

ABSTRACT

THE EFFECT OF ORGANIZATIONAL SCHOOL CLIMATE,
ORGANIZATIONAL COMMITMENT AND
TRANSFORMATIONAL LEADERSHIP
ON JOB SATISFACTION

by

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ABSTRACT OF GRADUATE STUDENT RESEARCH

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Problem

This thesis sought to determine whether transformational leadership, organizational school climate and organizational commitment are predictors of job satisfaction among Grades 1-8 teachers in Atlantic Union SDA Schools.

Method

A quantitative, causal comparative design was used to explore the relationship of three predictor variables to one criterion-dependent variable in order to answer the research questions. The target population for the study consisted of 239 teachers in elementary schools in the Atlantic Union of SDA. The researcher adopted non-random,

convenience sampling to recruit the study respondents. After performing the recruitment, the final study sample consisted of 101 respondents. The research tool for this study was a compilation of widely used, published questionnaires whose validity and reliability were previously established. Structural equation modelling analysis was then performed, to determine the effect of each of the three predictor variables on job satisfaction.

Results

Structural equation modelling resulted in a structure model where all the coefficients are significant. Correlation between transformational leadership and commitment ($\phi = .42$), effect of transformational leadership towards school climate ($\gamma = .79$), effect of commitment towards job satisfaction ($\gamma = .55$) and effect of school climate on job satisfaction ($\gamma = .44$) are also significant. It is concluded that organizational school climate, Transformational leadership and organizational commitment are significant predictors of job satisfaction explaining 66% of the variance.

Conclusion

Research results are consistent with the findings of other empirical studies in extant literature. Transformational leadership, organizational commitment, and organizational school climate are significant predictors of job satisfaction. Both, organizational commitment and organizational school climate have a direct effect on job satisfaction, however the effect of transformational leadership is indirect. Organizational commitment appeared to be the variable with the greatest direct effect on job satisfaction.

University of Montemorelos

School of Education

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ON JOB SATISFACTION

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

by

Marva Marrett

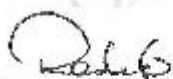
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presentada en cumplimiento parcial
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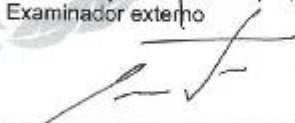
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DEDICATION

To Autley Sr., my soulmate and confidante. I thank God for you. To Ashley, Autley Jr., and Austin. No accomplishment is beyond reach. You can do all through Christ who gives the strength. I am anticipating being a proud onlooker as doctoral degrees are conferred on you.

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Trust in the Lord with all your heart; do not rely on your own intelligence. Know Him in all your paths, and He will keep your ways straight (Proverbs 3:5-6).

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CHAPTER I

PROBLEM DIMENSION

Introduction

Job satisfaction has been and continues to be empirically studied in a range of contexts. This continued engagement with the concept likely suggests that the determinants are not easily identified or may be dynamic in nature. Therefore, decisions about the contributing factors to satisfaction with work are not conclusive. This research study seeks to explore how the variables of organizational commitment, organizational school climate and transformational leadership impact the job satisfaction of teachers in the Atlantic Union of Seven Day Adventists (SDA).

The background and underlying reasons for this research, which includes the statement of the problem that was investigated, the hypotheses of the research, the complementary questions, the objectives, the justification, the limitations and delimitations, the philosophical framework and the definition of terms are included in this chapter.

Antecedent of the Problem

Already there are indications that Adventist Education is suffering from a lack of committed Adventist teachers as evidenced by Beardsley-Hardy (2017) opining, “all teachers need to develop their capacity to achieve the redemptive purpose of Adventist education and to model Adventist values and lifestyle” (p. 13). “Lack of mission-focused

teachers is an area where the walls are broken, and the gates have burned. We need to redouble our efforts if Adventist education is to achieve its unique purpose” (p. 14).

Prior to this observation by Beardsley-Hardy (2017), Knight (2006) indicated that SDA school systems were being hampered by a lack of commitment to these institutions.

Clearly, SDA organizations and its' schools, in particular, are challenged. SDA K-8 schools have long been plagued with low enrollment levels (Seven Day Adventist Office of Archives, Statistics and Research, 2017), with many unable to operate without external financial support from local churches and/or conferences. Reduced enrolment and funding impacts class sizes, resource availability, program capacity, curriculum offerings, teacher roles and teacher responsibilities.

Teachers need to stay motivated as schools become increasingly smaller and teachers work longer hours; there are fewer colleagues with whom to collaborate and established job functions change; all of which may affect job satisfaction, commitment and school climate. Additionally, SDA teachers earn salaries that are generally lower than those in the public educational sector.

From observation, many schools appear to lack vibrancy and struggle to attract students. Many teachers appear demotivated, accepting and engaging with established structures and patterns that seem rigid; but remaining in their jobs for many years. Are these teachers experiencing satisfaction and, if so, what are the factors contributing to that?

School leaders rarely are innovative, and many are also teachers with a full teaching load. This, consequently, leaves very little to no time for developing leadership

capacities and/or implementing change efforts.

Giving attention to employee satisfaction is predicated on the idea that satisfied people are much more productive and therefore contribute more to their organization's success. However, experiencing satisfaction on one's job is not only an intrinsic response. Job satisfaction has been shown to be related to extrinsic factors, many of which the employee has little control over. As an educator, this researcher has an interest in the factors that contribute to personal satisfaction and that of colleagues, especially since it is almost universally accepted that satisfied workers are more interested in their jobs and their job outcomes. As a school leader, exhibiting leader behaviors that are beneficial to teachers and ultimately, to students, is a priority.

Unfortunately, very little is known about the interplay of the factors of organizational commitment, organizational school climate, transformative leadership and teacher satisfaction in the context of SDA teachers in the Atlantic Union.

This study seeks to determine if SDA teachers in this Union, located in the Northeastern United States and the Island of Bermuda, are satisfied with and in their jobs and to what extent organizational commitment, organizational school climate and transformational leadership behaviors impacts their satisfaction. The study outcomes will help alleviate the lack of research-based evidence identified. And will contribute to evidenced-based decision-making at the school, conference and union levels.

Statement of the Problem

Adventist scholars have recognized that there is an increasing lack of 'mission-focused' committed teachers. Observation and informal data suggest that education superintendents along with school boards experience difficulties in recruiting both new

and experienced teachers. In addition, apathy among both leaders and teachers has been observed by the researcher. Consequently, the researcher is hypothesizing that teachers may not be satisfied with their jobs and is proposing various correlated factors that could be responsible for that.

Problem Statement

The problem therefore that will be investigated in this study is whether transformational leadership, organizational school climate and organizational commitment are predictors of job satisfaction among Grades 1st to 8th teachers in Atlantic Union SDA Schools.

Hypothesis

The declaration of the hypothesis was described as follows:

Hi: Transformational leadership, school climate, and organization commitment are significant predictors of job satisfaction, among teachers in the elementary schools of the Atlantic Union of Seventh Day Adventists.

Questions

In the process, other questions were answered:

1. Are teachers in SDA K-8 schools in the Atlantic Union satisfied with their jobs?
2. What types and levels of organizational commitment exist among SDA teachers?
3. To what extent are transformational leadership behaviors exhibited by school leaders?
4. How can the climate in SDA schools in the Atlantic Union be classified?

5. Which of the three predictor variables is most highly correlated to job satisfaction? Which is the least?

6. Which of the study variables show significant correlation with teacher's age?

7. Are there differences in the perceptions of job satisfaction among various sub-groups (years of service; educational attainment; age; gender)?

Purpose

An analysis of the climate, commitment and leadership factors that impact teacher satisfaction will yield information that will be vital for the management of the educational institutions within the Atlantic Union. It is critical for future decision-making and even hiring practices to have data on how teachers' satisfaction levels are affected based on perceptions of their work environment, levels of organizational commitment and principal's leadership behaviors.

This knowledge will help inform how scarce resources can be more beneficially allocated; the ways in which teachers should be supported and how professional development activities should be focused. The continued effectiveness of the SDA education system is related to social, academic, emotional, moral and aesthetic development; satisfaction of teachers; effective use of resources; accomplishment of goals and environmental harmony (Döş, & Savaş, 2015).

Research findings will be shared with the relevant decision-makers at the Conference and Union levels. The Conference Education Department could use the research findings to:

1. Decide on training content to impact the leadership capacity of school leaders.
2. Increase collaboration between identified transformational leaders and those.

leaders who are not yet practicing transformative behaviors.

3. Support schools in developing productive, achievement-oriented climates.
4. Influence teacher satisfaction.
5. Influence School Board's hiring and job function decisions.
6. Increase awareness of practices that both enhance and reduce teacher satisfaction.

The Union Education Department could use the research outcomes in ways similar to the Conference Education Department but also will be able to make decisions regarding streamlining and restructuring of schools, if necessary, to adopt effective leadership practices/behaviors. The findings could also inform decisions related to the instructional content in teacher preparation programs/institutions that influence philosophical orientation.

If indicated, the Union could also use these research results to update its education code and remuneration scales.

It is expected that the study findings and recommendations will also be meaningful to the school principals since the school climate and supervisory tasks that affect job satisfaction are largely their purview. Teachers will also find meaning in the study outcomes in that they will become more aware of the factors that influence their personal satisfaction and possible tools to help mediate those factors that affect them thus increasing their own job satisfaction and ultimately performance.

Justification

Only a few studies have paid attention to job satisfaction at private, religious institutions (Brown, & Sargent, 2007; Convey, 2014; Gaziel, & Maslovaty, 1998; Rolle,

2004; Rutebuka, 1996; Vodell, 2011). This study will add to the sparse data available on teacher satisfaction in select private religious schools in the Atlantic Union of SDA.

Further, most previous studies conducted at private religious schools have focused attention on the relationship between organizational commitment (Brown, & Sargent, 2007; Rutebuka, 1996) or motivation (Convey, 2014) or religiosity (Rolle, 2004; Vodell, 2011) and job satisfaction. Ross (2006) explored the concept of servant leadership among SDA educators this study will be important for its consideration of the variables of transformational leadership and organizational school climate as additional contributing factors to teacher satisfaction particularly in SDA schools.

Additionally, the empirical data that this study will provide will offer insight into school improvement needs that, once addressed, could stem student attrition, and restore confidence in the value of SDA schools in the Atlantic Union.

Further, by responding to the questionnaires, teachers themselves will gain insight into their underlying motivations and needs, and engage in objective critical analysis of their leaders and work environment. Periodic meta-analysis is desirable. It is hoped that all respondents will be empowered to create and/or adopt a growth mindset.

Importance

This research study has the potential to impact the entire education system in the Atlantic Union of Seventh-day Adventist. The very small investment of time could yield data that impacts teacher satisfaction, leader behaviors, school climates and commitment. The Union and its individual Conferences would have empirical data to support change efforts and decision-making. These results have the potential to improve outcomes for approximately 250 teachers, 49 schools and more than 1800 students.

Recommendations for improvement or for further study will be useful as a springboard for action leading ultimately to teacher satisfaction and student achievement gains.

Objective data related to the study constructs would not be obtained and opportunities for facilitating change might not be identified, or may be missed, if this project is not completed and the results shared.

Limitations

The Atlantic Union is comprised of six diverse conferences, with differences in race, ethnicity, school size, generational Adventism, school location (urban, suburban, semi-rural, rural, and island) and culture (American, Colonial-English, and Caribbean-American).

1. It is not possible to control for all these differences even though it is recognized that these individual differences could have a significant impact on the variables under consideration.

2. Free, written responses and comments by survey respondents would be a beneficial window into respondents' feelings, thoughts, goals and ideals. Again, the scope and methodology of this research study limits the inclusion of qualitative data.

Delimitations

Surveying the entire grades 1st to 8th teacher population of the Atlantic Union is an ambitious undertaking.

1. While individual, smaller, Conferences could have been selected, this researcher felt that Union-wide data would be more representative and have greater value.

2. This researcher could have opted for more easily obtained and more economical survey instruments but decided to use those instruments that were best suited for data gathering based on repeated validations of their psychometric properties, their scope of use and ease of scoring.

The relationships among the constructs in this study have been proposed based on accrued research data, which has been subject to scientifically accepted data gathering procedures and analysis.

Philosophical Background

Teaching and learning for a Seventh-day Adventist educator go beyond a prescribed curriculum of study and incorporates a Biblical approach and perspective. This integration of faith with learning occurs in each subject so that the Bible becomes real and practical for the students, and the teacher fulfills the directive of teaching all children of the Lord (Isaiah 54:13). Therefore, the theme of the Great Controversy as it relates to the creation, fall, redemption, and restoration of mankind will be used as the motif for elaborating the worldview of this author as it relates to transformational leadership, organizational commitment, organizational school climate and job satisfaction.

“God saw all that He had made, and it was very good” (Genesis 1:31, NIV). It had taken six days and now the satisfaction of the Godhead was palpable. There had been total cooperation and the target goals had been met. All they had done was declared to be very good. The emotional connection to their work was evident in the pronouncement of “that’s good”. The barren, empty void was now filled with colorful blooming plants; tall imposing trees; seas teeming with fish and chirping birds in the firmament overhead.

As Johnson (1922) put it

the green grass sprouted, the little red flowers blossomed, the pine tree pointed his finger to the sky, the oak spread out his arms, the lakes cuddled down in the hollows of the ground, and the rivers ran down to the sea". (p. 46)

Johnson further elaborated fishes and fowls, beasts and birds, swam the rivers and the seas, roamed the forests and the woods, and split the air with their wings.

Six days prior the earth had been formless and empty (Genesis 1:2) but the Godhead, as the ultimate transformational leaders had developed an improvement plan for planet earth. The darkness that enveloped the entire earth had been harnessed, the sun had been designed as a light source for daytime and the moon and stars for night. An envelope of life-sustaining gases surrounded the expanse of sky. A beautiful world had been created, a lovely garden with every variety of trees for fruit and beauty planted and decorated with the loveliest flowers of every description and hue (Genesis 1, KJV; White, 1938). The innovation and creativity were beyond comprehension. The team had exhibited total desire-based commitment to accomplishing the innovative task of creating an environment suitable for living things.

Analysis of the current reality while bringing joy and satisfaction in the beautiful world that now existed, led to the impression that there was something still missing. Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground" (Genesis 1:26, NIV).

In their creation of man, referred to as the crowning act of creation, the Godhead showed that transformational leaders engage in continuous and ongoing evaluation of tasks and outcomes, while continuously improving on deliverables. It also exemplified

their desire to share responsibility for the success of the earth entity with others, effectively creating and mentoring new leaders. The created beings, Adam and Eve, were explicitly directed to be the masters over the earth. They were given the authority to rule over the fish in the sea, the birds in the sky, and every living thing that moved on the earth (Genesis 1:27, 28).

While having the responsibility to be masters of the Garden, to have authority over the animals and plants, Adam and Eve were to be subject to their Creator and His directives. They had been generously assigned a day of rest. Physical rejuvenation was needed but this time was also to be profitably spent in communion with the Creator to experience spiritual and emotional restoration. Adam and Eve had perfect work-life balance that would provide them with optimal physical, mental, social, emotional and spiritual health. There were also guiding principles for their lives including the expressly forbidden tree of the knowledge of good and evil (Genesis 2:17). Eating of this tree would mar the relationship between man and His Maker and would begin the process of physical, moral and spiritual decline and death.

Transformational leaders are, by definition, creative, innovative and ingenious. These attributes should be used for the benefit of the entire organization. All subordinates should have involvement in shaping and responding to creative ideas and transformative goals. Organizations without such buy-in may not be in the best position to experience success.

The Garden of Eden where the newly created humans were housed had an ideal climate. It was a harmonious, unsullied, unpolluted atmosphere (White, 1895). This was largely due to the perfect synergy and cooperation that existed between the created

and the Creator, a type of the harmonious collaboration that should be present in our workspaces. In such an environment the spirit of God is pleased to dwell.

Unfortunately, this perfect, ideally suitable world for humans became the target of the evil one. Satan desired to generate discord among human beings and create separation between them and their wise, loving Creator. Luring them with the highly unusual spectacle of a flying, talking serpent, he got them to eat fruit of the forbidden tree. Immediately, their perfect, sinless, harmonious existence, and relationship with their Creator imperceptibly changed. They who would eagerly anticipate their leisurely walks in the garden with their Creator, now hid themselves from Him. They who were formerly supportive of each other, now cast the blame and accusations for the changed status on each other. Eve castigated Adam. Adam censured Eve. The Creator pitied them both (Genesis 3, KJV).

Adam and Eve had ceded their leadership rights and responsibilities to Satan. Their previously harmonious relationships became judgmental and acrimonious. Nothing seemed to be perfectly satisfying anymore. Their commitment to each other and to God began to wane and the garden seemed to become a prison, a constant reminder of what once was. The light of God's presence that had clothed their bodies had disappeared, and now hastily sewn together fig leaves were their only covering. Their presence marred the climate of Eden, so with regret and longing for the only home they had known, Adam and Eve were forced to find a new home (Genesis 3, KJV).

Satan's deceptions proved to be destructive for Adam and Eve who had been created as holy beings. Once they had succumbed to the evil one, their loving cooperation with their Creator imperceptibly became resisting and combative (White, 1895).

Unfortunately, these elements of opposition, resistance and sometimes even hostility can be found in educational institutions. Individuals often inadvertently severely castigate and hurt others. Worse, there are times when deliberate words of criticism, rebuke and reprimand are harshly spoken. In Christian institutions, every effort should be made to minimize and eliminate confrontations. Principals, teachers and students should work harmoniously in Christ-like humility to accomplish intended goals.

Mistakes are ubiquitous, since “all have sinned, and come short of the glory of God (Romans 3:23). No one is immune from blunders and missteps so all should be understanding and forgiving of such failures. A spirit of forgiveness must prevail. Principals and teachers of schools are certainly disqualified to educate children properly, if they have not first learned the lessons of “self-control, patience, forbearance, forgiveness, gentleness, and love” (White, 1998, p. 89).

God Himself, as the ultimate leader, has set the standard for dealing with mistakes. To the Lord our God belong mercies and forgiveness’s, though we have rebelled against him (Daniel 9:9). He expressly states that “if you forgive men their trespasses, your heavenly Father will also forgive you” (Matthew 6:14). For God, our Leader, forgiveness also means forgetting. He will cast all ... sins into the depths of the sea (Micah 7:19). Forgiveness, even if needed multiple times, must be extended to each individual in the school organization as a means to restore them.

The transformative leadership capabilities of the Godhead were once again manifested. Planning for eventualities, unforeseen circumstances and setbacks had already been done. A contingency plan was in place. With utmost consideration for each individual, Jesus, God’s Son would die to redeem man to himself and restore the

perfect relationship between the Godhead and humans.

In the councils of heaven, hope was furnished for the fallen race. Jesus Christ offered His life as a ransom for the lost, as the price by which He might purchase the right to re-create the sinner and form again the image of God in the soul. Fallen man was to be renewed in the divine likeness. He was to be uplifted, to be pardoned and redeemed, not by the law, but by Jesus Christ, our Righteousness. (White, 1895, p. 9)

This was not an easy decision. All Heaven was on edge. What if the tempter prevailed? But Jesus was committed to the act of redemption. He voluntarily left the courts of Heaven and entered earth as baby born in a manger. Angels sang and shared the Good News with lowly shepherds watching their sheep. Noble Magi, after studying the stars and following their guiding light came to the place where Jesus, the Savior of the World had been born. They recognized Him as King and Savior with gifts of gold, frankincense and myrrh (Luke 2). White (1947) stated it this way:

His birth was without worldly grandeur. He was born in a stable, cradled in a manger, yet His birth was honored far above any of the sons of men. Angels from heaven informed the shepherds of the advent of Jesus, while the light and glory from God accompanied their testimony. The heavenly host touched their harps and glorified God. They triumphantly heralded the advent of the Son of God to a fallen world to accomplish the work of redemption, and by His death, bring peace, happiness, and everlasting life to man. God honored the advent of His Son. Angels worshiped Him. (p.196)

Jesus early years offer a glimpse into the leadership He came to provide, taking man who had become degenerate, back to God the Father. He was a model for His peers and at twelve years old, He astonished lawyers and doctors with His understanding and articulation of Scripture (Luke 2:42-47). When as a young adult, Jesus was challenged by Satan, He through His constant reliance on His Father could rebuff the tempter stating 'man must not live by bread alone'; 'get thee behind me, Satan' and with a pointed reminder that Satan should refrain from tempting the Lord (Matthew 4:1-

11).

Leaders are often the recipients of complaints and attacks and must bear the responsibility for failures. However, through constant reliance on God, they will be able to persevere, to recoup and to be faithful to their calling.

Jesus' commitment to the task of redeeming man was unquestioned. To accomplish the redemption of the fallen human race, Jesus was required to live among, interact with, teach and support lowly human beings.

To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized—this was to be the work of redemption. This is [also] the object of education, the great object of life. (White, 1903, p. 15)

His actions and His very presence changed the climate for those present. Death and fear were vanquished in His presence. Frightening storms and churning seas calmed at His gently spoken "peace, be still" (Mark 4:39). Condemnation by peers was dismissed and an opportunity for personal growth was presented when the trembling woman was told to go and refrain from sinning (John 8:3-11).

An atmosphere of acceptance, love, forgiveness, high expectations, support and approval should exist in every Christian school. Principals and teachers should do all that is necessary to create achievement-oriented classrooms and school buildings that bring out the best in their students. The commitment of Christian educators should never be in doubt. Students should know that others have care and concern for their social, spiritual, physical and academic wellbeing. In such a climate all will strive for their personal best in any given task.

Folk clamored to follow Jesus, and multitudes listened with rapt attention to His

life-changing words of exhortation and salvation. Sometimes He, as leader, encouraged others to “Follow Me” (Matthew 4:19). At others He commanded His followers to “Go” (Mark 16:15). His life provided glimpses of God’s character of love, grace, mercy and the hope of eternal life. Jesus preached the good news of salvation. Many were convicted of sin and their need for a Savior but equally numerous were the multitudes, among them leaders in society, that rejected His entreaties.

Nearing the completion of His work to redeem man, Jesus was arrested, subject to an unfair trial and hung on a cruel cross to die. Fearing eternal separation from His Father, His commitment changed from a purely desire-based emotion to a more normative and even continuance commitment. He weighed the risks of dying on the cross with the benefits to be gained from His sacrifice (Luke 22:23). His steadfast love for, and commitment to the human race, resulted in His agonized acceptance with “not my will but Thine be done” (Luke 22:42). His barely audible “It is finished” (John 19:30) signaled His completion of the job He came to earth to do. Man’s redemption was not yet secured. Was the sacrifice acceptable? Would God, the Father, be satisfied with Jesus’ work to save man?

His helpless, sorrowing followers embalmed His body and laid Him in a crypt (Luke 23:49-56). The Roman authorities sealed and set a military watch over the tomb. Heaven was somber as the angels waited with bated breath for the Father’s stamp of approval. Satan and his angels exulted. They had conquered. The leadership of this world belonged to them.

The follower/disciples gathered to mourn and wait. He had promised that in three days, He would be resurrected (John 2:19; Matthew 12:40). It would be a long three

days. Mary was tired of sitting around, twisting her hands, and waiting for word. So, she got up just before daybreak on Sunday morning and hurried to the tomb. A bright shining angel, clothed in glistening white, was sitting on a stone at the tomb (Luke 24:1-10). The angel uttered words of hope saying, "He is not here, He is risen" (Luke 24:6).

The redemption of man had been secured! Jesus is risen from the grave and is sitting on the right hand of His Father God (Matthew 26:64; Mark 14:62).

Redemption or forgiveness is never easy. There is generally acrimony, distrust and wariness when ones' confidence in another is destroyed. However, Christian principals and teachers are mandated to go beyond what is their will or their desires to do what God's will dictate. Psalm 25:18 encourages all concerned to consider the pain of the other and forgive. Further, Jeremiah 31:34 suggests that Christian workers should go beyond forgiveness and should also forget the wrong. These actions are only possible through full and complete commitment to both religious principles and one's desire to obey and please God. We are reminded that those most suited as leaders; "most fit to carry responsibilities and command, [are those] who most resemble God in character - in goodness, mercy, and staunch loyalty to the cause and work" (White, 1985, p. 12).

Restoration to perfect harmony with God will be the culminating act of the ministry of salvation on behalf of man. In Revelation 22:5, Jesus says "behold I make all things new." Man will be restored to wholeness, oneness and perfection. The earth will be restored to its beautiful and glorious state. Not even a negative thought will mar the glories of Paradise.

Once subordinates have been forgiven for any mistakes or shortcomings, school leaders should make every effort to restore them. Mistakes should not be used as

'weapon' for demoting followers or relegating them to menial tasks. Neither should these errors be used as fodder for staff meeting agendas or talk within small groups. It would be a good idea to actually engage these subordinates in some kind of decision-making to restore their confidence in their own abilities and others' confidence in them. Similarly, leaders' errors in judgement once forsaken should be forgotten and dismissed.

The goal of restoration is peace and a renewed sense of community (Judges 11:13; 1 Samuel 7:13; 2 Samuel 9:7).

It is impossible to describe Adam's ... joy as he again beholds Paradise, the Garden of Eden, his once happy home, from which ... he had been so long separated. He beholds the lovely flowers and trees, of every description for fruit and beauty... He sees the luxuriant vines, which had once been his delight to train upon bowers and trees. But when he again beholds the wide-spread tree of life with its extended branches and glowing fruit, and to him again is granted access to its fruit and leaves; his gratitude is boundless. He first in adoration bows at the feet of the King of glory, and then with the redeemed host swells the song, Worthy, worthy is the Lamb that was slain. (White, 2003, p. 79)

The satisfaction of heaven and the redeemed saints of earth will be complete because there are rich blessings in store for those who are fully committed to the call of God (White, 1901). All will be joy unspeakable and full of glory (1 Peter 1:8). When transformational leaders work in committed collaboration with teachers, creating and maintaining school climates that are productive, uplifting, dynamic and inspirational, then the satisfaction derived is profound and invaluable. Educators will experience a foretaste of heaven and will long for hope to become tangible.

The Seventh-day Adventist worldview both accepts and goes beyond a traditional Christian/Biblical/theistic worldview. Seventh-day Adventists have a unique per-

spective of Christianity, fostered through the experiences of its early pioneers, and concretized through the messages the church received from God through the historical prophets in the Bible and its' contemporary prophet, Ellen White.

There are seven basic tenets/premises or philosophical understandings that undergird the Seventh Day Adventist (SDA) church, which help shape the worldview of the members, including this researcher, in relation to the Church and their relationship to God. Three of these are relevant to this study and in brief are:

Missionary spirit and focus or an acceptance of a transitory existence (1 Chronicles 29:15), while looking forward to gaining citizenship in heaven (Philippians 3:20). This permits a missionary spirit that allows discomforts and hardships to be ignored with a focus on working for others and ultimately for God.

Commitment, sacrifice, and dedication encourage cooperation; unswerving perseverance; and the determination to ignore racial, economic, and other discrimination.

Our efforts to do good, may be earnest and persevering, yet we may not be permitted to witness their results... All who surrender themselves to God in unselfish service for humanity are in cooperation with the Lord of glory. This thought sweetens all toil, it braces the will, it nerves the spirit for whatever may befall" (White, 1901, p. 305).

Then He said to them all: "Whoever wants to be my disciple must deny themselves and take up their cross daily and follow me" (Luke 9:23).

A sanctified view of prosperity, which acknowledges that material blessings should be shared with others because God will supply all need. But seek ye first the kingdom of God, and His righteousness; and all these things shall be added unto you (Matthew 6:33).

Based on the three philosophical underpinnings of the SDA organization discussed above, and Jackman (2014) idea that the “philosophical strands are interwoven from a singular faith-based conceptual framework... with a path away from self ... toward service to God and humanity”(p. 321), it would seem that a question such as that posed for this study should never have been considered. Committed SDA Christians should have little regard for their own personal comfort and well-being when fulfilling the mission to which they have been called. Presumably, teachers are called to dedicated, persevering, sacrificial service while postponing the reward for their selfless benevolence. Should SDA teachers be concerned with what could be considered, to be frivolous and secular concerns?

The reality is that other worldviews are influencing Christians, including Adventist teachers, about what and how the world currently is and how it should be. Young adults, people living in cities, Millennials and Gen-Xers, all show a trend toward post-modernism and secularism, especially materialistic beliefs; with Millennials and Gen-Xers more than three times as likely as Baby-boomers to integrate materialism ideals (Barna Group, 2017a).

Another recent study by the Barna Group (2017b), pointed out that eight of the most secular American cities are located in the Northeastern United States all of which have SDA schools, staffed by SDA teachers, located within them. In addition to adopting other worldviews, Christians are becoming secularized in their expectations and relationship to the church. Secularism is based on rationality and materialism. The Barna Group (2017a), found that while most practicing Christians reject rationality for explaining the meaning of life and human worth; a vast majority buy in to a materialistic

viewpoint based on the assumption that meaning and purpose comes from working hard to earn as much as possible so you can make the most of life.

Unfortunately, as many in the church have become secularized, conceptions of work, reward for work and expectations for performing work have shifted away from the SDA philosophical stance of sacrifice, dedication and a sanctified view of prosperity. A large segment of SDA members and possibly teachers regard their work as the vehicle to life's satisfaction. It seems that the secular definitions of performance and satisfaction often guide the approach and responses to work, the environment in which that work occurs, the remuneration obtained for that work, the interpersonal relationships in the workplaces, the leadership behaviors and even the outcomes of work.

It is within this context that this research project becomes valid and necessary. Knight (2010), pointed out "because (of) the distinctive doctrinal understandings and apocalyptic mission that set Adventism apart from other Christian perspectives" (p. 34), the teachers' philosophical orientation is of utmost import. He goes on to explain that a "sound philosophy... is the most useful and practical item in a teacher's repertoire," (Knight, 1992, p. 5) because the teacher's decision-making is influenced by his/her philosophy. This encapsulates the outgrowth of any philosophy: it is the basis for an individual's relationship with and view of the world and the core beliefs that shape one's actions and decisions.

It is hoped that the findings from this study will shed light on the deeper philosophical orientations of teachers in the Atlantic Union, which is largely located in the Northeastern United States. It would therefore be helpful to know whether the commitment to SDA values and philosophy, which reflects the organization, is a strong enough

protective barrier against the rejection of an attitude of sacrifice, service and dedication. Are teachers susceptible to philosophical shifts? Does secularization, and its effects on job satisfaction, impact teachers and is demographics a determining factor?

Answers to these questions will be critical to teachers themselves and administrators and will help inform future directions and methodology in training, hiring, mission and spiritual growth models within schools.

Definition of Terms

SDA – Seventh-day Adventist (SDA): describes a belief in the sanctity of Saturday as a holy day of worship and the second coming of Jesus Christ.

Generational Adventism: Successive generations of the same family are members of the Seventh-day Adventist church.

Atlantic Union: Administrative grouping of schools based on geographic location.

Conference: Administrative group of schools based on location, ethnicity or culture.

Ellen White: Individual and author who Seventh-day Adventists believe was given divine guidance for the SDA Church and its schools.

CHAPTER II

LITERATURE REVIEW

INTRODUCTION

The United States Bureau of Labor Statistics (2017) estimates that employed individuals between the ages of 25 to 54, who also have children under 18, spend approximately one-third of each day engaged in work and work-related activities. Since so many hours are devoted to work it is desirable that one's working environment be comfortable; be conducive to productivity, physical and mental well-being; and also provide emotional satisfaction.

Raziq and Maulabakhsh (2015) posit that many organizations fail to understand the importance of the work environment for employee job satisfaction. They point out that in current times, organizations cannot afford dissatisfied employees, as they will not perform up to the standards or the expectations of their supervisors.

Job Satisfaction

Job satisfaction is one of the most discussed topics of organizational behavior in the field of human resource management and development due to its being one of the most important contributors to an organization's effectiveness and efficiency (Aksoy, Şengün, & Yilmaz, 2018; Sahito, & Vaisanen, 2017). The importance of this construct was recognized more than forty years ago by Locke (1976), who stated that job satisfaction is a highly significant and widely researched variable in organizational

psychology.

Job satisfaction is a multidimensional concept whose meaning has evolved over time. It was first defined by Hoppock (1935) as "any combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say, I am satisfied with my job" (p. 35). Thirty years later, Locke (1969) referred to job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 316).

In the nineties, Spector gained attention for his work on job satisfaction, which he defined as how people feel about their jobs and different aspects of their jobs (Spector, 1997). The latest definition of job satisfaction proposed by Mafini and Pooe (2013) consider employee satisfaction as concerned with how people in an organization feel about their overall work.

Job satisfaction then includes various affective, cognitive and environmental factors related to one's job, resulting from past events and experiences (Organ, & Konovsky, 1989). It is the interaction and juxtaposition of one's affective responses and the work environment.

Theories

Theories of job satisfaction can be classified into four conceptual frameworks, based on patterns of similarities and differences: (a) the fulfillment theories, (b) the discrepancy theories, (c) the equity theories, and (d) the two-factor theory.

The fulfillment theorists describe job satisfaction as based on whether people's jobs positively impact helping them find satisfaction of their needs. Schaffer (1953) and Vroom (1964) are the major proponents of this view.

The discrepancy theory refers to differential job satisfaction and job dissatisfaction among workers (Locke, 1976). Locke's Range of Affect Theory is considered the most prominent job satisfaction model. Locke argues that incongruity between the factors an individual wants in a job and the factors one has in a job determines the levels of satisfaction. Further, the theory states that how much one values a given facet of work moderates how satisfied or dissatisfied one becomes when expectations are or are not met. When a person values a particular facet of a job, his satisfaction is more greatly affected both positively when expectations are met and negatively when expectations are not met, compared to one who does not value that facet.

The equity theory explains the causes of job satisfaction and dissatisfaction (Adams, & Freedman, 1976), while the two-factor theory refers to Herzberg's motivator and hygiene factors of job satisfaction (Herzberg, 1959; Herzberg, 1966, 1987). Herzberg's (1966) two-factor theory is relevant to both the concept of job satisfaction and that of working conditions. The theory suggests that there are two discreet sets of circumstances that drive employee satisfaction and motivation, referred to as hygiene factors and motivator factors. If hygiene factors are absent, then employees are or tend to be unsatisfied at work while motivator factors make employees feel good about their jobs and improve their performance.

Herzberg found that company policies, supervision, salary, interpersonal relations, and working conditions were hygiene or extrinsic factors. If present these factors caused workers to not experience dissatisfaction but would promote dissatisfaction if absent. Factors, which promote satisfaction - motivator factors -, were found to be achievement, recognition, nature of work, responsibility, and advancement. According

to the two-factor theory, without motivators, employees will perform their jobs as required, but with motivators, employees will increase their effort and exceed the minimum requirements (Hertzberg, 1987).

Though limited in its usefulness for predicting job satisfaction (Ambrose, & Kulik, 1999), the two-factor theory has increased awareness of the potential for restructuring jobs and enhancing the environment to increase job satisfaction (Grant, Fried, & Juille-rat, 2011).

Research Findings

Lu, While, & Barriball (2005, cited in Mafini, & Pooe, 2013) define job or employee satisfaction as a global feeling about one's work or a related cluster of attitudes about various facets of the work environment.

Employee satisfaction may also be perceived as a positive emotional state resulting from the appraisal of one's job or job experiences or as a combination the two previous definitions that consider employee satisfaction as concerned with how people in an organization feel about their overall work (Mafini, & Pooe, 2013).

Employee satisfaction is the terminology used to describe whether employees are happy and contented and fulfilling their desires and needs at work (Deshpande, Arekar, Sharma, & Somaiya, 2012). Many measures purport that employee satisfaction is a factor in employee motivation, employee goal achievement, and positive employee morale in the workplace. Factors contributing to employee satisfaction include treating employees with respect, providing regular employee recognition, empowering employees, offering above industry-average benefits and compensation, providing employee benefits and company activities, and positive management within a success framework

of goals, measurements, and expectations.

Arul (2015) states that

an employee's overall satisfaction with his job is the result of a combination of factors, with financial compensation being only one of them. Management's role in enhancing employees' job satisfaction is to make sure the work environment is positive; morale is high, and employees have the resources they need to accomplish the tasks they have been assigned. (p. 137)

The six factors he identifies that contribute to overall job satisfaction are working conditions; opportunity for advancement; workload and stress level; respect from coworkers; relationship with supervisors and financial rewards.

The factors identified by Arul (2015) are similar to factors outlined earlier by Comm and Mathaisel (2000) who found that job satisfaction is influenced by the level of pay and performance, employee benefits, training, recruiting, learning curve inefficiencies, reduction in the client base, job design, life satisfaction, autonomy, growth satisfaction, satisfaction with co-workers, satisfaction with supervisors and customer satisfaction. Ray (2018) on the other hand, feels that money is not one of the main causes of job satisfaction and identifies workplace culture; interesting and challenging work; rewards and a low stress, friendly environment as the causative factors for job satisfaction, while being appreciated for your work seemed to stand out in the Boston Consulting Group's survey as the number one factor for employee happiness, reports (Strack, Von der Linden, Booker, & Strohmayer, 2014).

Ray and Ray (2011) found that performance appraisal, participation in decision-making, training and development, in addition to empowerment, have significant association with and impact on job satisfaction while the effect of compensation had only moderate effect. However, Mabaso, and Dlamini (2017), disagreeing with Ray (2018),

postulate that the only significant predictor of job satisfaction is compensation and feel that attracting and retaining the new generation of workers will require substantially more attractive employment offers than what is presently offered.

Importance

The fact that employees are satisfied with their job is very important both for themselves and for their organization. Job satisfaction refers to the levels of satisfaction of the physical, mental and social needs of employees in line with their expectations and is one of the most important conditions for them to be successful, happy and productive (Hoş, & Oksay, 2015). Lee, et al. (2014) cite studies that have demonstrated that satisfied individuals have stronger immune systems and enjoy better physical health; and a possible positive feedback loop between a worker's well-being and productivity.

Individuals with high well-being are more productive in occupational activities than are individuals with low well-being; and productive individuals are happier than non-productive individuals (Gasper, 2010). Correspondingly, Ganster and Schaubroeck (1991), report a significant relationship between some facets of job satisfaction and physical outcomes such as elevated heart rates. They suggest that elements of the job characteristics and one's colleagues may contribute to workers' perceptions of the workplace as being stressful.

It appears that not only is the employees' physical health impacted but also the health of the school, since Syptak, Marsland, and Ulmer (1999) and Brown and Sargent (2007) assert that, the health of an educational institution depends on the job satisfaction of its employees. In the educational context, teacher job satisfaction had the added

benefit of positive outcomes for students. Banerjee, Stearns, Moller, and Mickelson (2017) found that teacher job satisfaction had a modest but positive relationship with students' reading growth between kindergarten and fifth grade and when the school's organizational culture was factored in, student achievement in both math and reading increased. Ilyas and Abdullah (2016) also found a direct relationship between job satisfaction and teacher performance. They feel that a high performing teacher is also a satisfied teacher.

Taleb (2013) indicates that workplace conditions (which affect the organization's climate) and teacher demographic variables are the two main contributors to teacher satisfaction. Therefore, understanding job satisfaction and work motivation can be key elements to improving educational productivity (Pardee, 1990).

Efforts to improve job satisfaction should therefore focus on workforce development and training efforts as well as adequate supervisory support, especially for new hires and non-supervisors (Harper, Castrucci, Bharthapudi, & Sellers, 2015).

Dimensions

There is still disparity among researchers on the facets that contribute to job satisfaction. This is not surprising, since job satisfaction is largely considered to be an affective response to one's job (Locke, 1970; Martins, & Proenca, 2012, Spector, 1994, 1997), determined by the value placed on various facets of the job itself (Locke, 1970; 1976).

The theories of job satisfaction, discussed above, have formed the theoretical underpinnings for the development of instruments to measure employee job satisfac-

tion. An analysis of four major instruments for measuring satisfaction, the Job Descriptive Index- JDI (Smith, Kendall, & Hulin, 1969); Minnesota Satisfaction Questionnaire- (MSQ) (Work Adjustment Project (University of Minnesota, 1967); Job Satisfaction Survey -JSS (Spector, 1994) and Teacher Job Satisfaction Questionnaire - TJSQ (Lester, 1987) revealed that they had five dimensions in common. These dimensions were pay/compensation; promotions and advancement opportunities; coworkers/colleagues; supervision and the work itself/nature of work.

Another two dimensions, recognition and work conditions, were common to all the instruments but the JDI. The dimensions of responsibility and security were included on the MSQ and TJSQ while the JSS was the only instrument that had the dimension of communication. This dimension, along with the dimension of fringe benefits, is conceptually important to this researcher in the context of this study.

Lester developed the Teacher Job Satisfaction Questionnaire, which assesses dimensions that are of particular significance to teachers. Using confirmatory factor analysis, Astrauskaite, Vaitkevicius, and Perminas (2011), found that three dimensions of the JSS were ideally relevant to teacher satisfaction. These three facets: promotion, supervision and nature of work are the most frequently assessed job satisfaction dimensions (Astrauskaite, et al., 2011; Spector, 1997) and have been shown to be important determinants for understanding the nature of job satisfaction among teachers (Astrauskaite, et al., 2011; Lester, 1987).

Further Lester (1987) indicated that additional items could be added to the dimension of recognition on the TJSQ to increase the reliability of the dimension. This is

a weakness of the TJSQ in relation to this study. Recognition of followers and communication are important aspects of leadership behaviors and requires full, reliable assessment in this study. Additionally, the JSS correlated well to the Organizational Commitment Questionnaire developed by Mowday, Steers, and Porter (1979).

Therefore, for this study, job satisfaction is operationalized with nine subscales or dimensions. These are pay/compensation; promotions and advancement opportunities; supervision, fringe benefits, co-workers/colleagues; recognition and work conditions, communication and the work itself/nature of work/ work characteristics.

Measures

A variety of instruments, briefly discussed below, have been used to measure job satisfaction. The Job Descriptive Index (JDI), created by Smith, et al. (1969) is a specific questionnaire of job satisfaction that has been widely used. It measures one's satisfaction in five facets: pay, promotions and promotion opportunities, coworkers, supervision and the work itself. The scale is simple; participants answer either yes, no, or cannot decide in response, to whether given statements accurately describe one's job.

The Job Satisfaction Survey (JSS), developed by Spector (1994) is a 36 item questionnaire measuring nine-subscales of employee job satisfaction. It is particularly applicable to human service, public and nonprofit sector organizations. This survey instrument is predicated on the theoretical position that job satisfaction represents an affective or attitudinal reaction to a job.

Another instrument known as the Minnesota Satisfaction Questionnaire (MSQ) (University of Minnesota, 1967) measures job satisfaction in 20 facets, and has a long form with 100 questions (five items from each facet) and also a short form with 20

questions (one item from each facet).

One common method for collecting data developed by Likert (1932) is the Likert or Likert-type scale, where study participants respond to a series of statements about a topic by identifying the extent to which they agree with them. This scale intuitively taps the cognitive and affective components of attitudes.

For this study, Spector's Job Satisfaction Survey (JSS) with a Likert-type scale might be most advantageous due to the theoretical underpinnings of both; its similarity to a scale developed exclusively for assessing teacher satisfaction; its length (36 questions) and its correlation to other constructs relevant to this study.

Organizational Commitment

Organizational commitment has been defined as a type of social bond established between the employee and the organization, made up of an affective component of identification that influences a set of behavioral intentions of proactivity, participation, extra commitment and defense of the organization (Menezes, 2009). Klein, Molloy, and Brinsfield (2012) have further refined the definition of commitment stating that it is "a volitional psychological bond reflecting dedication to and responsibility for a particular target."

Theories

Scholars have several theoretical conceptualizations of commitment. Meyer and Herscovitch (2001) believe it is a force that binds an individual to a course of action; Klein, et al. (2012) believe it to be a particular kind of psychological bond while Solinger, Hofmans, and Van Olffen (2015) think of that bond as attitudinal in nature.

Commitment is most widely conceptualized and accepted as a three dimensional construct based largely on the work of Meyer and Allen (1991, 1997) and defined as “a force that binds an individual to a course of action of relevance to one or more targets” (Meyer, & Herscovitch, 2001). They propose a three- component model involving affective, continuance and normative domains.

Although Meyer’s three component model (TCM) is widely accepted and applied, other studies have concluded that individuals become attached to their organizations by identifying with and accepting the attitudes, values and goals of the organization. This might be especially relevant in religious organizations, such as SDA schools, where individuals generally adhere to and practice their religious beliefs, which become a cornerstone of their daily lives (Worthington, et al., 2003).

The characteristics and unique perspectives of the organization are actually internalized and adopted by the workers. The individuals’ values become aligned to that of the organization. However, attachment to the organization may also be less intense, involving just a compliance or rewards-based attachment or alternatively, a desire for affiliation with a group, whose values are respected but not adopted (O’Reilly, & Chatman, 1986; Delobbe, & Vandenberghe, 2000).

Research Findings

The type and degree of organizational commitment shown by teachers was found to be influenced by the instructional leadership behaviors displayed by school principals.

There was significant and positive correlation between principal’s instructional leadership behaviors and the teachers’ identification and internalization dimensions of

commitment. Further, it was shown that principals' maintenance of a well-organized instructional environment (one facet of instructional leadership behaviors) is a significant predictor of teachers' organizational commitment (Sarıkaya, & Erdogan, 2016). Kul and Güçlü (2010) and Sayadi (2016), confirm the impact of leadership behaviors indicating that transformational leadership behaviors by principals resulted in teachers having higher organizational commitment in the internalization sub-dimension while scoring lower on compliance commitment. Thus, the principal's leadership behaviors positively influence the sub-dimensions of teachers' commitment and suggest that more effective leadership cements and deepens individuals' overall commitment. Effective leadership therefore results in more outcomes that are desirable, shifting commitment from compliance with the structures towards internalization of the organization's values and goals.

Even the leaders' emotional/affective behaviors may influence the commitment of employees. Moin (2018) in a recent study, found that the affective, normative and continuance commitment dimensions were all negatively impacted when leaders were perceived to engage in surface acting. The opposite effect was associated with perceptions of deep acting or emotional congruence by the leader, which suggests that leaders' affective displays could have positive or negative influence and should be carefully monitored.

Further Celebi and Korumaz (2016), showed a small but significant effect on employee commitment as a factor of the principal's personal characteristics. These include employees' identification with the leader, value congruence and respect for the leader's accomplishments and a willingness to exert effort on the supervisor's behalf.

Religion may also impact commitment. Worthington, et al. (2003) and Davidson and Caddell (1994) found that the extent to which people are committed to their religious beliefs and practices becomes a lens through which life experiences are evaluated. Highly religious individuals tend to view their work as a calling or ministry due to their holistic view of life. For them everything they do, their lifestyle including their work is centered on their religious views and is an outgrowth of these beliefs. This religious commitment characterized by salience or importance and participation or active involvement, has been shown to positively impact mental health and may mediate ones view of negative and or less than satisfactory events including workplace conditions and relationships.

Sociodemographic factors (gender, marital status, age and experience) also seemed to influence the various dimensions of organizational commitment. Balay and Ipek (2010) found that less experienced, possibly younger teachers, reported more commitment at the compliance level while older, more experienced and married teachers reported higher levels of identification and internalization commitment.

Additionally, Balay and Ipek also found that compliance commitment was more prevalent among male teachers and less so among females. Further, individuals in the 18 to 25, possibly idealistic, highly enthused, age group who were just entering the work force exhibited high levels of commitment to their organizations, which steadily decreases over time and becomes lower for the next age band, the 26 to 35 age group (Tekin, & Bedük, 2015).

Importance

The essence of commitment of staff in the workplace is that highly committed

employees perform better on the job and are less likely to exhibit anomalous workplace behaviors such as high absenteeism or presenteeism, voluntary turnover, apathy, ineptitude, sabotage, among others (Oludeyi, 2015a). This is indicated in the study of Tella, Ayeni, and Popoola (2007) that well-managed organizations usually see average workers as the root sources of quality and productivity gains. Such organizations do not look to capital investment, but to employees, as the fundamental source of improvement. To achieve such improvement there is need to make employees satisfied and committed to their jobs (Oludeyi, 2015b).

Two dimensions of commitment, affective and normative, have been shown to correlate positively with job satisfaction and other desirable outcomes, with normative commitment not as strongly correlated as affective commitment. Continuance commitment was related negatively, to these outcomes (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; Van Rossenberg, et al., 2018).

Tekin and Bedük (2015) state that increasing organizational commitment is very important and desirable for organizations...therefore issues such as ensuring equality in pay, increasing promotion opportunities, improving working conditions, equalizing promotion opportunities through in-service training, and strengthening employer-employee communication are extremely significant.

Dimensions

The most widely accepted conceptualization of commitment is Meyer and Allen's (1991) three component model (TCM). This model proposes that commitment has affective, normative and continuance dimensions. Affective commitment is an emotional bond between the employee and his/her organization. The employee wants or desires

to be a part of the organization. Normative commitment reflects an obligation to the organization and continuance commitment reflects an employee's need to be with the organization.

Measures

Despite the widespread use and continued validity of the three-factor commitment scale developed by Meyer and Allen (1991), Culpepper (2000) and Jaros (2007) feel that small changes to certain items would improve the measure. The revised scale proposed by Jaros (2007) has not gained wide acceptance therefore for this study, the Meyer, Allen, and Smith (1993) revised scale will be used to measure commitment levels along the normative, continuance and affective dimensions. Items that assess "the degree of participation in religious activities, the attitudes and importance of religious experience" (Worthington, et al., 2003) and belief in traditional SDA tenets will be incorporated.

Transformational Leadership

Transformational leadership is widely recognized as one of the most dominant, desirable and effective forms of leadership (Banks, McCauley, Gardner, & Guler, 2016; Mhatre, & Riggio, 2014; Van Knippenberg, & Sitkin, 2013; Wang, Oh, Courtright, & Colbert, 2011).

Bass writing in 1985 used Gandhi and Kennedy as examples of transformational leaders. According to Bass (1985), transformational leaders increase both the confidence levels and intrinsic value of performance in their groups and supporters so that

these followers are more highly motivated. This increased motivation results in performance beyond what is expected.

Prior to that, Burns (1978) defined a transformational leader as “one who raises the followers’ level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes” (p. 141).

He further stated that transformational leadership occurs “when persons engage with others such that leaders and followers raise one another to higher levels of motivation and morality... raises the conduct and ethical aspirations of both leader and led having a transforming effect on both” (Burns, 1978, p. 20).

Wang, et al. (2011) expanding on the work of Avolio and Yammarino (2002) defined transformational leadership as leadership behaviors that motivate followers to move beyond self-interest toward working for the collective good. While, Mhatre and Riggio (2014) succinctly describe transformational leaders as change agents, who use a variety of influence mechanisms to change or transform their followers into highly energized, inspired and motivated teams.

These researchers seem to suggest that transformational leaders engage with their followers and subordinates in ways that challenge the latter to think ‘outside the box’ to think transformatively, creatively, and innovatively. Transformational leaders challenge the ‘status quo’ themselves and through these behaviors provide a safe environment for their subordinates to take risks. Subordinates therefore go beyond expectations in the performance of the defined and desired job functions.

Bass and Bass (2008) further state that the transformational leader has the ability, according to Maslow (1943), to motivate followers to transcend their self-interest in

favor of the good of the organization and in doing so the followers respond to their higher-level needs for achievement, recognition and self-actualization. The transformational leader motivates employees to minimize satisfaction of deficiency needs in favor of fulfillment of growth needs. Banks, et al. (2016) agree and state simply that transformational leadership describes how leaders seek to meet the higher-level needs of followers. Employees no longer see their job/work as a means of self-support but rather as an entity that leads to employee self-actualization through innovation and task accomplishment in collaboration with others. Each individual is transformed into a leader.

Research Findings

Significantly, followers of transformational leaders are motivated to be solution-oriented, creative and innovative thereby achieving intrinsic self-actualization by their own efforts. Followers learn from and emulate the leaders' skill-sets and thinking processes. This increases self-efficacy and confidence in one's own abilities and skills, which tends to have long-term effects on individuals. This new mindset, possibly a paradigm shift, creates new leaders. The domino effect of transformational leadership does not occur with followers of charismatic leaders who tend to lose their goal-oriented and leader-centered identity and value once the leader is removed, since an emotional connection with the leader was the driving force for their actions. It would appear, that charismatic leader followers' rarely progress beyond the emotional performance response to a specified goal or set of goals.

Transformational leadership is also generally thought of as being closely related to authentic leadership. This view is supported by Banks, et al. (2016), who found that

the relationship between authentic and transformational leadership is large in magnitude ($r = .72$). Authentic leadership is an overarching term used to describe leadership styles that are positive and include leader self-awareness. Authentic leaders are motivated by their values, principles, ethics, and beliefs; build enduring, transparent relationships; lead with purpose and meaning; involve others in decision-making and are hopeful and optimistic (Avolio, & Gardner, 2005; Banks, et al., 2016). However, authentic leadership does not necessarily have the charismatic components of idealized influence and inspirational motivation, which are key components of transformational leadership. This lack, combined with a deep sense of self, is the major difference between authentic and transformational leadership (Avolio, & Gardner, 2005).

Additionally, follower's satisfaction with the leader; task performance; and perceptions of leader effectiveness, have been shown to be higher with transformational leadership than authentic leadership (Banks, et al., 2016).

It would appear, that leaders could progress into being transformational from other leader types, especially from being transactional. Burns (1978) described transactional leadership as an exchange of valued commodities between the leader and the follower. The mutual benefits that accrue are what keep this leader - follower relationship intact. Bass (1998) expands and suggests that transactional leadership is the basis for transformational leadership. He is quoted as stating that "consistent honoring of transactional agreements builds trust, dependability, and perceptions of consistency with leaders by followers, which are each a basis for transformational leadership" (p. 11).

Once the follower has been rewarded (salary; promotion, etc.) in exchange for

his task performance (transactional leadership), then transformational leadership is needed for the extra effort and performance beyond expectation, or outcomes that are beyond self- satisfaction and are for the common good. This is referred to as the augmentation effect (Bass, 1998). In keeping with this idea, Avolio and Bass (2002) conceptualized the Full Range of Leadership model comprising transformational leadership - transactional leadership and laissez-faire leadership (absence or avoidance of leadership) on a continuum.

Bass (1998), Avolio and Bass (2002), and Judge and Piccolo (2004) suggest three dimensions of transactional leadership namely contingent reward, management by exception -active, and management by exception – passive. Contingent reward occurs when the leader elucidates and provides rewards that are dependent on meeting defined expectations, goals or standards. Management by exception is the extent and timing of corrective action based on the outcomes of leader–follower transactions. Active management by exception occurs when the leader monitors follower behaviors, anticipates problems, and takes corrective actions before the behavior creates serious difficulties. Passive management by exception occurs when the leader waits until the behavior has created problems before taking action (Judge, & Piccolo, 2004).

Laissez-faire leaders are hesitant in taking action and are poor decision-makers. Followers are not motivated to perform at a high level and in fact often complete tasks based on their own self-motivation. Laissez-faire leadership does not seem to share any components of transformational leadership.

Bass' original conception of the components of transformational leadership has been supported by the later research of Judge and Piccolo (2004). According to them,

idealized influence (behavioral and attributed) characterizes the extent to which an individual engages in behaviors that encourage followers to identify with him or her. Second, inspirational motivation describes the extent to which an individual puts forth a vision meant to inspire followers. Third, intellectual stimulation characterizes the extent to which individuals challenge existing assumptions and encourage others to take risks.

Finally, individual consideration describes the extent to which a leader seeks to meet the discrete needs of his or her followers.

Importance

As expected, transformational leadership correlates positively with many desirable organizational qualities and personal characteristics. Wang, et al. (2011) found that transformational leadership was positively associated with improvement at all levels of organizations. Team and individual performance, positive workplace attitudes and satisfaction with the leader have all been identified as outcomes of transformational leadership (Mhatre, & Riggio, 2014). Further, meta-analyses suggest that followers of transformational leaders experience higher levels of job satisfaction and organizational commitment than with other leadership styles or leader types (Mhatre, & Riggio, 2014).

Transformational leadership behaviors have a positive relationship with organizational health and a negative relationship with workplace bullying (Cemaloğlu, 2011); increases individual creativity engagement by fostering a psychological safety climate (Zhou, & Pan, 2015); impacts school climate in particular the supportive and engaged elements (McCarley, Peters, & Decman, 2016); and correlates with ethical climate (Sagnak, 2010).

However, some outcomes of transformational leadership behaviors in the short-

term may lead to less than desirable long-term effects. For example, research results obtained by Nielsen and Daniels (2016) suggest that transformational leadership may promote self-sacrifice among followers to the extent that they may go to work while ill, which then increases the risks of sickness absence in the long term.

Dimensions

Burns (1978) was the first to identify transformational leadership as a separate and distinct construct from transactional leadership. Transactional leadership is essentially a mutually beneficial relationship in which the leader may give tangible rewards (salary, promotion, praise) in exchange for the employees' loyalty and hard work. He conceptualized transformational leadership as occurring when due to mutual engagement, both leaders and followers attain increased levels or degrees of morality and motivation. This type of leadership and interaction with subordinates transforms both the leader and the led such that both experience higher levels of conduct and ethical aspirations. Consequently, the subordinates become more aware of the significance of stated organizational goals and of the processes by which these objectives may be achieved.

This theory was modified by Bass (1985), who conceptualized transformational leadership as having four dimensions namely: idealized influence; inspirational motivation; creative and innovative thought processes and individual consideration. Later researchers (Antonakis, Avolio, & Sivasubramaniam, 2003; Molero, Cuadrado, Navas, & Morales, 2007; Shurbagi, 2014) have subdivided idealized influence into attributed and behavioral sub-components. They therefore conceptualize transformational leadership as having five factors or dimensions.

Idealized influence is the leader's ability to be a good role model through ethical conduct and high moral standards. The leader is able to gain respect and trust and becomes inspirational to others. This influence is considered to be partly due to the leader's observable behaviors but also is partly attributed to the leader by the followers. As a result, idealized influence is often characterized as idealized influence (attributed) - perceptions of the leader as confident, powerful and focused on transcendent/higher level ideals; and idealized influence (behavioral) - observed actions of the leader that are mission-oriented and grounded in values and beliefs. These are the first two dimensions of transformational leadership.

The third, inspirational motivation, occurs when the leader has both high performance standards and confidence in the ability of others to perform to these high expectations. The leader is also able to motivate followers to raise their own self-expectations to accomplish tasks. These three facets of transformational leadership together have been termed "charisma" (Bass, & Riggio, 2006) and defined as one with extraordinary gifts and capacities.

Transformational leaders empower their followers to think creatively and innovatively, to be unconventional in their approach to problem-solving. This intellectual stimulation energizes followers to take risks by providing a safe space for dissemination of new ideas and approaches to challenges. The leader expresses trust in each follower's abilities and followers in turn trust both the leader and each other.

Individual consideration is the leader's ability to relate to each individual subordinate in productive, motivational and performance enhancing ways by accommodating individual differences in personal, professional and social needs. The subordinate gets

a sense that he/she is a valuable part of the organization and is therefore motivated to perform beyond expectation for the organization's success.

As stated above, charismatic leadership has three dimensions in common with transformational leadership. Charismatic leaders are able to inspire their followers to be committed and compliant to the leader's agenda due to the followers' emotional attachment to and internalization of the leader's values. The charismatic leader commands high levels of attributed idealized influence and, often, has the ability to increase the intrinsic value of goals by creating congruence between these goals and valued aspects of their followers' identities and self-concept. In so doing, followers' self-esteem and self-worth become entwined with the leader resulting in an emotional connection between leader and follower (Mhatre, & Riggio, 2014). The followers become committed to both the leader and the leader's mission and responds with performance that transcends personal goals and is beyond expectation.

Measures of Transformational Leadership Attributes

The MLQ or Multifactor Leadership Questionnaire developed by Bass and Avolio (1995). All rights reserved in all media. Published by Mind Garden, Inc. www.mindgarden.com, has been validated in various settings (Bass, & Avolio, 2004; Judge, & Piccolo, 2004) and is the most widely used measure of transformational leadership.

The MLQ was designed with the 360-degree feedback method and allows respondents to rate how they perceive both themselves and their supervisors/leaders against various leadership behaviors. The revised questionnaire (Avolio, Bass, & Jung, 1999; Bass, & Riggio, 2006), has nine leadership scales (with four items in each scale) and three outcome scales (with a total of nine items) and is considered the standard

instrument for assessing transformational leadership behaviors. The nine leadership scales measure five factors of transformational leadership, two factors of transactional leadership and two factors for passive-avoidant, commonly referred to as laissez-faire leadership. The questionnaire may be administered either in a paper format or by using online survey methodology. This latter feature may be advantageous for data collection.

Closely related to the MLQ in terms of its psychometric properties is the Transformational Leadership Inventory (TLI) developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990) and revised by Podsakoff, MacKenzie and Bommer (1996). The TLI has 26 items, which measure six subscales of transformational leadership.

These are: Articulating a Vision; Providing an Appropriate Model; High Performance Expectations; Individualized Support; Fostering the Acceptance of Group Goals and Intellectual Stimulation. The TLI includes one scale, Contingent Reward, for measuring transactional leadership.

Studies conducted by Heinritz and Rowold (2007), MacKenzie, Podsakoff, and Rich (2001), Podsakoff, et al. (1996), Podsakoff, et al. (1990) have all validated the TLI. The factorial and criterion-oriented validity in addition to acceptable reliability levels have been confirmed (Heinritz, & Rowold, 2007; Krüger, Rowold, Borgmann, Staufenberg, & Heinritz, 2011).

Confirmatory factor analyses have validated the seven-factor model of the TLI. Heinritz and Rowold (2007) have shown that high correlations exist between the transformational scales and with contentment, performance and employee commitment measures. These high correlations support the construct validity of the TLI.

The TLI with six transformational leadership scales and one transactional leadership dimension is considered a suitable alternative measure to the MLQ. Concerningly, both the MLQ and TLI have underlying construct and criterion validity issues, (Heinitz, & Rowold, 2007).

A third leadership measurement instrument, the Leadership Practices Inventory, (LPI) (Posner, & Kouzes, 1988) does not differentiate between transformational, transactional and laissez-faire leaders but rather identifies desirable leadership behaviors and leader-follower interactions.

Organizational Climate Concept

The working environment may be conceptualized simply as the settings, situations, conditions and circumstances under which people work (Oludeyi, 2015a).

According to Taleb (2013), “workplace conditions include interpersonal relations and cooperation; safe environment, parental involvement, administrative leadership, recognition, advancement and advancement opportunities, work-load, sufficient teaching and learning resources, student behavior and level of autonomy” (p. 144). This means that the work environment is the sum of the interrelationships that exists among the employees and the employers and the environment in which the employees work which includes the technical, the human and the organizational environment.

Individuals shared perception of this work environment constitutes the organizational climate so that the organizational climate in one’s work environment is largely based on one’s perception (Ehrhart, & Raver, 2014; Ghavifekr, & Pillai, 2016). Schneider, González-Romá, Ostroff, and West (2017) agree and state, that climate is a composite of many perceptions and experiences; derived from a body of interconnected

experiences with organizational policies, practices and procedures and observations of what is rewarded, supported, and expected in the organization. As individuals interact within the organization, meaning or value is then assigned to these perceptions.

Organizational climate then can be regarded as directly or indirectly perceived elements of the work environment, that influence individual and/or team behavior (Ghavifekr, & Pillai, 2016) and also meet the emotional needs of the employees, since it is a manifestation of the values, feelings, attitudes, interactions, and group norms of the members (Robinson, 2010).

Grojean, Resick, Dickson, and Smith (2004) define organizational climate as the shared perceptions of organizational practices and procedures that alert employees to the institutionalized norms of behavior. Ivancevich, Robert, and Michael (2008) consider climate as a force that influences worker motivation and behaviors due to directly or indirectly perceived characteristics of the work environment. Nieuwoudt (2012) thinks these characteristics/properties are measurable while Dickson, Smith, Grojean, and Ehrhart (2001) postulated that climate is determined by shared perceptions of the policies, practices, and procedures that are rewarded, supported, and expected in the organization.

In addition to employee perception, Hoy, Miskel, and Tarter (2013) feel that climate is also a set of internal characteristics that distinguishes one organization from another. Therefore, school climate is a relatively permanent “quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools (Hoy, et al., 2013; Hoy, & Clover, 1986). They postulate that school climate has two dimensions or facets namely the openness

and health of school climate.

Stover (2005) simply defined school climate as the belief that teachers and students have regarding their school, which is determined by the levels of critical climate factors of collegial leadership and teacher behaviors, achievement pressure and institutional vulnerability (Hoy, et al., 2002).

Difference Between Climate and Culture

Organizational climate and organizational culture are often used interchangeably to describe how people perceive and interact with their work environment. However, there are important differences between the two. While organizational climate is the shared perceptions and attitudes about the organization, organizational culture is the shared beliefs and assumptions about the organization's expectations and values (Kuppler, 2017, 2018). He along with Schein describe culture as the "unwritten" or "cultural rules" and perceived expectations in organizations to which ninety percent (90%) of organizational behaviors are attributed. It is the organization's culture that determines whether effective approaches and solutions to goal setting, problems and/or challenges will be either supported or inhibited. Schein (2010) noted in the handbook of organizational culture and climate, that the leader's actions in conjunction with the local environment results in an organization's climate but that culture arises from shared experiences and learning.

Schein (2010) define organizational culture as the shared basic assumptions, values, and beliefs that characterize a setting and portray the accepted norms for thinking and feeling about the organization. Culture can be considered as the way things are done or how the organization operates while climate is the perception and meaning

attached to how things are done and the organizations operations.

It is clear, that culture shapes climate and that climate is responsive to culture. However, the shared perception of direct or indirect organizational influences is the characteristic that determines whether or not the organization can be described as having a climate.

Research Findings and Importance

Relationship between Organizational Climate and Job Satisfaction. Robinson (2010), makes a connection between employees' emotional needs and the climate of the organization in which they work. He hypothesized that a climate that meets employee needs will lead to job satisfaction and increased work performance. Conversely, a climate that fosters anxiety, fear and uncertainty results in job dissatisfaction and unproductivity (Duff, 2013).

It follows from both Robinson (2010) and Duff (2013) that one way to increase teachers' job satisfaction is to develop or foster organizational climates that are healthy and positive. Satisfied teachers will be productive teachers who will in turn create supportive, positive, productive, achievement-oriented learning environments in their schools. A school climate that meets the teachers' needs is a vehicle to create and maintain high satisfaction levels for all stakeholders - administrators, teachers, students, parents, donors and the community. Such a climate encourages collegiality with teachers working together; and is instrumental in increasing both teacher performance and the effective functioning of the school (Nieuwoudt, 2012) and can decrease teacher turnover and increase teacher satisfaction (National Center on Safe Supportive Learn-

ing Environments, 2011). Recruiting and retaining committed teachers who are satisfied with their jobs is critical for school effectiveness.

Permarupan, Al-Mamun, and Saufi (2013) feel that the greatest challenge for organizations is the need to create workplace climates that provide job satisfaction and innovation through the enhancement of flexibility and creativity. Only organizations with responsive climates will survive in economies where downsizing and monetary constraints affect them.

Already, private religious schools are being affected by decreased enrolment, less modern facilities, reduced interest by qualified personnel to seek employment in these entities and a shift in educational delivery methods. Creating responsive climates, which in turn impact innovation and satisfaction, are critical for their continued survival.

Relationship of Organizational Climate to Organizational Commitment

Bahrami, Barati, Ghoroghchian, Montazer-Alfaraj, and Ezzatabadi (2016) underscore the fact that the organizational climate affects innovation and inspiration in the organization and contributes to the attainment of organizational objectives. Climate also provides a window into the relationship between organizational leaders and the employees. Climate is often assessed from the extent to which the organization supports its employees through a good work environment, developing the capacity of staff and being attentive to those factors that assist employees to experience job satisfaction resulting in voluntary commitment to the organization.

Organizational climate dimensions or variables such as motivation, decision-making, communication, leadership, and goal setting have been shown to be significant

predictors of organizational commitment or loyalty, which in turn impacts employees organizational related behaviors including their levels of engagement, performance and productivity, satisfaction, absenteeism and other citizenship behaviors (Bahrami, et al., 2016; Permarupan, et al., 2013). As such it is critical that all organizations focus on enhancing their organizational climate and hence their productivity.

SDA organizations and its' schools, in particular, are challenged. Teachers need to stay motivated as schools become increasingly smaller; there are fewer colleagues with whom to collaborate and established job functions change, all of which may affect job satisfaction and commitment. The organizational climate in schools therefore needs to be continuously monitored to ensure that the desired organizational outcomes are realized.

Relationship of Organizational Climate to Transformational Leadership

Allen, Grigsby, and Peters (2015) found a positive correlation between transformational leadership and school climate and point out that even if a leader is only perceived to be transformational, the climate is impacted positively.

Hoy and Woolfolk (1990) thinks that the organizational climate is an important factor to consider when developing school improvement strategies, since their success may be dependent on climate dimensions.

Alarmingly, Vos, Van der Westhuizen, Mentz, and Ellis (2012) assert dire consequences for an ineffective or 'unhealthy' organizational climate in a school postulating that such a climate could lead to a collapse in school activities and could in the end cause a school to become dysfunctional. Averting such outcomes by creating and

maintaining a responsive, collegial, achievement-oriented climate are identified transformational leadership behaviors.

Relationship of Organizational Climate and Student Outcomes

Although Allen, et al. (2015) did not find a correlation between organizational climate and student achievement, climate has been shown to have a range of beneficial effects for both students and schools. The National Center on Safe Supportive Learning Environments (2011), advises school leaders that improving school climate could boost student achievement and close achievement gaps, increase attendance, reverse low school performance, lower dropout rates, increase graduation rates, and improve school safety, student morale, and discipline.

Relationship of Organizational Climate and Health

Linton, et al. (2015) found that psychosocial work variables had an effect on sleep. A work environment that provides social support, control and organizational justice resulted in fewer sleep problems. However, bullying, job strain, effort-reward imbalance and high work demands were a precursor for increased sleep difficulties.

Effort-reward imbalance also puts workers at elevated risks of depression and ischemic heart disease when they are exposed to this chronic stressor at work (Siegrist, 2016). Moreover, working conditions may also affect workers' mental health. Theorell, et al. (2015), found correlations between work environment climate factors and health outcomes. Workers who experienced job strain, low decision-making latitude and bullying were more likely to report symptoms of depression.

Dimensions and Measures of Climate

Halpin and Croft (1963) developed the Organizational Climate Description Questionnaire (OCDQ) from their conceptualization of an eight-dimensional organizational school climate. Four dimensions provide descriptors of teacher behaviors identified as - disengagement, hindrance, esprit/enthusiasm and intimacy, while the other four are descriptors of principal behaviors namely aloofness, production, thrust, and consideration. Responses to the instrument result in classification of a school's climate on a continuum from open to closed (Halpin, & Croft, 1963).

Hoy and Clover (1986) along with Hoy, et al. (2013), building on Halpin and Croft (1963), consider school climate from two perspectives - its health and openness, considered as secondary climate factors. These are governed by the principal's behaviors, which can be supportive, directive or restrictive in tandem with teacher behaviors, which may be collegial, intimate, committed or disengaged. Together these are referred to as primary school climate factors (Hoy, & Clover, 1986; Hoy, Tarter, & Kottkamp, 1991; Hoy, Hoffman, Sabo, & Bliss, 1996; Hoy, et al., 2013).

Supportive principal behavior reflects concern for teachers exemplified by listening to and being open to suggestions from teachers; being frequent and genuine with praise; respecting teachers' competencies and criticizing constructively.

Directive principal behavior is rigid, close supervision where even the smallest details of teacher and school activities are monitored and controlled by the principal.

Restrictive principal behavior occurs when teaching responsibilities are not facilitated but are hindered with routine duties, paperwork and committee commitments.

Collegial teacher behavior occurs when teachers interact openly and professionally, enjoy working with, and are enthusiastic, accepting, and mutually respectful of each other.

Cohesive, strong social relationships among teachers, who know each other well, are close friends, socialize together regularly, and provide social support for each other is considered intimate teacher behavior. A lack of common goals and focus on professional activities; investing time in non-productive group efforts; criticisms of both colleagues and school are indicators of disengaged teacher behaviors. Committed teacher behaviors describe teachers who work extra hard to ensure student achievement and put effort into helping students' intellectual and social development.

Open, authentic principal behavior is characterized by high supportiveness, low restrictiveness and low directiveness. Interactions between the principal and teachers are functionally flexible and support teacher effectiveness (Hoy, et al., 1996).

When teachers exhibit high collegiality, high commitment to students and low disengagement, they too have open behaviors and functional flexibility in teacher-teacher and teacher-student interactions. Not surprisingly, Hoy, et al. (1996) have found that authentic principal and teacher behaviors correlate positively with openness in the school climate.

The four possible combinations resulting from open or closed principal behaviors combined with open or closed teacher behaviors result in climates that may be classified as open, engaged, disengaged or closed (see Table 1). The most desirable climate in a school is an open one where the principal trusts and is supportive of teachers; allows them professional latitude and freedom to get on with the job of teaching.

Table 1

Open-closed Continuum of School Climate (from Halpin, & Croft, 1963; Hoy, et al, 1996)

		Principal Behaviors	
		Open	Closed
Teacher Behaviors	Open	Open Climate	Engaged Climate
	Closed	Disengaged Climate	Closed Climate

Teachers in turn are committed to their students' success; are not critical or disruptive and respect the skills and competencies of their colleagues.

In the engaged school climate, teacher behaviors are open and collaborative, but they are not supported by the principal who bogs them down with unnecessary routines and paperwork and is a close supervisor. Teachers act as professionals, are collegial and interested in their students.

Principals may be supportive, open to and act on teachers' ideas and suggestions but have teachers who do not act collegially, do not extend themselves for their students and are indifferent to the principal. Such a climate is characterized as disengaged.

The most undesirable climate is a closed one where both principal and teachers are distrustful of each other; the principal is authoritarian and gives little teacher support. In this climate, apathy towards colleagues and students is the norm and teachers rarely accept responsibility for their actions and outcomes. Closed climates are not beneficial to students, teachers or the principal.

From these conceptual dimensions, the Organizational Climate Description

Questionnaires for elementary and middle schools (OCDQ-RE and OCDQ-RM) were developed by Hoy, et al. (1986, 1996).

Hoy, Smith, and Sweetland (2002) postulate that the more open the school climate is, then the healthier the school. They developed the Organizational Climate Index, to measure health and openness along four dimensions. School climate is determined by the levels of critical climate factors, which are identified as collegial leadership and teacher behaviors, achievement pressure and institutional vulnerability.

Achievement pressure or academic press describes the extent to which student achievement is emphasized; an orderly and serious school environment exists, and high academic standards and achievable goals are iterated (Hoy, & Clover, 1986; Hoy, et al., 2002). Institutional vulnerability is a factor of the relationship a school has with its community while collegial leadership is defined as the principal behavior pointed toward meeting both social needs of the faculty and achieving the goals of the school (Hoy, et al., 2002). Gunbayi (2007) summarizes and concludes that organizational climate is a useful predictor of an organization's progress towards its potential.

CHAPTER III

METHODOLOGY

Introduction

This study seeks to explore the relationships of causality that may exist between the variables of transformational leadership, organizational school climate, organizational commitment and job satisfaction of Seventh-day Adventist elementary school teachers in the Atlantic Union located in the Northeastern United States of America and the island of Bermuda.

This chapter will outline 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 procedures.

Research Design

A quantitative, non-experimental, ex post facto or causal comparative design was used to explore the relationship of three predictor variables to one criterion-dependent variable (Ary, Jacobs, Razavieh, & Sorensen, 2010).

Research has a quantitative approach if the numerical data collected from the variables studied, are subject to statistical analyses, to establish patterns of behavior and test theory (Ary, et al., 2010). The researcher identifies existing variables and may

then look for relationships among them. Variables are not manipulated, and strict experimental conditions are not delineated. Rather in a non-experimental approach, the researcher merely studies variables that already exist and seeks to determine if any causality exists between independent and dependent variables, in a conveniently chosen sample (Ary, et al., 2010).

However, this design may, reveal relationships that are spurious rather than causal (Ary, et al., 2010). For example, the theory suggests that transformational leadership may lead to job satisfaction, but it cannot be unequivocally supported as a causal factor of job satisfaction.

This is also an explanatory, transversal, investigational model. Research is explanatory when it tries to identify the causal relationships between variables, both directly and indirectly, and in this way, seeks to explain the interrelationships between the different variables.

In a transversal investigation, data is collected in a single, specific moment to describe the variables and their interpretation to be analyzed. The instrument was administered at a particular instant, between the months of September and October of the year 2019, with data collection, analysis and interpretation happening at the same time.

Population and Sample

The Atlantic Union comprises six conferences, which operate 49 K-8 schools in all five states of the Northeastern United States and the island of Bermuda. The Atlantic Union employs approximately 239 certificated teachers in its K-8 schools with service time ranging from less than one year to more than 30 years (see Table 2). This population of teachers can be considered as a set of all the cases that agree with the

specifications suggested for this research study (Ary, et al., 2010). The measurement instrument will be distributed to the entire population for non-random, convenience and volunteer sampling. A minimum of 96 respondents will be a representative sample for this study.

Table 2

Distribution of Teachers by Conference

Conference	N (approximate)
Northeastern	103
Greater New York	54
Northern New England	19
Southern New England	31
Bermuda	17
New York	15
Total	239

Operationalization of Variables

The variables used in this research were the following: (a) independent, which includes transformational leadership, organizational school climate, organizational commitment, and (b) job satisfaction, which is the dependent variable. The variables have metric and ordinal measurement scale properties. In Appendix A are the instruments.

Job Satisfaction

Conceptual definition. Job satisfaction is defined as “the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values” (Locke, 1969, p. 316).

Instrumental definition. The Job Satisfaction Survey (JSS) (Spector, 1994; 1997) has 36 questions organized around nine sub-scales, which assess nine factors including pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communication. Each factor has four items, which are assessed using a six-point Likert-type scale: Disagree very much (1), disagree moderately (2), disagree slightly (3), agree slightly (4), agree moderately (5), and agree very much (6). The articles were as follows:

Pay

JSPA01. I feel I am being paid a fair amount for the work I do.

JSPA10. Raises are too few and far between.

JSPA19. I feel unappreciated by the organization when I think about what they pay me.

JSPA28. I feel satisfied with my chances for salary increases.

Promotion

JSPR02. There is really too little chance for promotion on my job.

JSPR11. Those who do well on the job stand a fair chance of being promoted.

JSPR20. People get ahead as fast here as they do in other places.

JSPR33. I am satisfied with my chances for promotion.

Supervision

JSSU03. My supervisor is quite competent in doing his/her job.

JSSU12. My supervisor is unfair to me.

JSSU21. My supervisor shows too little interest in the feelings of subordinates.

JSSU30. I like my supervisor.

Fringe Benefits

JSFB04. I am not satisfied with the benefits I receive.

JSFB13. The benefits we receive are as good as most other organizations offer.

JSFB22. The benefit package we have is equitable.

JSFB29. There are benefits we do not have which we should have.

Contingent Rewards

JSCR05. When I do a good job, I receive the recognition for it that I should receive.

JSCR14. I do not feel that the work I do is appreciated.

JSCR23. There are few rewards for those who work here.

JSCR32. I don't feel my efforts are rewarded the way they should be.

Operating Conditions

JSOC06. Many of our rules and procedures make doing a good job difficult.

JSOC15. My efforts to do a good job are seldom blocked by red tape.

JSOC24. I have too much to do at work.

JSOC31. I have too much paperwork.

Coworkers

JSCW07. I like the people I work with.

JSCW16. I find I have to work harder at my job because of the incompetence of

people I work with.

JSCW25. I enjoy my coworkers.

JSCW34. There is too much bickering and fighting at work.

Nature of work

JSNW08. I sometimes feel my job is meaningless.

JSNW17. I like doing the things I do at work.

JSNW27. I feel a sense of pride in doing my job.

JSNW35. My job is enjoyable.

Communication

JSCO09. Communications seem good within this organization.

JSCO18. The goals of this organization are not clear to me.

JSCO26. I often feel that I do not know what is going on with the organization.

JSCO36. Work assignments are not fully explained.

Operational definition. The arithmetic mean of the responses was calculated according to each factor and in general. For the reverse coded items (2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36), the number assigned will be reversed before calculation. A higher score or number is interpreted as a greater degree of the dimension and conversely. The interval is between 1 to 6. The variable is metric.

Validity and reliability. The nine sub-scales of the JSS show moderate to good internal consistency or relationship to each other, with a score of .91 for the total scale.

Overall, an average of .70 for internal consistency was obtained out of a sample of 3,067 individuals. An internal consistency of .37 to .74 was calculated for a smaller sample of 43 workers. Studies using various scales for job satisfaction on a single employee, supported validity. A correlation of .61 for coworkers to .80 for supervision was calculated between five of the Job Satisfaction sub-scales (Spector, 1997).

Organizational Commitment

Conceptual definition. Commitment is defined as a "force that binds an individual to a course of action of relevance to one or more targets and can be accompanied by different mind-sets that play a role in shaping behavior" (Meyer, & Herscovitch, 2001, p. 299). It is conceptualized as a three-dimensional construct having affective, normative and continuance components (Meyer, & Allen, 1991, 1997; Meyer, Allen, & Smith, 1993, Meyer, & Herscovitch, 2001).

Instrumental definition. The Organizational Commitment Questionnaire – Revised Version (OCQ) (Meyer, et al., 1993) based on the Three Commitment Model (Meyer, & Allen, 1991) measures three dimensions and has 18 questions. The dimensions measured are affective, normative and continuance commitment, each with six items. The OCQ is modified to include religious commitment items adapted from Cho and Kwan (2012), as the religious commitment scale, which assess the impact of religious emotions. Each factor has six items, which are assessed using a seven-point Likert-type scale: *Strongly disagree* (1), *disagree* (2), *slightly disagree* (3), *undecided* (4), *slightly agree* (5), *agree* (6), and *strongly agree* (7).

Affective commitment

CACS01. I would be very happy to spend the rest of my career at this school.

CACS02. I really feel as if the problems of this school are my own.

CACS03. I do not feel a strong sense of 'belonging' to my school.

CACS04. I do not feel 'emotionally attached' to this school.

CACS05. I do not feel like "part of the family" in my school.

CACS06. This school has a great deal of personal meaning for me.

Religious commitment

CRCS07 I view teaching as a ministry.

CRCS08 My conception of education is congruent with the concepts postulated by Ellen White.

CRCS09 Teaching is God's will/choice for my life.

CRCS10 I enjoy helping students develop their faith in God.

CRCS11 It is difficult to practice my moral beliefs.

CRCS12 The school's Christian values reflect my faith.

Continuance commitment

CCCS13 Right now, staying with this school is a matter of necessity as much as desire.

CCCS14 It would be very hard for me to leave this school right now, even if I wanted to.

CCCS15 Too much of my life would be disrupted if I decided I wanted to leave this school now.

CCCS16 I feel that I have too few options, to consider leaving this school.

CCCS17 If I had not already put so much of myself into this school I might consider working elsewhere.

CCCS18 One of the few negative consequences of leaving this school would be the scarcity of available alternatives.

Normative Commitment

CNCS19 I do not feel any obligation to remain with my current employer.

CNCS20 Even if it were to my advantage, I do not feel it would be right to leave my school now.

CNCS21 I would feel guilty if I left this school now.

CNCS22 This school deserves my loyalty.

CNCS23 I would not leave this school right now because I have a sense of obligation to the people in it.

CNCS24 I owe a great deal to my school.

Operational definition. The arithmetic mean of the responses was calculated according to each factor and in general. For the reverse coded items (3, 4, 5, 11, and 19), the number assigned will be reversed before calculation. A higher score or number is interpreted as a greater degree of the dimension and conversely. The interval is between 1 to 7. The variable is metric.

Validity and reliability. The OCQ has been found to have good psychometric properties with discriminant validity between the three scales measured and correlations with antecedents of commitment (Meyer, & Allen, 1991; Meyer, Allen, & Smith, 1993). The affective, normative and continuance commitment scales were found to be generalizable with reliability scores of .82, .83, and .74 respectively (Meyer, et al., 1993).

Other researchers have found the OCQ to have reliability values greater than

0.70 in cross-cultural settings (Abdullah, 2011; Karim, & Noor, 2017; Maqsood, Hanif, Rehman, & Glenn, 2012), which is within the acceptable range for Cronbach's alpha and supports the generalizability findings of Meyer, et al. (1993).

Organizational Climate

Conceptual definition. Schneider, et al. (2017) state that climate is a composite of many perceptions and experiences; derived from a body of interconnected experiences with organizational policies, practices and procedures and observations of what is rewarded, supported, and expected in the organization.

Instrumental Definition. The Organizational Climate Description Questionnaire – Rutgers Elementary (OCDQ- RE) (Hoy, & Clover, 1986); (Hoy, et al., 1991) has six dimensions, assessing six factors namely supportive; directive; and restrictive principal behaviors along with collegial; intimate and disengaged teacher behaviors.

The committed teacher behavior dimension found to be relevant for middle schools (OCDQ-RM) (Hoy, et al., 1996), will be added to the OCDQ-RE instrument to help capture all the dimensions of climate in the unique SDA K-8 schools, which are a combination of elementary and middle school grades. The factors will be assessed using a four-point Likert-type scale: Rarely occurs (1), sometimes occurs (2), often occurs (3) and very frequently occurs (4).

Supportive Principal

SCS04 The principal goes out of his/her way to help teachers.

SCS09 The principal uses constructive criticism.

SCS22 The principal looks out for the personal welfare of teachers.

SCS23 The principal treats teachers as equals.

SCS30 The principal compliments teachers.

SCS31 The principal is easy to understand.

SCS44 The principal goes out of his/her way to show appreciation to teachers.

Directive Principal

SCD05 The principal rules with an iron fist.

SCD10 The principal checks the sign-in sheet every morning.

SCD24 The principal corrects teachers' mistakes.

SCD32 The principal closely checks classroom (teacher) activities.

SCD36 The principal supervises teachers closely.

SCD37 The principal checks lesson plans.

SCD41 The principal is autocratic.

SCD43 The principal monitors everything teachers do.

Restrictive Principal

SCR11 Routine duties interfere with the job of teaching.

SCR18 Teachers have too many committee requirements.

SCR25 Administrative paperwork is burdensome at this school.

SCR33 Clerical support reduces teachers' paperwork.

SCR38 Teachers are burdened with busy work.

Collegial Teacher

SCC01 The teachers accomplish their work with vim, vigor and pleasure.

SCC12 Most of the teachers here accept the faults of their colleagues.

SCC19 Teachers help and support each other.

SCC28 Teachers are proud of their school.

SCC34 New teachers are readily accepted by colleagues.

SCC42 Teachers respect the professional competence of their colleagues.

Disengaged Teacher

SCDIS03 Staff meetings are useless.

SCDIS06 Teachers leave school immediately school is over.

SCDIS08 There is a minority group of teachers who always oppose the majority.

SCDIS14 Teachers exert group pressure on non-conforming staff members.

SCDIS21 Teachers ramble when they talk at staff meetings.

Intimate Teacher

SCINT02 Teachers' closest friends are other faculty members at this school.

SCINT07 Teachers invite staff members to visit them at home.

SCINT13 Teachers know the family background of other staff members.

SCINT20 Teachers have fun socializing together during school time.

SCINT29 Teachers have parties for each other.

SCINT35 Teachers socialize with each other on a regular basis.

SCINT39 Teachers socialize together in small, select groups.

SCINT40 Teachers provide strong social support for colleagues.

Committed Teacher

SCCOM15 Teachers "go the extra mile" with their students.

SCCOM16 Teachers are committed to helping their students.

SCCOM17 Teachers help students on their own time.

SCCOM26 Teachers stay after school to tutor students who need help.

SCCOM27 Teachers accept additional duties if students will benefit.

SCCOM45 Extra help is available to students who need help.

SCCOM46 Teachers volunteer to sponsor after school activities.

SCCOM47 Teachers spend time after school with students who have individual problems.

Operational Definition. The arithmetic mean of the responses was calculated according to each factor and in general. For the reverse coded items (6, 33, and 39), the number assigned will be reversed before calculation. A higher score or number is interpreted as a greater degree of the dimension and conversely. The interval is between 1 to 4. The variable is metric.

Validity and reliability. The reliability scores for each subtest of the OCDQ-RE were relatively high, as follows: supportive (.94), directive (.88), restrictive (.81), collegial (.87), intimate (.83), and disengaged (.78). The committed dimension on the OCDQ-RM had a reliability score of (.93). Since the Cronbach alpha should be greater than 0.70, this measurement instrument shows very good reliability, giving consistent results when testing the same factors with repeated administrations.

The eigenvalues for each dimension ranged between 1.62 and 12.9 with $p < 0.001$. Factor analyses show each factor loading high on only one subtest and the instrument has a stable factor structure which gives construct validity for the seven climate dimensions.

Transformational Leadership

Conceptual definition. Burns (1978) defined a transformational leader as “one who raises the followers’ level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes” (p. 141).

Instrumental definition. The multifactor leadership questionnaire (MLQ) (Bass, & Avolio, 1995) was the measurement instrument used for the survey, which assesses three leadership constructs: transformational, transactional and laissez-faire.

The five factors of idealized influence - attributes; idealized influence- behaviors; inspirational motivation; intellectual stimulation and individual consideration assess transformational leadership. Contingent reward and management by exception-active assess transactional leadership while management by exception- passive and laissez-faire assess passive-avoidant/ laissez- faire leadership.

Each factor has four items which are assessed using a five-point Likert-type scale: Not at all (0), once in a while (1), sometimes (2), fairly often (3), and frequently, if not always (4). This instrument has copyright protection therefore, as an example, the constitution of the transformational leadership is presented.

Transformational Leadership

LTFIA: Idealized influence attributed (items 10, 18, 21, and 25)

LTFIB: Idealized influence behavior (items 6, 14, 23, and 34)

LTFIM: Inspirational motivation (items 9, 13, 26, and 36)

LTFIS: Intellectual stimulation (items 2, 8, 30, and 32)

LTFIC: Individual consideration (items 15, 19, 29, and 31)

Operational definition. Suitable analytical tools were selected for analysis and interpretation of the data. The arithmetic mean of the responses was calculated according to each factor and in general. A higher score or number is interpreted as a greater degree of the dimension and conversely. The interval is between one to five. The variable is metric.

Validity and reliability. The multifactor leadership questionnaire is a well-established instrument with strong evidence for its validity. Factor analyses of the MLQ support the construct validity (Avolio, & Bass, 2004). Antonakis (2001) found that Bass and Avolio (1995, 2004) nine factor structure of leadership showed excellent goodness of fit with a comparative fit index (CFI) of .935 and root mean square error of approximation (RMSEA) of .027 with p value less than .001. The recommended value for CFI is higher than .900 and RMSEA is less than 0.08. The closer the RMSEA is to 0.01, then the better the fit.

In addition, a study conducted by Antonakis, et al. (2003) supported the nine-factor leadership model and its stability in homogeneous situations. (i.e., the RMSEA value was below .08 and the CFI value was above .90). All factor loadings for the nine-factor model were significant and averaged .65 across the 36 items. Reliability scores for the MLQ subscales ranged from moderate to good (Bass, & Avolio, 1995, 2004).

Operationalization of Null Hypothesis

Structural Equation Modelling (SEM) is selected to analyze the data. SEM is a convenient analytical tool recommended when the effect of two or more predictor variables on one criterion variable is being investigated. This analysis also indicates the strength of the relationship of each predictor variable on the criterion variable and eliminates those that are irrelevant to understanding the relationship proposed in the sample studied. Further, it is also used to analyze the effect between predictor variables.

The null hypothesis states that (Ho) transformational leadership, organizational commitment, organizational school climate are not predictors of job satisfaction.

Data Collection Procedures

Data was collected from teachers employed by the six conferences of the Atlantic Union of Seventh-day Adventists headquartered in Massachusetts, USA.

Letters of request were sent to the Education Superintendents of each conference requesting permission for the survey to be administered in each K-8 school in their conference subject to agreement of the schools' principals.

School principals were contacted and permission to administer the survey to all Grade 1st to 8th teachers on staff was secured. Sufficient survey instruments were mailed to each school so each teacher including the principal could respond. A postage paid return envelope addressed to the researcher was included in the package so that returning the questionnaires could be done with very little effort.

This procedure resulted in the return of fewer questionnaires than were necessary for analysis; therefore, the questionnaire was then uploaded to an online platform. Both methods combined yielded the minimum number of responses necessary.

The survey instrument is a compilation of four previously validated instruments, namely the Multifactor Leadership Questionnaire short form (MLQ 5X) (Bass, & Avolio, 1995) the Organizational Commitment Questionnaire -revised version (Meyer, et al., 1993); the Organizational Climate Description Questionnaire for Elementary Schools (OCDQ-RE) (Hoy, & Clover, 1986) and Paul Spector's Job Satisfaction Survey (1988).

Six new items are added to the OCQ, which target the degree of religious commitment of the respondents.

The OCDQ-RE is also modified to include the factor of committed teacher behaviors that is shown to be relevant for middle school. This factor has been validated

on the Organizational Climate Descriptive Questionnaire for Middle School (OCDQ-RM) (Hoy, et al., 1996).

The survey instrument has four sections with Likert-type response scales and one section for capturing demographic data for a total of 158 questions. Approximately 25 to 30 minutes is required for completion.

Sample items from the instrument can be found in Appendix A.

Surveys were distributed to teachers at a regularly scheduled staff meeting. Teachers completed the survey questionnaire anonymously and returned them to the principal who forwarded them to the researcher in the provided self-addressed stamped envelope.

Data was then codified, entered into a Microsoft Excel database and uploaded to a statistical analytical tool for further analysis.

Data Analysis

The excel database was uploaded to the SPSS for Windows, version 26, for analysis of the variables. Descriptive statistical tools (measures of central tendency, variability, normality and detection of atypical and absent data) were used to clean the database prior to Structural Equation Modeling using AMOS.

Structural Equation modeling (SEM) is used to identify and analyze direct and indirect relationships between exogenous and endogenous variables by detecting any latent, unobserved mediating variables. Both structural model and measurement model analyses were performed to further understand the relationships between the observed and latent variables. Relationships based on demographic factors were also obtained using t-tests and Levene's test for differences.

CHAPTER IV

ANALYSIS OF THE RESULTS

Introduction

The extent of this research focused on the effect that transformational leadership, organizational commitment, and organizational school climate have on teachers' job satisfaction in the Atlantic Union Conference of Seventh-day Adventists. The outline of this chapter is as follows: (a) population and sample, (b) demographic description of the respondents, (c) data tables, (d) arithmetic means, (e) histograms, (f) model, (g) null hypothesis, and (h) summary of the chapter.

Population and Sample

The research focused on the job satisfaction of teachers in the Atlantic Union. From a total of 239 teachers, 103 teachers, representing 43% of the population, responded to the survey. The surveys were administered as both paper-based questionnaires and electronically via Survey Monkey. After the data was cleaned, using a list wise deletion approach, a sample of 101 was retained. This represents an adequate sample size for a study with four constructs, with each construct being evaluated by more than three items (Hair, Black, Babin, & Anderson, 2014).

Demographic Description

The demographic data collected included respondents' gender, educational

level, job role and the type of institution where their teacher training was obtained. Respondents' ages, years teaching in a Seventh-day Adventist school and total years as a teacher were reported in ranges. In Appendix B are the backup tables.

Gender

The gender distribution of respondents show that males made up 20.4%, with most of the respondents at 79.6% being female.

Age

As can be seen in Table 3, approximately one in three (36%) teachers are under 45 years old, and 57% is between 45 and 65 years old. The remaining 7% of respondents are over 65 years old.

Table 3

Distribution of Participants by Age

Age	N	%
over 65	7	6.8
55-65	29	28.2
45-54	30	29.1
35-44	22	21.4
25-34	13	12.6
under 25	2	1.9
Total	103	100.0

Educational Level

Table 4 shows the distribution of the highest degree held by the teachers. Most respondents, representing 61.2%, have Masters' Degrees. This was followed by 28.2% with Bachelors' Degrees. 2.9% have Doctoral Degrees and 7.8% reported 'other'.

Table 4

Distribution of Participants by Highest Degree Earned

Highest Degree	<i>n</i>	%
PhD/EdD	3	2.9
MA/MS	63	61.2
BA/BS	29	28.2
Other	8	7.8
Total	103	100.0

Years as an SDA Teacher

Table 5 shows the distribution of the number of years' respondents have been teaching in an SDA school. Sixty percent (60%) of the teachers have been practitioners for ten or more years. Most teachers (30.1%) have taught for 10 to 19 years, while only one respondent has taught for more than 40 years. An equal percentage (20.4%) have taught for 20 to 29 years and for 1 to 4 years. 14.6% of teachers have taught between 5 to 9 years and 8.7% for 30 to 39 years.

Table 5

Distribution of Participants by Number of Years Teaching in the System

Years in the SDA School System	<i>n</i>	%
40 or more	1	1.0
30-39	9	8.7
20-29	21	20.4
10-19	31	30.1
5-9	15	14.6
1-4	21	20.4
6. less than 1	5	4.9
Total	103	100.0

Years as a Teacher

Table 6 shows the distribution of the respondents' total number of years as a teacher. Approximately 75% of the respondents have taught for 10 or more years, with the remaining 25% having taught for nine years or less.

Teacher Training

Table 7 shows the distribution of institutions in which the respondents obtained their teacher training. Almost 75% of the teachers have had all or some training in an SDA college or university while approximately 25% trained in a Public College/University only.

Table 6

Distribution of Participants by Number of Years as a Teacher

Total Years as a Teacher	<i>n</i>	%
40 or more	4	3.9
30-39	19	18.4
20-29	23	22.3
10-19	31	30.1
5-9	12	11.7
1-4	13	12.6
Less than 1	1	1.0
Total	103	100.0

Table 7

Distribution of Participants by Teacher Training Institution

Teacher Training Institution	<i>n</i>	%
SDA college or university only	40	38.8
Public college or university only	26	25.2
Both SDA and Public college	13	12.6
Public college with certification	24	23.3
Total	103	100.0

Job Role

The distribution of the job roles of the survey respondents reveals that 74.8% of the respondents were teachers while the remaining 25.2% were principals.

Validity and Reliability

The validity of the constructs of organizational commitment, organizational school climate, transformational leadership and job satisfaction were evaluated using exploratory factor analysis. The results of the validation of each variable are presented in the following paragraphs, with each listed under the corresponding construct. In Appendix C are the backup tables.

Organizational Commitment

The factorial analysis procedure was used to analyze the validity of the commitment scales used. In the analysis of the correlation matrix, it was found that the 24 statements have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO, an acceptable value ($KMO = .711$) was found. For the Bartlett Sphericity test, it was found that the results ($X^2 = 972.216$, $df = 276$, $p = .000$) are significant. Bartlett's Test is significant at .000 because the probability is less than .05. For the extraction statistics by main components, it was found that for the commonality values ($Com_{min} = .190$; $Com_{max} = .724$), twenty-two items have values greater than the extraction criterion ($Com = .300$), with only two values being below. In relation to the total variance explained, a confirmatory analysis was carried out with four factors, explaining 50.395% of the total variance, this value being greater than 50%. The Varimax with Kaiser Normalization method was used to obtain the Rotated Component Matrix.

Table 8 presents information comparing the relative saturations or factor loadings of each indicator for the four factors of commitment.

The first factor consists of six indicators and it is labelled, Normative Commitment (NCS). The reliability index was .814. These have high load factors in column one, ranging from .522 to .804. Normative commitment describes individuals' obligation to remain with an organization. Indicator NCS21 - I would feel guilty if I left my school right now, impacted this factor the most ($r = .804$) while indicator NCS24 I owe a great deal to my school, had the least effect on this factor ($r = .522$).

Table 8

Rotated Component Matrix for Commitment

	Component			
	1	2	3	4
NCS21 I would feel guilty if I left this school now.	.804			.168
NCS22 This school deserves my loyalty.	.763	-.161	.166	
NCS23 I would not leave this school right now because I have a...	.742		.170	.120
NCS20 Even if it were to my advantage, I do not feel it would be...	.737			
NCS19 I do not feel any obligation to remain with my current employer	-.548	.377		
NCS24 I owe a great deal to my school.	.522	-.278		
ACS1 I would be very happy to spend the rest of my career at this...	.459	-.410	.204	-.106
ACS5 I do not feel like "part of the family" in my school		.829		
ACS3 I do not feel a strong sense of 'belonging' to my school	-.112	.794	-.137	
ACS4 I do not feel 'emotionally attached' to this school	-.290	.758	-.146	.212
ACS6 This school has a great deal of personal meaning for me.		-.394	.112	-.136
ACS2 I really feel as if the problems of this school are my own	.164	-.349		.232
RCS7 I view teaching as a ministry			.778	
RCS10 I enjoy helping students develop their faith in God		.132	.752	.113
RCS8 My conception of education is congruent with the concepts...		-.104	.651	.115
RCS9 Teaching is God's will/choice for my life	.264		.627	-.176
RCS11 It is difficult to practice my moral beliefs	.144	.239	-.538	
RCS12 The school's Christian values reflect my faith	.200	-.207	.527	
CCS16 I feel that I have too few options, to consider leaving this...	-.129			.741
CCS15 Too much of my life would be disrupted if I decided I wanted...	.272	-.239	.135	.678
CCS13 Right now, staying with this school is a matter of necessity...	.183		.140	.653
CCS18 One of the few negative consequences of leaving this school...	-.127	.250	-.111	.612
CCS14 It would be very hard for me to leave this school right now...	.364	-.186		.599
CCS17 If I had not already put so much of myself into this school, I...		.254	-.161	.489

The second factor consists of six indicators and it is labelled Affective Commitment, which describes individuals' desire to continue working for an organization. The reliability index was .706. These indicators have load factors in column two, ranging from .349 to .829. Indicator ACS1 - I would be very happy to spend the rest of my career at this school, has similar loadings for factors one and two ($r = .459$ and $r = .410$ respectively). Consequently, it will be considered as loading with factor 2. Indicator ACS5 - I do not feel like "part of the family" in my school, impacted this factor the most. This indicator has a value of .829. On the other hand, indicator ACS2 - I really feel as if the problems of this school are my own, had the least effect on this factor ($r = .349$).

The third factor consists of six indicators and it is labelled, Religious Commitment. The reliability index was .709. These have high load factors in column 3, ranging from .527 to .778. Religious commitment describes commitment to an organization based on religious feelings or emotions. Indicators RCS7 and RCS10 - I view teaching as a ministry ($r = .778$) and I enjoy helping students develop their faith in God ($r = .752$), had the most impact on this factor, while RCS12 -The school's Christian values reflect my faith, had the least ($r = .527$).

The fourth factor also has six indicators and it is labelled, Continuance Commitment. The reliability index was .718. These have high load factors in column 4, ranging from .489 to .741. Continuance commitment explains the costs versus the benefits for remaining employed to an organization. The indicator having the most impact on this factor was: CCS16 - I feel that I have too few options, to consider leaving this school ($r = .741$); while indicator CCS17 - If I had not already put so much of myself

into this school, I might consider working elsewhere, had the least effect ($r = .489$).

Organizational School Climate

As with the other constructs, the factorial analysis procedure was used to analyze the validity of the school climate scales. In the analysis of the correlation matrix, it was found that the 39 statements have a positive correlation coefficient greater than .3. This percentage of 83% is considered acceptable and no modification was made to the grouping of the items, leaving them according to theory.

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .730) was found. For the Bartlett Sphericity test, it was found that the results ($X^2 = 2,831.932$, $df = 1.081$, $p = .000$) are significant. 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 ($Com_{min} = .262$; $Com_{max} = .761$), forty-five of the items have extraction values greater than the extraction criterion ($Com = .300$). Only two values are below the extraction criteria. In relation to the total variance explained, a confirmatory analysis was carried out with six factors, explaining 54.266% of the total variance, this value being greater than 50% established as a criterion. Regarding the Rotated Component Matrix, the Varimax method was used. The items loaded on six factors. Table 9 presents information comparing the relative saturations of each indicator for the six factors of school climate.

Table 9

Rotated Component Matrix for School Climate

	Component					
	1	2	3	4	5	6
SCD32 The principal closely checks classroom (teacher) activities.	.770	.150	-.08	.284	.029	-.04
SCD10 The principal checks the sign-in sheet every morning.	.718	.095	-.10	-.22	-.06	.080
SCD43 The principal monitors everything teachers do.	.711	-.02	.092	.002	.021	-.10
SCD36 The principal supervises teachers closely.	.705	-.00	.046	.301	.116	.023
SCD37 The principal checks lesson plans.	.682	.126	.058	.167	.115	-.14
SCS9 The principal uses constructive criticism.	.628	.026	-.09	.406	-.03	.138
SCD24 The principal corrects teachers' mistakes.	.525	.229	.038	.131	.115	-.21
SCCOM17 Teachers help students on their own time.	.017	.762	.121	.211	.029	.013
SCCOM15 Teachers "go the extra mile" with their students.	-.03	.717	-.03	.185	-.14	.340
SCCOM27 Teachers accept additional duties if students will...	.243	.686	-.12	-.17	.280	.161
SCCOM47 Teachers spend time after school with students who...	.145	.685	-.05	-.16	.298	-.20
SCCOM16 Teachers are committed to helping their students.	-.02	.676	.141	.393	-.04	.341
SCCOM45 Extra help is available to students who need help.	.145	.534	-.05	.336	.175	.083
SCCOM26 Teachers stay after school to tutor students who...	.349	.516	-.02	-.17	.243	-.23
SCC28 Teachers are proud of their school.	.095	.388	-.17	.303	.355	.362
SCDIS3 Staff meetings are useless.	.246	.289	.282	-.28	-.26	-.07
SCR18 Teachers have too many committee requirements.	-.11	.067	.747	.020	.035	.019
SCR25 Administrative paperwork is burdensome at this school.	-.09	-.02	.669	.056	.001	.113
SCDIS21 Teachers ramble when they talk at staff meetings.	-.02	.040	.657	-.19	-.01	.140
SCD41 The principal is autocratic.	-.00	-.06	.614	-.48	.053	-.06
SCR11 Routine duties interfere with the job of teaching.	-.29	.149	.608	-.06	.166	-.25
SCDIS14 Teachers exert group pressure on non-conforming...	.070	-.01	.518	.099	.175	.064
SCR38 Teachers are burdened with busy work.	.190	-.01	.510	-.38	-.09	.131
SCDIS8 There is a minority group of teachers who always...	.092	-.08	.499	-.23	.021	-.03
SCC42 Teachers respect the professional competence of their...	.036	.340	-.39	.183	.334	.360
SCDIS6 Teachers leave school immediately school is over.	-.22	.074	.379	-.04	-.26	-.07
SCD5 The principal rules with an iron fist.	.271	-.18	.378	-.08	-.06	-.05
SCS23 The principal treats teachers as equals.	.138	.224	-.30	.678	.153	.228
SCS4 The principal goes out of his/her way to help teachers.	.276	.060	-.30	.646	.202	.199
SCS31 The principal is easy to understand.	.320	.238	-.36	.632	.226	.157
SCR33 Clerical support reduces teachers' paperwork.	.135	-.02	.264	.537	-.06	-.01
SCS44 The principal goes out of his/her way to show...	.412	.079	-.27	.534	.268	.115
SCS22 The principal looks out for the personal welfare of...	.337	.067	-.31	.510	.208	.222
SCC1 The teachers accomplish their work with vim, vigor and...	.044	.392	-.13	.493	.257	.196
SCS30 The principal compliments teachers.	.486	.276	-.26	.490	.271	.075
SCINT29 Teachers have parties for each other.	-.01	.132	.145	.154	.753	.062
SCINT35 Teachers socialize with each other on a regular basis.	.185	.185	.081	.090	.734	.279
SCINT20 Teachers have fun socializing together during school...	.015	.158	-.03	.234	.630	.203
SCINT39 Teachers socialize together in small, select groups.	.143	-.16	.447	-.09	.506	.227
SCINT40 Teachers provide strong social support for colleagues.	.251	.325	-.12	.006	.505	.372
SCCOM46 Teachers volunteer to sponsor after school activities.	.008	.464	.073	.103	.505	.127
SCINT13 Teachers know the family background of other staff...	-.18	.097	.174	.098	.105	.772
SCC12 Most of the teachers here accept the faults of their...	-.08	.145	-.05	.091	.228	.583
SCINT2 Teachers' closest friends are other faculty members at...	.118	-.14	.126	.236	.094	.582
SCC34 New teachers are readily accepted by colleagues.	-.02	.346	.016	-.16	.118	.512
SCINT7 Teachers invite staff members to visit them at home.	-.21	.014	.057	.133	.282	.505
SCC19 Teachers help and support each other.	.095	.435	-.17	.280	.157	.452

The first factor, Directive Principal, is labelled SCD and has eight items. The reliability index was .752. The high factor loadings are located in column one and range from .525 to .770, except two whose value is less than .3. This factor describes principals who are close supervisors, monitoring all teacher activities and correcting teachers' mistakes. Item SCD32 -The principal closely checks classroom (teacher) activities ($r = .770$) has the highest influence on this factor being close to the value of 1. Conversely, item SCD41 - The principal is autocratic ($r < .3$) has the lowest influence being closer to a value of 0.

The second factor, Committed Teacher, is labelled SCCOM and has eight items. The reliability index was .835. The factor loadings are located in column two and range from .464 to .762. This factor is characterized by teachers who "go the extra mile" with their students, often providing afterschool tutoring to those who need help. Item SCCOM17 - Teachers help students on their own time ($r = .762$) has the strongest influence on this factor being close to the value of 1. Conversely, Item SCCOM46 - Teachers volunteer to sponsor after school activities ($r = .464$), has the weakest influence.

The third factor for the construct, school climate, is Restrictive Principal (SCR) and Disengaged Teacher (SCDIS). For Restrictive Principal, the factor loadings range from .264 to .747. Restrictive principals overwhelm teachers with excessive paperwork, committee requirements and routine duties that interrupt teaching responsibilities. The reliability index was .628. The indicator with the strongest influence on this factor is SCR18 - Teachers have too many committee requirements ($r = .747$) while item SCR33 - Clerical support reduces teachers' paperwork ($r = .264$), has the weakest influence.

For disengaged teacher, the factor loadings range from .282 to .657. Teachers who contribute little to the school and are unwilling to make extra effort for student success are considered to be disengaged. The reliability index was .531. The indicator with the strongest influence on this factor is SCDIS21- Teachers ramble when they talk at staff meetings ($r = .657$) while item SCDIS3 - Staff meetings are useless ($r = .282$), has the weakest influence.

Supportive Principal is the fourth factor for analyzing the school climate. The reliability index was .908. It is labelled SCS and has seven items with factor loadings ranging from .406 to .678 listed in column four. The supportive principal goes out of his/her way to help teachers and looks out for their personal welfare. The item most impacting this factor is SCS23 - The principal treats teachers as equals ($r = .678$) and that with the least effect is SCS9 - The principal uses constructive criticism ($r = .406$).

The fifth factor, Intimate Teacher, is labelled SCINT and has eight items with high factor loadings ranging from .094 to .753, with three of them having a value less than .3. The factor is described as teachers who provide strong social support for each other and socialize on a regular basis. The reliability index was .791. The item most impacting this factor is SCINT29 - Teachers have parties for each other ($r = .753$); and that with the least effect is SCINT2 - Teachers' closest friends are other faculty members at this school ($r = .094$).

The last factor for school climate is Collegial Teacher, labelled SCC, identified by teachers who respect their colleagues' competence and professionalism while also maintaining close personal relationships. The reliability index was 0.771. This factor has six items and moderate factor loadings in column 6 ranging from .196 to .583. This

dimension is most influenced by item SCC12 - Most of the teachers here accept the faults of their colleagues ($r = .583$) and is least influenced by item SCC1- The teachers accomplish their work with vim, vigor and pleasure ($r = .196$).

Transformational Leadership

The instrument used for gathering the data is the highly reliable, previously validated, and copyrighted Multifactor Leadership Questionnaire (MLQ-5X) short form. Due to the internal consistency of the instrument, it would be redundant for this researcher to conduct a factor analysis of the items. The nine-factor structure of leadership showed excellent goodness of fit with a Comparative Fit Index (CFI) of .935 and Root Mean Square Error of Approximation (RMSEA) of .027 (Bass, & Avolio, 1995; Antonakis, 2001). All factor loadings for the nine-factor model were significant and averaged .65 across the 36 items. Reliability scores for the MLQ subscales ranged from moderate to good (Bass, & Avolio, 1995).

Only transformational leadership was analyzed in this research. The dimensions of transformational leadership are idealized influence attributed (LTFIA); idealized influence behavior (LTFIB); inspirational motivation (LTFIM); intellectual stimulation (TLFIS) and individual consideration (LTFIC). The Table 10 shows the reliability indexes corresponding to this study carried out with teachers.

Idealized influence attributed, labelled LTFIA is described as perceptions of the leader as confident, powerful and focused on transcendent/higher level ideals. Idealized influence behavioral (LTFIB) is identified as actions of the leader that are task or purpose-oriented and grounded in values and beliefs. Inspirational motivation (LTFIM)

describes the leader's ability to motivate followers by increasing their own self- expectations and expresses confidence in the followers' ability to perform to high standards. The leadership dimension of intellectual stimulation (TLFIS) is identified by the leaders' being able to think creatively and to be innovative in their approach to problem-solving while individual consideration (LTFIC) is the leader's ability to accommodate individual differences in personal, professional and social needs so that subordinates perceive that he/she is a valuable part of the organization.

Table 10

Reliability of the Factors in Transformational Leadership

Factor	Cronbach alpha
LTFIB Idealized influence behavior	.775
LTFIC Individual consideration	.829
LTFIM Inspirational motivation	.876
LTFIS Intellectual stimulation	.810
LTFIA Idealized influence attributed	.838

Job Satisfaction

The factorial analysis procedure was used to analyze the validity of the job satisfaction scales. 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 = .756) was found. For the Bartlett Sphericity test, it was found that the results ($X^2 = 1,824.107$, $df = 630$, $p = .000$) are significant. For the extraction statistics by main components, it was found that the commonality values ($Com_{min} = .341$; $Com_{max} = .698$), of

all thirty-six items have values greater than the extraction criterion ($Com = .300$). In relation to the total variance explained, a confirmatory analysis was carried out with five factors, explaining 51.824% of the total variance, this value being greater than the established criterion of 50%. Regarding the Rotated Component Matrix, the Varimax method was used. Table 11 presents information comparing the relative saturations of each indicator for the five factors of job satisfaction, revealed.

The first factor is supervision having nine indicators and labelled, Supervision (JSSU). The reliability index was .856. These have high load factors in column one, ranging from .406 to .769. The supervision factor includes measures of the supervisors' competence and his/her relationships with subordinates. The factor of supervision is most impacted by indicator JSSU12 - My supervisor is unfair to me. This indicator has a factorial loading of .769, which is close to a value of unit. The factor is least impacted by indicator JSSU36 - Work assignments are not fully explained. This indicator has a factorial loading of .406.

The second factor, Benefits, also has nine indicators; is labelled JSBE, and has factor loadings in column two ranging from .430 to .721. The reliability index was .822. The factor items measure equitability in benefits and promotional opportunities. The indicator having the greatest effect on this factor is JSBE13 - The benefits we receive are as good as most other organizations offer ($r = .721$); while indicator JSBE10 - Raises are too few and far between, has the least effect on the benefits indicator ($r = .430$).

The third factor, Nature of Work, is labelled JSNW and has six indicators. The reliability index was .637. The factor loadings are located in column three and range

Table 11

Rotated Component Matrix for Job Satisfaction

	Component				
	1	2	3	4	5
JSSU12 My supervisor is unfair to me	.769	-.200	.181		
JSSU30 I like my principal	-.707		.205	-.161	.140
JSSU21 My supervisor shows too little interest in the feelings of698	-.153	.112	.192	.153
JSSU3 My supervisor is quite competent in doing his/her job	-.690	.103		-.212	.126
JSSU34 There is too much bickering and fighting at work	.542	-.135	-.289		.237
JSSU18 The goals of this organization are not clear to me.	.504	-.111	-.305	.336	.243
JSSU16 I find I have to work harder at my job because of the...	.483	-.121	-.274		.480
JSSU5 When I do a good job, I receive the recognition for it that I...	-.476		.382	-.372	-.222
JSSU36 Work assignments are not fully explained.	.406		-.251	.305	.267
JSBE13 The benefits we receive are as good as most other...	-.133	.721	.184		
JSBE22 The benefit package we have is equitable	-.124	.715	.282		
JSBE28 I feel satisfied with my chances for salary increases.	-.100	.694	.130	-.131	
JSBE1 I feel I am being paid a fair amount for the work I do		.667	.144		-.179
JSBE4 I am not satisfied with the benefits I receive		-.646		.115	
JSBE19 I feel unappreciated by the organization when I think...	.304	-.543		-.123	.396
JSBE29 There are benefits we do not have that we should have.	.228	-.526	.242		.191
JSBE20 People get ahead as fast here as they do in other places	-.237	.484		-.421	
JSBE10 Raises are too few and far between		-.430	.342	.131	.305
JSNW35 My job is enjoyable.		.148	.718	-.273	-.199
JSNW17 I like doing the things I do at work		.181	.679	-.218	
JSNW27 I feel a sense of pride in doing my job.		.145	.632	-.152	
JSNW7 I like the people I work with	-.467	.112	.597	.123	.191
JSNW25 I enjoy my coworkers	-.423		.577	.125	
JSNW2 There is really too little chance for promotion on my job	.301	-.241	.366	.220	.127
JSPR11 Those who do well on the job stand a fair chance of...	-.216	.171		-.643	.109
JSPR33 I am satisfied with my chances for promotion.	-.137	.475	.212	-.640	
JSPR14 I do not feel that the work I do is appreciated	.335	-.130	-.108	.586	.237
JSPR9 Communications seem good within this organization	-.418		.288	-.459	
JSPR15 My efforts to do a good job are seldom blocked by red...	-.240	.213		.422	.242
JSPR32 I don't feel my efforts are rewarded the way they should be.	.322	-.267		.406	.406
JSPR23 There are few rewards for those who work here.	.286	-.356	.105	.397	.233
JSOP31 I have too much paperwork					.740
JSOP24 I have too much to do at work					.717
JSOP8 I sometimes feel my job is meaningless	.167	-.185	-.479		.490
JSOP6 Many of our rules and procedures make doing a good job...		-.338	-.151	.241	.442
JSOP26 I often feel that I do not know what is going on with the...	.392		-.109	.423	.435

from .366 to .718. The factor is identified as having a sense of pride in and enjoying one's job. Nature of work is most impacted by indicator JSNW35 - My job is enjoyable ($r = .718$) and is least impacted by indicator JSNW2 - There is really too little chance for promotion on my job ($r = .366$).

Factor four, Promotion describes individuals' beliefs regarding the effort-reward balance in their organizations. It is labelled JSPR and has seven indicators. The reliability index was .691. The factor loadings in column four range from .397 to .643. JSPR11 - Those who do well on the job stand a fair chance of being promoted has the largest effect on this factor ($r = .643$) with indicator JSPR23 There are few rewards for those who work here ($r = .397$), having the smallest effect.

The fifth factor for this construct is Operating Procedures. This factor is labeled JSOP and has five indicators. The reliability index was .665. The factor loadings in column 5 range from .435 to .740. The factor is described by beliefs that doing one's job is hampered by an over-abundance of paperwork and restrictive regulations. Indicator JSOP31 - I have too much paperwork ($r = .740$) has the largest effect on this factor with indicator JSOP26 - I often feel that I do not know what is going on with the organization ($r = .435$), having the smallest effect.

Descriptive

Commitment

In general, a high level of commitment is perceived ($M = 4.9$, $SD = 0.726$), with an average close to 5 in an interval of 2 to 7. In addition, opinions tend to be homogeneous, represented by the low value of the standard deviation. The kurtosis and asymmetry values show a distribution (see Figure 1) with a low level of kurtosis (kurtosis =

-0.028) derived from the grouping of the data around the mean, and an asymmetry (asymmetry = -0.357), mainly due to a few atypical cases at values low on the scale. In Appendix D are the backup tables.

For the factors, according to the results of averages (see Table 12), it can be observed that the dimension that best evaluates is Religious Commitment ($M = 6.30$, $SD = 0.759$) and the least evaluated dimension is Continuance Commitment ($M = 3.56$; $SD = 1.242$).

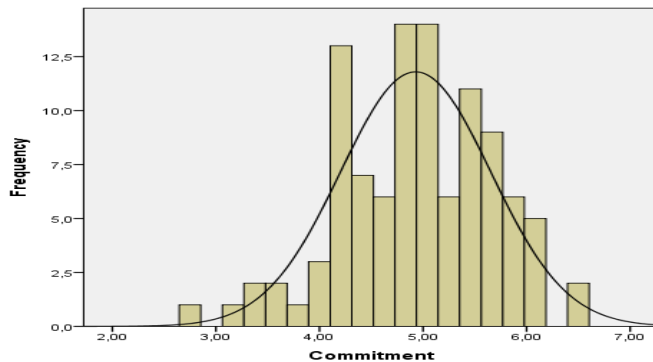


Figure 1. Histogram with Normal Curve of Commitment Construct.

The values of the standard deviations show more homogeneity in the opinions regarding religious commitment and commitment. The very high kurtosis observed for religious commitment shows a distribution of values extremely close to the mean ($M = 6.30$) on a scale of 2 to 8. Furthermore, for most of the variables, distributions with a tendency to normality are observed since the asymmetry and kurtosis values are close to unity in their absolute value. The closest to the normal distribution corresponds to the continuance commitment factor and the most deviated from normality is the religious commitment factor.

Table 12

Commitment Dimensions: Arithmetic Means

Label	Dimension	M	SD	Asymmetry	Kurtosis
CACS	Affective Commitment	5.15	1.147	-0.463	-0.398
CCCS	Continuance Commitment	3.56	1.242	0.135	-0.161
CNCS	Normative Commitment	4.70	1.343	-0.476	0.078
CRCS	Religious Commitment	6.30	0.759	-2.809	12.455
COM	Commitment	4.92	0.726	-0.357	-0.028

School Climate

In general, an acceptable school climate is perceived ($M = 2.9$, $SD = 0.325$), with an average close to 3 in an interval of 1 to 4, in addition to the fact that opinions tend to be homogeneous, represented by the low value of the standard deviation. The kurtosis and asymmetry values show a distribution (see Figure 2) with a normal level of kurtosis (kurtosis = -0.467), and an asymmetry (asymmetry = -0.102), maintaining a distribution very similar to normal.

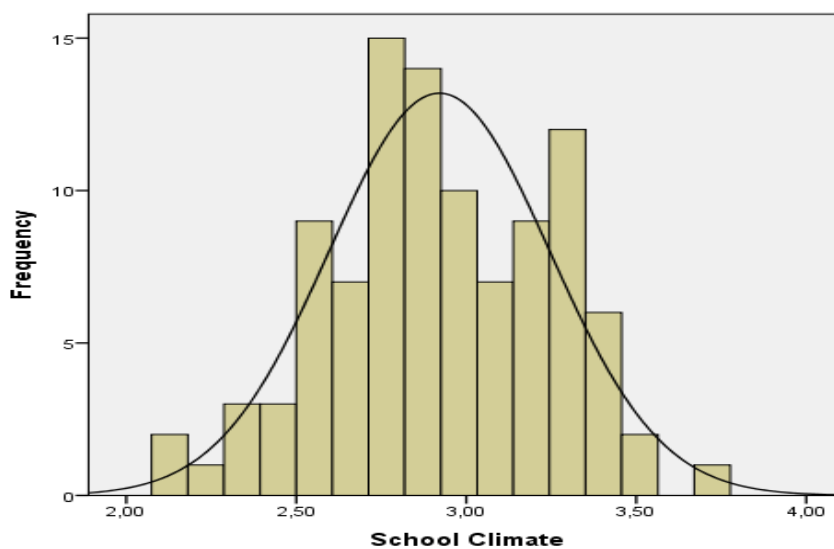


Figure 2. Histogram with Normal Curve of School Climate Construct.

For the factors, according to the results of averages (see Table 13), it can be observed that the dimensions that best evaluate are Supportive Principal ($M = 3.13$, $SD = 0.746$) and Committed Teacher ($M = 3.17$; $SD = 0.555$) and the least evaluated dimensions were the Restrictive Principal ($M = 2.05$ $SD = 0.616$) and Disengaged Teacher ($M = 1.62$; $SD = 0.518$).

The values of the standard deviations show more homogeneity in the opinions regarding school climate and disengaged teacher. Furthermore, in most of the variables, distributions with a tendency to normality are observed since the asymmetry and kurtosis values are below unity in their absolute value. The closest to the normal distribution corresponds to the intimate teacher factor and the most deviated from normality are restrictive principal and school climate.

Table 13

Climate Dimensions: Arithmetic Means

Label	Dimension	Mean	SD	Asymmetry	Kurtosis
SCINT	Intimate teacher	2.25	0.615	0.119	-0.156
SCC	Collegial Teacher	3.06	0.597	-0.488	0.285
SCCOM	Committed Teacher	3.17	0.555	-0.779	1.247
SCDIS	Disengaged Teacher	1.62	0.518	1.136	1.258
SCS	Supportive Principal	3.13	0.746	-0.994	0.489
SCD	Directive Principal	2.25	0.581	-0.103	-0.526
SCR	Restrictive Principal	2.05	0.616	0.860	0.782
SC	School Climate	2.92	0.325	-0.102	-0.467

Transformational Leadership

In general, it is perceived that the transformative leadership behaviors displayed are acceptable, with an average/mean close to 3 in an interval of -1 to 5. The relatively low value of the standard deviation indicates a tendency toward homogeneity in the opinions of respondents regarding transformational leadership.

According to the results of averages, it is observed that Transformational Leadership ($M = 2.89$, $SD = 0.865$) is the leadership construct that best evaluates. The kurtosis and asymmetry values show a distribution (see Figure 3) with a high level of kurtosis of 1.456 derived from the grouping of the data around the mean, and an asymmetry of -1.254, mainly due to some unusual cases at values very low on the scale.

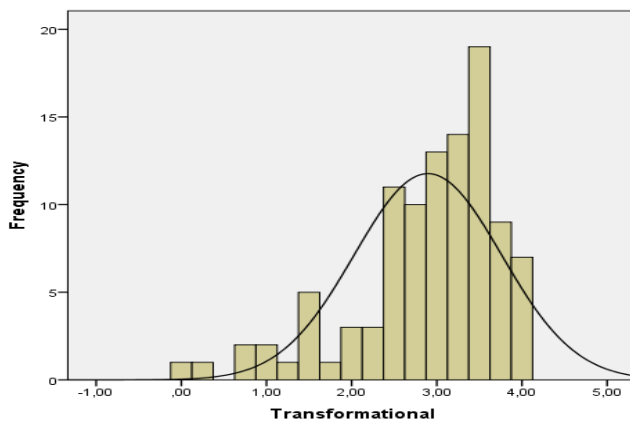


Figure 3. Histogram with Normal Curve for Transformational Leadership.

The factors of inspirational motivation ($M = 3.13$; $SD = 0.905$) and influence behavior ($M = 3.06$; $SD = 0.842$) best explain transformational leadership. The kurtosis and asymmetry values for both factors (see Table 14) show a distribution with a high level of kurtosis (1.780 and 1.658 respectively) resulting from the grouping of the data

around the mean. The asymmetry values of -1.319 and -1.197 respectively, are due mainly to some atypical cases at values very low on the scale.

The values of the standard deviations show more homogeneity in the opinions regarding influence behavior and transformational leadership. It is further observed that for most of the variables, distributions do not tend toward normality since the asymmetry and kurtosis values are indicative of the presence of outliers in the data set. The closest to the normal distribution corresponds to the intellectual stimulation factor and the most deviated from normality is inspirational motivation.

Table 14

Transformational Leadership Dimensions - Arithmetic Means and Reliability Values

Label	Dimensions	M	SD	Asymmetry	Kurtosis	Reliability
LTFIA	Influence Attributed	2.87	1.049	-1.070	0.478	.838
LTFIB	Influence Behavior	3.06	0.842	-1.197	1.658	.775
LTFIC	Individual Consideration	2.76	1.046	-0.974	0.340	.829
LTFIM	Inspirational Motivation	3.13	0.905	-1.319	1.780	.876
LTFIS	Intellectual Stimulation	2.65	0.962	-0.767	0.126	.810
LTF	Transformational Leadership	2.89	0.865	-1.254	1.436	.953

Job Satisfaction

Overall, an acceptable degree of job satisfaction is observed ($M = 3.81$, $SD = 0.596$), with an average close to 4 in an interval of 2 to 6, in addition to the fact that opinions tend to be homogeneous, represented by the low value of the standard deviation. The kurtosis and asymmetry values show a distribution (see Figure 4) with a low level of kurtosis (kurtosis = -0.218) derived from the grouping of the data around the mean, and an asymmetry (asymmetry = -0.334), mainly due to some atypical cases at

values very low on the scale. For the factors, according to the results of averages (see Table 15), it can be observed that the dimensions that best evaluate are nature of work ($M = 4.786$, $SD = .731$) and supervision ($M = 4.634$, $SD = 1.071$) while the least evaluated dimension is benefits ($M = 2.840$, $SD = 1.047$).

The values of the standard deviations show homogeneity in the opinions regarding job satisfaction. Furthermore, in most of the variables, distributions with a tendency to normality are observed based on the asymmetry and kurtosis values. The factor closest to the normal distribution is promotion and the factor most deviated from normality is nature of work. The job satisfaction dimension shows a distribution with a tendency to normality.

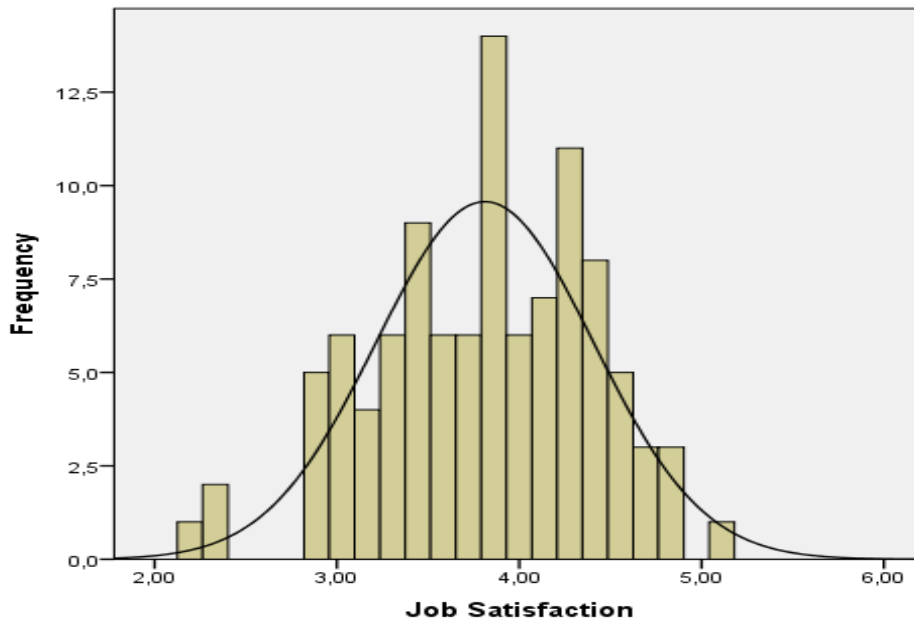


Figure 4. Histogram with Normal Curve for Job Satisfaction.

Table 15

Arithmetic Means for Job Satisfaction and its Dimensions

Label	Dimension	M	SD	Asymmetry	Kurtosis
JSBE	Benefits	2.84	1.047	0.164	-0.678
JSNW	Nature of Work	4.79	0.731	-0.954	1.534
JSSU	Supervision	4.63	1.071	-0.934	0.628
JSOP	Operating Procedures	3.40	1.018	-0.313	-0.488
JSPR	Promotion	3.46	0.979	-0.109	-0.313
JS	Job Satisfaction	3.81	0.596	-0.334	-0.218

Testing the Hypothesis

Structural Equation Modeling (SEM) is a two-part statistical analysis that establishes a theoretical relationship between the measurement and structural models obtained from the data gathered (Schreiber, Nora, Stage, Barlow, & King, 2006). The measurement model is basically a confirmatory factor analysis (CFA) combined with multiple regression. The structural model is then inferred from the measurement model.

Structural Equation Modeling (SEM) is used to identify and analyze direct and indirect relationships between exogenous and endogenous variables by detecting any latent, unobserved mediating variables (Schreiber, 2008). Once these relationships are identified then the proposed hypothesis can either be accepted or rejected within the theoretical framework.

For this research, the first criterion was an assumption that there was normality of distribution in the data, supported by efforts to gather the data from a representative, continuous, and multivariate normal population. The second criterion was the list wise deletion of missing data. The third criterion was testing the measurement errors and sampling adequacy using Kaiser-Meyer-Olkin and Bartlett's Sphericity tests. Finally,

testing the structural model developed (particularly the chi-square and Goodness of Fit indices) to explain the relationships between the variables and to make a determination of acceptance or rejection of the hypothesis.

Having carried out the research, the model in Figure 5 was developed which provides both an analysis and explanation of the variables. This model merges and analyzes observed information, latent (unobserved) information, and measurement errors. The variables listed in the ellipses are the four constructs and the rectangles represent the factor dimensions of each construct. The small circles show the measurement errors. The arrows symbolize the relationships (single head arrow) and correlations (double head arrows) between the factors. This structural equation model is accepted as the explanation of the relationships and correlations between the independent, exogenous variables and the dependent, endogenous variable. The model was obtained using SPSS Version 26 and AMOS and includes the modification indices and correlations between indicators recommended by the software.

The model meets three of the five basic criteria to accept its fit: Relative chi square less than 3, CFI greater than .9 and RMSEA less than .08. Once accepted, we proceed to the hypothesis tests.

Null Hypothesis

The null hypothesis (H_0) states that transformational leadership, school climate, and organization commitment are not significant predictors of job satisfaction, among teachers in the elementary schools of the Atlantic Union of Seventh-day Adventists.

Given that in the structure model all the coefficients are significant ($p < .05$); correlation between Transformational Leadership and Commitment ($\phi = .42$, $p = .016$),

effect of Transformational Leadership towards School Climate ($\gamma = .80, p < .001$), effect of Commitment towards Job Satisfaction ($\gamma = .54, p = .005$) and effect of School climate on Job Satisfaction ($\gamma = .46, p < .001$), it is decided that there is sufficient evidence to reject the null hypothesis and accept that of investigation. It is concluded that Transformational Leadership, Commitment and School Climate are significant predictors of Job Satisfaction and they explain 66% of the variance. In Appendix E are the backup tables.

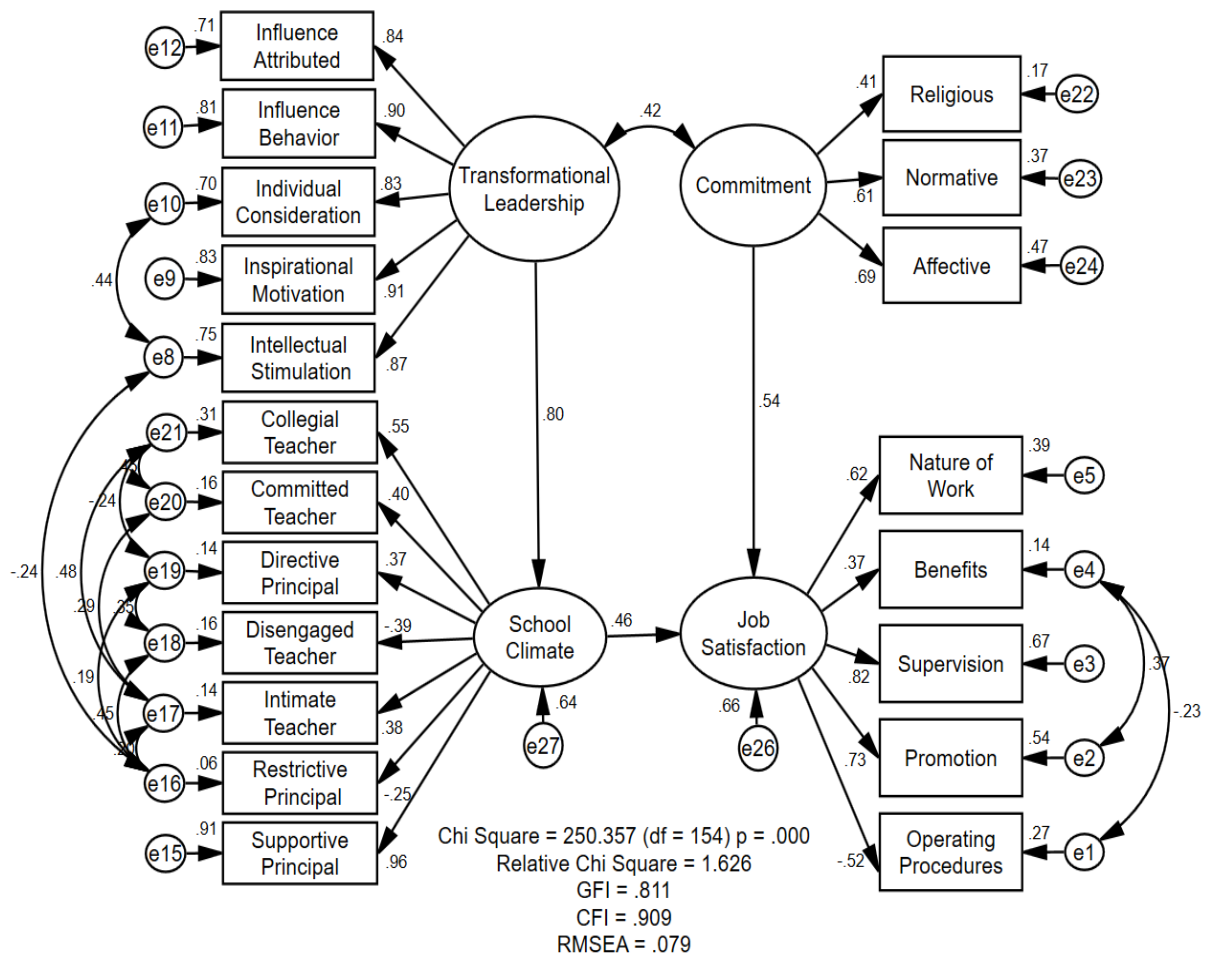


Figure 5. Structural Model Showing Relationships Between the Exogenous and Endogenous Variables.

It is observed that transformational leadership does not have a direct relationship with job satisfaction but has a direct, statistically significant and positive impact on school climate and together with organizational commitment explaining 66% of the variance. All the indicators of transformational leadership are important but the principal elements that define this construct are the leaders' influence behavior ($\lambda = .90$) and the leaders' ability to provide inspirational motivation ($\lambda = .91$). While, leadership seems to not be a good predictor of job satisfaction, it however, has an indirect, positive relationship with job satisfaction through school climate which acts as a mediator variable.

The principal element that explains school climate is the supportive principal factor ($\lambda = .96$), while the factors having the least effect are restrictive principal ($\lambda = -.25$) and directive principal ($\lambda = -.37$). On the other hand, the principal factors in organizational commitment are affective ($\lambda = .69$) and normative ($\lambda = .61$) commitment.

The construct, job satisfaction is best explained by the supervision ($\lambda = .82$) and promotion ($\lambda = .73$) dimensions. Operating procedures ($\lambda = -.52$) as operationalized in this study appear to have a negative effect on job satisfaction. Within the construct, benefits and promotion appear to be positively correlated ($\lambda = .37$).

Other Analysis

Variables were compared according to three age ranges: under 45 years, between 45 and 54 years, and those aged 55 years and over. Differences were observed in two of the variables: Nature of work ($F(2, 100) = 3.839; p = .025$) and operating procedures ($F(2, 100) = 3.219; p = .044$). In Figure 6, it can be seen that the differences occur in the age groups of 55 and older and those younger than 45. It is perceived that as individuals get older, there is a better perception of nature of work and a worse

perception of operating procedures. In Appendix F are the backup tables.

When comparing the variables according to the highest degree obtained, comparing participants with a bachelor's degree with those having a postgraduate degree (master's or higher), those with bachelor's degrees had a better perception in the variables where differences were found. Table 16 shows the variables in which the differences were found in the perception of leadership, focused on the principal manager, where the effect size, according to Cohen's *d*, was 0.70.

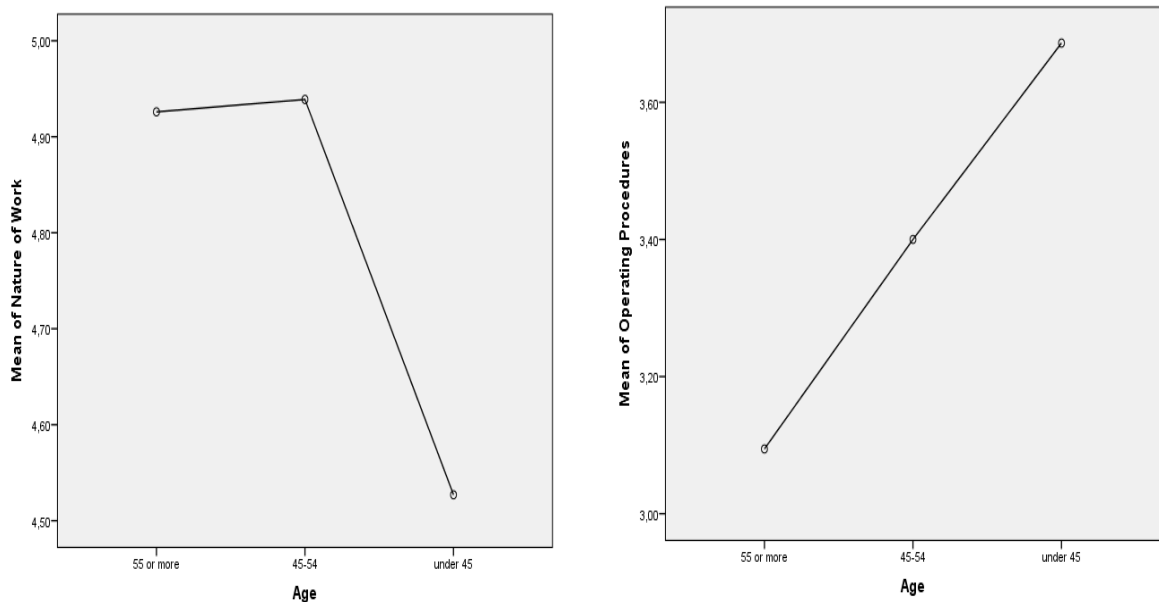


Figure 6. Media Profiles in Nature of Work and Operating Procedures, Depending on Age.

Regarding gender, a significant difference was found only in benefits ($t(101) = 2.034, p = .045$). Men ($M = 3.2, SD = 1.038$) have a better perception of benefits than women ($M = 2.7, SD = 1.029$), although the effect size is not important ($d = .05$).

In comparisons depending on the role of the survey participant, a significant

number of variables were found to be differentiated. As can be observed in Table 17, in the case of outcomes and its factors, the teachers have a better perception. In the factors relating to school climate and transformational leadership, the principals show the best averages. The greatest difference is observed ($d \times 1.23$) in the factor of individual consideration.

Table 16

Difference Tests by Level of Study

Variable	Study Level	M	SD	D	t-test	p
Outcome Extra Effort	Postgraduate	2.7	1.128	0.48	2.185	.031
	Bachelors	3.2	0.954			
Influence Attributed	Postgraduate	2.7	1.026	0.49	2.302	.023
	Bachelors	3.2	1.032			
Management by Exception (active)	Postgraduate	1.7	0.801	0.45	2.444	.016
	Bachelors	2.1	0.955			
Transactional Leadership	Postgraduate	2.1	0.643	0.54	2.600	.011
	Bachelors	2.5	0.815			
Directive Principal	Postgraduate	2.1	0.543	0.70	2.704	.008
	Bachelors	2.5	0.598			

No differences were observed according to the number of years participants have worked in the SDA education system. But with regard to the years, they have worked as teachers, both in the case of Outcome Extra Effort ($F(2, 98) = 4.313, p .016$) and in Influence ($F(2, 99) = 3.597, p .031$), those who have worked for fewer than 10 years show averages greater than when they have worked for 10 years or more. In addition, those who have worked between 10 and 19 years, show a lower average in

Management by exception (active) than other teachers.

Regarding the place where teachers have received their training, differences were found in Supportive Principal, Affective and Normative Commitment, and Commitment which are seen in Figure 7. The greatest differences are perceived in the Affective and Normative Commitment, mainly among those who have studied at Public College with certification courses in an SDA College /University versus those who studied at an SDA College/University; Public College/University or both SDA and Public College/University.

Table 17

Difference Tests by Respondent's Role

Variable	Role	<i>M</i>	<i>SD</i>	<i>D</i>	t-test	<i>p</i>
Promotion	Principal	2.7	1.128	0.48	2.058	.042
	Teacher	3.2	0.954			
Outcome Extra Effort	Principal	2.7	1.026	0.49	2.897	.005
	Teacher	3.2	1.032			
Outcome Effectiveness	Principal	1.7	0.801	0.45	3.605	.001
	Teacher	2.1	0.955			
Outcome Satisfaction	Principal	2.1	0.643	0.54	3.929	.000
	Teacher	2.5	0.815			
Outcomes	Principal	2.1	0.543	0.70	3.667	.000
	Teacher	2.5	0.598			
Individual Consideration	Principal	3.5	0.449	1.23	6.884	.000
	Teacher	2.5	1.063			
Inspirational Motivation	Principal	3.4	0.588	0.45	2.267	.026
	Teacher	3.0	0.976			
Intellectual Stimulation	Principal	3.1	0.641	0.78	3.865	.000
	Teacher	2.5	0.999			
Transformational	Principal	3.3	0.435	0.70	3.719	.000
	Teacher	2.8	0.936			
Intimate Teacher	Principal	2.5	0.604	0.47	2.067	.041
	Teacher	2.2	0.624			
Supportive Principal	Principal	3.5	0.477	0.77	3.833	.000
	Teacher	3.0	0.782			

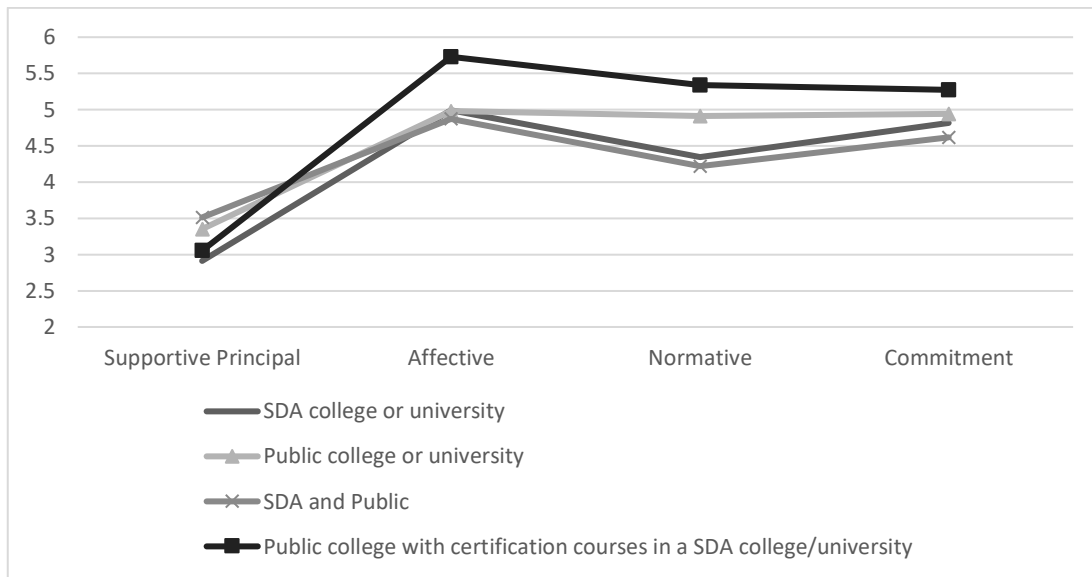


Figure 7. Difference Plots by Training Institution.

Summary

The foregoing has outlined the major findings regarding commitment, school climate, leadership and job satisfaction from the survey of Seventh-day Adventist teachers in grades 1st to 8th of SDA Elementary schools in the Atlantic Union. Further analysis to link these findings to theory and/or unearth novel underlying reasons for these observations will be discussed subsequently.

CHAPTER V

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter is a synopsis of the details of the previous four chapters. It provides a concise review of the background and purpose of the study; provides an overview of the literature; the methodological procedures utilized; and the critical outcomes of the study. Discussion of the results is undertaken and recommendations for future research is considered.

Summary

The present study seeks to determine whether the transformational leadership, school climate, and organization commitment are significant predictors of job satisfaction, among teachers in the elementary schools of the Atlantic Union of Seventh-day Adventists.

The literature review was based on the variables: organizational climate, organizational commitment, transformational leadership and job satisfaction.

Job satisfaction was first defined as "any combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say, I am satisfied with my job" (Hoppock, 1935, p. 47) and later referred to as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 316). Spector (1994) simply considered job satisfaction as an effective

response to one's job. More recently, Mafini and Pooe (2013) consider employee satisfaction as concerned with how people in an organization feel about their overall work. Job satisfaction, therefore, appears to be the interaction and juxtaposition of one's affective responses and the work environment.

Aksoy, Şengün, and Yilmaz (2018) and Sahito and Vaisanen (2017) found that job satisfaction is an important contributor to the effectiveness and efficiency of any organization while Taleb (2013) believes that workplace conditions, which impact the organization's climate, is a major contributor to teacher satisfaction. Consequently, teacher satisfaction impacts the health of educational institutions (Syptak, et al., 1999; Brown and Sargent, 2007) and results in positive outcomes for students. Banerjee, et al. (2017) also observed that teacher job satisfaction had a modest but positive relationship with students' reading growth while Ilyas and Abdullah (2016) found a direct relationship between job satisfaction and teacher performance, allowing them to concur that a high performing teacher is also a satisfied teacher. Therefore, according to Pardee (1990), job satisfaction can be an important element to improving educational productivity.

Not only does satisfaction influence the health and efficiency of institutions but it may also contribute to the physical health of teachers themselves since Lee, et al. (2014) report that satisfied individuals have stronger immune systems and enjoy better physical health overall.

Organizational climate can be regarded as directly or indirectly perceived elements of the work environment (Ghavifekr, & Pillai, 2016; Ehrhart, & Raver, 2014; Schneider, et al., 2017), that influence individual and/or team behavior (Ghavifekr, &

Pillai, 2016), and also meet the emotional needs of the employees, since it is a manifestation of the values, feelings, attitudes, interactions, and group norms of the members (Robinson, 2010).

In addition to employee perception, Hoy, et al. (2013) feel that climate is also a set of internal characteristics that distinguishes one organization from another. As such, school climate is a relatively permanent “quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools” (Hoy, et al., 2013; Hoy, & Clover, 1986).

Undesirable school climates could impact the health of teachers. Employees in socially supportive climates reported fewer sleep problems, while those experiencing effort-reward imbalance and high work demands reported increased sleep difficulties and were at elevated risks for depression and ischemic heart disease (Linton, et al., 2015; Siegrist, 2016). Additionally, Theorell, et al. (2015) found correlations between job strain, low decision-making latitude and bullying with reported symptoms of depression.

Conversely, school climates that meet teachers’ needs help create and maintain high satisfaction levels; encourage collegiality and are instrumental in increasing both teacher performance and effective school functioning (Nieuwoudt, 2012; Robinson, 2010). Additionally, McCarley, et al., (2016) find that productive climates facilitate student-teacher engagement and connectedness which improve student achievement, increase attendance, lower dropout rates, and improve school safety, student morale, and discipline (National Center on Safe Supportive Learning Environments, 2011).

School climates are governed by primary climate factors namely: the principal’s

behaviors which can be supportive, directive or restrictive in tandem with teacher behaviors which may be collegial, intimate, committed or disengaged (Hoy, & Clover, 1986; Hoy, et al., 1991; Hoy, et al., 1996; Hoy, et al., 2013). Combinations of primary factors gives a measure of the openness (Halpin, & Croft, 1963; Hoy, & Clover, 1986; Hoy, et al., 2013) of the school climate, considered as a secondary climate factor.

Open, authentic principal behavior is characterized by high supportiveness, low restrictiveness and low directiveness. Interactions between the principal and teachers are functionally flexible and support teacher effectiveness (Hoy, et al., 1996). When teachers exhibit high collegiality; high commitment to students and low disengagement, they too have open behaviors and functional flexibility in teacher- teacher and teacher-student interactions.

Not surprisingly, Hoy, et al. (1996) have found that authentic principal and teacher behaviors correlate positively with openness in the school climate. This results in the most desirable open school climate where the principal trusts and is supportive of teachers; allowing them professional latitude to get on with the job of teaching. It is important to note that closed climates are not beneficial to either students, teachers or the principal.

A transformational leader, according to Burns (1978), creates awareness of the importance and value of desired outcomes and the methods of reaching those outcomes. Later, Wang, et al. (2011) along with Avolio, & Yammarino (2002), considered transformational leadership as leadership behaviors that motivate followers to move beyond self-interest toward working for the collective good.

These theorists seem to suggest that transformational leaders are creative motivators who identify then support others to achieve common goals in innovative ways. Banks, et al. (2016); Mhatre and Riggio (2014); Van Knippenberg and Sitkin (2013) and Wang, et al. (2011) have all recognized transformational leadership as one of the most dominant, desirable and effective forms of leadership.

Allen, et al. (2015) found a positive correlation between transformational leadership and school climate and point out that even if a leader is only perceived to be transformational, the climate is impacted positively. Schein (2010) noted that school leaders' actions along with management strategies are particularly influential for the school climate and teachers' perception of that climate (Vos, et al., 2012; Damanik, & Aldridge, 2017).

These findings are supported by McCarley, et al. (2016) who have demonstrated that the supportive and engaged elements of school climate are particularly affected by leader behaviors.

Mhatre and Riggio (2014) succinctly describe transformational leaders as change agents who using a variety of influence mechanisms transform their followers into highly energized, inspired and motivated teams. As a result, followers of transformational leaders experience higher levels of job satisfaction and organizational commitment (Kul, & Güçlü, 2010; Sayadi, 2016), than with other leadership styles. Sarikaya and Erdogan (2016) confirm that principals' leadership behaviors is a significant predictor of teachers' organizational commitment. Further, transformational leadership correlates positively with many desirable organizational qualities and with improvement at all levels of organizations (Wang, et al., 2011).

Meyer and Herscovitch (2001) believe commitment to be a force that binds an individual to a course of action while Klein, et al. (2012) consider it to be a psychological bond. According to Solinger, et al. (2015) this bond is an attitudinal one. Combining these ideas, commitment is conceptualized primarily as a three-dimensional construct having affective, normative and continuance components (Meyer, & Allen, 1991; Meyer, et al., 1993, Meyer, & Herscovitch, 2001).

However, commitment has also been found to have a religious component (Cho, & Kwan, 2012; Worthington, et al., 2003) due to the finding that highly religious individuals tend to evaluate all facets of life, including their jobs, through the lens of religion. Such people tend to view their work as a calling (Worthington, et al., 2003).

Organizational commitment is both important and desirable and should be increased (Tekin, & Bedük, 2015). This is so because, as Oludeyi (2015a) suggests, highly committed employees are less likely to exhibit anomalous workplace behaviors such as high absenteeism, voluntary turnover, apathy and ineptitude. However, Balay, and Ipek (2010) and Tekin and Bedük (2015) point out that both the type and level of commitment may vary with age, gender and experience.

Further, the affective and normative dimensions of commitment have been shown by Meyer, et al. (2002) and Van Rossenberg, et al. (2018), to correlate positively with job satisfaction and other desirable outcomes. In fact, Spector (1994) posits that job satisfaction is really an affective, emotional, identification with one's job. It is also believed that improvements in product quality are linked to employee commitment and satisfaction (Oludeyi, 2015b).

Methodology

The present study employed a non-experimental, quantitative, transversal, and explanatory research design. The sample used in this research was 101 respondents out of the 239 teachers of the total population. This corresponds to 42% of the population.

The instrument used to measure the variables is a compilation of: Multifactor Leadership Questionnaire Short Form (MLQ-5X); Organizational Commitment Questionnaire - revised version (OCQ); Organizational Climate Description Questionnaire for Elementary Schools (OCDQ-RE); and Job Satisfaction Survey (JSS). Six new items, labelled religious commitment, are added to the OCQ and OCDQ-RE is also modified to include the factor of committed teacher behaviors that is shown to be relevant for middle school.

The survey instrument has four sections with Likert type response scales and one section for capturing demographic data. Principals/leaders were asked to complete the leader section of the MLQ while teachers completed the rater form. Sample items are found in Appendix A.

Results

The structural model reveals a positive effect of transformational leadership on the school climate variable ($\gamma = .79, p < .001$) and a significant correlation between transformational leadership and organizational commitment ($\phi = .42, p = .016$) but no direct effect of leadership on job satisfaction. It can be noted, however, that leadership together with commitment and school climate explain 66% of the variance for job satisfaction.

The latent exogenous variable that makes the most significant direct contribution towards job satisfaction is the commitment variable ($\gamma = .55, p = .005$), while the most important factor of commitment as a contributor to the relationship with job satisfaction is affective commitment ($\lambda = .69$), as observed from the measurement model.

School climate similarly impacts job satisfaction directly and significantly ($\gamma = .44, p < .001$) but is also observed to act as a mediator variable between leadership and satisfaction. As perceived from the measurement model, the most important factors of the school climate as contributors to the relationship with job satisfaction are supportive principal ($\lambda = .91$) and collegial teacher ($\lambda = .55$). The school climate factors contributing least to job satisfaction are restrictive principal ($\lambda = -.34$) and disengaged teacher ($\lambda = -.33$). The structural model reveals that the dimensions that most explain job satisfaction are supervision ($\lambda = .91$), promotion ($\lambda = .91$) and nature of work ($\lambda = .91$). This finding is supported by the previous research of been shown to be important determinants for understanding the nature of job satisfaction among teachers (Astrauskaite, et al., 2011; Lester, 1987).

Discussion

Teachers' satisfaction with their jobs appear to be a factor primarily of their commitment. The effect of commitment is not unexpected since most teachers reported viewing their jobs as a ministry ($M = 6.62$) and having feelings of enjoyment when helping students develop their own faith ($M = 6.61$). Such responses reveal that these teachers could also be considered as highly religious (Davidson, & Caddell, 1994; Worthington, et al, 2003) since even their work is evaluated from a religious orientation.

If religious commitment is considered to be an effective response then identifying with the goals, culture, philosophy and outcomes of the organization would explain most of the commitment displayed by the respondents. It is not surprising that respondents who express such strong commitment to religious ideals would have an emotional connection to their jobs, identifying with and desiring to be an integral part of their organization.

Teachers appear to be particularly motivated by the belief that 'teaching is God's will for their lives' ($M = 6.31$). Working for the organization is overwhelming due to wanting or desiring to rather than being due to a cost-benefits analysis. The organizational commitment observed augurs well for SDA elementary schools in the Atlantic Union.

Interestingly, while rating religious commitment items highly and showing homogeneity in opinions, teachers' organizational commitment was explained more by the affective and normative factor dimensions than the religious. Though the factor loadings were unambiguous, this suggests that there might be conflation of the religious, affective and normative commitment factors. Such a conflation is supported by the findings of Worthington, et al. (2003) and Davidson and Caddell (1994).

However, though respondents overwhelmingly indicated that they viewed teaching as a ministry (religious commitment); there was also consensus that benefits; recognition and promotional opportunities were not adequate. An analysis of the measurement model indicates that the factor promotion ($\gamma = 0.73$) significantly explained the job satisfaction construct. The promotion factor, as abstracted in this study, involves

employee appreciation and recognition, effort-reward balance, and opportunity for advancement. Herzberg (1987) identified these satisfaction - promoting factors or motivators in his two-factor theory of job satisfaction. Inadequacies in this factor could have adverse effects on job satisfaction.

Of concern are the results obtained from a comparison of the type of teacher training institution and commitment, which revealed that teachers who received initial teacher training primarily in SDA institutions exhibited far lower levels of affective and normative commitment to their jobs. This finding supports that of Beardsley-Hardy (2017) and Knight (2006) who bemoaned the lack of committed Adventist teachers. This lack of commitment has negative implications for the transmittal of the uniquely Adventist tenets which are an integral component of SDA teaching, particularly as 75% of teachers in Adventist schools in the Atlantic Union receive some component of their training in SDA colleges/universities. It also raises concerns with regard to the philosophical orientations of the teacher preparation programs in SDA institutions, a viewpoint shared by Knight (2006); and the impact of competing worldviews (Barna Group, 2017a) especially for younger teachers.

With regard to leadership, the leaders in the Atlantic Union SDA Elementary schools appear to be more transformational than either transactional or passive avoidant. The arithmetic means ($M = 2.89$; $SD = 0.865$) suggest homogeneity in opinions with data points clustered above the mean. Respondents appear to attribute the transformational leadership observed to the leaders' behaviors and their ability to articulate and emphasize goals and motivate individuals towards goal attainment.

Similar findings in the literature showed that where there is transformational

leadership - where the leader sets a good example, has confidence in goal attainment, and is optimistic - the school climate will be positively impacted. Teachers will be committed to their role of facilitating student achievement; teachers will help and support each other and will be proud of their school. These factors are all attributes of an open, engaged, and productive school climate.

Examination of the arithmetic means suggest that the majority of the sample population believed that the principal/leader is optimistic, goal-oriented, focused on the future with a sense of mission and purpose. The highest arithmetic means for leadership corresponds to the statement that 'the principal expresses confidence that goals will be achieved'.

However, there seems to be a disconnect with the leaders' perceptions of themselves and the teachers' perceptions of the leaders especially for the factor of individual consideration. The lowest means were for items indicating that the teachers think or feel that principals rarely consider each individual as having different needs, abilities and aspirations from others. Leaders appear to not be as aware or facilitating of individual teacher's needs, goals, motivators and achievements. Failure to provide individual consideration could impact teacher performance and ultimately satisfaction since teachers may feel that they are not valued members of the team. This could result in less than desirable outcomes.

Conversely, teachers appear to view the outcomes of leadership more favorably than the principals/leaders do. This could suggest that the principals believe there is room for growth and development, which could lead to school improvement efforts aimed at student achievement and teacher satisfaction.

Regarding school climate, the factor that best evaluates is supportive principal. As with the factor of individual consideration, principals also see themselves as being more supportive than teachers do. However, teachers are sufficiently supported to identify this factor as the major contributor to the climate in their schools.

Teachers appear to work together collegially and to some extent intimately, while having a high degree of commitment to their students, evidenced by the correlations between these factors in the measurement model. This combination of collegial, committed teachers and supportive principals supports the development of open, engaged school climates (Halpin, & Croft, 1963; Hoy et al, 2002).

In keeping with the prior findings of Lester (1987) and Astrauskaite, et al. (2011), the measurement model for this study also reveals that the dimensions that are the most significant determinants of teachers' job satisfaction are supervision ($\lambda = .82$), promotion ($\lambda = .73$) and nature of work ($\lambda = .62$). This is critical knowledge for all school leaders and school supervisors.

Regarding differences in the perceptions of the constructs among various sub-groups based on years of service; educational attainment; age and gender: it is observed that teachers with bachelor's degrees and principals had a better perception of leadership behaviors while teachers had a better perception of leadership outcomes. Those teachers who had worked for 10 years or less had higher averages for the leadership outcome of extra effort, and the promotion dimension of job satisfaction while principals had a better perception school climate. As teachers get older, there is a better perception of Nature of Work and a worse perception of Operating Procedures.

Men had a better perception of benefits. Demographic variables did not appear to significantly influence job satisfaction in this study.

Based on the foregoing discussion and the model, it appears that a statistically significant relationship between transformational leadership, school climate, organizational commitment and teacher's job satisfaction exists. Organizational commitment, when conceptualized as having affective, normative and religious dimensions, accounted for most of the job satisfaction reported. Transformational leadership, however, had the greatest effect of any of the variables, through its direct impact on school climate. There was also a reciprocal relationship (correlation) between organizational commitment and transformational leadership. By its impact on the other predictor variables, transformational leadership could be considered as the most important construct when examining job satisfaction in the context of this study.

Conclusions

This section provides the conclusions documented for this paper. It includes conclusions made with arithmetic means, structural equation modelling, null hypothesis, t-tests and the researcher's synthesis of these data. It is concluded that:

1. Transformational leadership, organizational commitment, and school climate are significant predictors of job satisfaction
2. Both, organizational commitment and school climate have a direct effect on job satisfaction, however the effect of transformational leadership is indirect.
3. Organizational commitment appeared to be the variable with the greatest direct effect on job satisfaction.

Recommendations

Recommendations for Atlantic Union and Conference action plans to enhance teacher satisfaction are:

1. That the administration focus on a continuous cycle of climate assessment within its schools and support schools in both maintaining and developing productive, achievement-oriented climates.

2. That the administration provide training to impact the leadership capacity of school leaders.

3. That the administration devise strategies to maintain and possibly increase the commitment to its schools that teachers currently have.

4. That strategies be implemented to provide students with a sound philosophical orientation to SDA tenets before and during their college years.

5. That exploration of the factors that impact the organizational commitment of teachers trained primarily in SDA institutions be initiated, especially since this group of teachers comprise almost 40% of the workforce.

6. That recognition, promotion and other benefits, not be ignored.

7. That strategies be employed to keep long-serving, older teachers engaged; productive and satisfied with their jobs, especially in relation to operating procedures.

8. That remediation of disengaged teachers and restrictive principals be done with haste to enhance school climates, school improvement efforts and teacher satisfaction.

9. That transformative leaders be recognized and utilized as mentors/trainers

for less transformative principals' thereby increasing collaboration with identified transformational leaders.

It is also recommended that principals:

1. Take advantage of leadership conferences and training opportunities to increase leadership capacity.

2. Direct attention to activities that will create and maintain supportive, achievement oriented school climates.

Teachers could:

1. Remain committed to student success but also plan to increase collegiality and intimacy among themselves since these behaviors impact school climate positively which then has a direct effect on their own job satisfaction.

Recommendations for future researchers are as follows:

1. Further study is recommended to explore the correlations and to deepen understanding of the relationship between affective and religious commitment.

2. Replicate the research using other populations (other private schools/public schools) to compare the results of the investigation and

3. Formulate new models, where new constructs are contemplated to measure school climate, transformational leadership and/or job satisfaction in the SDA context.

APPENDIX A

INSTRUMENT AND PERMISSIONS



Job Satisfaction among SDA Educators in the Atlantic Union from 2017 - 2019: Are Transformational Leadership, Organizational Climate and Organizational Commitment the Predictor Variables?

1.INTRODUCTION AND GENERAL INSTRUCTIONS

Dear Colleague:

This research project seeks to determine the degree of satisfaction that teachers within the Atlantic Union experience. This questionnaire is intended to gather data for the research component of the Doctorate in Educational Management.

The information shared will help me understand the impact that the quality of leadership, and the organizational climate have on teachers' satisfaction; the type and degree of organizational commitment that teachers have and whether these factors are influenced by teachers' educational attainment, age and years of service.

The information you share will be maintained in the strictest confidence and the results will be shared with the Union and Conference leadership and used to advance the work of Seventh-day Adventist Schools in this Union.

Please follow the instructions given in each section and give your full and honest opinions.

Your opinion is extremely important and valuable, so I really appreciate your taking the time to respond to this survey.

With sincere gratitude for your support,

Marva Marrett,
University of Montemorelos,
Nuevo Leon, Mexico

2. DEMOGRAPHIC DATA

Please respond to the questions below by selecting the box that best describes you.

1. Male Female I am

2. 65 years or older 55-64 years 45-54 years 35-44 years 25-34 years under 25 years I am

3. PhD/EdD MA/MS BA My highest degree is a...

4. 40 or more years 30-39 years I have been a teacher in the SDA school system for

- 39 years

20

- 29 years

10 - 19 years

5 -

9 years

1-

4 years

less than 1 year

5.
have been a teacher for

I

40 or more years

30-

39 years

20

-29 years

10-19 years

5-9

years

1-4

years

Less than 1 year

1. I received my teacher training in a

SDA college or university

Public college or university

Public college/university with certification courses in
an SDA college/university

**SECTION A
COMMITMENT**

**Employee Commitment Survey-
Meyer & Allen (1997, 2004)**

With respect to your own feelings about the school for which you are now working, please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale below. (Note: if you recently transferred from another SDA school within the Atlantic Union, please base your responses on that school).

		Strongly Disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree
1	I would be very happy to spend the rest of my career at this school.	1	2	3	4	5	6	7
2	I really feel as if the problems of this school are my own	1	2	3	4	5	6	7
3	I do not feel a strong sense of 'belonging' to my school	1	2	3	4	5	6	7
4	I do not feel 'emotionally attached' to this school	1	2	3	4	5	6	7
5	I do not feel like "part of the family" in my school	1	2	3	4	5	6	7
6	This school has a great deal of personal meaning for me.	1	2	3	4	5	6	7
7	I view teaching as a ministry	1	2	3	4	5	6	7
8	My conception of education is congruent with the concepts postulated by Ellen White	1	2	3	4	5	6	7
9	Teaching is God's will/choice for my life	1	2	3	4	5	6	7
10	I enjoy helping students develop their faith in God	1	2	3	4	5	6	7
11	It is difficult to practice my moral beliefs	1	2	3	4	5	6	7
12	The school's Christian values reflect my faith	1	2	3	4	5	6	7
13	Right now, staying with this school is a matter of necessity as much as desire	1	2	3	4	5	6	7
14	It would be very hard for me to leave this school right now, even if I wanted to	1	2	3	4	5	6	7
15	Too much of my life would be disrupted if I decided I wanted to leave this school now.	1	2	3	4	5	6	7
16	I feel that I have too few options, to consider leaving this school.	1	2	3	4	5	6	7
17	If I had not already put so much of myself into this school, I might consider working elsewhere.	1	2	3	4	5	6	7
18	One of the few negative consequences of leaving this school would be the scarcity of available alternatives.	1	2	3	4	5	6	7
19	I do not feel any obligation to remain with my current employer	1	2	3	4	5	6	7
20	Even if it were to my advantage, I do not feel it would be right to leave my school now.	1	2	3	4	5	6	7
21	I would feel guilty if I left this school now.	1	2	3	4	5	6	7
22	This school deserves my loyalty.	1	2	3	4	5	6	7
23	I would not leave this school right now because I have a sense of obligation to the people in it.	1	2	3	4	5	6	7
24	I owe a great deal to my school.	1	2	3	4	5	6	7

**SECTION B
JOB SATISFACTION**

**Paul E. Spector
Department of Psychology
University of South Florida
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1994
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Please circle the ONE number for each question that comes closest to reflecting your opinion about it.

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

26	I often feel that I do not know what is going on with the organization	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have that we should have.	1	2	3	4	5	6
30	I like my principal	1	2	3	4	5	6
31	I have too much paperwork	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

SAMPLE ITEMS ONLY

SECTION C (I) LEADERSHIP STYLE		Copyright © 1995 by Bernard Bass & Bruce J. Avolio				
The items below describe the leadership style of your school principal OR of your immediate supervisor as you perceive it. Judge how frequently each statement fits your principal or immediate supervisor. Use the rating scale provided and circle the rating you choose.		Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
	My principal OR immediate supervisor ...					
9	Talks optimistically about the future	0	1	2	3	4
15	Spends time teaching and coaching	0	1	2	3	4
28	Avoids making decisions	0	1	2	3	4

**SECTION D
SCHOOL CLIMATE**

Hoy et al, 1996
Hoy & Clover, 2007

Please circle the **ONE** number for each question that comes closest to characterizing your school.

		Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
1	The teachers accomplish their work with vim, vigor and pleasure.	1	2	3	4
2	Teachers' closest friends are other faculty members at this school.	1	2	3	4
3	Staff meetings are useless.	1	2	3	4
4	The principal goes out of his/her way to help teachers.	1	2	3	4
5	The principal rules with an iron fist.	1	2	3	4
6	Teachers leave school immediately school is over.	1	2	3	4
7	Teachers invite staff members to visit them at home.	1	2	3	4
8	There is a minority group of teachers who always oppose the majority.	1	2	3	4
9	The principal uses constructive criticism.	1	2	3	4
10	The principal checks the sign-in sheet every morning.	1	2	3	4
11	Routine duties interfere with the job of teaching.	1	2	3	4
12	Most of the teachers here accept the faults of their colleagues.	1	2	3	4
13	Teachers know the family background of other staff members.	1	2	3	4

14	Teachers exert group pressure on non-conforming staff members.	1	2	3	4
15	Teachers "go the extra mile" with their students.	1	2	3	4
16	Teachers are committed to helping their students.	1	2	3	4
17	Teachers help students on their own time.	1	2	3	4
18	Teachers have too many committee requirements.	1	2	3	4
19	Teachers help and support each other.	1	2	3	4
20	Teachers have fun socializing together during school time.	1	2	3	4
21	Teachers ramble when they talk at staff meetings.	1	2	3	4
22	The principal looks out for the personal welfare of teachers.	1	2	3	4
23	The principal treats teachers as equals.	1	2	3	4
24	The principal corrects teachers' mistakes.	1	2	3	4
25	Administrative paperwork is burdensome at this school.	1	2	3	4
26	Teachers stay after school to tutor students who need help.	1	2	3	4
27	Teachers accept additional duties if students will benefit.	1	2	3	4
28	Teachers are proud of their school.	1	2	3	4
29	Teachers have parties for each other.	1	2	3	4
30	The principal compliments teachers.	1	2	3	4
31	The principal is easy to understand.	1	2	3	4
32	The principal closely checks classroom (teacher) activities.	1	2	3	4
33	Clerical support reduces teachers' paperwork.	1	2	3	4
34	New teachers are readily accepted by colleagues.	1	2	3	4
35	Teachers socialize with each other on a regular basis.	1	2	3	4
36	The principal supervises teachers closely.	1	2	3	4
37	The principal checks lesson plans.	1	2	3	4
38	Teachers are burdened with busy work.	1	2	3	4
39	Teachers socialize together in small, select groups.	1	2	3	4
40	Teachers provide strong social support for colleagues.	1	2	3	4
41	The principal is autocratic.	1	2	3	4
42	Teachers respect the professional competence of their colleagues.	1	2	3	4
43	The principal monitors everything teachers do.	1	2	3	4
44	The principal goes out of his/her way to show appreciation to teachers.	1	2	3	4
45	Extra help is available to students who need help.	1	2	3	4
46	Teachers volunteer to sponsor after school activities.	1	2	3	4
47	Teachers spend time after school with students who have individual problems.	1	2	3	4

Thank you for your participation! Your support is invaluable!



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To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Multifactor Leadership Questionnaire

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

Citation of the instrument must include the applicable copyright statement listed below. Sample Items:

As a leader

I talk optimistically about the future.

I spend time teaching and coaching.

I avoid making decisions.

The person I am rating....

Talks optimistically about the future.

Spends time teaching and coaching.

Avoids making decisions

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Sincerely,



Robert Most
Mind Garden, Inc.

www.mindgarden.com

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Marva
Marrett

Remote online use of the Mind Garden instrument stated below is approved for the person on the title page of this document.

Your name:

Marva Marrett

Email address:

marrettmj@yahoo.com

Company/institution:

University of Montemorelos

Mind Garden Sales Order or Invoice number for your license purchase:

Sales order #28661

The name of the Mind Garden instrument you will be using:

MLQ-5X Short form

Please specify the name of and web address for the remote online survey website you will be using and describe how you will be putting this instrument online:

Survey Monkey <https://surveymonkey.com> Questionnaire items will be typed into the forms and the forms will be emailed to the participants.

Please include any other comments or explanations you would like to provide about your remote online use of a Mind Garden instrument:

The MLQ questionnaire will be one section of a four-part survey questionnaire.

The Remote Online Survey License is a data license for research purposes only. This license grants one permission to collect and disclose (a) item scores and scale scores, (b) statistical analyses of those scores (such as group average, group standard deviation, T-scores, etc.) and (c) pre-authorized sample items only, as provided by Mind Garden, for results write-up and publication.

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added 15 November 2018

Job Satisfaction Survey

You have my permission for free noncommercial research/teaching use of any of the assessments that are in the Our Assessments section of paulspecter.com. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included, as shown in the downloadable copy of each scale.

A condition for free use of these assessments is that you share results.

The results I need include:

- Means per subscale and total score
- Sample size
- Brief description of sample, e.g., 220 hospital nurses. I don't need to know the organization name if it is sensitive.
- Name of country where collected, and if outside of the U.S., the language used. I am especially interested in non-American samples.
- Standard deviations per subscale and total score (optional)
- Coefficient alpha per subscale and total score (optional)

Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a conference paper, dissertation, journal article, thesis, etc.) where one or more of these assessments are used.

You can share the material with me via e-mail: pspector@usf.edu

Organizational Climate Descriptive Questionnaire – Rutgers Elementary

Re: OCDQ-RE
From: Wayne Hoy (whoy@mac.com)
To: marrettmj@yahoo.com
Date: Wednesday, July 24, 2019, 11:58 AM EDT

Hi Marva,

Yes, you have my permission to use the OCDQ-RE in your research as well as the commitment measure from the OCDQ-RM.

Best wishes.

Wayne

Wayne K. Hoy
Fawcett Professor Emeritus in
Education Administration
The Ohio State University
www.waynehoy.com

Email: whoy@mac.com

On Jul 24, 2019, at 10:47 AM, marva marrett <marrettmj@yahoo.com> wrote:

Dear Dr. Hoy:

My name is Marva Marrett and I am a doctoral student researching how school climate, organizational commitment, and leadership practices impact teacher satisfaction in SDA K-8 schools in the Northeast USA.

I am requesting permission to use the OCDQ-RE questionnaire and to modify it by including the committed teacher dimension from the OCDQ-RM.

Thank you for your kind consideration of this request.

Marva Marrett

Prov. 3:5-6

Trust in the LORD with all thine heart; and lean not unto thine own understanding.

In all thy ways acknowledge him, and he shall direct thy paths.

September 14, 2019

The Education Director,
Atlantic Union of SDA
South Lancaster, MA 01561

Dear Dr. Gilkeson:

Let me hope this communication finds you well.

I am currently a student at the University of Montemorelos pursuing doctoral studies in Educational Management.

I already know that most teachers are fully committed to their roles as teachers but am interested in knowing how that commitment, along with the school's climate combined with transformational leadership practices impact teacher satisfaction.

To fulfil the research criteria of my program of studies, I plan to examine this question by surveying teachers within the Atlantic Union and to share the outcomes with the leadership of the Union and each Conference.

I am therefore requesting permission from the Union's Education Department to conduct these surveys.

Attached are a summary of my proposal and a sample of the survey instrument.

Thanking you for your kind consideration and anticipating a favorable response.

Yours sincerely,

Marva Marrett

Principal/Teacher
South Shore SDA School

Fwd: Survey Permission Request

From: Jerrell Gilkeson (jgilkeson@atlanticunion.org)

To: rttyrrell@icloud.com; mromeo@gnyc.org; tschlisner@nnec.org; fburghardt@nyconf.org; vcchapman@northeastern.org; sphillips@northeastern.org; bbucknor@sneconline.org

Cc: malvarez@atlanticunion.org; lcoke@atlanticunion.org; mfelt@atlanticunion.org

Date: Thursday, October 10, 2019, 07:45 AM EDT

Good morning!

This is a request to survey your teachers for a graduate study dissertation.

As you know, graduate study is one of the most rewarding professional activities.

Since we all do it if possible, I would suggest that we extend the professional courtesy to pass this survey along for our colleague.

Mrs. Marrett is the teacher at our South Shore school in south Boston. Pray for her and all of our ministries. JG

Give THANKS to the Lord, He is good; His love endures forever.

When I was in a difficult place, I cried to the Lord; He brought me to a spacious place! Psalm 118:1&5

Jerrell Gilkeson Ed. D.

Atlantic Union Director of Education & Children's Ministry

From: Marva Marrett <mjmarrett51@gmail.com>

Sent: Thursday, September 19, 2019 12:36 PM

To: Jerrell Gilkeson

Subject: Survey Permission Request

Dear Dr. Gilkeson:

Please find attached the letter of request and a sample survey instrument.

Thank you so much for your willingness to review this request.

Sincerely,

Marva Marrett

Trust in the Lord with all thine heart and lean not unto thine own understanding.....In all thy ways acknowledge Him and He shall direct thy path. Prov. 3:5-6

- PhD survey permission request.docx
14.8kB
- UM Thesis - Survey Instrument - Marva M..pdf
117kB

October 13, 2019

Mr. Fred Burghardt
Education Superintendent
New York Conference
4930 West Seneca Turnpike
Syracuse, NY 13215

Dear Mr. Burghardt:
Let me hope this communication finds you well.

I am currently a student at the University of Montemorelos pursuing doctoral studies in Educational Management.

I already know that most teachers are fully committed to their roles as teachers but am interested in knowing how that commitment, along with the school's climate combined with transformational leadership practices impact teacher satisfaction.

To fulfil the research criteria of my program of studies, I plan to examine this question by surveying teachers within your Conference. I will share the outcomes with both the Conference and Union.

Dr. Gilkeson, Union Education Director, in an email sent on October 10th, has notified you of his approval and is encouraging your participation. Enclosed in that email, is a summary of my proposal and a sample of the survey instrument.

On receipt of permission, I will send the survey instrument directly to the schools with a request that they be mailed back to me.

I am therefore requesting permission to include your Conference's teachers in this study. Their input is invaluable.

Thanking you for your kind consideration and anticipating a favorable response.

Yours sincerely,

Marva Marrett,
Principal/Teacher
South Shore SDA School

Yahoo Mail - Re: Dissertation survey request
1/1

Re: Dissertation survey request
From: Fred Burghardt (fburghardt@nyconf.org)
To: marrettmj@yahoo.com
Date: Wednesday, October 23, 2019, 07:00 PM EDT

My apologies for not getting back to you in a timely fashion. I will be interested to see the results your study and your dissertation.

I hereby give you permission to send your research survey to all of our teachers in the New York Conference.

Frederick M. Burghardt
Superintendent of Schools
Academic VP - Union Springs Academy
New York Conference of Seventh-day Adventists,
4930 West Seneca Turnpike,
Syracuse, NY 13215
www.nyconf.org/education
www.UnionSpringsAcademy.org
fburghardt@nyconf.org
315.469-6921 (W)
315.469.6924(Fax)

CONFIDENTIALITY NOTE: This communication and any attachments hereto contain information that may be privileged, confidential and exempt from disclosure

APPENDIX B

DEMOGRAPHIC STATISTICS

Frequency Tables

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Male	21	20.4	20.4	20.4
	1 Female	82	79.6	79.6	100.0
	Total	103	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 over 65	7	6.8	6.8	6.8
	1 55-65	29	28.2	28.2	35.0
	2 45-54	30	29.1	29.1	64.1
	3 35-44	22	21.4	21.4	85.4
	4 25-34	13	12.6	12.6	98.1
	5 under 25	2	1.9	1.9	100.0
	Total	103	100.0	100.0	

Highest degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 PhD/EdD	3	2.9	2.9	2.9
	2 MA/MS	63	61.2	61.2	64.1
	3 BA/BS	29	28.2	28.2	92.2
	4 Other	8	7.8	7.8	100.0
	Total	103	100.0	100.0	

Role in the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Principal	26	25.2	25.2	25.2
	2 Teacher	77	74.8	74.8	100.0
	Total	103	100.0	100.0	

Years teaching in the SDA school system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 40 or more	1	1.0	1.0	1.0
	1 30-39	9	8.7	8.7	9.7
	2 20-29	21	20.4	20.4	30.1
	3 10-19	31	30.1	30.1	60.2
	4 5-9	15	14.6	14.6	74.8
	5 1-4	21	20.4	20.4	95.1
	6 less than 1	5	4.9	4.9	100.0
Total	103	100.0	100.0		

Total number of years teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 40 or more	4	3.9	3.9	3.9
	1 30-39	19	18.4	18.4	22.3
	2 20-29	23	22.3	22.3	44.7
	3 10-19	31	30.1	30.1	74.8
	4 5-9	12	11.7	11.7	86.4
	5 1-4	13	12.6	12.6	99.0
	6 less than 1	1	1.0	1.0	100.0
	Total	103	100.0	100.0	

Teacher Training Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 SDA college or university	40	38.8	38.8	38.8
	2 Public college or university	26	25.2	25.2	64.1
	3 SDA and Public	13	12.6	12.6	76.7
	4 Public college with certification courses in an SDA college/university	24	23.3	23.3	100.0
	Total	103	100.0	100.0	

APPENDIX C

FACTORIAL ANALYSIS

Organizational Commitment

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.711
Bartlett's Test of Sphericity	Approx. Chi-Square	972.216
	df	276
	Sig.	.000

Organizational Commitment

Affective

Scale: CACS

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.706	6

Religious

Scale: CRCS

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.709	6

Normative

Scale: CNCS

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.814	6

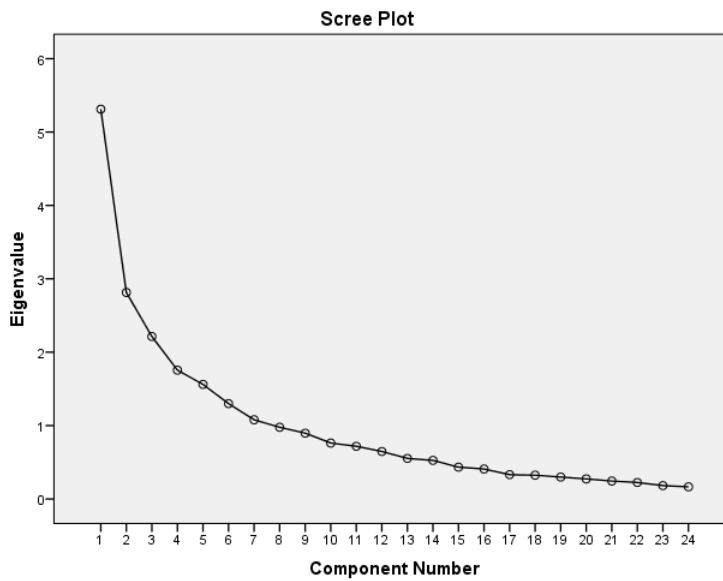
Continuance
Scale: CCCS

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.718	6



Communalities

	Initial	Extraction
cACS1 I would be very happy to spend the rest of my career at this school.	1.000	.432
cACS2 I really feel as if the problems of this school are my own	1.000	.208
cACS3 I do not feel a strong sense of 'belonging' to my school	1.000	.663
cACS4 I do not feel 'emotionally attached' to this school	1.000	.724
cACS5 I do not feel like "part of the family" in my school	1.000	.692
cACS6 This school has a great deal of personal meaning for me.	1.000	.190
cRCS7 I view teaching as a ministry	1.000	.617
cRCS8 My conception of education is congruent with the concepts postulated by Ellen White	1.000	.457

cRCS9 Teaching is God's will/choice for my life	1.000	.499
cRCS10 I enjoy helping students develop their faith in God	1.000	.600
cRCS11 It is difficult to practice my moral beliefs	1.000	.367
cRCS12 The school's Christian values reflect my faith	1.000	.368
cCCS13 Right now, staying with this school is a matter of necessity as much as desire	1.000	.488
cCCS14 It would be very hard for me to leave this school right now, even if I wanted to	1.000	.535
cCCS15 Too much of my life would be disrupted if I decided I wanted to leave this school now.	1.000	.609
cCCS16 I feel that I have too few options, to consider leaving this school.	1.000	.568
cCCS17 If I had not already put so much of myself into this school, I might consider working elsewhere.	1.000	.336
cCCS18 One of the few negative consequences of leaving this school would be the scarcity of available alternatives.	1.000	.465
cNCS19 I do not feel any obligation to remain with my current employer	1.000	.445
cNCS20 Even if it were to my advantage, I do not feel it would be right to leave my school now.	1.000	.553
cNCS21 I would feel guilty if I left this school now.	1.000	.677
cNCS22 This school deserves my loyalty.	1.000	.640
cNCS23 I would not leave this school right now because I have a sense of obligation to the people in it.	1.000	.602
cNCS24 I owe a great deal to my school.	1.000	.358

Extraction Method: Principal Component Analysis.

otal Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.312	22.133	22.133	3.663	15.260	15.260
2	2.814	11.727	33.860	2.956	12.315	27.576
3	2.213	9.223	43.083	2.808	11.699	39.274
4	1.755	7.313	50.395	2.669	11.121	50.395
5	1.561	6.506	56.901			
6	1.299	5.412	62.314			
7	1.079	4.496	66.810			
8	.977	4.070	70.881			
9	.897	3.736	74.617			
10	.762	3.176	77.793			
11	.718	2.993	80.786			
12	.647	2.697	83.483			
13	.553	2.304	85.787			
14	.526	2.192	87.979			
15	.433	1.806	89.785			
16	.408	1.700	91.485			
17	.332	1.382	92.867			
18	.324	1.350	94.217			
19	.298	1.242	95.460			
20	.273	1.139	96.598			
21	.244	1.018	97.617			
22	.225	.936	98.553			
23	.182	.757	99.311			
24	.165	.689	100.000			

Extraction Method: Principal Component Analysis.

Rotated Component Matrix

	Component			
	1	2	3	4
cNCS21 I would feel guilty if I left this school now.	.804			.168
cNCS22 This school deserves my loyalty.	.763	-.161	.166	
cNCS23 I would not leave this school right now because I have a sense of obligation to the people in it.	.742		.170	.120
cNCS20 Even if it were to my advantage, I do not feel it would be right to leave my school now.	.737			
cNCS19 I do not feel any obligation to remain with my current employer	-.548	.377		
cNCS24 I owe a great deal to my school.	.522	-.278		
cACS1 I would be very happy to spend the rest of my career at this school.	.459	-.410	.204	-.106
cACS5 I do not feel like "part of the family" in my school		.829		
cACS3 I do not feel a strong sense of 'belonging' to my school	-.112	.794	-.137	
cACS4 I do not feel 'emotionally attached' to this school	-.290	.758	-.146	.212
cACS6 This school has a great deal of personal meaning for me.		-.394	.112	-.136
cACS2 I really feel as if the problems of this school are my own	.164	-.349		.232
cRCS7 I view teaching as a ministry			.778	
cRCS10 I enjoy helping students develop their faith in God		.132	.752	.113
cRCS8 My conception of education is congruent with the concepts postulated by Ellen White		-.104	.651	.115
cRCS9 Teaching is God's will/choice for my life	.264		.627	-.176
cRCS11 It is difficult to practice my moral beliefs	.144	.239	-.538	
cRCS12 The school's Christian values reflect my faith	.200	-.207	.527	
cCCS16 I feel that I have too few options, to consider leaving this school.	-.129			.741
cCCS15 Too much of my life would be disrupted if I decided I wanted to leave this school now.	.272	-.239	.135	.678
cCCS13 Right now, staying with this school is a matter of necessity as much as desire	.183		.140	.653
cCCS18 One of the few negative consequences of leaving this school would be the scarcity of available alternatives.	-.127	.250	-.111	.612
cCCS14 It would be very hard for me to leave this school right now, even if I wanted to	.364	-.186		.599
cCCS17 If I had not already put so much of myself into this school, I might consider working elsewhere.		.254	-.161	.489

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 5 iterations.

Organizational School Climate Reliability

Scale: SCC

Case Processing Summary			
		N	%
Cases	Valid	101	100.0
	Excluded ^a	0	0
	Total	101	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.771	6

Scale: SCCOM

Case Processing Summary

		N	%
Cases	Valid	101	100.0
	Excluded ^a	0	0
	Total	101	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.835	8

Scale: SCD

Case Processing Summary

		N	%
Cases	Valid	101	100.0
	Excluded ^a	0	0
	Total	101	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.752	8

Scale: SCDIS

Case Processing Summary

		N	%
Cases	Valid	101	100.0
	Excluded ^a	0	0
	Total	101	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.531	5

Scale: SCINT**Case Processing Summary**

		N	%
Cases	Valid	101	100.0
	Excluded ^a	0	0
	Total	101	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.791	8

Scale: SCR**Case Processing Summary**

		N	%
Cases	Valid	101	100.0
	Excluded ^a	0	0
	Total	101	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.628	5

Scale: SCS**Case Processing Summary**

		N	%
Cases	Valid	101	100.0
	Excluded ^a	0	0
	Total	101	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.908	7

Scale: SC**Case Processing Summary**

		N	%
Cases	Valid	101	100.0
	Excluded ^a	0	0
	Total	101	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.849	47

Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.730
Bartlett's Test of Sphericity Approx. Chi-Square	2,831.932
df	1.081
Sig.	.000

Communalities

	Initial	Extraction
SCC1 The teachers accomplish their work with vim, vigor and pleasure.	1.000	.520
SCC12 Most of the teachers here accept the faults of their colleagues.	1.000	.430
SCC19 Teachers help and support each other.	1.000	.534
SCC28 Teachers are proud of their school.	1.000	.538
SCC34 New teachers are readily accepted by colleagues.	1.000	.423
SCC42 Teachers respect the professional competence of their colleagues.	1.000	.546
SCCOM15 Teachers "go the extra mile" with their students.	1.000	.686
SCCOM16 Teachers are committed to helping their students.	1.000	.750
SCCOM17 Teachers help students on their own time.	1.000	.641
SCCOM26 Teachers stay after school to tutor students who need help.	1.000	.528
SCCOM27 Teachers accept additional duties if students will benefit.	1.000	.678
SCCOM45 Extra help is available to students who need help.	1.000	.459
SCCOM46 Teachers volunteer to sponsor after school activities.	1.000	.503
SCCOM47 Teachers spend time after school with students who have individual problems.	1.000	.647
SCD5 The principal rules with an iron fist.	1.000	.262
SCD10 The principal checks the sign-in sheet every morning.	1.000	.593
SCD24 The principal corrects teachers' mistakes.	1.000	.405
SCD32 The principal closely checks classroom (teacher) activities.	1.000	.706
SCD36 The principal supervises teachers closely.	1.000	.603
SCD37 The principal checks lesson plans.	1.000	.545
SCD41 The principal is autocratic.	1.000	.619
SCD43 The principal monitors everything teachers do.	1.000	.525
SCDIS3 Staff meetings are useless.	1.000	.375
SCDIS6 Teachers leave school immediately school is over.	1.000	.272
SCDIS8 There is a minority group of teachers who always oppose the majority.	1.000	.318
SCDIS14 Teachers exert group pressure on non-conforming staff members.	1.000	.318
SCDIS21 Teachers ramble when they talk at at staff meetings.	1.000	.489
SCINT2 Teachers' closest friends are other faculty members at this school.	1.000	.451
SCINT7 Teachers invite staff members to visit them at home.	1.000	.402
SCINT13 Teachers know the family background of other staff members.	1.000	.690
SCINT20 Teachers have fun socializing together during school time.	1.000	.519
SCINT29 Teachers have parties for each other.	1.000	.633
SCINT35 Teachers socialize with each other on a regular basis.	1.000	.700
SCINT39 Teachers socialize together in small, select groups.	1.000	.563
SCINT40 Teachers provide strong social support for colleagues.	1.000	.577
SCR11 Routine duties interfere with the job of teaching.	1.000	.565
SCR18 Teachers have too many committee requirements.	1.000	.577

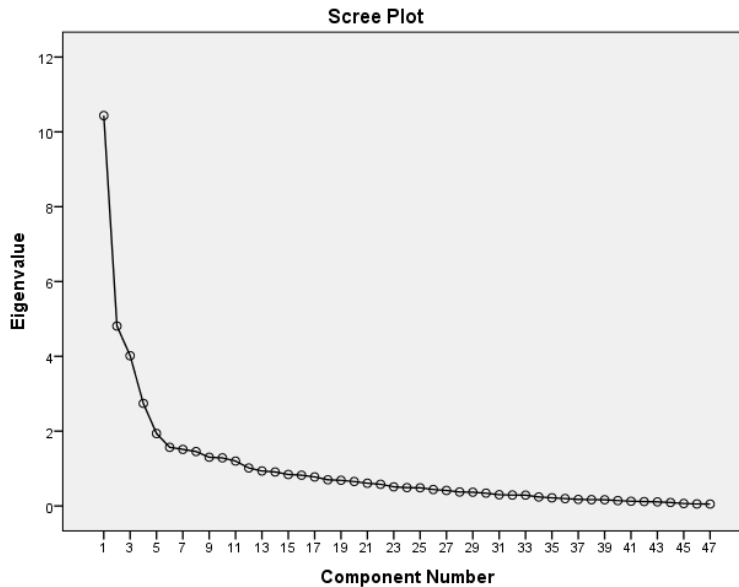
SCR25 Administrative paperwork is burdensome at this school.	1.000	.472
SCR33 Clerical support reduces teachers' paperwork.	1.000	.381
SCR38 Teachers are burdened with busy work.	1.000	.467
SCS4 The principal goes out of his/her way to help teachers.	1.000	.666
SCS9 The principal uses constructive criticism.	1.000	.587
SCS22 The principal looks out for the personal welfare of teachers.	1.000	.570
SCS23 The principal treats teachers as equals.	1.000	.697
SCS30 The principal compliments teachers.	1.000	.698
SCS31 The principal is easy to understand.	1.000	.761
SCS44 The principal goes out of his/her way to show appreciation to teachers.	1.000	.620

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	10.435	22.202	22.202	4.780	10.170	10.170
2	4.809	10.233	32.435	4.703	10.007	20.177
3	4.016	8.546	40.981	4.572	9.727	29.904
4	2.741	5.833	46.813	4.452	9.472	39.376
5	1.936	4.120	50.933	3.601	7.662	47.038
6	1.566	3.332	54.266	3.397	7.228	54.266
7	1.512	3.218	57.484			
8	1.455	3.096	60.580			
45	.066	.140	99.779			
46	.053	.113	99.892			
47	.051	.108	100.000			

Extraction Method: Principal Component Analysis.



	Component					
	1	2	3	4	5	6
SCD32 The principal closely checks classroom (teacher) activities.	.770	.150	-.084	.284	.029	-.038
SCD10 The principal checks the sign-in sheet every morning.	.718	.095	-.102	-.221	-.055	.080
SCD43 The principal monitors everything teachers do.	.711	-.025	.092	.002	.021	-.099
SCD36 The principal supervises teachers closely.	.705	-.001	.046	.301	.116	.023
SCD37 The principal checks lesson plans.	.682	.126	.058	.167	.115	-.138
SCS9 The principal uses constructive criticism.	.628	.026	-.089	.406	-.027	.138
SCD24 The principal corrects teachers' mistakes.	.525	.229	.038	.131	.115	-.211
SCCOM17 Teachers help students on their own time.	.017	.762	.121	.211	.029	.013
SCCOM15 Teachers "go the extra mile" with their students.	-.030	.717	-.031	.185	-.140	.340
SCCOM27 Teachers accept additional duties if students will benefit.	.243	.686	-.119	-.171	.280	.161
SCCOM47 Teachers spend time after school with students who have individual problems.	.145	.685	-.052	-.158	.298	-.199
SCCOM16 Teachers are committed to helping their students.	-.019	.676	.141	.393	-.041	.341
SCCOM45 Extra help is available to students who need help.	.145	.534	-.053	.336	.175	.083
SCCOM26 Teachers stay after school to tutor students who need help.	.349	.516	-.025	-.169	.243	-.228
SCC28 Teachers are proud of their school.	.095	.388	-.173	.303	.355	.362
SCDIS3 Staff meetings are useless.	.246	.289	.282	-.284	-.258	-.069
SCR18 Teachers have too many committee requirements.	-.110	.067	.747	.020	.035	.019
SCR25 Administrative paperwork is burdensome at this school.	-.089	-.020	.669	.056	.001	.113
SCDIS21 Teachers ramble when they talk at at staff meetings.	-.015	.040	.657	-.188	-.006	.140
SCD41 The principal is autocratic.	-.003	-.056	.614	-.482	.053	-.058
SCR11 Routine duties interfere with the job of teaching.	-.286	.149	.608	-.055	.166	-.248
SCDIS14 Teachers exert group pressure on non-conforming staff members.	.070	-.013	.518	.099	.175	.064
SCR38 Teachers are burdened with busy work.	.190	-.013	.510	-.383	-.086	.131
SCDIS8 There is a minority group of teachers who always oppose the majority.	.092	-.082	.499	-.228	.021	-.033
SCC42 Teachers respect the professional competence of their colleagues.	.036	.340	-.392	.183	.334	.360
SCDIS6 Teachers leave school immediately school is over.	-.223	.074	.379	-.044	-.255	-.072
SCD5 The principal rules with an iron fist.	.271	-.178	.378	-.083	-.064	-.050
SCS23 The principal treats teachers as equals.	.138	.224	-.305	.678	.153	.228
SCS4 The principal goes out of his/her way to help teachers.	.276	.060	-.297	.646	.202	.199
SCS31 The principal is easy to understand.	.320	.238	-.356	.632	.226	.157
SCR33 Clerical support reduces teachers' paperwork.	.135	-.024	.264	.537	-.060	-.006
SCS44 The principal goes out of his/her way to show appreciation to teachers.	.412	.079	-.272	.534	.268	.115
SCS22 The principal looks out for the personal welfare of teachers.	.337	.067	-.314	.510	.208	.222
SCC1 The teachers accomplish their work with vim, vigor and pleasure.	.044	.392	-.130	.493	.257	.196
SCS30 The principal compliments teachers.	.486	.276	-.258	.490	.271	.075
SCINT29 Teachers have parties for each other.	-.008	.132	.145	.154	.753	.062
SCINT35 Teachers socialize with each other on a regular basis.	.185	.185	.081	.090	.734	.279
SCINT20 Teachers have fun socializing together during school time.	.015	.158	-.026	.234	.630	.203
SCINT39 Teachers socialize together in small, select groups.	.143	-.162	.447	-.092	.506	.227
SCINT40 Teachers provide strong social support for colleagues.	.251	.325	-.120	.006	.505	.372
SCCOM46 Teachers volunteer to sponsor after school activities.	.008	.464	.073	.103	.505	.127
SCINT13 Teachers know the family background of other staff members.	-.181	.097	.174	.098	.105	.772
SCC12 Most of the teachers here accept the faults of their colleagues.	-.080	.145	-.049	.091	.228	.583
SCINT2 Teachers' closest friends are other faculty members at this school.	.118	-.135	.126	.236	.094	.582
SCC34 New teachers are readily accepted by colleagues.	-.025	.346	.016	-.161	.118	.512
SCINT7 Teachers invite staff members to visit them at home.	-.214	.014	.057	.133	.282	.505

SCC19 Teachers help and support each other. .095 .435 -.168 | .280 .157 .452

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 21 iterations.

Job Satisfaction

Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.756
Bartlett's Test of Sphericity	Approx. Chi-Square	1,824.107
	df	630
	Sig.	.000

Job Satisfaction

Benefits:

Scale: JSBE

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.822	9

Nature of Work

Scale: JSNW

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.637	6

Supervision
Scale: JSSU

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.856	9

Operating Procedures
Scale: JSOP

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.665	5

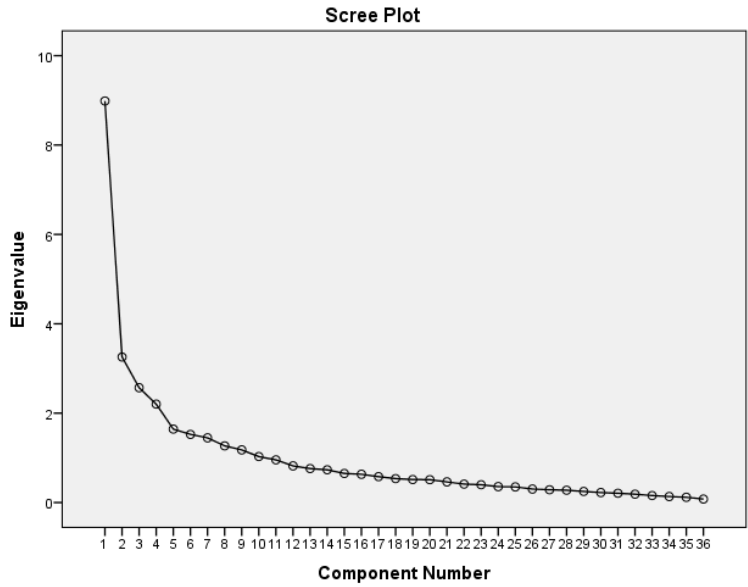
Promotion
Scale: JSPR

Case Processing Summary

		N	%
Cases	Valid	103	100.0
	Excluded ^a	0	.0
	Total	103	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.691	7



Communalities

	Initial	Extraction
jsBE1 I feel I am being paid a fair amount for the work I do	1.000	.505
jsNW2 There is really too little chance for promotion on my job	1.000	.347
jsSU3 My supervisor is quite competent in doing his/her job	1.000	.550
jsBE4 I am not satisfied with the benefits I receive	1.000	.440
jsSU5 When I do a good job, I receive the recognition for it that I should receive	1.000	.566
jsOP6 Many of our rules and procedures make doing a good job difficult	1.000	.392
jsNW7 I like the people I work with	1.000	.639
jsOP8 I sometimes feel my job is meaningless	1.000	.532
jsPR9 Communications seem good within this organization	1.000	.476
jsBE10 Raises are too few and far between	1.000	.422
jsPR11 Those who do well on the job stand a fair chance of being promoted	1.000	.502
jsSU12 My supervisor is unfair to me	1.000	.668
jsBE13 The benefits we receive are as good as most other organizations offer	1.000	.574
jsPR14 I do not feel that the work I do is appreciated	1.000	.540
jsPR15 My efforts to do a good job are seldom blocked by red tape.	1.000	.341
jsSU16 I find I have to work harder at my job because of the incompetence of people I work with	1.000	.563
jsNW17 I like doing the things I do at work	1.000	.547
jsSU18 The goals of this organization are not clear to me.	1.000	.531
jsBE19 I feel unappreciated by the organization when I think about what they pay me	1.000	.559
jsBE20 People get ahead as fast here as they do in other places	1.000	.475
jsSU21 My supervisor shows too little interest in the feelings of subordinates	1.000	.583
jsBE22 The benefit package we have is equitable	1.000	.609
jsPR23 There are few rewards for those who work here.	1.000	.432
jsOP24 I have too much to do at work	1.000	.531
jsNW25 I enjoy my coworkers	1.000	.529
jsOP26 i often feel that I do not know what is going on with the organization	1.000	.540
jsNW27 I feel a sense of pride in doing my job.	1.000	.450
jsBE28 I feel satisfied with my chances for salary increases.	1.000	.528

jsBE29 There are benefits we do not have that we should have.	1.000	.424
jsSU30 I like my principal	1.000	.588
jsOP31 I have too much paperwork	1.000	.560
jsPR32 I don't feel my efforts are rewarded the way they should be.	1.000	.504
jsPR33 I am satisfied with my chances for promotion.	1.000	.698
jsSU34 There is too much bickering and fighting at work	1.000	.460
jsNW35 My job is enjoyable.	1.000	.657
jsSU36 Work assignments are not fully explained.	1.000	.393

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	8.986	24.960	24.960	4.768	13.243	13.243
2	3.257	9.047	34.007	4.320	11.999	25.243
3	2.569	7.136	41.144	3.509	9.748	34.991
4	2.202	6.117	47.261	3.054	8.484	43.475
5	1.643	4.563	51.824	3.006	8.349	51.824
6	1.525	4.237	56.061			
7	1.447	4.021	60.081			
8	1.269	3.526	63.607			
35	.118	.328	99.783			
36	.078	.217	100.000			

Extraction Method: Principal Component Analysis.

Rotated Component Matrix

	Component				
	1	2	3	4	5
jsSU12 My supervisor is unfair to me	.769	-.200	.181		
jsSU30 I like my principal	-.707		.205	-.161	.140
jsSU21 My supervisor shows too little interest in the feelings of subordinates	.698	-.153	.112	.192	.153
jsSU3 My supervisor is quite competent in doing his/her job	-.690	.103		-.212	.126
jsSU34 There is too much bickering and fighting at work	.542	-.135	-.289		.237
jsSU18 The goals of this organization are not clear to me.	.504	-.111	-.305	.336	.243
jsSU16 I find I have to work harder at my job because of the incompetence of people I work with	.483	-.121	-.274		.480
jsSU5 When I do a good job, I receive the recognition for it that I should receive	-.476		.382	-.372	-.222
jsSU36 Work assignments are not fully explained.	.406		-.251	.305	.267
jsBE13 The benefits we receive are as good as most other organizations offer	-.133	.721	.184		
jsBE22 The benefit package we have is equitable	-.124	.715	.282		
jsBE28 I feel satisfied with my chances for salary increases.	-.100	.694	.130	-.131	
jsBE1 I feel I am being paid a fair amount for the work I do		.667	.144		-.179
jsBE4 I am not satisfied with the benefits I receive		-.646		.115	
jsBE19 I feel unappreciated by the organization when I think about what they pay me	.304	-.543		-.123	.396
jsBE29 There are benefits we do not have that we should have.	.228	-.526	.242		.191

jsBE20 People get ahead as fast here as they do in other places	-.237	.484		-.421	
jsBE10 Raises are too few and far between		-.430	.342	.131	.305
jsNW35 My job is enjoyable.		.148	.718	-.273	-.199
jsNW17 I like doing the things I do at work		.181	.679	-.218	
jsNW27 I feel a sense of pride in doing my job.		.145	.632	-.152	
jsNW7 I like the people I work with	-.467	.112	.597	.123	.191
jsNW25 I enjoy my coworkers	-.423		.577	.125	
jsNW2 There is really too little chance for promotion on my job	.301	-.241	.366	.220	.127
jsPR11 Those who do well on the job stand a fair chance of being promoted	-.216	.171		-.643	.109
jsPR33 I am satisfied with my chances for promotion.	-.137	.475	.212	-.640	
jsPR14 I do not feel that the work I do is appreciated	.335	-.130	-.108	.586	.237
jsPR9 Communications seem good within this organization	-.418		.288	-.459	
jsPR15 My efforts to do a good job are seldom blocked by red tape.	-.240	.213		.422	.242
jsPR32 I don't feel my efforts are rewarded the way they should be.	.322	-.267		.406	.406
jsPR23 There are few rewards for those who work here.	.286	-.356	.105	.397	.233
jsOP31 I have too much paperwork					.740
jsOP24 I have too much to do at work					.717
jsOP8 I sometimes feel my job is meaningless	.167	-.185	-.479		.490
jsOP6 Many of our rules and procedures make doing a good job difficult		-.338	-.151	.241	.442
jsOP26 I often feel that I do not know what is going on with the organization	.392		-.109	.423	.435

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 8 iterations.

Analysis of Reliability

Transformational Leadership

Influence Behavior

Scale: LTFIB

Case Processing Summary

		N	%
Cases	Valid	101	98.1
	Excluded ^a	2	1.9
	Total	103	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.775	4

Individual Consideration

Scale: LTFIC

Case Processing Summary

		N	%
Cases	Valid	101	98.1
	Excluded ^a	2	1.9
	Total	103	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.829	4

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

Inspirational Motivation

Scale: LTFIM

Case Processing Summary			
		N	%
Cases	Valid	101	98.1
	Excluded ^a	2	1.9
	Total	103	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
.876	4

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

Intellectual Stimulation

Scale: LTFIS

Case Processing Summary			
		N	%
Cases	Valid	101	98.1
	Excluded ^a	2	1.9
	Total	103	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.810	4

Influence Attributed

Scale: LTFIA

Case Processing Summary			
		N	%
Cases	Valid	101	98.1
	Excluded ^a	2	1.9
	Total	103	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.838	4

APPENDIX D

DESCRIPTIVE OF THE CONSTRUCTS

Organizational Commitment

Statistics

		CCCS Continuance	CACS Affective	CNCS Normative	CRCS Religious	COM Commitment
N	Valid	103	103	103	103	103
	Missing	0	0	0	0	0
Mean		3.5647	5.1456	4.7023	6.3010	4.9284
Std. Deviation		1.24246	1.14682	1.34303	.75878	.72607
Skewness		.135	-.463	-.476	-2.809	-.357
Std. Error of Skewness		.238	.238	.238	.238	.238
Kurtosis		-.161	-.398	.078	12.455	-.028
Std. Error of Kurtosis		.472	.472	.472	.472	.472

Descriptive Statistics

	N	Mean	SD
cRCS7 I view teaching as a ministry	103	6.62	.930
cRCS10 I enjoy helping students develop their faith in God	103	6.61	.952
cRCS9 Teaching is God's will/choice for my life	103	6.31	1.067
cRCS8 My conception of education is congruent with the concepts postulated by Ellen White	103	6.26	.928
cRCS12 The school's Christian values reflect my faith	103	6.11	1.364
cACS6 This school has a great deal of personal meaning for me.	103	5.53	1.650
cNCS22 This school deserves my loyalty.	103	5.23	1.733
cNCS23 I would not leave this school right now because I have a sense of obligation to the people in it.	103	5.03	1.729
cACS1 I would be very happy to spend the rest of my career at this school.	103	4.82	1.877
cNCS24 I owe a great deal to my school.	103	4.55	1.830
cNCS20 Even if it were to my advantage, I do not feel it would be right to leave my school now.	103	4.52	1.955
cCCS13 Right now, staying with this school is a matter of necessity as much as desire	103	4.29	2.061
cCCS14 It would be very hard for me to leave this school right now, even if I wanted to	103	4.25	2.085
cNCS21 I would feel guilty if I left this school now.	103	4.16	2.062
cCCS15 Too much of my life would be disrupted if I decided I wanted to leave this school now.	103	3.84	2.028
cACS2 I really feel as if the problems of this school are my own	103	3.58	2.295
cNCS19 I do not feel any obligation to remain with my current employer	103	3.28	1.865
cCCS17 If I had not already put so much of myself into this school, I might consider working elsewhere.	103	3.07	1.784
cCCS18 One of the few negative consequences of leaving this school would be the scarcity of available alternatives.	103	3.05	1.860
cCCS16 I feel that I have too few options, to consider leaving this school.	103	2.88	1.728

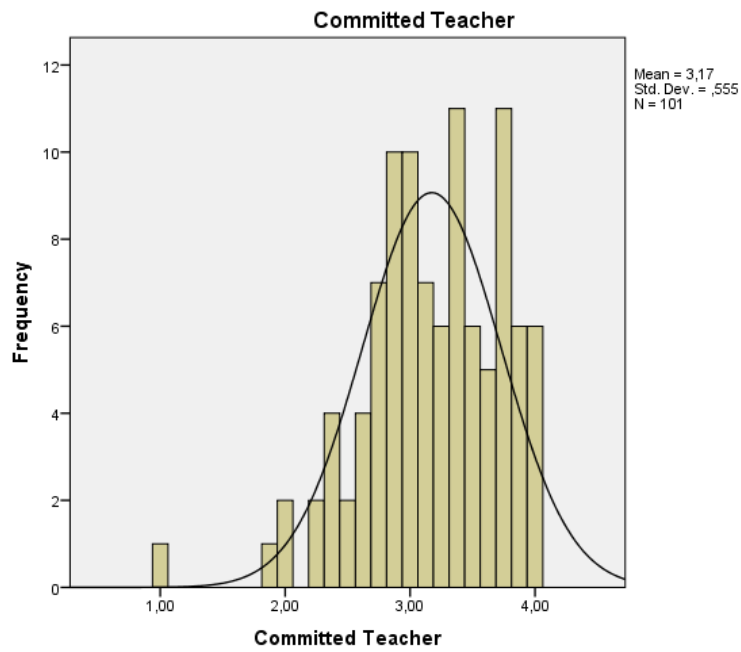
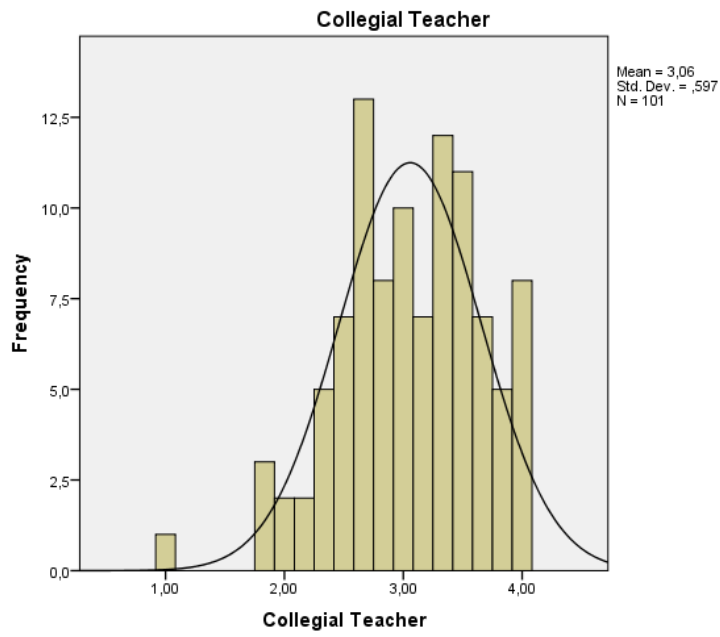
cACS3 I do not feel a strong sense of 'belonging' to my school	103	2.57	1.813
cACS5 I do not feel like "part of the family" in my school	103	2.33	1.543
cACS4 I do not feel 'emotionally attached' to this school	103	2.16	1.526
cRCS11 It is difficult to practice my moral beliefs	103	2.11	1.686
Valid N (listwise)	103		

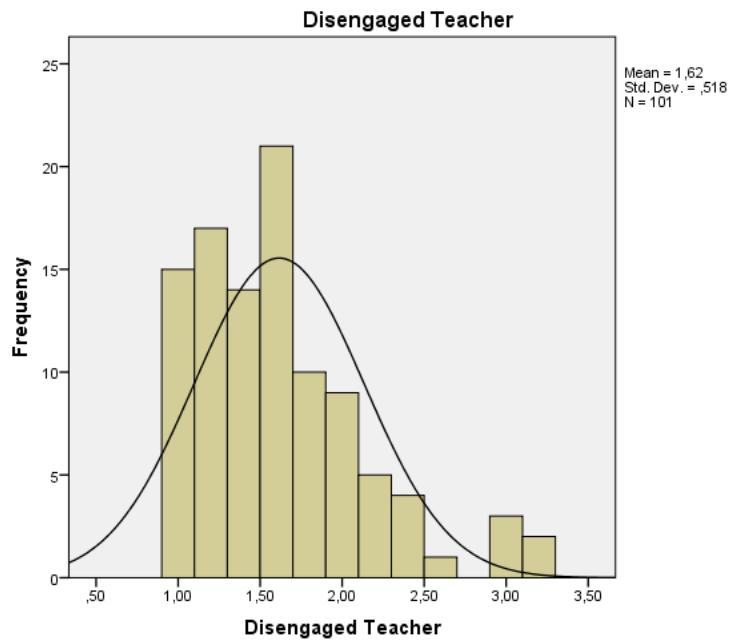
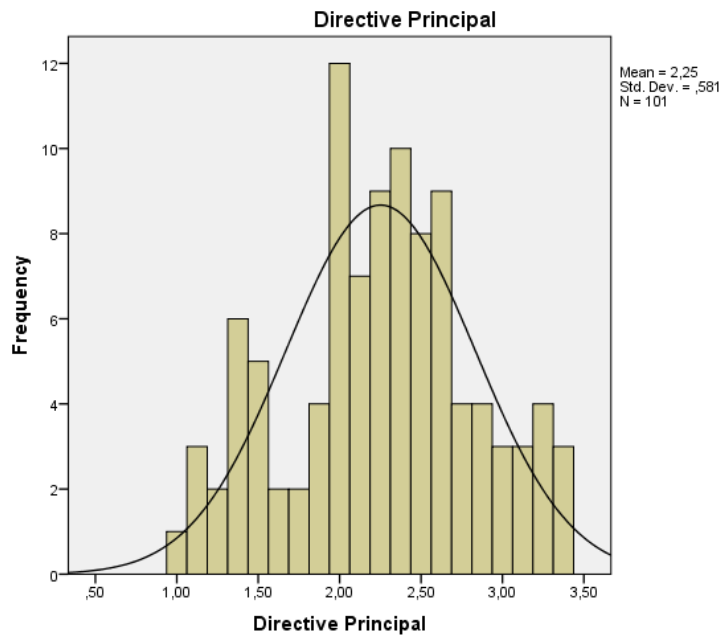
Organizational School Climate
Frequencies

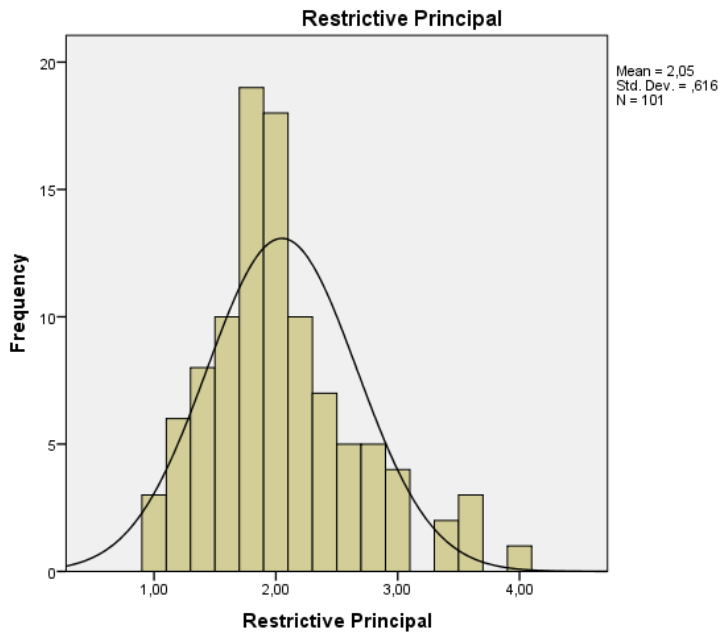
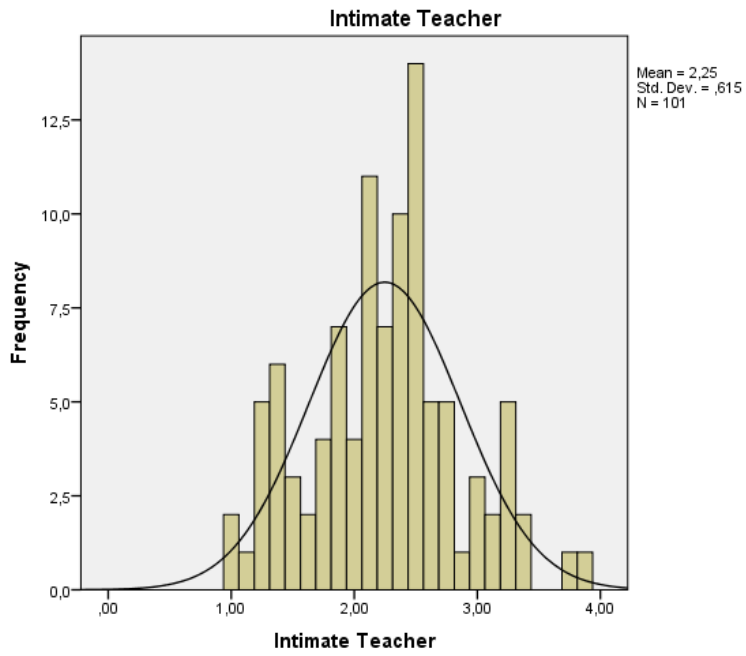
	Statistics				
	Mean	Std. Deviation	Skewness	Std. Error of Skewness	Kurtosis
SCC Collegial Teacher	3,06	,597	-,488	,240	,285
SCCOM Committed Teacher	3,17	,555	-,779	,240	1,247
SCD Directive Principal	2,25	,581	-,103	,240	-,526
SCDIS Disengaged Teacher	1,62	,518	1,136	,240	1,258
SCINT Intimate Teacher	2,25	,615	,119	,240	-,156
SCR Restrictive Principal	2,05	,616	,860	,240	,782
SCS Supportive Principal	3,13	,746	-,994	,240	,489
SC School Climate	2,92	,325	-,102	,240	-,467

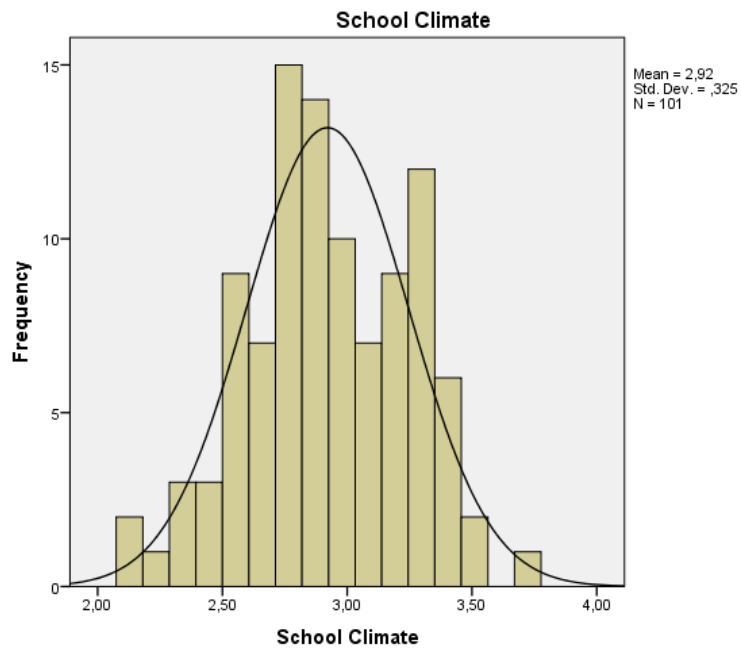
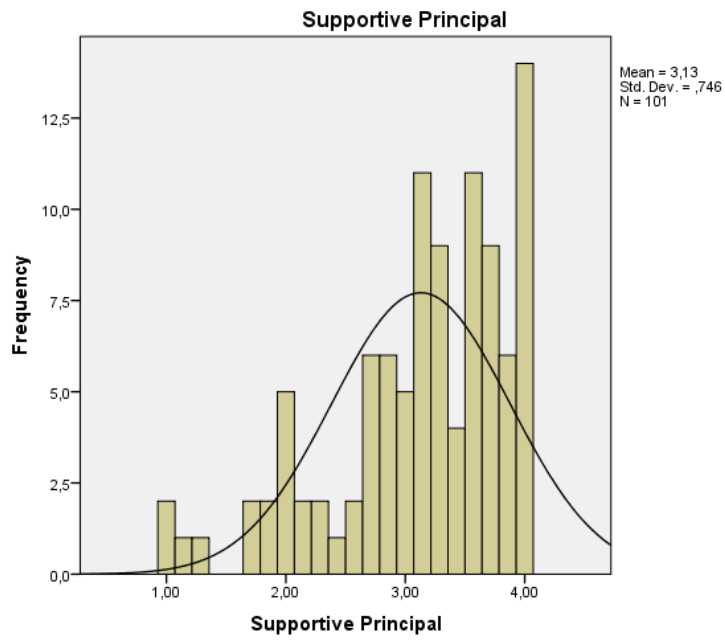
	Statistics
	Std. Error of Kurtosis
SCC Collegial Teacher	,476
SCCOM Committed Teacher	,476
SCD Directive Principal	,476
SCDIS Disengaged Teacher	,476
SCINT Intimate Teacher	,476
SCR Restrictive Principal	,476
SCS Supportive Principal	,476
SC School Climate	,476

Histogram









Leadership
Frequencies

Statistics

		LTFIA Influence Attributed	LTFIB Influence Behavior	LTFIC Individual Consideration	LTFIM Inspirational Motivation
N	Valid	102	102	102	102
	Missing	1	1	1	1
Mean		2.8701	3.0613	2.7574	3.1324
Std. Deviation		1.04995	.84244	1.04624	.90495
Skewness		-1.070	-1.197	-.974	-1.319
Std. Error of Skewness		.239	.239	.239	.239
Kurtosis		.478	1.658	.340	1.780
Std. Error of Kurtosis		.474	.474	.474	.474

Statistics

		LTFIS Intellectual Stimulation	LTF Transformational
N	Valid	102	102
	Missing	1	1
Mean		2.6544	2.8951
Std. Deviation		.96218	.86458
Skewness		-.767	-1.254
Std. Error of Skewness		.239	.239
Kurtosis		.126	1.436
Std. Error of Kurtosis		.474	.474

Job Satisfaction
Frequencies

Statistics

		JSOP Operating Procedures	JSPR Promotion	JSSU Supervision	JS Job Satisfaction
N	Valid	103	103	103	103
	Missing	0	0	0	0
Mean		3.3961	3.4605	4.6343	3.8109
Std. Deviation		1.01826	.97855	1.07080	.59634
Skewness		-.313	-.109	-.934	-.334
Std. Error of Skewness		.238	.238	.238	.238
Kurtosis		-.488	-.313	.628	-.218
Std. Error of Kurtosis		.472	.472	.472	.472

Statistics

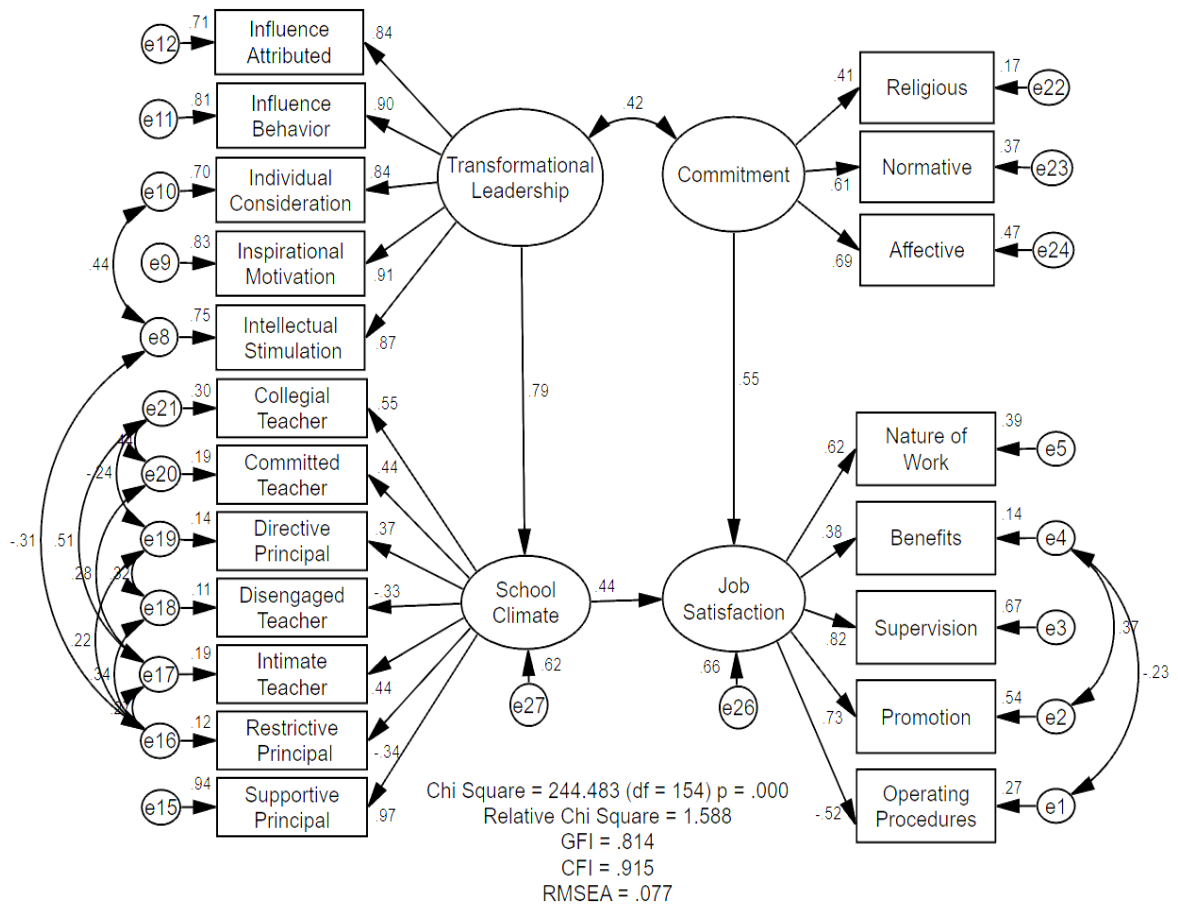
		JSBE Benefits	JSNW Nature of Work
N	Valid	103	103
	Missing	0	0
Mean		2.8403	4.7864
Std. Deviation		1.04691	.73112
Skewness		.164	-.954
Std. Error of Skewness		.238	.238
Kurtosis		-.678	1.534
Std. Error of Kurtosis		.472	.472

Descriptive Statistics

	N	Mean	SD
jsNW27 I feel a sense of pride in doing my job.	103	5.44	1.007
jsNW7 I like the people I work with	103	5.38	1.001
jsSU30 I like my principal	103	5.24	1.324
jsNW25 I enjoy my coworkers	103	5.14	1.164
jsNW17 I like doing the things I do at work	103	5.08	1.177
jsNW35 My job is enjoyable.	103	4.89	1.196
jsSU3 My supervisor is quite competent in doing his/her job	103	4.77	1.670
jsBE10 Raises are too few and far between	103	4.63	1.565
jsOP24 I have too much to do at work	103	4.56	1.570
jsNW2 There is really too little chance for promotion on my job	103	4.20	1.688
jsBE29 There are benefits we do not have that we should have.	103	4.14	1.615
jsOP31 I have too much paperwork	103	4.14	1.553
jsSU5 When I do a good job, I receive the recognition for it that I should receive	103	3.81	1.675
jsPR9 Communications seem good within this organization	103	3.58	1.660
jsBE4 I am not satisfied with the benefits I receive	103	3.52	1.830
jsPR23 There are few rewards for those who work here.	103	3.50	1.668
jsPR15 My efforts to do a good job are seldom blocked by red tape.	103	3.42	1.654
jsBE19 I feel unappreciated by the organization when I think about what they pay me	103	3.32	1.783
jsPR32 I don't feel my efforts are rewarded the way they should be.	103	3.32	1.658
jsOP26 i often feel that I do not know what is going on with the organization	103	3.30	1.685
jsBE22 The benefit package we have is equitable	103	3.12	1.611
jsPR33 I am satisfied with my chances for promotion.	103	3.02	1.709
jsOP6 Many of our rules and procedures make doing a good job difficult	103	2.93	1.484
jsPR11 Those who do well on the job stand a fair chance of being promoted	103	2.90	1.581
jsPR14 I do not feel that the work I do is appreciated	103	2.87	1.643
jsBE13 The benefits we receive are as good as most other organizations offer	103	2.72	1.659
jsSU36 Work assignments are not fully explained.	103	2.62	1.634
jsSU16 I find I have to work harder at my job because of the incompetence of people I work with	103	2.50	1.527
jsBE20 People get ahead as fast here as they do in other places	103	2.50	1.364
jsBE28 I feel satisfied with my chances for salary increases.	103	2.49	1.590
jsSU34 There is too much bickering and fighting at work	103	2.47	1.714
jsSU18 The goals of this organization are not clear to me.	103	2.37	1.521
jsBE1 I feel I am being paid a fair amount for the work I do	103	2.36	1.602
jsSU21 My supervisor shows too little interest in the feelings of subordinates	103	2.27	1.585
jsOP8 I sometimes feel my job is meaningless	103	2.05	1.484
jsSU12 My supervisor is unfair to me	103	1.88	1.444
Valid N (listwise)	103		

APPENDIX E

HYPOTHESIS TESTING



Structural Model showing relationships between the exogenous and endogenous variables.

Analysis Summary

Date and Time

Date: domingo, 1 de marzo de 2020

Time: 10:04:54 a. m.

Title

Model marva 3: domingo, 1 de marzo de 2020 10:04 a. m.

Groups

Group number 1 (Group number 1)

Notes for Group (Group number 1)

The model is recursive.

Sample size = 101

Variable Summary (Group number 1)

Your model contains the following variables (Group number 1)

Observed, endogenous variables

- JSOP
- JSPR
- JSSU
- JSBE
- JSNW
- LTFIS
- LTFIM

LTFIC
 LTFIB
 LTFIA
 SCS
 SCR
 SCINT
 SCDIS
 SCD
 SCCOM
 SCC
 CRCS
 CNCS
 CACS
 Unobserved, endogenous variables
 JSA
 SCCL
 Unobserved, exogenous variables
 e1
 e2
 e3
 e4
 e8
 LIST
 e9
 e10
 e11
 e12
 e15
 e16
 e17
 e18
 e19
 e20
 e21
 CM
 e22
 e23
 e24
 e26
 e27
 e5

Variable counts (Group number 1)

Number of variables in your model: 46
 Number of observed variables: 20
 Number of unobserved variables: 26
 Number of exogenous variables: 24
 Number of endogenous variables: 22

Parameter Summary (Group number 1)

	Weights	Covariances	Variances	Means	Intercepts	Total
Fixed	26	0	0	0	0	26
Labeled	0	0	0	0	0	0
Unlabeled	19	13	24	0	0	56
Total	45	13	24	0	0	82

Models

Default model (Default model)

Notes for Model (Default model)

Computation of degrees of freedom (Default model)

Number of distinct sample moments: 210
 Number of distinct parameters to be estimated: 56
 Degrees of freedom (210 - 56): 154

Result (Default model)

Minimum was achieved

Chi-square = 244.483

Degrees of freedom = 154

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
SCCL	<---	LIST	.670	.071	9.505	***	
JSA	<---	SCCL	.439	.112	3.934	***	
JSA	<---	CM	1.252	.445	2.810	.005	
JSPR	<---	JSA	1.000				
JSSU	<---	JSA	1.207	.169	7.150	***	
JSBE	<---	JSA	.543	.139	3.897	***	
JSNW	<---	JSA	.627	.110	5.688	***	
LTFIM	<---	LIST	.971	.074	13.060	***	
LTFIC	<---	LIST	1.034	.069	14.907	***	
LTFIB	<---	LIST	.895	.070	12.752	***	
SCINT	<---	SCCL	.374	.083	4.488	***	
SCDIS	<---	SCCL	-.204	.061	-3.313	***	
SCD	<---	SCCL	.297	.079	3.743	***	
CRCS	<---	CM	1.000				
CNCS	<---	CM	2.470	.797	3.100	.002	
CACS	<---	CM	2.435	.768	3.170	.002	
LTFIA	<---	LIST	1.045	.093	11.229	***	
LTFIS	<---	LIST	1.000				
SCC	<---	SCCL	.450	.077	5.847	***	
SCCOM	<---	SCCL	.310	.068	4.537	***	
SCS	<---	SCCL	1.000				
SCR	<---	SCCL	-.343	.097	-3.525	***	
JSOP	<---	JSA	-.736	.154	-4.774	***	

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

			Estimate
SCCL	<---	LIST	.787
JSA	<---	SCCL	.442
JSA	<---	CM	.549
JSPR	<---	JSA	.735
JSSU	<---	JSA	.816
JSBE	<---	JSA	.377
JSNW	<---	JSA	.623
LTFIM	<---	LIST	.909
LTFIC	<---	LIST	.835
LTFIB	<---	LIST	.898
SCINT	<---	SCCL	.435
SCDIS	<---	SCCL	-.329
SCD	<---	SCCL	.369
CRCS	<---	CM	.412
CNCS	<---	CM	.609
CACS	<---	CM	.685
LTFIA	<---	LIST	.841
LTFIS	<---	LIST	.869
SCC	<---	SCCL	.547

	Estimate
SCCOM <--- SCCL	.439
SCS <--- SCCL	.970
SCR <--- SCCL	-.345
JSOP <--- JSA	-.522

Covariances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
LIST <--> CM	.112	.046	2.408	.016	
e17 <--> e21	.142	.031	4.626	***	
e8 <--> e10	.121	.037	3.300	***	
e16 <--> e18	.097	.027	3.556	***	
e16 <--> e17	.100	.030	3.383	***	
e20 <--> e21	.101	.025	3.980	***	
e2 <--> e4	.231	.076	3.042	.002	
e19 <--> e21	-.063	.021	-2.955	.003	
e1 <--> e4	-.187	.082	-2.269	.023	
e17 <--> e20	.072	.026	2.770	.006	
e18 <--> e19	.071	.023	3.099	.002	
e16 <--> e19	.078	.033	2.393	.017	
e8 <--> e16	-.102	.029	-3.522	***	

Correlations: (Group number 1 - Default model)

	Estimate
LIST <--> CM	.421
e17 <--> e21	.515
e8 <--> e10	.438
e16 <--> e18	.343
e16 <--> e17	.267
e20 <--> e21	.444
e2 <--> e4	.367
e19 <--> e21	-.235
e1 <--> e4	-.227
e17 <--> e20	.284
e18 <--> e19	.316
e16 <--> e19	.216
e8 <--> e16	-.314

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
LIST	.714	.131	5.450	***	
CM	.098	.055	1.794	.073	
e27	.198	.047	4.172	***	
e26	.175	.065	2.679	.007	
e1	.741	.113	6.570	***	
e2	.436	.080	5.438	***	
e3	.375	.087	4.328	***	
e4	.913	.133	6.863	***	
e8	.233	.040	5.834	***	
e9	.142	.028	5.004	***	
e10	.331	.055	5.968	***	
e11	.137	.026	5.256	***	
e12	.322	.053	6.031	***	
e15	.033	.036	.916	.360	
e16	.454	.062	7.284	***	
e17	.310	.044	7.113	***	
e18	.177	.025	7.016	***	

	Estimate	S.E.	C.R.	P	Label
e19	.290	.041	7.060	***	
e20	.208	.030	6.951	***	
e21	.246	.036	6.899	***	
e22	.481	.074	6.453	***	
e23	1.021	.196	5.215	***	
e24	.659	.154	4.274	***	
e5	.317	.051	6.213	***	

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

	Estimate
SCCL	.619
JSA	.659
CACS	.470
CNCS	.370
CRCS	.170
SCC	.299
SCCOM	.193
SCD	.136
SCDIS	.109
SCINT	.189
SCR	.119
SCS	.940
LTFIA	.708
LTFIB	.806
LTFIC	.697
LTFIM	.826
LTFIS	.754
JSNW	.389
JSBE	.142
JSSU	.665
JSPR	.540
JSOP	.272

Matrices (Group number 1 - Default model)

Factor Score Weights (Group number 1 - Default model)

	C A C S	C N C S	C R C S	S C C O M	S C D	S C D I S	S C I N T	S C R	S C S	L T F I A	L T F I B	L T F I C	L T F I M	L T F I S	J S N W	J S B E	J S S U	J S P R	J S O P
C M	.1 0 7	.0 7 0	.0 6 0	. 0 0 2	. 0 0 3	. 0 0 1	. 0 0 2	. 0 0 4	. 0 0 3 6	. 0 7	. 0 3	. 0 3	. 0 4	. 0 9	. 0 9	. 0 3	. 0 7	. 0 4 6	. 0 3 5
L I S T	.0 0 7	.0 0 5	.0 0 4	. 0 1 6	. 0 3	. 0 8	. 0 7	. 0 1	. 0 1 5	. 1 3 0	. 2 6 0	. 0 6 8	. 2 7 3	. 1 5 4	. 0 3 3	. 0 0 0	. 0 0 6	. 0 0 4	. 0 0 2
S C C L	. 0 0 4	. 0 0 3	. 0 0 2	. 0 4 9	. 0 5 4	. 0 3 9	. 0 5 5	. 0 2 4	. 8 0 2	. 0 1 2	. 0 2 5	. 0 1 2	. 0 2 6	. 0 0 1	. 0 0 8	. 0 0 1	. 0 0 3	. 0 1 0	. 0 1 0 4
J S A	. 5 4	. 3 6	. 3 1	. 0 0 8	. 0 0 8	. 0 0 7	. 0 0 2	. 0 0 0 3	. 1 2 6	. 0 0 6	. 0 1 1	. 0 0 4	. 0 1 2	. 0 0 4	. 1 5 9	. 0 1 1	. 2 5 8	. 1 9 4	. 0 8 4

Total Effects (Group number 1 - Default model)

	CM	LIST	SCCL	JSA
SCCL	.000	.670	.000	.000
JSA	1.252	.295	.439	.000
CACS	2.435	.000	.000	.000
CNCS	2.470	.000	.000	.000
CRCS	1.000	.000	.000	.000
SCC	.000	.302	.450	.000
SCCOM	.000	.208	.310	.000
SCD	.000	.199	.297	.000
SCDIS	.000	-.137	-.204	.000
SCINT	.000	.251	.374	.000
SCR	.000	-.230	-.343	.000
SCS	.000	.670	1.000	.000
LTFIA	.000	1.045	.000	.000
LTFIB	.000	.895	.000	.000
LTFIC	.000	1.034	.000	.000
LTFIM	.000	.971	.000	.000
LTFIS	.000	1.000	.000	.000
JSNW	.785	.185	.276	.627
JSBE	.680	.160	.239	.543
JSSU	1.511	.356	.531	1.207
JSPR	1.252	.295	.439	1.000
JSOP	-.921	-.217	-.323	-.736

Standardized Total Effects (Group number 1 - Default model)

	CM	LIST	SCCL	JSA
SCCL	.000	.787	.000	.000
JSA	.549	.348	.442	.000
CACS	.685	.000	.000	.000
CNCS	.609	.000	.000	.000
CRCS	.412	.000	.000	.000
SCC	.000	.430	.547	.000
SCCOM	.000	.345	.439	.000
SCD	.000	.290	.369	.000
SCDIS	.000	-.259	-.329	.000
SCINT	.000	.342	.435	.000
SCR	.000	-.271	-.345	.000
SCS	.000	.763	.970	.000
LTFIA	.000	.841	.000	.000
LTFIB	.000	.898	.000	.000
LTFIC	.000	.835	.000	.000
LTFIM	.000	.909	.000	.000
LTFIS	.000	.869	.000	.000
JSNW	.342	.217	.276	.623
JSBE	.207	.131	.167	.377
JSSU	.448	.284	.361	.816
JSPR	.404	.256	.325	.735
JSOP	-.287	-.182	-.231	-.522

Direct Effects (Group number 1 - Default model)

	CM	LIST	SCCL	JSA
SCCL	.000	.670	.000	.000
JSA	1.252	.000	.439	.000
CACS	2.435	.000	.000	.000
CNCS	2.470	.000	.000	.000
CRCS	1.000	.000	.000	.000

	CM	LIST	SCCL	JSA
SCC	.000	.000	.450	.000
SCCOM	.000	.000	.310	.000
SCD	.000	.000	.297	.000
SCDIS	.000	.000	-.204	.000
SCINT	.000	.000	.374	.000
SCR	.000	.000	-.343	.000
SCS	.000	.000	1.000	.000
LTFIA	.000	1.045	.000	.000
LTFIB	.000	.895	.000	.000
LTFIC	.000	1.034	.000	.000
LTFIM	.000	.971	.000	.000
LTFIS	.000	1.000	.000	.000
JSNW	.000	.000	.000	.627
JSBE	.000	.000	.000	.543
JSSU	.000	.000	.000	1.207
JSPR	.000	.000	.000	1.000
JSOP	.000	.000	.000	-.736

Standardized Direct Effects (Group number 1 - Default model)

	CM	LIST	SCCL	JSA
SCCL	.000	.787	.000	.000
JSA	.549	.000	.442	.000
CACS	.685	.000	.000	.000
CNCS	.609	.000	.000	.000
CRCS	.412	.000	.000	.000
SCC	.000	.000	.547	.000
SCCOM	.000	.000	.439	.000
SCD	.000	.000	.369	.000
SCDIS	.000	.000	-.329	.000
SCINT	.000	.000	.435	.000
SCR	.000	.000	-.345	.000
SCS	.000	.000	.970	.000
LTFIA	.000	.841	.000	.000
LTFIB	.000	.898	.000	.000
LTFIC	.000	.835	.000	.000
LTFIM	.000	.909	.000	.000
LTFIS	.000	.869	.000	.000
JSNW	.000	.000	.000	.623
JSBE	.000	.000	.000	.377
JSSU	.000	.000	.000	.816
JSPR	.000	.000	.000	.735
JSOP	.000	.000	.000	-.522

Indirect Effects (Group number 1 - Default model)

	CM	LIST	SCCL	JSA
SCCL	.000	.000	.000	.000
JSA	.000	.295	.000	.000
CACS	.000	.000	.000	.000
CNCS	.000	.000	.000	.000
CRCS	.000	.000	.000	.000
SCC	.000	.302	.000	.000
SCCOM	.000	.208	.000	.000
SCD	.000	.199	.000	.000
SCDIS	.000	-.137	.000	.000
SCINT	.000	.251	.000	.000

	CM	LIST	SCCL	JSA
SCR	.000	-.230	.000	.000
SCS	.000	.670	.000	.000
LTFIA	.000	.000	.000	.000
LTFIB	.000	.000	.000	.000
LTFIC	.000	.000	.000	.000
LTFIM	.000	.000	.000	.000
LTFIS	.000	.000	.000	.000
JSNW	.785	.185	.276	.000
JSBE	.680	.160	.239	.000
JSSU	1.511	.356	.531	.000
JSPR	1.252	.295	.439	.000
JSOP	-.921	-.217	-.323	.000

Standardized Indirect Effects (Group number 1 - Default model)

	CM	LIST	SCCL	JSA
SCCL	.000	.000	.000	.000
JSA	.000	.348	.000	.000
CACS	.000	.000	.000	.000
CNCS	.000	.000	.000	.000
CRCS	.000	.000	.000	.000
SCC	.000	.430	.000	.000
SCCOM	.000	.345	.000	.000
SCD	.000	.290	.000	.000
SCDIS	.000	-.259	.000	.000
SCINT	.000	.342	.000	.000
SCR	.000	-.271	.000	.000
SCS	.000	.763	.000	.000
LTFIA	.000	.000	.000	.000
LTFIB	.000	.000	.000	.000
LTFIC	.000	.000	.000	.000
LTFIM	.000	.000	.000	.000
LTFIS	.000	.000	.000	.000
JSNW	.342	.217	.276	.000
JSBE	.207	.131	.167	.000
JSSU	.448	.284	.361	.000
JSPR	.404	.256	.325	.000
JSOP	-.287	-.182	-.231	.000

Modification Indices (Group number 1 - Default model)

Covariances: (Group number 1 - Default model)

		M.I.	Par Change
e16 <-->	CM	8.711	-.058
e16 <-->	e26	4.335	-.069
e11 <-->	e17	4.606	-.040
e10 <-->	e19	5.915	-.062
e10 <-->	e15	6.773	.055
e9 <-->	e19	5.429	.050
e9 <-->	e15	4.024	-.036
e5 <-->	e22	13.533	.156
e5 <-->	e21	5.762	.054
e5 <-->	e10	5.618	-.073
e4 <-->	e24	5.162	-.185
e4 <-->	e19	5.468	-.099
e3 <-->	LIST	4.494	.128
e3 <-->	e12	7.323	.122

	M.I.	Par Change
e1 <--> LIST	7.216	.190
e1 <--> e16	18.050	.202

Variances: (Group number 1 - Default model)

	M.I.	Par Change
--	------	------------

Regression Weights: (Group number 1 - Default model)

	M.I.	Par Change
CRCS <--- JSNW	8.030	.282
SCC <--- JSNW	5.526	.123
SCR <--- CM	4.323	-.436
SCR <--- JSPR	5.144	-.129
SCR <--- JSOP	18.380	.235
JSNW <--- CRCS	12.329	.274
JSNW <--- SCC	10.659	.327
JSNW <--- SCCOM	5.281	.268
JSBE <--- SCD	4.888	-.329
JSSU <--- LTFIA	6.969	.186
JSPR <--- SCDIS	5.659	-.360
JSPR <--- SCR	5.017	-.210
JSOP <--- LIST	4.448	.221
JSOP <--- SCINT	4.207	.286
JSOP <--- SCR	14.248	.453
JSOP <--- LTFIB	4.547	.218
JSOP <--- LTFIM	4.372	.200

Minimization History (Default model)

Iteration	Negative eigenvalues	Condition #	Smallest eigenvalue	Diameter	F	NTries	Ratio
0	e	12	-1.147	9999.000	1261.275	0	9999.000
1	e	11	-.446	1.787	823.168	19	.588
2	e	6	-.940	.870	600.064	5	.929
3	e*	3	-.246	.540	449.962	4	.957
4	e	1	-.010	.738	356.674	5	.648
5	e	1	.000	.445	306.665	5	.796
6	e	0	306.542	.717	263.167	6	.960
7	e	0	313.589	.860	251.580	1	.738
8	e	0	893.659	.355	244.977	1	1.079
9	e	0	1364.269	.232	244.539	1	1.121
10	e	0	1999.069	.106	244.485	1	1.114
11	e	0	2162.854	.032	244.483	1	1.035
12	e	0	2135.342	.002	244.483	1	1.002
13	e	0	2136.639	.000	244.483	1	1.000

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	56	244.483	154	.000	1.588
Saturated model	210	.000	0		
Independence model	20	1252.369	190	.000	6.591

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.071	.814	.747	.597
Saturated model	.000	1.000		
Independence model	.268	.301	.227	.272

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.805	.759	.918	.895	.915
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.811	.652	.741
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	90.483	51.826	137.068
Saturated model	.000	.000	.000
Independence model	1062.369	954.148	1178.057

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	2.445	.905	.518	1.371
Saturated model	.000	.000	.000	.000
Independence model	12.524	10.624	9.541	11.781

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.077	.058	.094	.012
Independence model	.236	.224	.249	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	356.483	386.255	502.929	558.929
Saturated model	420.000	531.646	969.175	1179.175
Independence model	1292.369	1303.002	1344.671	1364.671

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	3.565	3.178	4.031	3.863
Saturated model	4.200	4.200	4.200	5.316
Independence model	12.924	11.841	14.081	13.030

HOELTER

Model	HOELTER	HOELTER
	.05	.01
Default model	76	81
Independence model	18	20

Execution time summary

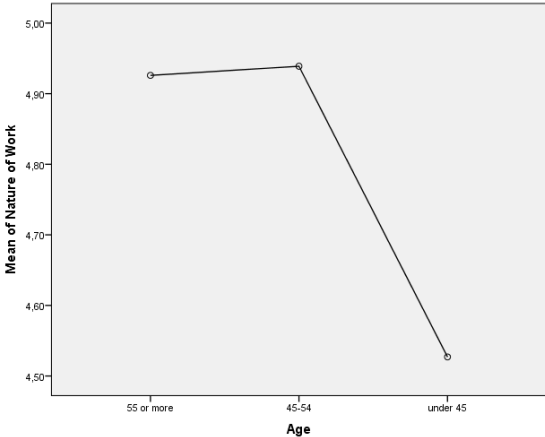
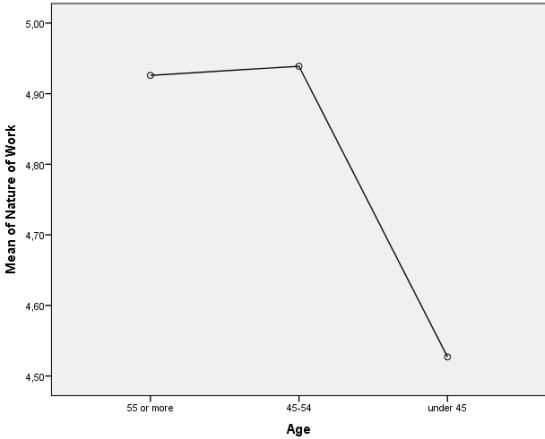
Minimization: .074
Miscellaneous: .708
Bootstrap: .000
Total: .782

APPENDIX F

OTHER ANALYSIS

Demographics Analysis

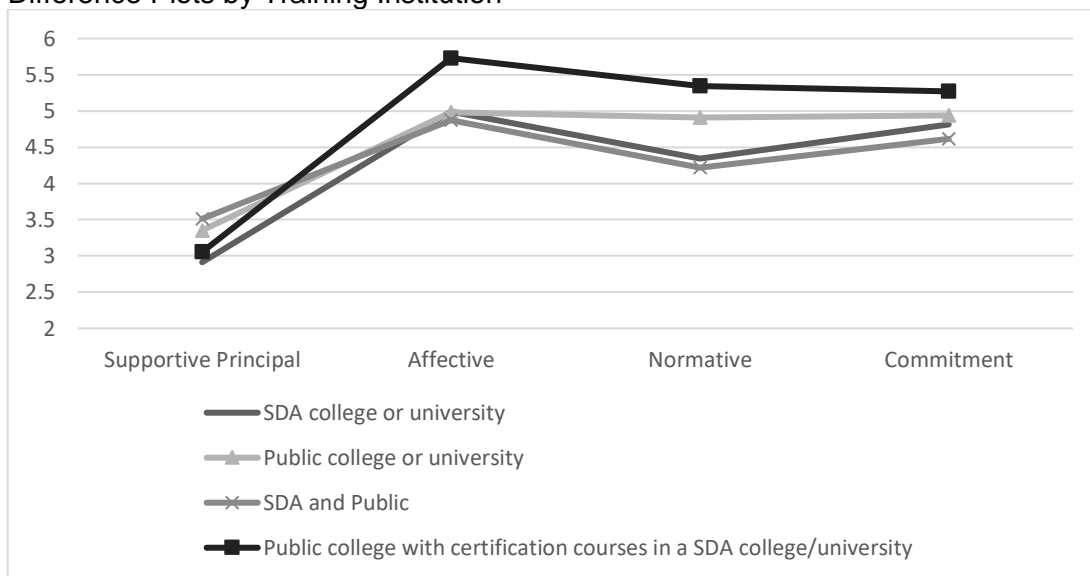
Difference Tests by Age



Difference Tests by Level of Study

Variable	Study Level	M	SD	D	t-test	p
Outcome Extra Effort	Postgraduate	2.7	1.128	0.48	2.185	.031
	Bachelors	3.2	0.954			
Influence Attributed	Postgraduate	2.7	1.026	0.49	2.302	.023
	Bachelors	3.2	1.032			
Management by Exception (active)	Postgraduate	1.7	0.801	0.45	2.444	.016
	Bachelors	2.1	0.955			
Transactional Leadership	Postgraduate	2.1	0.643	0.54	2.600	.011
	Bachelors	2.5	0.815			
Directive Principal	Postgraduate	2.1	0.543	0.70	2.704	.008
	Bachelors	2.5	0.598			

Difference Plots by Training Institution



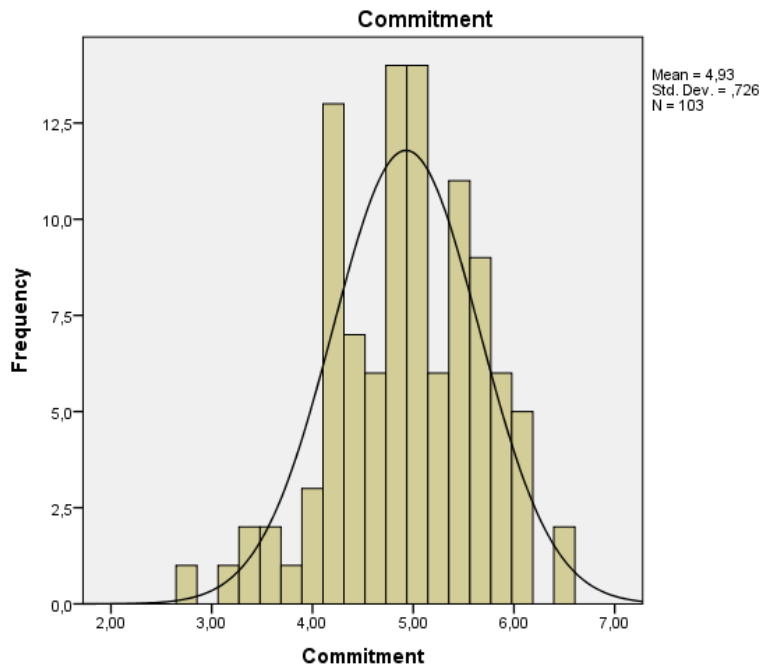
Difference tests by Respondent's Role

Variable	Role	M	SD	D	t-test	p
Promotion	Principal	2.7	1.128	0.48	2.058	.042
	Teacher	3.2	0.954			

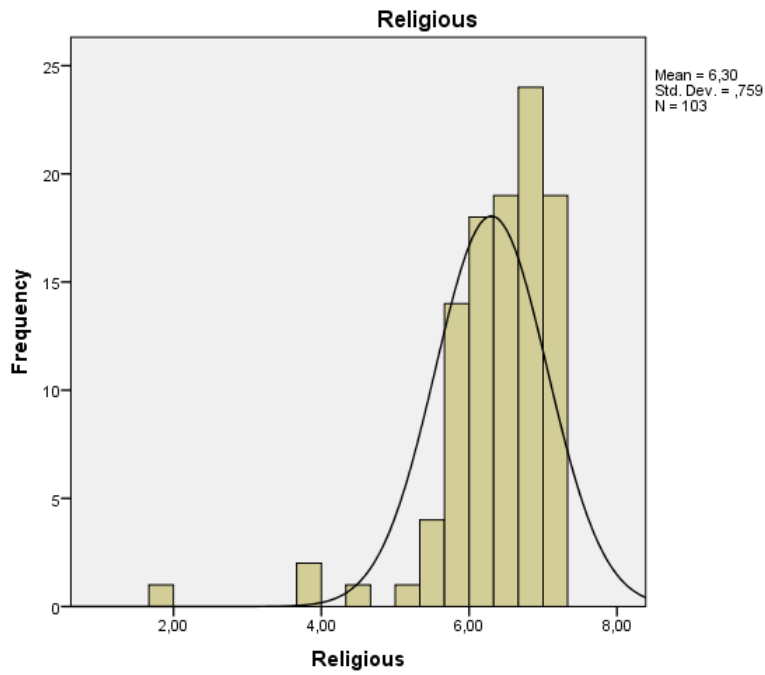
Outcome Extra Effort	Principal	2.7	1.026	0.49	2.897	.005
	Teacher	3.2	1.032			
Outcome Effectiveness	Principal	1.7	0.801	0.45	3.605	.001
	Teacher	2.1	0.955			
Outcome Satisfaction	Principal	2.1	0.643	0.54	3.929	.000
	Teacher	2.5	0.815			
Outcomes	Principal	2.1	0.543	0.70	3.667	.000
	Teacher	2.5	0.598			
Individual Consideration	Principal	3.5	0.449	1.23	6.884	.000
	Teacher	2.5	1.063			
Inspirational Motivation	Principal	3.4	0.588	0.45	2.267	.026
	Teacher	3.0	0.976			
Intellectual Stimulation	Principal	3.1	0.641	0.78	3.865	.000
	Teacher	2.5	0.999			
Transformational	Principal	3.3	0.435	0.70	3.719	.000
	Teacher	2.8	0.936			
Intimate Teacher	Principal	2.5	0.604	0.47	2.067	.041
	Teacher	2.2	0.624			
Supportive Principal	Principal	3.5	0.477	0.77	3.833	.000
	Teacher	3.0	0.782			

Histograms of Constructs and selected Dimensions

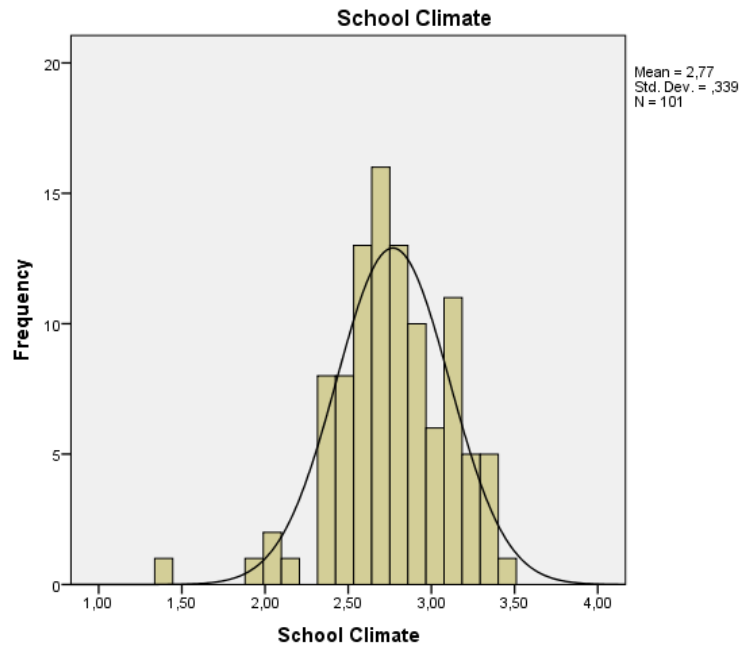
Commitment Construct



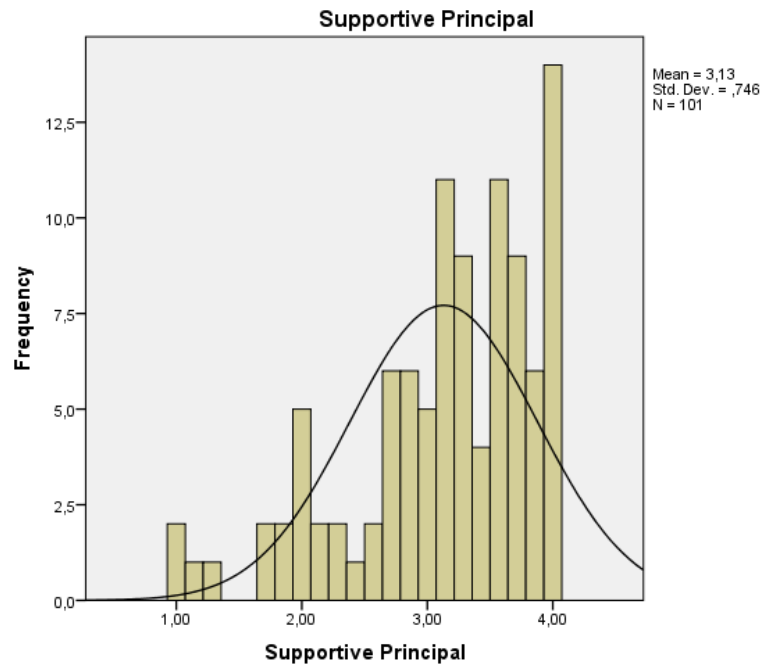
Commitment Dimension – Religious commitment



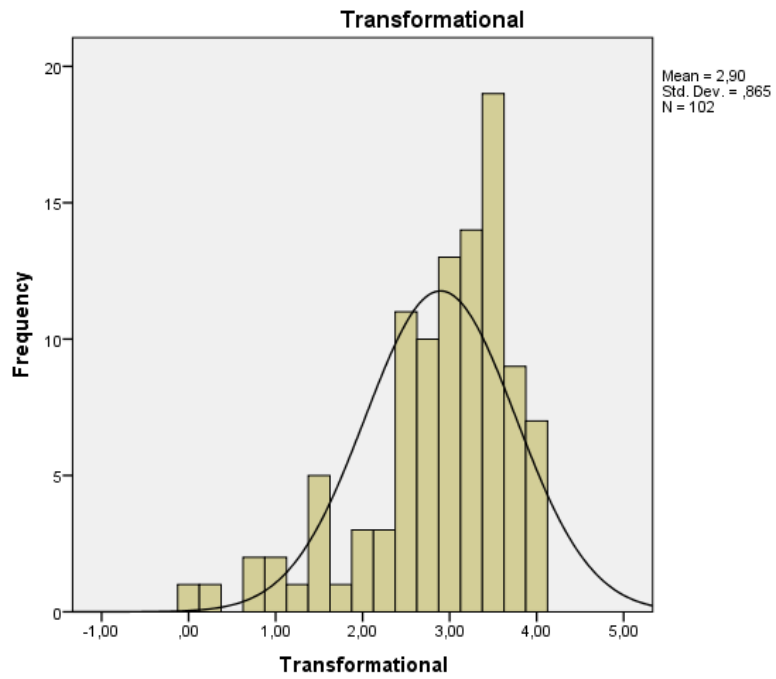
Organizational School Climate Construct



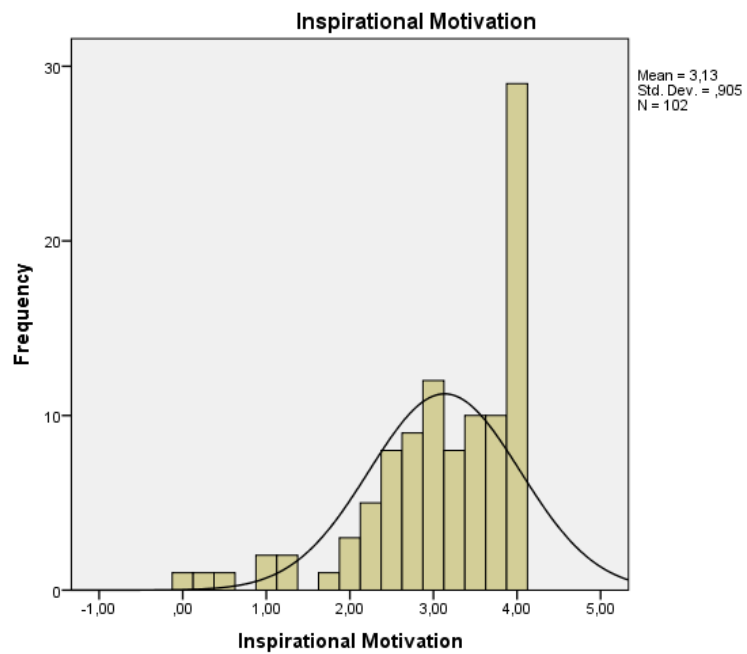
Organizational School Climate Dimension – Supportive Principal



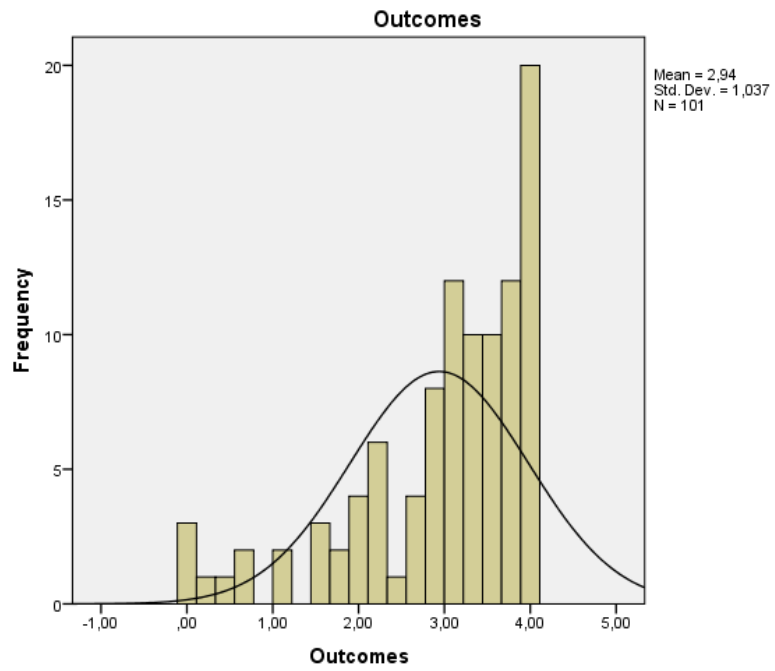
Transformational Leadership Construct



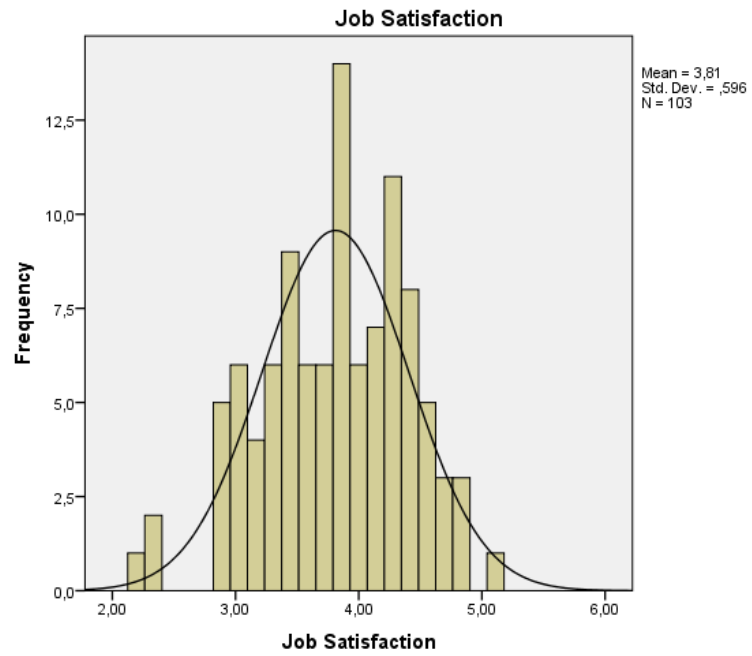
Transformational Leadership Dimension - Inspirational Motivation



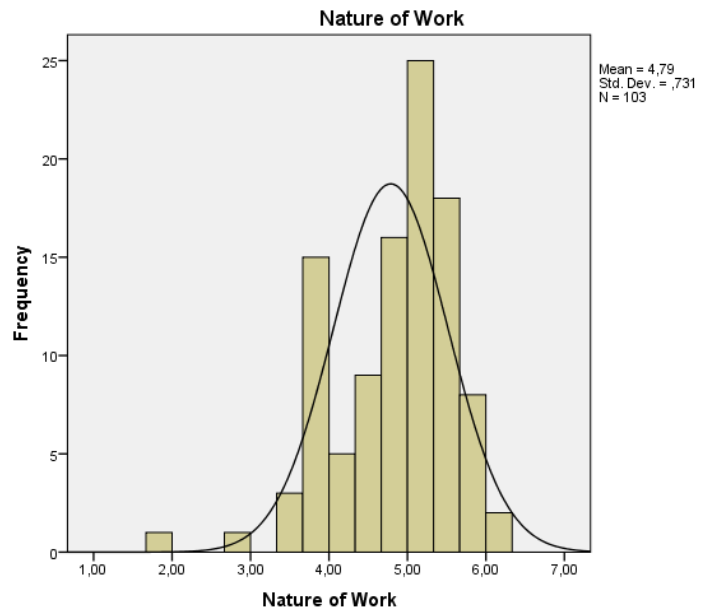
Transformational Leadership Outcomes



Job Satisfaction Construct



Job Satisfaction Dimension - Nature of Work



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CURRICULUM VITAE

MARVA JEAN MARRETT
20 Dean Dr., East Hartford, CT 06118
860-986-8253
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SUMMARY STATEMENT

As an experienced educator, I bring enthusiasm, dedication, competence and an achievement-oriented attitude to my professional assignments.

My teaching experience has included interaction with both pre-service and in-service teachers in addition to elementary, middle and high school students. I create an environment that is goal and success oriented, emotionally secure and welcoming. In addition, I work cooperatively and productively with my colleagues and the school constituency, in a mutually respectful community.

As a practicing Seventh-day Adventist, I am committed to both implementing and fostering Adventist educational ideals so that the students I teach will internalize and practice these tenets.

EXPERIENCE

Principal:

North Shore SDA School

So

18 - present

20

- Articulate goals and vision to school constituency
- Collaborate with School Board, parents, staff and students
- Plan and implement school improvement projects
- Supervise and motivate staff
- Conduct needs assessment survey
- Secure grants
- Attend related conferences and meetings
- Prepare and present monthly reports to School and Church Boards

Teacher:

	So
uth Shore SDA School	-
	20
18 - present	
Berea SDA Academy	-
	20
15 – 2017	
Hartford Area SDA School	-
	20
07 – 2013; 2017-2018	
➤ Use instructional techniques that maximize student learning	
➤ Individualize instruction to meet student needs	
➤ Implement individualized reading program to improve students' competency	
➤ Set high expectations and motivate students	
➤ Counsel with and discipline students as needed	
➤ Grade projects, coursework and tests	
➤ Maintain student records	
➤ Attend conferences and professional development meetings	

Teacher Trainer:

	19
95 - 2004	
Reform of Secondary Education Project, Ministry of Education, Jamaica	
➤ Supervised implementation of revised Grade 7-9 curriculum in Junior High Schools	
➤ Conducted training workshops and classroom observations for teachers	
➤ Provided curricular guidance and motivational support for teachers	

Lecturer:

	20
00 - 2004	
Sam Sharpe Teachers' College, Jamaica, W.I. Science Dept.	

- Taught General Science and Science Education courses
- Supervised student teaching and research projects
- Staff Advisor - Environment Club

Adjunct Lecturer:

1998 -2004

Northern Caribbean University,
Montego Bay Campus, Jamaica Education Dept.

- Taught Education Foundations Courses: Educational Psychology; Child and Adolescent Development and Adult Psychology.

Local Tutor:

03 - 2004

University of the West Indies,
B.Ed. Secondary (Distance) Project
Jamaica, W.I.

- Facilitator for course “Science, Medicine and Technology”
- Clarified and elaborated concepts
- Assisted students with interpretation of case studies and problem sets
- Assisted with course orientation
- Recorded and reported performance grades and attendance

20

Herbert Morrison Technical High School,

88-1994

Montego Bay, Jamaica

- Taught Biology and Chemistry
- Prepared students for Caribbean Examinations Council (CXC)

19

EDUCATION

Central Connecticut State University

Master of Arts in Biology: Ecology and Environmental Science, 2012
Thesis: "Microbiological Water Quality of the Southern Part of the Eightmile River
Watershed- A Baseline Study"

Central Connecticut State University
Master of Science in Educational Leadership, 1999
Comprehensive Examination

University of the West Indies
Postgraduate Diploma in Education: Biology Education, 1991
Thesis: "The Design and Teaching of a Unit in Biology using the Guided Discovery Method"

University of the West Indies
Bachelor of Science: General Science, 1989