage in a most remarkable, miraculous way. Moses could not achieve the goal without the intervention of His superior officer, the one who had called him to the job (Exodus 14:21). When Jesus said to the disciples:

“Go ye therefore, and teach all nations … to observe all things whatsoever I have commanded you: and lo I am with you always, even unto the end of the world” (Matthew 28:19, 20) He was pledging His support: full, continuous, and lasting. The idea is that the strong is expected to bear the infirmities of the weak, (Romans 15:1) and the leader is to set the example (1 Corinthians 11:1). Flaws, mistakes, blunders should be readily conceded, and the Christian administrator is ready to understand, forgive, and restore the confidence of the transgressor (James 5:16).

“By one man [Adam] sin entered into the world, and death by sin; and so death passed upon all men, for that all have sinned” (Romans 5:12) Sin – bad decisions, wrong actions, have become the legacy of mankind, so that the administrator is to be prepared to address exigencies of this nature the way Jesus did or counseled. He is to “strengthen the weak hands and confirm the feeble knees; to say to them that are of a fearful heart, be strong, fear not” (Isaias 35:3, 4). School administrators are the shepherds of the populations in their institutions. As such they will answer to no higher authority than Jehovah himself (Ezekiel 34:2-10). If faithful to their duties, they could expect the return of Christ (John 14:1-3) with the eager anticipation of Job (Job 19:25-27) God’s creation was perfect until man sinned. His fall made redemption and restoration necessary. The death, resurrection and ascension of Christ have made the process available to mankind individually and in corporate bodies such as institutions of learning. The administrator who is facilitating “teaching others to observe all things” commanded by Jesus is fulfilling His divine commission.

CHAPTER II

LITERATURE REVIEW

Introduction

Several studies bring into focus the relationship between job satisfaction and extra-role behavior towards individuals within and without the school. Yet others investigate its effects on teacher retention and continuous development. Teachers who were planning to leave the profession reported less satisfaction and a negative attitude toward teaching as a career (Smith, 2007).

Akhtar (2010) reported that a recent study of 9,300 adults in 39 countries identified the percentage of workers who said they were “very satisfied with their jobs.” The top five countries were ‘Denmark (61 %), India (55%), Norway (54%), United States (50%), Ireland (49%). Experts suggest that job satisfaction is highest in Denmark because labor and management have a great working relationship. The bottom five countries were Estonia (11%), China (11%), Czech Republic (10%), Ukraine (10%), Hungary (9%). Private school teachers are more satisfied with their jobs than public school— not a trivial finding, especially during a teacher shortage. They are also more satisfied about class size and more likely to say they receive lots of support from parents. By substantial margins, they are more likely to agree that most colleagues share the school’s mission and that staff cooperative effort is high.

In this research the main variable is teacher job satisfaction and the supporting

variables are school climate and administrative support.

Theoretical Framework

"Theoretical framework is a summary of concepts and theories developed from published knowledge which have been tested. These theories act as the foundation for the interpretation of your research" (Swanson, 2013, p. 122). This research is based on three theories, which have been proven to be fundamental to job satisfaction. Maslow's Hierarchy of needs (Maslow, 1954), Alderfer's ERG Theory (Alderfer, 1967) and Herzberg's two-factor theory (Herzberg, Mausner, & Snyderman, 1959).

Maslow's Theory and Job Satisfaction

In 1943, Abraham Maslow published his seminal paper "A Theory of Human Motivation" in Psychological Review. He initially postulated a theory of motivation based on a five-tier hierarchical structure of needs that must be fulfilled for individuals to achieve their inborn need for self-actualization. Maslow hypothesized that successive needs do not arise and cannot be fulfilled until the previous one has been satisfied (progression principle). Satisfaction of needs on one tier reduces the motivation to satisfy those needs (deficit principle) and the individual then seeks fulfillment of needs on the successive tiers (Maslow, 1943).

The hierarchy is usually represented as a pyramid. At the base of the pyramid are the basic needs: physiological and safety needs. The psychological needs: love and belonging and self-esteem are the third and fourth levels. The apex of the pyramid is self-fulfillment or self-actualization needs (Maslow, 1954). He explained the categories as follows:

Physiological needs: These include the basic survival need for food, water, air,

shelter, clothing, and sleep. The theory proposes that if these needs are not met, then it becomes almost impossible to motivate the employee. They are not likely to be interested in learning new skills or on-the-job training to make them more competent or qualify them for future jobs. However, once these needs are satisfied the individual then seeks to fulfill his/her need for safety and security.

Safety and security needs: Include health, employment, property, family, and social stability. The need for safety, security and protection at work dominates, mobilizes, and motivates the employee if the individual worker does not feel persistently frightened especially during bad economic situations. Assisting employees to feel safer in their company positions (mental security) and ridding the environment of safety hazards helps satisfy this need in the workplace.

Social needs: Include needs for friendship, family, intimacy, a sense of connection. This tier of Maslow's theory stresses the importance of the individual feeling loved and accepted by friends, family, co-workers, and membership in groups. Without friendship, encouragement and the support of colleagues and managers, the employee feels extremely motivated to attain this need. Belonging then becomes the over-riding need of the employee, striving for both emotional and social support. This then becomes an opportunity for the employer to further motivate the employee and allow for team interaction and building camaraderie.

Self-esteem needs: This includes the need for respect, achievement and receiving recognition for effort given. Employees want the respect and appreciation of their peers and bosses. They want their accomplishments and expertise to be recognized.

Self-actualization: This represents the individual's ultimate goals both for their

career and personally. “A man’s desire for self-fulfillment, namely the tendency for him to become actually in what he is potentially: to become everything that one is capable of being” (Maslow, 1943). Administrators who identify the level of accomplishment employees want to attain and help them get there are helping to motivate the employee towards self-fulfillment.

Maslow later amended his theory to show that lower level needs do not have to be fully met before the individual is motivated to seek the fulfillment of other needs. He further states that progress between the levels of the hierarchy may fluctuate or be interrupted by life events such as divorce or unemployment. The satisfaction of needs can therefore be conceived of as being more longitudinal and interchangeable than hierarchical (Maslow, 1966).

In further revision, needs were categorized into deficiency needs (physiological; safety; love/belonging and esteem) and being /growth needs (self-actualization). Deficiency needs arise from a lack and motivation to satisfy these needs lessen as they are met. On the other hand, growth needs arise from a desire to grow as a person. Growth needs never diminish, but motivation to satisfy these increases as needs are met (Maslow, 1966).

It must be noted however, that Maslow’s perspective was limited to the individualistic society and did not take into consideration collectivist societies where belonging is a far more important need than what obtains in an individualistic society as outlined in the original hierarchy of needs. In collectivist societies, individuals are more focused on and are more motivated to achieve belonging, community, and acceptance rather than their own individual aspirations. As such Maslow’s theory is not readily transferable to non-individualistic societies and does not account for cultural and

social differences. Administrators who adopt Maslow's ideas could benefit from creating an environment that responds to employees needs for belonging, security and rewards/recognition for task completion.

Although there is much controversy about his theory, Maslow succeeded in describing a simple but profound theory that has stood the test of time. The theory is concise, focused, easily understood, original, clear, interesting, and informative. The major weakness is the lack of empirical data and transferability to collective societies. Nevertheless, even in these societies it is possible to motivate individuals to strive for goals that are important to them.

Maslow's ideas on motivating people are applicable to educational institutions. Though the hierarchy of needs has been updated to reflect post-modernistic thinking and needs, the basic premise still holds. This premise is that people can be motivated to achieve or strive for further fulfillment of both basic and self-actualizing goals (Maslow, 1954).

Alderfer's ERG Theory

An improved theory was developed by Clayton Alderfer as an outgrowth of Maslow's hierarchy of needs. Alderfer viewed the hierarchy of needs as having three categories as compared with Maslow's five. His three categories are existence needs, relatedness needs, and growth needs hence the name ERG Theory of Motivation (Alderfer, 1972). Alderfer's three categories of human needs can be delineated as follows:

1. Existence needs: These needs are inclusive of material and physical needs of a person, such as water, air, and money to purchase necessities.

2. Relatedness needs: These are inclusive of all needs that encompasses others, having meaningful relationships.

3. Growth needs: Which is inclusive of needs related to a person's creative efforts, needs satisfied by an individual's creative contributions (Alderfer, 1967, 1969)

In Alderfer's ERG Theory specific reference is made to pay and fringe benefits, relatedness needs from co-workers and superiors and growth need satisfaction at work (Arnolds & Boshoff, 2002).

Herzberg's Motivator-Hygiene Theory

After Herzberg and his colleagues conducted research among two hundred engineers and accountants, they proposed a two-factor theory of job satisfaction (Herzberg, et al., 1959). The theory differentiates between intrinsic and extrinsic factors or "motivators" which include: achievement, advancement, work itself, and responsibility; while the extrinsic factors or "hygiene" include: company policy and administration, technical supervision, working conditions, salary, and interpersonal supervision (Herzberg, Mausner, Peterson, & Capwell, 1957). They further suggest that it was necessary to enrich the jobs of workers so that ultimately the intrinsic job satisfaction can become active, thus allowing the employee to grow. He even went as far as to suggest that if an organization cannot use an employee's full potential they should replace them with a lesser talented employee who is more fit for the duties of that job because the highly talented employee will be working below their potential and will lack the motivation, the challenge would have afforded him (Herzberg, et al., 1959).

Herzberg, et al. (1957) gives us seven principles needed for job enrichment:

1. Removing some controls while retaining accountability.

2. Increasing the accountability of individuals for own work.

3. Giving a person a complete, natural unit of work.

4. Granting additional authority to employees in their activity.

5. Making periodic reports directly available to the workers themselves rather than to the supervisors.

6. Introducing new and more difficult tasks not previously handled.

7. Assigning individuals specific or specialized tasks; enabling them to become experts.

Herzberg, et al. (1959) posits that the benefits of enrichment is that individuals will experience growth, self-actualization, and job satisfaction. It is upon these theories that this research rest.

School Climate

Collie, et al. (2012) state that school climate has been shown to be determined by the quality of relationships between individuals at a school, the teaching and learning that takes place, collaboration between teachers and administrative staff, and the support present in a particular school. They further posit that teacher's perceptions of school climate are predictors of teacher job satisfaction.

In another study, Cohen, Pickeral, and McCloskey (2009) state that school climate is the quality and character of a school. It is a powerful characteristic that can foster resilience or become a risk factor for students, teachers, administrators, parents, and other members of the community.

Looking at school climate through relational lens, Mitchell, et al. (2010) define school climate to include shared beliefs, values, and attitudes that shape interactions

between the students, teachers, and administrators.

To integrate the emotions in the definition, Ghavifekr and Pillai (2016) proposes that organizational climate as a manifestation of the values, feelings, attitudes, interactions, and group norms of the members. They state that it meets the emotional needs of its members and that if those needs are met, then usually an individual is satisfied with his job.

Looking at the environmental aspect of school climate, Adam and Salles (2013) define organizational climate as a set of norms, values and feelings perceived by the compliments of the school organization. They also posit that school climate is the total environment of an educational center determined by all those physical factors, structural, functional, cultural elements of the institution that integrated interactively in a specific dynamic process render a peculiar style or tone to the institution in turn, conditioning the different educational products.

Bringing the principal into the picture, Hurren (2006) defines an organization's climate as being the result of day-by-day behavior of the leader and other significant people in the organization. He further posits that "Administrators have a significant influence on the climate of a school- meaning the principal has more influence on the school climate than anyone else.

Not forgetting the importance of a healthy environment, Loukas and Murphy (2007) describe school climate as the organizational health: covering the atmosphere, culture, resources, and social networks of a school.

To culminate the concept, Johnson, Stevens, and Zvoch (2007) conceptualize school climate as being the psychosocial context in which teachers work and teach.

Importance

Without equivocation, Cohen, et al. (2009) establishes the importance of school climate as encompassing equity, which is respect for diversity, shown in equitable treatment, and cultural inclusion. This form of equity or the lack of it has been historically impactful in the United States. This is shown from teacher to teacher, teacher to student, student to student and other school relationships.

In fact, Hughes and Kwok (2007) addressing race in the context of a school's climate, state that equity relates to a supportive school climate. One in which the minority experiences supportive relationships and feel engaged as their Caucasian peers.

Meanwhile, Decker, Dona, and Christenson (2007) posit that school climate is important in the community context in that when teaching children in poverty, who are marginalized "supportive relationships" with adults at school are extremely important.

School climate is necessary to study in lieu of the growth in the number of school shootings over the past ten years. Shootings have even been experienced in houses of worship; hence the SDA schools are not off limits.

Research also suggests that school climate is related to student behavior problems, such as school absenteeism (Corville-Smith, Ryan, Adams, & Dalicandro, 1998), aggression (Wilson, 2004), victimization (Gottfredson, Gottfredson, Payne, & Gottfredson, 2005), school avoidance (Welsh, Stokes, & Greene, 2000; Brand, Felner, Shim, Seitsinger, & Dumas 2003). School climate has recently been the focus of study for improvement in programs for promoting mental health and preventing behavior problems (Adelman & Taylor, 2010), and also in programs that look into behaviors, such as bullying (Olweus & Limber, 2010).

Investigations

Over the past thirty years, an alarming number of researchers have continued their pursuit to obtain an insight into the true impact of school climate on several variables. Studies have shown school climate to be associated with student and school outcomes.

In the study done by Adam and Salles (2013) two Brazilian schools were measured by an analysis model with the following categories: (a) vision of the physical environment of the school, the school surroundings, (b) relationship between teachers and the administration, general aspects and main conflicts, and (c) Relationship with the students and parents' main conflicts and feeling of insecurity.

A quali-quantitive questionnaire and group dynamics were used for the research. From school 1 to 12 teachers answered the questionnaires while 25 teachers participated in group dynamics. In school 2 to 26 teachers answered questionnaires and 14 participated in group dynamics. The questions covered relationships between parents, teachers and students; relationships between teachers and teachers; and the relationship between teachers and administration.

The results obtained by Adam and Salles (2013) revealed differences in the answers given for the questionnaires as compared to those given in the group dynamics. Participants gave positive reviews about the school when filling out the questionnaires, but negative reviews of the school in the group dynamics. For school one -organizational climate as presented by the teachers was positive except for conflicts with students who lacked interest in learning-which lead to the indiscipline, aggressiveness, and violent attitudes the school experienced. This supports the reason why families are blamed, thus contributing to the negative climate about the relationship

between the families and the school. For school two the researchers concluded that the climate at the school was one of significant tensions, motivated mainly by the difficulty in the relationship among teachers and between teachers and administration.

Brand, et al. (2003) state that a sense of safety in school impacts students' academic achievement to teacher's instructional performance. Way, Reddy, and Rhodes (2007) found that school climate impacts students' social emotional adjustment and mental health, including self-esteem anxiety.

The research design used by Ghavifekr and Pillai (2016) was descriptive. The survey method was used to investigate the relationship between IV: school organizational climate; DV: teachers' job satisfaction among secondary school teachers in public schools in Sabah. The data was collected at a single point of time. It began in March 2014 and lasted a period of days. Questionnaires were given to teachers who worked in the district of Penampang to get teachers' perceptions of climate and their level of job satisfaction.

The method of sampling was the probability or random sampling approach. The population for this study consisted of public secondary school teachers from the Penampang District of Education Office. Six public secondary schools and five hundred and forty-nine teachers were selected. 300 surveys were distributed 226 were returned. Only permanent teachers were given questionnaires. Contract teachers and teacher trainees who served in the schools were not given questionnaires. Organizational Climate Index (OCI) by Hoy, Smith, and Sweetland (2002) a 30-item descriptive survey that measures on a four-point Likert scale was used. It measured Institutional vulnerability, collegial leadership, professional teacher behavior and achievement press. For job satisfaction, a 66-item descriptive questionnaire was used. Data was

collected by the researchers at a regularly scheduled staff meeting. The survey instrument was pilot tested.

In their study Wang, et al. (2017) sought to prove the following:

1. Is there a difference between teachers working in urban areas and teachers working in rural areas?

2. Teachers job satisfaction has a positive influence on their job involvement.

3. Under high organizational climate teachers' job satisfaction has a positive influence on job involvement.

Of the 24,645 teachers in the urban schools of Taiwan 354 teachers were selected, and of the 31,050 rural schools of Taiwan 446 teachers were selected, making it a total of 800 teachers.

The following scales were selected to complete the research:

1. Job satisfaction scale and the job involvement scale. This scale was tested for composite reliability.

2. To understand the differences between teachers in the urban areas and teachers in the rural areas descriptive statistics and t test were performed.

3. The quantitative analysis was adopted. The statistical software SPSS 22.0 and linear structural relationship model Amos 22.0 were used and analyzed.

This study administered by Wang, et al. (2017) found that job satisfaction, organizational climate, and job involvement of teachers in rural areas were all higher than those of teachers in urban areas. It was further noted that the interaction between job satisfaction and organizational climate had a positive effect on job involvement. The study also found that under high organizational climate job satisfaction and job involvement increased in urban schools and under low organizational climate job

satisfaction and job involvement increased in rural schools.

Participants in the study conducted by Collie, et al. (2012) were recruited from 17 different school districts in suburban, rural, and remote areas of British Columbia, Ontario, and Canada. Of the 664 participants 77% were classroom teachers, while the others were support teachers. Teachers were emailed a URL to the online questionnaire. Perceptions of school climate were measured using items taken from the revised school level Environment Questionnaire (Johnson, et al., 2007) 17 items were used to measure the four factors, listed in the dimensions. Teachers responded on a scale ranging strongly disagree (1) to strongly agree (5) the factor structure used on half of the data was exploratory factor analyses (EFA) and confirmatory factor analyses was used on the other half of the data (CFA). Other data analyses models used in this research was SEM – structural equation models, Mplus version 6.12. Root – mean -square error of approximation (RMSEA) comparative fit index (CFI) standardized -root- mean- square residual (SRMR) chi-square model fit test.

Collie, et al. (2012) noted that the implications of a positive school climate is not limited to teachers, but to student learning, achievement, and well-being.

In the research conducted by Malinen and Savolainen (2012), the method used was to obtain a non-random sample of Finnish lower secondary teachers from 38 schools located in eastern Finland. A web link was sent to 709 teachers in September 2013 and 577 completed the questionnaire, which is an 80.5% response rate. The questionnaires were sent twice more, in April of the following year. School climate was measured by using the Revised School Level Environment Questionnaire (R-SLEQ) (Johnson, et al., 2007). The results from this study done by Malinen and Savolainen (2012) suggest that school climate had a positive effect on job satisfaction, teachers

who evaluated school climate more positively at the beginning of the school year had higher job satisfaction at the end of the school year.

Dimensions

Wang, et al. (2017) stated that the three subdivisions of job involvement are (a) vigor, (b) dedication, and (c) concentration. Vigor referred to the high energy, reliance, and devotion. Wang, et al. went on to define dedication as having meaning, passion, and making efforts towards work. While he described concentration as having difficulty in separating from your work, aggressively integrating oneself with your work.

From their research Cohen, et al. (2009) establishes four dimensions of school climate: (a) physical and social emotional safety, (b) quality of teaching and learning, (c) relationships and collaboration and (d) structural environment.

On the other hand, Hoy, et al. (2002) focused on nine factors for their research: (a) supervision, (b) colleagues, (c) working conditions, (d) pay, (e) responsibility, (f) work itself, (g) advancement, (h) security, and (i) recognition.

In the study done by Adam and Salles (2013) the authors list the following categories: (a) Vision of the physical environment of the school, the school surroundings; (b) Relationship between teachers and the administration, general aspects and main conflicts; (c) Relationship with the students and parents' main conflicts and feeling of insecurity Johnson, et al., (2007) outline four factors: (a) collaboration, (b) student relations, (c) school resources, and (d) decision making. The fifth dimension school resources is a dimension that was left out of this research. However, all five dimensions will be used in my current research.

Brand, et al. (2003) focus was on three dimensions: (a) replication–confirmation

and stability of the dimensions at the school level in larger samples, (b) the consistency of climate perceptions and dimensions across different demographic subpopulations of students attending the same schools, and (c) the stability of school-level climate scores over time.

Administrative Support

Conley and You (2017) define administrative support as “an aspect of the workplace that appears to enhance special education teachers’ satisfaction, commitment and interaction with his or her immediate supervisor, the principal.” Conley and You describe positive administrative support as a principal who shows appreciation, takes an interest in teachers’ work, provides constructive feedback, and lets teachers know what is expected of them.

In another study, Borman and Dowling (2008) elucidated administrative support as “the school’s effectiveness in assisting teachers with issues such as student discipline, instructional methods, curriculum, and adjusting to the school environment” (p. 380).

Accordingly, Nartgun and Taskin (2017) described organizational support as the employees belief that the members of the organization value them and care for their wellbeing. They also state that school administrators should demonstrate positive approaches to teachers, having teachers participate in decisions made in schools and giving teachers support and responsibility since this highly affects teachers’ job satisfaction.

Furthermore, Herbert (2003) on defining principal’s leadership on teacher’s job satisfaction states that the supportive principal should exhibit firm and purposeful

action, share responsibility by involving others, and be knowledgeable in teaching and learning set up.

Crum and Sherman (2008) proposes that a supportive school principal's work behavior and leadership would increase the motivation, satisfaction, self-esteem, and work efficiency of teaching- staff and improve student achievement.

Importance

Administrative support is the foundation on which a novice or veteran teacher can rest assured that the future success of the school is secured. According to Loeb, Darling-Hammond, and Luczak (2005) lack of administrative support is one of the main factors teachers leave the profession.

Leukens (2004) adds to these findings by stating that almost forty percent of teachers who left the profession gave as their reason for leaving the lack of administrative support.

Adding to the body of content, Boyd, Grossman, Lankford, Loeb, and Wyckoff (2009) identified working conditions, administrative support, to be exact as an important factor in retaining teachers.

On record, Worthy (2005) after completing a case study, declared that a novice teacher purported a lack of administrative support as almost being the reason for him to leave the teaching profession for good.

After careful examination, Weiss (1999) indicated that administrative support is a predictor of the teachers' intent to stay in teaching.

Undoubtedly, Ingersoll and Smith (2003) found that teachers who were dissatisfied with their jobs often identified a lack of administrative support as the main

cause.

School organizations, for example, must bear the costs of recruiting and training new personnel (Conley, & Woosley, 2000).

Teacher turnover 'brings significant financial costs, of up to US $8000 for each teacher who leaves the profession (Ingersoll, & Smith, 2003).

As much as 329 million to 2.9 billion dollars are used annually for just one US state (Rinke, 2008; Texas Education Agency, 2000).

Investigations

In their study, Tickle, et al. (2011) hypothesized that "teaching experience, student behavior, and teachers' satisfaction with their salary are significant predictors of perceived administrative support". The authors also posit that by improving teachers' perceptions of administrative support, improving job satisfaction, and decreasing attrition, districts may save millions of dollars yearly that they use to replace teachers who attrite.

In another study, Conley and You (2017) got the participants for their research from the National Center for Education Statistics (NCES) national database of USA teachers included in the 2007-2008 SASS database. SASS collects information about elementary and secondary schools and the staff who work in them. The initial set consisted of more than 38, 240 public school teachers reduced to include only the full-time teachers who taught in a secondary school and in a special education program. The resulting participant set included 2060 teachers.

The outcome variable assessed was intention to leave, which was measured by using two items: "(a) If I could get a higher paying job I'd leave teaching as soon as

possible (b) I think about transferring to another school." Administrative support was measured by having respondents answer the following on a scale of 1. *strongly disagree* to 5. *strongly agree*:

1. The school administrations' behavior toward staff is supportive and encouraging.

2. My principal enforces school rules for student conduct and backs me up when I need it.

3. The principal knows what kind of school he/she wants and has communicated this to the school.

In this school, staff members are recognized for a job well done. Conley and You (2017) found that among workplace variables, only administrative support and teacher team efficacy were found to have direct effects on turnover intentions for special education teachers.

Conley and You go on to state

> that teachers who perceive their administrative supervision as characterized by supportive behavior, a clear vision, and teacher recognition were less likely to feel they might leave teaching or leave their job for another school." Perceptions of less than positive supervision may create an environment that does not motivate teachers to make their best efforts or enhance their commitment to teaching. It was also noted that work commitment was strongly influenced by administrative support. (p.14)

In their research, Nartgun and Taskin (2017) used a quantitative study of 217 teachers. The organizational support scale developed by Derinbay consisting of 29 items with three sub-dimensions was used. The data collection surveys were personally delivered and collected by researchers from the six high schools in the central district.

Nartgun and Taskin (2017) research revealed that organizational support

require that members feel safe and backed by the organization. It was noted that when teachers' expectations are not met, they will perform only tasks that are legally binding and will not take the initiative in additional tasks. School administrators are admonished to be influential on teachers by preventing negative conditions that hinder teachers from doing their duties, to realize the organizations' goals, thus increasing commitment to the school.

Nartgun and Taskin (2017) advices principals to

> improve working conditions for teachers, to be supportive, value teachers view and ideas, take their complaints into consideration and attend to their problems one by one. Although some teachers may think the administrator is incompetent, when required conditions are met, others who love and care for their profession will take initiative for their classes and their students under all circumstances. (p. 1950)

The methodology used by Chong, Mansur, and Ho (2014) was to focus on teachers from four public secondary schools in Beaufort, Sabah, and Malaysia. The concept of the effective principal in context of NSW is described as a: (a) delivery of effective and innovative programs and whole school organizations, (b) high level involvement of students, parents, and the community, (c) positive perceptions of staff, peers, and district superintendent as to the leadership practices of the principal, and (d) commitment to the professional growth and development of self and others (Scott, 2003).

For the dependable variable job satisfaction, the instrument used is the SLCF, which used 160 questionnaires. The items were quantified using a six-point Likert scale which contained 55 questions. Permission was requested from seven schools, however, only four schools gave permission. Participants were selected through random sampling. The relationships between the three demographic variables and

teachers' perceptions of the principal's knowledge, leadership and teachers' job satisfaction was examined in ANOVA tests. It was found that there is a positive relationship between perception of principals' leadership and job satisfaction.

Dimensions

Tickle, et al. (2011) looked at five items for the factor administrative support: (a) The principal lets staff members know what is expected of them, (b) the schools administrative behavior toward staff is supportive and encouraging, (c) my principal enforces school rules for student conduct and backs me up when I need it, (d) the principal knows what kind of school he/she wants and have communicated that to the staff, and (e) in this school staff members are recognized for a job well done.

In another study, Leithwood and Jantzi (2006) saw administrative support consisting of four dimensions of leadership practices: (a) building school vision, (b) developing specific goals and priorities, c) offering individualized support, and (d) developing a collaborative school culture.

In their examination of administrative support, Chong, et al. (2014) research framework examined five domains: educational, personal, strategic, organizational, and interpersonal.

Other researchers, Nartgun and Taskin (2017) investigated three dimensions of Organizational support: instructional support, administrative support, and justice support.

Similarly, Singh and Billingsley (1998) investigated five dimensions: communication goals, fairness in evaluation, instructional support, support for discipline and adequacy of resources.

Teacher Job Satisfaction

Mu, Wang, Liu, and Hu (2016) define job satisfaction as the overall subjective and emotional feelings and opinions that teachers have towards their occupations and working conditions.

In another research, Skaalvik and Skaalvik (2010) conceptualized job satisfaction as the positive or negative evaluative judgments that people make about their jobs.

On the other hand, Dar (2016) defines job satisfaction as the individual's emotional reaction and general attitude towards his job. He further explains that satisfaction is how much an individual is adjusted to his work. Bowles and Arnup (2016) explain job satisfaction as a kind of cognitive appraisal, whereby an individual weigh up how a job meets one's needs, values and expectations.

In their research, Akhtar (2010) define job satisfaction as the favorable or unfavorable subjective feeling with which employees view their work the authors further state "that it results when there is congruence between job requirement, demands and expectations of employees". It expresses the extent of match between employees, expectation of the job and the reward that the job provides.

Machumu and Kaitila (2014) define job satisfaction as the overall summary evaluation a person makes regarding his or her work environment.

Importance

Being satisfied with one's job is important to their mental health and influences the persons' intention to stay or leave. This is true to the teaching profession as it is to any other.

Confirmation to the importance of job satisfaction is given by Spector (1985) when he states that an individual would tend to approach or stay in a satisfying job and avoid a dissatisfying job.

In another research, Hom, Katerberg, and Hulin (1979) found that withdrawal behavior, turnover and absenteeism, and withdrawal intentions are expected to correlate with satisfaction.

To add to the body of knowledge on job satisfaction, Liu and Meyer (2005) identified a link between teachers' job satisfaction and teacher attrition. This shows that it is important that teachers be satisfied, since school boards, principals and other educators wish to expend less money in teacher recruitment.

Ultimately, Collie, et al. (2012) addressing the financial importance of job satisfaction argue that when a teachers' sense of job satisfaction is improved, the cost related to elevated stress levels, which includes absenteeism and illness dramatically decreases.

Investigations

In a study Dar (2016) investigated job satisfaction among teachers working in public and private schools. The results reveal that government teachers in the elementary level enjoys better financial conditions, labor and management conditions, labor and personal safety and development and promotion opportunities compared to private school teachers.

In their investigation, Skaalvik and Skaalvik (2010) found that the increasing workload and the hectic workday cannot be easily separated because increasing work assignments result in less time for rest and recovery. Also, several causes such as an

increasing demand for documentation and paperwork, more frequent meetings, more frequent communication with parents, the administration and scoring of achievement tests, frequent changes of the curriculum, and participation in a number of school development projects teachers experience burn out and are dissatisfied with their job.

After extensive research, Briones, Tabernero, and Arenas (2010) declared I look for the effect of some demographic and psychosocial variables involved in teacher job satisfaction. Path analyses showed that the teachers' job satisfaction was significantly and positively related to personal achievement and perceived support from colleagues, and significantly and negatively related to emotional exhaustion. The teachers' self-efficacy was an indirect predictor of job satisfaction, and a direct predictor of personal achievement and perceived support from colleagues.

Without equivocation, Machumu and Kaitila (2014) found that the democratic leadership style can be used to accelerate teacher job satisfaction. The research found that 92.5% of teachers responded positively that the democratic leadership style promotes high teacher satisfaction; 8% responded positively to all leadership styles depending on the situation; 0% for autocratic leadership styles and laissez faire. They conclude that the leadership style of principals is a critical variable in teacher job satisfaction in primary schools.

Anaya Nieto and Suarez Riveiro (2006) looked for differences in job satisfaction of teachers in infant, primary and secondary education according to gender, seniority in the year of the profession and the educational stage in which he teaches. The results reveal different problems based on the previous categorical criteria. Synthetically, secondary school teachers will appear less satisfied than those in kindergarten and primary school; novel teachers present superior satisfaction to their colleagues in older

categories, and women are more satisfied than men.

Dimensions

In Skaalvik and Skaalvik (2014) the analysis of their study resulted in four main categories of sources of job satisfaction: (a) working with children, (b) variation and unpredictability, (c) cooperation and teamwork, and (d) autonomy.

The teachers' statements of strains were classified in six categories: (a) workload and time pressure, (b) adapting teaching to students' needs, (c) disruptive student behavior, (d) value conflicts and lack of autonomy, (e) teamwork, and (f) lack of status (Skaalvik, & Skaalvik, 2014).

In the study conducted by Msuya (2016) the findings revealed the following factors affecting job satisfaction of teachers in public secondary schools: (a) job security, (b) possibility for academic growth, (c) employee relations, and (d) working conditions. The study also found that sex, age, marital status and work experience are main contributors of job satisfaction.

In his study of job satisfaction, Dar (2016) concludes that government teachers are satisfied with (a) financial benefits, (b) job and personal security, (c) supervisor – supervision and management, and (d) working conditions; while private school teachers were satisfied with (a) non-financial benefits, (b) type of kind of work, (c) job according to interest and abilities, (d) recognition and appreciation for accomplishment of job, and (e) co-workers and sub-ordinates. Both were satisfied with opportunities for development and promotions.

Within such a backdrop, Mu, et al. (2016) used the Teachers Job Satisfaction Scale consisting of sixteen questions on five dimensions: (a) school leadership and

management, (b) professional development environment, (c) effort and reward, (d) interpersonal relationship, and (e) self-actualization.

In their study Kaden, Patterson, Healy, and Adams (2016) chose factors influencing work conditions and job satisfaction in order of respondent's satisfaction levels, they are as follows: (a) health benefits, (b) salary, (c) retirement benefits, (d) school facilities, (e) school leadership, (f) teacher workload, (g) student conduct, (h) instructional materials and resources, (i) parent and community support, and (j) district leadership (Kaden, Patterson, Healy, & Adams, 2016). Lastly, Chong, et al. (2014) in their research on job satisfaction examined four domains: (a) educational, (b) personal, (c) strategic, and (d) organizational and interpersonal.

Relationship Between Variables

The literature review will now focus on the relationship that has been found between job satisfaction and both administrative support and school climate.

School Climate and Teacher Job Satisfaction

Teachers and support staff relationships with school principals also have been shown to be a key indicator of school climate (Hoy, Tarter, & Kottkamp, 1991). Research also shows that staff who feel supported by their principal are more confident and comfortable adapting to student behavior and needs (Pas, Brashaw, & Hershfeldt, 2012) they are less stressed, and more satisfied at work.

Hence, the conclusion of Mehta, Atkins, and Frazier (2013) that supportive leadership is an underlying component for these teacher outcomes in low-income, urban schools. In that, as teachers feel more supported by their principals, they have

greater emotional and cognitive reserve and confidence to adapt to diverse student needs, thus fostering greater equity in the students' school experiences, which creates a better school climate.

Administrative Support and Teacher Job Satisfaction

Tickle, et al. (2011) found that administrative support was a stronger predictor of teachers' job satisfaction than teaching experience, student behavior, and teachers' satisfaction with their salary.

Akhtar (2010) states that "when teachers perceive a lack of support for their work, they are not motivated to do their best in the classroom, and that when teachers are not satisfied with their working conditions; they are more likely to change schools or to leave the profession together.

Conley and You (2017) sought to examine teachers' intentions to leave in three career groups/stages: novice, mid-career, and veteran. It specifically sought to examine whether workplace conditions (administrative support, teacher autonomy and student disengagement) were predictive of teacher turnover for secondary school teachers in these career groupings. Therefore, the research questions to be answered in the study were:

1. Which dimensions of perceived workplace conditions for secondary school teachers (administrative support, teacher autonomy/discretion, and student disengagement) have significant direct and/or indirect effects on teachers' intent to leave?

2. Are there group differences that exist across three career groups (invoice, mid-career, and veteran)? Do teachers' mediating or intervening variables (work

commitment, career commitment, and job satisfaction) serve as important mediators between workplace conditions dimension(s) and teachers' intent to leave?

3. Are there group differences that exist across three career groups (novice, mid-career, and veteran)?

4. Administrative support affected teachers' intentions to leave via three mediating variables (work and career commitment, job satisfaction).

The authors therefore conclude that administrative support directly impacted the intent to leave of mid-career teachers, suggesting that the influence of supervision does appear to make mid-career teachers rethink their decisions to enter teaching as a profession. For new or veteran teachers, positive and supportive supervision may give them confidence in their work, career commitment and job satisfaction, although negative or ambiguous supervision may undermine work-related feelings.

CHAPTER III

METHODOLOGY

Introduction

The objective of this study is to determine if the variables school climate and administrative support are predictors of teacher job satisfaction.

This chapter will explore the description of the methodology used during the investigation and addresses the design of the study, which includes: the type of research, the study population and the sample, the measuring instrument, the null hypotheses, the data collection and the data analysis.

Type of Investigation

The design to be used is the ex post facto design, this design was chosen because the survey will not be given to a selected group, but a census will be sent to all teachers in the Florida conference of SDA. Ary, Jacobs, Irvine, and Walker (2018) state that ex post facto research is used to investigate relationships when the researcher cannot randomly assign subjects to different conditions or directly manipulate the independent variable.

Population

In this study the population was comprised of 299 elementary, middle, and high school teachers in Florida Conference. The clusters formed were as follows: large schools 30 to 53 teachers, medium schools 9 to 12 teachers and small schools 1 to 7

teachers. Table 1 shows the population and sample of teachers and schools who participated in the survey. In Appendix A is the permission to carry out the study.

Sample

The sampling conducted in this investigation is stratified, where teachers that currently work in schools of the Florida Conference of Seventh-day Adventists was given surveys based on the school's population. The schools were placed in groups based on population then several schools were chosen randomly from each group. The sample was 141 respondents of the 299 teachers representing of the total population. This corresponds to 47% of the population. Only 100 (71%) of the 141 teachers answered the survey, 33% of the population.

Table 1

Population and Sample of Teachers and Schools

School Size	Population		Sample	
	Number of schools	Teachers	Number of schools	Teachers
Large	4	153	2	83
Medium	6	73	2	24
Small	17	73	9	34
Total	27	299	13	141

Measuring Instruments

A variable is a representation of a construct that takes on a range of values or scores across people or things (Ary, et al., 2018). The variables used were the following: Independent or predictor variables was school climate and administrative support, and teacher job satisfaction, which is the dependent variable or criterion.

The instrument that will be used in this study consists of four sections: (a) general instructions and demographic data, (b) school climate with 21 statements, (c) administrative support with 32 statements, and (d) teacher job satisfaction with 36 statements. The approval of the advisor for the instrument was given and the data will be collected during the fall of the 2019-2020 school year. In Appendix B contains the permission to use the SLEQ while. Appendix C contains permission for the use of the JSS. Appendix D contains the final instruments.

The following sections present the validity and reliability studies carried out, by the researcher or other authors, for each of the scales used to measure the constructs.

Administrative Support

In this research, a scale was developed for the researcher to measure administrative support, the process of which was as follows:

1. A conceptual definition of the administrative support based on the literature review was developed to reflect the four factors.

2. Scale dimensions were identified based on theory, research objectives, and study population.

3. Items were selected from the Special Education Teachers' Perceptions of Administrative Support Instrument developed by doctor William G Weiss. The original instrument contains four sections: Part I consisted of statements relating to administrative support needs of special education teachers; Part II inquired of the Demographics; Part III consisted of statements related to professional satisfaction and Part IV requested any additional comments regarding the support of the principal that the participant liked to add (Weiss, 2001). For this research, the items used were

selected from Part I only. The items in the original instrument are listed overall, however after they were selected, for this study, they were grouped into three factors: Relational support, informational support, and instructional support. A fourth dimension, spiritual support was added, and items were created for this dimension, since the population, Florida Conference is a faith-based organization.

4. To validate content in terms of relevance and clarity: The advisor, two doctors from the Poinciana SDA Church, and two teachers from the Florida Conference were provided with an evaluation tool, showing the name and definition of the variable and the items. Each item had a five-point Likert scale to assess relevance and clarity.

5. To validate the factors, a pilot test was given to teachers in the Florida Conference of which 53 responses were obtained. The factorial analysis procedure was used to evaluate the validity of the construct administrative support. Next, the statistical tests of the factor analysis for the constructs are presented.

This instrument was used for the pilot test. The Cronbach's alpha coefficient was obtained for the overall administrative support (.956), relational support (.942), informational support (.865), instructional support (.825), and spiritual support (.862).

School Climate

The instrument of School Level Environmental Questionnaire (SLEQ) was first reported by Burden and Fraser in 1994. The original development was developed in Rentoul and Fraser (1983) containing eight factors and 56 items. The revised School Level Environment Questionnaire is an instrument that has been used in educational research to measure teacher's perceptions of school climate (Johnson, et al., 2007). After conducting exploratory and confirmatory factor analysis with the items, the

authors further modified the instrument by excluding Professional Interest, Staff Freedom, and Work Pressure, leaving 35 of the 56 items, renaming five scales and eliminating fourteen more items. The revised (SLEQ) contains 21 items within five dimensions: (a) collaboration, replacing affiliation (six items); (b) student relations, replacing student support (four items); (c) school resources, replacing resource adequacy (four items), decision making, replacing participatory decision making (three items); and (d) instructional innovation, replacing innovation (four items). The developers defined the factors as follows: (a) collaboration, working and communicating with other teachers; (b) decision making, the opportunity for teachers to participate in making school wide decisions; (c) instructional innovation, the willingness to implement new teaching approaches, ideas, courses, and curriculum materials; (d) student relations, the perceptions of student behavior, cooperation, and motivation to learn, and (e) school resources, sufficient materials, resources, and technology are readily available for teachers (Johnson, et al., 2007).

The Revised SLEQ was tested for validity by Johnson, et al. (2007), using a sample of 2,558 teachers in 119 schools from one large school district in the southwestern United States. An exploratory factor analysis procedure was used with half of the sample that were randomly selected, while a confirmatory factor analysis was run with the remaining half to evaluate the validity of the school climate construct. The results indicated that the adjusted goodness-of fit index was .93 and acceptable value in comparative fit index (CFI = .94). When ANOVA was used, all *p* values were less than .001. Scores for the factors had acceptable reliability coefficients, ranging from .77 to .86

The instrument has been used in many studies (Collie, et al., 2012). Reliability

test of the instrument was completed by Johnson, et al. (2007), and a Cronbach's alpha coefficient for the overall study of school climate was .90, .82 in collaboration factor, .78 in decision making factor, .79 in instructional innovation factor, .86 in student relations factor, and .77 in school resources factor.

Permission to use this instrument was obtained from Bruce Johnson on July 23rd, 2019 via email to the researcher. See Appendix B for permission to use the instrument.

Teacher Job Satisfaction

The Job Satisfaction Survey was developed by Spector (1985). The purpose of the instrument is to measure the job satisfaction level of workers in human service organizations; however, it is applicable to all organizations. The original development was developed in 1985 containing nine factors and 74 items. The factors included satisfaction with pay, promotional opportunities, fringe benefits, contingent rewards such as appreciation and recognition, supervision, co-workers, nature of work itself, communication, and work conditions. Items were written to tap each of the nine dimensions. Some dimensions had more items than others because the areas varied in specificity and breadth.

The premier item pool was conducted with a limited pilot sample of 49 employees of a community mental health center in the southeastern United States. Correlations were computed for each item with its subscale. The part-whole items of at least .45 were kept. This left 34 items with no more than four per subscale; two extra items were written to ensure that each dimension had four items, making this the final scale. The Job Satisfaction Survey, JSS is a 36 item, nine factors scale to assess

employee attitudes about the job and aspects of the job. Each factor is assessed with four items and a total score is computed from all items (Spector, 1985).

The Job Satisfaction Survey was tested for validity by Spector, using a sample of 2,870 employees all from human service, public, and nonprofit sector organizations, including community mental health centers, state psychiatric hospitals, state social service departments, and nursing homes. Internal consistency reliability (coefficient alpha) was computed for each subscale and the total scale. All but two were over .70 and the total scale was .91.

Through an analysis of job dimensions, the following nine factors were created: Pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication.

The instrument has been used in many studies (Astrauskaitė, Vaitkevičius, & Perminas, 2011; Lin, Wang, & Chen, 2013; Swider, Boswell, & Zimmerman, 2011). The internal consistency reliability (coefficient alpha), for each factor with their description, based on a sample of 2,870: pay, remuneration (.75), promotion opportunities (.73), supervision, immediate supervisor (.82), fringe benefits, monetary and non-monetary fringe benefits (.73), contingent rewards, appreciation, recognition, and rewards for good work (.76), operating procedures, operating policies and procedures (.62).

Permission to use this instrument was obtained from Paul Spector on July 22nd, 2019 via email to the researcher. See Appendix B for permission to use the instrument.

Operationalization of the Variables

This section presents the conceptual, instrumental, and operational definitions for each of the constructs considered in this investigation.

School Climate

Conceptual definition: School Climate describes the quality of a school and encompasses the working relationships among teachers, teacher perceptions of student behavior, the availability of resources, the level of input teachers have in the running of the school, and the openness to change among teachers.

Instrumental definition: The first factor consists of six items and was named collaboration. The items were as follows: “Classroom instruction is rarely coordinated across teachers” (SCC20), “I have regular opportunities to work with other teachers” (SCC11), “There is good communication among teachers” (SCC6), “Good teamwork is not emphasized enough at my school” (SCC21), “I seldom discuss the needs of individual students with other teachers” (SCC16), “Teacher’s design instructional programs together” (SCC1).

The second factor consists of four items and was named “student relations”. The items were as follows: (SCRa2), “Most children are well mannered or respectful of the school staff” (SCRa2), “Students in this school are well behaved” (SCRa12), “Most students are helpful and cooperative with teachers” (SCRa7), and “Most students are motivated to learn” (SCRa17).

The third factor consists of four items and was named “school resources”. The items were as follows: (SCRb18), “The supply of equipment and resources in not adequate” (SCRb3), “Instructional equipment is not consistently accessible” (SCRb13), and “Digital equipment, computers and internet access are readily available” “The school library has sufficient resources and materials” (SCR68).

The fourth factor consists of three items and was named “decision making”. The items are as follows: (SCD4), “Teachers are frequently asked to participate in

decisions” (SCD14), “I have very little say in the running of the school”, and “Decisions about the school are made by the principal” (SCD9).

The fifth factor consists of four items and was named “instructional innovation”: (SCI15), We are willing to try new teaching approaches in my school” (SCI15), “New and different ideas are always being tried out” (SC15), “Teachers in my school are innovative” (SCI19), “New sources or curriculum materials are seldom implemented” (SCI10).

Operational definition: The 21 items were rated with a Likert scale ranging from strongly disagree to strongly agree. Positively worded items (1, 2, 4, 5, 6, 7, 8, 11, 12, 13, 15, 17, and 19) were as follows: *strongly disagree* (1), *disagree* (2), *neither agree nor disagree* (3), *agree* (4), *strongly agree* (5). Negatively worded items (3, 9, 10, 14, 16, 18, 20, and 21) were scored as follows: *strongly disagree* (5), *disagree* (4), *neither agree nor disagree* (3), *agree* (2), and *strongly agree* (1). After scoring each item, the total will be added and divided by 21 to get the mean total score. For each factor, the scores will be added for the items in those factors, then divided by the number of items in the factor to get the mean factor scores.

Administrative Support

Conceptual definition: Administrative support is conceptualized as the perceived relational, informational, instructional, and spiritual support a teacher receives from their immediate supervisor, the school principal.

Instrumental definition: All items in the administrative support construct begins with the phrase “My school administrator”.

The first factor consisted of 10 items and was named “Relational Support”, the

items were as follows: “Involves me in job related decisions (RS1)”, “Is amiable and easy to approach (RS2)”, “Has my respect and trust (RS3)”, “Interacts with me frequently” (RS4), “Responds appropriately to situations relating to my student’s needs” (RS5)”, “Listens to my problems as they relate to parental conflicts” (RS6), “recognizes and appreciates the work I do” (RS7), “Is intuitive and attentive to my professional growth” (RS8), “Supports my actions and ideas” (RS9), “and provides opportunities for professional collaboration and development” (RS10).

The second factor consisted of six items and was named “Informational Support”, the items were as follows: “Provides current information about teaching and learning” (INF1), “Provides me with the school’s goals and objectives” (INF2), “Informs me about conference policies” (INF3), “Informs me about school policies” (INF4) “Explains reasons behind programs and practices” (INF5), “Provides information for me to schedule work ahead of time” (INF6).

The third factor consisted of seven items and was named “Instructional Support”. The items were as follows: “Provides me with the materials I need to do my job” (INS1), “Provides me with the equipment I need to do my job” (INS2), “Provides the financial support I need to do my job” (INS3), “Visits my classroom as needed” (INS4), “Provides guidance and feedback” (INS5), “Provides appropriate assistance when a student’s behavior requires it” (INS6), "Encourages me to try new ideas” (INS7).

The fourth factor consisted of nine items and was named “Spiritual Support”. The items were as follows: “Provides leadership about the school’s mission” (SS1), “Provides leadership about the school’s vision” (SS2), Encourages me to uphold the tenets of the SDA church in my classroom” (SS3), “Encourages the integration of faith and learning” (SS4), “Provides opportunities for music outreach” (SS5), “Provides

opportunities for community service" (SS6), "Promotes Christian education to boost enrollment in our school" (SS7), "Provides resources for onsite spiritual activities (SS8)", "Encourages students to attend the school's baptismal class" (SS9).

Operational definition: The 32 items on the instrument were rated with a Likert scale ranging from strongly agree to strongly disagree: strongly disagree (1), *disagree* (2), *neither agree nor disagree* (3), *agree* (4), and *strongly disagree* (5). The arithmetic average of the items that make up the scale and the factors will determine the perception of administrative support. The higher the average, the better the perception is interpreted. The variable is considered metric.

Teacher Job Satisfaction

Conceptual definition: Teacher job satisfaction can be defined as representing a cluster of evaluative feelings to one's job including but not limited to pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work and communication.

Instrumental definition: The first factor consists of four items and was named "pay". The items were as follows: "I feel I am being paid a fair amount for the work I do" (PAY1), "Raises are too few and far between" (PAY10), "I feel unappreciated by the organization when I think about what they pay me" (PAY19), "I feel satisfied with my chances for salary increases" (PAY28).

The second factor consists of four items and was named "promotion". The items were as follows: "There is really too little chance for promotion on my job" (PRO2), "Those who do well on the job stand a fair chance of being promoted" (PRO11), "People get ahead as fast here as they do in other places" (PRO11), "I am satisfied with my

chances for promotion" (PRO33).

The third factor consists of four items and was named "supervision". The items were as follows: "My supervisor is quite competent in doing his/her job" (SUP3), "My supervisor is unfair to me" (SUP12), "My supervisor shows too little interest in the feelings of subordinates" (SUP21), "I like my supervisor" (SUP30).

The fourth factor consists of four items and was named "fringe benefits". The items were as follows: "I am not satisfied with the benefits I receive" (FRI4), "The benefits we receive are as good as most other organizations offer" (FRI13), "The benefit package we have is equitable" (FRI22), "There are benefits we do not have which we should have" (FRI29).

The fifth factor consists of four items and was named "contingent rewards". The items were as follows: "When I do a good job, I receive the recognition for it that I should receive" (CON5), "I do not feel that the work I do is appreciated" (CON14), "There are few rewards for those who work here" (CON23), "I don't feel my efforts are rewarded the way they should be" (CON32).

The sixth factor consists of four items and was named "operating conditions". The items were as follows: "Many of our rules and procedures make doing a good job difficult" (OPE6), "My efforts to do a good job are seldom blocked by red tape" (OPE15), "I have too much work to do" (OPE24), "I have too much paperwork" (OPE31),

The seventh factor consists of four items and was named "coworkers". The items were as follows: "I like the people I work with" (COW7), "I find I have to work harder at my job than I should because of the incompetence of people I work with" (COW7). "I enjoy my co-workers" (COW25), "There is too much bickering and fighting at work (COW34).

The eighth factor consists of four items and was named “nature of work”. The items were as follows: “I sometimes feel my job is meaningless” (NAT8), “I like doing the things I do at work” (NAT17), “I feel a sense of pride in doing my job” (NAT27), “My job is enjoyable” (NAT35).

The ninth factor consists of four items and was named “communication”. The items were as follows: “Communications seem good within this organization” (COM9), “The goals of this organization are not clear to me” (COM18), “I often feel that I do not know what is going on with the organization” (COM26), “Work assignments are sometimes not fully explained” (COM36).

Operational definition: The Job Satisfaction Survey has some of its items written in each direction - positive and negative. The negatively worded items are 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34 and 36. Scores on each factor, based on four items each, can range from 1 to 6; while scores for total job satisfaction, based on the arithmetic average of all 36 items, can range from 1 to 6. High scores on the scale represent job satisfaction, so the scores on the negatively worded items must be reversed before summing with a positively worded into facet or total scores. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing the strongest disagreement on a positively worded items, allowing them to be combined meaningfully. If some items are missing an adjustment must be made by computing the mean score per item for the individual, then substituting the mean for the missing item.

Operationalization of Null Hypothesis

Table 2 shows the operationalization of the null hypothesis. It includes the variables, the level of measurement of each variable and the type of statistical test that is known**.**

Data Collection and Access to Respondents

The data collection was carried out in the following way:

1. The superintendent of the schools for the Florida Conference was contacted and permission was sought to conduct research (see Appendix A). The education secretary then sent out letters to the schools in the Florida Conference asking principals to allow their teachers to participate in the research.

Table 2

Operationalization of the Null Hypothesis

Null hypothesis	Variables	Measurement level	Statistical test
H_o: The school climate and administrative support are not significant predictors of job satisfaction of PreK-12 Teachers in Seventh-day Adventist Schools in Florida.	Predictors A. School climate B. Administrative support Criterion C. Job satisfaction	A. Metrics B. Metrics C. Metrics	Model of structural equations. The significance indexes of chi square (greater than .05), relative chi square (less than 3), GFI (greater than .9), CFI (greater than .9) and RMSEA (less than .08) are used. If it does not meet the significance of Chi square, it must meet at least three of the remaining indicators. Once the model is accepted, the hypothesis is rejected or accepted based on the significance of the calculated parameters (less than .05).

2. The secretary then gave the instruments to principals at principal's meeting, with the directions of how the survey should be administered. The instrument was to be completed during teacher professional days when schools have noon dismissal, or at a convenient time named by the principal. The surveys were to be completed on site and given back. Those who failed to complete the surveys on the spot were to be allowed to do so overnight, then return it to the person assigned to seal and mail the envelope containing the data.

3. As the deadline approached and schools were not forth coming with their responses, the researcher chose to use the stratified, cluster, random strategy. Schools were chosen based on their population size, then clusters were formed, and schools were randomly selected from the clusters. Those selected were contacted and reminded to complete the research. Most principals mailed their envelopes to the researcher's school. The researcher went to the remaining participating schools to collect the data personally.

Data Analysis

The database was formed in the SPSS for Windows in version 20, in order to perform the analysis of the variables in that program. Subsequently, the scores for each of the variables was obtained, following the process indicated in the operationalization of the variables. After having completed the database, descriptive statistics (measures of central tendency, variability, normality, and detection of atypical and absent data) was used to evaluate the behavior of the main variables.

CHAPTER IV

ANALYSIS OF THE RESULTS

Introduction

The extent of this research focused on School Climate and Administrative support as predictors of Teacher Job Satisfaction in accordance with the hypothesis identified in chapter one. Moreover, as was outlined in chapter three, the research conducted was quantitative and ex post facto. The outline of this chapter is as follows: demographic description of the subjects, cross tables, arithmetic means, null hypotheses and, summary of the chapter.

Demographic Description

In the following section the demographic results such as, gender, age, employment status, level of education, type of institution and role in organization are all shown in the statistical tables below. In Appendix E are the backing tables.

The distribution of gender participants in the research show that the female group represents the 86.7% of the participants and the male group represents 13.3% of the participants.

Table 3 contains the data that refer to the age of the teachers who responded to the instrument. Regarding the age of the teachers, it is observed that most respondents declare that they are between 30 and 39 years old, which represents 31.6% (*n* = 31).

Table 3

Distribution of Participants by Age

Age	*N*	*%*
20-29	16	16.3
30-39	31	31.6
40-49	22	22.4
50-59	16	16.3
60-70	13	13.3
Total	98	100.0

The distribution of teachers according to employment was presented as follows: 85.0% were full time (*n* = 85) and 15.0% were part time (*n* = 15). It is observed that the majority of respondents were full time.

Table 4 contains the data that refer to the level of education of the teachers who responded to the instrument. Regarding the level of education of the teachers, it is observed that many of respondents declare to be bachelors, which represents 58.5% (*n* = 55).

Table 4

Distribution of Participants by Level of Education

Level of education	*n*	*%*
High School/University	12	12.8
Bachelor	55	58.5
Master	26	27.7
Doctorate	1	1.1
Total	94	100.0

Table 5 contains the data that refer to the type of institution to which the teachers who responded to the instrument belong. Regarding the type of school where teachers work, it is observed that the majority work in primary elementary school, which represents 70.4% (*n* = 69).

Table 5

Distribution of Participants Level of Institution

Institution Level	*n*	*%*
Elementary School	69	70.4
Middle School	17	17.3
High School	12	12.2
Total	98	100.0

Table 6 contains the data that refer to the role in the organization of the teachers who responded to the instrument. Regarding the role of teachers in the organization, it is observed that the majority work as teachers in the classroom, which represents 81.8% (*n* = 81).

Table 6

Distribution of Participants by Role in the Organization

Role in the organization	*n*	*%*
Class Teacher	81	81.8
Assistant Teacher	6	6.1
Other	12	12.1
Total	99	100.0

Validity

The factorial analysis procedure was used to evaluate the validity of the constructs of school climate, administrative support, and teacher job satisfaction. Next, the statistical tests of the factor analysis for the constructs are presented. In Appendix F are the backing tables

School Climate

The factorial analysis procedure was used to analyze the validity of school climate. In the analysis of the correlation matrix, it was found that the 17 items have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a low value but acceptable (KMO = .637) was found. For the Bartlett Sphericity test, it was found that the results (X^2 = 509.917, *df* =136, *p* =.000) are significant. This means that there is good correlation between the items in the construct.

For the extraction statistics by main components, it was found that for the commonality values (Com_{min} = .320; Com_{max} = .746), the 17 items are greater than the extraction criterion (Com > .300). In relation to the total variance explained, a confirmatory analysis was carried out with four factors, explaining 54.232% of the total variance, this value being greater than 50% established as a criterion.

Regarding the Rotated Component Matrix, the Varimax method was used. Table 7 presents information comparing the relative saturations of each indicator for the four factors of school climate. The factors were defined as follows: (a) Student Relation: the relationship between students and teachers and not necessarily inclusive to students and their peers; (b) School Resources: the instructional equipment, curriculum materials, electrical, computers, laptops, iPads, internet access, and library or media

center available; (c) Collaborative innovation: teachers working as a team to execute new and different innovative ideas for the good of the institution, and (d) Teacher Input: teacher's having instructional planning time to establish new programs for different grade levels that would be beneficial to the school's achievement growth.

Table 7

Factorial Loading for the Items in School Climate

	Component			
	1	2	3	4
SCRE2 Most students are well mannered or respectful of the school staff	**.826**			
SCRE12 Students in this school are well behaved.	**.821**	-.139		
SCRE7 Most students are helpful and cooperative with teachers.	**.808**	-.165	.257	
SCRE17 Most students are motivated to learn.	**.726**	.158		
SCSR3 Instructional equipment is not consistently accessible.		**.686**		
SCSR10 New courses or curriculum materials are seldom implemented.		**.595**	-.177	-.140
SCSR13 Digital equipment, computers, and Internet access are readily…	.267	**-.587**	.293	
SCSR18 The supply of equipment and resources is not adequate.	.157	**.577**	-.191	
SCTI16 I seldom discuss the needs of individual students with other…		.522		-.**398**
SCCI6 There is good communication among teachers.		-.144	**.781**	.115
SCCI5 New and different ideas are always being tried out.		-.217	**.739**	.180
SCCI21 Good teamwork is not emphasized enough at my school	-.249	.357	**-.595**	-.168
SCCI19 Teachers in this school are innovative.		.101	**.507**	
SCTI20 Classroom instruction is rarely coordinated across teachers.			-.244	**-.771**
SCTI1 Teachers design instructional programs together.		.234	.225	**.749**
SCTI11 I have regular opportunities to work with other teachers.		-.351		**.630**
SCTI15 We are willing to try new teaching approaches in my school.		-.339		**.450**

Note: only factor loads greater than .100 are shown

Administrative Support

The factorial analysis procedure was used to analyze the validity of administrative support. In the analysis, it was found that the 32 have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .917) was found. For the Bartlett Sphericity test, it was found that the results (X^2 = 3,231.142, *df* = 496, *p* =.000) are significant.

For the extraction statistics by main components, it was found that for the commonality values (Com_{min} = .360; Com_{max} = .884), the 32 items are greater than the extraction criterion (Com > .300). In relation to the total variance explained, a confirmatory analysis was carried out with four factors, explaining 70.286% of the total variance, this value being greater than 50% established as a criterion.

Regarding the Rotated Component Matrix, the Varimax method was used. Table 8 presents information comparing the relative saturations of each indicator for the four factors of administrative support. After analyzing the data, all of the 32 items were kept and the four categories maintained their original names. The factors were defined as follows: (a) spiritual support: The administrator provides spiritual leadership, resources and support to elevate the spiritual level of the school; (b) relational support: the administrator provides opportunities for collaboration, is trustworthy, respectful, approachable and ensures stable relationships between administrator and staff; (c) informational support: the administrator is clear in dispensing the information needed by the teachers enabling them to perform their duties with fidelity; and (d) instructional support: provides the materials, equipment, and financial support needed.

Teacher Job Satisfaction

The factorial analysis procedure was used to analyze the validity of teacher job satisfaction. In the analysis of the correlation matrix, it was found that the 36 have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a low value but acceptable (KMO = .748) was found. For the Bartlett Sphericity test, it was found that the results (X^2 = 1,834.379, *df* = 630, *p* =.000) are significant. This means that there is good correlation between the items in the construct.

Table 8

Factorial Loading for the Items in Administrative Support

	Component			
	1	2	3	4
ASSS29 Provides opportunity for community service	**.736**	.135	.121	.253
ASSS31 Provides resources for onsite spiritual activities	**.716**	.288	.185	.204
ASSS24 Provides leadership about the school's mission	**.710**	.350	.404	
ASSS27 Encourages the integration of faith and learning	**.704**	.395	.252	.242
ASSS26 Encourages me to uphold the tenets of the SDA church in my…	**.696**	.278	.187	.182
ASSS25 Provides leadership about the school's vision	**.682**	.355	.428	
ASRS23 Encourages me to try new ideas	.681	**.362**	.383	.200
ASSS30 Promotes Christian education to boost enrollment in our school	**.678**	.102	.385	
ASSS28 Provides opportunities for music outreach	**.672**	.199		.269
ASRS8 Is intuitive and attentive to my professional growth	.602	**.400**	.371	.177
ASIF21 Provides guidance and feedback	.570	.282	.491	.277
ASSS32 Encourages students to attend the school's baptismal class	**.553**	.197		.120
ASRS10 Provides opportunities for professional collaboration and…	.485	**.418**	.397	.233
ASRS5 Responds appropriately to situations relating to my students…	.238	**.760**	.288	.308
ASRS2 Is amiable and easy to approach	.416	**.736**		.220
ASRS6 Listens to my problems as they relate to parental conflicts	.228	**.733**	.295	.178
ASRS7 Recognizes and appreciates the work I do	.413	**.731**	.243	.199
ASRS1 Involves me in job related decisions		**.682**	.234	.197
ASRS3 Has my respect and trust	.400	**.674**	.368	.187
ASRS9 Supports my actions and ideas	.414	**.638**	.284	.124
ASRS4 Interacts with me frequently	.287	**.632**	.485	
ASRS22 Provides appropriate assistance when a student's behavior…	.342	**.623**	.247	.227
ASIS16 Provides information for me to schedule work ahead of time	.408	.575		**.411**
ASIF15 Explains reasons behind programs and practices	.486	.504	**.421**	.275
ASIF11 Provides current information about teaching and learning	.421	.504	**.482**	.192
ASIF13 Informs me about Conference policies	.133	.329	**.790**	.154
ASIF14 Informs me about school policies	.204	.298	**.721**	.251
ASIF12 Provides me with the school's goals and objectives	.312	.440	**.677**	.211
ASIS20 Visits my classroom as needed	.295	.138	.582	**.393**
ASIS17 Provides me with the materials I need to do my job	.291	.249	.187	**.838**
ASIS18 Provides me with the equipment I need to do my job	.327	.282	.205	**.777**
ASIS19 Provides me with the financial support I need to do my job	.181	.283	.361	**.668**

Note: only factor loads greater than .100 are shown

For the extraction statistics by main components, it was found that for the commonality values (Com_{min} = .293; Com_{max} = .775), 35 items are greater than the extraction criterion (Com = .300). In relation to the total variance explained, a confirmatory analysis was carried out with six factors, explaining 56.012% of the total

variance, this value being greater than 50% established as a criterion.

Regarding the Rotated Component Matrix, the Varimax method was used. Table 9 presents information comparing the relative saturations of each indicator for the six factors of teacher job satisfaction. After analyzing the data, all of the 36 items were kept and instead of nine categories as proposed by the developer, six categories were formed based on the perceptions of the participants. The factors were defined as follows: (a) supervision: the competence of the supervisor, his communication skills, and his interest in the feelings of those whom he leads; (b) coworker and nature of work: the coworkers enjoy working together and feel a sense of pride in the nature of the work they; (c) pay and promotion: the teacher's satisfaction with their salary and chance for promotion; (d) perception of rewards: the teacher's clarity of the organizational goals and satisfaction with the rewards; (e) operating conditions: the teacher's workload, rules and procedures are fair; and (f) equity in benefits: the benefit packages obtained by the organization are equitable with those offered by other organizations.

Descriptive of the Constructs

This section shows the analysis of each of the variables or constructs in general, as well as the behavior of its dimensions and indicators. Appendix G shows the support tables.

School Climate

To measure the variable school climate, the school-wide Environmental Questionnaire (SLEQ) was used, which consists of 17 items with a range of responses within a Likert scale that varies from 1*. strongly agree* to 5. *strongly disagree*.

Table 9

Factorial Loading for the Items in Teacher Job Satisfaction

	Component					
	1	2	3	4	5	6
JSSU21 My supervisor shows too little interest in the…	**.840**			.185	.194	
JSSU12 My supervisor is unfair to me.	**.791**	-.126		.201	.194	
JSSU30 I like my supervisor.	**-.737**	.392	.138	.139		.200
JSSU3 My supervisor is quite competent in doing his job.	**-.592**	.189	.102	-.106	.118	.519
JSPR14 I do not feel that the work I do is appreciated.	.511	-.221	-.237	.279	.356	
JSSU9 Communications seem good within this organization.	**-.342**	.125	.228	-.208		.279
JSCN25 I enjoy my co-workers.	-.129	**.796**	.125			
JSCN17 I like doing the things I do at work.		**.709**		-.141		.125
JSCN35 My job is enjoyable.	-.206	**.695**	.216	.190	-.242	
JSCN7 I like the people I work with.	-.328	**.686**	.139	-.130		
JSCN27 I feel a sense of pride in doing my job.	-.224	**.520**	.191	-.336	.232	.144
JSCN36 Work assignments are often not fully explained.	.109	**-.388**	.374	.293	.263	-.232
JSPP28 I feel satisfied with my chances for salary increases.		.124	**.808**		-.182	
JSPP33 I am satisfied with my chances for promotion.			**.704**			.157
JSPP1 I feel I am being paid a fair amount for the work I	-.183	.136	**.651**	-.178		.119
JSPP20 People get ahead as fast here as they do in other…	-.313		**.491**			.474
JSPP10 Raises are too few and far between.	.229		**-.461**	.184	.240	-.145
JSPP19 I feel unappreciated by the organization when I...	.276	-.307	**-.441**	.380	.362	.203
JSEB5 When I do a good job, I receive the recognition for it…	-.236	.180	.429	-.186		.402
JSCN8 I sometimes feel my job is meaningless.	-.162	**-.364**		.657		
JSPP29 There are benefits we do not have which we should..		.216		**.647**	.106	-.434
JSFB4 I am not satisfied with the benefits I receive.	.270		-.188	**.577**		
JSCM18 The goals of this organization are not clear to	.425	-.239		**.545**		
JSCR23 There are few rewards for those who work here.	.244	.206		**.521**	.152	-.124
JSCN34 There is too much bickering and fighting at work.	.258	**-.380**		.441	.129	
JSCM26 I often feel that I do not know what is going on with..	.401		-.206	.404		
JSPR31 I have too much paper work.					**.768**	-.165
JSPR24 I have too much to do at work		.118	-.194		**.732**	
JSPR32 I don't feel my efforts are rewarded the way they…	.253		-.162	.249	**.664**	-.133
JSCN16 I find I have to work harder at my job than I should…	.272	**-.364**	-.135		.458	.194
JSPR6 Many of our rules and procedures make doing a…	.294	-.185		.380	**.457**	-.111
JSPP2 There is really too little chance for promotion on my…			-.**437**	.191	.438	.216
JSEB13 The benefits we receive is as good as most other…		.305		-.208		**.755**
JSEB15 My effort to do a good job are seldom blocked by...		-.101	.136		-.122	**.578**
JSPP11 Those who do well on the job stand a fair chance of..	-.168		.**543**		-.177	.566
JSEB22 The benefit package we have is equitable.		.258		-.104		**.463**

Note: only factor loads greater than .100 are shown

The school climate variable has a mean of 3.65 (*SD* = 0.453), its kurtosis negative of -0.181, which indicates a normal behavior, because is close to zero. As for the asymmetry, a negative asymmetric behavior is observed (Asymmetry = -0.179). Figure 2 shows that values tend, slightly to meet more on the left side of the average.

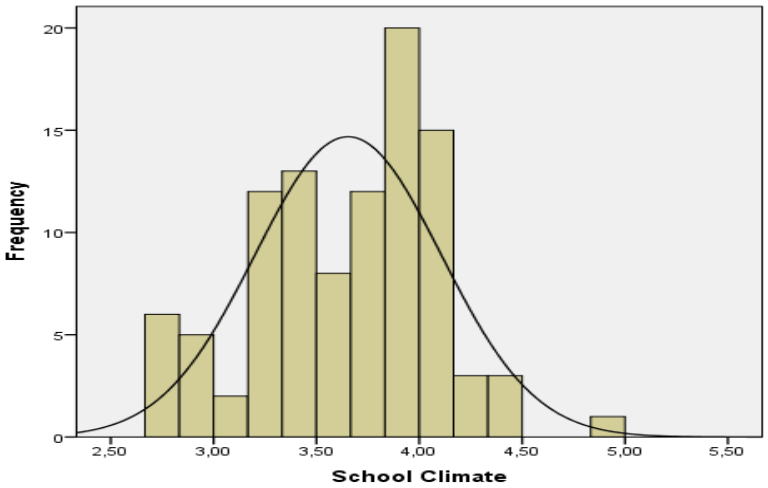


Figure 2. Histogram with Normal Curve for School Climate.

Table 10 shows the mean, standard deviation, asymmetry, kurtosis, and reliability. According to the results of averages, it can be observed that the dimension that best evaluates is “collaborative innovation” (*M* = 3.95; *SD* = 0.651) and the least evaluated dimension was the “teacher input” (*M* = 3.48 and *SD* = 0.638).

Table 10

Descriptive and Reliability of the Factors in School Climate

Code	Factor	*M*	*SD*	Asymmetry	Kurtosis	Reliability
SCTI	Teacher Input	3.48	0.638	-0.362	0.497	.637
SCRE	Student Relation	3.59	0.822	1.178	1.482	.815
SCSR	School Resources	3.62	0.700	0.245	-0.751	.590
SCCI	Collaborative Innovation	3.95	0.651	0.463	-0.132	.655

Teacher Input: Table 11 shows the mean and standard deviation with respect to the subscale of the teacher Input. According to the results of the means, the best evaluated criterion was the following: “We are willing to try new teaching approaches in my school” (*M* = 4.13, *SD* = 0.787) and the least evaluated behavior was, “I seldom discuss the needs of individual students with other teachers” (*M* = 2.48, *SD* = 1.010).

Table 11

Descriptive of the Items of Teacher Input

Items		
SCTI15 We are willing to try new teaching approaches in my school	4.13	0.787
SCTI11 I have regular opportunities to work with other teachers	3.51	1.176
SCTI1 Teachers design instructional programs together	3.23	1.136
SCTI20 Classroom instruction is rarely coordinated across teachers	2.98	0.829
SCTI16 I seldom discuss the needs of individual students with other teachers.	2.48	1.010

Student Relation: Table 12 shows the mean and standard deviation with respect to the subscale of the Student Relation. According to the results of the means, the best evaluated criterion was the following: “Most students are well mannered or respectful of the school staff” (*M* = 3.59, *SD* = 1.074) and the least evaluated behavior was “Most students are motivated to learn” (*M* = 3.46, *SD* = 1.008).

Table 12

Descriptions of the Items of Student Relation

Items		
SCRE2 Most students are well mannered or respectful of the school staff.	3.59	1.074
SCRE7 Most students are helpful and cooperative with teachers.	3.86	0.954
SCRE12 Students in this school are well behaved.	3.48	1.059
SCRE17 Most students are motivated to learn.	3.46	1.008

School Resources: Table 13 shows the mean and standard deviation with respect to the subscale of the School Resources. The best evaluated criterion was the following: “Digital equipment, computers, and Internet access are readily available” (M = 3.88, *SD* = 1.037) and the least evaluated behavior was “New courses or curriculum materials are seldom implemented” (*M* = 2.33, *SD* = 1.064).

Table 13

Descriptions of the Items of School Resources

Items		S
SCSR3 Instructional equipment is not consistently accessible.	2.41	0.986
SCSR10 New courses or curriculum materials are seldom implemented.	2.33	1.064
SCSR13 Digital equipment, computers, and Internet access are readily	3.88	1.037
SCSR18 The supply of equipment and resources is not adequate.	2.63	1.098

Collaborative Innovation: Table 14 shows the mean and standard deviation with respect to the subscale of the Collaborative Innovation. According to the results of the means, the best evaluated criterion was the following: “Teachers in this school are innovative” (*M* = 4.14, *SD* = 1.227) and the least evaluated behavior was: “Good teamwork is not emphasized enough at my school” (*M* = 2.22, *SD* = 0.227).

Table 14

Descriptions of the Items of Collaborative Innovation

Items		S
SCCI5 New and different ideas are always being tried out.	3.87	0.906
SCCI6 There is good communication among teachers.	4.01	0.823
SCCI19 Teachers in this school are innovative.	4.14	0.667
SCCI21 Good teamwork is not emphasized enough at my school	2.22	1.227

Administrative Support

The administrative support instrument was used to measure the variable, which consists of 32 items with a range of responses within a Likert scale that varies from 1. *strongly disagree* to 5. *strongly agree*.

The administrative support variable has a mean of 4.0 (*SD* = 0.668), its kurtosis of 0.642, which indicates a moderate leptokurtic behavior. As for the asymmetry, a negative asymmetric behavior is observed (Asymmetry = -0.714). Figure 3 shows that values tend to meet more on the right side of the average.

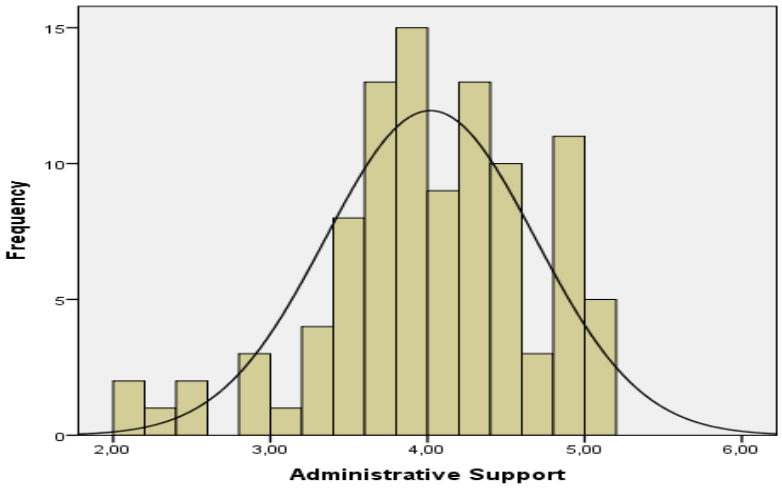


Figure 3. Histogram with Normal Curve for Administrative Support.

Table 15 shows the mean, standard deviation, asymmetry, kurtosis and reliability. According to the results of averages, it can be observed that the dimension that best evaluates is “Relational Support” (*M* = 4.09; *SD* = 0.717) and the least evaluated dimension was the “Instructional Support” (*M* = 3.93; and *SD* = 0.746).

Table 15

Descriptive and Reliability for the Factors in Administrative Support

Code	Factor	M	*SD*	Asymmetry	kurtosis	Reliability
ASRS	Relational Support	4.09	0.717	-0.901	0.563	.950
ASIF	Informational Support	4.00	0.768	-0.664	0.585	.922
ASIS	Instructional Support	3.93	0.704	-0.578	0.520	.869
ASSS	Spiritual Support	3.96	0.667	-0.720	0.927	.921

Relational Support: Table 16 shows the mean and standard deviation with respect to the subscale of the teacher Input. According to the results of the means, the best evaluated criterion was the following: “Is amiable and easy to approach” (*M* = 4.26, *SD* = 0.836) and the least evaluated behavior was: “Involves me in job related decisions” (M = 3.69, *SD* = 1.086).

Table 16

Descriptive for the Items in Relational Support

Items		S
ASRS1 Involves me in job related decisions	3.69	1.086
ASRS2 Is amiable and easy to approach	4.26	0.836
ASRS3 Has my respect and trust	4.15	0.914
ASRS4 Interacts with me frequently	4.17	0.792
ASRS5 Responds appropriately to situations relating to my students needs	4.14	0.829
ASRS6 Listens to my problems as they relate to parental conflicts	4.25	0.730
ASRS7 Recognizes and appreciates the work I do	4.24	0.986
ASRS8 Is intuitive and attentive to my professional growth	3.95	0.999
ASRS9 Supports my actions and ideas	4.15	0.796
ASRS10 Provides opportunities for professional collaboration and development	4.11	0.851
ASIS23 Encourages me to try new ideas	3.94	0.972

Informational Support: Table 17 shows the mean and standard deviation with respect to the subscale of the Student Relation. According to the results of the means, the best evaluated criterion was the following: “Informs me about school policies” (*M* = 4.15, *SD* = 0.783) and the least evaluated behavior was: “Provides current information about teaching and learning” (*M* = 3.86, *SD* = 0.974).

Table 17

Descriptive for the Items in Informational Support

Items		S
ASIF15 Explains reasons behind programs and practices	4.00	1.074
ASIF11 Provides current information about teaching and learning	3.86	0.954
ASIF13 Informs me about Conference policies	4.02	0.932
ASIF21 Provides guidance and feedback	4.05	0.857
ASIF12 Provides me with the schools goals and objectives.	3.95	0.968
ASIF14 Informs me about school policies	4.15	0.783

Instructional Support: Table 18 shows the mean and standard deviation with respect to the subscale of the School Resources. According to the results of the means, the best evaluated criterion was the following: “Provides me with the materials I need to do my job” (*M* = 4.07, *SD* = .867) and the least evaluated behavior was: “Provides me with the financial support I need to do my job” (*M* = 3.72, *SD* = 1.080).

Table 18

Descriptive for the Items in Instructional Support

Items		S
ASIS20 Visits my classroom as needed	4.03	0.870
ASIS17 Provides me with the materials I need to do my job	4.07	0.867
ASIS18 Provides me with the equipment I need to do my job	3.99	0.870
ASIS19 Provides me with the financial support I need to do my job	3.72	1.080

Spiritual Support: Table 19 shows the mean and standard deviation with respect to the subscale of the Spiritual Support. According to the results of the means, the best evaluated criterion was the following: “Encourages the integration of faith and learning” (*M* = 4.26, *SD* = .833) and the least evaluated behavior was: “Encourages students to attend the school’s baptismal class” (*M* = 3.47, *SD* = .944).

Table 19

Descriptive for the Items in Spiritual Support

Items		
ASSS30 Promotes Christian education to boost enrollment in our school	4.05	0.796
ASSS25 Provides leadership about the school’s vision	4.06	0.930
ASSS29 Provides opportunity for community service	3.88	0.856
ASSS31 Provides resources for onsite spiritual activities	3.83	1.005
ASSS24 Provides leadership about the school’s mission	4.07	0.902
ASSS27 Encourages the integration of faith and learning	4.26	0.833
ASSS26 Encourages me to uphold the tenets of the SDA Church in my classroom	4.12	0.879
ASSS28 Provides opportunities for music outreach	3.96	0.942
ASSS32 Encourages students to attend the school’s baptismal class	3.47	0.944

Teacher Job Satisfaction

To measure the variable teacher job satisfaction, Job Satisfaction Survey was used, which consists of 21 items with a range of responses within a Likert scale that varies from 1. *strongly agree* to 5. *strongly disagree*.

The teacher job satisfaction variable has a mean of 3.5 (*SD* = 0.467), its kurtosis of 1.443, which indicates an important leptokurtic behavior. As for the asymmetry, a negative asymmetric behavior is observed (Asymmetry = -0.449). Figure 4 shows that values tend to meet more on the right side of the average.

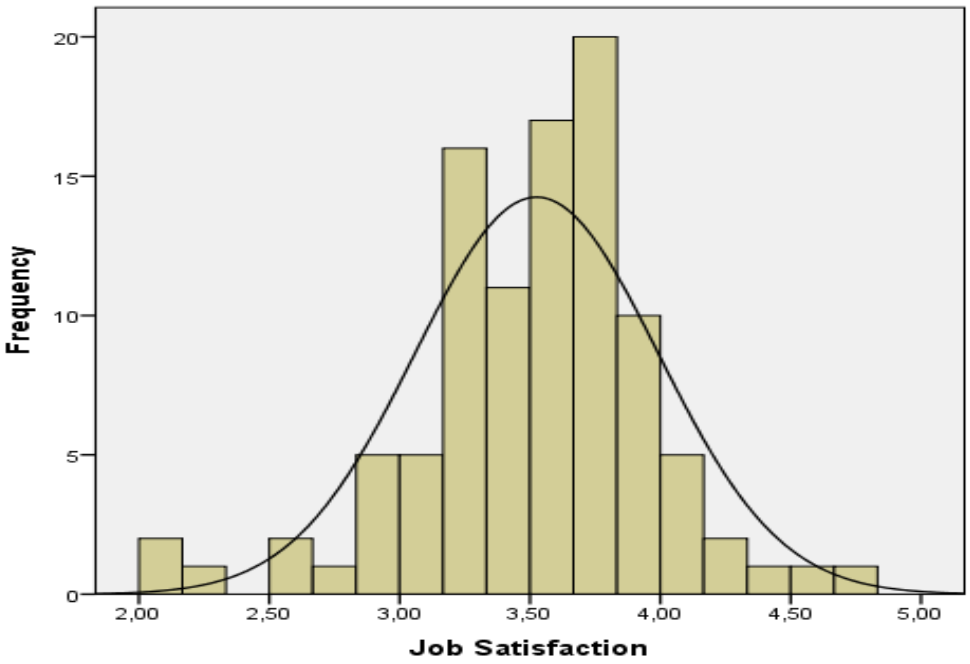


Figure 4. Histogram with Normal Curve of Teacher Job Satisfaction.

Table 20 shows the mean, standard deviation, asymmetry, kurtosis and teacher job satisfaction reliability. According to the results of averages, it can be observed that the dimension that best evaluates is “coworker and nature of work” (*M* = 4.10, *SD* = 0.526) and the least evaluated dimension was “pay and promotion” (*M* = 2.95, *SD* = 0.683).

Table 20

Descriptive and Reliability for the Factors in Teacher Job Satisfaction

Code	Factor	M	*SD*	Asymmetry	Kurtosis	Reliability
JSPP	Pay and Promotion	2.95	0.683	-0.173	0.424	.803
JSSU	Supervision	4.00	0.746	-1.315	2.119	.801
JSPR	Perception of Rewards	3.99	0.627	0.439	1.569	.669
JSEB	Equity in Benefits	3.30	0.660	0.429	0.572	.541
JSCN	Coworker and Nature of Work	4.10	0.526	-0.853	1.992	.787
JSOC	Operating Conditions	3.22	0.749	-0.156	0.238	.740

Pay and Promotion: Table 21 shows the mean and standard deviation with respect to the subscale of the pay and promotion. According to the results of the means, the best evaluated criterion was the following: “Raises are too few and far between (*M* = 3.38, *SD* = 1.161) and the least evaluated behavior was: “I feel unappreciated by the organization when I think about how much they pay me” (*M* = 2.38, *SD* = 1.090).

Table 21

Descriptions of the Items of Pay and Promotion

Items	*M*	*SD*
JSSPP28 I feel satisfied with my chances for salary increases	3.02	0.787
JSSPP33 I am satisfied with my chances for promotion	3.08	1.176
JSPP1 I feel I am being paid a fair amount for the work I do	2.93	1.136
JSPP20 People get ahead as fast here as they do in other places	2.76	0.829
JSPP10 Raises are to few and far between	3.38	1.161
JSPP19 I feel unappreciated by the organization when I think about what they	2.38	1.090
JSPP11 Those who do well on the job stand a fair chance of being promoted	3.36	1.077
JSPP2 There is really too little chance for promotion on my job	2.94	0.993

Supervision: Table 22 shows the mean and standard deviation for the items in supervision. The best evaluated criterion was the following: “I like my supervisor” (*M* = 4.23, *SD* = 0.908) and the least evaluated behavior was: “JSSU12 My supervisor is unfair to me” (*M* = 1.79, *SD* = 1.113).

Perception of Rewards: Table 23 shows the mean and standard deviation with respect to the subscale of the Perception of Rewards. The best evaluated criterion was the following: “There are benefits we do not have which we should have” (*M* = 3.88, *SD* = 1.037) and the least evaluated behavior was: “The goals of this organization is not clear to me” (*M* = 2.00, *SD* = .969).

Table 22

Descriptions of the Items of Supervision

Items	*M*	*SD*
JSSU30 I like my supervisor.	4.23	.908
JSSU3 My supervisor is quite competent in doing his/her job.	4.03	.958
JSSU9 Communications seem good within this organization.	3.55	1.037
JSSU21 My supervisor shows too little interest in the feelings of subordinates.	2.01	.969
JSSU12 My supervisor is unfair to me.	1.79	1.113

Table 23

Descriptions of the Items of Perception of Rewards

Items	*M*	*SD*
JSPR29 There are benefits we do not have which we should have	3.23	0.874
JSPR4 I am not satisfied with the benefits I receive	2.37	1.009
JSPR18 The goals of this organization are not clear to me	2.00	0.969
JSPR23 There are few rewards for those who work here	2.91	0.889
JSPR26 I often feel that I do not know what is going on with the organization	2.34	1.014

Equity in Benefits: Table 24 shows the mean and standard deviation for the items in Equity in Benefits. According to the results of the means, the best evaluated criterion was the following: “The benefits we receive is as good as most other organizations offer” (*M* = 3.35, *SD* = .999) and the least evaluated behavior was: “My effort to do a good job are seldom blocked by red tape” (*M* = 3.23, *SD* = .1.043).

Coworker and Nature of Work: Table 25 shows the mean and standard deviation with respect to the subscale of the Coworker and Nature of Work. According to the results of the means, the best evaluated criterion was the following: “I enjoy my co-workers” (*M* = 4.34, *SD* = .727) and the least evaluated behavior was: “There is too much bickering and fighting at work” (*M* = 1.79, *SD* = .891).

Table 24

Descriptive for the Items of Equity in Benefits

Items	*M*	*SD*
JSEB13 The benefits we receive is as good as most other organizations offer	3.35	0.999
JSEB15 My efforts to do a good job are seldom blocked by red tape	3.23	1.043
JSEB5 When I do a good job, I receive the recognition for it that I should receive	3.33	1.189
JSEB22 The benefit package we have is equitable	3.32	0.803

Table 25

Descriptive for the Items of Coworker and Nature of Work

Items	*M*	*SD*
JSCN25 I enjoy my coworkers	4.34	0.727
JSCN17 I like doing the things I do at work	4.08	0.825
JSCN35 My job is enjoyable	4.20	0.651
JSCN7 I like the people I work with	4.41	0.682
JSCN27 I feel a sense of pride in doing my job	4.29	0.782
JSCN36 Work assignments are often not fully explained	2.39	0.950
JSCN8 I sometimes feel my job is meaningless	2.02	1.137
JSCN34 There is too much bickering and fighting at work	1.79	0.891
JSCN16 I find I have to work harder at my job than I should because of	2.21	1.066

Operating conditions: Table 26 shows the mean and standard deviation with respect to the subscale of the Operating Conditions. According to the results of the means, the best evaluated criterion was the following: “I have too much to do at work” (*M* = 3.36, *SD* = 1.087) and the least evaluated behavior was: “I do not feel that the work I do is appreciated” (*M* = 2.31, *SD* = 1.134).

Hypothesis Testing

The present study aims to explore whether the empirical model in which the school climate and administrative support are predictors of the job satisfaction

according to the theoretical model. In Appendix H are the backing tables. The explanatory predictors' variables in this research were school climate and administrative support and the criterion variable was job satisfaction. The null hypothesis says:

H_o. School climate and administrative support are not significant predictors of job satisfaction of PreK-12 Teachers in Seventh-day Adventist Schools in Florida. To test the hypothesis, a model of structural equations (SEM) was used.

Table 26

Descriptive for the Items of Operating Conditions

Items		S
JSOC31 I have too much paper work	3.11	1.091
JSOC24 I have too much to do at work	3.36	1.087
JSOC32 I don't feel my efforts are rewarded the way they should be	2.76	1.055
JSOC6 Many of our rules and procedures make doing a good job difficult	2.34	1.014
JSOC14 I do not feel that the work I do is appreciated	2.31	1.134

The maximum likelihood maximum (MLE) process was considered for calculating the parameters in the model (see Figure 5), resulting in a non-significant chi-square (X^2 = 114.120, *p* = .001, *df* = 70, *n* = 98). In addition to this, the goodness-of-fit indices were: relative chi-square of 1.630, less than 3; GFI of .865 close to the .9 criterion; CFI of .934 greater than .9; and RMSEA of .080 equal to the criterion of .08. Of the five proposed fit indices, the relative chi-square, the CFI, and the RMSEA were achieved. Under these characteristics, it is a model that conforms acceptably to the empirical information collected (see Appendix H).

Once the model is accepted, observe the prediction coefficient between the variables school climate (γ = .51, *p* = .003) and administrative support (γ = .44, *p* =

.001). These significance values allow to consider that there is sufficient evidence to reject the null hypothesis. Therefore, school climate and administrative support are significant predictors of job satisfaction. Predictor variables explain 71% of the criterion variable. The latent exogenous variable that makes the most contribution towards job satisfaction is the school climate.

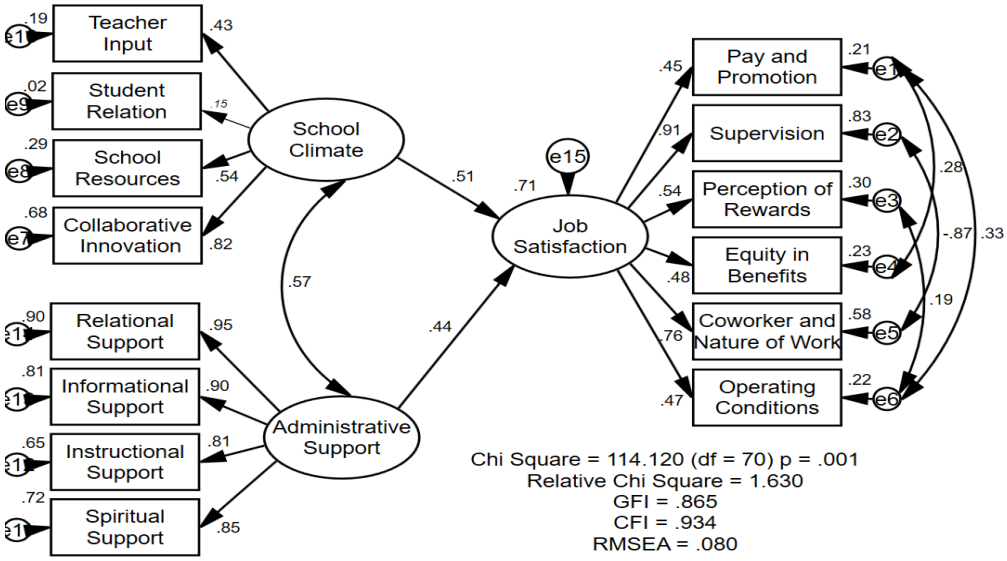


Figure 5. Structural Equations Model for the Relationship Between the School Climate, Administrative Support, and Job Satisfaction.

The structure model shows that there is a significant positive relationship between school climate variables and administrative support ($\phi = .57$, $p < .001$). When observing the measurement model, the contributions of the observed variables (factors) to the relationship are perceived. All factors contribute significantly to the level of .05 to the corresponding latent variables, except student relation.

The most important factor of school climate which shows its contributive relationship with job satisfaction is collaborative innovation ($\lambda = .82$, $p < .001$). On the

other hand, although, all factors of administrative support are important, the highest is relational support ($\lambda = .95$, $p < .001$). Otherwise the factor that is most described in job satisfaction is supervision ($\lambda = .91$, $p < .001$).

Other Results

Analysis were performed to compare the variables with respect to the demographic variables of age, institution where they work and educational level. The only demographic feature in which a difference was observed, was with respect to the educational level. It was found that the factor coworker and nature of work ($t_{(92)} = 2.541$, $p = .013$) is better perceived by teachers at a postgraduate education level ($M = 4.34$, $SD = .426$) compared to teachers at an undergraduate level ($M = 4.05$, $p = .529$).

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The present study explored whether the empirical model in which the school climate and administrative support are predictors of the job satisfaction of elementary, middle, and high school teachers in the Florida Conference confirms with the theoretical model. This chapter presents a synthesis of the research work, taking into account the background, the problem posed, the methodology used, and the results obtained. A discussion is made about the results and some recommendations for future research are given.

Summary

The literature review was based on the variables school climate, administrative support and job satisfaction. The demographic variables were the following: age, gender, employment, level of education, type of institution, and role in the organization.

School climate has been referred to as “the psychosocial context in which teachers work and teach” (Johnson, et al., 2007, p. 834). Positive school climate is associated with higher job satisfaction, among teachers (Malinen, & Savolainen, 2016). A supportive and positive school climate is crucial especially for novice teachers who need guidance and assistance during the first years of their career to ensure their confidence as the years’ progress (Yost, 2006). Nartgun and Taskin (2017) declare that

teachers develop a positive attitude towards their schools when they are provided with a suitable work climate. Principals and administrators cannot ignore the need for creating a school climate that promotes the satisfaction of teachers in SDA Schools.

Borman and Dowling (2008) defined administrative support as “the school’s effectiveness in assisting teachers with issues such as student discipline, instructional methods, curriculum and adjusting to the school environment” (p. 380). Several studies stated that teachers stay in teaching because of positive administrative support (Baker, 2007; Weiss, 1999) On the other hand research shows teachers reported intent to leave based on lack of administrative support (Boyd, et al., 2009; Leukens, 2004; Liu & Meyer, 2005; Loeb, et al., 2005; Worthy, 2005; Ingersoll, & Smith, 2003).

Research has shown that the administrator determines the climate of the school. This is evidenced by supportive administrative practices, high quality interpersonal relationships and adaptive implementation of policies (Forsyth & Adams, 2014; Zeinabadi, 2014). Administrative support plays an important role in school climate. The administrator establishes relationships with students, teachers, and parents, which fosters a positive school climate (Cohen, et al., 2009). Schools that lack supportive administrators can be harmful to teachers (Boyd, et al., 2009; Ingersoll, 2001). Lack of administrative support affects teachers’ personal encounters and is often indicative of school-wide chaos, controversial relationships, problematical leadership, and unproductive actions. Teachers’ experiences with lack of administrative support require further attention, especially since it has been linked with teacher turnover (Ingersoll, 2001).

Job satisfaction is defined as “a pleasurable or positive emotional state resulting from the appraisal of one’s job experiences” (Locke, 1976, p. 1300). There have been

various studies on teacher job satisfaction with a myriad of variables. It has been researched in relation to Commitment (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012; Nagar, 2012; Zeinabadi, 2010). Studies have looked into its relation with feelings of self-efficacy (Caprara, Barbaranelli, steca, & Malone, 2006; Gkolia, Belias, & Koustelios, 2014; Jolivette, & Benson, 2010; Klassen & Chui, 2010; Vel-Ruma, Houchins). Yet others have looked at negative effects such as Burnout (Benoliel & Barth, 2017; Kitchel et al., 2012; Malinen & Savolainen, 2016; Skaalvik & Skaalvik, 2010; Sak, 2018). Research has deciphered different Leadership styles (Ali & Dahie, 2015; Biggerstaff, 2012; Hui, Jenatabadi, Binti Ismail, Radzi, & Jasimah, 2013). Emotional Intelligence (Ealias & George, 2012; Ignat &Clipa, 2012; Naderi Anari, 2012; Platsidou, 2010; Wong, Wong, & Peng, 2010). Retention (Shaw & Newton, 2014; Sims, 2017; Tehseen & Hadi, 2015). Yet one cannot exhaust the body of information that can be gleaned on this construct. Since job satisfaction is paramount in ensuring the success of students, parents, other coworkers and the teachers themselves, it is imperative that conditions be maintained, and some cases improved to allow for an environment that fosters teacher job satisfaction.

Sergiovanni (2005) suggests that collaboration is a “powerful way to improve teaching and learning” (p. 123). Collaboration has been linked with teacher job satisfaction (Forte, & Flores, 2014). Several studies demonstrate through their data that teachers who collaborate in their schools take fewer days off, engage in professional dialogue with coworkers, are more productive, and feel less burdened (Egodawatte, McDougall, & Stoilescu, 2011). Tegano and Moran (2005) “posit that “teachers in collaborative communities become students in the art of teaching” (p. 288).

DuFour (2006) states that it is insincere for any school principal to stress the

importance of collaboration and fail to provide the time to collaborate. Preparing principals who understand the important role of having a school climate that promotes collaboration and learning communities and teachers who understand the importance for such a climate has implications for teacher education (Chauncey, 2005; Fulton, Yoon, & Lee, 2005).

The research design used was the ex post facto design. The latent exogenous variables (predictor) used in the research were school climate and administrative support and the endogenous latent variable (criterion) was job satisfaction.

The sampling used in this research is stratified, cluster, random sampling of teachers who currently work in Florida Seventh-day Adventist Conference schools. Schools were placed in groups according to population, then several schools were chosen from each group to establish the sample. The sample was 141 participants of the 299 teachers of the total population. This corresponds to 47% of the population. Only 100 (71%) of these 141 teachers answered the survey, 33% of the population.

The instruments used to measure the variables were the following: School-wide Environmental Questionnaire (SLEQ), Special Education Teachers' Perceptions of Administrative Support and Job Satisfaction Survey.

The results provided enough evidence to prove that school climate and administrative support are predictors of job satisfaction. The predictive power of job satisfaction was considered important as it reached 71%. Although, school climate (γ = .51) is a better predictor than administrative support (γ = .44). Furthermore, an important relationship was found between the predictor variables, school climate and administrative support (ϕ = .57).

The most important factor of school climate as a contributor to the relationship

with job satisfaction was collaborative innovation (λ = .82). Whereas, all the factors for administrative support were deemed important, with the highest being relational support (λ = .95). Without equivocation, the factor that was most explained in job satisfaction is supervision (λ = .91).

Discussion

This section discusses the most important results obtained from the research carried out and the answers to the questions and initial objectives of the research by construct.

School Climate

The first aim of this study was to investigate school climate as a predictor of teacher job satisfaction. In keeping with the model presented above, the first finding of this research shows that positive school climate, as in this case of elementary, middle and high school teachers is a predictor of teacher job satisfaction.

In a sample of 664 Elementary and Secondary School Teachers in British Colombia, of the school climate factors, student relations were the one in which teachers perceived that students' behavior and motivation was the most dependable or homogeneous. Teachers who perceived better behavior and greater motivation among students, reported lower student behavior stress, greater efficacy, and job satisfaction (Collie, et al. 2012). However, in the current study student relations was a non-factor explaining teachers' perception of school climate as 2% according to the model. The teachers investigated in this study may have found this factor of little significance to job satisfaction since less behavioral issues occur in Christian institutions when compared to those reported by the non-private sector.

A look at the arithmetic means suggest that most of the sample population believed that the school climate in their school is good, hence they were satisfied. The items with the three highest scores were: “teachers in this school are innovative”, “new and different ideas are always being tried out” and “there is good communication among teachers”. These items are important for a healthy working environment at any school whether private or public. Teachers want a working environment where there is open communication with their colleagues. The items with the lowest results were new courses or curriculum materials are seldom implemented and good teamwork is not emphasized enough at the school where the researcher works. It must be noted however, that these items are negatively worded, which show that the opposite is true at the schools.

The second finding, in this research shows that collaborative innovation is the most important factor in school climate. In a sample of 181 and 559 grade math teachers in Japan and the United states respectively, along with 4,593 and 10,477 grade students in Japan and the United States respectively, one factor of school climate (collaboration) was addressed. In their study the results showed that when teachers in the United States spent time visiting other classrooms it was beneficial to their job satisfaction. However, the data also revealed that teachers were reluctant to comment on the work of their colleagues, for fear of impeding on their autonomy. The opposite was found in Japan, collaboration was not a significant predictor of job satisfaction, the researchers stated that this may be so, since collaboration is woven into the educational system there, in that it is a requirement (Reeves, Pun, & Chung, 2017). In this current study collaborative innovation was a significant predictor of school climate and job satisfaction. This shows that teachers in the Florida Conference although given

a level autonomy, are stating that the opportunity to collaborate with colleagues would enhance their satisfaction. Nevertheless, it must be noted that teachers visiting the classrooms of other teachers, not, just in their own building, but at sister schools within the organization is an initiative of the Florida Conference that has been proven to be advantageous.

A look at the arithmetic means suggest that most of the sample population believed that collaborative innovation, was most important. Since, the model shows a coefficient of .82 for collaborative innovation, compared to .54 school resources, .43 Teacher input and .15 for student relation, showing that student relation was not significant in school climate as a predictor of teacher job satisfaction.

Administrative Support

The third finding in this research, in keeping with the SEM above affirmed that administrative support is a predictor of teacher job satisfaction. It showed that when a principal supports their teachers, the teachers are satisfied with their job even if their salary, benefits, rewards and operating conditions are not as they would like them to be.

Data collected from the National Center for Education Statistics, in a sample of 32,271,936 teachers from public, public charter, Bureau of Indian Affairs funded and private schools in the United States, purported that administrative support is a significant predictor of teachers' job satisfaction ($\beta =. 399$, $p < .01$). The standardized coefficient beta for the direct consequence of administrative support on teacher's job satisfaction revealed the highest beta values (Tickle, et al. 2011). The results manifested that administrative support was a stronger predictor of job satisfaction. The

results of the research carried out show that, in the sample of participating teachers, the school climate is even more important than the administrative support, when explaining job satisfaction.

In another study, with a sample of 237 teachers of k-12th grade students across 33 states, the findings illustrated that teacher-directed violence is a significant problem in schools, and administrative leadership's response to these incidents impacts teachers significantly. Indeed, many teachers described experiencing a lack of support from administrators as the single most upsetting form of victimization, resulting in mental health concerns, school transitions, and burnout (McMahon, Reaves, McConnell, Peist, & Ruiz, 2017). Support from an SDA Principal is of utmost importance in creating an atmosphere in which satisfaction is experienced in schools. A look at the arithmetic means suggests that most of the sample population believed that relational support was paramount to their success in the school.

The items with the three highest scores were the administrator is "amiable and easy to approach", "listens to my problems as they relate to parental conflicts" and "recognizes and appreciates the work I do". These items are significant to relational support. Teachers are happy in their school environment when the principal is approachable, appreciates and acknowledges the work they do and handles parental conflicts efficiently. The items with the lowest results were the administrator "has my respect and trust" and "responds appropriately to situations relating to my student's needs". Although these had the lowest results, they were very important in showing teachers perception of relational support.

The fourth finding was that school climate was a better predictor of job satisfaction than administrative support. Tickle, et al. (2011) reported that

administrative support was a stronger predictor of teacher job satisfaction than student behavior, which is a factor of school climate. In a previous study Tickle, (2008) cited administrative support as the top indicator for identifying teacher job satisfaction. Nevertheless, in this study according to the SEM, school climate accounts for 26% of the prediction of job satisfaction whereas, administrative support accounts for 19% of the prediction. This may be so because the teachers of the Florida conference experience collaborative innovation, have reasonable access to school resources, and are allowed an acceptable level of teacher input when decisions are to be made at their school.

The fifth finding was that all factors of administrative support were important in its definition, being a predictor of teacher job satisfaction. The importance of administrative support to the sample population was evident, although it did not account for a higher level than school climate, the factor loadings were very high. Relational support .95, informational support .90, spiritual support .85 and instructional support .81. Price (2015) reported that "when the level of power sharing between principals and teachers is controlled, relational cohesion theory findings would suggest that the frequency of joint professional interactions would increase the affective dimension of satisfaction." He further states that "teachers who experience trust from their principal report higher rates of satisfaction with their work and possess the feeling of being supported by their administrator (Price, 2015). More specifically, Tickle, et al. (2011) found administrative support was a key predictor in teachers' job satisfaction and intent to remain in the profession

The sixth finding was that there is a relationship between school climate and administrative support. Research has shown that the administrator determines the

climate of the school. This is evidenced by supportive administrative practices, high quality interpersonal relationships and adaptive implementation of policies (Forsyth & Adams, 2014; Zeinabadi, 2014). Administrative support plays an important role in school climate. The administrator establishes relationships with students, teachers, and parents, which fosters a positive school climate (Cohen, et al., 2009). These findings show that the principal plays an important role in establishing the climate of the school.

Job satisfaction

The seventh finding of the current research showed that supervision and coworker and nature of work are the most important factors in defining job satisfaction. Danielson (2010) postulates that good teacher supervision is assisting teachers with their own professional growth. While Suchyadi & Nurjanah (2018), on the other hand indicated that one of the efforts to improve job satisfaction is to increase or develop the supervision of the principal. In a sample of 287 teacher staff of different public educational institutions of the Rawalpindi area, the researchers sought to establish that teacher satisfaction with supervision is correlated with overall job satisfaction. The results showed that the correlation value for supervision and job satisfaction was found to be 0.62. In the current research supervision accounted for 82% of teacher satisfaction. One reason why the teachers of the Florida Conference may appreciate supervision for feedback is that, in the Florida Conference, with the introduction of new curriculum, as introduced by the Union or the Division, teachers who may have missed the initial training would welcome guidance for the implementation of such initiatives. Based on the results of the research indicated above, it can be concluded that Supervision is the factor of job satisfaction that is best explained by the school climate

and administrative support.

A look at the arithmetic means suggest that most of the sample population believed that supervision followed by coworker and nature of work were the most important factors in ensuring job satisfaction. The items with the highest scores for the supervision factor were: “I like my supervisor”, “My supervisor is quite competent in doing his or her job”, and “communication seems good within this organization”. These items are important when it comes to supervision. Teachers want to work with a principal who is competent in his or her assigned duties. The items with the lowest results for supervision were: “my supervisor shows too little interest in the feelings of subordinates”, and “my supervisor is unfair to me”. The items with the three highest scores for coworker and nature of work were: “I like the people I work with”, “I enjoy my coworkers”, and “I feel a sense of pride in doing my job”. These items are important when it comes to coworker and nature since teachers need to feel comfortable with their coworkers and the nature of the work assigned to them.

Conclusions

From the findings of this research study, the following conclusions were drawn:

1. Teachers in Florida Conference of Seventh day Adventist schools perceived school climate and administrative support, respectively, as very important factors for their job satisfaction.

2. Teachers in Florida Conference of Seventh day Adventist schools perceived supervision, and coworker and nature of work, as most important to define their satisfaction.

3. Teachers in Florida Conference of Seventh day Adventist Schools perceived

collaborative innovation as most important to the school climate.

4. The perceptions of teachers in Florida conference regarding Administrative support encompassed relational, informational, instructional, and spiritual support as being important.

Recommendations

The following recommendations are made from the results of the study to educational institutions and future research.

For Educational Institutions

1. That Principals of schools in the Florida Conference of Seventh Day Adventist ensure that the school climate of their school is one that encourages collaborative planning time, other than professional development planning days. Which means they intentionally provide allotted time slots for collaborative meetings, not to impede on autonomy but to prevent isolation.

2. Principals incorporate all factors researched in administrative support as they support their teachers by having a personal relationship with them, offering information as needed, giving them instructional guidance, as a coach and being a spiritual leader.

For Future Research

This section presents some recommendations for future research to find models that contribute to improving teacher job satisfaction.

1. Replicate the research using other populations to compare the results of the investigations, since this study was limited to the Florida Conference of SDA. For example, South Eastern Conference of SDA Schools.

2. Formulate new models, where new constructs are considered as predictors of Teacher Job Satisfaction.

3. This study was limited to a quantitative method. Employing alternative methods such as qualitative or mixed methods would give researchers access to individual perceptions as they will be able to conduct interviews with teachers.

4. Explore the possibility of doing the study within a larger setting. For example, The Southern Union Conference.

APPENDIX A

PERMISSION TO CONDUCT RESEARCH

OFFICE OF EDUCATION

Seventh-day Adventist' Church
FLORIDA CONFERENCE

October 10, 2019

Educational Employees
Florida Conference of SDA

Dear Colleagues:

You may recall that last year one of our teachers, Mrs. Ancil Samuel, requested assistance from you in completing a survey as part of a research project for her educational studies. This year she is in the next stage in that process and is requesting your assistance once again.

The Office of Education does our best to encourage and support our teachers as they further their studies and develop professionally. We know that professional growth enhances the quality of education in our school system. As such, this letter serves as authorization for Mrs. Samuel to conduct this research and collect data in our conference on the topic: "School Climate and Administrative Support as Predictors of Teacher Job Satisfaction in Pre-K—12 SDA Schools in Florida."

Upon review of her request, we are glad to offer her the opportunity to conduct the above-mentioned study in our conference schools. She has promised that all information collected will be treated as confidential and will be used purely for academic purposes. Therefore, permission is granted for the distribution of questionnaires, hard copy or electronic. We would invite and encourage you to participate in this research to assist Mrs. Samuel with her studies.

If you have any concerns or require additional information, please feel free to contact my office.

Cordially,

Frank Runnels
Vice President for Education Superintendent of
Schools

FR/cg

351 S- State Road 434 Altamonte Springs FL 32714 wwwfloridaconference.com

APPENDIX B

PERMISSION TO USE SLEQ

Ancil Samuel

Mon 7/22, 6:59 AM
brucej@email.arizona.edu; Jaime Rodriguez <jar@um.edu.mx>; +1 more
Dear Distinguished Professor Johnson,
I am writing to you to seek permission to use the Revised SLEQ in a research I am conducting in partial fulfillment for a doctorate degree at Montemorelos University.
Will be conducting my research in the Florida Conference of Seventh Day Adventist where I currently work.
The topic of my research is "School Climate and Administrative support as predictors of teacher job satisfaction in PreK-12 schools
I am kindly requesting:

- permission to use the instrument
- to obtain a copy of the instrument itself
- information showing the reliability and validity of the instrument.. such as the alpha score and other scores for the item obtained during the development of the instrument
- directions for scoring

Thank you for any consideration you may give to my request.
Ancil Samuel
Doctoral Candidate 2020

Johnson, Bruce – (brucej) <brucej@email.arizona.edu>

Reply all|
Mon 7/22, 10:33 AM
Ancil Samuel;
Jaime Rodriguez <jar@um.edu.mx>;+2 more
Hello Ancil,
You are welcome to use the Revised SLEQ in your study. Here is a link to some articles about the SLEQ as well as the instrument and a scoring and factor guide.
https://www.coe.arizona.edu/johnson_resources
Bruce Johnson
Dean & Professor, College of Education
Paul L. Lindsey & Kathy J. Alexander Chair
University of Arizona
P.O. Box 210069
1430 E. 2nd
Street
Tucson, AZ 85721-0069
Phone – 520.621.1081
brucej@email.arizona.edu
www.coe.arizona.edu

Ancil Samuel

APPENDIX C

PERMISSION TO USE JSS

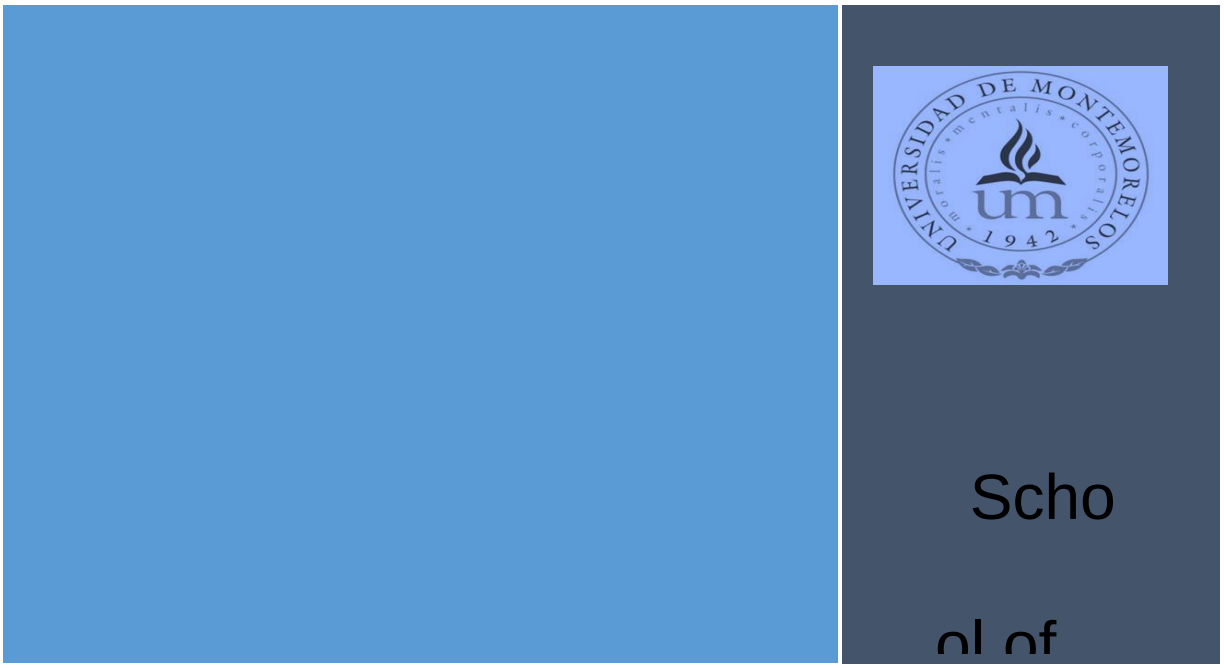
Reply all|
Mon 7/22, 6:50 AM
pspector@usf.edu;
Jaime Rodriguez <jar@um.edu.mx>; +1 more
Dear Distinguished Professor Spector,
I am writing to you to seek permission to use the JSS in a research I am conducting in partial fulfillment for a doctorate degree at Montemorelos University.
I will be conducting my research in the Florida Conference of Seventh Day Adventist where I currently work.
The topic of my research is "School Climate and Administrative support as predictors of teacher job satisfaction in PreK-12 schools.
I am kindly requesting: permission to use the instrument to obtain a copy of the instrument itself information showing the reliability and validity of the instrument. such as the alpha score and other scores for the item obtained during the development of the instrument directions for scoring
Thank you for any consideration you may give to my request.
Ancil Samuel
Doctoral Candidate 2020
Spector, Paul <pspector@usf.edu>

Reply all|
Mon 7/22, 7:41 AM
Ancil Samuel
Dear Ancil Samuel:

You have my permission to use the JSS in your research. You can find copies of the scale in the original English and several other languages, as well as details about the scale's development and norms, in the Assessments/Our Assessments section of my website: paulspector.com. I allow free use for noncommercial research and teaching purposes in return for sharing of results. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included, "Copyright Paul E. Spector 1994, All rights reserved." Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a dissertation). You also have permission to translate the JSS into another language under the same conditions in addition to sharing a copy of the translation with me. Be sure to include the copyright statement, as well as credit the person who did the translation with the year.
Thank you for your interest in the JSS, and good luck with your research.
Best,
Paul Spector, Distinguished Professor
Department of Psychology
PCD 4118
University of South Florida
Tampa, FL 33620
Pspector@usf.edu
Website: http://shell.cas.usf.edu/~pspector/

APPENDIX D

INSTRUMENT USED IN THE STUDY



The purpose of this research is to determine the degree of job satisfaction experienced by teachers in Seventh day Adventist Schools in Florida. The questionnaire is intended to gather data. The information obtained will help us understand the impact of school climate and administrative support on job satisfaction; this instrument will collect data to show whether school climate and administrative support are predictors of job satisfaction of the teachers, in SDA schools in Florida.

The information you share will be maintained in **strictest anonymity and confidence**. The results will be used to advance the work of Seventh-day Adventist schools, in Florida, if requested. Please answer each question honestly and follow the instructions given in each section.

Your opinion is extremely important and valuable, so we really appreciate **your honest answers**. Please remember the information that will be collected will be treated with utmost confidentiality. After completing all the questions, kindly return the questionnaire via email to sami261@yahoo.com or if you are completing it by hand, please return to the person assigned at your school to collect it.

Again, thank you much for your support!

Sincerely,

Ancil Samuel

Research Committee

I. DEMOGRAPHICS

INSTRUCTIONS: Please place an "X" in the box of the answers that apply to you.
Select the answer that apply to you

How old are you?	❑ 60 - 70 years❑ 50-59 years ❑ 40-49 years ❑ 30-39 years ❑ 20-29 years
Gender	❑ Male ❑ Female
Employment	❑ Full time ❑ Part time❑ Seasonal
Academic Level	❑ High School/University ❑ Bachelor ❑ Master ❑ Doctorate
Type Institution	❑ Elementary School ❑ Middle School ❑ High School Other _____
Role in the organization	❑ Class Teacher❑ Assistant Teacher❑ Other

II. SCHOOL CLIMATE

Directions: The following are statements about the school in which you work and your working environment. Indicate how well each statement agrees with your description or views of your school environment. Please use the following scale

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

1	Teachers design instructional programs together.	1	2	3	4	5
2	Most students are well mannered or respectful of the school staff.	1	2	3	4	5
3	Instructional equipment is not consistently accessible.	1	2	3	4	5
4	Teachers are frequently asked to participate in decisions.	1	2	3	4	5
5	New and different ideas are always being tried out.	1	2	3	4	5
6	There is good communication among teachers.	1	2	3	4	5
7	Most students are helpful and cooperative with teachers.	1	2	3	4	5
8	The school library has sufficient resources and materials.	1	2	3	4	5
9	Decisions about the school are made by the principal.	1	2	3	4	5
10	New courses or curriculum materials are seldom	1	2	3	4	5

	implemented.					
11	I have regular opportunities to work with other teachers.	1	2	3	4	5
12	Students in this school are well behaved.	1	2	3	4	5
13	Digital equipment, computers, and Internet access are readily available.	1	2	3	4	5
14	I have very little say in the running of the school.	1	2	3	4	5
15	We are willing to try new teaching approaches in my school.	1	2	3	4	5
16	I seldom discuss the needs of individual students with other teachers.	1	2	3	4	5
17	Most students are motivated to learn.	1	2	3	4	5
18	The supply of equipment and resources is not adequate.	1	2	3	4	5
19	Teachers in this school are innovative.	1	2	3	4	5
20	Classroom instruction is rarely coordinated across teachers.	1	2	3	4	5
21	Good teamwork is not emphasized enough at my school	1	2	3	4	5

Johnson, B., Stevens, J. J., Zvoch, K. (2007). Teachers' perceptions of school climate: A validity study of the revised School Level Environment Survey (SLEQ). *Educational and Psychological Measurement 67,* 833-844

III. ADMINISTRATIVE SUPPORT

Directions: Below are statements relating to administrative support needs of teachers. Indicate your level of agreement for each statement with an "x" in the category that best describes your response. Please use the following scale

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

"My School Administrator…"						
1	Involves me in job related decisions	1	2	3	4	5
2	Is amiable and easy to approach	1	2	3	4	5
3	Has my respect and trust	1	2	3	4	5
4	Interacts with me frequently	1	2	3	4	5
5	Responds appropriately to situations relating to my students needs	1	2	3	4	5
6	Listens to my problems as they relate to parental conflicts	1	2	3	4	5
7	Recognizes and appreciates the work I do	1	2	3	4	5
8	Is intuitive and attentive to my professional growth	1	2	3	4	5
9	Supports my actions and ideas	1	2	3	4	5

10	Provides opportunities for professional collaboration and development	1	2	3	4	5
11	Provides current information about teaching and learning	1	2	3	4	5
12	Provides me with the school's goals and objectives	1	2	3	4	5
13	Informs me about Conference policies	1	2	3	4	5
14	Informs me about school policies	1	2	3	4	5
15	Explains reasons behind programs and practices	1	2	3	4	5
16	Provides information for me to schedule work ahead of time	1	2	3	4	5
17	Provides me with the materials I need to do my job	1	2	3	4	5
18	Provides me with the equipment I need to do my job	1	2	3	4	5
19	Provides me with the financial support I need to do my job	1	2	3	4	5
20	Visits my classroom as needed	1	2	3	4	5
21	Provides guidance and feedback	1	2	3	4	5
22	Provides appropriate assistance when a student's behavior requires it	1	2	3	4	5
23	Encourages me to try new ideas	1	2	3	4	5
24	Provides leadership about the school's mission	1	2	3	4	5
25	Provides leadership about the school's vision	1	2	3	4	5
26	Encourages me to uphold the tenets of the SDA church in my classroom	1	2	3	4	5
27	Encourages the integration of faith and learning	1	2	3	4	5
28	Provides opportunities for music outreach	1	2	3	4	5
29	Provides opportunity for community service	1	2	3	4	5
30	Promotes Christian education to boost enrollment in our school	1	2	3	4	5
31	Provides resources for onsite spiritual activities	1	2	3	4	5
32	Encourages students to attend the school's baptismal class	1	2	3	4	5

Special Education Teachers' Perceptions of Administrative Support Instrument, developed by William G Weiss, 2001 (Part 1 only, Items: 1-23)

IV. JOB SATISFACTION

Directions: Below are statements relating to the satisfaction level of teachers. Indicate your level of agreement for each statement with an "x" in the category that best describes your response.

Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5

1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5
2	There is really too little chance for promotion on my job.	1	2	3	4	5
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5
4	I am not satisfied with the benefits I receive.	1	2	3	4	5
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5
7	I like the people I work with.	1	2	3	4	5
8	I sometimes feel my job is meaningless.	1	2	3	4	5
9	Communications seem good within this organization.	1	2	3	4	5
10	Raises are too few and far between.	1	2	3	4	5
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5
12	My supervisor is unfair to me.	1	2	3	4	5
13	The benefits we receive is as good as most other organizations offer.	1	2	3	4	5
14	I do not feel that the work I do is appreciated.	1	2	3	4	5
15	My effort to do a good job are seldom blocked by red tape.	1	2	3	4	5
16	I find I have to work harder at my job than I should because the incompetence of people I work with.	1	2	3	4	5
17	I like doing the things I do at work.	1	2	3	4	5
18	The goals of this organization are not clear to me.	1	2	3	4	5
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5
20	People get ahead as fast here as they do in other places.	1	2	3	4	5
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5
22	The benefit package we have is equitable.	1	2	3	4	5
23	There are few rewards for those who work here.	1	2	3	4	5
24	I have too much to do at work	1	2	3	4	5
25	I enjoy my co-workers.	1	2	3	4	5
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5
27	I feel a sense of pride in doing my job.	1	2	3	4	5
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5
29	There are benefits we do not have which we should have.	1	2	3	4	5

30	I like my supervisor.	1	2	3	4	5
31	I have too much paper work.	1	2	3	4	5
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5
33	I am satisfied with my chances for promotion.	1	2	3	4	5
34	There is too much bickering and fighting at work.	1	2	3	4	5
35	My job is enjoyable.	1	2	3	4	5
36	Work assignments are often not fully explained.	1	2	3	4	5

Thank you for your participation

APPENDIX E

DEMOGRAPHIC DATA

Frequency Table

AGE How old are you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 20-29	16	16.0	16.3	16.3
	2 30-39	31	31.0	31.6	48.0
	3 40-49	22	22.0	22.4	70.4
	4 50-59	16	16.0	16.3	86.7
	5 60 - 70	13	13.0	13.3	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

GENDER Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Male	13	13.0	13.3	13.3
	1 Female	85	85.0	86.7	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

Employment Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Full time	85	85.0	85.0	85.0
	2 Part time	15	15.0	15.0	100.0
	Total	100	100.0	100.0	

Academic_L Academic Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 High School/University	12	12.0	12.8	12.8
	2 Bachelor	55	55.0	58.5	71.3
	3 Master	26	26.0	27.7	98.9
	4 Doctorate	1	1.0	1.1	100.0
	Total	94	94.0	100.0	
Missing	System	6	6.0		
Total		100	100.0		

Type_Inst Type Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Elementary School	69	69.0	70.4	70.4
	2 Middle School	17	17.0	17.3	87.8
	3 High School	12	12.0	12.2	100.0
	Total	98	98.0	100.0	
Missing	System	2	2.0		
Total		100	100.0		

Role_Org Role in the organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Class Teacher	81	81.0	81.8	81.8
	2 Assistant Teacher	6	6.0	6.1	87.9
	3 Other	12	12.0	12.1	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

APPENDIX F

VALIDITY AND RELIABILITY

School Climate

Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.637
Bartlett's Test of Sphericity	Approx. Chi-Square	509.917
	Df	136
	Sig.	.000

Communalities

	Initial	Extraction
SCTI1 Teachers design instructional programs together.	1.000	.671
SCRE2 Most students are well mannered or respectful of the school staff.	1.000	.685
SCSR3 Instructional equipment is not consistently accessible.	1.000	.483
SCCI5 New and different ideas are always being tried out.	1.000	.630
SCCI6 There is good communication among teachers.	1.000	.644
SCRE7 Most students are helpful and cooperative with teachers.	1.000	.746
SCSR10 New courses or curriculum materials are seldom implemented.	1.000	.406
SCTI11 I have regular opportunities to work with other teachers.	1.000	.525
SCRE12 Students in this school are well behaved.	1.000	.701
SCSR13 Digital equipment, computers, and Internet access are readily available.	1.000	.509
SCTI15 We are willing to try new teaching approaches in my school.	1.000	.320
SCTI16 I seldom discuss the needs of individual students with other teachers.	1.000	.441
SCRE17 Most students are motivated to learn.	1.000	.556
SCSR18 The supply of equipment and resources is not adequate.	1.000	.394
SCCI19 Teachers in this school are innovative.	1.000	.268
SCTI20 Classroom instruction is rarely coordinated across teachers.	1.000	.666
SCCI21 Good teamwork is not emphasized enough at my school	1.000	.572

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.749	22.056	22.056	2.728	16.045	16.045
2	2.556	15.035	37.090	2.348	13.810	29.856
3	1.535	9.027	46.118	2.126	12.504	42.360
4	1.379	8.114	54.232	2.018	11.872	54.232
5	1.161	6.829	61.061			
6	1.019	5.994	67.055			
7	.887	5.216	72.271			
8	.798	4.693	76.964			
9	.733	4.312	81.276			
10	.650	3.822	85.098			
16	.220	1.295	98.829			
17	.199	1.171	100.000			

Extraction Method: Principal Component Analysis.

Administrative Support

Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.917
Bartlett's Test of Sphericity	Approx. Chi-Square	3.231.142
	Df	.496
	Sig.	.000

Communalities

	Initial	Extraction
ASRS1 Involves me in job related decisions	1.000	.562
ASRS2 Is amiable and easy to approach	1.000	.765
ASRS3 Has my respect and trust	1.000	.785
ASRS4 Interacts with me frequently	1.000	.724
ASRS5 Responds appropriately to situations relating to my students needs	1.000	.811
ASRS6 Listens to my problems as they relate to parental conflicts	1.000	.708
ASRS7 Recognizes and appreciates the work I do	1.000	.803
ASRS8 Is intuitive and attentive to my professional growth	1.000	.692
ASRS9 Supports my actions and ideas	1.000	.675
ASRS10 Provides opportunities for professional collaboration and development	1.000	.621
ASIF11 Provides current information about teaching and learning	1.000	.701
ASIF12 Provides me with the school's goals and objectives	1.000	.794
ASIF13 Informs me about Conference policies	1.000	.773
ASIF14 Informs me about school policies	1.000	.713
ASIF15 Explains reasons behind programs and practices	1.000	.742
ASIS16 Provides information for me to schedule work ahead of time	1.000	.669
ASIS17 Provides me with the materials I need to do my job	1.000	.884
ASIS18 Provides me with the equipment I need to do my job	1.000	.832
ASIS19 Provides me with the financial support I need to do my job	1,000	.689
ASIS20 Visits my classroom as needed	1.000	.599
ASIF21 Provides guidance and feedback	1.000	.722
ASRS22 Provides appropriate assistance when a student's behavior requires it	1.000	.617
ASRS23 Encourages me to try new ideas	1.000	.782
ASSS24 Provides leadership about the school's mission	1.000	.790
ASSS25 Provides leadership about the school's vision	1.000	.775
ASSS26 Encourages me to uphold the tenets of the SDA church in my classroom	1.000	.630
ASSS27 Encourages the integration of faith and learning	1.000	.773
ASSS28 Provides opportunities for music outreach	1.000	.563
ASSS29 Provides opportunity for community service	1.000	.638
ASSS30 Promotes Christian education to boost enrollment in our school	1.000	.625
ASSS31 Provides resources for onsite spiritual activities	1.000	.671
ASSS32 Encourages students to attend the school's baptismal class	1.000	.360

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	17.942	56.069	56.069	7.639	23.871	23.871
2	1.838	5.742	61.812	6.991	21.846	45.717
3	1.423	4.448	66.260	4.686	14.645	60.362
4	1.288	4.026	70.286	3.176	9.923	70.286
5	1.025	3.203	73.488			

6	.911	2.846	76.334
7	.864	2.701	79.035
8	.721	2.253	81.288
9	.654	2.043	83.332
10	.589	1.841	85.173
26	.109	.340	98.772
27	.102	.320	99.092
28	.087	.273	99.365
29	.073	.229	99.593
30	.057	.178	99.771
31	.050	.157	99.928
32	.023	.072	100.000

Extraction Method: Principal Component Analysis.

Teacher Job Satisfaction

Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.748
Bartlett's Test of Sphericity	Approx. Chi-Square	1.834.379
	Df	.630
	Sig.	.000

Communalities

	Initial	Extraction
JSPP1 I feel I am being paid a fair amount for the work I do.	1.000	.531
JSPP2 There is really too little chance for promotion on my job.	1.000	.477
JSSU3 My supervisor is quite competent in doing his/her job.	1.000	.690
JSFB4 I am not satisfied with the benefits I receive.	1.000	.449
JSEB5 When I do a good job, I receive the recognition for it that I should receive.	1.000	.471
JSPR6 Many of our rules and procedures make doing a good job difficult.	1.000	.486
JSCN7 I like the people I work with.	1.000	.628
JSCN8 I sometimes feel my job is meaningless.	1.000	.595
JSSU9 Communications seem good within this organization.	1.000	.306
JSPP10 Raises are too few and far between.	1.000	.385
JSPP11 Those who do well on the job stand a fair chance of being promoted.	1.000	.676
JSSU12 My supervisor is unfair to me.	1.000	.723
JSEB13 The benefits we receive is as good as most other organizations offer.	1.000	.719
JSPR14 I do not feel that the work I do is appreciated.	1.000	.570
JSEB15 My effort to do a good job are seldom blocked by red tape.	1.000	.379
JSCN16 I find I have to work harder at my job than I should because the incompetence of people I work with.	1.000	.479
JSCN17 I like doing the things I do at work.	1.000	.555
JSCM18 The goals of this organization are not clear to me.	1.000	.545
JSPP19 I feel unappreciated by the organization when I think about what they pay me.	1.000	.681
JSPP20 People get ahead as fast here as they do in other places.	1.000	.580
JSSU21 My supervisor shows too little interest in the feelings of subordinates.	1.000	.780
JSEB22 The benefit package we have is equitable.	1.000	.293
JSCR23 There are few rewards for those who work here.	1.000	.419
JSPR24 I have too much to do at work	1.000	.587
JSCN25 I enjoy my co-workers.	1.000	.686

JSCM26 I often feel that I do not know what is going on with the organization.	1.000	.368
JSCN27 I feel a sense of pride in doing my job.	1.000	.544
JSPP28 I feel satisfied with my chances for salary increases.	1.000	.701
JSPP29 There are benefits we do not have which we should have.	1.000	.680
JSSU30 I like my supervisor.	1.000	.775
JSPR31 I have too much paper work.	1.000	.631
JSPR32 I don't feel my efforts are rewarded the way they should be.	1.000	.619
JSPP33 I am satisfied with my chances for promotion.	1.000	.543
JSCN34 There is too much bickering and fighting at work.	1.000	.432
JSCN35 My job is enjoyable.	1.000	.670
JSCN36 Work assignments are often not fully explained.	1.000	.512

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.569	23.804	23.804	3.998	11.105	11.105
2	3.069	8.525	32.328	3.754	10.427	21.531
3	2.681	7.448	39.776	3.501	9.726	31.257
4	2.393	6.648	46.424	3.177	8.824	40.081
5	1.888	5.245	51.669	2.953	8.202	48.283
6	1.563	4.343	56.012	2.782	7.729	56.012
7	1.415	3.932	59.943			
8	1.323	3.675	63.618			
9	1.171	3.252	66.871			
10	1.067	2.963	69.834			
28	.242	.671	96.682			
29	.218	.606	97.287			
30	.187	.520	97.807			
31	.169	.469	98.275			
32	.146	.405	98.681			
33	.144	.399	99.079			
34	.135	.374	99.454			
35	.112	.311	99.765			
36	.085	.235	100.000			

Extraction Method: Principal Component Analysis.

School Climate

Reliability

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Scale: SCTI

Reliability Statistics

Cronbach's Alpha	N of Items
.637	5

Scale: SCRE

Reliability Statistics

Cronbach's Alpha	N of Items
.815	4

Scale: SCSR

Reliability Statistics

Cronbach's Alpha	N of Items
.590	4

Scale: SCCI

Reliability Statistics

Cronbach's Alpha	N of Items
.655	4

Administrative Support

Reliability

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Scale: ASRS

Reliability Statistics

Cronbach's Alpha	N of Items
.950	12

Scale: ASIF

Reliability Statistics

Cronbach's Alpha	N of Items
.922	6

Scale: ASIS

Reliability Statistics

Cronbach's Alpha	N of Items
.869	5

Scale: ASSS

Reliability Statistics

Cronbach's Alpha	N of Items
.921	9

Reliability

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded[a]	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Scale: JSPP

Reliability Statistics

Cronbach's Alpha	N of Items
.753	8

Scale: JSSU

Reliability Statistics

Cronbach's Alpha	N of Items
.801	5

Scale: JSPR

Reliability Statistics

Cronbach's Alpha	N of Items
.669	5

Scale: JSEB

Reliability Statistics

Cronbach's Alpha	N of Items
.541	4

Scale: JSCN

Reliability Statistics

Cronbach's Alpha	N of Items
.787	9

APPENDIX G

DESCRIPTIVES OF THE CONSTRUCTS

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
SCCI19 Teachers in this school are innovative.	100	4.14	.667
SCTI15 We are willing to try new teaching approaches in my school.	100	4.13	.787
SCCI6 There is good communication among teachers.	100	4.01	.823
SCSR13 Digital equipment, computers, and Internet access are readily available.	100	3.88	1.037
SCCI5 New and different ideas are always being tried out.	100	3.87	.906
SCRE7 Most students are helpful and cooperative with teachers.	100	3.86	.954
SCRE2 Most students are well mannered or respectful of the school staff.	100	3.59	1.074
SCTI11 I have regular opportunities to work with other teachers.	100	3.51	1.176
SCRE12 Students in this school are well behaved.	100	3.48	1.059
SCRE17 Most students are motivated to learn.	100	3.46	1.008
SCTI1 Teachers design instructional programs together.	100	3.23	1.136
SCTI20 Classroom instruction is rarely coordinated across teachers.	100	2.98	.829
SCSR18 The supply of equipment and resources is not adequate.	100	2.63	1.098
SCTI16 I seldom discuss the needs of individual students with other teachers.	100	2.48	1.010
SCSR3 Instructional equipment is not consistently accessible.	100	2.41	.986
SCSR10 New courses or curriculum materials are seldom implemented.	100	2.33	1.064
SCCI21 Good teamwork is not emphasized enough at my school	100	2.22	1.227
Valid N (listwise)	100		

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
ASRS2 Is amiable and easy to approach	100	4.26	.836
ASSS27 Encourages the integration of faith and learning	100	4.26	.833
ASRS6 Listens to my problems as they relate to parental conflicts	100	4.25	.730
ASRS7 Recognizes and appreciates the work I do	100	4.24	.986
ASRS4 Interacts with me frequently	100	4.17	.792
ASRS9 Supports my actions and ideas	100	4.15	.796
ASRS3 Has my respect and trust	100	4.15	.914
ASIF14 Informs me about school policies	100	4.15	.783
ASRS5 Responds appropriately to situations relating to my students needs	100	4.14	.829
ASSS26 Encourages me to uphold the tenets of the SDA church in my classroom	100	4.12	.879
ASRS22 Provides appropriate assistance when a student's behavior requires it	100	4.12	.856
ASRS10 Provides opportunities for professional collaboration and development	100	4.11	.851
ASIS17 Provides me with the materials I need to do my job	100	4.07	.867
ASSS24 Provides leadership about the school's mission	100	4.07	.902
ASSS25 Provides leadership about the school's vision	100	4.06	.930
ASIF21 Provides guidance and feedback	100	4.05	.857
ASSS30 Promotes Christian education to boost enrollment in our school	100	4.05	.796
ASIS20 Visits my classroom as needed	100	4.03	.870
ASIF13 Informs me about Conference policies	100	4.02	.932
ASIF15 Explains reasons behind programs and practices	100	4.00	.910
ASIS18 Provides me with the equipment I need to do my job	100	3.99	.870
ASSS28 Provides opportunities for music outreach	100	3.96	.942
ASRS8 Is intuitive and attentive to my professional growth	100	3.95	.999
ASIF12 Provides me with the school's goals and objectives	100	3.95	.968
ASRS23 Encourages me to try new ideas	100	3.94	.972
ASSS29 Provides opportunity for community service	100	3.88	.856
ASIS16 Provides information for me to schedule work ahead of time	100	3.86	.899
ASIF11 Provides current information about teaching and learning	100	3.86	.974
ASSS31 Provides resources for onsite spiritual activities	100	3.83	1.005
ASIS19 Provides me with the financial support I need to do my job	100	3.72	1.080
ASRS1 Involves me in job related decisions	100	3.69	1.086
ASSS32 Encourages students to attend the school's baptismal class	100	3.47	.944
Valid N (listwise)	100		

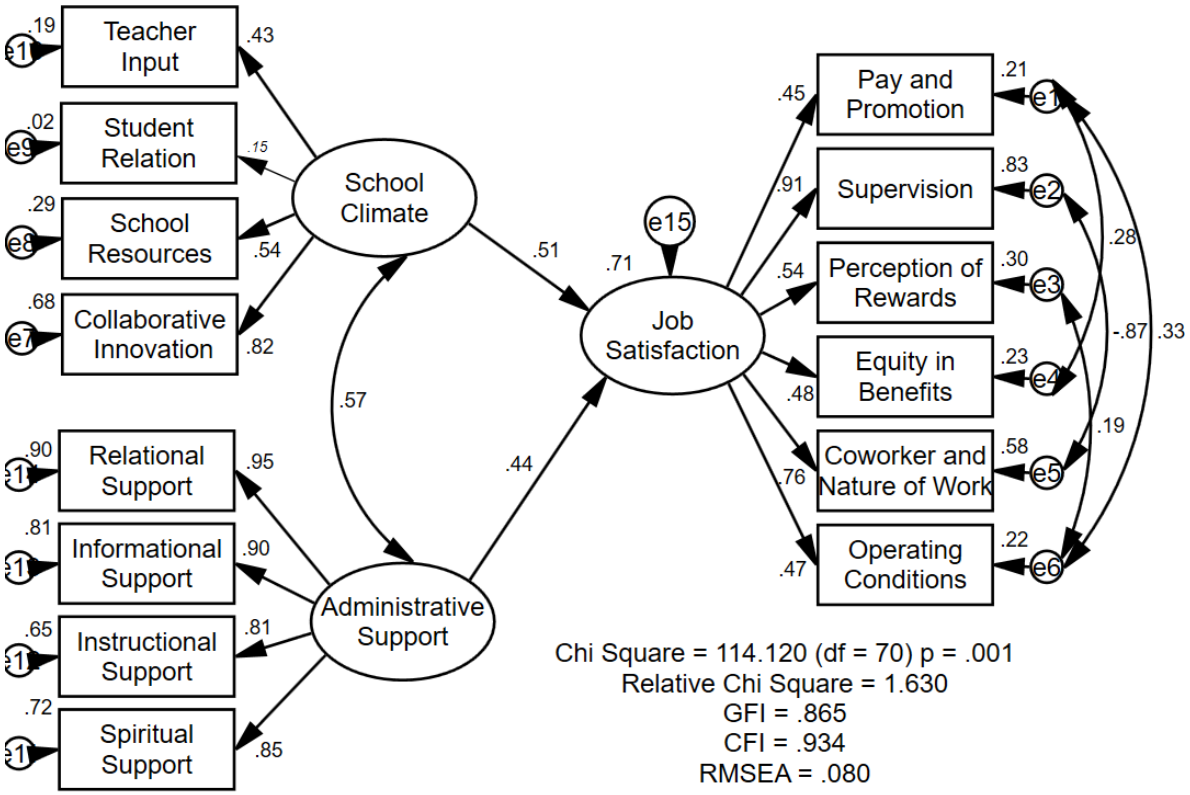
Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
JSCN7 I like the people I work with.	100	4.41	.682
JSCN25 I enjoy my co-workers.	100	4.34	.727
JSCN27 I feel a sense of pride in doing my job.	100	4.29	.782
JSSU30 I like my supervisor.	100	4.23	.908
JSCN35 My job is enjoyable.	100	4.20	.651
JSCN17 I like doing the things I do at work.	100	4.08	.825
JSSU3 My supervisor is quite competent in doing his/her job.	100	4.03	.958
JSSU9 Communications seem good within this organization.	100	3.55	1.037
JSPP10 Raises are too few and far between.	100	3.38	1.161
JSOC24 I have too much to do at work	100	3.36	1.087
JSPP2 There is really too little chance for promotion on my job.	100	3.36	1.077
JSEB13 The benefits we receive is as good as most other organizations offer.	100	3.35	.999
JSEB5 When I do a good job, I receive the recognition for it that I should receive.	100	3.33	1.189
JSEB22 The benefit package we have is equitable.	100	3.32	.803
JSEB15 My effort to do a good job are seldom blocked by red tape.	100	3.23	1.043
JSPR29 There are benefits we do not have which we should have.	100	3.23	.874
JSOC31 I have too much paper work.	100	3.11	1.091
JSPP33 I am satisfied with my chances for promotion.	100	3.08	.992
JSPP28 I feel satisfied with my chances for salary increases.	100	3.02	1.189
JSPP11 Those who do well on the job stand a fair chance of being promoted.	100	2.94	.993
JSPP1 I feel I am being paid a fair amount for the work I do.	100	2.93	1.085
JSPR23 There are few rewards for those who work here.	100	2.91	.889
JSOC32 I don't feel my efforts are rewarded the way they should be.	100	2.76	1.055
JSPP20 People get ahead as fast here as they do in other places.	100	2.76	.854
JSPR26 I often feel that I do not know what is going on with the organization.	100	2.49	1.087
JSCN36 Work assignments are often not fully explained.	100	2.39	.950
JSPP19 I feel unappreciated by the organization when I think about what they pay me.	100	2.38	1.090
JSPR4 I am not satisfied with the benefits I receive.	100	2.37	1.009
JSOC6 Many of our rules and procedures make doing a good job difficult.	100	2.34	1.014
JSOC14 I do not feel that the work I do is appreciated.	100	2.31	1.134
JSCN16 I find I have to work harder at my job than I should because the incompetence of people I work with.	100	2.21	1.066
JSCN8 I sometimes feel my job is meaningless.	100	2.02	1.137
JSSU21 My supervisor shows too little interest in the feelings of subordinates.	100	2.01	.969
JSPR18 The goals of this organization are not clear to me.	100	2.00	.943
JSSU12 My supervisor is unfair to me.	100	1.79	1.113
JSCN34 There is too much bickering and fighting at work.	100	1.79	.891
Valid N (listwise)	100		

APPENDIX H

HYPOTHESIS TESTING



Analysis Summary

Date and Time
Date: Wednesday, 19th, 2020
Time: 10:36:30 a. m.

Title
model ancil: Wedensday, 19th, 2020 10:36 a. m.

Groups

Group number 1 (Group number 1)

Notes for Group (Group number 1)
The model is recursive.
Sample size = 100

Variable Summary (Group number 1)

Your model contains the following variables (Group number 1)
Observed, endogenous variables
JSPP

JSSU
JSPR
JSEB
JSCN
JSOC
SCCI
SCSR
SCTI
ASSS
ASIS
ASIF
ASRS
SCRE
Unobserved, endogenous variables
F1
Unobserved, exogenous variables
e1
e2
e3
e4
e5
e6
F2
e7
e8
e10
F3
e11
e12
e13
e14
e15
e9

Variable counts (Group number 1)

Number of variables in your model:	32
Number of observed variables:	14
Number of unobserved variables:	18
Number of exogenous variables:	17
Number of endogenous variables:	15

Parameter Summary (Group number 1)

	Weights	Covariances	Variances	Means	Intercepts	Total
Fixed	18	0	0	0	0	18
Labeled	0	0	0	0	0	0
Unlabeled	13	5	17	0	0	35
Total	31	5	17	0	0	53

Models

Default model (Default model)

Notes for Model (Default model)

Computation of degrees of freedom (Default model)

Number of distinct sample moments:	105
Number of distinct parameters to be estimated:	35
Degrees of freedom (105 - 35):	70

Result (Default model)

Minimum was achieved
Chi-square = 114.120
Degrees of freedom = 70
Probability level = .001

Group number 1 (Group number 1 - Default model)

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
F1	<---	F2	.296	.099	2.997	.003	
F1	<---	F3	.227	.071	3.186	.001	
JSPP	<---	F1	1.000				
JSSU	<---	F1	2.202	.481	4.579	***	
JSPR	<---	F1	1.102	.280	3.940	***	
JSEB	<---	F1	1.026	.237	4.330	***	
JSCN	<---	F1	1.300	.304	4.272	***	
JSOC	<---	F1	1.126	.255	4.408	***	
SCCI	<---	F2	1.000				
SCSR	<---	F2	.703	.151	4.656	***	
SCTI	<---	F2	.516	.136	3.798	***	
ASSS	<---	F3	1.000				
ASIS	<---	F3	1.009	.101	9.999	***	
ASIF	<---	F3	1.160	.096	12.114	***	
ASRS	<---	F3	1.139	.086	13.224	***	
SCRE	<---	F2	.238	.172	1.380	.168	

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
F1	<---	F2	.512
F1	<---	F3	.439
JSPP	<---	F1	.454
JSSU	<---	F1	.914
JSPR	<---	F1	.544
JSEB	<---	F1	.481
JSCN	<---	F1	.764
JSOC	<---	F1	.468
SCCI	<---	F2	.823
SCSR	<---	F2	.537

			Estimate
SCTI	<---	F2	.433
ASSS	<---	F3	.848
ASIS	<---	F3	.807
ASIF	<---	F3	.901
ASRS	<---	F3	.948
SCRE	<---	F2	.155

Covariances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
F2	<-->	F3	.181	.044	4.077	***	
e1	<-->	e6	.130	.040	3.249	.001	
e1	<-->	e4	.098	.035	2.792	.005	
e2	<-->	e5	-.088	.026	-3.442	***	
e3	<-->	e6	.067	.034	1.967	.049	

Correlations: (Group number 1 - Default model)

			Estimate
F2	<-->	F3	.572
e1	<-->	e6	.328
e1	<-->	e4	.280
e2	<-->	e5	-.865
e3	<-->	e6	.194

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
F2	.284	.070	4.035	***	
F3	.353	.068	5.185	***	
e15	.027	.013	2.131	.033	
e1	.366	.052	7.023	***	
e2	.091	.044	2.063	.039	
e3	.275	.040	6.835	***	
e4	.331	.048	6.918	***	
e5	.114	.026	4.381	***	
e6	.429	.061	6.976	***	
e7	.136	.046	2.934	.003	
e8	.346	.055	6.293	***	
e10	.328	.049	6.626	***	
e11	.139	.023	6.016	***	
e12	.192	.030	6.300	***	
e13	.110	.021	5.205	***	
e14	.052	.015	3.514	***	
e9	.653	.093	6.993	***	

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
F1	.712
SCRE	.024
ASRS	.899

	Estimate
ASIF	.813
ASIS	.652
ASSS	.718
SCTI	.187
SCSR	.289
SCCI	.677
JSOC	.219
JSCN	.584
JSEB	.232
JSPR	.295
JSSU	.835
JSPP	.206

Matrices (Group number 1 - Default model)

Factor Score Weights (Group number 1 - Default model)

	SCRE	ASRS	ASIF	ASIS	ASSS	SCTI	SCSR	SCCI	JSOC	JSCN	JSEB	JSPR	JSSU	JSPP
F3	.000	.395	.189	.094	.129	.001	.001	.003	.000	.036	.001	.001	.042	.000
F2	.020	.009	.004	.002	.003	.088	.114	.412	.002	.142	.003	.004	.167	.002
F1	.000	.007	.003	.002	.002	.002	.002	.009	.003	.238	.005	.007	.279	.003

Total Effects (Group number 1 - Default model)

	F3	F2	F1
F1	.227	.296	.000
SCRE	.000	.238	.000
ASRS	1.139	.000	.000
ASIF	1.160	.000	.000
ASIS	1.009	.000	.000
ASSS	1.000	.000	.000
SCTI	.000	.516	.000
SCSR	.000	.703	.000
SCCI	.000	1.000	.000
JSOC	.256	.333	1.126
JSCN	.296	.385	1.300
JSEB	.233	.304	1.026
JSPR	.251	.326	1.102
JSSU	.501	.651	2.202
JSPP	.227	.296	1.000

Standardized Total Effects (Group number 1 - Default model)

	F3	F2	F1
F1	.439	.512	.000
SCRE	.000	.155	.000
ASRS	.948	.000	.000
ASIF	.901	.000	.000

	F3	F2	F1
ASIS	.807	.000	.000
ASSS	.848	.000	.000
SCTI	.000	.433	.000
SCSR	.000	.537	.000
SCCI	.000	.823	.000
JSOC	.205	.239	.468
JSCN	.336	.391	.764
JSEB	.211	.246	.481
JSPR	.239	.278	.544
JSSU	.401	.468	.914
JSPP	.199	.232	.454

Direct Effects (Group number 1 - Default model)

	F3	F2	F1
F1	.227	.296	.000
SCRE	.000	.238	.000
ASRS	1.139	.000	.000
ASIF	1.160	.000	.000
ASIS	1.009	.000	.000
ASSS	1.000	.000	.000
SCTI	.000	.516	.000
SCSR	.000	.703	.000
SCCI	.000	1.000	.000
JSOC	.000	.000	1.126
JSCN	.000	.000	1.300
JSEB	.000	.000	1.026
JSPR	.000	.000	1.102
JSSU	.000	.000	2.202
JSPP	.000	.000	1.000

Standardized Direct Effects (Group number 1 - Default model)

	F3	F2	F1
F1	.439	.512	.000
SCRE	.000	.155	.000
ASRS	.948	.000	.000
ASIF	.901	.000	.000
ASIS	.807	.000	.000
ASSS	.848	.000	.000
SCTI	.000	.433	.000
SCSR	.000	.537	.000
SCCI	.000	.823	.000
JSOC	.000	.000	.468
JSCN	.000	.000	.764
JSEB	.000	.000	.481
JSPR	.000	.000	.544
JSSU	.000	.000	.914
JSPP	.000	.000	.454

Indirect Effects (Group number 1 - Default model)

	F3	F2	F1
F1	.000	.000	.000
SCRE	.000	.000	.000
ASRS	.000	.000	.000
ASIF	.000	.000	.000
ASIS	.000	.000	.000
ASSS	.000	.000	.000
SCTI	.000	.000	.000
SCSR	.000	.000	.000
SCCI	.000	.000	.000
JSOC	.256	.333	.000
JSCN	.296	.385	.000
JSEB	.233	.304	.000
JSPR	.251	.326	.000
JSSU	.501	.651	.000
JSPP	.227	.296	.000

Standardized Indirect Effects (Group number 1 - Default model)

	F3	F2	F1
F1	.000	.000	.000
SCRE	.000	.000	.000
ASRS	.000	.000	.000
ASIF	.000	.000	.000
ASIS	.000	.000	.000
ASSS	.000	.000	.000
SCTI	.000	.000	.000
SCSR	.000	.000	.000
SCCI	.000	.000	.000
JSOC	.205	.239	.000
JSCN	.336	.391	.000
JSEB	.211	.246	.000
JSPR	.239	.278	.000
JSSU	.401	.468	.000
JSPP	.199	.232	.000

Modification Indices (Group number 1 - Default model)

Covariances: (Group number 1 - Default model)

			M.I.	Par Change
e11	<-->	e9	5.051	-.073
e8	<-->	e12	5.601	.067
e5	<-->	F3	4.106	-.043
e5	<-->	F2	5.335	.048
e4	<-->	e9	4.036	.090
e3	<-->	e12	4.624	.051
e3	<-->	e8	5.855	.077
e1	<-->	e11	5.116	.049

Variances: (Group number 1 - Default model)

	M.I.	Par Change

Regression Weights: (Group number 1 - Default model)

			M.I.	Par Change
ASSS	<---	SCRE	4.087	-.099
ASSS	<---	SCTI	4.423	.133
SCSR	<---	JSPR	4.858	.217
JSEB	<---	SCRE	4.075	.137

Minimization History (Default model)

Iteration		Negative eigenvalues	Condition #	Smallest eigenvalue	Diameter	F	NTries	Ratio
0	e	6		-.816	9999.00	761.15	0	9999.0
1	e	6		-.420	2.415	414.08	20	.405
2	e*	1		-.118	.733	262.17	5	.946
3	e	1		-.111	.333	222.98	4	.766
4	e*	0	176.404		1.065	163.01	7	.627
5	e	2		-.578	1.211	158.440	1	.103
6	e	0	283.948		.332	123.443	4	.851
7	e	0	642.374		.351	116.055	1	1.082
8	e	0	1257.751		.314	114.434	1	1.098
9	e	0	2471.857		.194	114.156	1	1.104
10	e	0	3430.375		.080	114.121	1	1.082
11	e	0	3642.810		.018	114.120	1	1.021
12	e	0	3710.491		.001	114.120	1	1.001

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	35	114.120	70	.001	1.630
Saturated model	105	.000	0		
Independence model	14	763.405	91	.000	8.389

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.034	.865	.798	.577
Saturated model	.000	1.000		
Independence model	.176	.338	.236	.293

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.851	.806	.936	.915	.934
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.769	.654	.719
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	44.120	18.742	77.404
Saturated model	.000	.000	.000
Independence model	672.405	587.956	764.317

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	1.153	.446	.189	.782
Saturated model	.000	.000	.000	.000
Independence model	7.711	6.792	5.939	7.720

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.080	.052	.106	.040
Independence model	.273	.255	.291	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	184.120	196.620	275.301	310.301
Saturated model	210.000	247.500	483.543	588.543
Independence model	791.405	796.405	827.877	841.877

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	1.860	1.603	2.196	1.986
Saturated model	2.121	2.121	2.121	2.500
Independence model	7.994	7.141	8.922	8.044

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	79	88
Independence model	15	17

Execution time summary

Minimization:	.020
Miscellaneous:	.373
Bootstrap:	.000
Total:	.393

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ANCIL GRACE AMELIA WILLAMS-SAMUEL

261 ABBOTSBURY DRIVE

KISSIMMEE FL. 34758

(321)-250-7397

OBJECTIVE: To secure a teaching position with the Florida Conference which will allow me to intentionally equip children with the tools, resources, and knowledge to exceed their individual goals; and to form bonds with students, parents and colleagues, thus inspiring shared 1984commitment to quality Christian Education.

EDUCATION

YEAR	*DEGREE, CERTIFICATE*	*INSTITUTION*
2020	*PHD*	*Montemorelos*
2014	Administrative Certification	Andrews University
2004	Elementary Certification	Atlantic Union College, South Lancaster, MA
1994	MA Educational Admin.	Andrews University
1990	BA History	Andrew University
1984	GCE O'Level Subjects	Mountain View Adventist Academy St. Vincent and the Grenadines WI

PROFESSIONAL EXPERIENCE

Currently, Literacy Teacher at Beryl Wisdom Adventist School, 2019

Started a PhD in Educational Management in Montemorelos 2017

Teacher of Grades 3-8 at Osceola Adventist Christian School. 2010-2019

Literacy Teacher at Beryl Wisdom Adventist School from 2008 to 2010.

Social Studies Teacher at Zenith Public High School 2006-2008.

First Grade Teacher at Jamaica SDA School, from 1999-2006.

Kindergarten Teacher at CYCLE Educational 1996 - 1999.
Social Studies Teacher Grades 6-12 at St. Thomas SDA School 1995-1996
Teacher at Mountain View Adventist Academy 1994-1995
Attended Andrews University via Caribbean Union College from 1986-1990.
Social Studies Teacher at the Bequia SDA High School, 1985-1986

ADDITIONAL EXPERIENCES

Served as Youth Choir Director of Richland Park S.D.A Church 1994-1995
Served as Youth Choir Director of Maranatha S.D.A. Church 1996-2004
Served as Education Director of Maranatha S.D.A Church 2001-2003
Served as Youth Choir Director Poinciana S.D.A. Church 2006-2018
Served as Music Director Poinciana S.D.A. Church 2007-2014
Served as a Coordinator of Yearly Retreat, Poinciana SDA Church, 2008-2013.
Served as Professional Development Coordinator at OACS, 2012-2017
Served as Vice-Principal Osceola Adventist Christian School 2010-2017
Served on several School Evaluation Committees 2008-2011.
Serving as a member of the Education Committee at Solid Rock SDA Church