

ABSTRACT

THE EFFECT OF LEADERSHIP STYLES ON
TEACHERS' JOB SATISFACTION
AND COMMITMENT

by

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ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Montemorelos University

School of Education

Title: THE EFFECT OF LEADERSHIP STYLES ON TEACHERS' JOB SATISFACTION AND COMMITMENT

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Date completed: June 2020

Problem

The purpose of this study was: What is the effect of leadership styles on teacher satisfaction and commitment to work in Seventh-day Adventist Schools in the Northeast Conference?

Method

The research was empirical quantitative, descriptive, exploratory, explanatory and transversal. The study population will be made up of 12 elementary and High schools combined 12 principals and 140 teachers in the schools of the Northeastern Conference of Seventh-day Adventist in the New York area of the United States. An instrument will be administered and 140 respondents from the population will be described.

The constructs for the three instruments, Multifactor Leadership Questionnaire, Job' Satisfaction Survey and Commitment Survey Questionnaire will be used. For the analysis of this hypothesis, the statistical technique model of structural equations was used.

Results

As the current study explored the relationship of leadership styles and job satisfaction and commitment, the study found that leadership styles are good predictors to job satisfaction and commitment of teachers in the schools of the Northeastern Conference of Seventh-day Adventist in the New York area of the United State. The study also discovers that leadership styles are better predicators to job satisfaction than commitment in the Northeastern Conference Schools.

Conclusion

It is recommended to the Northeastern Conference SDA that it is important that the principals use good leadership styles when it comes to teachers' job satisfaction and their commitment to the schools. According to the teachers surveyed, it is important to promote leadership styles among Northeast Conference principals because this influences the satisfaction of the teachers. It is also important to intentionally promote leadership styles among Northeast Conference teachers because this influences teachers' commitment.



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9 de julio de 2020

Fecha de aprobación

Montemorelos University

School of Education

THE EFFECT OF LEADERSHIP STYLES ON
TEACHERS' JOB SATISFACTION
AND COMMITMENT

A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor in Education

by

Jean-Jude Lors

June of 2020

DEDICATION

This work is dedicated to my Father God Almighty and His Son Jesus-Christ; and to my wife and my two daughters who have been supporting in my ministry and in my educational journey.

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ACKNOWLEDGEMENTS

It is with a sense of courage and satisfaction that I want to express my thanks and gratitude to those who have been an instrument to my success in this great educational journey. It has been indeed a valuable learning experience. The completion of this work was made possible with many of those offered their help and their expertise along the journey.

I would like to acknowledge my wife Eunide for her unspoken motivating role and her support through many long hours of sleepless nights. To my beautiful daughters Rebecca and Rachel for always praying for me to complete my PhD.

I want to especially thank my research advisor, doctor Jaime Rodriguez Gomez, for his guidance. You have been a great source of knowledge. I also want to thank the following professors, doctor Manuel Muñoz, doctor Quiyono, and doctor Pilgrim for all their support and motivation in my research investigation. I am also greatly indebted to the administrative staff of Montemorellos, doctor Zardoni, doctor Pedro and doctor and Mrs. Rodriguez Gomez of the PhD program. Last, but not least, my appreciation goes to doctor Ainsworth Joseph, the Ministerial Director, for initiating such a program at the Northeastern Conference of Seventh-day Adventist.

In utmost consideration, I want to thank God and His Son Jesus-Christ, who, through the Holy Spirit, has enabled me to go through the PhD program for the past three years. I praise His Holy and glorious name. All honors are due unto Him and unto His Son. Without Him, it would have been totally impossible to complete the courses and this dissertation. He is worthy to receive power and glory now and forever, Amen.

CHAPTER I

PROBLEM DIMENSION

Introduction

There is a need to provide better leadership in our schools and to keep teachers satisfied and committed as many of schools are on the decline and many teachers are leaving to go to the Public School system or leaving the profession. Taking into consideration this major issue within SDA organization within school system, this study can help to discover a new leadership style and new ways to satisfy teachers and keep them committed in order to improve SDA schools.

The subsequent sections give a brief selection of definitions of the different variables of this research study: (a) leadership styles: transformational leadership, transactional leadership, and laissez-faire leadership, (b) teachers' job satisfaction, and (c) teachers' commitment.

Leadership Styles

The success and achievement of any school depends greatly on the leadership styles used by its principals or leaders. Similarly, the satisfaction and commitment of any teacher within a school environment also depends greatly on the leadership styles that is being exercised by its principals or leaders within that school environment. The leadership styles construct of this study focuses on three sub-factors: transformational, transactional and laissez-faire leadership.

Transformational Leadership

Tracey and Hinkin (1998) transformational leadership is a process that motivates followers by appealing to higher ideals and moral values. Transformational leaders must be able to define and articulate a vision for their organizations, and the followers must accept the credibility of the leader. Also, Kark, Shamir, and Chen (2003) state, transformational leadership was defined on the basis of its effects, as transforming the values and priorities of followers and motivating them to perform beyond their expectations.

Bass and Avolio (1993) state, in a highly innovative and satisfying organizational culture we are likely to see transformational leaders who build on assumptions such as people are trustworthy and purposeful; everyone has a unique contribution to make; and complex problems are handled at the lowest level possible. Bogler (2001) stated that Bass was able to identify three subfactors of transformational leadership and labeled them charisma, personal consideration, and intellectual stimulation.

Transactional Leadership

Bass (1990) explains transactional leadership as a transaction between the leader and employees. It is a promise made and reward given for good performance or threat and discipline for poor performance. Bass, Avolio, Jung, and Berson (2003) research has shown transactional contingent reward style leadership to be positively related to followers' commitment, satisfaction, and performance. There is a positive relationship between transactional contingent reward leadership and organizational citizenship behavior. Shin and Chan (2004) writes transactional leadership is based on the reciprocal changing of the duty and reward that are controlled by the principal.

In this leadership, the sources, human skills, the financial sources, material, and technology are administered, and the workers' needs are covered.

Laissez-Faire Leadership

Martin (2009) as he mentioned of Bass, defined laissez-faire leadership as a lack of leadership. He states that laissez-faire leaders avoid intervening in situations when needed. They show no confidence in their ability to supervise their employees and will ignore their responsibilities. They do not inspire their employees and have no agreements with them.

Aasland, Skogstad, Notelaers, Nielsen, and Einarsen (2010) stated that in laissez-faire leadership, the leader still physically occupies the leadership position, but he or she has more or less abdicated from the responsibilities and duties assigned to him or her. In addition, laissez-faire leadership behavior has been shown to be negatively associated with subordinates' job satisfaction and strong predictors of bullying at work.

Moreover, Aydin, Sarier, and Uysal (2013) say that these leaders do not take care of needs and developments of followers. They reject responsibility, delay decisions, do not provide feedback, and has no effort to meet the needs of the followers. In addition, there is a negative relationship between the satisfaction, performance and motivation of followers and laissez-faire leadership.

Job Satisfaction

Voon, Lo, Ngui, and Ayob (2011) defined job satisfaction as a positive or pleasing emotional state from the appraisal of one's job or experience. It suggests that employees form their attitude towards their jobs by taking into account their feelings, beliefs and behaviours. If the employees find their job fulfilling and rewarding, they tend

to be more satisfied with their jobs.

In addition, Klassen and Chiu (2010) stated, job satisfaction is a “decisive element” influencing teachers’ attitudes and performance and found self-efficacy to be an important contributor to teachers’ job satisfaction. Job satisfaction is gained from the nature of day-to-day classroom activities, such as working with children, seeing students make progress, working with supportive colleagues, and overall school climate. Cerit (2009) stated, teachers view job dissatisfaction as principally associated with work overload, poor pay, poor job status and perceptions of how teachers are viewed by society.

Teacher Commitment

Nguni, Slegers, and Denessen (2006) understand that organizational commitment is defined as the strength of the individual identification with and involvement in a particular organization. The concept has three major components: (a) a strong belief in and acceptance of the organization’s goals and values, (b) a willingness to exert considerable effort on behalf of the organization, and (c) a definite desire to maintain organizational membership. It is both an outcome and mediator variable.

In addition, Firestone and Rosenblum (1988) defined commitment as a positive affective attachment to one’s work. Commitment results from the satisfaction that accrue from a job for which they identified three dimensions: commitment to student, commitment to teaching and commitment to the place. These commitments manifest themselves in strong social bonds with students, continued and willingness to take on a variety of roles and loyalty to the school.

Moreover, for John and Taylor (1999) commitment embodies a sense of being bound emotionally or intellectually to some course of action, which may include a person's relationship with another individual, group, or organization. Commitment has also been defined as loyalty, identification, and involvement with some appropriate object. In an organizational setting, such loyalty involves feelings of attachment, which develop as individuals share values in common with other members of the group.

Problem

The purpose of this study is to understand the effects of leadership styles on teachers' job satisfaction and commitment in the Seventh-day Adventist schools in the Northeastern Conference. There is a lack of job satisfaction among the teachers working in the Northeastern Conferences schools. It was reported by the leading staff that 15 teachers were to leave their position as teachers in the coming fall. Many are leaving due their dissatisfaction

Research Problem

The problem to investigate in this study was the following:

What leadership styles have the best effect on teachers' job satisfaction and commitment in the Seventh-day Adventist schools in the Northeastern Conference?

Hypothesis

The declaration of the hypothesis was described as follows: Leadership styles are a significant predictor of the job satisfaction and organizational commitment of Seventh-day Adventist school teachers at the Northeasten Conference.

Research Objectives

This section presents the statement of the actions to be carried out with the models proposed in this study.

1. Search for the leadership styles that have the best effect on teachers' job satisfaction and commitment in the Seventh-day Adventist schools in the Northeastern Conference.

2. Evaluation and adaptation of questionnaires for leadership styles, job satisfaction and commitment.

3. Evaluate the goodness of the confirmatory as the alternate proposed model to explain and evaluate the theoretical relationships between constructs.

4. Assess the variables involved in the study: (a) leadership styles: transformational, transactional and laissez-faire, (b) teachers' job satisfaction, and (c) teachers' commitment.

5. Provide information to the Administrators of the Northeastern Conference of the Seventh-day Adventist Church a degree of compliance quality, acceptance and satisfaction of the variables involved in the study information for their elementary schools and High schools of teachers' job satisfaction and commitment.

Justification

This study is expected to find relationships between variables that will determine these variables affect others when it comes to use of leadership styles and teachers' satisfaction and commitment of the population involved within the Northeastern Conference schools, however, it clarifies that it is not intended to make improvements during this investigation.

This study is important because in this population the NEC does not have an instrument to measure those variables. Therefore, this study will provide a mean to test these variables within the mentioned population and to make recommendations as to the best variables of leadership styles for teachers' job satisfaction and commitment. To use to it is recognized that education is a fundamental activity for humans and society, which has the power to transform and promote comprehensive development in the moral, mental, spiritual and physical realm. In addition, to analyzing the difficulties that have arisen in achieving theories that hold the constructs involved together, it is assumed that the study is a pioneer in trying to discern the problems faced by educational institutions from a perspective that involves leadership styles, teachers' job satisfaction and commitment in the educational institutions of the NEC (Northeastern Conference).

Transfer of Results

Therefore, these decisions and actions could be related to the following:

1. Improving the leadership styles for teachers' job satisfaction of Seventh-day Adventist schools in the Northeastern Conference while making disciples.
2. Improve ways for teachers to have job satisfaction by Seventh-day Adventist elementary schools for the public and national authorities.
3. Suggesting on the types of leadership styles between principals and teachers and between different schools to be used.
4. Adequately measuring the constant leadership styles used, and teachers' job satisfaction and their commitment to the Seventh-day Adventist schools, in the NEC in connection to its main mission.
5. Assessing the level of leadership styles performance to the schools to ensure

that its mission is being fulfilled adequately.

6. Provide more information of what is happening in the entire school system.

Limitations

Some limitations of this investigation are the following:

1. The available time of the researcher to conduct the investigation.
2. The use of the instruments requires that there is third party participation.
3. To apply the instruments, authorization is needed from all the leaders of the different schools.
4. The study will focus on Seventh-day Adventist schools in the Northeastern Conference in New York City.

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 schools within the Northeastern Conference of the Seventh-day Adventist in New York City
2. Therefore, this research will by no means be the end of all that needs to be done with respect to the leadership styles and teachers' job satisfaction and commitment in the Northeastern Conference schools.
3. There is definitely the probability that someone reading this research study will discover countless of opportunity to explore in one or more area or of this research study.

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 empirical studies, prepared with scientific rigor and significantly acceptable.

Definition of Terms

In this section, several terms need to be clearly visible for the purposes of the present study.

NEC: Estands for: Northeastern Conference, in the United States.

SDA: Seventh-day Adventist.

Leadership: Influence that is exerted on people and that allows them to be encouraged to work for a common goal.

Job Satisfaction: Degree of well-being experienced by the worker in relation with their work.

Commitment: It is the bond of loyalty or membership by which the worker you want to remain in an organization, due to its implicit motivation.

Philosophical Background

This section will discuss in detail the philosophical background from Scriptures and other sources on what SDA philosophical view is about the constructs of the current study and how they relate to the God SDA serve, and His purpose in salvation and redemption for lives. Those constructs are: (a) leadership styles, (b) teachers' job satisfaction, and (c) teachers' commitment.

Leadership Styles

In this section, will be discussing the philosophical background of leadership styles, job satisfaction and commitment in light of what the Scripture, White, and other Bible scholars say. In this paper, will observe, interpret and apply the texts of scripture accordingly.

God's leadership styles at the beginning of Creation

Genesis 1:1 In the beginning God created the heavens and the earth

Genesis 1:26-28: Then God said, "Let Us make man in Our image, according to Our likeness; let them have dominion over the fish of the sea, over the birds of the air, and over the cattle, over all the earth and over every creeping thing that creeps on the earth." ²⁷ God created man in His *own* image; in the image of God He created him; male and female He created them. ²⁸ Then God blessed them, and God said to them, "Be fruitful and multiply; fill the earth and subdue it; have dominion over the fish of the sea, over the birds of the air, and over every living thing that moves on the earth.

Genesis 1:1 says that there was a beginning, there is a God. Many heavens were created, and one earth was also created. Genesis 1:26-28 say: There was a man made, made in the image of more than one being. The image is God's image. 28. God gave dominion to Adam and Eve.

What it means is that in Genesis 1, Moses, the author of the book, according to Bible scholars, stated clearly how creation begins and who is its creator. God takes the lead and the initiative to create. God is the head and the leader in creation. Genesis 1:26, 27 states the leader, God, the creator had a leadership style of involving others in His leadership of creation. He invited them to be a part of His great work. The work of the creation of man and woman was done, not just by one person but the plurality of persons. They were consulted to be part of the creation process of man. God also in verse 28 shared leadership authority with Adam and Eve by giving them dominion over

all things on the earth.

Applying it in practical life, true leadership at creation requires not just one person but others as well. Transformational and transactional leadership require involvement of the head leader and others for it to be a true leadership. God took the lead to begin creation, in other words, He initiates leadership, and then He involved others in it. Man created in the image of God has leadership ability. Leadership in human organizations whether its schools, business or church requires a leader, but also leadership team to help lead. Human beings are created with leadership ability that derived from the Creator. According to Allen (2002), it is clear that based on the biblical account men and women were created in the image of God (imago Dei) and because of that they both possess leadership attributes of God, which helps to understand that leaders are neither born nor made, but created and all of us bear God's image of leadership. With respect to what that leadership entails, Allen also added, everyone has in them what it takes to lead because of the image bearing, and have to reclaim, and steward God's image that is in each Christian.

In the book of Medical Ministry, White (1897) stated, the man at the head of any work in God's cause is to be a man of intelligence, a man capable of managing large interests successfully, a man of even temper, Christ like forbearance, and perfect self-control. He only whose heart is transformed by the grace of Christ can be a proper leader.

White (1903) said

the true object of education should be carefully considered. God has entrusted to each one capacities and powers that they may be returned to him enlarge and improved. All gifts are granted to us to be used to the utmost. He requires every one of us to cultivate our powers and attain the highest possible capacity for usefulness, that we may do noble work for God and bless humanity. Every talent

that we possess, whether of mental capacity, money, or influence, is of God so that we may say with David, "All things come of thee and of thine own have we given thee. (p. 82)

As White (1897), in Manuscript 34 emphasized leadership to be done by more than one person, she said,

those who are entrusted with the management of the more important districts should solid ability. They should be men who are able to carry responsibilities. It would be wisdom for several men to take this work. One man should not be left to oversee the important but neglected fields. (p. 3)

God' Leadership in the Fall

Genesis: 3:9, 10, 12: God seek after man in the garden:

And the LORD God called unto Adam, and said unto him, Where art thou? And he said I heard thy voice in the garden, and I was afraid, because I was naked: and I hid myself... And the man said, the woman whom thou gravest to be with me, she gave me of the tree, and I did eat.

The text says: God called Adam while he was walking in the Garden. God question only Adam. He asked him where he is? Adam said I heard your voice. Adam said he was afraid of God's voice. He said to God that he was naked, and He was hiding.

God initiated leadership by taking the lead to seek for mankind that was lost and naked in the garden. God questioned his leadership role by asking him where he is? God questioned him to find out if he was fulfilling his leadership duty to both the woman and the earth. Adam in turn had lost his leadership role and dominion over the earth because he had surrendered it to Satan and because he failed to lead his wife in the right direction. The fall of Adam reverses the order of authority that was divinely established.

By applying this principle, it is quite clear that when men are leading any type of organization there can be areas of weakness and to the point of failure. God's leadership never fails, but man's leadership tends to fail. Phillips (2016) says, God called to Adam alone – he is the leader- it is God's Chain of Command. Notice that Satan reversed this order, approaching Eve before Adam in an attempt to disrupt the God-given design of leadership. Satan is always turning God's plans upside down.

In terms of Adams leadership failure, Phillips further explained that Adam, as a leader, failed in many areas: i.e. Apathy, complacency, and self-Absorption. He also had fear, which means he never confronted, challenged or stood up to anything. His fear was a fear of leadership.

Understanding the importance of giving and delegating leadership authority to leaders as God did to Adam, White (1896) in special testimonies to ministers and gospel workers said,

leading men should place responsibilities upon others, and allow them to plan and devise and execute, so that they may obtain an experience. Give them a word of counsel when necessary, but do not take away the work because you think the brethren are making mistakes. May God pity the cause when one man's mind and one man's plan is followed without question. God would not be honored should such a state of things exist. All of our workers must have room to exercise their own judgment and discretion. God has given men talents, which he means that they should use. He has given them minds, and He means that they should become thinkers, and do their own thinking and planning, rather than depend upon others to for them. (p. 61)

Here White seems to imply various forms of leadership styles should be used in Adventist organizations. It is essential that despite the failure of man in leadership after the Fall, White counsels the church to continue to trust in man's God-giving ability to lead by giving them full fledge responsibility to exercise leadership in varying capacities. They have to use all the skills and talents given by God to exercise good leadership.

God's Leadership in Redemption

Genesis 3:15 say: "I will put enmity between you and the woman, and between your offspring and her offspring; he shall bruise your head, and you shall bruise his heel." and 21 say: "Unto Adam also and to his wife did the Lord God make coats of skins, and clothed them".

Ephesians 1:3, 4, 7 say: Blessed be the God and Father of our Lord Jesus Christ, who hath blessed us with all spiritual blessings in heavenly places in Christ: According as He hath chosen us in Him before the foundation of the world, that we should be holy and without blame before Him in love. . . In Him we have redemption through His blood, the forgiveness of our trespasses, according to the riches of His grace.

Mark 10:45 say: "For even the son of man did not come to be served, but to serve, and to give His life a ransom for many."

Genesis 3: 15 and 21 says: what God is creating hostility between the serpent and the woman, and between the child coming of out her. The child will cause an injury, an opening in the serpent's head and the serpent will also cause an injury in the child's heel. In verse 21, God made cloths made of animal skins to cover their nakedness for both Adam and Eve.

Ephesians 1:3, 4 and 7 God made a plan to save mankind before the foundation of the world to be holy and blameless. This He did through the blood of His Son Jesus, the Messiah so that our sins maybe forgiven through the merit of His grace.

God took the leadership initiative to save Adam and Eve by promising them a Messiah, who is Jesus, who will come and destroy the Serpent (Satan the enemy of humankind) by crushing his head through the sacrificial death of His Son. It is God's doing, and no one else. He predicted it to them immediately after their fall. He did not

wait. As the great leader that He is, He envisioned what will be needed for the redemption of mankind before the foundation of the world. As a leader, He had a vision and He planned for it. He then used His Son (Jesus), His Co-leader to help Him execute the vision and the plan of redemption that He had prepared for the salvation of mankind. Jesus in collaboration and in great unity with the Father became the Servant-Leader Model. He became a servant leader in order to fulfill His Father's mission and to save fallen humanity.

Applying it means that, the great leadership skills of God as a visionary and a transformational leader should be used as the blue print for all of God's people serving in a leadership capacity. Great leaders are always in the business of making others better by all means. They follow leaders and they themselves become servant to serve better others so that others can be more useful. Doherty (2011) said, leadership allows to connect with others in a significant way. She also said that leadership has other set of goals and it is that to encourage growth and development, achieving higher goal, and create positive social change by engaging their members in a vision to change.

All this explains that leaders should use their leadership skills to their best ability to redeem others as God in His leadership used all that He had, through His Son Jesus-Christ, to redeem us.

In connection with leadership ability and redemption White (1941) stated, "Every Christian is called to represent Christ, and be an ambassador for God and His kingdom. Leaders are, therefore, under shepherds, who unite with Christ in His redemptive mission" (p. 6). This definitely includes all Christian believers. All leaders are recreated in the image of God and Christ for His redemptive work.

Jeremiah 1:5 say: “Before I formed you in the womb, I knew you. Before you were born, I set you apart; I appointed you as a prophet to the nation”.

White (1948) also said,

the success of a person called to leadership results in direct proportion to the leader’s willingness to be filled with the Holy Spirit. In that renewed life, every person, regardless of occupation, should use their influence to draw others toward Christ and His offer of redemption. Here White is making clear, like Christ, every Christian is a leader who is called for a work of redemption under the influence of the Holy Spirit. (p. 4)

Jesus said in Mathew 20:26: “Not so with you. Instead, whoever wants to become great among you, must be your servant. Being a servant leader like Christ should be the ultimate goal of every believer in order to save lost sheep.”

God’s leadership styles in the end of time and in the restoration of man:

Zacharia 9:14-16. ¹⁴Then the Lord will appear over them, And His arrow will go forth like lightning; And the Lord God will blow the trumpet, And will march in the storm winds of the south. ¹⁵The Lord of hosts will defend them. And they will devour and trample on the sling stones; and they will drink and be boisterous as with wine; and they will be filled like a sacrificial basin, Drenched like the corners of the altar. ¹⁶And the Lord their God will save them in that day. As the flock of His people, for they are as the stones of a crown, sparkling in His land.

Zachariah 14:3 “Then the lord will go forth and fight against those nations, as when He fights on a day of battle.” Revelation 3: 10-11 “Because you have kept My command to persevere, I also will keep you from the hour of trial which shall come upon the whole world, to test those who dwell on the earth. Behold, I am coming quickly! Hold fast what you have, that no one may take your crown.”

Jeremiah 30:17 “But I will restore you to health and heal your wounds; declares the LORD, ‘because you are called an outcast, Zion for whom no one cares.’” Acts 1:6-7 “Therefore, when they had come together, they asked Him, saying, “Lord, will You at this time restore the kingdom to Israel?” And He said to them, 'It is not for you to know

times or seasons which the Father has put in His own authority.” 1 Peter 5:10 “And the God of all grace, who called you to His eternal glory in Christ, after you suffered a little while, will Himself restore you and make you strong, firm and steadfast.” John 14:1 “Let not your heart be troubled. Believe in God and believe also in me.”

Zachariah 9:16-16 and 14: 3, Zacharia speaking of the end time event says: God will appear, God will go forth, God will blow His trumpet, and will march in the storm. God will defend His people. God will save His people. God will go and fight all nations for His people. Revelation 3:10-11, Jesus promised to protect His people in the end time of trouble. He commands His people to be strong, steadfast and be faithful. Jeremiah 30: 17 – says that the Lord commands and proclaims it that He will restore Zion that no one cares about and that they consider as outcast. In Acts 1:6-7: Luke says that, though the restoration has begun, the Father has the final authority to complete the final restoration of His kingdom and humanity. In 1 Peter 5:10 – Peter confirms that God Himself has taken the initiative to restore and make His people strong. He urged the saints to suffer a little bit more, to remain strong and steadfast. When it comes to the promise made: Jesus in John 14: 1 Just believe in God and in Me. Trust us.

In Zachariah 9 and 14, God is being presented as a true leader, a strong and fearless leader. God is also presented as a leader who takes action in order to get things done. He is a leader who protects and fights for His people. It does not matter, what the circumstances and the situations are, Jesus as the leader of His people (Rev. 10-11) has promised His protection during end time trouble that is to come upon His servants that are working for Him and are loyal to Him. He is a leader who looks after the well-being of those that are devoted to Him. Jeremiah (30:17) presents God as a leader who makes known His leadership authority by commanding it and assure it

through proclamation. He shows as a leader that He is in control of restoring those who are considered destitute and outcast. God, the true leader, promises to reestablish His kingdom in order to restore His people to originality, to His image and to His glory.

Peter 5:10 confirms the message of restoration of the leader, who does not look down when His people fail, but who encourages to be strong and steadfast and to continue despite how difficult and how hard the task of spiritual life maybe. Peter's message explains that God is the One that initiative the leadership of restoration on behalf of His servants. In John 14:1 Jesus, (whom the Father calls to lead with His full power and authority), is asking His people to trust His Father's leadership and His leadership as well. His leadership and Father's leadership is God's leadership. It is a trustworthy leadership. It is a leadership that one can depend on. It is not a leadership of fear, a leadership of self-actualization, but a leadership that promises protection, renewal and restoration.

God's leadership of restoration is one for all leaders working at church organizations to follow. A leadership that defends, fights, renews, elevates and restores people for the better.

Willis (2010) says, spiritual leaders have a job to do in making sure that people come to the presence of God for restoration and revival. If this is not happening then the church is no longer, what it is called to be. However, Jesus is still praying for his people despite what Satan, the enemy, is doing to prevent the restoration and revival.

Here, Willis is explaining the importance of leadership of the church by various leaders at different capacity to help bring about God's ultimate restoration. In the meantime, he also emphasizing that God the first and main leader of restoration does not sit around and does nothing. He and His Son are actively working and leading the work of

restoration on behalf of His people. Jesus, the heavenly leader, is constantly and forever pleading and petitioning His Father for the final restoration of His people.

As representative of God's leadership on earth, His people is called to lead in church, in schools, in hospitals for the restoration of souls. Leadership should be to train, educate, equipping, and preparing other leaders for a greater restoration of humanity and of God's people.

Referring to end of times preparation and restoration and God's call to leadership, White (1904), writes, in this age, just prior to the second coming of Christ in the clouds of heaven, such a work as that of John [the Baptist] is to be done. God calls for men who will prepare a people to stand in the great day of the Lord.

Here, White is saying that God is calling men and women to leadership in order to prepare people for Himself. People who will be led by converted leaders who are true messengers of God.

White (1894) in the book of Christian leadership, says,

It would be well if those occupying positions of trust in our institutions would remember that they are to be representatives of Jesus. True goodness, holiness, love, compassion for tempted souls must be revealed in their lives. Christ gave Himself to the world, that He might save those who would believe in Him. Shall not we, partakers of this great salvation, value the souls for whom He gave His life! Let us labor with a perseverance and energy proportionate to the value Christ places upon His blood-bought heritage. Human souls have cost too much to be trifled with, or treated with harshness or indifference. (p. 5)

White is very passionate when it comes to those who are placed in position of leadership. She wants them to be like Christ. Leaders who are have compassion for souls. Leaders who can be trusted in the salvation and restoration of souls. This should be the goal of all Christian leaders, regardless of what their position of leadership is.

Okesson (2004) emphasized that the role of leadership is to restore God's image within humanity. A humanity that is transformed by bearing the image of God as God Himself intended to be.

Restoring the image of God within humanity should be the objective of every Christian leader who cannot wait for the restoration of all things. Leaders must do all they can to improve themselves and others for the restoration of God's kingdom.

Job Satisfaction

Job satisfaction in Creation

Genesis 1:31 said: "And God saw everything that He had made, and, behold, it was very good. And the evening and the morning were the sixth day." Psalms 104:31 "May the glory of the Lord endure forever, may the Lord rejoice in His works."

Job Satisfaction in the Fall

Genesis 3:13, 17: "And the Lord God said unto the woman, what is this that thou hast done? And the woman said, the serpent beguiled me, and I did eat"... "And unto Adam he said, because thou hast hearkened unto the voice of thy wife, and hast eaten of the tree, of which I commanded thee, saying, thou shalt not eat of it: cursed is the ground for thy sake; in sorrow shalt thou eat of it all the days of thy life".

Job Satisfaction in the Redemption

John 17:4 say: "I have glorified You on the earth. I have finished the work which You have given Me to do". John 19:30 "So when Jesus had received the sour wine, He said, "It is finished!" And bowing His head, He gave up His spirit". Colossians 1: 24

“Who now rejoice in my sufferings for you, and fill up that which is behind of the afflictions of Christ in my flesh for His body's sake, which is the church: Whereof I am made a minister, according to the dispensation of God which is given to me for you, to fulfil the word of God.” Revelation 5:9 “And they sung a new song, saying, thou art worthy to take the book, and to open the seals thereof: for thou was slain, and hast redeemed us to God by thy blood out of every kindred, and tongue, and people, and nation.”

Job Satisfaction in the End of Time and in The Restoration

Revelation 16:17 said: “And the seventh angel poured out his vial into the air; and there came a great voice out of the temple of heaven, from the throne, saying, It is done.” Luke 6:21 “Blessed *are* you who hunger now, for you shall be satisfied. Blessed *are* you who weep now, for you shall laugh.

Revelation 21:5 and 6 says: “And He that sat upon the throne said, Behold, I make all things new. And He said unto me, Write: for these words are true and faithful. And He said unto me, It is done. I am Alpha and Omega, the beginning and the end. I will give unto Him that is athirst of the fountain of the water of life freely.” Revelation 22:12 “And, behold, I come quickly; and My reward is with Me, to give every man according as his work shall be.”

Genesis 1:31 “God said, all that He created was very good.” Psalm 104:31 The Psalmist says, “The Lord rejoices in all the works He has done and His will last forever.” Genesis 3:13, 17 God questioned Eve about she has done. The woman accused the serpent for making her eat the fruit. God told he will pay for listening to the voice of his wife and eaten of the tree that God had commanded him not to eat. God cursed Adam and the ground for the days Adam was to live on earth.

John 17:4 Jesus glorified God His Father and told Him that the job is finished. John 19:30 – Jesus proclaimed publicly that He has finished the job. Colossians. 1:24, 25 Paul said he is rejoiced for doing the job of preaching the Gospel that God has charged to do. He is rejoiced even in suffering. Revelations. 5:9 The living creatures and the elders are singing to the Lamb because He was slain and redeemed people of all ethnicity.

Revelation 16:17: “Judgement Day executing by God’s angels, the commanding voice from the throne will declare it is done. Luke 6:21 If you are weeping, and you are sad, you will laugh one day. Revelation 21:5 The voice will again be heard from the throne: I make all things new. And He that sat upon the throne said, Behold, I make all things new. Revelation 22:12 “And, behold, I come quickly; and my reward is with Me, to give every man according as his work shall be”

Genesis 1:31 –God as the Leader of creation was pleased with the role of leadership that He played in the act of creation. He was very satisfied with the work that He did. The Psalmist confirmed God’s satisfaction as He rejoices when He sees the works that He had done. However, in Genesis 3:13, 17, God was dissatisfied with Adam’s leadership for allowing Eve to take the leadership role He has given him. He blamed and cursed Eve for making the wrong choice in her decision making by destroying life through the process.

The plan of redemption by God made it possible for God and His elects to feel satisfied again. In Jhon. 17:4; 19:30, Jesus who received leadership authority from His Father to be the lead figure in redemption came to a point of satisfaction in His mission when He said I have glorified You. He did not glorify Himself, but He glorified the One who gave Him a job to do and in return, the leader is going to glorified Him for what He

did and accomplished so that both can be satisfied in one another. His statements “I have finished” and “It is finished” in John, explain the degree of Jesus’s satisfaction, and contentment in the completeness of human salvation and redemption, and He was happy to make it known to His superior or His Boss, God the Father that His job was done and complete and He was satisfied with it.

In Colossians 1:24, 25 Paul, after experiencing the freedom of salvation and redemption of Christ, said that God has given him the charge and the responsibility to lead. However, in leading there is hardship, suffering and pain. But despite all of that, he still finds away to be satisfied with what he is doing because he enjoys doing God’s work. He is satisfied by preaching the Gospel that he has been called to preach. Laboring in God’s vineyard, it is needed to be satisfied with the role and the level of leadership that God has given everyone to do. There are times when it requires sacrifice, gains and losses, but strong leadership and perseverance will lead to job satisfaction at the end.

In the end of times, God will reward His people for the work that they have done and they will be satisfied. God will be satisfied and glorified. Revelation 16:17: The Creator, the Chief Leader of all leaders will again make His voice heard as the leader of Creation and of mankind. As Jesus His Son said, the Father by His own authority will make known the day and the hour when everything is accomplished, when probation closes, when redemption plan has completed, when His purpose has been satisfied. He will make it known to all inhabitants of the earth by leading and commanding voice. It will be a time for His workers to get more occupied and be ready.

Luke 6:21 says, though there will be great turmoil, weeping, trial and tribulation in the consummation of all things, Jesus our Leader says, don't worry, you will be satisfied at the end. You will be happy and instead of crying and weeping.

In Revelation 21:5, the Leader voice will again be heard from the throne: I make all things new. And He that sat upon the throne said, Behold, I make all things new. The Creator, who brought all things into existence, will again restore all things into existence. Making all things new means God will be satisfied again. Since He is satisfied, Jesus His Son has promised to make His people happy and satisfied again by rewarding His saints. This is the work of a true and real leader. Not one who takes advantage, but one who, shares His vision of salvation and redemption, and when it is well accepted and executed, gives rewards to those who work hard for it and makes them feels satisfied.

When it comes to job satisfaction, Gehrlein (2016) said that job satisfaction for the Christian be found through the abundant life given by Jesus as He has promised in John 10:10. It is important for all workers in all sectors to recognize God's purpose, plans, and presence at work. This in itself can bring job satisfaction to a God-fearing worker.

For Christian leaders and Christians overall, job satisfaction is about how people feel in relationship with the abundant life in Jesus. Jesus the Leader is the reason to be happy and satisfied. He sets the tone for the Christian life. Communicating God's purpose of salvation and restoration will bring even greater satisfaction to the believers both in the local church in various leadership capacity.

White (1977) wrote

Christ makes His church a beautiful temple for God. "Where two or three are gathered together in My name," He declared, "there am I in the midst of them" (Mathew 18:20) His church is the court of holy life, filled with varied gifts, and endowed with the Holy Spirit. Appropriate duties are assigned by Heaven to each member of the church on earth, and all are to find their happiness in the happiness of those whom they help and bless. It matters not what our position may be or how limited our capacities, we have a work to do for the Master. Our graces are developed and matured by exercise. With the truth of God burning in the soul, we cannot be idle. The happiness we shall experience in doing will compensate even in this life for every effort. Those only who have experienced happiness resulting from self-denying effort in the service of Christ can speak of the matter understandingly. It is indeed joy so pure, so deep, that language cannot express it. (p. 645)

Christ call to His church is a high calling. It is a call to lead others to Him. It is also a call to find joy; happiness and satisfaction as believers fulfil their duties by helping others find true happiness in Christ. It is a life of happiness and satisfaction through self-denying. This is the life that every leader in the church is called to. This is where the greatest satisfaction can be found. A life of service to save and redeem others for Christ.

Commitment

Commitment in Creation

Genesis 2:15 "And the Lord God took the man and put him into the Garden of Eden to dress it and to keep it.

Commitment in the Fall

Genesis 3:21 "Unto Adam also and to his wife did the Lord God make coats of skins, and clothed them."

Commitment in Redemption

Philippians 2:8 “And being found in fashion as a man, He humbled Himself, and became obedient unto death, even the death of the cross.”

Commitment in End Time and Restoration

Matthew 28:19 “And lo, I am with you always, even to the end of the ages.”

Revelation 19:7 “Let us be glad and rejoice, and give honour to Him: for the marriage of the Lamb is come and His wife hath made herself ready.”

In creation, Genesis 2:15 God asked Adam to dress and keep the garden. Genesis 3:21 After the Fall, God made cloths of skin for Adam and Eve. Phil. 2:8 – Jesus was obedient to His Father until His death at the cross. Mathew 28:19, Jesus promises to be always with His people. Revelation 19:7 Jesus is finally marrying His bride as He had promised.

Genesis 3:21 God did not leave Adam and Eve after they had sinned, He showed His commitment to save them by making cloths of animal skins in order to cover them, protect them and redeem them. In God’s commitment to save, in Philippians chapter 2:8, says, Jesus obey His Father’s call to save all the way to the cross despite the long suffering He endured. This is the greatest commitment ever made to humanity. Commitment of Christ to save and redeem humanity was the best commitment Christ could have made on our behalf. Christ was not only committed to redeem humanity until His death on the cross, but also until the end of the ages as He promises in Mathew 28:19. This is a forever commitment. He promised never to leave but to be with His people always. In Revelation 19:7. Despite the adultery of the bride His church,

God is still committed to marry His people. He keeps His commitment until the end. We are going to be His wife.

Commitment should be the hallmark to any Christian working in a leadership role in any of the religious institutions. Commitment should reflect Christ's commitment to God and humanity.

Weller (2017) who wrote about commitment of Jesus to His Father and humanity, explained, until death Jesus submitted His will to the Father. The ministry of Jesus on earth was a recommitment done daily to the will of God the Father for the salvation of His people.

Weller, above, describes a God who is forever committed for redemption and salvation no matter what situation or brokenness is. God is fully commitment to the human race that He created and that He loves. His plan is to make His people like Him by restoring His image.

As far as commitment is concerned, White (1903) in the book of Education,

is deeply passionate about the that it is to a large extent the work of the teachers and education to be so committed that those who pass through their instruction should be to sell the greatness and goodness of the school. She said in Christian Education "By precept and example, teachers should represent Christ in the education and training of youth and in the Day of Judgment they will not be put to shame by meeting their students and their history of management of them. (p. 26)

The same way God and His Son are committed to His people salvation, His people, too, are to be committed to the work that we are doing on behalf of the church, the school, the hospital and the people who are working with. Education leaders and teachers should be exemplary leaders so that Christ could well represent in every facet of their training and instruction as they learn of Him for their salvation and redemption.

CHAPTER II

LITERATURE REVIEW

Introduction

The Northeastern Conference is one of the largest Conference in North America. It operates a number of 16 schools at the elementary and high schools' levels, 16 Principals, 140 teachers and 1224 students in the region of New England of the United States. This system requires that there is continuous oversight of its leadership. In light of this continuous oversight, the focus of this research study will be its leadership styles and teachers' job satisfaction and commitment.

This chapter deals with the review of the literature concerning factors of principal leadership styles, teachers' job satisfactions and teachers' commitment. In order to establish a theoretical framework for the problem, the current state of knowledge related to the study was reviewed from the available literature. Thus, the main topic and subtopic areas that are critically examined and discussed throughout this chapter are leadership styles, concepts of job satisfaction, theories of job satisfaction, importance of job satisfaction, teachers' commitment, factors for job satisfaction and other subtopics were presented.

Numerous literatures have been published on the topic of leadership and job satisfaction generally in developed countries; this literature will deal with significant relationships between the dependent and independent variables. The independent variable is leadership styles with its sub constructs such as transformational leadership,

transactional leadership, and laissez-faire leadership. The dependent variables are teachers' job satisfaction, and commitment.

Leadership Styles

Principals in different school systems in the New York region used different leadership styles that provide job satisfaction and commitment for teachers. Damanik (2014) Whereas the concept of leadership involves influencing others, leadership style can be defined as the art of influencing fellow human beings towards a direction which is of common good. Therefore, leadership style involves the traits, behavioral tendencies and characteristic methods of a person in a position of leadership. Davis (1993) Leadership style is the manner and approach of providing direction, implementing, and motivating people. As seen by employees, it includes the total pattern of explicit and implicit actions performed by their leader.

Transformational Leadership

Burkus (2010) stated that transformational leadership is a leadership that focuses on how leaders can create valuable and positive change in their followers. Transformational leadership theory is a valuable and widely used approach to studying and teaching leadership. Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Bass (1998) added to the initial concepts of Burns (1978) to help explain how transformational leadership can be measured, as well as how it impacts follower motivation and performance. The extent, to which a leader is transformational, is

measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty, and respect for the leader. Ali and Dahie (2015), defined leadership as thus a procedure of hopeful and helping others to work actively towards objectives. The human being issue connects a group together and inspires it towards goals altering the group's potentials into certainty.

The concept of transformational leadership the authors above is understood to be a concept that have arisen due to a need of providing better leadership and where that leadership can be objectively measured to inspire others towards achieving higher goals.

Importance

Different authors understand transformational leadership to have different importance according to their definitions, and according what they studied and perceived was transformational leadership. Bieber (2003) describing transformation leadership as making a difference on organization performance stated that, positive correlations have been reported between transformational leadership practices and job satisfaction, employee productivity, commitment, and organizational effectiveness.

Gözükara and Simsek (2015) this style of leadership concentrates on making employees more involved in achieving their organizational targets. It is based on the inspirational power of the leader. Barry (2002) describes transformational leadership where the leader was able to inspire and activates subordinates to "perform beyond expectations" and to achieve goals beyond those normally set. The transformational leader listened carefully to the wants, needs, values, and motivations of the followers to fully understand their concerns.

Cansoy (2018) analyzing the studies on the relationships between school administrators' leadership behaviors / styles and teachers' job satisfaction in the field of education, where he defined leadership as a dynamic process. He also understands transformational leadership as a style where individuals raise the interest of individuals in the group by forming a common vision and mission and ensure intellectual stimulation by increasing the motivation of group members.

Biggerstaff (2012) understands the importance of transformational leadership as a person's capacity to raise another person's consciousness, build meanings, and inspire human intent. It is the disregard of self-interest by the leader to cause a particular goal or outcome that will benefit all. It requires the transformational leader to develop the followers' higher-level needs of self-esteem and self-actualization. Damanik (2014) understand the importance of transformational leader influences and motivates followers by making them more aware of the importance of task outcomes and inducing them to transcend their own self-interest for the sake of the organization.

The authors show the importance of transformational leadership as a positive leadership style that can be used in the teaching professional to bring about positive influence and success. Transformational leadership styles here is understood as a collective leadership styles among individuals with a common vision and mission and not a selfish or self-centered leadership with individual goals or accomplishments.

Investigation

Bieber (2003) when studying transformational leadership in nurses, found that professional development should include transformational leadership skills, financial skills, organizational skills and personal management skills.

In addition, Barry (2002) measured the leadership styles of high school principals in Michigan. The results showed a variation among principals according to the size of the school and that only 0.02% of the variation in transformational leadership was due to random probability. The finding was that the principals of the larger secondary schools scored higher in the transformational leadership style than the directors of the smaller secondary schools. Transformational leadership also increased the variation by taking into account the years of experience that the director has at work using transformative leadership.

Cansoy (2018) in investigating leadership styles, found that school principals' transformational leadership behaviors to have stronger relationships with teachers' job satisfaction compared to interactional leadership behaviors and were an important predictor of job satisfaction. Negative relationships were revealed between laissez-faire leadership and job satisfaction. On the other hand, school principals' servant leadership and ethical leadership behaviors were found to be important variables in ensuring job satisfaction. Lastly, school principals' administrative behaviors that encourage participation and are flexible, sharing leadership at school, and exhibiting individual-oriented and supportive leadership behaviors were revealed to enhance teachers' job satisfaction.

Furthermore, Ali and Dahie (2015) study leadership styles in teachers of a high school in Mogadishu, Somalia. They found that the styles of transactional and transformational leadership positively influenced the job satisfaction of the instructors working Mogadishu. Instructors preferred the transformational leadership style over the transactional leadership style.

Cansoy (2018) and Ali and Dahie (2015) found similar results in their studies, where transformational leadership behaviors have a strong relationship with teacher job satisfaction compared to other leadership styles. Transformational leadership positively influenced job satisfaction and preferred the style of transactional leadership.

Dimension

Bass (1999), The four dimensions of transformational leadership are Inspirational motivation: Tests the articulation and representation of vision by the leader; Charisma or an Idealized influence: Examines how much charisma is attributed to the leader, Individual consideration: Examines how the individual needs are taken into consideration, and Intellectual stimulation: Tests how followers' beliefs are challenged and helped to analyze their problem solving.

Rafferty and Griffin (2004) provided five sub dimensions of transformational leadership and they are: including vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition. Confirmatory factor analyses provided support for the hypothesized factor structure of the measures selected to assess these sub dimensions, and provided support for the discriminant validity of the sub dimensions with each other.

Ahmad, Abbas, Latif, and Rasheed (2014) provided other sub dimensions when stated that, further research on the behaviors of transformational leaders proposes that transformational leadership is intervened by the leader's activities the aptitude to construct a common vision, to coherent clear and expressive goals, to permit employees, and dependable behavior.

Yadav and Agrawal (2017) provided the following sub dimensions about

transformational leaders: Lead change, honest, competent, set example and looking forward, support, recognition and expects the best.

Sosik (1997) also reported two types of transformational leadership: High and low and provided the following sub dimension of high transformational leadership: high transformational leadership generated more original solutions, supportive remarks, solution clarifications, and questions about solutions and reported higher levels of perceived performance, extra effort, and satisfaction with the leader than groups working under low transformational leadership.

Transactional Leadership

Hughes (2019) stated that the style was first codified by Max Weber in socio-economic terms where he defined three types of leadership and leaders: Bureaucratic (Transactional): Leadership through normative rules, regulations, strict discipline and systematic control. Traditional (Feudal): Leadership over followers who believe in the legitimacy of governance, personal loyalty and faithfulness. Charismatic (Transformer): Leadership that is characterized by dedication, illumination and heroism, where followers have personal trust in leader's charisma, vision and mission.

Cherry (2019) transactional leadership also known as managerial leadership (first described by Max Weber) focuses on the role of supervision, organization and group performance. Leaders use rewards and punishments to motivate followers. Rewards and punishments are contingent upon the performance of the followers.

Luft (2012) stated, transactional leadership theories feature a reasonable standard of controlling, and means a process of benefit exchange for the purpose of organizational stability. It creates goal setting through role clarification and task request, and

it can lead and encourage subordinates through these activities. Leaders will affirm and reward subordinates' effort, and satisfy their relevant demands to reach esteem and support from these activities. Bass (1997) in his theory approach, stated, when subordinates commit any improper behavior, immediate corrective punishment should be given.

Importance

Hussain, Abbas, Lei, Jamal Haider, and Akram (2017) state, the transactional leadership style played an active role in strategic leadership for organizational effectiveness. In today's organizations, the transactional leadership is universal than any other supportive leadership behavior. The transactional leadership behavior constructs the foundation for specifying expectations, negotiating contracts, clarifying responsibilities and providing the rewards and recognitions to achieve the set objectives and expected performance between leaders and followers. The transactional leadership style satisfies the need of followers in the form of recognition or exchange or rewards after reaching the agreed task objectives and goals achieving the expectations of leaders.

Abdulghani (2016) defined transactional leadership as a performance-based rewards or punishments leadership style. It has an emphasis on the fundamental management procedures of controlling, short-term planning and organizing. Transactional leadership is also based on directing and motivating followers by appealing to their self-interest.

Kiboss and Jemiryott (2014) defines transactional leadership as a leadership style with the belief that punishment and reward motivate people. It also assumes that when people agree to do a particular assignment they must agree to give up that part

of agreement and authority to their leader who must take full control and power over the subordinates who must obey his/her orders without question,

Investigation

Hussain, et al. (2017) found that transactional leadership and knowledge sharing have a positive relationship with creativity, and knowledge sharing is mediating the role between the transactional leader and organizational creativity. The results of the study also revealed that the vast majority of the principals that participated in the study practiced the style of transactional leadership, which is based on the use of rewards and punishments to motivate behavior; it was discovered that this leadership style is positively correlated with teacher job satisfaction.

Abuldghani (2016) using a quantitative and correlational study, investigated the relationship between the leadership styles of principals and teacher job satisfaction in private primary schools for girls in Jeddah, Saudi Arabia. The results revealed that the vast majority of the directors of the sample exhibited the transactional leadership style (90.9%, $n = 50$), followed by the transformer (7.3%, $n = 4$) and the passive avoider (1.8%, $n = 1$) leadership styles. In addition, most principals used rewards and punishments to motivate teachers in their schools. Transactional leadership styles correlate significantly and positively with job satisfaction ($r = .29$, $p = .03$).

Kiboss and Jemiryott (2014) conducted an ex post facto correlational study. The population was a public high school teacher in the Southern District of Nandi. A positive correlation ($r = .406$, $p < .05$) was found between the leadership styles of the principals identified and the job satisfaction of teachers.

The data shows that both Hussain, et al. (2017) and Albuldghani (2016) study revealed that transactional leadership style has positive results on teachers' job satisfaction, while Kiboss and Jemiryott (2014) data shows that transactional leadership style has no significant correlations on teachers' job satisfaction.

Dimension

Judge and Piccolo (2004) stated that, the three dimensions of transactional leadership are contingent reward, management by exception—active, and management by exception—passive. Contingent reward is the degree to which the leader sets up constructive transactions or exchanges with followers: The leader clarifies expectations and establishes the rewards for meeting these expectations. In general, management by exception is the degree to which the leader takes corrective action based on results of leader follower transactions. The difference between management by exception—active and management by exception—passive lies in the timing of the leader's intervention. Active leaders monitor follower behavior, anticipate problems, and take corrective actions before the behavior creates serious difficulties.

Eberly (2018) also understands three core elements and four assumptions by which transactional leadership theory operates, supervision: the leader set specific guidelines that have to be followed. Performance: Satisfactory performance is followed by reward or else a punishment. Then, organizational Structure: Which is based on rules, regulations, guidelines, procedures and standards. The framework is set up by a leader and followed by the subordinates. The assumptions are leadership framework, rewards are the only motivation, power transfer, and monitoring performance.

Riaz and Haider (2010) mentioned four core facets of transactional leadership and they are contingent rewards, active management by exception, passive management by exception and laissez-faire.

Laissez-Faire Leadership

Billig (2015) stated that, Kurt Lewin is the founding father of social psychology. Lewin and his team, used democracy, democratic atmosphere and democratic style of leadership interchangeably, and they introduced the concept of laissez-faire. Chris (2015) stated Kurt Lewin is credited as the developer of the laissez-faire leadership concept. He was a pioneer in doing some research on organizational psychology and group dynamics. With his fellow researchers Ralph K. White and Ronald Lippitt, Lewin identified the laissez faire leadership style in their study “Leadership and Group Life” in the 1930s, recognizing it as “requiring the least amount of managerial oversight.” He simply identified laissez faire leadership as the opposite of autocratic leadership and the antithesis of centralized leadership,

Mulder (2017) in his concept of leadership styles stated that, Laissez-faire leadership is translated from French, it literally means ‘to let it do’. Laissez-Faire is the imperative, meaning ‘let it do’. Both forms are used when referring to this leadership style. It is at the extreme end of the democratic leadership style spectrum. The idea of ‘let them do whatever they want-management could imply that it is a negative style, with the manager involving him or herself as little as possible.

Einarsen, Aasland, and Skogstad (2007) understand that laissez-faire leadership to violate the legitimate interests of organizations, by for example “stealing time”,

while also possibly undermining the motivation, well-being and job satisfaction of subordinates (e.g. by failing to meet their legitimate expectations of guidance and support). Hence, laissez-faire should be considered a form of destructive leadership. Because laissez-faire leadership has the potential to undermine organizational objectives and/or subordinates' well-being.

Laissez-faire leadership, or 15 no transactional leadership, was defined by Avolio (1999) as the absence of relationships between leader and subordinate. Leaders practicing this leadership style may be perceived by subordinates as being inactive or absent and portray to their subordinates an uncaring attitude. These types of leaders tend to avoid accountability and responsibility and are satisfied to sit and wait. Laissez-faire leaders are nonreactive, not proactive, and may be content to keep the status quo (Avolio, Bass, & Jung, 1999).

Importance

In outlining the importance of laissez-faire leadership, Schwartz (2017) provides little or no importance to that of leadership when he explicitly defined laissez-faire as an approach in which there is essentially no leadership or the absence of leadership entirely. A laissez-faire leader will delay decision-making and offers no feedback to the followers. These types of leaders do not take care of their employees' needs or concerns and allows everything within the organization to continue as it always has in the past (Aydin, et al., 2013). Employees, therefore, are often left without guidance or support and this can be especially damaging for new employees who do not receive proper training in order to do their job effectively.

Amin, Shah, and Tatlah (2013) also tells us that laissez-faire leadership is characterized as non- leadership or the absence of leadership. A laissez- faire leader renounces their liability, delays decisions, gives no feedback and offers less attention to assist subordinates to fulfil their needs.

Nyenyembe, Maslowski, Nimrod, and Peter (2016) also understands that laissez-faire leadership is a style that implies the “lack of leadership” or a “hands off” approach to influence. The leader avoids active participation in the responsibility of setting goals, clarifying expectations, organizing priorities or becoming involved when leadership direction is needed. The laissez-faire leader is extremely passive and inactive, resulting in the expectant self-empowerment of the follower. Frequent absence and the lack of involvement of critical decision-making are utilized as a method of driving the follower to self-management.

All four researchers, Amin, et al. (2013), Aydin, et al. (2013), Nyenyembe, et al. (2016) and Schwartz (2017) have defined laissez-faire leadership as a leadership with no leadership or absent leadership where the leader has a leadership behavior of delaying or no decision-making attitude. A leadership that provides no guidance, no direction and very passive and inactive where employees are left to be self-guided and self-empowered.

Investigation

Schwartz (2017) investigated the relationship between leadership styles and job satisfaction. He found that the transactional leadership style has a negative effect, while the laissez-faire leadership style has a positive effect on job satisfaction.

Negussie and Demissie (2013) found a significant relationship between intrinsic job satisfaction and transformational, transactional and laissez-faire leadership styles. The transformational leadership style, in relation to the other two leadership styles, had a stronger positive effect on extrinsic job satisfaction ($\beta = 0.68$). Transactional leadership style had a negative effect on extrinsic job satisfaction ($\beta = -0.09$). The leadership style of laissez-faire had a positive effect on extrinsic job satisfaction ($\beta = 0.08$).

Pedraja-Rejas, Rodríguez-Ponce, Delgado-Almonte, and Rodríguez-Ponce (2006) sought whether or not leadership style influences the performance of small businesses. To this purpose, the study utilized the categories of transformational, transactional leadership and laissez faire style, with a sample of 96 managers of small companies in the north of Chile. The results obtained show that, in the organizations studied, transformational leadership is moderate, whereas the transactional style is frequent and laissez faire style is infrequent.

Dimension

Wongyanon, Wijaya, and Soeaidy (2015), outlined the following dimensions of laissez-faire leadership: Abdicates responsibilities avoid making decisions; Laissez-faire Leadership: uninvolved in the work of the unit; group members make all decision; subordinates have power; They have freedom to do work their own way.

Hinkin and Schriesheim (2008) also give other dimensions: The major defining characteristic of laissez-faire leadership as measured by the MLQ is the lack of leader response to a variety of potential stimuli in a variety of situations. Laissez-faire leadership does not appear to be motivated and intentional; it is simply the lack of any response to subordinates' needs and performance.

Harland, Harrison, Jones, and Reiter-Palmon (2005) stated the following dimensions of laissez-faire leadership: focuses on leader behaviors such as avoiding getting involved, avoiding making decisions, being absent when needed, and delaying responding to urgent questions. Modeling avoidance-coping responses for his or her subordinates and thus seem less likely to engender approach-coping behavior (and thus resilience) from them.

Aydin (2018) stated other dimensions for example: Give least possible guidance, task is delegated to employees; employees are trusted to perform the job themselves. Though criticize for its negative outcome, at the point of the employees are skilled, loyal, experienced and intellectual.

Hassan, Asad, and Hoshino (2016) discussed about the dark side of laissez-faire leadership, which is labeled as a destructive behavior instead of a zero type of leadership style, and was concluded that this style is associated with stressful environment with high levels of role stress and interpersonal conflict.

Other dimensions and sub dimensions are outlined by Haque, et al. (2015) that stated, Laissez-Faire is a passiv (avoidant) leadership style, it is perceived as lacking care regarding other's issues. There is an absence of relationship interaction between the leader and the subordinates. Laissez-faire leadership style represents a non-transactional type of leadership where vital decisions are not initiated, action delay, ignorance of leadership responsibilities and absence of the authority use.

Teachers' Job Satisfaction

Ali (2016) stated, Job can be considered as the means used to achieve personal goals relating to the professional career. On the other hand, satisfaction is the

contentment felt after a need is fulfilled. Locke (1976) defines job satisfaction as a pleasure or positive emotional state resulting from the appraisal of one's job or job experience. Maslow (1943) has developed the concept that people are driven by an unsatisfied need that shape their behavior. He then classified human needs in five different categories, and they are: Physiological, safety and security, belong and love, esteem and self-actualization.

Dugguh and Dennis (2014) stated that, the concept of job satisfaction is multi-faceted hence, a number of theories are advanced to explain what it means and how they could be applied. Job satisfaction at its most general conceptualization is simply how content an individual is with his job. Simply stated, job satisfaction refers to the attributes and feelings people have about their work. Positive and favorable attitudes mean job satisfaction. Negative and unfavorable attitudes indicate job dissatisfaction.

Noell (1976) who wrote about Herzberg's (father of job satisfaction theory) two-factor job satisfaction conceptual theory (motivation-hygiene theory), states, man, has two sets of needs. Herzberg test their positive feelings about their jobs by asking when they had felt exceptionally good about it and when they felt exceptionally negative about their Jobs. He called the positive feeling satisfiers or motivators and the negative feeling dissatisfies or hygiene. It was then illustrated as Satisfaction - no satisfaction and Dissatisfaction - no dissatisfaction.

Hassard, Teoh, Visockaite, Dewe, and Cox (2018) explain the conceptual theory of Job Characteristics model when they wrote that job satisfaction occurs when the work environment encourages intrinsically motivating characteristics. These characteristics influence three psychological states: Meaningfulness of work, Responsibility of

outcomes and Knowledge of results. Subsequently, the three psychosocial states then lead to a number of potential outcomes, including job satisfaction.

Importance

Mosadeghrad and Ferdosi (2013), wrote employees are the most important resources of healthcare organizations. The sustained profitability of an organization depends on its workforce job satisfaction and organizational commitment. Employees' job satisfaction enhances their motivation, performance and reduces absenteeism and turnover.

Shukla (2014) stated Job satisfaction is necessary for all professionals to be competent. Being the most essential asset of the society, it is mandatory that teachers' job satisfaction should be ensured. When teachers are satisfied with their service conditions, status and other essential factors affecting their duties with full integrity and devotion. Dissatisfaction of the individual, whatever may be the occupation in which he is engaged, results in professional stagnation. A dissatisfied teacher is lost not only to himself but also to the entire society.

Job satisfaction can greatly contribute to employees' productivity and morale if a company wants to create positive attitude in its employees. Vroom (1965) investigated relationships between job satisfaction and some areas of job behavior, for example turnover, absenteeism, accidents and job performance. The results show the higher an employee's satisfaction, the less apt he is to leave the job. Satisfaction is important for retention of employees by companies. Sarfraz, Qun, Abdullah, and Alvi (2018) Job satisfaction is most widely considered one of the key elements in the organizational

success. Job satisfaction creates a better working climate and environment. Overall, it is widely accepted that job satisfaction is a function of work-related rewards and values.

Another author, Rane (2011) added the retention of good employees is essential for the organization to achieve consistent growth. Organization can devote their attention for taking effective steps on selective basis to improve job satisfaction of the employees for their retention. The productivity of an organization depends significantly on employee job satisfaction. It not only influences the maximum workforce but also greatly improves the sense of morale and commitment towards the organization amongst the employees.

When it comes to teachers' job satisfaction, Ansah-Hughes (2016) stated, when a person is satisfied with his job it means he or she is happy with the current status and is prepared to remain there and contribute his/her maximum quota towards the success of the organization. Job satisfaction is a primary requisite for any success in the learning process. It is a complex phenomenon involving various personal, institution and social aspects. If the teachers attain adequate job satisfaction they will be in position to fulfill the educational objectives and national goals.

Investigation

Ogochi, Kilgoris, and Campus (2014) found that the level of job satisfaction of secondary school teachers in Transmara West District was low. They also revealed that the fairest factor to contribute to job satisfaction in secondary school teachers in the western district of Transmara is the state / position with an average index of 2.52 (good). It was followed by job security, working conditions, salary and finally school policy and administration.

Wangal (2015) investigated the leadership behavior of principals in relation to teacher job satisfaction in public high schools in Nairobi County, Kenya. The results showed that there was a positive and significant relationship between the leadership behaviors of high school principals and teacher job satisfaction. The job satisfaction of teachers was high (64.68%), while 35.32% had low job satisfaction.

Nyiha (2015) investigated the influence of leadership styles of principals on teacher job satisfaction in public high schools in the Kiambu sub-county. Regarding job satisfaction, working conditions are relatively good. However, teachers were not happy with salary and benefits. The teachers were also not happy with the problems related to the training, the courses in service and the recommendation of study license by the principals. Regarding job satisfaction, the study established that, with respect to working conditions, most teachers reported that they were somewhat satisfied with the work.

Joshua, Adamu, and Jigayi (2017), examined the relationship between the leadership behavior of principals and teacher job satisfaction in secondary schools in the state of Bauchi. A significant relationship was found between the leadership behavior of the principals and the job satisfaction of the teachers.

Dimension

Smerek and Peterson (2007) provided the following dimensions from Herzberg dual Motivation-Hygiene Theory: For the positive phase, motivators factors (Internal state of mind): When employees feel good, they included achievement, recognition, work itself, responsibility, advancement, and growth. Hygiene factors (external work

context), when feeling “exceptionally bad”: company policy and administration, supervision, relationship with supervisor, work conditions, salary, relationships with peers, personal life, relationships with subordinates, status, and security.

Adebayo and Gombakomba (2013), who conducted a study on the dimensions of teachers’ job satisfaction in primary schools in Gweru District in Zimbabwe, provided the following factors when it comes to the dimensions of teachers’ job satisfaction. They stated: The major factors for teachers’ job satisfaction were security, infrastructure and teaching resources, financial incentives and supervision. The study also revealed that teachers were not paid adequate salary and that they are rarely provided with non- financial incentives.

Pepe, Addimando, and Veronese (2017) in measuring Teacher Job Satisfaction by assessing invariance in the teacher Job Satisfaction Scale (TJSS) across Six Countries discovered and stated the following dimensions: In practice, job satisfaction is positively associated with organizational citizenship behaviors, enhanced work environments, improved worker health and more efficient performance. In addition, job satisfaction is positively associated with work-related characteristics such as administration control, teaching competence and organizational culture. Conversely, employees’ job satisfaction is inversely associated with general and injury-related absenteeism intention to leave the workplace, counterproductive interpersonal and organizational behaviors, job-related stress and psychological distress. They added that, satisfied teachers display high levels of job commitment and are less at risk of leaving the profession. Similarly, negative relationship between job satisfaction and occupational stress among primary teacher teachers that show a high level of occupational stress correspond to low levels of job satisfaction.

Tabancali (2016) conducted a quantitative research on the relationship between Teachers' Job Satisfaction and Loneliness at the Workplace, stated that besides the dimensions, showed that job satisfaction was correlated with turnover intention, absenteeism, organizational citizenship, exhaustion, physical and psychological well-being, the joy of life, productivity, leadership, personality, relationship between employees, time of retirement, and mobbing. The study found the dimensions of there was significant and negative correlation between dimensions of loneliness at work and job satisfaction of teachers. The results of regression analysis indicated that emotional deprivation and social companionship together had a significant relationship with the intrinsic satisfaction. Moreover, the social companionship was the significant predictor of intrinsic satisfaction. Besides, it is found that emotional deprivation and social companionship together had a significant relationship with the extrinsic satisfaction and only the social companionship was the significant predictor of extrinsic satisfaction.

Iwu, Ezeuduji, Iwu, Ikebuaku, and Tengeh (2018) who conducted a quantitative study on achieving quality education by understanding teacher job satisfaction determinants stated that, an improvement in a teacher's job role would require an insight to the factors that affect job satisfaction. These factors are loosely regarded as a complex summation of a number of discrete job elements. Specifically these factors include the following: the salary the teacher receives, the roles performed by teachers, and growth opportunities. Others include the effect of supervision and extent of co-worker relations. Their study results show and added the following dimensions that teachers' pay or salary, growth opportunities and responsibilities attached to work are the top three job characteristics variables that contribute to teacher job satisfaction.

Teachers' Commitment

Caught, Shadur, and Rodwell (2000) defined organizational commitment as the employees' state of being committed to assist in the achievement of the organization's goals, and involves the employees' levels of identification, involvement, and loyalty.

Meyer and Allen (1997) stated organizational commitment is the attitude of an employee towards his or her organization. A psychological state that categorizes the employee's relationship with the organization, and has implications for the decision to continue membership in organization.

Meyer and Allen (1991) model of commitment is comprised of three components: Affective commitment (AC): an employee's emotional attachment to, identification with and involvement in the organization. Continuance commitment (CC): one's awareness of the material and psychological costs associated with leaving the present organization. Third, normative commitment: an employee's ideology or a sense or feeling of obligations towards the organization and the individuals' moral belief that it is right and moral to continue within the organization.

Peretomode and Bello (2018), the concept of commitment is the subject of interest in many organizations because it refers not only to the level of investment in an organization but also signifies the strength of bound between an employee and an organization. This in turn reflects the degree to which an employee has internalized and adapted the characteristics and perspectives of the organization.

Genevičiūtė-Janonienė and Endriulaitienė (2014), stated, researchers frequently employ affective component of organizational commitment in order to explore positive consequences for employees or while continuance commitment is occasionally left behind of interest. Still several investigations have demonstrated some negative

consequences of continuance commitment for employee well-being emphasizing that the more employees are continuously committed the more they experience stress, work family conflict, lower life satisfaction.

Einolander (2015) emphasized that Management should try to discover how their employees feel and find out where they see the most flaws in their work environment. To unravel the vague nature of the concept of organizational commitment for use in decision-making and to show what it is affected by, definitions of organizational commitment have been broken down into more manageable pieces or sub-concepts and constructed as an ontology.

Importance

Smith (2009) showed the importance of teachers' commitment by describing it as a desire to remain with the organization, and sharing the values and goals of the organization. An attitude toward an organization. It creates a sense of attachment to and in an organization, including its goals and values. It is what creates a connection between employees and employers.

Wanderi (2015) commitment as the process through which individual interests become attached to the carrying out of socially organized patterns of behavior. Commitment is a term that teachers frequently use in describing themselves (Nias, 1981). It is a word they use to distinguish those who are caring, dedicated and take their job seriously from those who put their interest first. Some teachers see their commitment as part of their professional identity (Crosswell, & Elliott, 2004). Lack of commitment by employees is behind much of the behavior blamed for high costs and poor services. Organizational commitment reflects the extent to which employees identify themselves

with organizational goals, value organizational membership, and intent to work hard to attain the overall organizational mission.

Liu (2013) teacher commitment is an important behavior that is directed toward helping students develop both intellectually and socially where teachers will work extra hard to ensure student success in school. Motivation has been the foundation for people to learn. To develop skills and to change behavior. Teachers' commitment to change is the core element in the school change process. Teachers' commitment to change is defined as teachers' identification with, and desire to be involved in efforts to implement changes in school and classroom structures and processes. One of the important functions of transformational school leadership is to arouse the commitment of school teachers.

Ling and Ibrahim (2013) organizational commitment' includes the belief in and acceptance of organizational goals and values; willingness to exert effort on the organization's behalf; and a desire to remain in the organization. However, commitment towards teaching profession' is generally the degree to which one has a positive, affective attachment to one's work. And commitment towards student learning' focuses on the degree to which teachers are dedicated to student learning regardless of the other issues that may be involved.

Ling and Ibrahim mounting evidence links transformational leadership practices to individuals' organizational commitment. This study discovered the influence of transformational leader behavior by school principals relates to organizational citizenship behavior, organizational commitment, teacher satisfaction with the leader and student academic performance.

Smith (2009) defines commitment as a desire to remain in the organization and to share their values and their goals. Wanderi (2015) describes it as an attachment to social behavior patterns. Also, as caring, dedicated and taking their job seriously.

Investigation

Wanderi looks for the difference between teachers' commitment according to gender. It is found that there is no significant difference in the influence of gender in teacher engagement.

Liu (2013) found that the dimensions of transformational school leadership explained 39.3% of the total variation in teachers' commitment to change. Compared to establishing direction and developing people, administering the instructional program and redesigning the organization had relatively strong relationships with teachers' commitment to change as a single variable. Four variables (establishing direction, developing people, redesigning the organization and administering the program instruction on teachers' commitment to change) together explained 39.3% of the variation of teachers' commitment to change.

Ling and Ibraim (2013) investigated the level of commitment of teachers. The results of this study indicated that teachers demonstrated an average level of commitment since the average scores registered 55.84. They also found that transformational leadership behaviors were slightly correlated with the teachers' sense of commitment. The practice of transformational leadership behaviors by school leaders increased the commitment of teachers. The findings also revealed that transformational leadership had a significant effect on organizational commitment and teacher satisfaction with their leaders.

Dimension

Smith (2009) provides the following dimensions for teachers' commitment: Characteristics of the workers, particularly education and age, are excellent predictors of commitment. Teacher commitment is greater in schools characterized by high levels of administrative support, teacher collegiality, professional influence, and positive student behavior. Peer support exerts the largest direct effect, with principal leadership also exerting a direct effect on commitment. Teacher efficacy is another way of measuring teacher commitment.

Liu (2013) states that Teacher commitment is a dynamic variable that changes over time, and student achievement, opportunities to be part of the decision process, collaborative leadership, and school climate conducive to student learning as factors which contribute to the development of organizational commitment.

Thien, Razak, and Ramayah (2014) stated the conceptualization of Teacher Commitment can be synthesized as a multidimensional construct that is reflected in four dimensions. The dimensions are Commitment to Students, Commitment to Teaching, Commitment to School, and Commitment to Profession.

Aliakbari and Amoli (2016) adds to the dimensions by stating, teacher commitment has been comprehensively defined by placing it within larger dimensions such as organization, occupation, and students and operationalized as a global concept representing the extent of individual effort.

Croswell (2006), provided us with key points emerging from the literature on dimensions of teacher commitment and they are: School organization, students, career continuance, professional knowledge base, teaching profession, link between teacher commitment and engagement and personal factors such as: values and beliefs and

ideological frameworks.

Relationship Between Variables

The research will now focus on the relationship that exists between the following variables of leadership styles, job satisfaction, and commitment: (a) transformational and transactional leadership, (b) transformational and laissez-faire leadership, (c) transformational leadership and job satisfaction, (d) transactional leadership, and job satisfaction, (e) laissez-faire and job satisfaction, and (f) job satisfaction and commitment.

Transformational and Transactional Leadership

It is understood that for Nazim and Mahmood (2016), transformational leadership style is different from transactional for it is based on reward and punishment where leaders reward and punish employees based on performance. On the other hand, transformational leadership brings fundamental changes in the attitudes and beliefs of organization and leaders stimulate the followers to use their capabilities and abilities.

The authors above explain there is not much relationship between transformational and transactional leadership except that they are both leadership styles whereas transactional is based on reward and punishment and transformational is based on organizational change and stimulation of its followers.

On a study conducted by Higgins (2016) with an hypothesized model, which examined the effect of transformational and transactional leadership on practice environments, organizational citizenship behaviors, patient safety culture, job satisfaction and patient outcomes was partially supported by the data in which the results show that, transformational leadership ($\beta = .38, p < .01$) had a larger and more significant

effect on supportive practice environments than did transactional leadership ($\beta = .17$, non-significant). This was consistent with what other studies showed.

The relationship that exists in this study is that transformational leadership has shown to be a more significant leadership style to use than transactional leadership style.

Transformational and Laissez-Faire Leadership

According to Ghorbanian, Bahadori, and Nejati (2012), in transformational leadership leaders and employees promote each other and help each other to perform to a level of ethics and motivation that is higher than previously before. They demonstrate characteristics such as creativity and ideals like equality, justice, freedom, and peace. It is what leaders in high position in an organization implement. It is not about meeting their employees' need but also motivate others according to Burns.

For laissez-faire leadership (also known as delegative, free reign, or non-communicational leadership) Ghorbanian, et al. (2012) understand it as a leadership where leaders give complete freedom to their followers. The followers are able to make decisions on their own even if their managers are absent. This form of leadership is considered as the most passive form of leadership in the leadership echelon.

Eagly, Johannesen-Schmidt, and Van Engen (2003) stated that transformational leadership involves establishing oneself as a role model by gaining the trust and confidence of followers. Such leaders state future goals and develop plans to achieve them. The researchers then distinguish laissez-faire style as a style that is marked by a general failure to take responsibility for managing. This definition of transformational leadership and laissez-faire provides no relationship between the two leadership styles

except that, like transactional, they are two organizational leadership styles that some organizational leaders have used.

Most of the literature reviews defined transformational leadership as a leadership of change, vision; a leadership that motivates its followers and gaining their trust. While laissez-faire leadership is being viewed as a no-leadership type that is marked by failure and a lack of responsibility on the part of the leader.

Jones and Rudd (2008) sought whether the leadership style of academic program leaders was transformational, transactional and / or laissez-faire. Leaders said they had a more transformative leadership style ($M = 3.28$), while exhibiting some characteristics of transactional leadership ($M = 2.24$). Laissez-faire leadership (non-leadership) was minimally displayed ($M = .88$), which shows that it is not a preferred leadership style.

It is clear that by comparing the relationship of transformational, transactional and laissez-faire leadership styles, the results of the studies consistently revealed, for the most part, that transformational leadership is the most widely preferred leadership used in the most organizations.

Transactional and Laissez-Faire Leadership

Tarsik, Kassim, and Nasharudin (2014) understand transactional leadership where relationships are purely based on a set of transactions and bargains that exist between leaders and followers. On the other hand, laissez-faire leadership is defined as the hands-off style. The manager provides almost no directions and gives employees all the freedom needed.

These two leadership styles are defined as two opposing leadership styles. They

both exercise leadership from a different leadership standpoint. One controls, rewards and punishes and the other just allows people to do whatever they want and take no responsibility in their mistake and decision-making. The leader just takes his hands off entirely. There is no leadership.

Chaudhry and Javed (2012) explained transactional leadership where leaders lead through transactions. Rewards are contingent and are based on performance. These rewards are connected to the performance of the employee. Laissez-faire leadership, on the other hand, leaders are not involved in the decision-making process. The subordinates are free to make decisions and free to work on their own.

This study above also found that there is positive and significant relationship between Transactional leadership and Motivation. Motivation level is high but low rate if turnover under this method. It is rank it first in respect of leadership styles beneficial for management of banks. However, the motivational level in respect of Laissez Faire is low because of not interference of management.

Here in leadership styles of transactional and laissez-faire leadership, transactional leadership is the preferred leadership over laissez-faire. Laissez-faire is said not to be an important style that boosts the motivation level of workers as compare to other leadership style. Laissez-faire is again not found to have a significant relationship with transactional leadership in motivation.

Transformational Leadership and Job Satisfaction

Hukpati (2009) who conducted a research on transformational relationship and job satisfaction found that there is an array of outcome. Transformational leaders inspire their followers to go above and beyond their own self-interests for the sake of the

organization, leaders are able to bring a deeper insight and appreciation of input received from each member. Followers on the other hand are focused and look for new approaches to do their jobs. This result by Hukpati explains that there is a relationship that has been established between transformational leadership and job satisfaction.

Hanaysha, et al. (2012) stated that transformational leadership helps to increase employees' concern and strengthening their level of perception. Transformational leaders facilitate new understandings by increasing or altering awareness of issues. On the other hand, job satisfaction is defined, as the individual's evaluation of his/her own work in terms of the context and content of the work. Job satisfaction of employees often includes such elements as: the job itself, the relationship with the supervisor and co-workers, management beliefs, future opportunity, work environment, and compensation." The results indicate that is positive relationship that exist between the factors (Charisma, Individual Consideration and Intellectual Stimulation) of transformational leadership and job satisfaction."

On a quantitative study survey conducted by Kouni, Koutsoukos, and Panta (2018) the results showed that, teachers feel substantial satisfaction when the school principal acts as a transformational leader. This is accomplished through a grid of sound interpersonal and supportive relationships among all the stakeholders of the school, namely between principal and teacher, as well as among teachers through motivation, recognition, assumption of responsibility, autonomy and self-actualization.

This study shows there is correlation between transformational leadership and job satisfaction. Transformational is an important leadership practice for leaders of schools and leading organization to use if they want job satisfaction for their employees.

Transactional Leadership and Job Satisfaction

Lan, Chang, Ma, Zhang, and Chuang (2019), in their study stated that is both of leaders-member exchange theory and path-goal theory. Leaders provide contingent reward to subordinates by achieving goals to receive rewards. On the other hand, job satisfaction is understood on the level at which employees achieve positive results, positive attitude and effective orientation. Also, how a person perceives and likes a job. This study reveals that transactional leadership influences job satisfaction greatly. Contingent rewards, leader-member exchanges or other factors may play an important role in employes' job satisfaction. This result also shows significant relationship between transactional relationship and job satisfaction.

In another study where both transactional leadership and job satisfaction are understood to be similar in their definition, where Verma (2015) understood transactional leadership as a leadership where the leaders focus all their energies, completing task, meeting compliances, and relying on organizational rewards and punishments to influence employee performance. Similarly, job satisfaction is the degree to which people like their jobs. It is a general attitude towards the job, the difference between the amount of rewards employee receive and the amount they believe they should receive.”

The findings of this study show that only two transactional leadership factors- contingent rewards and active management by exception has moderate to weak effect on the job satisfaction of teachers, support results of previous study. This study shows a weak relationship between transactional leadership and job satisfaction.

Laissez-Faire and Job Satisfaction

Feng, Lu, and Siu (2008) stated that in laissez-faire leadership the leader never

takes initiative, never emphasis on results and does not get involved. It is a no leadership style. Also, it has been repeatedly identified as the most ineffective and dissatisfying form of leadership. Laissez-faire leaders, who avoid taking a stand with their followers, are viewed as less effective. This study is an integration of the leader-focused perspective and leader-follower exchange perspective, attempting to understand the relationship between leadership styles, with 615 respondents from five big pharmaceutical companies in China participated. Result indicated that laissez-faire leadership has negative influence on effectiveness and satisfaction.

This study above shows negative relationship between laissez-faire leadership and job satisfaction. Laissez-faire leadership does not have a positive influence on influence and satisfaction.

Another study conducted by Munir and Iqbal (2018) stated that, the laissez-faire leadership style gives the opportunity to individuals to have dominant roles in decision-making. Subordinates are free to do what they like, and they exercise power without the leader's participation. In this style of leadership, the leader plays the role of materials supplier. The results of the study show that laissez-faire leadership style has a negative effect on the job satisfaction of teachers. These results are also consistent with the results of the studies conducted by other researchers. Laissez faire style decreases the level of job satisfaction.

Style Leadership and Job Satisfaction

In studies by Aldape, Pedrozo, Castillo, and Moguel (2011), Judge, Piccolo and Ilies (2004) and Podsakoff, Todor, Grover, and Huber (1984) found a positive relationship between leadership styles and job satisfaction.

For their part, Foong (2001) and Pezeshki Rad, Golshiri Esfahani, and Zamani Miandashti (2008) found influence of the bosses on the organizational results such as job satisfaction, this influence was important. Golden and Veiga (2008) investigated the leader-follower relationship and its influence on job satisfaction. He found that the trust of the followers towards the leader is positively related to this variable. In a study conducted by Olaniyan and Hystad (2016), it was conducted with workers from the Norwegian oil and gas shipping refueling industry, found that workers who perceived their bosses as authentic were more satisfied and less job insecurity and intention to leave the company.

For their part, Chiang, Gómez, and Salazar (2014), in a study with 145 teachers from public education institutions, found a positive relationship between job satisfaction and leadership styles. Schultz, Greenley, and Brown, (1995) found a significant relationship between transformational and transactional leadership with job satisfaction. Nam Nguyen and Mohamed (2011) sought the effect of leadership style and job satisfaction of employees of an institution in Malaysia. He found a positive relationship. Ja-been, Khan, and Shah (2019) find a relationship between democratic and autocratic leadership styles and teacher job satisfaction.

Leadership Styles and Organizational Commitment

Regarding the relationship between leadership styles and organizational commitment, a significant relationship was found. This result agrees with Djalali, Janavi, and Farid (2017) who found a significant relationship between transformational leadership and organizational commitment of a group of general managers in Indonesia.

Ahmadi, Ahmadi, and Zohrabi (2012) measured the impact of transactional and

transformational leadership styles with organizational commitment in employees of the Iranian state pension foundation. The study showed that both styles have an impact of statistical significance on organizational commitment.

Al-Daibat (2017) I examine the impact of leadership styles on organizational commitment in Jordanian banks. The dimensions of leadership styles were transformational leadership style, transactional leadership style, and laissez faire leadership style. The results showed a statistically significant effect for leadership styles in the organization engagement in Jordanian banks. In addition to the transformational leadership style, influence came first about effect size.

May-Chiun, Ramayah, and Hii (2009) measured the impact of leadership styles on organizational engagement from the perspective of Malaysian industrial company managers. The results show that transactional and transformational leadership styles have a significant positive impact on organizational commitment.

Dahie, Mohamed, and Mohamed (2017) in one study found an important positive relationship between leadership style and organizational commitment ($r = .570$ and $p > 0.05$). Abasilim, Gberevbie, and Osibanjo (2019) he found a significant mean positive relationship ($r = .362$, $p = .000$, $p < .05$) between leadership style and employee participation.

Job Satisfaction and Commitment

Salleh, Nair, and Harun (2012) conducted a research study on job satisfaction and commitment and turnover on employees of a retail company in Malaysia. Where job satisfaction is defined as a person's evaluation of his or her job, and the context of which the work is being done. And commitment is referred to a psychological state, that

binds the individual to the organization, found that empirical support, that job satisfaction with salary, promotion, superior, and the word itself has a significant influence on turnover intention. Organizational commitment has been found to be associated with turnover intention. The results show that there is relationship between job satisfaction and commitment and turnover.

Kaplan, Ogut, Kaplan, and Aksay (2012) investigated the relationship between job satisfaction and organizational commitment in pay hospitals in Konya city, Turkey. Where job satisfaction relates to an attitude toward a job and where commitment represents more of how an employee feels toward the company or organization, found that job satisfaction was positively, significantly correlated to affective commitments, and revealed job satisfaction to be positively related to normative commitment. This study proves significant relationship between job satisfaction and commitment.

Suma and Lesha (2013) investigated the relationship between job satisfaction and organizational commitment to determine the levels of employees of public sector satisfaction and commitment in Shkoder, Albania. In the study they explained that, job satisfaction is an effective response to the job as it is viewed in its entirety as global satisfaction) or as facet satisfaction, i.e. pay, supervision etc. On the other hand, organizational commitment is considered the extent to which an individual is linked to an organization. The results show that organizational commitment was significantly positively correlated with job satisfaction and the job satisfaction facets of supervision, work and co-workers. The correlation between organizational commitment and promotion was also significant. The relationship between job satisfaction and commitment was positively significant.

CHAPTER III

METHODOLOGY

Introduction

The objectives of this study are to explore the relationship of causality that may exist between the variables of leadership styles: transformational, transactional, and laissez-faire leadership, in teachers' job satisfaction, and teachers' commitment in the Seventh-day Adventist schools in the Northeastern Conference located in New York, in the United States of America.

This chapter will explore the description of the methodology used during the investigation and addresses the design of the study, which includes: (a) the type of research, (b) the study population, (c) the sample, (d) the measuring instrument, (e) the null hypotheses, (f) the data collection, and (g) the data analysis.

Type of Investigation

In the present investigation, a quantitative, non-experimental, explanatory and descriptive method was used. Quantitative research is designed to ensure objectivity, generalization, and reliability (Creswell, 2014). Non-experimental research describe phenomena and examine the relationship between different phenomena without any direct manipulation (McMillan, & Schumacher, 2006). According to Johnson and Christensen (2010), quantitative research theory tests, explains, predicts, and standardizes data collection and statistical analysis.

Population

In this research study, the population will be made up of 12 elementary and High schools combined 12 Principals, 140 teachers, and 1,224 students in the schools of Northeastern Conference of Seventh-day Adventist in the New York area of the United States.

Sample

The type of sampling carried out in this investigation was not probabilistic for convenience. It is a commonly used technique to select people who belong to the population of interest. Teachers and some administrators who serve as teachers in the schools of the Northeast Conference participated in the research. The sample is 120 respondents representing 85.7% of the total teachers' population of the Northeastern Conference of SDA schools.

Operationalization of the Variables

This section presents the different variables used in the study, the development of the instrument, the content validity, the construct validity and the reliability of the instruments.

The following variables were used in this research: (a) independent or predictive, which includes: Leadership styles: transformational leadership, transactional leadership, laissez-faire leadership and (b) dependent variables or criterion: Job Satisfaction and commitment. This section presents the definitions for each construct; conceptual, instrumental and operational.

Leadership Styles

Conceptual Definition

Influence that is exerted on people and that allows them to be encouraged to work for a common goal.

Instrumental Definition

To measure the leadership styles variable, the scale created by Avolio, et al. (1999) called Multifactor Leadership Questionnaire TM, which consists of 45 items, with Likert answers, of five options, ranging from a scale of 1 to 5 points: *strongly agree* (1), *disagree* (2), *neither agree nor disagree* (3), *agree* (4) and *strongly agree* (5). The instrument consists of 12 dimensions: transformational Idealized Attributes or Idealized Influence attribute; transformational Idealized behaviors or Idealized Influence behaviors; transformational inspirational motivation; transformational intellectual stimulation; transformational individual consideration; transactional contingent reward; transactional management by exception; passive avoidant management by exception; passive avoidant laissez-faire; outcomes of leadership extra effort; outcomes of leadership effectiveness; outcomes of leadership satisfaction.

Operational Definition

To measure leadership styles, the arithmetic mean was obtained through the answers of the items that correspond to each dimension. The variable was considered as metric.

Job Satisfaction

Conceptual Definition

The contentment felt after a need is fulfilled. It is a pleasure or positive emotional state resulting from the appraisal of one's job or job experience.

Instrumental Definition

To measure the job satisfaction variable, the scale created by Spector (1985) called Job Satisfaction Survey (JSS), which consists of 36 items, with Likert answers, of five options, ranging from a scale of *strongly disagree* (1), *disagree* (2), *neither agree and nor disagree* (3), *agree* (4) and *strongly agree* (5). The instrument consists of nine dimensions: pay (items 1, 10, 19, and 28); promotion (items 2, 11, 20, and 33); supervision (items 3, 12, 21, and 30); fringe benefits (items 4, 13, 22, and 29); contingent rewards (items 5, 14, 23, and 32); operating conditions (items 6, 15, 24, and 31); coworkers (items 7, 16, 25, and 34); nature of work (items 8, 17, 27, and 35); communication (items 9, 18, 26, and 36).

The authors report the following reliability: pay reliability of .75, promotion of .73, supervision of .82, fringe benefits of .73, contingent rewards of .76, operating procedures of .62, coworkers of .60, nature of work of .78. communication of .71 and total scale of .91.

Operational Definition

Negatively worded items are 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36. To measure job satisfaction, the arithmetic mean was obtained through the answers of the items that correspond to each dimension. The variable was considered as metric.

Commitment

Conceptual Definition

The employees' state of being dedicated to assist in the achievement of the organization's goals, and involves the employees' levels of identification, involvement, and loyalty.

Instrumental Definition

To measure the commitment variable, the scale created by Allen and Meyer (1990) called Commitment Scale (SC), which consists of 20 items, with Likert answers, of five options, ranging from a scale of 1 to 5 points: *strongly disagree* (1), *disagree* (2), *neither agree and nor disagree* (3), *agree* (4) and *strongly agree* (5). The instrument consists of three dimensions: Affective (1-8); Continuance (9-14) and Normative (15-20). In Appendix A is the instrument.

Operational Definition

Negatively worded items are 1, 4, 5, 6, and 8. To measure commitment, the arithmetic mean was obtained through the answers of the items that correspond to each dimension. The variable was considered as metric.

Research Null Hypothesis

The study hypothesis is presented:

The leadership styles not have an effect on teachers' job satisfaction and commitment in the Seventh-day Adventist schools in the Northeastern Conference.

Table 1 shows the operationalization of the null hypothesis. The hypotheses, the variables, the level of measurement and the statistical test detected are included.

Table 1

Operationalization of Null Hypotheses

Null Hypothesis	Variables	Level of Measurement	Statistical Test
The leadership styles not have an effect on teachers' job satisfaction and commitment in the Seventh-day Adventist schools in the Northeastern Conference.	Exogenous A. Leadership style	Metrics	For the analysis of this hypothesis, the structural equation model was used. For the rejection criterion of the null hypothesis, a significance level less than or equal to .05 was used, in the significance of the estimated parameters.
	Endogenous A. Job satisfaction B. Commitment.	Metrics Metrics	

Adjustment Criteria

The below indices were criteria to evaluate the goodness of fit used to test the model: (a) likelihood ratio of the chi square (χ^2), as small as possible and its significance level p greater or equal to .05, (b) standardized chi square (X^2/df) less than 3, (c) goodness of fit index (GFI) equal to or greater than .90, (d) goodness of comparison index (CFI) equal or greater than .90, and (e) root of the average quadratic residual (RMSEA) equal to or less than .08..

Data Collection and Access to Respondents

Questionnaires, in particular, are the most popular instrument in educational research and this was used for data collection. In order to collect data from a representative sample, the data collection was carried out in the following format:

1. The superintendent of schools for the Northeastern Conference of SDA was contacted and the director sent out a notice to all the schools in the Northeastern Conference asking them to give permission to conduct the surveys to the teachers.

2. The schools consented to the surveys being done and the researcher went to most of them, to workshops and PTA meetings, where the teachers were meeting. The surveys were completed and returned to the researcher on site. The researcher returned to the site to collect unfinished surveys. Other surveys were completed by means of a self-administered online which were sent to the teachers via email in their respective schools, which allowed for the collection of data for statistical analysis and that may suggest certain relationships of the constructs proposed in the theoretical framework.

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 were obtained, following the process indicated in the operationalization of the variables. After having completed the database, descriptive statistics and measures of central tendency, the model was made in Amos 23 to clean the database and obtain the goodness of fit.

CHAPTER IV

ANALYSIS OF THE RESULTS

Introduction

The extent of this research focused on leadership styles and was to specifically explore the causal relationship between the variable's teachers' job satisfaction and teachers' commitment of SDA and Public-school teachers in accordance to the theoretical model identified in chapter one. Furthermore, as outlined in chapter three, the research conducted was quantitative, exploratory, transversal, descriptive and field.

The outline of this chapter is as follows: (a) population and sample, (b) demographic description of the subjects, (c) validation of latent constructs, (d) reliability of the latent constructs, (e) null hypotheses, and (f) summary of the chapter.

Demographic Description

In this research study the population will be made up of 193 principals and teachers in 12 elementary and high schools in the schools of the Northeastern and Greater NY Conferences of Seventh-day Adventist and NY City Public schools in district in the New York area of the United States. The sample was 138 respondents representing 71.5% of the total principals and teachers' population of the three area schools.

In the following section the demographic results such as gender, age, education, role in the organization, employment type, employment salary type, years of service and schools' participants are presented (see Appendix B).

Gender

The distribution of gender participants in the research shows that the female group participants represent the 82.2%, while the male group is 17.8%.

Age of Participants

According to the distribution of teachers according to age, it is observed that the majority of respondents said they were 35 years old, representing 5.2% ($n = 7$). Ages range from 22 to 70 years, with only one participant 90 years old. The arithmetic mean was 46.5 years and a standard deviation of 12.02 years.

Education of the Participants

Table 2 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 the majority of respondents declare to be masters, which represents 60.0% ($n = 81$).

Table 2

Distribution of Participants by Education

Education of the Participants	<i>n</i>	%
1 High School	8	5.9
2 Bachelor	39	28.9
3 Masters	81	60.0
4 Doctorate	7	5.2
Total	135	100.0

Role in the Organization

Table 3 contains the data that refer to the role in the organization of the teachers who responded to the instrument. Regarding the role in the organization of the teachers, it is observed that the majority of respondents declare to be teachers, which represents 94.8% ($n = 128$).

Table 3

Distribution of Participants by Role in the Organization

Role in the Organization	<i>n</i>	%
1 Administrative Staff	3	2.2
2 Principal	3	2.2
3 Teacher	128	94.8
6 Other	1	.7
Total	135	100.0

Employment Type

Table 4 contains the data that refer to the employment type of the teachers who responded to the instrument. Regarding the employment type of the teachers, it is observed that the majority of respondents declare to be full time, which represents 90.4% ($n = 122$).

Employment Salary Type

Table 5 contains the data that refer to the employment salary type of the teachers who responded to the instrument. Regarding the employment salary type of the teachers, it is observed that the majority of respondents declare to be salary non-exempt, which represents 94.1% ($n = 127$).

Table 4

Distribution of Participants by Employment Type

Employment Type	<i>n</i>	%
1. Full time	122	90.4
2. Part time	11	8.1
3. Seasonal	2	1.5
Total	135	100.0

Table 5

Distribution of Participants by Employment Salary Type

Role in the Organization	<i>n</i>	%
1 Salary-Exempt	2	1.5
2 Salary Non-exempt	127	94.1
3 Hourly	3	2.2
4 Locally Funded Hourly	2	1.5
5 Locally Funded Salary	1	,7
Total	135	100.0

Years of Service

The distribution by years of service of the research participants shows that the highest service years are in one year, which represents 12.6% and the lowest service years was .7%. Years of service range from one to 38 years, where the arithmetic mean was 12.6 years and the standard deviation was 9.11 years.

Schools Participation

Table 6 shows the distribution of schools' participants. It can be observed according to the data that Northeastern Conference has the highest percentage participants at 49.6%, followed by New York City at 35.6% and Greater New York at 14.8%.

Table 6

Distribution of Participants by Schools Participation

Schools Participation	<i>n</i>	%
1 New York City	48	35.6
2 Northeastern	67	49.6
3 Greater New York	20	14.8
Total	135	100.0

Validity and Reliability

The statistical tests of factor analysis for the constructs used in the investigation are presented below. The results of the validation of each variable are presented in Appendix C.

Leadership Styles

The MLQ leadership styles questionnaire was purchased and downloaded as a validated instrument by the permission of the author. It is a well-known and accepted document instrument and therefore only the reliability of the study findings will be reported. The statistics reliability for the leadership style factors are reported in the section of reliability of constructs shown in Table 7. It can be seen that in most cases the factors show acceptable levels of reliability.

Table 7

Reliability of the Dimensions of Leadership Styles

Dimensions	Cronbach's Alpha
Transformational	.938
IM Inspirational Motivation	.817
IA Idealized Attributes or Idealized Influence attribute	.800
IB Idealized Behaviors or Idealized Influence behaviors	.741
IS Intellectual Stimulation	.714
IC Individual Consideration	.696
Transactional	.577
CR Contingent Reward	.727
MBEA Management by Exception (Active)	.499
Passive Avoidant	.824
LF Laissez-Faire	.774
MBEP Management by Exception (Passive)	.734
Outcomes of Leadership	.937
EFF Effectiveness	.898
SAT Satisfaction	.807
EXE Extra Effort	.787

Job Satisfaction

The factorial analysis procedure was used to analyze the validity of job satisfaction. In the analysis of the correlation matrix, it was found that the 36 statements have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, a value close to the unit ($KMO = .829$) was found. For the Bartlett Sphericity test, it was found that the results ($X^2 = 2,265.060$, $df = 630$, $p = .000$) 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 ($Com_{min} = .279$; $Com_{max} = .647$), 35 items are greater than the extraction criterion ($Com = .300$), only the item JWB2 had a value less than .3. In relation to

the total variance explained, a confirmatory analysis was carried out with four factors, explaining 47.368% of the total variance, this value being closer 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 job satisfaction. The first factor is composed of 16 indicators, and the dimension was assigned the name "Communication in Work Environment" (JCE), and the reliability was .878. The second factor is composed of 12 indicators, and the dimension was assigned the name "Work Benefits" (JWB), and the reliability was .864. The third factor consists of five indicators, the dimension was assigned the name "connection with work and workers" (JCW), and the reliability was .775. The fourth factor consists of three indicators; the dimension was assigned the name "Communication Organizational Leadership" (JCO), and the reliability was .539.

Organizational Commitment

The factorial analysis procedure was used to analyze the validity of organizational commitment. In the analysis of the correlation matrix, it was found that the 20 statements have a positive correlation coefficient greater than .3. Regarding the Rotated Component Matrix, the sample adequacy measure KMO, a value close to the unit (KMO = .814) was found. For the Bartlett Sphericity test, it was found that the results ($X^2 = 1,180.347$, $df = 190$, $p = .000$) are significant. This means that there is good correlation between the items in the construct.

Table 8

Rotated Matrix for Teacher Job Satisfaction

	Component			
	1	2	3	4
JCE21 My supervisor shows too little interest in the feelings of...	.735		-.165	
JCE14 I do not feel that the work I do is appreciated	.710	-.123		.237
JCE5 When I do a good job, I receive the recognition for it that...	-.653	.230	.204	.126
JCE34 There is too much bickering and fighting at work	.651		-.161	
JCE9 Communications seem good within this organization	-.590	.268		
JCE36 Work assignments are not fully explained	.583	.151		
JCE3 My supervisor is quite competent in doing his/her job	-.524		.231	
JCE8 I sometimes feel my job is meaningless	.522		-.292	.351
JCE12 My supervisor is unfair to me	.516		-.376	.223
JCE32 I don't feel my efforts are rewarded the way they should be	.504	-.319		.253
JCE16 I find I have to work harder at my job because of the...	.501	-.186	-.280	
JCE30 I like my supervisor	-.500		.384	-.104
JCE6 Many of our rules and procedures make doing a good job...	.461	-.285	-.302	.190
JCE29 There are benefits we do not have which we should have	.426	-.412	.365	
JCE24 I have too much to do at work	.413	-.265	-.157	.314
JCE31 I have too much paperwork	.405	-.384		
JWB33 I am satisfied with my chances for promotion		.754		-.148
JWB22 The benefit package we have is equitable		.753		
JWB13 The benefits we receive are as good as most other...		.711		
JWB28 I feel satisfied with my chances for salary increases		.706	-.126	-.177
JWB1 I feel I am being paid a fair amount for the work I do	-.147	.663	.151	-.133
JWB20 People get ahead as fast here as they do in other places		.628	.176	.182
JWB19 I feel unappreciated by the organization when I think...	.362	-.530	-.183	.302
JWB10 Raises are too few and far between		-.521		.519
JWB23 There are few rewards for those who work here	.370	-.482		.239
JWB4 I am not satisfied with the benefits I receive.		-.480	-.267	.412
JWB11 Those who do well on the job stand a fair chance of...		.453	.383	
JWB2 There is really too little chance for promotion on my job	.193	-.370		.318
JCW25 I enjoy my coworkers	-.118		.767	
JCW35 My job is enjoyable	-.330		.711	-.173
JCW27 I feel a sense of pride in doing my job	-.292		.608	-.286
JCW17 I like doing the things I do at work	-.162	.138	.606	
JCW7 I like the people I work with	-.300		.563	
JCO18 The goals of this organization are not clear to me	.231	-.197	-.182	.670
JCO15 My efforts to do a good job are seldom blocked by red tape		.121		.595
JCO26 I often feel that I do not know what is going on with the...	.454	-.333		.546

For the extraction statistics by main components, it was found that for the commonality values ($Com_{min} = .299$; $Com_{max} = .733$), where 19 items are greater than the extraction criterion ($Com = .300$), only the item OAAC4 had a value less than .3. In relation to the total variance explained, a confirmatory analysis was carried out with three factors, explaining 52.466% 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 three factors of employees' organizational commitment.

Table 9

Rotated Matrix for Organizational Commitment

	Component		
	1	2	3
OCAC7 This organization has a great deal of personal meaning for me	.730		.101
OCAC5 I do not feel like 'part of the family' at my organization	-.727	-.253	.252
OCAC6 I do not feel 'emotionally attached' to this organization	-.724	-.166	
OCNC5 This organization has a mission that I believe in and am committed to	.684	.202	-.156
OCAC8 I do not feel a 'strong' sense of belonging to my organization.	-.638	-.164	.282
OCAC1 I am very happy being a member of this organization	.546	.495	-.150
OCAC4 I think that I could easily become as attached to another organization..	-.519		-.159
OCNC4 I am loyal to this organization because my values are largely its values	.511	.306	
OCCC3 I am loyal to this organization because I have invested a lot in it...	.460	.158	.412
OCCC2 If I wasn't a member of this organization, I would be sad because my...	.450		.360
OCAC3 I really feel as if this organization's problems are my own	.409	.209	.329
OCNC2 My organization deserves my loyalty because of its treatment...	.216	.795	.126
OCNC3 I feel I would be letting my co-workers down if I wasn't a member of...		.717	.304
OCNC1 I feel that I owe this organization quite a bit because of what it has...	.151	.679	.499
OCAC2 I enjoy discussing about my organization with people outside it	.389	.586	
OCNC6 I feel it is 'morally correct' to dedicate myself to this organization	.477	.561	
OCCC4 I often feel anxious about what I have to lose with this organization			.805
OCCC5 Sometimes I worry about what might happen if something was to...		.152	.762
OCCC6 I am dedicated to this organization because I fear what I have to lose...	-.199	.271	.721
OCCC1 I worry about the loss of investments I have made in this organization	-.209	-.411	.473

The first factor is composed of eight indicators, and the dimension was assigned the name "affective commitment" (OCAC), and the reliability was .818. The second factor is composed of six indicators and was assigned as "continuance commitment" (OCCC), and the reliability was .670. The third factor consists of six indicators, and was assigned as "normative commitment" (OCNC), and the reliability was .799.

Descriptive of the Constructs

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

Leadership Styles

The dimensions of leadership styles are described below. Table 10 shows the mean, standard deviation, asymmetry and kurtosis. The highest values are in inspirational and idealized factors and the lowest in passive avoidant leadership. In all cases, the skewness and kurtosis values are less than unity (absolute value), therefore normal distributions can be considered.

Job Satisfaction

The mean for job satisfaction was 2.64 ($SD = 0.557$). The job satisfaction variable has a kurtosis of $-.150$, which indicates a platykurtic behavior, but very close to normal distribution. As for the asymmetry, a positive asymmetric behavior is observed, the value was $.151$, very close to zero, indicating normality. Figure 1 shows that values tend to meet more on the left side of the average.

Table 10

Descriptions for the Factors of the Leadership Styles

Clave	Dimensions	<i>M</i>	<i>DE</i>	Asymmetry	kurtosis
LTFIM	Inspirational Motivation	4.21	0.699	-0.620	-0.500
LTFIB	Idealized Behaviors	4.09	0.698	-0.664	0.585
LTFIA	Idealized Attributes	3.94	0.817	-0.756	0.434
LOLEE	Extra Effort	3.94	0.814	-0.340	-0.649
LOLEFF	Effectiveness	3.88	0.858	-0.362	-0.760
LTSCR	Contingent Reward	3.87	0.735	-0.486	-0.049
LOLSAT	Satisfaction	3.85	0.914	-0.614	-0.016
LTFIS	Intellectual Stimulation	3.77	0.727	-0.023	-0.510
LTFIC	Individual Consideration	3.70	0.738	-0.310	-0.361
LTSMBEA	Mgmt by Exception (Passive)	3.01	0.706	-0.429	-0.031
LPAMBEP	Mgmt by Exception (Active)	2.28	0.857	0.221	-0.641
LPAALF	Laissez-Faire	2.18	0.956	0.523	-0.576

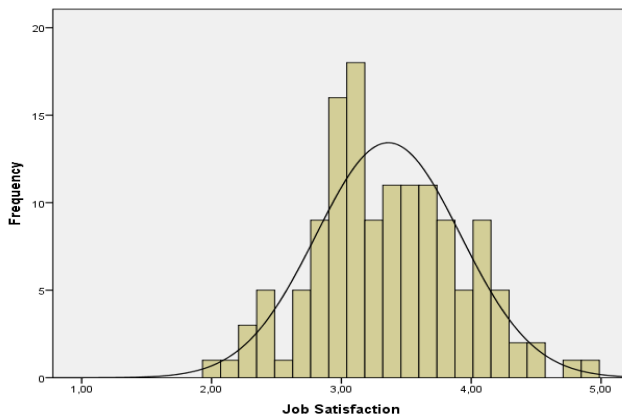


Figure 1. Histogram with Normal Curve of Job Satisfaction.

Table 11 shows the mean, standard deviation, asymmetry and kurtosis for the factors of job satisfaction. According to the results of averages, it can be observed that the dimension that best evaluates is “connection with work & workers” ($M = 4.10$; $SD = 0.667$) and the least evaluated dimension was the “work benefits” ($M = 2.84$; and $SD = 0.733$).

Table 11

Descriptions of the Factors in Job Satisfaction

Clave	Dimensions	M	DE	Asymmetry	Kurtosis
JCW	Connection with work & workers	4.10	.667	-0.619	0.146
JCE	Communication in the work environment	3.49	.683	0.021	-0.706
JCO	Communication with organizational Leadership	3.41	.855	0.004	-0.477
JWB	Work Benefits	2.84	.733	0.131	0.566

Work Benefits

Table 12 shows the mean and standard deviation with respect to the subscale of the work benefits. According to the results of the means, the best evaluated criterion was the following: “JWB10 Raises are too few and far between” ($M = 3.66$, $SD = 1.210$) and the least evaluated behavior was: “JWB20 People get ahead as fast here as they do in other places” ($M = 2.59$, $SD = 1.032$).

Table 12

Descriptions of the Items of the Work Benefits

Indicators	M	DE
JWB10 Raises are too few and far between	3.66	1.210
JWB2 There is really too little chance for promotion on my job	3.14	1.192
JWB23 There are few rewards for those who work here	2.95	1.081
JWB33 I am satisfied with my chances for promotion	2.89	0.975
JWB11 Those who do well on the job stand a fair chance of being promoted	2.87	1.057
JWB22 The benefit package we have is equitable	2.85	1.103
JWB28 I feel satisfied with my chances for salary increases	2.78	1.176
JWB4 I am not satisfied with the benefits I receive.	2.77	1.190
JWB13 The benefits we receive are as good as most other organizations offer	2.76	1.277
JWB19 I feel unappreciated by the organization when I think about what they...e	2.74	1.228
JWB1 I feel I am being paid a fair amount for the work I do	2.65	1.323
JWB20 People get ahead as fast here as they do in other places	2.59	1.032

Communication in the Work Environment

Table 13 shows the mean and standard deviation with respect to the subscale of the communication in the work environment. According to the results of the means, the best evaluated criterion was the following: “JCE30 I like my supervisor” ($M = 4.16$, $SD = .836$) and the least evaluated behavior was: “JCE12 My supervisor is unfair to me” ($M = 1.96$, $SD = 1.129$).

Table 13

Descriptions of the Items of the Communication in the Work Environment

Indicators	<i>M</i>	<i>DE</i>
JCE30 I like my supervisor	4.16	0.836
JCE3 My supervisor is quite competent in doing his/her job	3.95	1.053
JCE5 When I do a good job, I receive the recognition for it that I should...	3.46	1.077
JCE29 There are benefits we do not have which we should have	3.46	1.049
JCE9 Communications seem good within this organization	3.33	1.196
JCE24 I have too much to do at work	3.07	1.195
JCE31 I have too much paperwork	3.07	1.134
JCE32 I don't feel my efforts are rewarded the way they should be	3.01	1.159
JCE6 Many of our rules and procedures make doing a good job difficult	2.61	1.234
JCE16 I find I have to work harder at my job because of the incomete...	2.41	1.271
JCE36 Work assignments are not fully explained	2.38	1.171
JCE14 I do not feel that the work I do is appreciated	2.27	1.179
JCE21 My supervisor shows too little interest in the feelings of subordi...	2.23	1.139
JCE34 There is too much bickering and fighting at work	2.23	1.079
JCE8 I sometimes feel my job is meaningless	2.10	1.184
JCE12 My supervisor is unfair to me	1.96	1.129

Connection with Work and Workers

Table 14 shows the mean and standard deviation with respect to the subscale of the connection with work and workers. According to the results of the means, the best evaluated criterion was the following: “CW27 I feel a sense of pride in doing my job” ($M = 4.25$, $SD = .936$) and the least evaluated behavior was: “JCW17 I like doing the things I do at work” ($M = 4.04$, $SD = .965$).

Table 14

Descriptions of the Items of the Connection with Work and Workers

Indicators	M	DE
JCW27 I feel a sense of pride in doing my job	4.25	.936
JCW7 I like the people I work with	4.13	.921
JCW25 I enjoy my coworkers	4.07	.927
JCW35 My job is enjoyable	4.04	.845
JCW17 I like doing the things I do at work	4.04	.965

Communication with Organizational Leadership

Table 15 shows the mean and standard deviation with respect to the subscale of the communication with organizational leadership. According to the results of the means, the best evaluated criterion was the following: “JCO15 My efforts to do a good job are seldom blocked by red tape” ($M = 2.79$, $SD = 1.272$) and the least evaluated behavior was: “JCO18 The goals of this organization are not clear to me” ($M = 2.24$, $SD = 1.154$).

Table 15

Descriptions of the Items of the Communication with Organizational Leadership

Indicators	M	DE
JCO15 My efforts to do a good job are seldom blocked by red tape	2.79	1.272
JCO26 I often feel that I do not know what is going on with the organization	2.74	1.126
JCO18 The goals of this organization are not clear to me	2.24	1.154

Organizational Commitment

The mean of organizational commitment was 3.34 ($DE = 0.537$). The organizational commitment variable has a kurtosis of 0.121, and the asymmetry, a negative asymmetric behavior is observed with a value of -0.208. Both values are close to zero, indicating a normal distribution (see Figure 2).

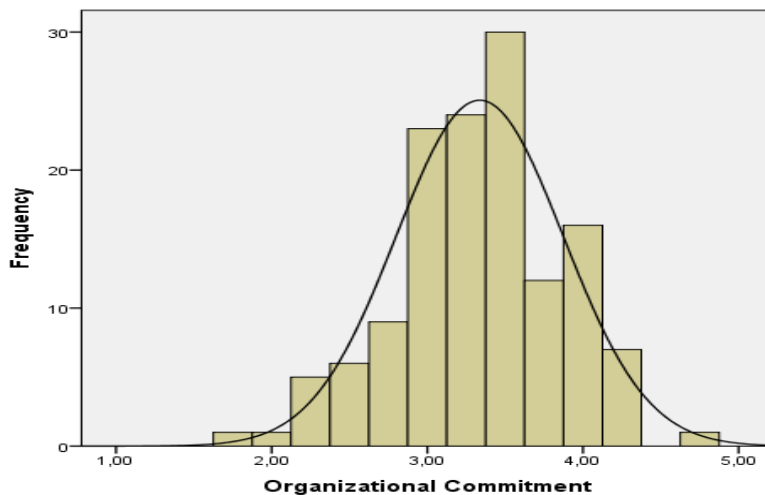


Figure 2. Histogram with Normal Curve of Organizational Commitment.

Table 16 shows the mean, standard deviation, asymmetry and kurtosis for the factors in organizational commitment. According to the results of averages, it can be observed that the dimension that best evaluates is “affective commitment” ($M = 3.64$; $SD = 0.706$) and the least evaluated dimension was the “continuance commitment” ($M = 2.81$ and $SD = 0.669$).

Table 16

Descriptions of the Factors in Organizational Commitment

Clave	Dimensions	M	SD	Asymmetry	kurtosis
OCAC	Affective Commitment	3.64	0.706	0.092	-0.623
OCNC	Normative Commitment	3.44	0.740	-0.300	0.388
OCCC	Continuance Commitment	2.81	0.669	0.148	0.341

Affective Commitment

Table 17 shows the mean and standard deviation with respect to the subscale of the affective commitment. According to the results of the means, the best evaluated criterion was the following: “OCAC1 I am very happy being a member of this organization” ($M = 4.00$, $SD = .922$) and the least evaluated behavior was: “OCAC6 I do not feel 'emotionally attached' to this organization” ($M = 2.16$, $SD = 1.158$).

Table 17

Descriptions of the Items of the Affective Commitment

Indicators	M	DE
OCAC1 I am very happy being a member of this organization	4.00	0.922
OCAC7 This organization has a great deal of personal meaning for me	3.85	1.048
OCAC2 I enjoy discussing about my organization with people outside it	3.50	1.132
OCAC3 I really feel as if this organization's problems are my own	3.27	1.066
OCAC4 I think that I could easily become as attached to another organi...	2.81	1.059
OCAC8 I do not feel a 'strong' sense of belonging to my organization.	2.29	1.105
OCAC5 I do not feel like 'part of the family' at my organization	2.20	1.013
OCAC6 I do not feel 'emotionally attached' to this organization	2.16	1.158

Continuance Commitment

Table 18 shows the mean and standard deviation with respect to the subscale of the continuance commitment. According to the results of the means, the best evaluated criterion was the following: “OCCC3 I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically” ($M = 3.61$, $SD = 1.146$) and the least evaluated behavior was: “OCCC1 I worry about the loss of investments I have made in this organization” ($M = 2.44$, $SD = 1.077$).

Table 18

Descriptions of the Items Continuance Commitment

Indicators	M	DE
OCCC3 I am loyal to this organization because I have invested a lot in it, emotion...	3.61	1.146
OCCC2 If I wasn't a member of this organization, I would be sad because my life...	2.91	1.200
OCCC5 Sometimes I worry about what might happen if something was to happen...	2.80	1.042
OCCC4 I often feel anxious about what I have to lose with this organization	2.64	1.034
OCCC6 I am dedicated to this organization because I fear what I have to lose in it	2.49	1.028
OCCC1 I worry about the loss of investments I have made in this organization	2.44	1.077

Normative Commitment

Table 19 shows the mean and standard deviation with respect to the subscale of the normative commitment. According to the results of the means, the best evaluated criterion was the following: “OCNC5 This organization has a mission that I believe in and am committed to” ($M = 4.22$, $SD = .903$) and the least evaluated behavior was: “OCNC1 I feel that I owe this organization quite a bit because of what it has done for me” ($M = 2.84$, $SD = 1.050$).

Table 19

Descriptions of the Items of the Normative Commitment

Indicators	<i>M</i>	<i>DE</i>
OCNC5 This organization has a mission that I believe in and am committed to	4.22	.903
OCNC4 I am loyal to this organization because my values are largely its values	3.85	1.026
OCNC6 I feel it is 'morally correct' to dedicate myself to this organization	3.84	1.031
OCNC2 My organization deserves my loyalty because of its treatment towards me	3.04	1.125
OCNC3 I feel I would be letting my co-workers down if I wasn't a member of this...	2.87	1.142
OCNC1 I feel that I owe this organization quite a bit because of what it has done...	2.84	1.050

Null Hypotheses

In this section, the results from statistical tests of the main null hypothesis for this investigation are presented the hypothesis was subjected to selected indicators. The null hypothesis (H_0) states that leadership styles are not significant predictors of job satisfaction and organizational commitment.

To test the null hypothesis, the statistical technique of the Structural Equation Model was used. The first stage is to determine the quality of the model in terms of its goodness of fit. Five criteria were used, of which three were met: The relative chi square resulted in a value of 1.624, less than 3; the CFI came out with a value of .954, being greater than .9; and the RMSEA indicator was also lower than the established criteria, being .068, less than .08. The chi square criteria, which should have a value of significance greater than .05, and the GFI index, which should be greater than .9, are not met. Given that three of the five indicators are satisfied and no other model with a better fit was found, it is considered that this can be accepted as a model that fits the theory and the data collected. The model is presented in the Figure 3. The model was also

stable, since the initial conditions were changed, and the results were similar in all cases. In Appendix E are the backup tables.

Once the model is accepted, the next step is to review the significance values for the parameters identified in the structure model, in this case the effect of leadership on job satisfaction and organizational commitment. It is observed that there is sufficient evidence to reject the null hypothesis and accept the research hypothesis, since both the effect of the leadership style towards job satisfaction ($\gamma = .70, p < .001$) and organizational commitment ($\gamma = .42, p < .001$) are significant. Therefore, the leadership style explains job satisfaction in 49% of its variance and organizational commitment in 18%.

The structure model also shows a significant and important relationship between job satisfaction and organizational commitment errors ($\psi = .79, p < .001$), which indicates that, to some extent, there is also a relationship between both variables latent endogenous, in such a way that they share common variance. Regarding the measurement model, very similar loads are perceived in all the leadership factors, with the exception of management by exception active ($\lambda = .04, p = .678$), which is not even significant and, on the other hand, the passive avoidant factors, which in addition to being lower contribution values show a negative sign, indicating that the contribution is contrary to the rest of the factors. In the case of job satisfaction, the communication work environment factor ($\lambda = .86, p < .001$) dominates significantly, and in organizational commitment, the affective aspect ($\lambda = .88, p < .001$). Continuance commitment does not show a significant contribution.

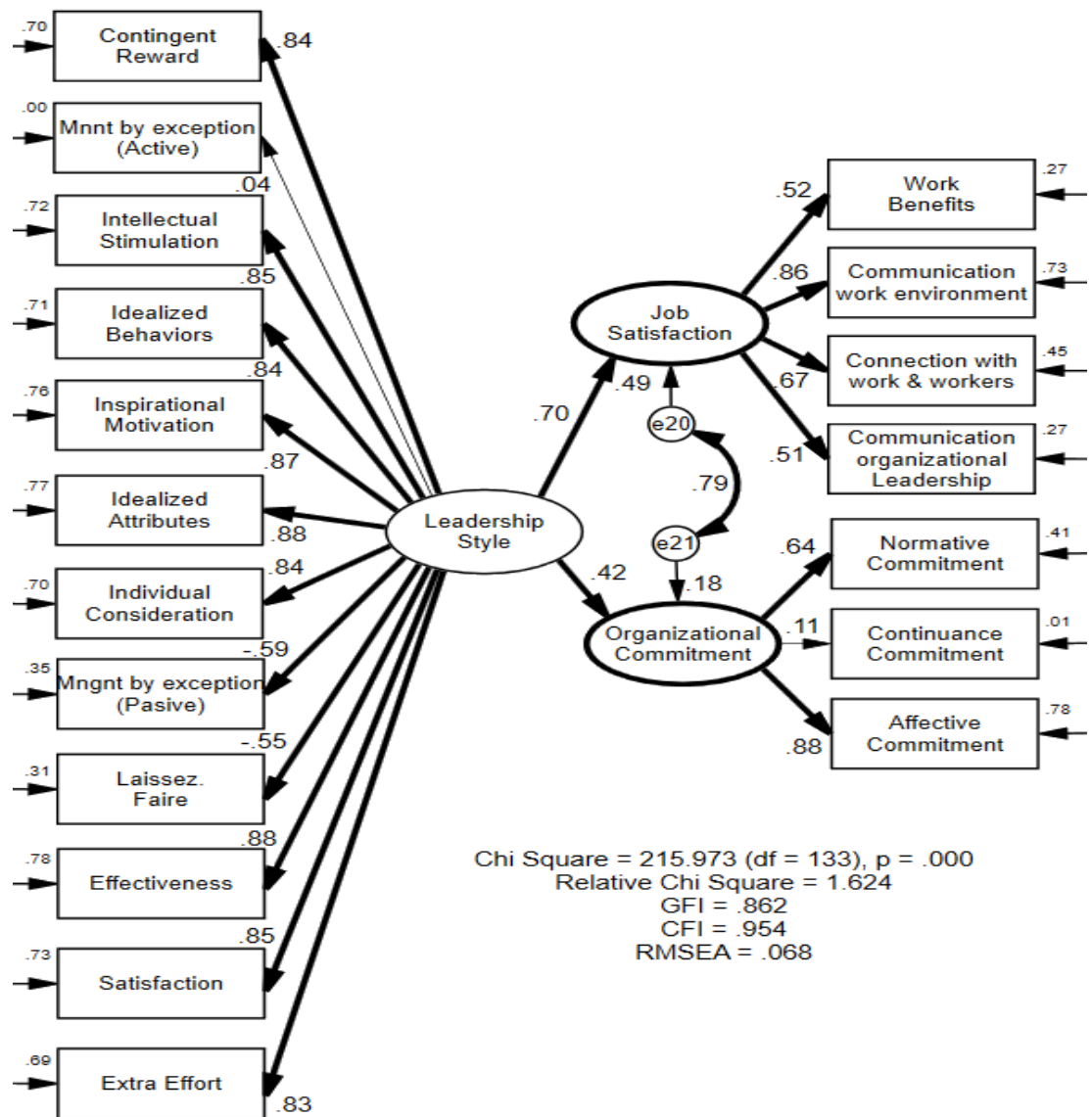


Figure 3. Structural and Measure Models for the Variables in the Study.

Other Analysis

Analyzes were carried out associating the studied variables and their factors with the demographic characteristics. For the distributions of the latter, only correlation analyzes were made with age and years of service. In these cases, as can be seen in Table 20, weak correlations were found ($r < .3$). (see Appendix F).

Table 20

Significant Correlations of the Variables with Age and y Years of Service

	Age	Years of service
Management by exception (Passive)	-.225 (.009)	
Normative Commitment	.202 (.019)	
Organizational Commitment	.201 (.019)	
Passive Avoidant	-.174 (.044)	
Idealized Behaviors		-.208 (.015)
Continuance Commitment		.180 (.037)
Inspirational Motivation		-.178 (.039)
Transformational Leadership		-.177 (.040)
Laissez.Faire		.174 (.043)

Note: r (p) is shown in each cell

Difference tests were performed according to the conference and the highest level of study. Regarding the level of study, no differences were found between the teachers who have undergraduate studies and those who have studied a postgraduate degree. Regarding the conference, a significant difference was found in job satisfaction ($t_{(133)} = 2,539$, $p = .012$) and two of its factors; work benefits ($t_{(133)} = 5,773$, $p = .000$) and connection with work and workers ($t_{(133)} = 2,294$, $p = .023$). In the case of job satisfaction and work benefits, northeastern teachers ($M = 3.2$, $SD = .592$; $M = 2.5$, $SD = 3.2$ respectively) have lower means than the average of the other teachers ($M = 3.5$, $SD = .497$; $M = 3.2$, $SD = .633$). In the case of connection with work and workers, it is the other ($M = 4.0$, $SD = .660$) way around, the Northeastern teachers ($M = 4.2$, $SD = .653$) result with a higher mean. The largest effect size occurs in work benefits, according to Cohen's d ($d = .99$) and the smallest effect size occurs in connection with work and workers ($d = .39$).

CHAPTER V

SUMMARY, DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

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 of future research are given.

Summary

The present study aims to explore whether the empirical model in which leadership styles have the best effect on job satisfaction and teacher engagement in Seventh-day Adventist schools in the Northeast Conference.

The leadership styles variable was first addressed. In this regard, transformational leadership is a process that motivates followers to seek the most limited moral values and are able to define and articulate a vision for their organizations, and followers must accept the credibility of the leader (Tracey and Hinkin, 1998). Regarding transactional leadership, Cherry (2019) says that it is known as managerial leadership and focuses on the role of supervision, organization and group performance. Leaders use rewards and punishments to motivate followers. As Damanik (2014) well points out, leadership implies influencing other human beings in a direction that is for the common good.

The research also considers job satisfaction, in this sense, Dugguh and Dennis (2014) say that a multifaceted construct, and in their most general conceptualization it is simply how happy an individual is with their work. It is important that an employee is satisfied, in this sense, Shukla (2014) says that job satisfaction is necessary for all professionals to be competent. Being the most essential asset of society, it is mandatory to guarantee the job satisfaction of teachers.

Other variable studied was organizational commitment, for whom Caught, et al. (2000) defined as the state of commitment of employees to help achieve the objectives of the organization and involves the identification, participation and loyalty of employees.

A theoretical review of the relationship between the variables was made. Studies carried out by Aldape, et al. (2011), Judge, et al. (2004), and Podsakoff, et al. (1984) found a positive relationship between leadership styles and job satisfaction. Regarding the relationship between leadership styles and organizational commitment, studies indicate a significant direct relationship Djalali, et al. (2017), and Zohrabi, Torabi, and Baybourdiani (2012).

The research was empirical quantitative, descriptive, transversal and explanatory. The latent exogenous variable used in the research was type of leadership styles and the endogenous latent variable were teacher commitment and teachers' job satisfaction. The hypothesis raised was as follows: The type of leadership styles use has an effect on teachers' job satisfaction and teacher commitment in the Seventh-day Adventist schools in the Northeastern Conference.

Once the model is accepted, the next step is to review the significance values for the parameters identified in the structure model, in this case the effect of leadership

on job satisfaction and organizational commitment. It is observed that there is sufficient evidence to reject the null hypothesis and accept the research hypothesis, since both the effect of the leadership style towards job satisfaction ($\gamma = .70, p < .001$) and organizational commitment ($\gamma = .42, p < .001$) are significant. Therefore, the leadership styles explain job satisfaction in 49% of its variance and organizational commitment in 18%.

Discussion

The results of this study agree with the results of other investigations, of a relationship between leadership styles and job satisfaction. In studies by Aldape, et al. (2011), Judge, et al. (2004) and Podsakoff, et al. (1984) found a positive relationship between leadership styles and job satisfaction. For their part, Foong (2001), Pezeshki Rad, et al. (2008) found influence of the bosses on the organizational results such as job satisfaction, this influence was important. Golden and Veiga (2008) investigated the leader-follower relationship and its influence on job satisfaction. He found that the trust of the followers towards the leader is positively related to this variable. In a study conducted by Olaniyan and Hystad (2016), it was conducted with workers from the Norwegian oil and gas shipping refueling industry, found that workers who perceived their bosses as authentic were more satisfied and less job insecurity and intention to leave the company. For their part, Chiang, et al. (2014), in a study with 145 teachers from public education institutions, found a positive relationship between job satisfaction and leadership styles. Schultz, et al. (1995) found a significant relationship between transformational and transactional leadership with job satisfaction.

Nam Nguyen and Mohamed (2011) sought the effect of leadership style and job satisfaction of employees of an institution in Malaysia. He found a positive relationship.

Jabeen, et al. (2019) find a relationship between democratic and autocratic leadership styles and teacher job satisfaction.

They also agree with studies that have been done regarding the relationship between different types of leadership and job satisfaction. For example, with respect to transformational leadership, Kouni, et al. (2018) discovered that teachers feel substantial satisfaction when the school principal acts as a transformer national leader. This is accomplished through support relationships, that is friend and teacher as well as between teachers through motivation, recognition, assumption responsibility, autonomy and self-realization. Regarding transactional leadership, Lan, et al. (2019) in a study found a significant relationship between transactional leadership and job satisfaction.

Regarding laissez-faire Munir and Iqbal (2018), they found that this type of leadership has a negative effect on the job satisfaction of teachers with the results of studies carried out by other researchers. Laissez faire leadership style decreases the level of job satisfaction. The finding is supported by what Banjarnahor, Hutabarat, Sibuea, and Situmorang (2018) found that the leadership style explains to a greater extent, although negative to job satisfaction ($\gamma = -.35$), compared to the leadership style that explains the organizational commitment with a positive value ($\gamma = .26$).

Regarding the relationship between leadership styles and organizational commitment, a very important significant relationship was found. This result agrees with Djalali, et al. (2017) who found a significant relationship between transformational leadership and organizational commitment of a group of general managers in Indonesia. Also, Ahmadi, et al. (2012) found that transformational and transformational leadership styles have a significant impact on organizational commitment.

For his part, Al-Daibat (2017) found a statistically significant effect between leadership styles and the organizational commitment of bank employees. It also agrees with May-Chiun, et al. (2009), who found an effect between leadership styles and organizational commitment from the perspective of Malaysian industrial company managers. Also, Dahie, et al. (2017) in one study found an important positive relationship between leadership style and organizational commitment ($r = .570$). Abasilim, et al. (2019) he found a significant mean positive relationship ($r = .362$) between leadership style and employee participation. Employee participation is more likely when the appropriate leadership style is adopted.

It is concluded that job satisfaction is considered to be more internal than commitment when it comes to how employees perceive their job in regards to communication and their work environment and their connection to the organization. Commitment on the other hand is considered more external as workers weigh their commitment to an organization. It is also concluded that workers in the Northeastern Conference have better job satisfaction when it comes to connection with workers to workers than workers in other schools; however, Northeastern Conference SDA schools show less job satisfaction when it comes to work benefits than other schools.

As the study shows, in the context of the schools stated, the leadership styles affect job satisfaction more than commitment. As such, in the organization of the Northeastern Conference schools, leadership styles shows a better relationship with job satisfaction in the context of workers to workers connection and communication and work environment. But in the area of the factors of relationship of leadership styles with job satisfaction and work benefits the other school organizations show a higher results.

When it comes to leadership styles and job satisfaction and leadership styles and commitment, we also see a major difference. It is important to note that the leadership styles that work for one organization, may not work for another. The leadership styles that influence one construct, may not have the same influence on another construct. It is based on the context that the leadership styles are being applied. This is why this study is important as it shows that leadership styles affect job satisfaction more than commitment within the Northeastern Conference of SDA schools.

Conclusions

The result of the analysis found that:

1. The leadership style does explain significantly job satisfaction and organizational commitment of teachers.
2. Leadership style explains job satisfaction more than it explains organizational commitment.
3. Job satisfaction is very importantly correlated with organizational commitment.

Recommendations

The following recommendations are made from the results of the study:

To Educational Institutions

1. Promote leadership styles among Northeast Conference principals because this influences the satisfaction of the teachers surveyed.
2. Intentionally promote leadership styles among Northeast Conference teachers because this influences teachers' commitment.

To Future Researchers

1. Validate this model in another population of teachers, such as public or private schools.
2. Carry out the same study, including other variables that were not considered, variables such as teacher update, performance of the immediate boss, among others.

APPENDIX A

INSTRUMENT



How Leadership Styles Impact Teachers' Job Satisfaction and Commitment in the Schools of the Northeastern Conference of Seventh-day Adventists.

Research Team



INSTRUMENTAL BATTERY

A SURVEY OF NORTHEASTERN CONFERENCE OF SEVENTH DAY ADVENTISTS SCHOOL EMPLOYEES

GENERAL INSTRUCTIONS

Dear Participant,

This doctoral research intends to gather information on the leadership styles (transformational, transactional and laissez-faire leadership), job satisfaction and commitment of the school employees at the Northeastern Conference of Seventh-day Adventists. The information shared will help provide valuable information on understanding the impact of leadership styles (transformational, transactional and laissez-faire leadership), teachers' job satisfaction and commitment. The information will be held in the strictest anonymity and the results will be used to advance the work of in the Northeastern Conference of Seventh-day Adventists. You are kindly requested to respond honestly to each statement and follow the instructions in each section.

Your opinion is very important and valuable, so we really appreciate your honest answers. Moreover, the information collected will be treated confidentially. After completing all the questions, kindly return the questionnaire to us.

Thank you so much for your participation.

Sincerely,

Jean-Jude Lors

Jean-Jude Lors, PhD Candidate
Research Committee

DEMOGRAPHIC DATA

INSTRUCTIONS: Select the answer by placing an "X" for each category that applies to you.

Gender	<input type="radio"/> Male <input type="radio"/> Female
Age	Select the answer that applies to you <input type="radio"/> 1922-1945 <input type="radio"/> 1946-1964 <input type="radio"/> 1965-1980 <input type="radio"/> 1981-2000 <input type="radio"/> 2001 and less
Type of Employee	<input type="radio"/> 2001 and less <input type="radio"/> Salary Non-exempt <input type="radio"/> Hourly <input type="radio"/> Locally Funded Hourly <input type="radio"/> Locally Funded Salary
Employment Type	<input type="radio"/> Full time <input type="radio"/> Part time <input type="radio"/> Seasonal
Highest Level of Education	<input type="radio"/> High School <input type="radio"/> Bachelor <input type="radio"/> Masters <input type="radio"/> Doctorate

Years of Service	<input type="radio"/> Less than 2 years <input type="radio"/> More than 2 years but less than 5 years <input type="radio"/> More than 5 years but less than 10 years <input type="radio"/> More than 10 years by less than 15 years <input type="radio"/> More than 15 years
Role in the Organization	Select your role in the organization: <input type="radio"/> Administrator <input type="radio"/> Director/Executive <input type="radio"/> Administrative Staff <input type="radio"/> Pastoral Staff <input type="radio"/> Principal <input type="radio"/> Support Staff <input type="radio"/> Teacher <input type="radio"/> Other

LEADERSHIP STYLES

Below are a series of statements related to the leadership styles at your school. In each of them, you must select an option by marking with an X, the level of agreement that you perceive about the quality of leadership exercised by your principal leaders in your work environment. Please respond according to the scale indicated below:

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

items omitted by copyright

Thank you

JOB SATISFACTION

Below are a series of statements related to the work motivation. After analyzing each statement, mark with an X, according to your degree of agreement pertaining your work motivation, using the following scale.

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

In your school, how do you perceive the following?	1	2	3	4	5
1. I feel I am being paid a fair amount for the work I do					
2. There is really too little chance for promotion on my job					

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

Thank you

ORGANIZATIONAL COMMITMENT

Below are a series of statements related to the work commitment to the school that you work in your Conference. After analyzing each statement, mark with an X, according to your degree of agreement pertaining your work commitment, using the following scale.

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

How much do you agree with the following?	1	2	3	4	5
---	---	---	---	---	---

1. I am very happy being a member of this organization					
2. I enjoy discussing about my organization with people outside it					
3. I really feel as if this organization's problems are my own					
4. I think that I could easily become as attached to another organization as I am to this one					
5. I do not feel like 'part of the family' at my organization					
6. I do not feel 'emotionally attached' to this organization					
7. This organization has a great deal of personal meaning for me					
8. I do not feel a 'strong' sense of belonging to my organization.					
Continuance Commitment					
9. I worry about the loss of investments I have made in this organization					
10. If I wasn't a member of this organization, I would be sad because my life would be disrupted	x				
11. I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically					
12. I often feel anxious about what I have to lose with this organization					
13. Sometimes I worry about what might happen if something was to happen to this organization and I was no longer a membe					
14. I am dedicated to this organization because I fear what I have to lose in it					
Normative Commitment					
15. I feel that I owe this organization quite a bit because of what it has done for me					
16. My organization deserves my loyalty because of its treatment towards me					
17. I feel I would be letting my co-workers down if I wasn't a member of this organization					
18. I am loyal to this organization because my values are largely its values					
19. This organization has a mission that I believe in and am committed to					
20. I feel it is 'morally correct' to dedicate myself to this organization					

Thank you

APPENDIX B

DEMOGRAPHIC DATA

Frequency Table

Conference Conference

		Frequency	%	Valid %	Cumulative %
Valid	1 New York City	48	35,6	35,6	35,6
	2 Northeastern	67	49,6	49,6	85,2
	3 Greater New York	20	14,8	14,8	100,0
	Total	135	100,0	100,0	

Gender Gender

		Frequency	%	Valid %	Cumulative %
Valid	1 Female	111	82,2	82,2	82,2
	2 Male	24	17,8	17,8	100,0
	Total	135	100,0	100,0	

Age Age

		Frequency	%	Valid %	Cumulative %
Valid	22	1	,7	,7	,7
	23	2	1,5	1,5	2,2
	27	1	,7	,7	3,0
	28	1	,7	,7	3,7
	29	1	,7	,7	4,4
	30	6	4,4	4,4	8,9
	31	3	2,2	2,2	11,1
	32	2	1,5	1,5	12,6
	33	4	3,0	3,0	15,6
	34	2	1,5	1,5	17,0
	35	7	5,2	5,2	22,2
	36	3	2,2	2,2	24,4
	37	3	2,2	2,2	26,7
	38	4	3,0	3,0	29,6
	39	5	3,7	3,7	33,3
	40	6	4,4	4,4	37,8
	41	2	1,5	1,5	39,3
	42	3	2,2	2,2	41,5
	44	2	1,5	1,5	43,0
	45	3	2,2	2,2	45,2
	46	6	4,4	4,4	49,6
	47	4	3,0	3,0	52,6
	48	6	4,4	4,4	57,0
	49	3	2,2	2,2	59,3
	50	5	3,7	3,7	63,0
	51	2	1,5	1,5	64,4
	52	6	4,4	4,4	68,9

53	1	,7	,7	69,6
54	2	1,5	1,5	71,1
55	6	4,4	4,4	75,6
56	2	1,5	1,5	77,0
57	6	4,4	4,4	81,5
58	1	,7	,7	82,2
59	2	1,5	1,5	83,7
60	6	4,4	4,4	88,1
61	1	,7	,7	88,9
62	3	2,2	2,2	91,1
63	2	1,5	1,5	92,6
64	3	2,2	2,2	94,8
65	1	,7	,7	95,6
67	2	1,5	1,5	97,0
69	2	1,5	1,5	98,5
70	1	,7	,7	99,3
90	1	,7	,7	100,0
Total	135	100,0	100,0	

Type_Employee Type of Employee

		Frequency	%	Valid %	Cumulative %
Valid	1 Salary-Exempt	2	1,5	1,5	1,5
	2 Salary Non-exempt	127	94,1	94,1	95,6
	3 Hourly	3	2,2	2,2	97,8
	4 Locally Funded Hourly	2	1,5	1,5	99,3
	5 Locally Funded Salary	1	,7	,7	100,0
	Total	135	100,0	100,0	

Employment_Type Employment Type

		Frequency	%	Valid %	Cumulative %
Valid	1 Full time	122	90,4	90,4	90,4
	2 Part time	11	8,1	8,1	98,5
	3 Seasonal	2	1,5	1,5	100,0
	Total	135	100,0	100,0	

Highest_Level Highest level of education

		Frequency	%	Valid %	Cumulative %
Valid	1 High School	8	5,9	5,9	5,9
	2 Bachelor	39	28,9	28,9	34,8
	3 Masters	81	60,0	60,0	94,8
	4 Doctorate	7	5,2	5,2	100,0
	Total	135	100,0	100,0	

Years_ Service Years of service

		Frequency	%	Valid %	Cumulative %
Valid	1	17	12,6	12,6	12,6
	2	4	3,0	3,0	15,6
	3	5	3,7	3,7	19,3
	4	10	7,4	7,4	26,7
	5	6	4,4	4,4	31,1
	6	5	3,7	3,7	34,8
	7	2	1,5	1,5	36,3
	8	4	3,0	3,0	39,3
	9	3	2,2	2,2	41,5
	10	7	5,2	5,2	46,7
	11	7	5,2	5,2	51,9
	12	2	1,5	1,5	53,3
	13	2	1,5	1,5	54,8
	14	4	3,0	3,0	57,8
	15	5	3,7	3,7	61,5
	16	3	2,2	2,2	63,7
	17	4	3,0	3,0	66,7
	18	8	5,9	5,9	72,6
	19	2	1,5	1,5	74,1
	20	11	8,1	8,1	82,2
	21	2	1,5	1,5	83,7
	22	1	,7	,7	84,4
	23	4	3,0	3,0	87,4
	24	1	,7	,7	88,1
	25	6	4,4	4,4	92,6
	27	1	,7	,7	93,3
	28	1	,7	,7	94,1
	29	1	,7	,7	94,8
	30	2	1,5	1,5	96,3
	32	3	2,2	2,2	98,5
	35	1	,7	,7	99,3
	38	1	,7	,7	100,0
Total		135	100,0	100,0	

Role_Organ Role in teh organization

		Frequency	%	Valid %	Cumulative %
Valid	1 Administrative Staff	3	2,2	2,2	2,2
	2 Principal	3	2,2	2,2	4,4
	3 Teacher	128	94,8	94,8	99,3
	6 Other	1	,7	,7	100,0
Total		135	100,0	100,0	

APPENDIX D

VALIDITY AND RELIABILITY

Reliability**Scale: L_TS_CR****Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics**Cronbach's Alpha** N of Items

,727	4
------	---

Scale: L_TF_IS**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics**Cronbach's Alpha** N of Items

,714	4
------	---

Scale: L_PA_MBEP**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics**Cronbach's Alpha** N of Items

,734	4
------	---

Scale: L_TS_MBEA**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics**Cronbach's Alpha** N of Items

,499	4
------	---

Scale: L_PA_LF**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,774	4

Scale: L_TF_IB**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,741	4

Scale: L_TF_IM**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,817	4

Scale: L_TF_IA**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,800	4

Scale: L_TF_IC**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,696	4

Scale: L_OL_EFF**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,898	4

Scale: L_OL_SAT**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,807	2

Scale: L_OL_EE**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,787	3

Scale: L_TS_CR**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,577	8

Scale: L_TF**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,938	20

Scale: L_PA**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,824	8

Scale: L_OL_EFF**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,937	9

Factor Analysis ORGANIZATIONAL COMMITMENT

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,814
Bartlett's Test of Sphericity Approx. Chi-Square	1.180,347
df	190
Sig.	,000

Communalities

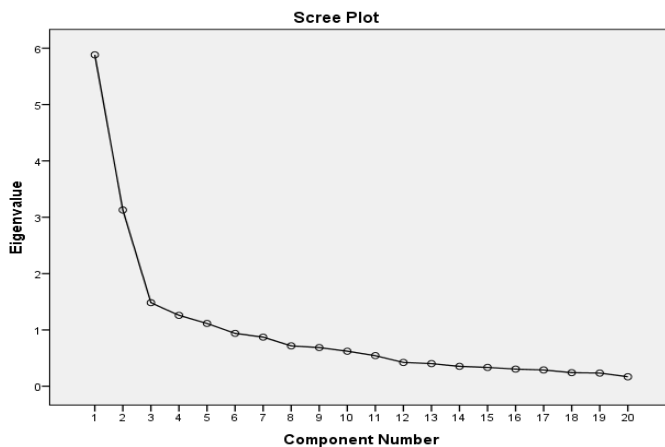
	Initial	Extraction
OC_AC1 I am very happy being a member of this organization	1,000	,566
OC_AC2 I enjoy discussing about my organization with people outside it	1,000	,495
OC_AC3 I really feel as if this organization's problems are my own	1,000	,319
OC_AC4 I think that I could easily become as attached to another organization as I am to this one	1,000	,299
OC_AC5 I do not feel like 'part of the family' at my organization	1,000	,656
OC_AC6 I do not feel 'emotionally attached' to this organization	1,000	,552
OC_AC7 This organization has a great deal of personal meaning for me	1,000	,544
OC_AC8 I do not feel a 'strong' sense of belonging to my organization.	1,000	,514
OC_CC1 I worry about the loss of investments I have made in this organization	1,000	,436
OC_CC2 If I wasn't a member of this organization, I would be sad because my life would be disrupted	1,000	,332
OC_CC3 I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically	1,000	,407
OC_CC4 I often feel anxious about what I have to lose with this organization	1,000	,650
OC_CC5 Sometimes I worry about what might happen if something was to happen to this organization and I was no longer a member	1,000	,613
OC_CC6 I am dedicated to this organization because I fear what I have to lose in it	1,000	,633
OC_NC1 I feel that I owe this organization quite a bit because of what it has done for me	1,000	,733
OC_NC2 My organization deserves my loyalty because of its treatment towards me	1,000	,695
OC_NC3 I feel I would be letting my co-workers down if I wasn't a member of this organization	1,000	,613
OC_NC4 I am loyal to this organization because my values are largely its values	1,000	,360
OC_NC5 This organization has a mission that I believe in and am committed to	1,000	,533
OC_NC6 I feel it is 'morally correct' to dedicate myself to this organization	1,000	,543

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5,882	29,409	29,409	4,417	22,085	22,085
2	3,129	15,643	45,052	3,106	15,528	37,612
3	1,483	7,415	52,466	2,971	14,854	52,466
4	1,259	6,293	58,760			
5	1,115	5,574	64,334			
19	,234	1,172	99,156			
20	,169	,844	100,000			

Extraction Method: Principal Component Analysis.



Rotated Component Matrix^a

	Component		
	1	2	3
OC_AC7 This organization has a great deal of personal meaning for me	,730		,101
OC_AC5 I do not feel like 'part of the family' at my organization	-,727	-,253	,252
OC_AC6 I do not feel 'emotionally attached' to this organization	-,724	-,166	
OC_NC5 This organization has a mission that I believe in and am committed to	,684	,202	-,156
OC_AC8 I do not feel a 'strong' sense of belonging to my organization.	-,638	-,164	,282
OC_AC1 I am very happy being a member of this organization	,546	,495	-,150
OC_AC4 I think that I could easily become as attached to another organization as I am to this one	-,519		-,159
OC_NC4 I am loyal to this organization because my values are largely its values	,511	,306	
OC_CC3 I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically	,460	,158	,412
OC_CC2 If I wasn't a member of this organization, I would be sad because my life would be disrupted	,450		,360
OC_AC3 I really feel as if this organization's problems are my own	,409	,209	,329
OC_NC2 My organization deserves my loyalty because of its treatment towards me	,216	,795	,126
OC_NC3 I feel I would be letting my co-workers down if I wasn't a member of this organization		,717	,304
OC_NC1 I feel that I owe this organization quite a bit because of what it has done for me	,151	,679	,499
OC_AC2 I enjoy discussing about my organization with people outside it	,389	,586	
OC_NC6 I feel it is 'morally correct' to dedicate myself to this organization	,477	,561	
OC_CC4 I often feel anxious about what I have to lose with this organization			,805
OC_CC5 Sometimes I worry about what might happen if something was to happen to this organization and I was no longer a member		,152	,762
OC_CC6 I am dedicated to this organization because I fear what I have to lose in it	-,199	,271	,721
OC_CC1 I worry about the loss of investments I have made in this organization	-,209	-,411	,473

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 7 iterations.

Reliability
Scale: OCAC
Case Processing Summary

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,818	8

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OC_AC1 I am very happy being a member of this organization	,645	,785
OC_AC2 I enjoy discussing about my organization with people outside it	,541	,797
OC_AC3 I really feel as if this organization's problems are my own	,391	,817
OC_AC4R	,419	,814
OC_AC5R	,668	,780
OC_AC6R	,612	,786
OC_AC7 This organization has a great deal of personal meaning for me	,499	,803
OC_AC8R	,549	,796

Scale: OCCC
Case Processing Summary

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,670	6

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OC_CC1 I worry about the loss of investments I have made in this organization	,155	,707
OC_CC2 If I wasn't a member of this organization, I would be sad because my life would be disrupted	,247	,686
OC_CC3 I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically	,357	,644
OC_CC4 I often feel anxious about what I have to lose with this organization	,591	,563

OC_CC5 Sometimes I worry about what might happen if some- thing was to happen to this organization and I was no longer a membe	,586	,564
OC_CC6 I am dedicated to this organization because I fear what I have to lose in it	,541	,581

Scale: OCNC
Case Processing Summary

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,799	6

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OC_NC1 I feel that I owe this organization quite a bit be- cause of what it has done for me	,596	,757
OC_NC2 My organization deserves my loyalty because of its treatment towards me	,649	,743
OC_NC3 I feel I would be letting my co-workers down if I wasn't a member of this organization	,516	,778
OC_NC4 I am loyal to this organization because my val- ues are largely its values	,566	,764
OC_NC5 This organization has a mission that I believe in and am committed to	,379	,803
OC_NC6 I feel it is 'morally correct' to dedicate myself to this organization	,615	,753

Factor Analysis JOB SATISFACTION

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,829
Bartlett's Test of Sphericity Approx. Chi-Square	2.265,060
df	630
Sig.	,000

Communalities

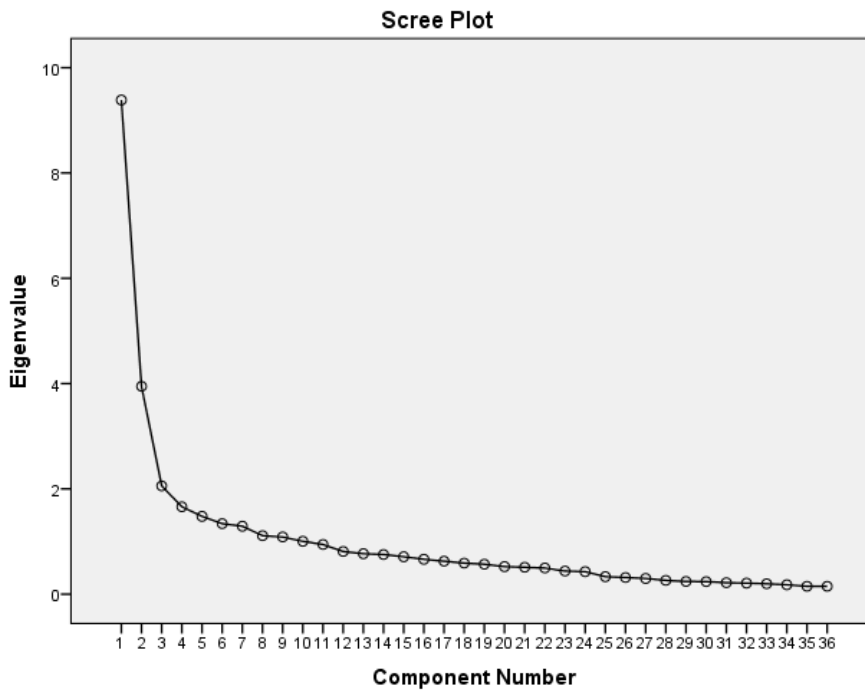
	Initial	Extraction
J_WB1 I feel I am being paid a fair amount for the work I do	1,000	,502
J_WB2 There is really too little chance for promotion on my job	1,000	,279
J_CE3 My supervisor is quite competent in doing his/her job	1,000	,335
J_WB4 I am not satisfied with the benefits I receive.	1,000	,472
J_CE5 When I do a good job, I receive the recognition for it that I should receive	1,000	,537
J_CE6 Many of our rules and procedures make doing a good job difficult	1,000	,421
J_CW7 I like the people I work with	1,000	,416
J_CE8 I sometimes feel my job is meaningless	1,000	,483
J_CE9 Communications seem good within this organization	1,000	,439
J_WB10 Raises are too few and far between	1,000	,555
J_WB11 Those who do well on the job stand a fair chance of being promoted	1,000	,352
J_CE12 My supervisor is unfair to me	1,000	,465
J_WB13 The benefits we receive are as good as most other organizations offer	1,000	,514
J_CE14 I do not feel that the work I do is appreciated	1,000	,579
J_CO15 My efforts to do a good job are seldom blocked by red tape	1,000	,376
J_CE16 I find I have to work harder at my job because of the incompetence of people I work with	1,000	,368
J_CW17 I like doing the things I do at work	1,000	,413
J_CO18 The goals of this organization are not clear to me	1,000	,574
J_WB19 I feel unappreciated by the organization when I think about what they pay me	1,000	,538
J_WB20 People get ahead as fast here as they do in other places	1,000	,463
J_CE21 My supervisor shows too little interest in the feelings of subordinates	1,000	,577
J_WB22 The benefit package we have is equitable	1,000	,575
J_WB23 There are few rewards for those who work here	1,000	,427
J_CE24 I have too much to do at work	1,000	,364
J_CW25 I enjoy my coworkers	1,000	,615
J_CO26 I often feel that I do not know what is going on with the organization	1,000	,616
J_CW27 I feel a sense of pride in doing my job	1,000	,543
J_WB28 I feel satisfied with my chances for salary increases	1,000	,549
J_CE29 There are benefits we do not have which we should have	1,000	,484
J_CE30 I like my supervisor	1,000	,411
J_CE31 I have too much paperwork	1,000	,312
J_CE32 I don't feel my efforts are rewarded the way they should be	1,000	,422
J_WB33 I am satisfied with my chances for promotion	1,000	,599
J_CE34 There is too much bickering and fighting at work	1,000	,458
J_CW35 My job is enjoyable	1,000	,647
J_CE36 Work assignments are not fully explained	1,000	,371

Extraction Method: Principal Component Analysis.

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %

1	9,387	26,074	26,074	5,807	16,130	16,130
2	3,948	10,966	37,040	5,328	14,799	30,929
3	2,057	5,714	42,755	3,406	9,462	40,391
4	1,661	4,614	47,368	2,512	6,977	47,368
5	1,479	4,107	51,476			
6	1,340	3,721	55,196			
33	,199	,552	98,668			
34	,179	,498	99,166			
35	,150	,418	99,584			
36	,150	,416	100,000			

Extraction Method: Principal Component Analysis.



Rotated Component Matrix^a

	Component			
	1	2	3	4
J_CE21 My supervisor shows too little interest in the feelings of subordinates	,735		-,165	
J_CE14 I do not feel that the work I do is appreciated	,710	-,123		,237
J_CE5 When I do a good job, I receive the recognition for it that I should receive	-,653	,230	,204	,126
J_CE34 There is too much bickering and fighting at work	,651		-,161	
J_CE9 Communications seem good within this organization	-,590	,268		
J_CE36 Work assignments are not fully explained	,583	,151		
J_CE3 My supervisor is quite competent in doing his/her job	-,524		,231	
J_CE8 I sometimes feel my job is meaningless	,522		-,292	,351
J_CE12 My supervisor is unfair to me	,516		-,376	,223
J_CE32 I don't feel my efforts are rewarded the way they should be	,504	-,319		,253

J_CE16 I find I have to work harder at my job because of the incompetence of people I work with	,501	-,186	,280	
J_CE30 I like my supervisor	-,500		,384	-,104
J_CE6 Many of our rules and procedures make doing a good job difficult	,461	-,285	-,302	,190
J_CE29 There are benefits we do not have which we should have	,426	-,412	,365	
J_CE24 I have too much to do at work	,413	-,265	-,157	,314
J_CE31 I have too much paperwork	,405	-,384		
J_WB33 I am satisfied with my chances for promotion		,754		-,148
J_WB22 The benefit package we have is equitable		,753		
J_WB13 The benefits we receive are as good as most other organizations offer		,711		
J_WB28 I feel satisfied with my chances for salary increases		,706	-,126	-,177
J_WB1 I feel I am being paid a fair amount for the work I do	-,147	,663	,151	-,133
J_WB20 People get ahead as fast here as they do in other places		,628	,176	,182
J_WB19 I feel unappreciated by the organization when I think about what they pay me	,362	-,530	-,183	,302
J_WB10 Raises are too few and far between		-,521		,519
J_WB23 There are few rewards for those who work here	,370	-,482		,239
J_WB4 I am not satisfied with the benefits I receive.		-,480	-,267	,412
J_WB11 Those who do well on the job stand a fair chance of being promoted		,453	,383	
J_WB2 There is really too little chance for promotion on my job	,193	-,370		,318
J_CW25 I enjoy my coworkers	-,118		,767	
J_CW35 My job is enjoyable	-,330		,711	-,173
J_CW27 I feel a sense of pride in doing my job	-,292		,608	-,286
J_CW17 I like doing the things I do at work	-,162	,138	,606	
J_CW7 I like the people I work with	-,300		,563	
J_CO18 The goals of this organization are not clear to me	,231	-,197	-,182	,670
J_CO15 My efforts to do a good job are seldom blocked by red tape		,121		,595
J_CO26 I often feel that I do not know what is going on with the organization	-,454	-,333		,546

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 7 iterations.

Reliability

Scale: JCE

Case Processing Summary

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,878	16

	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
J_CE3R	,453	,874
J_CE5R	,618	,867
J_CE6 Many of our rules and procedures make doing a good job difficult	,550	,870
J_CE8 I sometimes feel my job is meaningless	,534	,871
J_CE9R	,568	,869
J_CE12 My supervisor is unfair to me	,526	,871
J_CE14 I do not feel that the work I do is appreciated	,672	,865
J_CE16 I find I have to work harder at my job because of the in- competence of people I work with	,526	,871
J_CE21 My supervisor shows too little interest in the feelings of subordinates	,674	,865
J_CE24 I have too much to do at work	,493	,873
J_CE29 There are benefits we do not have which we should have	,317	,879
J_CE30R	,486	,873
J_CE31 I have too much paperwork	,395	,877
J_CE32 I don't feel my efforts are rewarded the way they should be	,525	,871
J_CE34 There is too much bickering and fighting at work	,590	,869
J_CE36 Work assignments are not fully explained	,428	,875

Scale: JCW

Case Processing Summary

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,775	5

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
J_CW7R ,528		,740
J_CW17R,416		,779
J_CW25R,656		,695
J_CW27R,509		,747
J_CW35R,652		,701

Scale: JCO

Case Processing Summary

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,539	3

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
J_CO15 My efforts to do a good job are seldom blocked by red tape	,179	,717
J_CO18 The goals of this organization are not clear to me	,472	,241
J_CO26 I often feel that I do not know what is going on with the organization	,440	,300

Scale: JWB**Case Processing Summary**

		N	%
Cases	Valid	135	100,0
	Excluded ^a	0	,0
	Total	135	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,864	12

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
J_WB1R	,632	,848
J_WB2 There is really too little chance for promotion on my job	,393	,864
J_WB4 I am not satisfied with the benefits I receive.	,521	,855
J_WB10 Raises are too few and far between	,543	,854
J_WB11R	,407	,862
J_WB13R	,583	,851
J_WB19 I feel unappreciated by the organization when I think about what they pay me	,574	,852
J_WB20R	,485	,857
J_WB22R	,607	,850
J_WB23 There are few rewards for those who work here	,511	,856
J_WB28R	,644	,847
J_WB33R	,658	,848

APPENDIX D

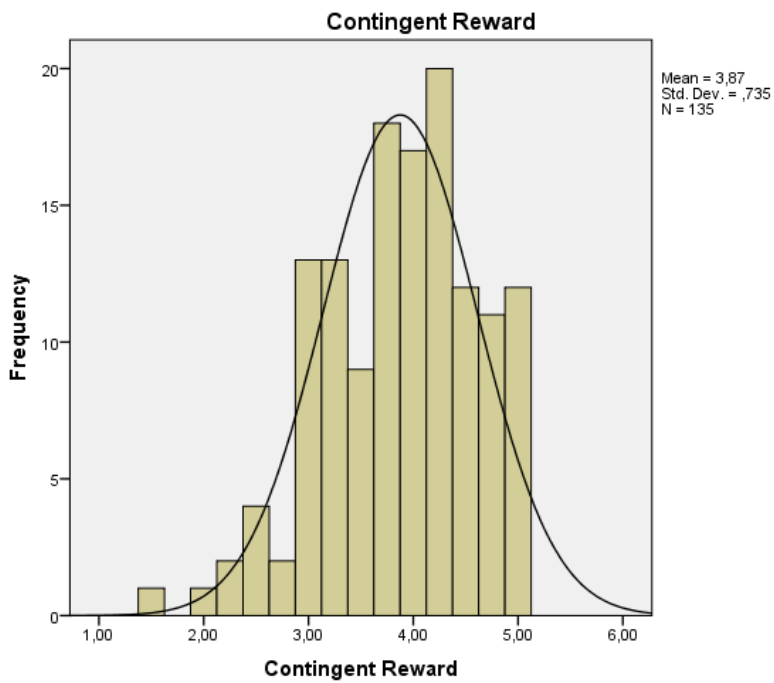
DESCRIPTIVES OF THE CONSTRUCTS

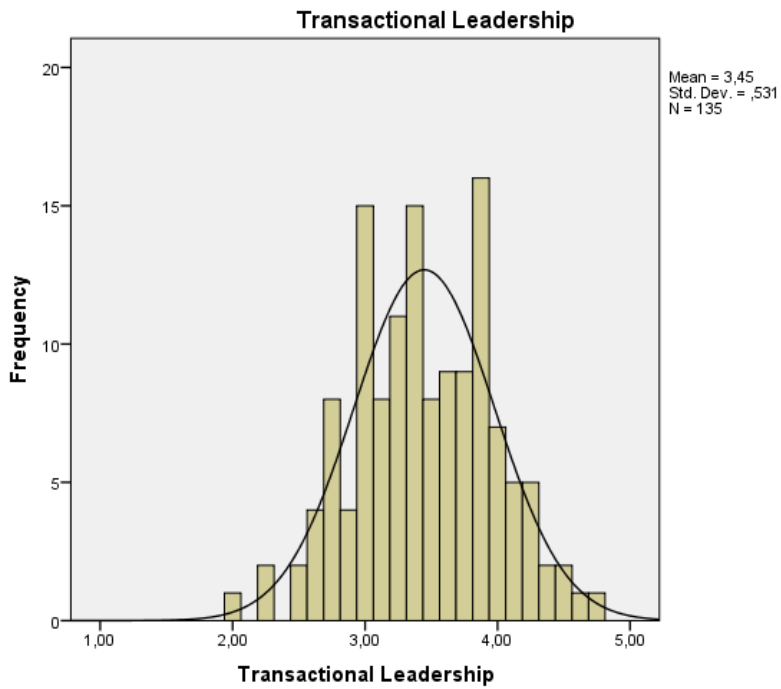
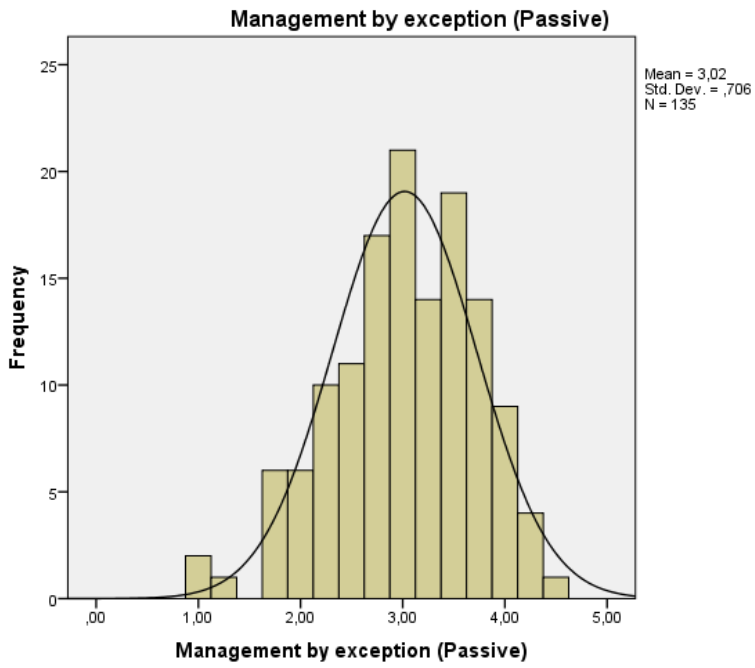
Frequencies

Statistics

	LTSCR Contingent Reward	LTSMBEA Management by exception (Passive)	LTS Transactional Leadership
N Valid	135	135	135
Missing	0	0	0
Mean	3,8741	3,0185	3,4463
Std. Deviation	,73548	,70620	,53067
Skewness	-,486	-,429	-,040
Std. Error of Skewness	,209	,209	,209
Kurtosis	-,049	-,031	-,303
Std. Error of Kurtosis	,414	,414	,414

Histogram





Frequencies

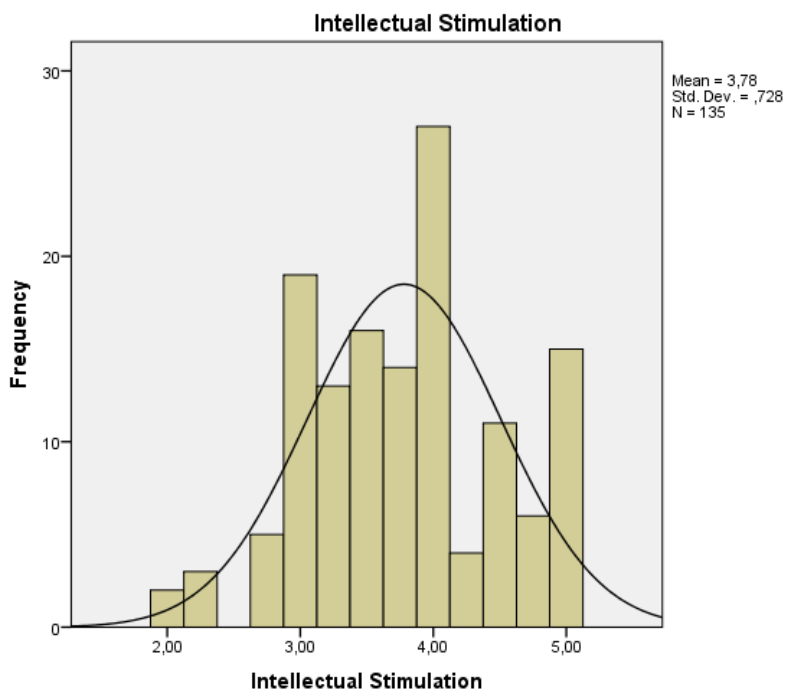
Statistics

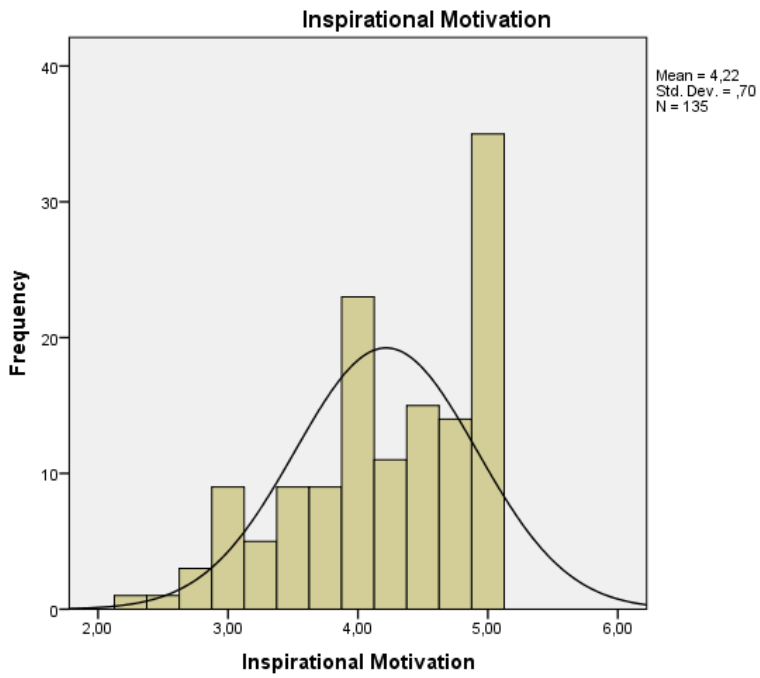
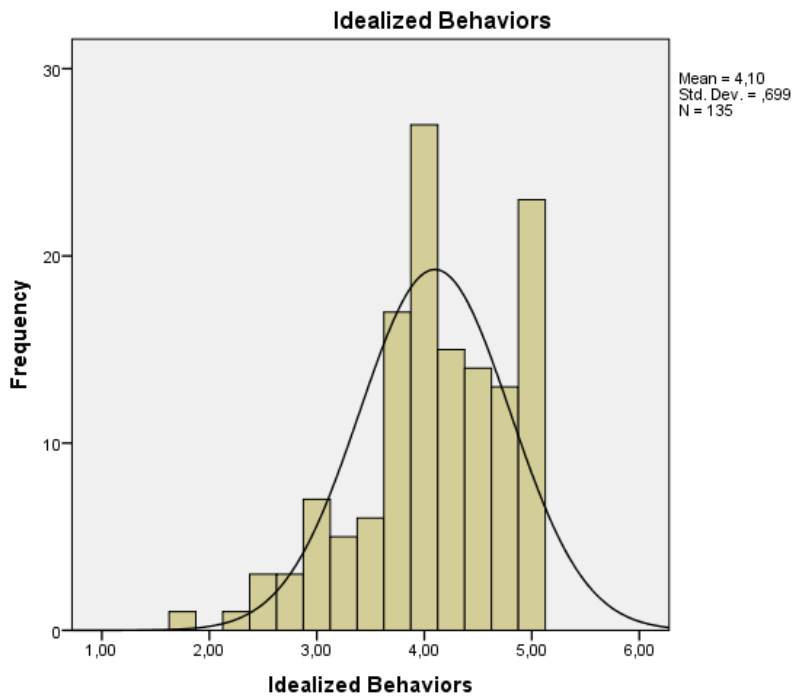
	LTFIS Intellectual Stimulation	LTFIB Idealized Behaviors	LTFIM Inspirational Motivation	LTFIA Idealized Attributes
N Valid	135	135	135	135
Missing	0	0	0	0
Mean	3,7796	4,0981	4,2167	3,9463
Std. Deviation	,72794	,69854	,69968	,81748
Skewness	-,023	-,706	-,620	-,756
Std. Error of Skewness	,209	,209	,209	,209
Kurtosis	-,510	,317	-,500	,434
Std. Error of Kurtosis	,414	,414	,414	,414

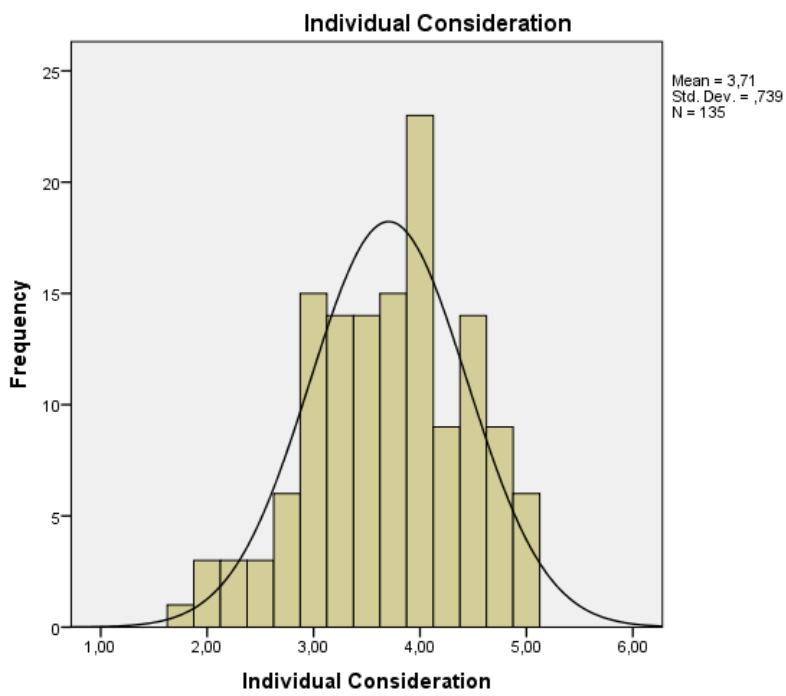
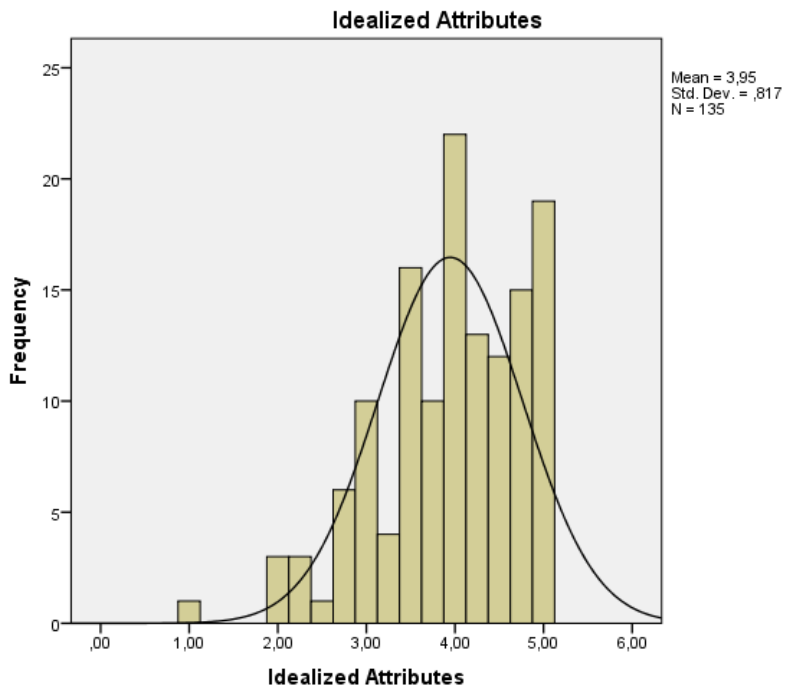
Statistics

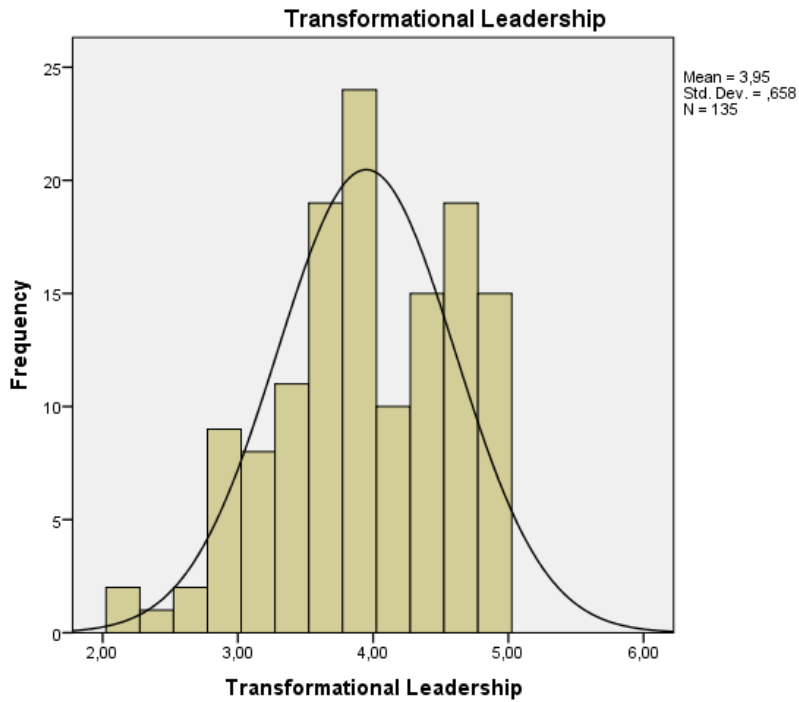
		LTFIC Individual Consideration	LTF Transformational Leadership
N	Valid	135	135
	Missing	0	0
Mean		3,7056	3,9493
Std. Deviation		,73864	,65762
Skewness		-,310	-,464
Std. Error of Skewness		,209	,209
Kurtosis		-,361	-,294
Std. Error of Kurtosis		,414	,414

Histogram







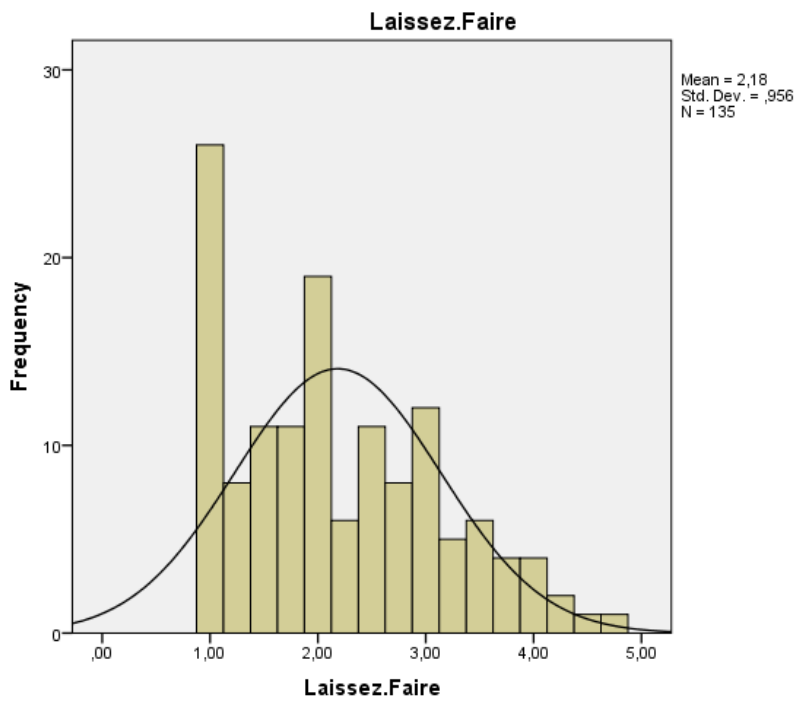
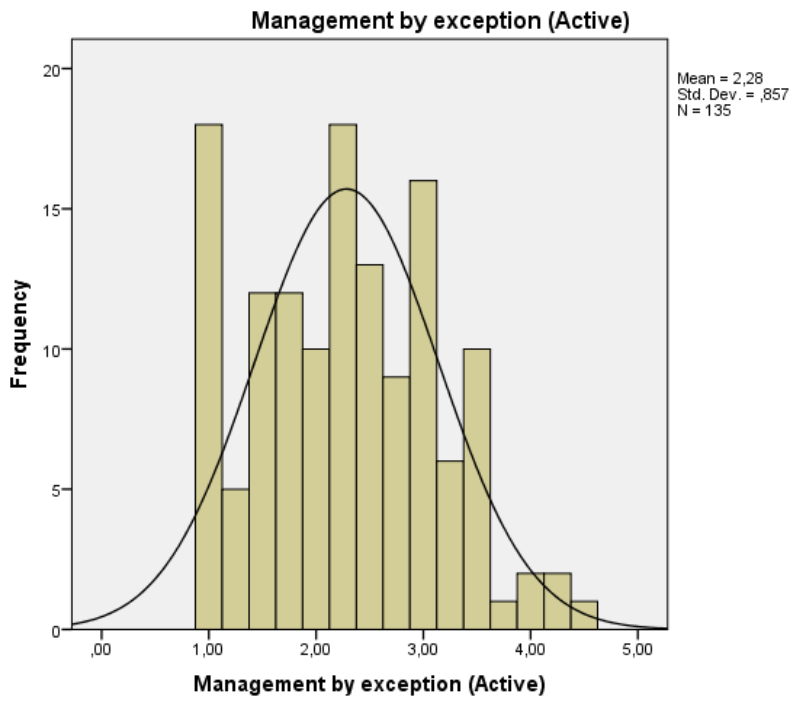


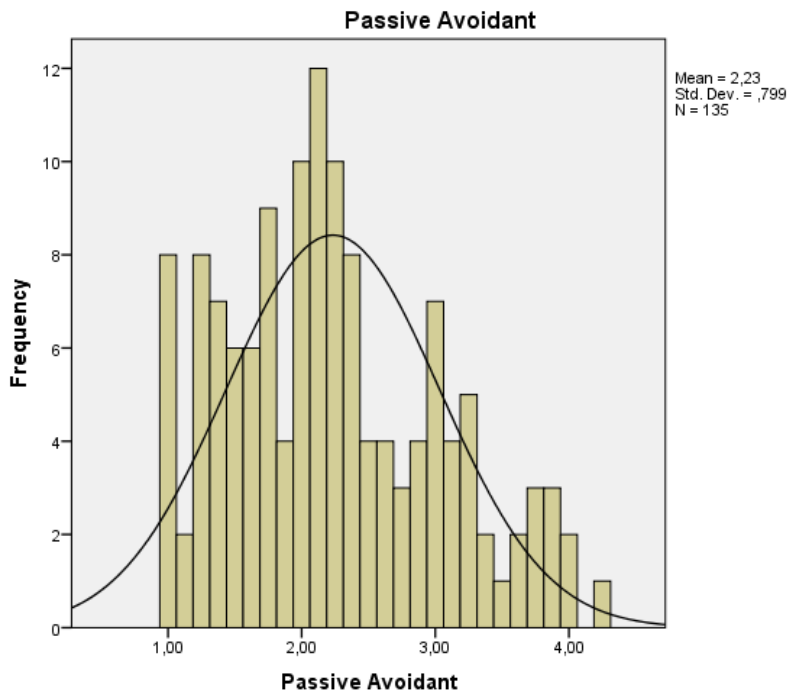
Frequencies

Statistics

	LPAMBEP Management by exception (Active)	LTPALF Lais- sez.Faire	LPA Passive Avoidant
N Valid	135	135	135
Missing	0	0	0
Mean	2,2833	2,1833	2,2333
Std. Deviation	,85726	,95622	,79934
Skewness	,221	,523	,469
Std. Error of Skew- ness	,209	,209	,209
Kurtosis	-,641	-,576	-,499
Std. Error of Kurto- sis	,414	,414	,414

Histogram



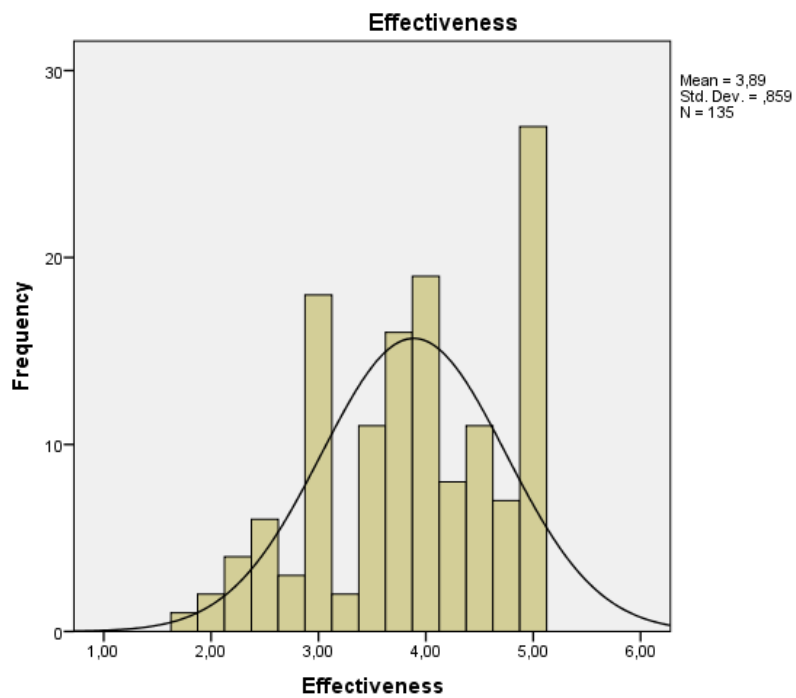


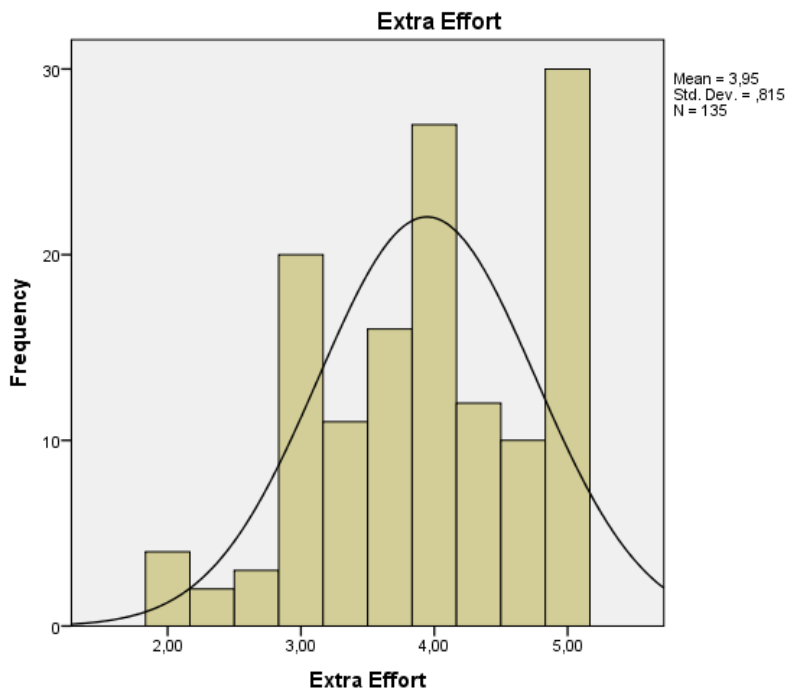
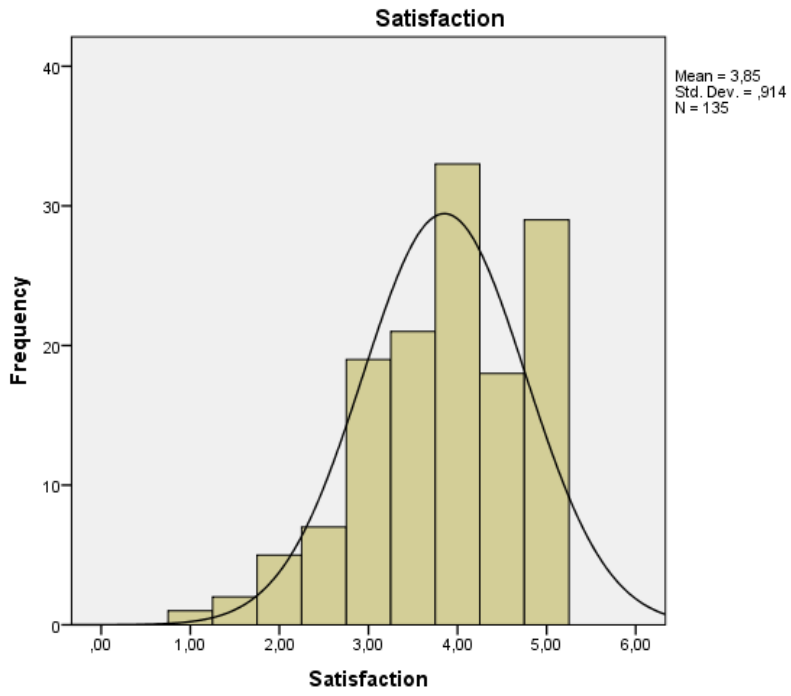
Frequencies

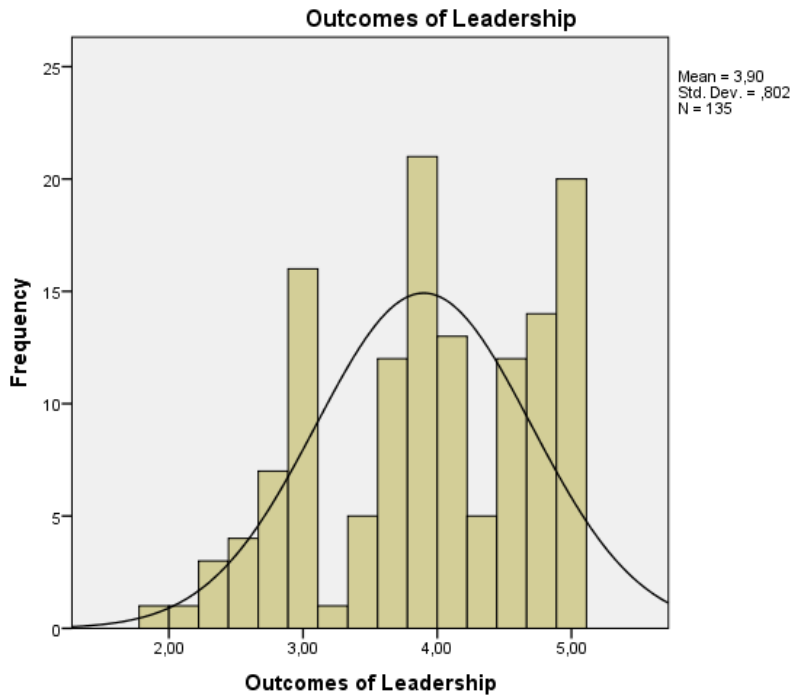
Statistics

		LOLEFF Effecti- veness	LOLSAT Satis- faction	LOLEE Extra fort	Ef-LOL Outcomes of Leadership
N	Valid	135	135	135	135
	Missing	0	0	0	0
Mean		3,8870	3,8519	3,9457	3,8988
Std. Deviation		,85884	,91438	,81467	,80198
Skewness		-,362	-,614	-,340	-,357
Std. Error of Skewness		,209	,209	,209	,209
Kurtosis		-,760	-,016	-,649	-,812
Std. Error of Kurtosis		,414	,414	,414	,414

Histogram





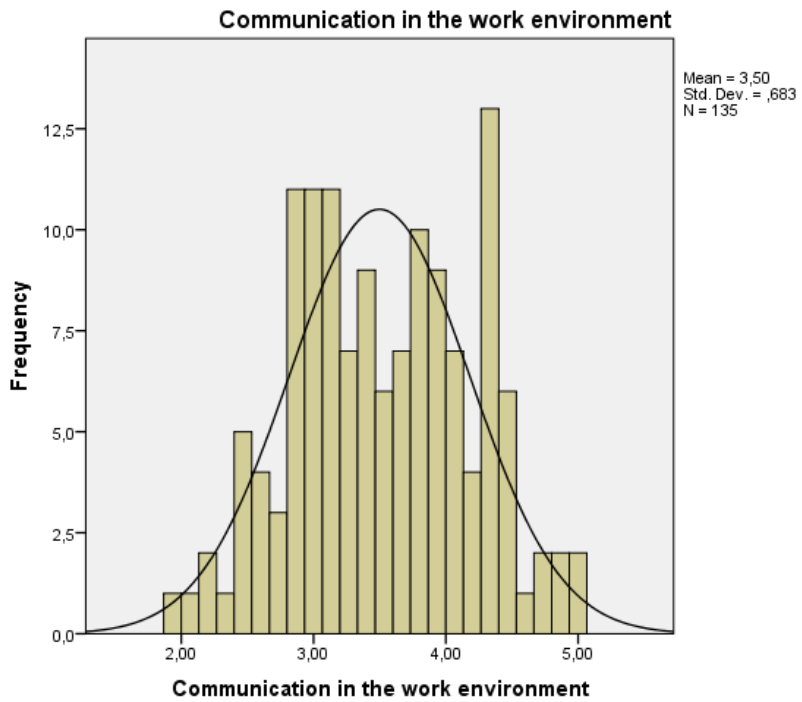
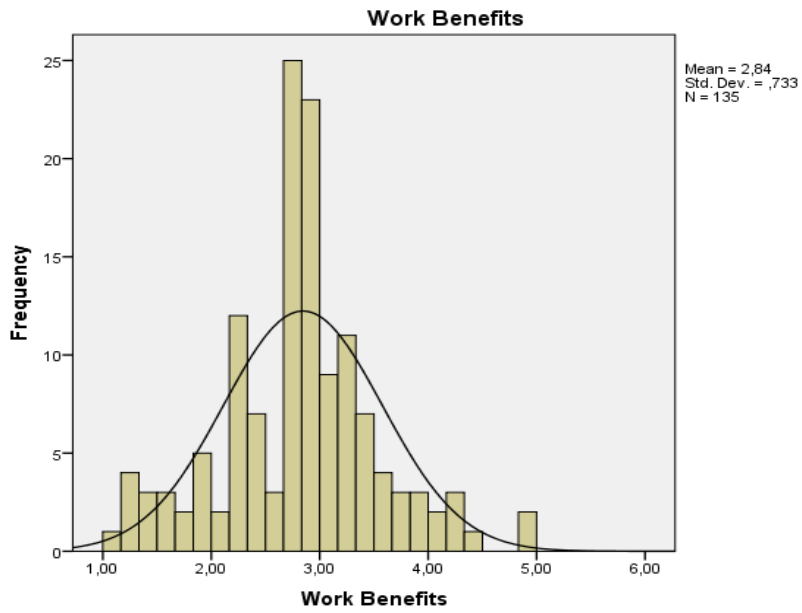


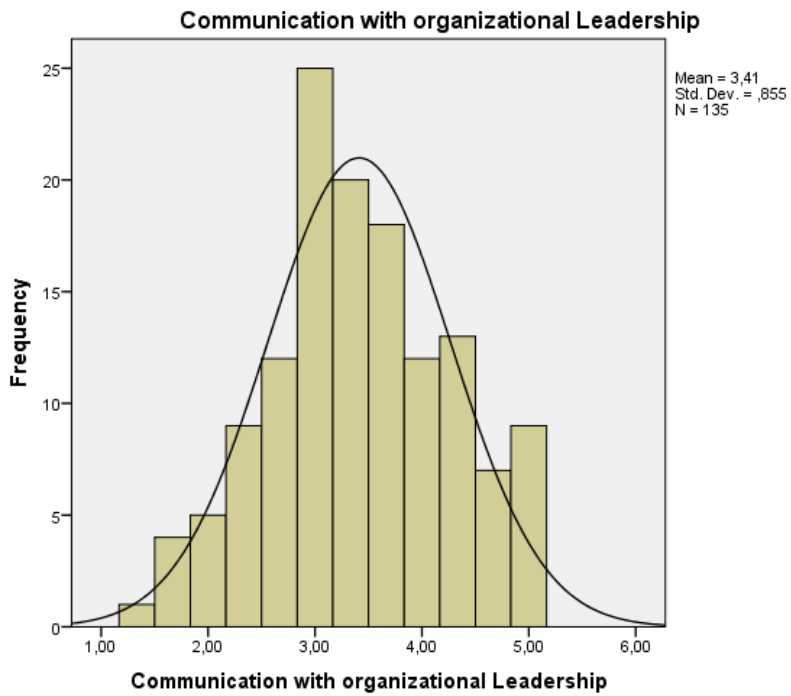
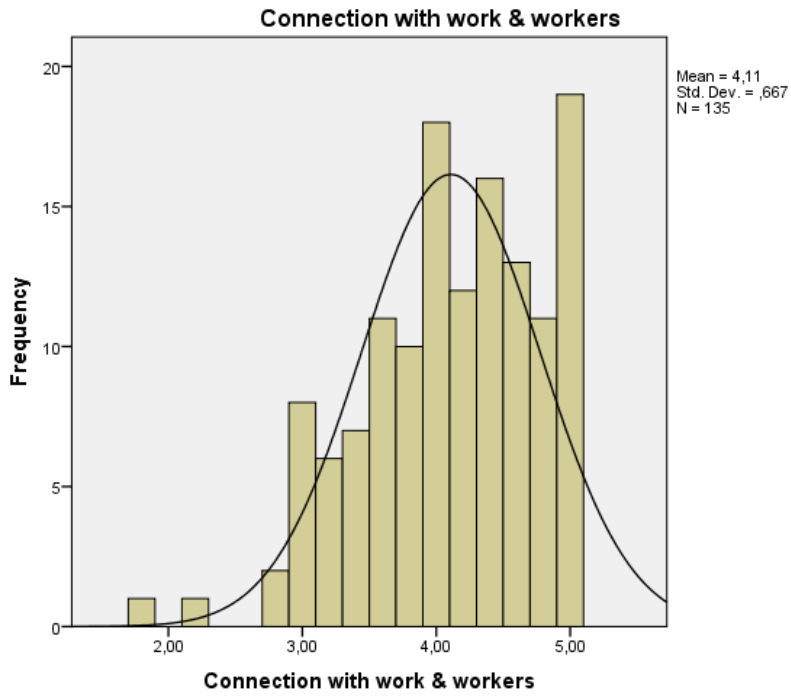
Frequencies

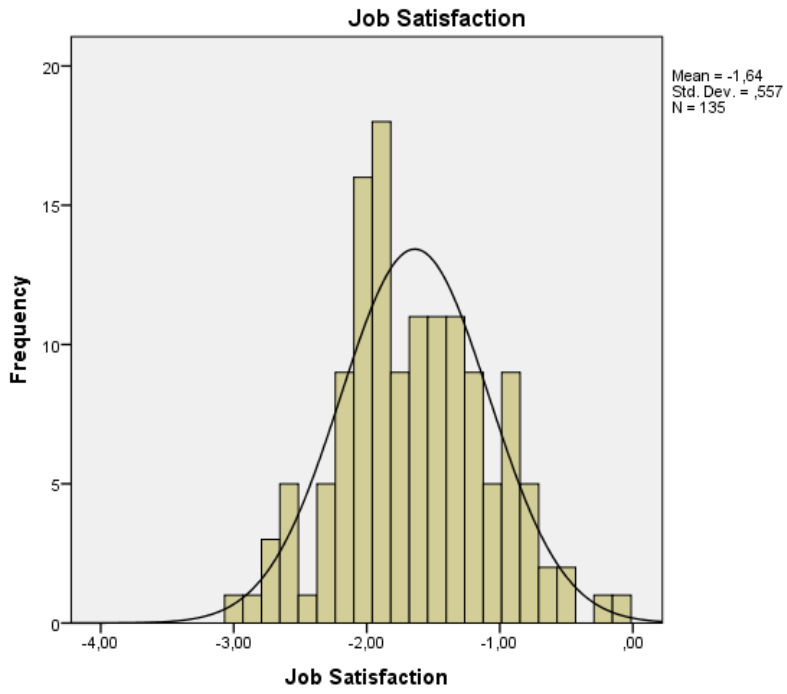
Statistics

	JWB Work Benefits	JCE Communication in the work environment	JCW Connection with work & workers	JCO Communication with organizational Leadership	JS Job Satisfaction
N Valid	135	135	135	135	135
Missing	0	0	0	0	0
Mean	2,8444	3,4978	4,1081	3,4123	-1,6389
Std. Deviation	,73343	,68336	,66726	,85539	,55712
Skewness	,131	,021	-,619	,004	,151
Std. Error of Skewness	,209	,209	,209	,209	,209
Kurtosis	,566	-,706	,146	-,477	-,150
Std. Error of Kurtosis	,414	,414	,414	,414	,414

Histogram





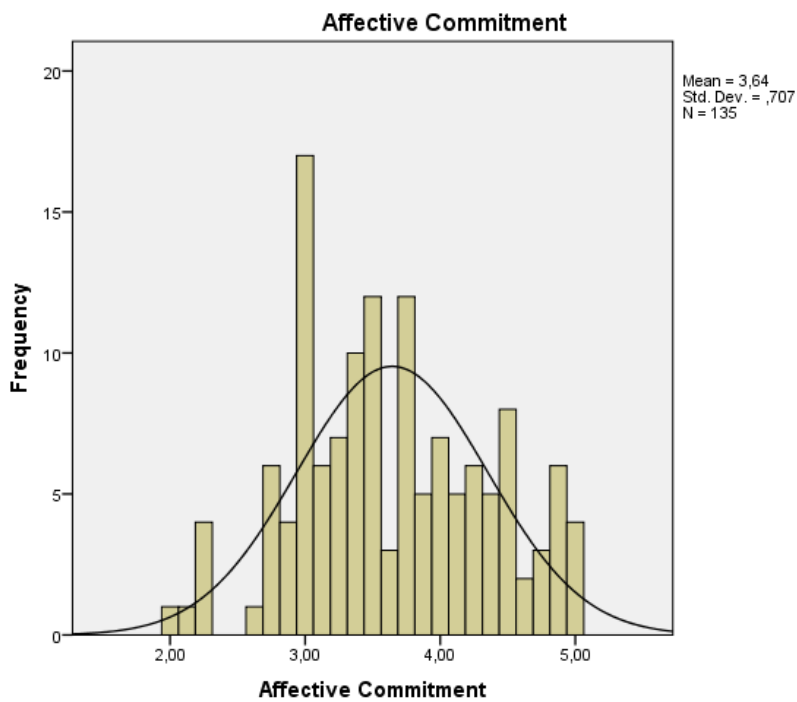


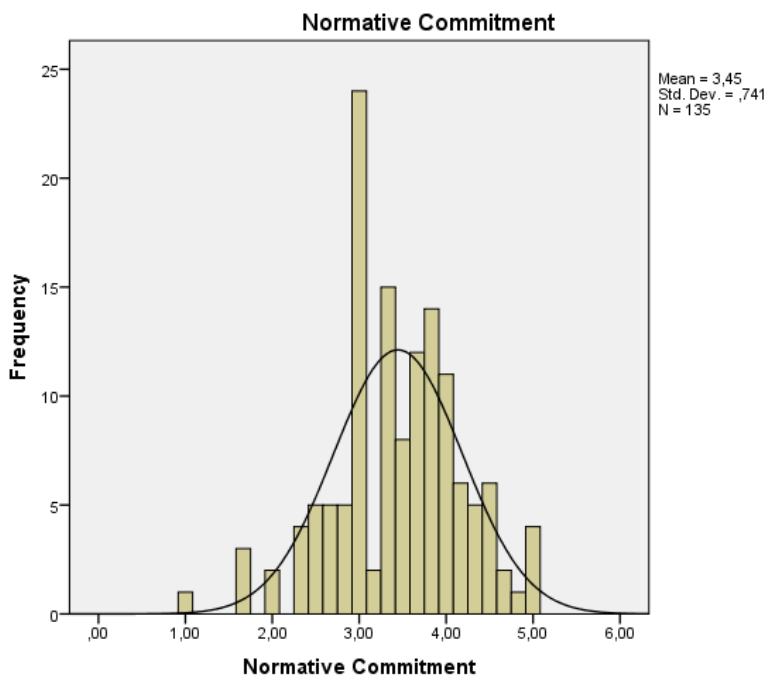
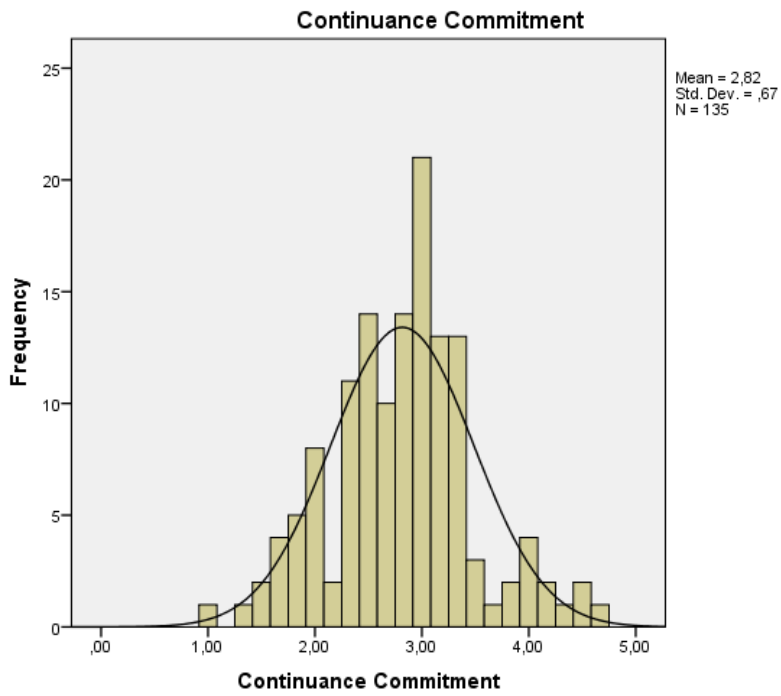
Frequencies

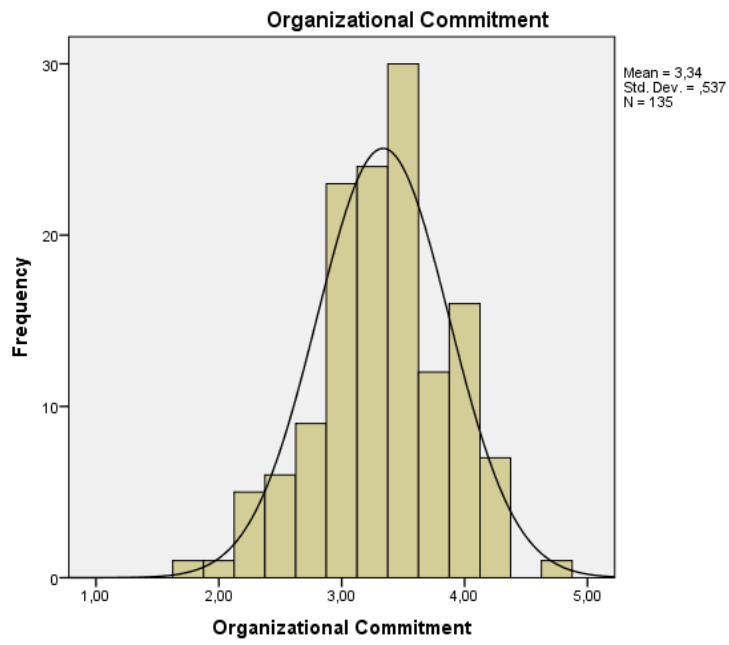
Statistics

		OCAC Affective Commitment	OCCC Conti- nuance Commit- ment	OCNC Norma- tive Commit- ment	OC Organizational Commitment
N	Valid	135	135	135	135
	Missing	0	0	0	0
Mean		3,6444	2,8160	3,4457	3,3363
Std. Deviation		,70675	,66954	,74057	,53721
Skewness		,092	,148	-,300	-,208
Std. Error of Skewness		,209	,209	,209	,209
Kurtosis		-,623	,431	,388	,121
Std. Error of Kurtosis		,414	,414	,414	,414

Histogram







Descriptive Statistics

	N	Mean	Std. Deviation
J_WB10 Raises are too few and far between	1353,66	1,210	
J_WB2 There is really too little chance for promotion on my job	1353,14	1,192	
J_WB23 There are few rewards for those who work here	1352,95	1,081	
J_WB33 I am satisfied with my chances for promotion	1352,89	,975	
J_WB11 Those who do well on the job stand a fair chance of being promoted	1352,87	1,057	
J_WB22 The benefit package we have is equitable	1352,85	1,103	
J_WB28 I feel satisfied with my chances for salary increases	1352,78	1,176	
J_WB4 I am not satisfied with the benefits I receive.	1352,77	1,190	
J_WB13 The benefits we receive are as good as most other organizations offer	1352,76	1,277	
J_WB19 I feel unappreciated by the organization when I think about what they pay me	1352,74	1,228	
J_WB1 I feel I am being paid a fair amount for the work I do	1352,65	1,323	
J_WB20 People get ahead as fast here as they do in other places	1352,59	1,032	
Valid N (listwise)	135		

Descriptive Statistics

	N	Mean	Std. Deviation
J_CE30 I like my supervisor	1354,16	,836	
J_CE3 My supervisor is quite competent in doing his/her job	1353,95	1,053	
J_CE5 When I do a good job, I receive the recognition for it that I should receive	1353,46	1,077	
J_CE29 There are benefits we do not have which we should have	1353,46	1,049	
J_CE9 Communications seem good within this organization	1353,33	1,196	
J_CE24 I have too much to do at work	1353,07	1,195	
J_CE31 I have too much paperwork	1353,07	1,134	
J_CE32 I don't feel my efforts are rewarded the way they should be	1353,01	1,159	
J_CE6 Many of our rules and procedures make doing a good job difficult	1352,61	1,234	
J_CE16 I find I have to work harder at my job because of the incompetence of people I work with	1352,41	1,271	
J_CE36 Work assignments are not fully explained	1352,38	1,171	
J_CE14 I do not feel that the work I do is appreciated	1352,27	1,179	
J_CE21 My supervisor shows too little interest in the feelings of subordinates	1352,23	1,139	
J_CE34 There is too much bickering and fighting at work	1352,23	1,079	
J_CE8 I sometimes feel my job is meaningless	1352,10	1,184	
J_CE12 My supervisor is unfair to me	1351,96	1,129	
Valid N (listwise)	135		

Descriptive Statistics

	N	Mean	Std. Deviation
J_CW27 I feel a sense of pride in doing my job	1354,25	,936	
J_CW7 I like the people I work with	1354,13	,921	
J_CW25 I enjoy my coworkers	1354,07	,927	
J_CW35 My job is enjoyable	1354,04	,845	
J_CW17 I like doing the things I do at work	1354,04	,965	
Valid N (listwise)	135		

Descriptive Statistics

	N	Mean	Std. Deviation
J_CO15 My efforts to do a good job are seldom blocked by red tape	1352,79	1,272	
J_CO26 I often feel that I do not know what is going on with the organization	1352,74	1,126	

J_CO18 The goals of this organization are not clear to me	1352,24	1,154
Valid N (listwise)	135	

Descriptive Statistics

	N	Mean	SD
OC_AC1 I am very happy being a member of this organization	1354,00	,922	
OC_AC7 This organization has a great deal of personal meaning for me	1353,85	1,048	
OC_AC2 I enjoy discussing about my organization with people outside it	1353,50	1,132	
OC_AC3 I really feel as if this organization's problems are my own	1353,27	1,066	
OC_AC4 I think that I could easily become as attached to another organization as I am to this one	1352,81	1,059	
OC_AC8 I do not feel a 'strong' sense of belonging to my organization.	1352,29	1,105	
OC_AC5 I do not feel like 'part of the family' at my organization	1352,20	1,013	
OC_AC6 I do not feel 'emotionally attached' to this organization	1352,16	1,158	
Valid N (listwise)	135		

Descriptive Statistics

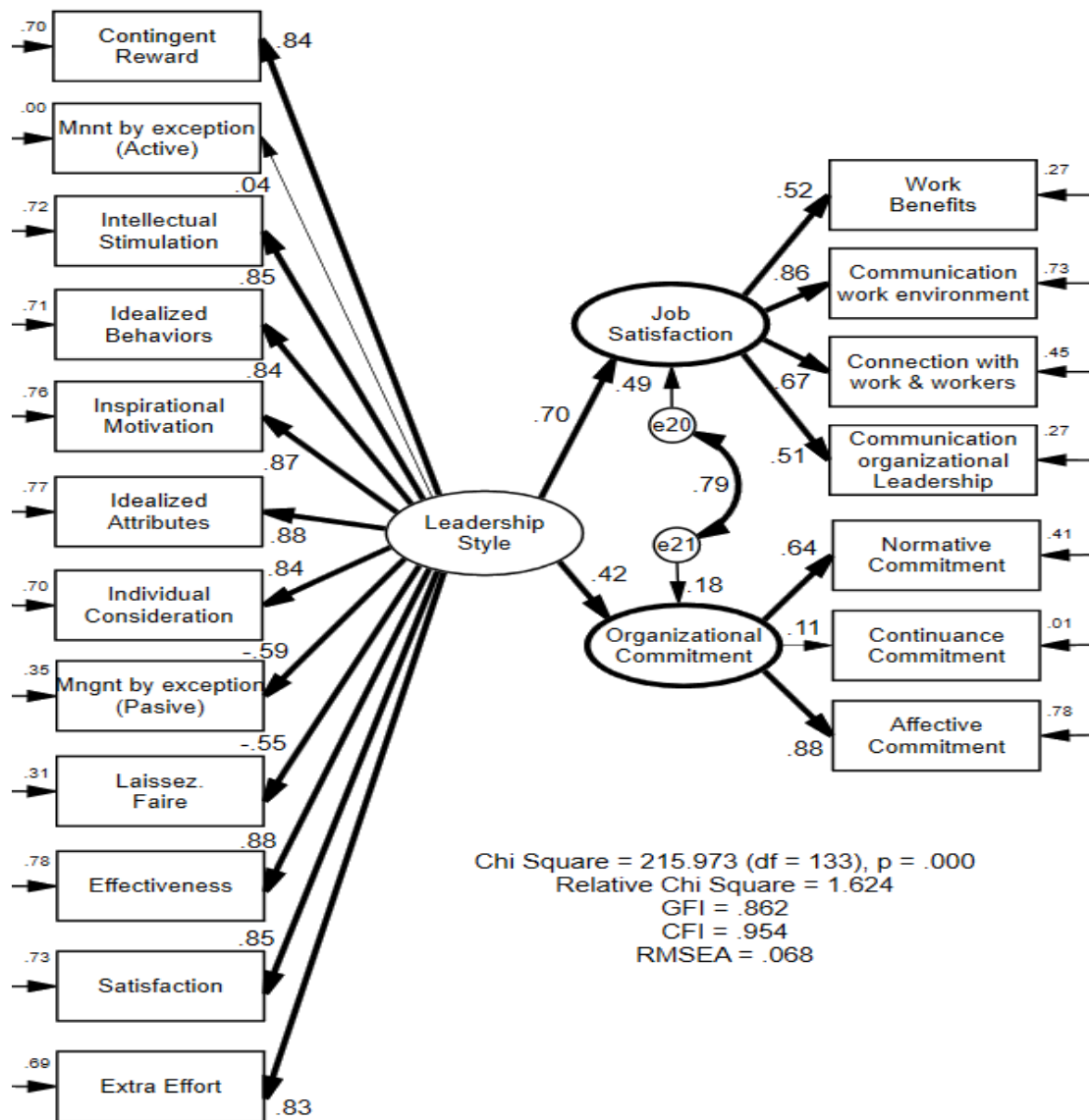
	N	Mean	SD
OC_CC3 I am loyal to this organization because I have invested a lot in it, emotionally, socially, and economically	1353,61	1,146	
OC_CC2 If I wasn't a member of this organization, I would be sad because my life would be disrupted	1352,91	1,200	
OC_CC5 Sometimes I worry about what might happen if something was to happen to this organization and I was no longer a membe	1352,80	1,042	
OC_CC4 I often feel anxious about what I have to lose with this organization	1352,64	1,034	
OC_CC6 I am dedicated to this organization because I fear what I have to lose in it	1352,49	1,028	
OC_CC1 I worry about the loss of investments I have made in this organization	1352,44	1,077	
Valid N (listwise)	135		

Descriptive Statistics

	N	Mean	SD
OC_NC5 This organization has a mission that I believe in and am committed to	1354,22	,903	
OC_NC4 I am loyal to this organization because my values are largely its values	1353,85	1,026	
OC_NC6 I feel it is 'morally correct' to dedicate myself to this organization	1353,84	1,031	
OC_NC2 My organization deserves my loyalty because of its treatment towards me	1353,04	1,125	
OC_NC3 I feel I would be letting my co-workers down if I wasn't a member of this organization	1352,87	1,142	
OC_NC1 I feel that I owe this organization quite a bit because of what it has done for me	1352,84	1,050	
Valid N (listwise)	135		

APPENDIX E

HYPOTHESIS TESTING



Analysis Summary

Date and Time

Date: viernes, 10 de abril de 2020

Time: 11:27:56 a. m.

Title

Model jj3: viernes, 10 de abril de 2020 11:27 a. m.

Groups

Group number 1 (Group number 1)

Notes for Group (Group number 1)

The model is recursive.

Sample size = 135

Variable Summary (Group number 1)

Your model contains the following variables (Group number 1)

Observed, endogenous variables
 LTSMBEA
 LTSCR
 LTFIC
 LTFIA
 LTFIM
 LTFIB
 LTFIS
 LTPALF
 LPAMBEP
 LOLEE
 LOLSAT
 LOLEFF
 OCNC
 OCCC
 OCAC
 JWB
 JCE
 JCW
 JCO
 Unobserved, endogenous variables
 OC
 JS
 Unobserved, exogenous variables
 e1
 e2
 e3
 e4
 e5
 e6
 e7
 e8
 e9
 e10
 e11
 e12
 e13
 e14
 e15
 e16
 e17
 e18
 e19
 LS
 e21
 e20

Variable counts (Group number 1)

Number of variables in your model: 43
 Number of observed variables: 19
 Number of unobserved variables: 24
 Number of exogenous variables: 22
 Number of endogenous variables: 21

Parameter Summary (Group number 1)

	Weights	Covariances	Variances	Means	Intercepts	Total
Fixed	24	0	0	0	0	24

	Weights	Covariances	Variances	Means	Intercepts	Total
Labeled	0	0	0	0	0	0
Unlabeled	18	17	22	0	0	57
Total	42	17	22	0	0	81

Models

Default model (Default model)

Notes for Model (Default model)

Computation of degrees of freedom (Default model)

Number of distinct sample moments: 190

Number of distinct parameters to be estimated: 57

Degrees of freedom (190 - 57): 133

Result (Default model)

Minimum was achieved

Chi-square = 215.973

Degrees of freedom = 133

Probability level = .000

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
JS	<---	LS	.433	.083	5.185	***	
OC	<---	LS	.326	.084	3.894	***	
OCNC	<---	OC	.759	.117	6.468	***	
OCCC	<---	OC	.149	.129	1.159	.246	
OCAC	<---	OC	1.318	.204	6.468	***	
JWB	<---	JS	.864	.188	4.586	***	
JCE	<---	JS	1.536	.256	6.006	***	
JCW	<---	JS	1.172	.218	5.381	***	
JCO	<---	JS	1.158	.252	4.586	***	
LPAMBEP	<---	LS	-.821	.111	-7.376	***	
LTFIC	<---	LS	1.001	.083	12.019	***	
LTFIA	<---	LS	1.166	.077	15.107	***	
LTFIM	<---	LS	.987	.066	14.962	***	
LTFIB	<---	LS	.954	.078	12.204	***	
LOLEE	<---	LS	1.096	.092	11.926	***	
LOLSAT	<---	LS	1.269	.102	12.433	***	
LOLEFF	<---	LS	1.224	.093	13.178	***	
LTPALF	<---	LS	-.851	.132	-6.465	***	
LTSCR	<---	LS	.912	.077	11.926	***	
LTSMBEA	<---	LS	.042	.100	.415	.678	
LTFIS	<---	LS	1.003	.081	12.331	***	

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

			Estimate
JS	<---	LS	.701
OC	<---	LS	.424
OCNC	<---	OC	.640
OCCC	<---	OC	.106
OCAC	<---	OC	.884

			Estimate
JWB	<---	JS	.519
JCE	<---	JS	.855
JCW	<---	JS	.668
JCO	<---	JS	.515
LPAMBEP	<---	LS	-.588
LTFIC	<---	LS	.838
LTFIA	<---	LS	.879
LTFIM	<---	LS	.871
LTFIB	<---	LS	.842
LOLEE	<---	LS	.829
LOLSAT	<---	LS	.853
LOLEFF	<---	LS	.881
LTPALF	<---	LS	-.554
LTSCR	<---	LS	.836
LTSMBEA	<---	LS	.037
LTFIS	<---	LS	.849

Covariances: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
e21 <-->	e20	.091	.024	3.785	***	
e11 <-->	e12	.081	.021	3.893	***	
e1 <-->	e9	.190	.042	4.519	***	
e8 <-->	e9	.161	.046	3.510	***	
e5 <-->	e6	.039	.013	2.940	.003	
e3 <-->	e7	.031	.017	1.848	.065	
e8 <-->	e11	-.054	.029	-1.871	.061	
e2 <-->	e5	.036	.013	2.804	.005	
e13 <-->	e14	.125	.037	3.398	***	
e2 <-->	e4	.038	.015	2.455	.014	
e1 <-->	e11	-.056	.024	-2.311	.021	
e1 <-->	e6	.036	.020	1.794	.073	
e2 <-->	e8	.055	.024	2.291	.022	
e3 <-->	e9	.050	.022	2.322	.020	
e3 <-->	e5	-.026	.012	-2.235	.025	
e10 <-->	e12	.046	.017	2.765	.006	
e3 <-->	e11	-.036	.015	-2.344	.019	

Correlations: (Group number 1 - Default model)

		Estimate
e21 <-->	e20	.790
e11 <-->	e12	.422
e1 <-->	e9	.395
e8 <-->	e9	.296
e5 <-->	e6	.305
e3 <-->	e7	.200
e8 <-->	e11	-.144
e2 <-->	e5	.262
e13 <-->	e14	.332
e2 <-->	e4	.243
e1 <-->	e11	-.169

	Estimate
e1 <--> e6	.138
e2 <--> e8	.175
e3 <--> e9	.182
e3 <--> e5	-.191
e10 <--> e12	.249
e3 <--> e11	-.191

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
LS	.377	.064	5.910	***	
e21	.183	.049	3.714	***	
e20	.073	.025	2.878	.004	
e1	.481	.058	8.267	***	
e2	.162	.022	7.251	***	
e3	.160	.023	6.926	***	
e4	.151	.022	6.839	***	
e5	.117	.017	6.751	***	
e6	.141	.020	7.196	***	
e7	.147	.021	6.996	***	
e8	.616	.076	8.060	***	
e9	.480	.059	8.102	***	
e10	.206	.028	7.330	***	
e11	.227	.032	7.014	***	
e12	.163	.024	6.899	***	
e13	.321	.047	6.774	***	
e14	.440	.054	8.166	***	
e15	.108	.047	2.280	.023	
e16	.390	.050	7.744	***	
e17	.124	.027	4.531	***	
e18	.245	.034	7.197	***	
e19	.534	.069	7.752	***	

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

	Estimate
JS	.491
OC	.179
JCO	.265
JCW	.446
JCE	.731
JWB	.269
OCAC	.782
OCCC	.011
OCNC	.410
LOLEFF	.776
LOLSAT	.728
LOLEE	.687
LPAMBEP	.346
LTPALF	.307
LTFIS	.720
LTFIB	.709

	Estimate
LTFIM	.759
LTFIA	.773
LTFIC	.703
LTSCR	.699
LTSMBEA	.001

Matrices (Group number 1 - Default model)

Factor Score Weights (Group number 1 - Default model)

	LS	JS	OC
JCO	0.005	0.039	0.021
JCW	0.011	0.087	0.046
JCE	0.029	0.223	0.117
JWB	0.006	0.046	0.024
OCAC	-0.003	0.116	0.422
OCCC	0	-0.006	-0.021
OCNC	-0.001	0.032	0.116
LOLEFF	0.049	0.007	-0.001
LOLSAT	0.104	0.015	-0.002
LOLEE	0.076	0.011	-0.001
LPAMBEP	-0.054	-0.008	0.001
LTPALF	-0.003	0	0
LTFIS	0.08	0.012	-0.001
LTFIB	0.065	0.009	-0.001
LTFIM	0.136	0.02	-0.002
LTFIA	0.115	0.017	-0.002
LTFIC	0.15	0.022	-0.002
LTSCR	0.045	0.006	-0.001
LTSMBEA	0.03	0.004	0

Total Effects (Group number 1 - Default model)

	LS	JS	OC
JS	.433	.000	.000
OC	.326	.000	.000
JCO	.501	1.158	.000
JCW	.507	1.172	.000
JCE	.665	1.536	.000
JWB	.433	1.000	.000
OCAC	.430	.000	1.318
OCCC	.049	.000	.149
OCNC	.326	.000	1.000
LOLEFF	1.224	.000	.000
LOLSAT	1.269	.000	.000
LOLEE	1.096	.000	.000
LPAMBEP	-.821	.000	.000
LTPALF	-.851	.000	.000
LTFIS	1.003	.000	.000
LTFIB	.954	.000	.000

	LS	JS	OC
LTFIM	.987	.000	.000
LTFIA	1.166	.000	.000
LTFIC	1.001	.000	.000
LTSCR	1.000	.000	.000
LTSMBEA	.042	.000	.000

Standardized Total Effects (Group number 1 - Default model)

	LS	JS	OC
JS	.701	.000	.000
OC	.424	.000	.000
JCO	.361	.515	.000
JCW	.468	.668	.000
JCE	.599	.855	.000
JWB	.364	.519	.000
OCAC	.375	.000	.884
OCCC	.045	.000	.106
OCNC	.271	.000	.640
LOLEFF	.881	.000	.000
LOLSAT	.853	.000	.000
LOLEE	.829	.000	.000
LPAMBEP	-.588	.000	.000
LTPALF	-.554	.000	.000
LTFIS	.849	.000	.000
LTFIB	.842	.000	.000
LTFIM	.871	.000	.000
LTFIA	.879	.000	.000
LTFIC	.838	.000	.000
LTSCR	.836	.000	.000
LTSMBEA	.037	.000	.000

Direct Effects (Group number 1 - Default model)

	LS	JS	OC
JS	.433	.000	.000
OC	.326	.000	.000
JCO	.000	1.158	.000
JCW	.000	1.172	.000
JCE	.000	1.536	.000
JWB	.000	1.000	.000
OCAC	.000	.000	1.318
OCCC	.000	.000	.149
OCNC	.000	.000	1.000
LOLEFF	1.224	.000	.000
LOLSAT	1.269	.000	.000
LOLEE	1.096	.000	.000
LPAMBEP	-.821	.000	.000
LTPALF	-.851	.000	.000
LTFIS	1.003	.000	.000
LTFIB	.954	.000	.000
LTFIM	.987	.000	.000
LTFIA	1.166	.000	.000

	LS	JS	OC
LTFIC	1.001	.000	.000
LTSCR	1.000	.000	.000
LTSMBEA	.042	.000	.000

Standardized Direct Effects (Group number 1 - Default model)

	LS	JS	OC
JS	.701	.000	.000
OC	.424	.000	.000
JCO	.000	.515	.000
JCW	.000	.668	.000
JCE	.000	.855	.000
JWB	.000	.519	.000
OCAC	.000	.000	.884
OCCC	.000	.000	.106
OCNC	.000	.000	.640
LOLEFF	.881	.000	.000
LOLSAT	.853	.000	.000
LOLEE	.829	.000	.000
LPAMBEP	-.588	.000	.000
LTPALF	-.554	.000	.000
LTFIS	.849	.000	.000
LTFIB	.842	.000	.000
LTFIM	.871	.000	.000
LTFIA	.879	.000	.000
LTFIC	.838	.000	.000
LTSCR	.836	.000	.000
LTSMBEA	.037	.000	.000

Indirect Effects (Group number 1 - Default model)

	LS	JS	OC
JS	.000	.000	.000
OC	.000	.000	.000
JCO	.501	.000	.000
JCW	.507	.000	.000
JCE	.665	.000	.000
JWB	.433	.000	.000
OCAC	.430	.000	.000
OCCC	.049	.000	.000
OCNC	.326	.000	.000
LOLEFF	.000	.000	.000
LOLSAT	.000	.000	.000
LOLEE	.000	.000	.000
LPAMBEP	.000	.000	.000
LTPALF	.000	.000	.000
LTFIS	.000	.000	.000
LTFIB	.000	.000	.000
LTFIM	.000	.000	.000
LTFIA	.000	.000	.000
LTFIC	.000	.000	.000
LTSCR	.000	.000	.000

	LS	JS	OC
LTSMBEA	.000	.000	.000

Standardized Indirect Effects (Group number 1 - Default model)

	LS	JS	OC
JS	.000	.000	.000
OC	.000	.000	.000
JCO	.361	.000	.000
JCW	.468	.000	.000
JCE	.599	.000	.000
JWB	.364	.000	.000
OCAC	.375	.000	.000
OCCC	.045	.000	.000
OCNC	.271	.000	.000
LOLEFF	.000	.000	.000
LOLSAT	.000	.000	.000
LOLEE	.000	.000	.000
LPAMBEP	.000	.000	.000
LTPALF	.000	.000	.000
LTFIS	.000	.000	.000
LTFIB	.000	.000	.000
LTFIM	.000	.000	.000
LTFIA	.000	.000	.000
LTFIC	.000	.000	.000
LTSCR	.000	.000	.000
LTSMBEA	.000	.000	.000

Modification Indices (Group number 1 - Default model)

Covariances: (Group number 1 - Default model)

	M.I.	Par Change
e18 <--> e20	5.382	-.027
e18 <--> e21	6.443	.045
e18 <--> e19	4.688	-.073
e17 <--> e21	4.439	-.029
e16 <--> e19	5.736	.099
e15 <--> e18	9.294	.067
e14 <--> e20	8.333	-.042
e14 <--> e21	6.197	.053
e14 <--> e15	5.534	.063
e13 <--> e16	6.384	.079
e9 <--> e20	6.246	-.034
e9 <--> e17	4.359	-.046
e9 <--> e13	5.110	.065
e4 <--> e17	4.161	-.031
e3 <--> e15	4.582	-.036
e1 <--> e17	4.359	-.047

Variances: (Group number 1 - Default model)

	M.I.	Par Change
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Regression Weights: (Group number 1 - Default model)

	M.I.	Par Change
JCO <--- JWB	4.008	.177
JCO <--- LOLEE	4.969	-.177

		M.I.	Par Change
JCO	<--- LTFIS	4.727	-.194
JCE	<--- OCCC	4.914	-.125
JCE	<--- LOLSAT	6.224	.103
JCE	<--- LPAMBEP	13.606	-.162
JCE	<--- LTPALF	9.006	-.120
JCE	<--- LTSMBEA	13.306	-.198
JWB	<--- JCO	4.032	.130
JWB	<--- OCNC	5.449	.175
JWB	<--- LOLEE	6.325	-.171
JWB	<--- LPAMBEP	7.393	.175
JWB	<--- LTPALF	5.847	.142
OCAC	<--- JCW	4.610	.138
OCAC	<--- OCCC	5.646	.152
OCNC	<--- JWB	4.931	.149
OCNC	<--- LPAMBEP	4.516	.121
LPAMBEP	<--- JCE	4.711	-.162

Minimization History (Default model)

Iteration	Negative eigenvalues	Condition #	Smallest eigenvalue	Diameter	F	NTries	Ratio
0	e 17		-2.836	9999.00	1937.4	0	9999.0
1	e 20		-.772	2.045	1231.4	19	.316
2	e* 14		-1.335	.851	878.5	5	1.030
3	e 9		-.724	.203	797.3	6	.803
4	e 6		-.487	.299	686.0	5	.958
5	e 4		-.455	.477	540.6	5	.957
6	e 2		-.122	.459	416.8	5	.889
7	e* 0	568.211		.606	317.4	5	.796
8	e 0	244.637		1.263	264.5	2	.000
9	e 0	886.090		.735	223.1	1	.918
10	e 0	2093.351		.344	218.8	1	.600
11	e 0	1778.548		.107	216.2	1	1.085
12	e 0	1120.425		.140	215.9	1	1.016
13	e 0	1178.168		.008	215.9	1	1.013
14	e 0	1165.921		.001	215.9	1	1.001
15	e 0	1164.675		.000	215.9	1	1.000

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	57	215.973	133	.000	1.624
Saturated model	190	.000	0		
Independence model	19	1972.713	171	.000	11.536

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.040	.862	.803	.604
Saturated model	.000	1.000		
Independence model	.259	.214	.127	.193

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.891	.859	.955	.941	.954
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.778	.693	.742
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	82.973	46.658	127.198
Saturated model	.000	.000	.000
Independence model	1801.713	1662.455	1948.370

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	1.612	.619	.348	.949
Saturated model	.000	.000	.000	.000
Independence model	14.722	13.446	12.406	14.540

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.068	.051	.084	.040
Independence model	.280	.269	.292	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	329.973	349.973	495.573	552.573
Saturated model	380.000	446.667	932.002	1122.002
Independence model	2010.713	2017.380	2065.913	2084.913

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	2.462	2.191	2.793	2.612
Saturated model	2.836	2.836	2.836	3.333
Independence model	15.005	13.966	16.100	15.055

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	100	108
Independence model	14	15

APPENDIX F

OTHERS ANALYSES

Prueba T
Estadísticas de grupo

	Conf_R Conference	N	Media	SD
LTSCR Contingent Reward	1 Northeastern	67	3.9739	.68966
	2 New York City and Greater NY	68	3.7757	.77042
LTFIS Intellectual Stimulation	1 Northeastern	67	3.8731	.71823
	2 New York City and Greater NY	68	3.6875	.73095
LPAMBEP Management by exception (Passive)	1 Northeastern	67	2.2388	.93787
	2 New York City and Greater NY	68	2.3272	.77418
LTSMBEA Management by exception (Active)	1 Northeastern	67	3.0410	.72900
	2 New York City and Greater NY	68	2.9963	.68770
LTPALF Laissez.Faire	1 Northeastern	67	2.2500	1.06867
	2 New York City and Greater NY	68	2.1176	.83361
LTFIB Idealized Behaviors	1 Northeastern	67	4.1642	.67917
	2 New York City and Greater NY	68	4.0331	.71616
LTFIM Inspirational Motivation	1 Northeastern	67	4.2687	.67884
	2 New York City and Greater NY	68	4.1654	.72097
LTFIA Idealized Attributes	1 Northeastern	67	4.0522	.74052
	2 New York City and Greater NY	68	3.8419	.87982
LTFIC Individual Consideration	1 Northeastern	67	3.8172	.71454
	2 New York City and Greater NY	68	3.5956	.75066
LOLEFF Effectiveness	1 Northeastern	67	4.0037	.81707
	2 New York City and Greater NY	68	3.7721	.88913
LOLSAT Satisfaction	1 Northeastern	67	3.9254	.85835
	2 New York City and Greater NY	68	3.7794	.96731
LOLEE Extra Effort	1 Northeastern	67	4.0448	.78474
	2 New York City and Greater NY	68	3.8480	.83742
LTS Transactional Leadership	1 Northeastern	67	3.5075	.51900
	2 New York City and Greater NY	68	3.3860	.53894
LTF Transformational Leadership	1 Northeastern	67	4.0351	.62614
	2 New York City and Greater NY	68	3.8647	.68126
LPA Passive Avoidant	1 Northeastern	67	2.2444	.86532
	2 New York City and Greater NY	68	2.2224	.73487
LOL Outcomes of Leadership	1 Northeastern	67	4.0000	.75533
	2 New York City and Greater NY	68	3.7990	.83904
OCAC Affective Commitment	1 Northeastern	67	3.5578	.70352
	2 New York City and Greater NY	68	3.7298	.70467
OCCC Continuance Commitment	1 Northeastern	67	2.8333	.68963
	2 New York City and Greater NY	68	2.7990	.65383
OCNC Normative Commitment	1 Northeastern	67	3.3731	.80721
	2 New York City and Greater NY	68	3.5172	.66675
OC Organizational Commitment	1 Northeastern	67	3.2851	.55521
	2 New York City and Greater NY	68	3.3868	.51801
JWB Work Benefits	1 Northeastern	67	2.5149	.68303
	2 New York City and Greater NY	68	3.1691	.63301
JCE Communication in the work environment	1 Northeastern	67	3.4597	.75310
	2 New York City and Greater NY	68	3.5353	.61025
JCW Connection with work & workers	1 Northeastern	67	4.2388	.65342
	2 New York City and Greater NY	68	3.9794	.66029
JCO Communication with organizational Leadership	1 Northeastern	67	3.2786	.90005
	2 New York City and Greater NY	68	3.5441	.79364

JS Job Satisfaction	1 Northeastern	67	3.2409	.59188
	2 New York City and Greater NY	68	3.4796	.49696

Prueba de muestras independientes

		Prueba de Levene de cali-		prueba t para la igualdad		Sig. (bilateral)
		dad de varianzas		de medias		
		F	Sig.	t	gl	
LTSCR Contingent Reward	Se asumen varianzas iguales	2.323	.130	1.574	133	.118
LTFIS Intellectual Stimulation	Se asumen varianzas iguales	.044	.834	1.488	133	.139
LPAMBEP Management by exception (Passive)	Se asumen varianzas iguales	3.358	.069	.598	133	.551
LTSMBEA Management by exception (Active)	Se asumen varianzas iguales	2.335	.129	.367	133	.714
LTPALF Laissez.Faire	No se asumen varianzas iguales	5.532	.020	.802	124.706	.424
LTFIB Idealized Behaviors	Se asumen varianzas iguales	1.918	.168	1.091	133	.277
LTFIM Inspirational Motivation	Se asumen varianzas iguales	2.769	.098	.856	133	.393
LTFIA Idealized Attributes	Se asumen varianzas iguales	1.953	.165	1.502	133	.136
LTFIC Individual Consideration	Se asumen varianzas iguales	.505	.478	1.756	133	.081
LOLEFF Effectiveness	Se asumen varianzas iguales	.816	.368	1.576	133	.117
LOLSAT Satisfaction	Se asumen varianzas iguales	1.267	.262	.927	133	.356
LOLEE Extra Effort	Se asumen varianzas iguales	.442	.507	1.408	133	.161
LTS Transactional Leadership	Se asumen varianzas iguales	.364	.547	1.333	133	.185
LTF Transformational Leadership	Se asumen varianzas iguales	.837	.362	1.512	133	.133
LPA Passive Avoidant	Se asumen varianzas iguales	.806	.371	.159	133	.874
LOL Outcomes of Leadership	Se asumen varianzas iguales	1.036	.311	1.462	133	.146
OCAC Affective Commitment	Se asumen varianzas iguales	.000	.984	1.419	133	.158
OCCC Continuance Commitment	Se asumen varianzas iguales	.090	.765	.297	133	.767
OCNC Normative Commitment	Se asumen varianzas iguales	.855	.357	1.131	133	.260
OC Organizational Commitment	Se asumen varianzas iguales	.035	.852	1.101	133	.273
JWB Work Benefits	Se asumen varianzas iguales	.771	.382	5.773	133	.000
JCE Communication in the work environment	Se asumen varianzas iguales	2.030	.157	.641	133	.522

JCW Connection with work & workers	Se asumen varianzas iguales	.020	.887	2.294	133	.023
JCO Communication with organizational Leadership	Se asumen varianzas iguales	.498	.482	1.819	133	.071
JS Job Satisfaction	Se asumen varianzas iguales	1.245	.267	2.539	133	.012

Prueba T

	Hig_R Highest level of education	N	Media	Desviación estándar
LTSCR Contingent Reward	1 Pregraduate	47	3.9574	.65591
	2 Postgraduate	88	3.8295	.77455
LTFIS Intellectual Stimulation	1 Pregraduate	47	3.9043	.69656
	2 Postgraduate	88	3.7131	.73943
LPAMBEP Management by exception (Passive)	1 Pregraduate	47	2.1755	.92360
	2 Postgraduate	88	2.3409	.81929
LTSMBEA Management by exception (Active)	1 Pregraduate	47	3.1330	.69127
	2 Postgraduate	88	2.9574	.71037
LTPALF Laissez.Faire	1 Pregraduate	47	2.0319	1.01833
	2 Postgraduate	88	2.2642	.91708
LTFIB Idealized Behaviors	1 Pregraduate	47	4.2181	.65029
	2 Postgraduate	88	4.0341	.71838
LTFIM Inspirational Motivation	1 Pregraduate	47	4.3457	.69265
	2 Postgraduate	88	4.1477	.69753
LTFIA Idealized Attributes	1 Pregraduate	47	4.0957	.70817
	2 Postgraduate	88	3.8665	.86349
LTFIC Individual Consideration	1 Pregraduate	47	3.8511	.67899
	2 Postgraduate	88	3.6278	.76093
LOLEFF Effectiveness	1 Pregraduate	47	4.0426	.84910
	2 Postgraduate	88	3.8040	.85723
LOLSAT Satisfaction	1 Pregraduate	47	3.9894	.79050
	2 Postgraduate	88	3.7784	.97042
LOLEE Extra Effort	1 Pregraduate	47	4.0355	.84050
	2 Postgraduate	88	3.8977	.80127
LTS Transactional Leadership	1 Pregraduate	47	3.5452	.54885
	2 Postgraduate	88	3.3935	.51610
LTF Transformational Leadership	1 Pregraduate	47	4.0830	.61743
	2 Postgraduate	88	3.8778	.67060
LPA Passive Avoidant	1 Pregraduate	47	2.1037	.88593
	2 Postgraduate	88	2.3026	.74513
LOL Outcomes of Leadership	1 Pregraduate	47	4.0284	.78618
	2 Postgraduate	88	3.8295	.80617
OCAC Affective Commitment	1 Pregraduate	47	3.6702	.75785
	2 Postgraduate	88	3.6307	.68200
OCCC Continuance Commitment	1 Pregraduate	47	2.8050	.64953
	2 Postgraduate	88	2.8220	.68360
OCNC Normative Commitment	1 Pregraduate	47	3.4539	.75956
	2 Postgraduate	88	3.4413	.73459
OC Organizational Commitment	1 Pregraduate	47	3.3457	.55637
	2 Postgraduate	88	3.3313	.52987
JWB Work Benefits	1 Pregraduate	47	2.7252	.66256

	2 Postgraduate	88 2.9081 .76460
JCE Communication in the work environment	1 Pregraduate	47 3.5674 .65834
	2 Postgraduate	88 3.4606 .69720
JCW Connection with work & workers	1 Pregraduate	47 4.1872 .69583
	2 Postgraduate	88 4.0659 .65159
JCO Communication with organizational Leadership	1 Pregraduate	47 3.2482 .88593
	2 Postgraduate	88 3.5000 .83045
JS Job Satisfaction	1 Pregraduate	47 3.3499 .50416
	2 Postgraduate	88 3.3671 .58614

Prueba de muestras independientes

		Prueba de Levene de igualdad de varianzas		prueba t para la igualdad de medias		Sig. (bilateral)
		F	Sig.	t	gl	
LTSCR Contingent Reward	Se asumen varianzas iguales	2.097	.150	.962	133	.338
LTFIS Intellectual Stimulation	Se asumen varianzas iguales	.121	.728	1.460	133	.147
LPAMBEP Management by exception (Passive)	Se asumen varianzas iguales	1.659	.200	-1.068	133	.287
LTSMBEA Management by exception (Active)	Se asumen varianzas iguales	.023	.880	1.381	133	.170
LTPALF Laissez.Faire	Se asumen varianzas iguales	2.653	.106	-1.349	133	.180
LTFIB Idealized Behaviors	Se asumen varianzas iguales	.159	.690	1.464	133	.146
LTFIM Inspirational Motivation	Se asumen varianzas iguales	.020	.887	1.575	133	.118
LTFIA Idealized Attributes	Se asumen varianzas iguales	1.168	.282	1.561	133	.121
LTFIC Individual Consideration	Se asumen varianzas iguales	.270	.604	1.684	133	.094
LOLEFF Effectiveness	Se asumen varianzas iguales	.002	.961	1.546	133	.125
LOLSAT Satisfaction	Se asumen varianzas iguales	2.611	.108	1.280	133	.203
LOLEE Extra Effort	Se asumen varianzas iguales	1.440	.232	.935	133	.351
LTS Transactional Leadership	Se asumen varianzas iguales	.552	.459	1.592	133	.114
LTF Transformational Leadership	Se asumen varianzas iguales	.036	.849	1.740	133	.084
LPA Passive Avoidant	Se asumen varianzas iguales	3.562	.061	-1.381	133	.169
LOL Outcomes of Leadership	Se asumen varianzas iguales	.057	.812	1.377	133	.171
OCAC Affective Commitment	Se asumen varianzas iguales	2.619	.108	.309	133	.758
OCCC Continuance Commitment	Se asumen varianzas iguales	.111	.739	-.140	133	.889

OCNC Normative Commitment	Se asumen varianzas iguales	.007	.935	.094	133	.925
OC Organizational Commitment	Se asumen varianzas iguales	.263	.609	.149	133	.882
JWB Work Benefits	Se asumen varianzas iguales	.617	.434	-1.386	133	.168
JCE Communication in the work environment	Se asumen varianzas iguales	1.049	.308	.864	133	.389
JCW Connection with work & workers	Se asumen varianzas iguales	.274	.601	1.006	133	.316
JCO Communication with organizational Leadership	Se asumen varianzas iguales	.044	.834	-1.639	133	.103
JS Job Satisfaction	Se asumen varianzas iguales	1.547	.216	-.171	133	.865

Correlaciones

Correlaciones

		Age	Years of service
LTSCR Contingent Reward	Correlación de Pearson	.116	-.116
	Sig. (bilateral)	.181	.180
	N	135	135
LTFIS Intellectual Stimulation	Correlación de Pearson	.131	-.151
	Sig. (bilateral)	.131	.081
	N	135	135
LPAMBEP Management by exception (Passive)	Correlación de Pearson	-.225	.082
	Sig. (bilateral)	.009	.345
	N	135	135
LTSMBEA Management by exception (Active)	Correlación de Pearson	-.045	-.016
	Sig. (bilateral)	.604	.854
	N	135	135
LTPALF Laissez.Faire	Correlación de Pearson	-.088	.174
	Sig. (bilateral)	.307	.043
	N	135	135
LTFIB Idealized Behaviors	Correlación de Pearson	.054	-.208
	Sig. (bilateral)	.531	.015
	N	135	135
LTFIM Inspirational Motivation	Correlación de Pearson	.083	-.178
	Sig. (bilateral)	.338	.039
	N	135	135
LTFIA Idealized Attributes	Correlación de Pearson	.079	-.168
	Sig. (bilateral)	.364	.051
	N	135	135
LTFIC Individual Consideration	Correlación de Pearson	.087	-.090
	Sig. (bilateral)	.318	.301
	N	135	135
LOLEFF Effectiveness	Correlación de Pearson	.098	-.131
	Sig. (bilateral)	.257	.130
	N	135	135
LOLSAT Satisfaction	Correlación de Pearson	.143	-.128
	Sig. (bilateral)	.099	.138

	N	135	135
LOLEE Extra Effort	Correlación de Pearson	.024	-.165
	Sig. (bilateral)	.781	.056
	N	135	135
LTS Transactional Leadership	Correlación de Pearson	.050	-.091
	Sig. (bilateral)	.563	.294
	N	135	135
LTF Transformational Leadership	Correlación de Pearson	.097	-.177
	Sig. (bilateral)	.262	.040
	N	135	135
LPA Passive Avoidant	Correlación de Pearson	-.174	.148
	Sig. (bilateral)	.044	.086
	N	135	135
LOL Outcomes of Leadership	Correlación de Pearson	.091	-.151
	Sig. (bilateral)	.294	.081
	N	135	135
OCAC Affective Commitment	Correlación de Pearson	.155	-.029
	Sig. (bilateral)	.073	.735
	N	135	135
OCCC Continuance Commitment	Correlación de Pearson	.097	.180
	Sig. (bilateral)	.264	.037
	N	135	135
OCNC Normative Commitment	Correlación de Pearson	.202	.089
	Sig. (bilateral)	.019	.304
	N	135	135
OC Organizational Commitment	Correlación de Pearson	.201	.089
	Sig. (bilateral)	.019	.306
	N	135	135
JWB Work Benefits	Correlación de Pearson	.044	.110
	Sig. (bilateral)	.612	.203
	N	135	135
JCE Communication in the work environment	Correlación de Pearson	.027	-.162
	Sig. (bilateral)	.752	.061
	N	135	135
JCW Connection with work & workers	Correlación de Pearson	.123	-.085
	Sig. (bilateral)	.154	.328
	N	135	135
JCO Communication with organizational Leadership	Correlación de Pearson	.016	-.061
	Sig. (bilateral)	.858	.479
	N	135	135
JS Job Satisfaction	Correlación de Pearson	.061	-.061
	Sig. (bilateral)	.482	.484
	N	135	135

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