

ABSTRACT

TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL  
SUPPORT AS PREDICTORS OF SCHOOL CLIMATE IN  
SEVENTH-DAY ADVENTIST PK-12 SCHOOLS

by

Nadine Spencer-Elysee

Main Adviser: Jaime Rodríguez Gómez

## ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Montemorelos University

School of Education

Title: TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL SUPPORT AS PREDICTORS OF SCHOOL CLIMATE IN SEVENTH-DAY ADVENTIST PK-12 SCHOOLS

Name of researcher: Nadine Spencer-Elysee

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

Date completed: July 2020

### Problem

This research analyzed Transformational Leadership and Organizational Support as predictors of School Climate in teachers at PK-12 Schools at the Northeastern Conference of Seventh-day Adventists.

### Method

The research was empirical quantitative, descriptive, exploratory, and transversal. The study population was made up of 124 teachers in the Northeastern Conference of Seventh-day Adventists. An instrument was administered, and 107 respondents of the population described participated. The constructs for the instrument used were done through factorial analysis techniques and the reliability, measured with the

Cronbach alpha coefficient for each instrument, was acceptable. The statistical technique of multiple linear regression was used for the analysis of the hypothesis.

## Results

The empathetic and visionary leadership along with performance and respectful support are good predictors of school climate, according to the perception of the teachers in the Northeastern Conference. When evaluating the influence of independent constructs through the standardized beta coefficients, it was found that the best predictor is the transformational leadership.

## Conclusions

This study analyzed the correlation between transformational leadership, organizational support, and school climate. The research revealed that:

1. Most of the teachers in the Seventh-Day Adventists Schools PK-12, in Northeastern Conference had a positive response towards transformational leadership, organizational support, and school climate.
2. The visionary and empathetic aspects of transformational leadership and performance of organizational support are significant predictors of the school climate.
3. Teachers under 46 years old, teachers without post-graduate degrees, and teachers who were in the school for less than five years had a more positive view of school climate.

Montemorelos University

School of Education

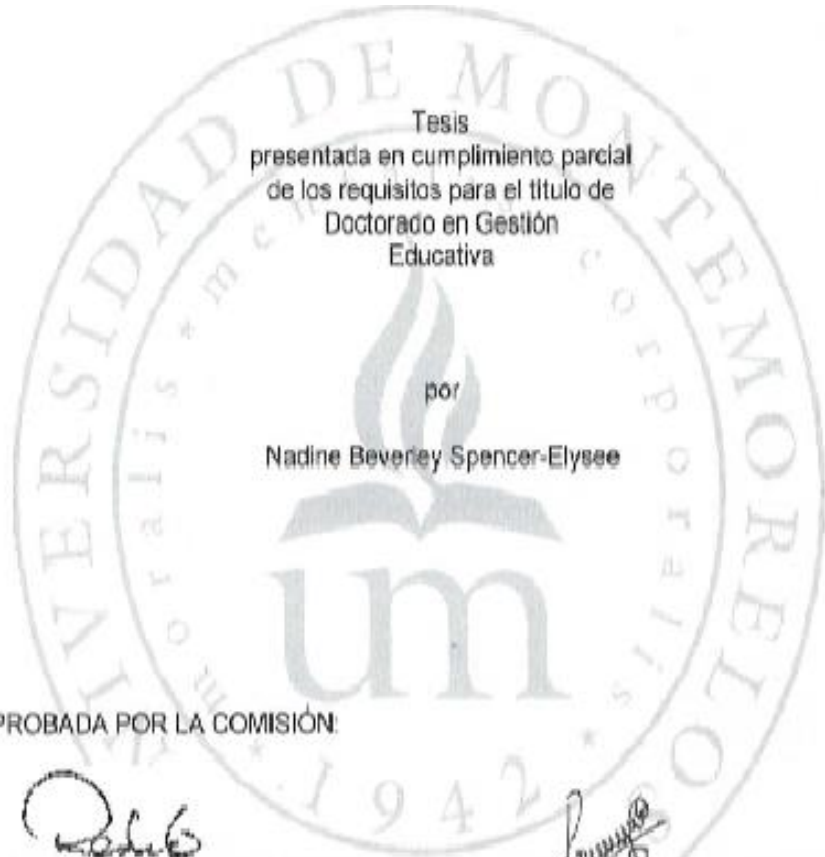
TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL  
SUPPORT AS PREDICTORS OF SCHOOL CLIMATE IN  
SEVENTH-DAY ADVENTIST PK-12 SCHOOLS

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

by

Nadine Spencer-Elysee

July 2020



Tesis  
presentada en cumplimiento parcial  
de los requisitos para el título de  
Doctorado en Gestión  
Educativa

por  
Nadine Beverley Spencer-Elysee

APROBADA POR LA COMISIÓN:

Asesor principal: Dr. Jaime Rodríguez  
Gómez

Dr. Ramón Meza Escobar,  
Examinador externo

Miembro: Dr. Manuel Muñoz Palomeque

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

Miembro: Dra. Jorge Hilt

9 de julio de 2020

Fecha de aprobación

## **DEDICATION**

This work is dedicated to Lorna's Legacy and Spencer's Seeds: To the next generation who like me will stand on the shoulders of those who came before us to propel beyond our wildest dream and fulfilling God's purpose.

## TABLE OF CONTENTS

LIST OF FIGURES .....	vii
LIST OF TABLES.....	viii
ACKNOWLEDGEMENTS .....	ix
Chapter	
I. PROBLEM DIMENSION .....	1
Introduction .....	1
Antecedents .....	1
Problem Statement .....	2
Research Question .....	3
Hypothesis .....	3
Objectives of Study .....	3
Justification.....	4
Importance .....	4
Limitations... ..	5
Delimitations.....	5
Assumptions.....	6
Philosophical Background... ..	6
Definition of Terms .....	11
II. LITERATURE REVIEW.....	12
Introduction .....	12
Transformational Leadership ... ..	12
Definitions .....	12
Measurements .....	15
Results .....	18
Organizational Support.....	22
Definitions .....	22
Measurements .....	22
Results .....	23
School Climate .....	25
Definitions .....	25
Measurements .....	26
Results .....	27

III. METHODOLOGY.....	29
Research Design.....	29
Population and Sample .....	29
Operationalization of the Variables.....	29
Transformational Leadership .....	30
Organizational Support .....	31
School Climate.....	34
Null Hypothesis... ..	36
Data Collection and Access to Respondents.....	37
Data Analysis... ..	37
IV. ANALYSIS OF THE RESULTS.....	38
Introduction .....	38
Demographic Description .....	38
Sex .....	38
Age .....	39
Marital Status .....	39
Ethnicity.....	39
Educational Status... ..	39
Teaching Level .....	39
Employment Status .....	40
Years of Service... ..	40
Years at Current School... ..	40
Validity and Reliability .....	40
Transformational Leadership .....	41
Organizational Support .....	44
School Climate.....	47
Description of Constructs .....	49
Transformational Leadership .....	49
Organizational Support .....	50
School Climate.....	52
Null Hypothesis Testing.....	53
Other Results .....	56
Cross-sex.....	56
Cross-age .....	57
Cross-marital status .....	57
Cross-ethnicity .....	57
Cross-educational Level .....	57
V. SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS ...	59
Summary .....	59



Discussion.....	61
Conclusion .....	63
Recommendations.....	63
To Educational Institution .....	63
To Future Researchers.....	64
Appendix	
A. INSTRUMENTS .....	65
B. LETTER OF REQUEST .....	72
C. LETTER OF PERMISSION .....	74
D. DEMOGRAPHICS DATA .....	76
E. VALIDITY AND RELIABILITY.....	80
F. DESCRIPTIVES DATA .....	100
G. HYPOTHESIS TESTING.....	118
H. OTHER RESULTS.....	122
REFERENCES .....	145
CURRICULUM VITAE .....	151

## LIST OF FIGURES

1. Histogram with a Normal Curve of Transformational Leadership.....	50
2. Histogram with a Normal Curve of Organizational Support .....	51
3. Histogram with a Normal Curve of School Climate.....	52
4. Scatter Diagram Between Predicted and Actual Values .....	55

## LIST OF TABLES

1. Operationalization of Null Hypotheses .....	36
2. Rotated Matrix for Transformational Leadership .....	43
3. Rotated Matrix for Organizational Support .....	46
4. Rotated Matrix for School Climate.....	48
5. Descriptive for Factors in Transformational Leadership.....	50
6. Descriptive for Factors in Organizational Support .....	51
7. Descriptive for Factors in School Climate.....	53
8. Correlation Indices Between Predictive Factors and Social Climate.....	55
9. Predictors for Social Climate Factors .....	56

## ACKNOWLEDGEMENTS

The completion of this body of work was made possible with the help and encouragement of my “village” – it takes a village, is a timeless adage. It is with a sense of awe that through God’s grace that I admit that this doctoral journey has been challenging, rigorous, but extremely rewarding. It has provided a glimpse of the power of God for which I am grateful.

I would like to thank my supportive husband Daniel for his patience and understanding. To my daughters, Chyla and her husband De’Vesco, and Danyelle, just being your mother was all the motivation I needed. However, your love and support made the journey easier. To Jonathan, for being there to support your dad, I am extremely grateful. To my dearest cousin David Spencer who ignited a love for knowledge, you are the reason my name is on this dissertation. To my parents Lorna and Joseph Housen, and the memory of my late father Benjamin Spencer, my siblings, my Westchester Area School family, my New Hope Prayer Warriors, the Golden Sisters, there is not enough space on this page to thank you for all you have done to support me along this journey.

A Special thank you to our Superintendent of Schools of Northeastern Conference, Viola Chapman, who refused to let me give up. To Sherina and Kimberly, God chose both of you to hold my hand on this journey. I appreciate each of you.

A debt of gratitude to Dr. Jaime Rodriguez for your patience and support. This would not have been except for your patience and diligence in seeing that the work was done. To Dr. Zardoni and other administrators and professors of the Montemorelos

University: We came as students who were strangers and I am leaving feeling adopted.

Truly, I have seen the hand of God at work and to all I say ¡Thank you!

## **CHAPTER I**

### **PROBLEM DIMENSION**

#### **Introduction**

Perception of the school climate is an important factor when one is selection a school for his/her child. As an organization, it is important to understand the need to develop leaders and provide support for Seventh-day Adventist (SDA) schools. In doing this directly impact Seventh-day Adventist school climates so, that church and community members are willing to put their child's names on a waiting list to be admitted into Seventh-day Adventist school.

#### **Antecedents**

Below is a brief presentation of some specific aspects in the current research for each of the constructs, with the intention that they are as a preamble to the presentation of the research problem

Keskes (2014) say what "leadership has been always a crucial issue since organizations and companies are permanently in a constant struggle to be increasingly competitive. Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals" (p. 27). Waldman, et al. (cited in Pedraja-Rejas, Rodríguez-Ponce, & Rodríguez-Ponce, 2006) proposed the inclusion of leadership style in the Upper Echelons Theory, since this variable has direct effects on the decisional process and results of organizations.

Glass and Finley (2002) comment that organizations seek many ways of doing business to face the challenges of the business environment. Given the amount of time and energy that people sell in the workplace, it is important that workers satisfy their entire lives. Rhoades and Eisenberger (2002) comment that the theory of organizational support means that employees embody the organization, to the extent that the organization value your contributions and care about your well-being. This leads to a greater commitment of loyalty and performance of employees.

According to Madhukar and Sharma (2017), diversity of opinions has made the organizational climate in this case school climate an interesting area of research. In the present paper, an attempt has been made to study the views of different experts, right from the period when the concept of organizational climate originated until date, with regard to the concept, definition and dimensions of organizational climate. While some authors have defined organizational climate as a function of a person and his interaction with the organizational environment, a few others have defined it as a dependent variable, which may be influenced by individual or subjective perception. Yet a few others have referred it as an independent variable. Chirkina and Khavenson (2018) states that for the last one hundred years education researchers have focused on the question of school climate. Despite the various approaches that have been used to define it and its components, it is possible to identify the main characteristics of this construct. School climate is in the eye of the beholder.

### **Problem Statement**

The school climate in PK-12 schools in the Northeastern Conference were considered to be a family environment, where administrators and teachers work

harmoniously to create an environment in which everyone feels a part of and strives to give their best, to create a culture of acceptance which is displayed in the relationships between administrators, teachers, students, and parents. This family-oriented atmosphere is one of the characteristics that sets Seventh-day Adventist school apart. With the turnover of administrators and teachers there appears to be a shift. Complaints of administrators' leadership affecting the climate is being broadcasted. What if there is any truth to the broadcast?

### **Research Question**

The problem that arises in the present investigation is the following:

Do Northeastern Conference Schools PK-12 teachers perceive transformational leadership and organizational support as predictors of the school climate in 2019?

### **Hypothesis**

The hypothesis that arises is the following:

Hi: Transformational leadership and organizational support are predictors of the school climate as perceived by Northeastern Conference Schools PK-12 teachers.

### **Objectives of Study**

The objectives of the study were as follows:

1. Evaluate transformational leadership, organizational support and school climate.
2. To find out if transformational leadership and organizational support are predictors of the school climate perceived by the teachers of Northeastern Conference Schools PK-12.



3. To analyze the associations between the constructs and the demographic variables of the participants

### **Justification**

Teachers spend a great deal of time in the school climate, collaborating with supervisors (principals), other teachers, and parents. For teachers to be at their best it is important to create a climate that is conducive to productivity especially as it relates to nurturing and molding students' lives. With the decline in enrollment in SDA schools, Conference Education Administrators, school leaders, and teachers need to reflect, assess and plan to meet the demands of their customers and clients if SDA schools are to thrive. The increase of Charter and Independent schools have threatened the existence of Seventh-day Adventist Education. Recognizing that teachers' perception of how they are valued is transmitted in the way they interact with students and parents which directly affects enrollment. Positive school climate is cultivated.

### **Importance**

Benefits offered in public and charter schools are rich compared to what is offered in the Seventh-day Adventist schools. Parents are also choosing to homeschool their children. Teachers who work in the Seventh-day Adventist schools consider it a ministry. However, the climate in PK-12 schools in the Northeastern Conference, which were once considered to be a family environment, appears to be deteriorating. Complaints are mounting that administrators' leadership styles and lack of organizational support are affecting the climate within the schools are being broadcasted. The use of

social media can be a tool used to promote the school and well as defamed. It is important therefore, that this issue be addressed. If this issue is not understood and addressed SDA schools will become obsolete without teachers to work in them.

### **Limitations**

Some limitations of this investigation are as follows:

1. The survey population was confined to one conference.
2. The research may suffer from response bias wherein the participants may respond in a socially desirable way that they perceive might be fulfilling the researcher's expectations and not their true feelings.
3. The research may suffer from response bias wherein the participants may respond in a way so as not to reflect poorly on the conference, which is their employer and their true feelings

### **Delimitations**

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

1. Due to the scope of the work to be covered in a paper such as this one, the research will focus on the PK-12 schools within the Northeastern Conference.
2. Therefore, this research will by no means be the end of all that needs to be done with respect to affecting school climate in the Seventh-day Adventist PK-12 schools.
3. It is more than likely that someone else looking at this research may find a strand of opportunity to explore in another area of this research.

4. The study will focus only on Seventh-day Adventist schools in the Northeastern Conference.

5. This study focused on school climate as perceived by the teacher and no other stakeholders such as parents or students.

### **Assumptions**

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

1. The theoretical basis of relations between constructs is based on authors who are familiar with the subjects of the research.

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

### **Philosophical Background**

The purpose of this study is to bring to the attention of the organization the importance of identifying leadership when hiring principals and placing them in schools that will benefit from their leadership as they collaborate to nurture and grow the community while exhibiting Christ-like characters.

Leadership is an important role in any organization. A leader sets the atmosphere in the organization. He or she provides direction and projects his or her vision on the rest of the team. The leader is expected to motivate the team members and convince them to buy into the vision of the organization. God is the first leader. In addition, has modeled what a leader is. In the beginning, God created the heaven and the earth. He assumed His leadership role when He invited the Son and the Holy Spirit when He

said, “Let us make man...” (Genesis 1:26) Here He invites the Godhead to work with Him.

Researchers believe that the climates in organizations reflect the type of leadership and the organizational support in the organization. This research is on transformational leadership (LS) in Seventh-day Adventist (SDA) schools.

White (1985) states

The Seventh-day Adventist philosophy of education is Christ-centered. Adventists believe that, under the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in the Bible, in Jesus Christ, and in nature. The distinctive characteristics of Adventist education—derived from the Bible and the writings of Ellen G. White—point to the redemptive aim of true education: to restore human beings into the image of their Maker. Seventh-day Adventists believe that God is infinitely loving, wise, and powerful. He relates to human beings on a personal level, presenting His character as the ultimate norm for human conduct and His grace as the means of restoration. Adventists recognize, however, that human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of restoring human beings to their original relationship with God. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come. Adventist education imparts more than academic knowledge. It fosters a balanced development of the whole person—spiritually, intellectually, physically, and socially. Its time dimensions span eternity. It seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful. (p. 1)

Researchers have found that there are different kinds of leadership styles including, but not limited to, transformational, transactional, laissez-faire, democratic, and authoritative. The kind of leadership style utilized by a leader is dependent on the situation.

The aim and mission of this organization is Adventist education prepares students for a useful and joy-filled life, fostering friendship with God, whole-person development, Bible-based values, and selfless service in accordance with the Seventh-day Adventist mission to the world (White, 1985). With this aim in mind the leadership style utilized by SDA schools leaders are very important.

In Genesis God appointed Adam as leader in the Garden of Eden. He was given the responsibility of naming the animals and taking care of the earth.

White (1985) states on leadership

It would be well if those occupying positions of trust in our institutions would remember that they are to be representatives of Jesus. True goodness, holiness, love, compassion for tempted souls must be revealed in their lives. Christ gave Himself to the world, that He might save those who would believe in Him. (p. 7)

In the Garden of Eden God provided support when He said, "...It is not good that man should be alone; I will make a help meet for him" (Genesis 2:18).

It was intended for man to be a social being who needs and provides support. Adam and Eve worked together harmoniously in the Garden of Eden until that day when sin was found in them (Genesis 3). God did not abandon Adam and Eve nor their descendants. He decided to send His Son who would continue to model a transformational leadership style. Wherever Jesus went, He transformed lives and influenced communities. "He riseth from supper, and laid aside His garments; and took a towel, and girded Himself. After that He poureth water into a basin, and began to wash the disciples' feet, and to wipe them with the towel wherewith He was girded" (John 13:4-5). Here Jesus once again demonstrating how a leader should interact with others. God desires that teachers would adopt the leadership styles He has modeled. ..."But whosoever will be great among you, shall be your minister: And whosoever of you will be

the chiefest, shall be servant of all" (Mark 10: 43-44). Now Jesus is in Heaven interceding as any good leader on behalf of His people.

Christ is the leader. White (1943) reminds, "We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history" (p. 204).

Organizational support is defined as the organizational values' taking workers' well-being into consideration and bearing the qualities that increase happiness of workers (Eisenberger, Huntington, Hutchison, & Sowa, 1986). Köse (2016) in other words, the way the administrative body and parent company do to demonstrate they value the way the team members work together and support each other. Jesus, as it was stated earlier, created Eve to be a helpmeet for Adam and provide him with the support that he needed. "And the Lord God said, "It is not good that the man should be alone; I will make him a helpmeet for him" (Genesis 2:18). God's ideal was that Adam and Eve would work together and teach their child to do the same as they would teach their own children and the support will continue.

Because of the mistakes the children of Israel made, they were taken captive in Egypt. They were slaves for some 400 years. Then God chose Moses to be the leader to deliver them. Moses whined and complained about his inability to be the kind of leader God called him to be. God provided him with the support he needed. "And thou shalt speak unto him and put words in his mouth: and I will be with thy mouth, and with his mouth, and will teach you what ye shall do" (Exodus 4:15). Because of sin is been seen in the leaders a lot of self-doubt. Some leaders are not confident in their ability to lead and for them leadership is a challenge.

God's will for His children was that they would reflect His character in all things. "For we are labourers together with God: ye are God's husbandry, ye are God's building" (1 Corinthians 3:9). In laboring with God, leaders would work harmoniously with each other. Romans 12:10 declares, "For as we have many members in one body and all members have not the same office:" God did not design individuals to be independent but rather to need and support one another. It is imperative therefore members of any organization work together to achieve the common goal.

Although the mistakes made by individuals have affected how they interact, there is hope of restoration. God's plan is that of reflect His character. As it is restored, His image leaders are to, "Be kindly affectionate one to another with brotherly love; in honor preferring one another" (Romans12:10).

White (1977) admonishes, "We are all woven together in the great web of humanity, and whatever we can do to benefit, and uplift others will reflect in blessing upon ourselves" (p. 267).

Organizational climate is defined as a series of internal psychological characteristics that determine the ways in which school members describe and interpret their organizational environment (Jiang, Li, Wang, & Li, 2019).

In the Garden of Eden, God create a perfect climate. At the end of each day God, look at what He had done and said, "that's good!" At the end of the creation week it was stated, "And God saw everything that He had made, and behold, it was very good". (Genesis 1:31). Adam and Eve were happy; they had all they needed to life a happy and healthy life. Each other and daily communion with God. All was peace and calm.

Then sin entered the picture. “So, He drove out the man; and He placed at the east of the Garden of Eden Cherubims, and a flaming sword which turned every way, to keep the way of the tree of life” (Genesis 3:24). Disunity arose and there was friction in the family. The children that Adam and Eve bore fought. God is not leave them alone He sent angels to watch over them and care for them. When Jesus was on earth, He created an environment of peace through His death. “For if, when we were enemies, we were reconciled to God by the death of His Son, much more, being reconciled, we shall be saved by His life” (Romans 5:10). The work God began in sending Jesus to dwell among human beings will be completed when He returns. The climate at Eden will be returned. “And I saw a new heaven and a new earth: for the first heaven and the first earth were passed away.” (Revelations 21:1).

White (1985) states, “a kind, courteous Christian is the most powerful argument in favor of the gospel that can be produced” (p. 33), Such Christians would cultivate a climate that reflect the Edenic climate.

### **Definition of Terms**

*Seventh-day Adventist.* A group of people who believes and accepts the seventh day of the week as the Sabbath and accepts the Spirit of Prophecy as a tenant of its beliefs.

*Adventist school:* School governed by the North American Division of Seventh-day Adventist organization.

*Northeastern Conference:* The region that covers the territories of southern Massachusetts, Connecticut, and New York.

*PK-12:* Grades including pre-kindergarten through 12th grade.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Introduction**

In this second chapter, some elements of the variables used in the investigation are considered, from the perspective of some theorists. First a discussion of the concept based on different authors is presented, later some instruments used for measurement are presented and finally some current results are presented with respect to each construct.

#### **Transformational Leadership**

##### **Definitions**

Lunenburg and Ornstein (2013) states that “leadership is a process in which the individual affects other group members to achieve the defined success or organizational objectives” (p. 100) according to this author, leadership is a very important role.

Also, Krishnan (2005) states that leadership is the leader's ability to motivate employees to achieve results beyond their personal expectations. This suggests that such a leader has great influence and plays a pivotal role in setting the pace in the organization.

Leadership style according to Lawrence (2015) is the manner and approach of providing direction, implementing plans, and motivating people this is much like the

definition put forth by previous authors. Great emphasis is placed on the leader's ability to motivate and achieve success.

According to the article, Ebbeck, Lian, and Seah (2018) emphasize, the responsibility for making a difference in the quality of early childhood centers rests in the hands of the principal, who often manages the change process through staff development processes. As such, it is important that the principal seek out and provide resources that will support teachers in delivering instructions. The researchers investigated coaching as a strategy to support teachers. Coaching is defined as a collaborative process whereby the coach serves as a catalyst for the coachee to find answers they seek by asking thought-provoking questions. It also assists by focusing on helping the coachee to move towards their desired goals. The leader in this definition is seen as a very resourceful individual.

In the article reviewed, the researchers investigated the relationship between the leadership styles of principals and the organizational citizenship behaviors of teachers according to teachers' perceptions. The two main styles of leadership investigated were transactional leadership and transformational leadership (Ahmet, 2016). Transactional is seen as providing rewards to motivate individuals while transformational is seen as changing the mindset of individuals to motivate them.

Nazim and Mahmood (2018) defines leadership style as the general way a leader behaves towards his subordinates for attaining objectives. Therefore, leadership here is seen as a process in which a person has an influence on a group of people in order to accomplish a general objective.

Leadership Styles are the various patterns of behaviors leaders adopt in the process of directing the efforts of subordinates towards the achievement of organizational goals (Eboka, 2016). Two major patterns stand out: transformational and transactional.

Leadership behaviors, provides guidance, supporting, assigning a measurable responsibility and being a source of inspiration to all school employees and students in order to achieve the aims of the school. In addition, school leaders should form the ground that provides in-class reform and development, to create a positive learning environment in the school (Hartzell-Nichols, 2011; Çoğaltay, & Karadağ, 2016). According to this author, leadership is responsible for the successes of the organization or institution.

Leadership is such a process in which subordinates are influenced by the leaders to achieve institutional goals (Voon, Lo, Ngui, & Ayob, 2011). Much like the previous author leadership is responsible for the successes of the organization or institution.

According to Ahearne, Mathieu, and Rapp (2005), Leadership as the ability to adopt process and force to direct in certain situations. In other words, leadership refers to how flexible an individual is.

Moreover, Bass and Stogdill (1990), states that leadership is regarded as interaction among individuals and groups of an organization in a structured or restructured manner. Leadership style is a pattern of interactions between leaders and followers in which leaders motivate, control, or direct the subordinate to follow their instructions. (Munir, & Iqbal, 2018). In these cases, observations are required to assess the interactions.

According to Razak and Hamidon, (2015) leadership is a process by which one person influences the thoughts, attitudes, and behaviors of others. Leaders set a direction for the rest of subordinates; they help see what lies ahead; they help visualize what subordinates might achieve; they encourage and inspire.

In addition, Nyenyembe, Maslowski, Nimrod, and Peter (2016) mention leadership as the process or activity of influencing an individual or group in effort towards achieving a goal.

Also, Neck, Nouri, and Godwin, (2003) state leadership is the process of affecting others to achieve goals. Much as was stated by other authors earlier leadership is responsible for the successes of the organization or institution.

Leadership is a tool to force, channelize and coordinate activities of members of a group to reach certain objectives (Toprak, Inandi, & Colak, 2015). In addition, Toprak, et al. (2015) also say leadership is a power to influence employees' opinions, activities and behaviors towards realization of goals. Leadership is to make people work together for a particular goal, and refers to sum of knowledge and skills in order to achieve this intended goal.

Bryman, Collinson, Grint, Jackson, and Uhl-Bien (2011) states that transformational leadership is the process by which a leader fosters group or organizational performance beyond expectations by virtue of the strong emotional attachment with his or her followers combined with the collective commitment to high moral cause.

## Measurement

In the literatures reviewed identified various instrument and their dimensions.

In one study, the researchers used both qualitative and quantitative methods. The instruments used were questionnaires, interviews, and field observations. The study was conducted in seven childcare centers and included seven principals and 72 teachers. The instrument used multiple techniques to gather information that provided a comprehensive investigation (Ebbeck, et al., 2018).

Other study included 4,785 teachers in both public and private schools of Ministry of National Education within the borders of Kadıköy district of İstanbul province in 2014. For this study, a web-based survey was created to collect information. The researchers also used a personal information form consisting of close-ended questions to collect information (Ahmet, 2016). The researchers used two instruments to garner information in order to conduct a more comprehensive investigation.

In another study, researchers used a survey to gather the data with the help of a Teacher Leadership Style Inventory. 207 teachers from different high school were selected through random sampling (Lawrence, 2015). This instrument utilized a stratified random sampling technique. This technique ensured that the sampling would include a good representation of the teachers.

Much like the researchers above, researchers used the random sampling technique. Five teachers from 43 colleges excluding the mixed colleges were randomly selected. A questionnaire was used to gather the information needed. Questionnaires were piloted on 20 individuals (Nazim, & Mahmood, 2018). Again, ensured that the sampling would include a good representation of the teachers.

In the study with Smith, Minor, Brashen, and Remaly (2017), two standardized research instruments, namely the Multifactor Leadership Questionnaire (MLQ) and the

Purdue Teacher Opinionnaire (PTO) were used to collect the data for the study. The MLQ instrument was adapted from Bass and Avolio (1997) to measure transactional and transformational leadership styles. A qualitative survey was used in this study. A combination of two instruments enhances the validity of the instrument and provides a comprehensive investigation.

In a study conducted by Al-Safran, Brown, and Wiseman (2014), the TIMSS (The Third International Mathematics and Science Study) 1995 data was used to investigate the research questions. The TIMSS data includes data gathered from Kuwait and the USA in 1995 for 4th, 8th, and 12th grades with respect to students, teachers and the school administration. In this study, the analysis is limited to 8th grade students' data related to students and schools (principals) for Kuwait and the USA. This instrument was comprehensive in gathering the data needed.

Kiplangat, (2017) adopted convergent parallel mixed methods design which involves both quantitative and qualitative research methods. The mixed method used enhanced the validity of the study.

In the study done by Barnes and Spangenburg (2018) an interview was done using email and survey monkey to capture the qualitative information for analysis and comparison. This method was easy for distribution and collection of the data.

This study uses a quantitative approach - a survey of the test and answer the research questions. The researchers chose the instrument in the form of questionnaires to obtain feedback and collecting data from respondents (Razak, & Hamidon, 2015). This instrument utilized questions posed on a test. It was an easy way to garner feedback.

Multifactor Leadership Questionnaire (MLQ) was adapted for this study (Nyenyembe, et al., 2016). This instrument was good in that it collected data covering various factors.

The instrument used was School Principals' Instructional Leadership Behaviours Questionnaire this questionnaire was developed by Şişman (2011). It consists of 50 items. These items are rated on a 5-point Likert scale from (1) *never* to (5) *always*. (Parlar, & Cansoy, 2017). The instrument was very thorough in its ability to gather in-depth information.

Causal comparative research model was used in the study. Multifactor Leadership Questionnaire (Akdogan, 2002) and Organizational Health Scale (Akbaba, 1997) were used as data collection tools. Multifactor Leadership Questionnaire that contains 45 questions was developed by Bass (1990) in the light of situational leadership theory to determine leadership styles. The Likert-type scale was adapted to Turkish by Akdogan (2002) and was resized to contain 36 questions (Toprak, et al., 2015). The scale with the fewer question was valid enough to gather as much information as the larger scale.

## Results

The results showed that initially both teachers and principals were not change oriented scoring 10.9 and 10 out of 20 respectively. However, after intervention both groups also improved to 3.33 and 3.86 respectively. The research also showed that, the principals, through their support to their staff, yielded many positive signs of change in both classroom management and the organizational climate in their centers ( Ebbeck, et al., 2018).

According to the findings, there was a positively high significant relationship between the transformational and transactional leadership characteristics of principals and organizational citizenship. Transformational leadership positively affects the level of organizational citizenship more than transactional leadership (Ahmet, 2016).

that there is significant difference among the high school teachers with below 10 years of experience, 11 to 20 years of experience and 21 and above years of teaching experience in their laissez-faire leadership style. In laissez-faire leadership style, the teachers with 21 and above years of teaching experience are better than the below 10 years and 11 to 20 years of experience teachers. This may be due to the fact that the teachers between these ages can give freedom and yet can control the students. (Lawrence, 2015, pp. 226-227)

The findings revealed that there is a significant correlation between leadership style of principal and job satisfaction of college teachers. There is significant relationship between transformational leadership and job satisfaction than transactional leadership and job satisfaction. As such the researchers suggest that principals need to know the importance of leadership styles because they affect job satisfaction of teachers (Nazim, & Mahmood, 2018).

Principals were perceived as more transactional in their leadership than transformational. The findings revealed that the leadership styles of principals and gender influenced teacher morale. Specifically, the transformational leadership and male principals had a greater influence on teacher morale yielding a moderately high level of teacher morale. On the other hand, transactional leadership and female principals resulted in only a moderate level of teacher morale. Teacher load had the lowest influence on teacher morale out of the five morale factors considered in the study (Eboka, 2016).



Further research is warranted to determine the role of experience in online facilitation and whether there are significant differences between what undergraduate and graduate students need from their faculty to be successful in the classroom. This study has raised many questions and the answers generated may well serve to provide more effective facilitation in the classroom leading to higher student retention and graduation rates (Smith, et al., 2017).

Al-Safran, et al. (2014) point out the following:

There exists a cause/effect, direct and indirect relationship between principal's leadership style and school outcome. An indirect one is where the principal's leadership style influences the school's environment, which in turn affects the school's outcome. The indirect principal leadership style and school outcome relationship seems to be the predominant one in the USA and Kuwait. In the USA, an integrative principal leadership style promotes, encourages and creates cooperation and collaboration among the teachers more than the leadership of the authoritative principals. Consequently, schools with integrative principals achieve higher academic outcomes than schools with authoritative principals. There is a difference in the principal's leadership styles between Kuwait and the USA. Kuwait principals are characterized as authoritative leaders, while the USA principals are characteristically integrative in style. Kuwait, unlike in the USA, the authoritative principal's leadership style was found to promote, encourage and create cooperation and collaboration among teachers, thus school's high academic outcomes are achieved. Culture has a significant impact on the principal's leadership style. Principals in high power, distance cultures (such as Kuwait) exercise their authoritative role more than their interpersonal role. There is not a universal and appropriate leadership style of principals for all schools and cultures. The appropriate principal leadership style depends on the culture in which the school exists. (p. 14)

Because of the meta-analysis, it has been found that educational leadership has large positive effects on organizational justice, organizational trust, organizational commitment, organizational culture, organizational climate, and job satisfaction, whereas it has medium positive effects on organizational citizenship and performance (Çoğaltay, & Karadağ, 2016).

Deans and lecturers did not agree on four areas, namely, free flowing horizontal communication between administrators and lecturers: management taking more responsibility than middle level administrators and lecturers and, goal setting through participative involvement. Consultative leadership style was the style of choice for deans and lecturers because it produced higher job satisfaction with the following reasons: enhancement of team spirit, value of personal skills and abilities, high ownership of decisions and ideas and, feel of more value and appreciation (Kiplangat, 2017).

The results indicated that transformational leadership was positively associated with organizational climate and the association was statistically significant (Brimhall, et al., 2016).

The findings indicate that empathic element was at a moderate level. The results showed that leadership skills among students is still low (Razak, & Hamidon, 2015)

The results show that on average, that teachers do not consider any of the leadership styles to be characteristic for public secondary schools in southern Tanzania. Leadership styles that best reflect the practice in Songea secondary schools are charismatic leadership (Nyenyembe, et al., 2016).

The study revealed that instructional leadership behaviors and the organizational health of schools were positively and significantly related. Moreover, instructional leadership behaviors were found to be an important variable predicting the institutional health of schools (Parlar, & Cansoy, 2017).

Results of this research show a significant relationship between school principals' leadership styles and the health of the organization (Toprak, et al., 2015).

## **Organizational Support**

### Definitions

The definitions provided in this section supports the understanding that organizational support is viewed as through the employee's eyes. It is how they perceive that the organization implements or provides opportunities, which demonstrate the importance or value of each employee. The concept of organizational support is employees' belief that the members of the organization value them and care for their wellbeing. (Nartgün, & Taskin, 2017).

Organizational support is defined as the awareness of workers' contribution by the organization and the importance that the organization gives to their well-beings. (Köse, 2016).

In addition, organizational support is defined as the organizational values' taking workers' well-being into consideration and bearing the qualities that increase happiness of workers (Köse, 2016).

Factors include commitment, employee's well-being, support and productivity.

### Measurement

In this section, instruments were identified and reviewed.

This quantitative study employed relational screening model. Relational screening model is defined as a research model that aims to identify the existence and/or degree of change between two or more variables. Relational analysis is done by using correlation type relations or comparisons in relational screening models (Nartgün, & Taskin, 2017). The instrument was designed in a way to eliminate items that has no relationship between the variables.

In one study, it was a quantitative study. In order to measure the constructs, 5-point Likert scales were used. It was adapted from the Perceived Organizational Support (POS) scale (Eisenberger, et al., 1986). In the Perceived Organizational Support scale, consist of 36 items that covers or assess the employee's well-being, their value with the organizations, the level of support available, and how secure they feel.

Surveys measuring the essential supports were administered to students and teachers in nearly all public schools in Illinois in the spring of 2013 (Gordon, Klugman, Sebring, & Spote, 2016). This study used a cross-sectional survey that collected information that generated much data.

## Results

According to Nartgün and Taskin (2017), research shows that teachers “agreed” with organizational support level total scale and its instructional support and sub dimensions of support for justice and “partially” agreed with the administrative support dimension.

As a result of the study conducted by Gordon, et al. (2016), it was found out that there was a significant relationship among work engagement, organizational climate, and perceived organizational support. The findings of the study suggested that there was a positive and significant relationship between work engagement of teachers and their perception of organizational support at a level of .27 ( $p < .01$ ) and between work engagement of teachers and organizational climate at a level of 0.17. According to the findings, another result was that there was a positive and significant relationship between perceived organizational support and organizational climate at a level of .95 ( $p < .01$ ) (Kose, 2016). This level is significant enough to suggest there is a relationship.

According to Gordon, et al., (2016) substantial differences was found among schools in the degree to which students and teachers report strength in the essential supports. A higher proportion of urban and suburban schools are strong in supportive environment and ambitious instruction compared with schools in towns and rural areas. This advantage is particularly pronounced in Chicago Public Schools (CPS). Schools serving students with socioeconomic disadvantages are less likely to be strong in the essential supports, compared to schools serving more affluent students positive and significant associations, indicating that schools stronger in the essential supports tend to have better student outcomes. However, by conventional standards these associations tend to be weak, hovering around a standardized coefficient of .10. The main exception is for high school outcomes in CPS, where the coefficients tend to be large, ranging from 0.2 to 0.4. The difference as stated was substantial and a difference was noted according to location.

Eisenberger, et al. (1986), states results that show: (a) employees in an organization form global beliefs concerning the extent to which the organization values their contributions and cares about their well-being, (b) such perceived organizational support reduces absenteeism, and (c) the relation between perceived organizational support and absenteeism is greater for employees with a strong exchange ideology than those with a weak ideology.

## **School Climate**

### Definitions

School organizational climate is the schoolteachers' perception of overall work environment (Eskandari, & Ghanbari, 2014).

Organizational climate (OC) is a concept that reflects workers' perception of psychological situations such as support, kindness, sincerity, rewarding, guidance, etc. that are related to the organization's psychological structure (Köse, 2016).

In addition, organizational climate defined as a series of qualities that provides the organization with its identity, affects behaviors of workers and is perceived by them, and dominates the whole organization (Ostroff, Kinicki, & Muhammad, 2013).

According to Köse (2016), organizational climate is a set of inner qualities that affects behaviors of members and that distinguishes one school from another.

On the other hand, Ostroff, et al. (2012) states that organizational climate a representation of physical characteristics of culture created by perceptions and attitudes of employees over a certain period.

In this case, school climate is based on patterns of peoples' experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (Oyedeji, 2017).

Moreover, organizational climate could be accepted as an interaction between environmental and individual variables (Berberoglu, 2018).

Not only is organizational climate defined as designed as a set of measurable characteristics that are directly or indirectly perceived by people living and working in the workplace, and that are supposed to affect their motivations and behavior (Yoo, &

Huang, 2012). “However, as a series of internal psychological characteristics that determine the ways in which school members describe and interpret their organizational environment” (Jiang, et al., 2019).

Additionally, organizational climate is defined as the perceptions of organizational practices and procedures that are shared among members, which provide an indication of institutionalized normative system that guide behaviour (Ghavifekr, & Pillai, 2016).

### Measurement

This study adopted quantitative analysis method and used statistical package software SPSS 22.0 and linear structural relationship model application AMOS 22.0 as verification and analysis tool (Wang, Lin, & Liang, 2017). In the instrument used the unnecessary items were eliminated which lends to the relationship model.

Krejcie and Morgan (1970) sampling table in a stratified random sampling fashion fit for the sample size was used. Data collection instruments are Sussman and Deep (1989) Organizational Climate Questionnaire, comprising of 20 items and a seven-point Likert scale (from strongly agree to strongly disagree): the questionnaire measures the components, organizational goals, organization’s role, rewards in the organization, organizational procedures, communications in the organization (Pozveh, & Karimi, 2016). The instrument was thorough in covering a wide dimension or factors.

The research design adopted for this study is the survey research method. The sampling technique adopted was stratified random sampling (Oyededeji, 2017).

This research has been conducted using the case study technique, which is a kind of qualitative research approach, by the perspective of descriptive analysis (Üstün, 2017).

The information for this study was gathered using the Early Childhood Work Environment Scale (ECWES) developed by Bloom (Veziroglu-Celik and Yildiz, 2018). The scale was created to collect multiple data and having the capability to evaluate 10 components.

This descriptive study was carried out in form of quantitative research method, using questionnaires (Ghavifekr, & Pillai, 2016). The instrument used was a combination of two instruments to enhance the validity of the study.

## Results

The overall average score of job satisfaction, organizational climate and job involvement of teachers in urban areas were higher than that of those in rural areas (Wang, et al., 2017).

As a result of the study, it was found out that there was a significant relationship among work engagement, organizational climate, and perceived organizational support. The findings of the study suggested that there was a positive and significant relationship between work engagement of teachers and their perception of organizational support at a level of .27 ( $p < .01$ ) and between work engagement of teachers and organizational climate at a level of 0.17. According to the findings, another result was that there was a positive and significant relationship between perceived organizational support and organizational climate at a level of .95 ( $p < .01$ ). (Köse, 2016).



The result of data analysis showed that organizational climate and its dimensions (organizational goals, role in organization, rewards in organization, procedures in organization, and communication in organization) are significantly related to organizational silence of administrative staff in Education Department in Isfahan (Pozveh, & Karimi, 2016).

It was discovered that respondents believe in a positive organizational to enhance the education of a child especially at the foundational level. It was also discovered that so many factors contribute to the school organizational climate. Factors such as health and safety, class size, school population, interpersonal relationship (between students and teachers, teachers and principal, students and), norms and values are very important in educating a child (Oyedeki, 2017).

According to one study, all the staff valued the organizational climate with medium levels tending to high levels, highlighting leadership and motivation as the best-evaluated dimensions, followed by reciprocity and participation being the last. In the subcomponents of organizational adaptation, information exchange, retribution, contribution acknowledgment and involvement in change were the main factors that tilted down the organizational adaptation (Juárez Adauta, 2018).

It was determined that participants displayed different features of leadership roles in different situations. However, it was observed that participants generally determined a vision for themselves and reflected this vision to the organizational climate (Üstün, 2017).

## **CHAPTER III**

### **METHODOLOGY**

#### **Research Design**

This research will use the ex post facto design because, according to Ary, Jacobs Cheser, Sorensen Irvine, and Walker (2018), ex post facto is used when researchers are investigating the relationships between variables and cannot randomly select the subjects. According to Cohen, Manion, and Morrison (2007) this type of research is “a method of teasing out possible antecedents of events that have happened and cannot, therefore, be controlled, engineered or manipulated by the investigator” (p. 264). The respondents in this research were not randomly selected. It is also a quantitative design because data was collected and analyzed.

#### **Population and Sample**

The research will be administered to teachers in the Seventh-day Adventist schools (PK-12) in the Northeastern Conference in 2019. The population is 124 teachers. Sampling was not necessary, as the population is small, so a census was attempted.

#### **Operationalization of the Variables**

Reference is made below to the instruments used in this research. Appendix A shows the instrument as it was applied.

## Transformational Leadership

Conceptual definition. Leadership is a power to influence and motivate employees towards accomplishing its objectives and reaching beyond what is expected.

Instrumental Definition: The instrument was modified to reflect the following using a 5. point Likert scale: 5. *strongly agree*, 4. *agree*, 3. *neutral*, 2. *disagree*, and 1. *strongly disagree*, with the following items:

1. My principal goes out of the way to make others feel good around them.
2. My principal has an ever-expanding network of people who trust and rely on him/her.
3. People listen to my principal's ideas and concerns not out of fear, because of his/her skills, knowledge, and personality.
4. My principal helps others with their self-development.
5. My principal provides challenges for my team members to help them grow.
6. My principal provides an empathic shoulder when others need help.
7. My principal helps others to understand my visions through the use of tools, such as images, stories, and models.
8. My principal uses simple words, images, and symbols to convey to others what we should or could be doing.
9. My principal helps others with new ways of looking at new and complex ideas or concepts.
10. My principal ensures others get recognition and/or rewards when they achieve difficult or complex goals.
11. My principal manages others by setting standards that we all agree with.

12. My principal ensures poor performance is corrected.
13. My principal lets others work in the manner that they want.
14. My principal rarely gives direction or guidance to others if I sense they can achieve their goal.
15. As long as things are going smoothly, my principal is satisfied.
16. My principal gets things done efficaciously and efficiently.
17. My principal consistently provides coaching and feedback so that my team members know how they are doing.
18. My principal monitors all projects that I am in charge of to ensure the team meets its goal.

Operational definition. A 5-point Likert scale was used, to indicate the extent of their agreement with each item was used. The arithmetic mean is used to calculate the scale score. The higher the score, the greater the use of transformational leadership is interpreted. The variable is considered metric.

Reference. The survey questions used were adapted from the survey The Transformational Leadership Survey (Clark, 2015). According to the author, the survey is a learning tool used in training programs, such as leadership development, rather than a research tool; it has not been formally checked for reliability or validity.

### Organizational Support

Conceptual definition. Organizational support is defined as, employees' perception of importance that the organization gives to their well-beings and the level of support to ensure that employees feel appreciated.

Instrumental definition. The instrument was modified to reflect the following using a 5-point Likert scale 5. *strongly agree*, 4. *agree*, 3. *neutral*, 2. *disagree*, 1. *strongly disagree*, with the following items:

1. The organization values my contribution to its well-being.
2. If the organization could hire someone to replace me at a lower salary, it would do so.
3. The organization fails to appreciate any extra effort from me.
4. The organization strongly considers my goals and values.
5. The organization would understand a long absence due to my illness.
6. The organization would ignore any complaint from me.
7. The organization disregards my best interests when it makes decisions that affect me.
8. Help is available from the organization when I have a problem.
9. The organization really cares about my well-being.
10. The organization is willing to extend itself in order to help me perform my job to the best of my ability.
11. The organization would fail to understand my absence due to a personal problem.
12. If the organization found a more efficient way to get my job done they would replace me.
13. The organization would forgive an honest mistake on my part.
14. It would take only a small decrease in my performance for the organization to want to replace me.

15. The organization feels there is little opportunity to move up the ranks.
16. Even if I did the best job possible, the organization would fail to notice.
17. The organization would grant a reasonable request for change in my working condition
18. The organization would grant a reasonable request for a change in my working conditions.
19. If I were laid off, the organization would prefer to hire someone new rather than take me back.
20. The organization is willing to help me when I need a special favor.
21. The organization cares about my general satisfaction at work.
22. If given the opportunity, the organization would take advantage of me.
23. The organization shows very little concern for me.
24. If I decided to quit, the organization would try to persuade me to stay.
25. The organization cares about my opinion.
26. The organization feels that hiring me was a definite mistake.
27. The organization takes pride in my accomplishments at work.
28. The organization cares more about making a profit than about me.
29. The organization would understand if I were not able to finish a task on time.
30. If the organization earned a greater profit, it would consider increasing my salary.
31. The organization feels that anyone could perform my job as well I do,
32. The organization is unconcerned about paying me what I deserve.

33. The organization wishes to give me the best possible job for which I am qualified

34. If my job were eliminated, the organization would prefer to lay me off rather than transfer me to a new job.

35. The organization tries to make my job as interesting as possible.

36. My supervisors are proud that I am a part of this organization.

Operational definition. A 5-point Likert scale (1. *strongly disagree* to 5. *strongly agree*) to indicate the extent of their agreement with each item was used. In order to control for an agreement response bias, half the statements were positively worded, and half were negatively worded. The arithmetic mean is used to calculate the scale score. The higher the score, the better the organizational support is interpreted. The variable is considered metric.

References. The survey questions were adapted from the survey, Perceived Organizational Support (Eisenberger, Mitchell, McDermitt, & Masterson, 1984). The instrument has no identifiable dimension and contains 36 items.

### School Climate

Conceptual Definition. School climate refers to the qualities to gives the school its identity, characterizes the school, sets the school apart from others, and affects the behavior of the staff. It is how the stakeholders and community perceive the school.

Instrument Definition: The instrument was modified to reflect the following using a 5-point Likert scale with the following items:

1. I receive clear assignments

2. I am encouraged to appreciate the value of the overall group.

3. I am encouraged to work with the best of our abilities.
4. Group members are encouraged to work with the best of our abilities.
5. The goals of the organization are clear.
6. Group norms are modeled by our leader.
7. I am encouraged to listen and respect my colleagues.
8. I am recognized when I do a good job.
9. The overall purpose of group assignments is emphasized to all members.
10. Effective communication is demonstrated to group members.
11. I am encouraged to respect other's differences.
12. Standards of excellence are promoted.
13. I understand my purpose for being in the group
14. I am encouraged to agree on the rules for the group.
15. I am encouraged to accept others as unique individual.
16. I receive honest feedbacks about my work.
17. I understand my role in the group.
18. I listen when another group member is talking.
19. I am encouraged to build camaraderie with each other.
20. I receive support to improve the quality of my work.

Operational definition. A 5-point Likert scale (1. *strongly disagree* to 5. *strongly agree*) to indicate the extent of their agreement with each item was used. The arithmetic mean is used to calculate the scale score. The higher the score, the better the school climate is interpreted. The variable is considered metric.



References. The survey questions were adapted from the survey Organizational Climate Questionnaire (Northouse, 2018). The questionnaire has been cited by other researchers and used by educational institutions for instructional purposes.

### Null Hypothesis

The null hypothesis raised was the following:

Transformational Leadership and organizational support are not predictors of the school climate as perceived by Northeastern Conference Schools PK-12 teachers.

Table 1 shows the operationalization of the null hypothesis. It includes the variables, the level of measurement of each variable and the type of statistical test that is known.

Table 1

#### *Operationalization of Null Hypothesis*

Null hypothesis	Variables	Measurement level	Statistical test
Leadership and organizational support are not predictors of the school climate as perceived by Northeastern Conference Schools PK-12 teachers.	Independent		For the hypothesis test, Multiple Linear Regression were used. The rejection criterion of the null hypothesis was for significance values $p \leq .05$ .
	A. Transformational Leadership	A. Metrics	
	B. Organizational Support	B. Metrics	
	Dependent	C. Metrics	
	C. School Climate		

## **Data Collection and Access to Respondents**

The data collection was carried out in the following way:

1. The superintendent of the schools for the Northeastern Conference was contacted for permission (See Appendix B).
2. Permission was received to conduct survey was granted (See Appendix C).
3. At the colloquium, surveys were distributed, and teachers were asked to complete the surveys and return them by the end of the day. Over the course of three days, teachers completed and returned the surveys. Those who did not complete it were asked to return it to the Westchester Area School. Surveys were sent to those who were absent requesting that it be returned to Westchester Area School.
4. The researcher did not share the data, except with the research methodology advisor. Additionally, the data was kept on a private, personal laptop.

## **Data Analysis**

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

## **CHAPTER IV**

### **ANALYSIS OF THE RESULTS**

#### **Introduction**

The research focused on the relationship that transformational leadership and organizational support have on school climate in the Seventh-day Adventist Schools (Pre-K-12) in Northeastern Conference, for a total of 124 people with 107 people responding to the survey representing 88% of the population. The surveys were distributed and collected manually. Of the data collected, two were incomplete in some areas and the sample of 105 was retained.

#### **Description of Demographics**

The section that follows presents the demographic results, which includes sex, age, marital status, ethnicity, education status, level being taught, employment status, the number of years in teaching, and the numbers of years at the current school. The statistical analysis can be viewed in Appendix D.

##### **Sex**

The distribution of gender participants in the research show that the female group represents more than 72% of the participants and the male represents 28% of the participants.

### Age

The participants of this study, the 46 to 60 group is the highest with more than 35%, followed by the 36 to 45 group with 30%. The 60 plus group has 22% and the smallest groups 18 to 35 with less than 13%.

### Marital Status

The largest group of participants are married with more than 51%. Followed by the single group with 35% and 6% are divorced, more than 2% widowed and less than 1% are separated.

### Ethnicity

Of the participants the largest group with more than 57% are West Indians, followed by Africans with 19%, Americans are represented by 12%, identified as others who have a mixed culture 7%, and the smallest group with 4% is the Hispanic group.

### Educational Status

The distribution of educations status showed that the largest group of participants with 54% hold a master's degree, 32% hold a bachelor's degree, 7% hold an associate's degree, 5% hold a high school diploma and the smallest group with 3% have a doctoral degree.

### Teaching Level

The largest group of participants in the grade level now teaching is 3rd to 5th grade with 30%. The second largest group is K thru grade 2nd with 21% of the participants, followed by grade 6th to 8th and 9th thru 12th each with 25% of the participants.

Preschool teachers, who represent 8%, are included in the group.

### Employment Status

The largest group of participants are full-time workers with 89%, followed by volunteers with 9%. Less than 1% are part part-time teachers.

### Years of Service

The highest group of the participants are teachers with 11 to 20 years of service, which represents 30% of the participants, followed by teachers with more than 20 years, and they represent 27%. The third group are teachers who have worked for 0-5 years of service, which represents 26%. The smallest group with 16% are teachers with 6 to 10 years of service.

### Years at Current School

The highest group of 54% are working at the current school for 1 to 5 years. The second largest group are those with 6 to 10 years and they represent 26%. The third group is the 11 to 20 years, which represents 11%. The smallest group is the 20+ years, which represents 7%.

### **Validity and Reliability**

The exploratory factorial analysis procedure was used to evaluate the validity of the constructs of leadership styles, organizational support, and school climate. The results of the validation of each variable are presented in the following paragraphs under the corresponding constructs. The statistical tests of the factor analysis for the constructs are presented below.

## Transformational Leadership

The factorial analysis procedure was used to analyze the validity of transformational leadership styles. In the analysis of the correlation matrix, it was found that the 24 statements have a positive correlation coefficient greater than .3. This means that there is good correlation between the items in the construct.

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .892) was found. For the Bartlett Sphericity test, it was found that the results ( $X^2 = 2,001.897$ ,  $df = 276$ ,  $p = .000$ ) are significant. Bartlett's Test is significant at .000 because the probability is less than .05. This means that there is good correlation between the items in the construct.

For the extraction statistics by main components, it was found that for the commonality values (Commin = .489 Commax = .827), the 24 items are greater than the extraction criterion (Com = .300). In relation to the total variance explained, a confirmatory analysis was carried out with three factors, explaining 68% of the total variance, this value being greater than 50% established as a criterion.

Regarding the Rotated Component Matrix, the Varimax method was used. Table 2 presents information comparing the relative saturations of each indicator for the four factors of transformational leadership.

The first factor consists of ten indicators and is labelled, empathetic (LSEM). The reliability was of .922. These have high load factors in column one, ranging from .609 to .762. The empathetic leader provides an empathetic shoulder when others need help. Helps others with innovative ways of looking at new and complex ideas or concepts. Allows for second chance, people listen to the Principal's ideas and concerns,

not out of fear, but because of his/her skills, knowledge, and personality, the leader models Christ-like characteristics. Also helps others with their self-development, promotes diversity of gifts, has an ever-expanding network of people who trust and rely on him/her, ensures others get recognition and/or rewards when they achieve difficult or complex goals, and goes out of the way to make others feel good around them. Within the empathetic leadership style, the item that had the most influence on leadership style is the principal provides an empathetic shoulder when others need help ( $r = .730$ ). This influence is high because it is closest to 1 and therefore had the greatest influence. The weakest influence with a value of .604 was the principal going out of the way to make others feel good around them.

The second factor consists of nine indicators and it is labelled, visionary (LSVI). The reliability was of .933. These have high load factors in column two, ranging from .553 to .776. The Visionary leader reminds me of Deborah in the Bible. As long as things are going smoothly, the principal is satisfied, as a leader the principal is more like Moses, uses simple words, images, and symbols to convey to others what we should or could be doing. Helps others understand his/her visions using tools, such as images, stories, and models. Such a leader provides challenges for team members to help them grow, uses Biblical principles in executing plans, gets things done efficaciously and efficiently, and allows others to work in the manner they want. The item with the highest influence is reminds me of Deborah ( $r = .776$ ). The item with the weakest influence on the variable is allows others to work in the manner they want to work ( $r = .310$ ) it had the closest value to 0.

Table 2

*Rotated Matrix for Transformational Leadership*

	Component			
	1	2	3	4
LSEM19 The principal provides an empathetic shoulder when others...	.762	.153	.359	.200
LSEM20 The principal helps others with innovative ways of looking at new...	.701	.251	.094	.069
LSEM21 The principal allows for second chances.	.699	.366	.180	.034
LSEM18 People listen to the Principal's ideas and concerns, not out of...	.688	.002	.210	.166
LSEM1 The principal models Christ-like characteristics.	.686	.273	.195	.218
LSEM3 The principal helps others with their self-development	.657	.491	.220	.076
LSEM17 The principal promotes diversity of gifts.	.652	.291	.086	.302
LSEM10 The principal has an ever-expanding network of people who trust...	.632	.575	.250	.032
LSEM6 The principal ensures others get recognition and/or rewards when...	.609	.438	.262	.140
LSEM2 The principal goes out of the way to make others feel good...	.609	.401	.068	.219
LSVI9 The principal reminds me of Deborah in the Bible.	.312	.773	.313	.059
LSVI23 As long as things are going smoothly, the principal is satisfied	.048	.729	.059	.239
LSVI5 As a leader the principal is more like Moses	.388	.728	.257	.089
LSVI12 The principal uses simple words, images, and symbols to convey...	.486	.648	.397	.114
LSVI4 The principal helps others understand his/her visions through the...	.537	.644	.215	.052
LSVI13 The principal uses Biblical principles in executing plans.	.439	.598	.463	.141
LSVI11 The principal provides challenges for team members to help them grow	.517	.582	.447	.037
LSVI8 The principal gets things done efficaciously and efficiently	.531	.558	.368	.141
LSVI7 The principal allows others to work in the manner they want.	.321	.494	.132	.380
LSSU14 The principal manages others by setting standards that we all...	.129	.123	.835	.085
LSSU22 The principal ensures poor performance is corrected.	.301	.079	.720	.159
LSSU24 The principal monitors all projects that I am in charge of to ensure...	.167	.485	.632	.109
LSCO15 The principal rarely gives direction or guidance to others so they...	.097	.229	.040	.790
LSCO16 The principal consistently provides coaching and feedback so...	.355	.414	.037	.437

The Third factor consists of three indicators labeled Guide (LSGU). The reliability was of .718. These have high loading factors in column three, ranging from .633 to .835. The leader as a guide manages others by setting standards that we all agree with, ensures poor performance is corrected, and monitors all projects that I am in charge of to ensure the team meets goals. The difference between the item with the highest influence, the principal manages others by setting standards that we all agree with (.835) this puts it closest to unit and the item with the weakest influence, the principal monitors all projects that I am in charge of to ensure the team meets goals ( $r = .633$ ). The fourth factor consists of two indicators labeled coaching (LSCO). The reliability was of .280.



These have high load factors in column four, ranging from .461 to .768. the coaching leadership style involves a principal who rarely gives direction or guidance to others so they can achieve their goal, yet consistently provides coaching and feedback so that team members know how they are doing. These two items appear to be contradictory. The item with the highest influence on coaching leadership style is the principal who rarely gives direction or guidance to others so they can achieve their goal ( $r = .768$ ) putting it closer to one compared to the item with the weakest influence, the principal consistently provides coaching and feedback so that team members know how they are doing ( $r = .461$ ).

#### Organizational Support

The factorial analysis procedure was used to analyze the validity of organizational support. In the analysis of the correlation matrix, it was found that the 15 statements have a positive correlation coefficient greater than .3. This means that there is good correlation between the items in the construct.

Regarding the sample adequacy measure KMO, a value very close to the unit (KMO = .766) was found. For the Bartlett Sphericity test, it was found that the results ( $X^2 = 931.764$ ,  $df = 120$ ,  $p = .000$ ) are significant. For the extraction statistics by main components, it was found that for the commonality values (Commin = .131 Commax = .843), the 10 items are greater than the extraction criterion (Com = .300). In relation to the total variance explained, a confirmatory analysis was carried out with three factors, explaining 68% of the total variance, this value being greater than 50% established as a criterion. Regarding the Rotated Component Matrix, the Varimax method was used. Table 3 presents information comparing the relative saturations of each indicator for

the four factors of organizational support.

The first factor consists of five indicators and it is labelled attendance (OSAT). The reliability was of .853. These have high load factors in column one ranging from .654 to .849. Attendance looked at the organization ignores any complaints from me. Is willing to help me when I need a special favor. Even if I did the best, job possible. The organization would fail to take notice. If given the opportunity. The organization would take advantage of me. And if the organization could hire someone to replace me at a lower salary if it would do so. The item with the highest influence is at the organization ignores any complaints from me ( $r = .848$ ) because it is close to one and the item with the weakest influence is if the organization could hire someone to replace me at a lower salary if it would do so. The item with the highest influence is at the organization ignores any complaints from me ( $r = .669$ ).

The second factor consists of six indicators and it is labeled (OSEW). The reliability was of .625. These have high load factors in column two ranging from .255 to .885. Organizational support of employee's well-being includes: the organization disregards my best interests when it makes decisions that affects me. Cares about my general satisfaction at work. Shows very little concern for me. It also fails to show appreciation for my extra effort from me. Really cares about my well-being. And values my contribution to its well-being. The item with the highest influence was the organization disregards my best interests when it makes decisions that affect me ( $r = .890$ ) this influence is the highest because it is close to unit. The item with the weakest influence was the organization values my contribution to its well-being ( $r = -.255$ ).

Table 3

*Rotated Matrix for Organizational Support*

	Component			
	1	2	3	4
OSAT5. The organization ignores any complaint from me.	.849	.235	-.095	.114
OSAT10. The organization is willing to help me when I need a special...	-.787	.013	.331	.227
OSAT9. Even if I did the best, job possible, the organization would fail to.	.747	.304	.061	-.095
OSAT12. If given the opportunity. The organization would take...	.681	.094	-.002	-.344
OSAT2. If the organization could hire someone to replace me at a lower..	.654	.015	-.264	-.352
OSEW6. The organization disregards my best interests when it makes...	.216	.885	-.055	.102
OSEW11. The organization cares about my general satisfaction at work.	-.058	-.741	.083	.288
OSEW13. The organization shows very little concern for me.	.224	.720	-.091	-.124
OSEW8. The organization really cares about my well-being.	.081	-.637	.442	.398
OSEW3. The organization fails to show appreciation for any extra effort...	.119	.634	-.458	-.067
OSEW1. The organization values my contribution to its well-being.	-.025	-.255	.082	.241
OSPE16. The organization tries to make my job as interesting as...	-.144	-.178	.844	-.194
OSPE15. The organization takes pride in my accomplishments at work.	-.114	-.289	.825	.178
OSPE14. The organization cares about my opinions.	-.466	.026	.561	.435
OSJE7. Help is available from the organization when I have a problem.	-.316	-.115	.151	.771
OSJE4. The organization strongly considers my goals and values.	-.268	-.346	-.273	.710

The third factor consist of three items and it is labeled performance (OSPE). The reliability was of .769. These have high load factors in column three ranging from .561 to .844. Performance recognizes that the organization tries to make my job as interesting as possible. Takes pride in my accomplishments at work. And cares about my opinion. The item with the highest influence is the organization tries to make my job as interesting as possible ( $r = .844$ ) because it is closest to one and the item with the weakest influence is the organization takes pride in my accomplishments at work. And cares about my opinion ( $r = .561$ ).

The fourth factor consists of two items and it is labeled job enrichment (OSJE). The reliability was of .409. These have high load factors in column four ranging from .710 to .771. Job enrichment looked at how help is available from the organization when

I have a problem having the highest influence ( $r = .762$ ) and the organization strongly considers my goals and values ( $r = .708$ ).

### School Climate

In the analysis of the correlation matrix, it was found that the 20 statements have a positive correlation coefficient greater than .3. Regarding the sample adequacy measure KMO. A value very close to the unit (KMO = .876) was found. For the Bartlett Sphericity test. It was found that the results ( $X^2 = 1,883.859$ ,  $df = 190$ ,  $p = .000$ ) are significant.

For the extraction statistics by main components. It was found that for the commonality values (Commin = .464 Commax = .845). The 20 items are greater than the extraction criterion (Com = .300). In relation to the total variance explained. A confirmatory analysis was carried out with three factors. Explaining 68% of the total variance. Regarding the Rotated Component Matrix, the Varimax method was used. Table 4 presents information comparing the relative saturations of each indicator for the three factors of school climate.

The first factor consists of nine indicators and it is labelled respectful (SCRE). The reliability was of .921. These have high load factors in column one ranging from .490 to .787. A respectful school climate includes encouraging appreciation of the value of the group as a whole, working to the best of ability, agreeing on rules, accepting others as unique individuals, and receiving clear assignments. It is also identified with acknowledging when a good job is done and listening when another group member is speaking.

The second factor consists of six indicators and it is labeled supportive (SCSU).

The reliability was of .897. These have high load factors in column two ranging from .569 to .886. In a supportive school climate individual, receive honest feedbacks about my work. Understand my role in the group. The goals of the organization are clear. Receive support to improve the quality of my work. Our leader models group norms and effective communication is demonstrated to group members.

Table 4

*Rotated Matrix for School Climate*

	Component		
	1	2	3
SCRE2. I am encouraged to appreciate the value of the overall group.	.787	.375	.082
SCRE3. I am encouraged to work with the best of our abilities.	.771	.395	.220
SCRE14. I am encouraged to agree on the rules for the group.	.691	.210	.337
SCRE15. I am encouraged to accept others as unique individual.	.618	.111	.581
SCRE1. I receive clear assignments	.604	.155	.275
SCRE8. I am recognized when I do a good job.	.591	.518	.322
SCRE4. Group members are encouraged to work with the best of our abilities.	.570	.529	.364
SCRE18. I listen when another group member is talking.	.563	-.058	.514
SCRE11. I am encouraged to respect other's differences.	.490	.471	.365
SCSU16. I receive honest feedbacks about my work.	.139	.886	.202
SCGU17. I understand my role in the group.	.209	.811	.094
SCGU5. The goals of the organization are clear.	.211	.727	.278
SCGU20. I receive support to improve the quality of my work.	.260	.605	.517
SCGU6. Our leader models group norms.	.546	.595	.262
SCGU10. Effective communication is demonstrated to group members.	.327	.569	.319
SCNU9. The overall purpose of group assignments is emphasized to all members.	.258	.217	.767
SCNU7. I am encouraged to listen and respect my colleagues.	.226	.289	.731
SCNU13. I understand my purpose for being in the group	.167	.464	.713
SCNU19. I am encouraged to build camaraderie with each other.	.299	.246	.688
SCNU12. Standards of excellence are promoted.	.500	.316	.590

The third factor consist of five indicators and it is labeled nurturing (SCNU). The reliability was of .882. These have high load factors in column three ranging from .590 to .767. In a nurturing school climate, the overall purpose of group assignments is emphasized to all members. Individuals are encouraged to listen, respect my

colleagues, and understand their purpose for being in the group. Also, in the nurturing school climate, individuals are encouraged to build camaraderie with each other and standards of excellence are promoted.

### **Descriptive of Constructs**

In this section, descriptive information of the constructs considered in this investigation is presented. For each one general information is given as well as its factors.

#### **Transformational Leadership**

Figure 1 shows that the overall mean for transformational leadership was 3.8 with a standard deviation of 0.714 and a skewness of -0.913. This skewness shows that the majority of the responses fall above the central value of 3.00 indicating that most survey participants had a positive response towards transformational leadership. Additionally, the distribution had a Kurtosis value of -0.676 indicating that the responses were spread across the full range of values causing the distribution curve to be wider and lower. As can be seen in Table 5, the aspect of coaching in transformational leadership tends to be the weakest, ranking in the neutral range, while there is agreement with the others. The factor that is furthest from the normal distribution is that of visionary, since the values of kurtosis and asymmetry exceed unity.

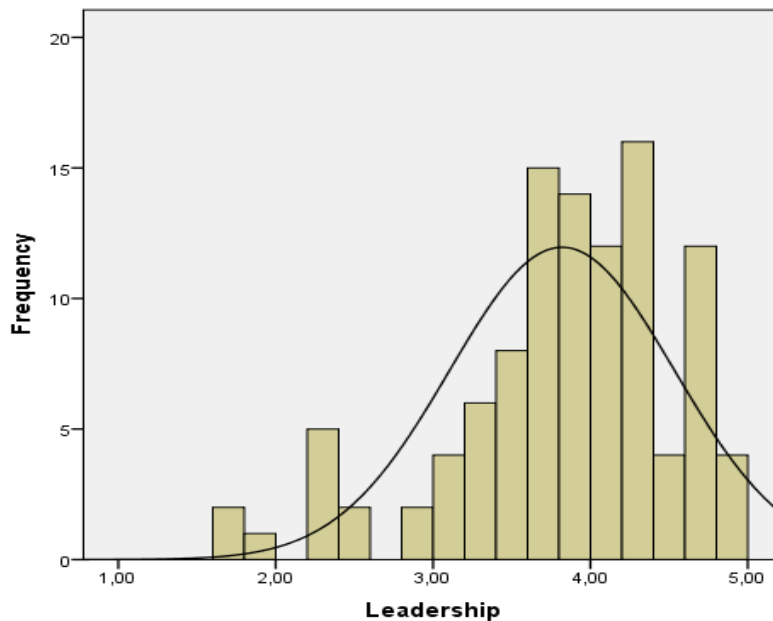


Figure 1. Histogram with a Normal Curve of Transformational Leadership.

Table 5

*Descriptive for Factors in Transformational Leadership*

	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Empathetic	3.9	.793	-0.858	0.319
Visionary	3.8	.871	-1.107	1.013
Supportive	3.8	.839	-0.818	0.740
Coaching	3.2	.790	0.115	0.347

### Organizational Support

Figure 2 shows that the overall mean for organizational support was 3.2 with a standard deviation of .798 and a skewness of 0.146. This skewness shows that the distribution of frequency is normal. Additionally, the distribution had a Kurtosis value of 0.430 indicating that the responses were distributed around the mean generating a high frequency.

In the Table 6, it can be seen that all the factors tend to the central point of the scale, indicating neutrality in the responses. In addition, all the frequency distributions show a behavior like that of the normal distribution.

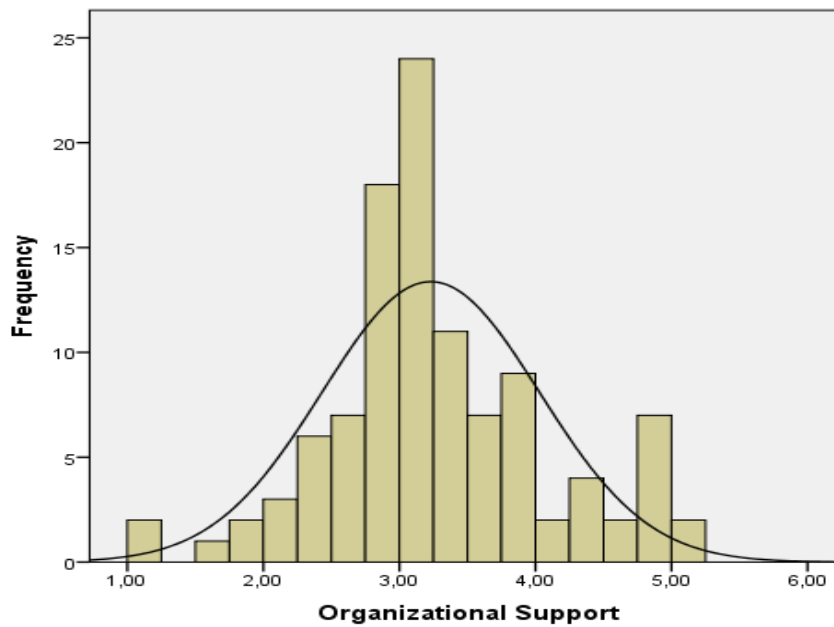


Figure 2. Histogram with a Normal Curve of Organizational Support.

Table 6

*Descriptive for Factors in Organizational Support*

	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Employee well-being	3.3	0.974	-0.135	-0.604
Attendance	3.1	1.022	0.190	-0.340
Job Enrichment	3.2	1.075	-0.513	-0.283
Performance	3.3	1.056	-0.739	-0.197



## School Climate

Figure 3 shows that the overall mean for school climate was 4.1 with a standard deviation of 0.674 and a skewness of -0.772. This skewness shows that many of the responses fall above the central value of 3.00 indicating that most survey participants had a positive response towards school climate. Additionally, the distribution had a Kurtosis value of .235 indicating that the responses were spread across the full range of values causing the distribution curve to be wider and lower.

In the Table 7, is observed that the participants agree with all the factors of school climate. In fact, the tendency to higher values is also observed, according to the negative values of the asymmetry and with high frequency according to the kurtosis values.

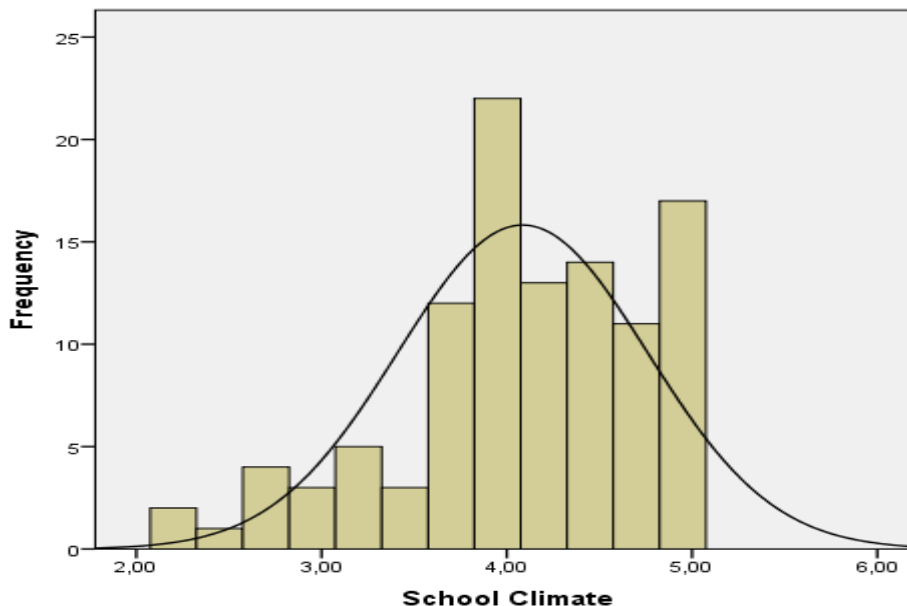


Figure 3. Histogram with a Normal Curve of School Climate.

Table 7

*Descriptive for Factors in School Climate*

	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Commitment	4.1	0.707	-1.138	1.875
Guide	4.0	0.786	-1.203	2.152
Nurturing	4.2	0.723	-1.089	1.539

**Null Hypothesis Testing**

The null hypothesis that arises is the following:

Transformational leadership and organizational support are not predictors of the school climate as perceived by Northeastern Conference Schools PK-12 teachers.

To test the null hypothesis a multiple regression analysis was performed considering transformational leadership and organizational support as predictors of the school climate. This statistical test provides sufficient evidence ( $F(2, 104) = 69.967, p = .000$ ) to reject the null hypothesis and accept the research hypothesis. In this case, the identified factors explain 56% of the variance. The significant predictive factors are in order of importance the following: Transformational Leadership ( $\beta = .716, p = .000$ ) and organizational support ( $\beta = .133, p = .046$ ). The statistical test also shows that collinearity problems are not as important as the tolerance value is .949 very close to unit. The standardized beta values are positive indicating that the better these factors are perceived among teachers the better they will also perceive the school climate.

In Figure 4 it can be seen that the predicted and real values show a very important correlation ( $r = .75$ ,  $p = .000$ ) in such a way that the model explains the dependent variable in an important way.

With the intention of learning more about the predictive power of the variables, an analysis was performed using the factors of the predictor variables. The model is significant ( $F(3.103) = 52.757$ ,  $p = .000$ ) and it is possible to explain 59% of the variance. In this case, the predictive factors are the Visionary ( $\beta = .420$ ,  $p = .000$ ) and Empathetic ( $\beta = .294$ ,  $p = .010$ ) dimensions of transformational leadership and performance ( $\beta = .242$ ,  $p = .000$ ) of organizational support. In this case it is observed that the lowest level of tolerance is in the transformational leadership guide factor (Tolerance = .584) which could indicate a medium level with the problem of collinearity. Table 8 confirms that social climate has the strongest relationships with visionary ( $r = .719$ ) and empathetic ( $r = .701$ ). The next strongest correlation is with guide ( $r = .547$ ) however, it is not a significant predictor and on the other hand performance is significant despite the fact that its relationship with social climate is lower ( $r = .404$ ). This is precisely due to multi-collinearity problems where guide is more related to visionary ( $r = .615$ ) and empathetic ( $r = .556$ ) than performance ( $r = .233$ ). It can be said then that guide is an indirect predictor so that what social climate could explain is mainly through visionary since it is with this factor that it has the strongest correlation.

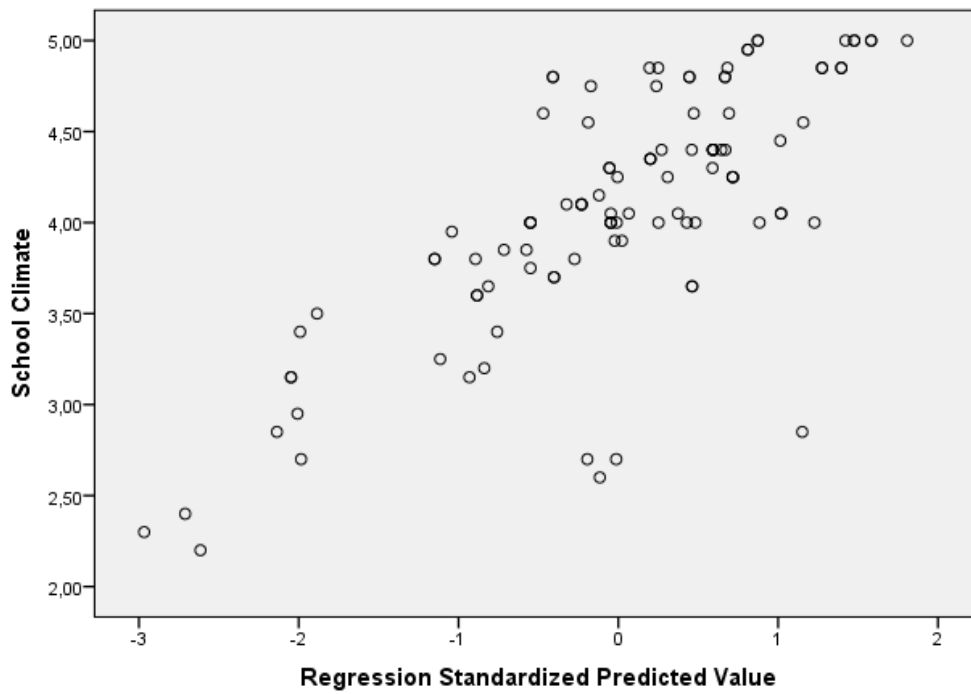


Figure 4. Scatter Diagram Between Predicted and Actual Values.

Table 8

*Correlation Indices Between Predictive Factors and Social Climate*

	LSVI	LSGU	LSCO	OSEW	OSAT	OSJE	OSPE	SC
LSEM	.834	.556	.450				.233	.701
LSVI		.615	.508				.223	.719
LSGU			.192	.427	.244	.306	.317	.547
LSCO				-.190				.373
OSEW					.362	.349	.449	.214
OSAT						.439	.484	.223
OSPE								.404

Note: only significant correlation values are shown,  $p < .05$ .

Finally, multiple linear regression analyzes were carried out using the factors of transformational leadership and organizational support as predictors and the dimensions of social climate as criteria. As can be seen in Table 9 the same predictive factors remain in the dimensions of social climate but the greatest explanatory power occurs in the nurturing aspect in addition to the fact that visionary turns out to be the main predictor factor in all the cases.

Table 9

*Predictors for Social Climate Factors*

Criterion	Model fit	R2	Predictors
Respectful	F(3, 103) = 39.446 p = .000	.52	Visionary ( $\beta = .343$ ) Empathetic ( $\beta = .321$ ) Performance ( $\beta = .240$ )
Supportive	F(2, 104) = 47.388 p = .000	.47	Visionary ( $\beta = .528$ ) Performance ( $\beta = .343$ )
Nurturing	F(3, 103) = 47.860 p = .000	.57	Visionary ( $\beta = .452$ ) Empathetic ( $\beta = .314$ ) Attendance ( $\beta = .130$ )

## Other Results

### Cross-sex

The difference in the variables was analyzed according to the teacher's sex. The student's t-test showed that there is significant difference in attendance ( $t(85.831) = 2.219, p = .029$ ) and performance ( $t(105) = 2.169, p = .032$ ) both are factors of organizational support. In both cases the female teachers show better perception in attendance ( $M = 3.2, SD = 1.113, M = 2.8, SD = .678$ ) as well as performance ( $M = 3.5, SD = 1.027, M = 3.0, SD = 1.069$ ).

### Cross-age

The difference in the variables was analyzed according to the teacher's age (under 45 and 46+). The student's t-test showed that there is significant difference in empathetic ( $t(100.759) = -2.521, p = .013$ ) visionary ( $t(104) = -3.934, p = .000$ ) respectful ( $t(97.694) = -3.286, p = .001$ ) and supportive ( $t(102.074) = -3.165, p = .004$ ). In these cases, teachers 45 years and under show better perception in empathetic ( $M = 3.0, SD = .811, M = 3.5, SD = .720$ ) in visionary ( $M = 3.5, SD = .933, M = 4.0, SD = .640$ ) in respectful ( $M = 3.9, SD = .81, M = 4.3, SD = .437$ ) as well as supportive ( $M = 3.8, SD = .885, M = 4.3, SD = .536$ ).

### Cross-marital Status

The difference in the variables was analyzed according to the teacher's marital status. The teacher's t-test showed that there is no significant difference in teachers' perception of the school climate.

### Cross-ethnicity

The difference in the variables was analyzed according to the teacher's ethnicity (West Indians vs. other nationalities). The teacher's t-test showed that there is no significant difference in teacher's perception of the school climate.

### Cross-education Level

The difference in the variables was analyzed according to the teacher's highest education level (Post-Graduate vs. Pre-Graduate). The teacher's t-test showed that there is significant difference in visionary leadership ( $t(90.300) = -2.234, p = .028$ ) and

respectful support ( $t(96.026) = 2.686, p = .009$ ). In both cases teachers with pre-graduate degrees show better perception in visionary ( $M = 4.0, SD = .913, M = 3.6, SD = .804$ ) as well as respectful ( $M = 4.3, SD = .695, M = 3.9, SD = .681$ ).

## **CHAPTER V**

### **SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATION**

#### **Summary**

The present study aims to explore the school climate and administrative support as predictors of the job satisfaction of primary school teachers at the Florida Conference according to the theoretical model.

The concept of leadership is seen as the way the individual affects other group members to achieve the defined success or motivating employees to achieve results beyond their personal expectations (Lunenburg, & Ornstein, 2013; Krishnan, 2005; Lawrence. 2015). The important is evident because the responsibility of making a difference in the school climate lies within the principal. It is important that the principal seek out and provide resources that will support teachers in delivering instructions (Ahmet, 2016; Ebbeck, et al., 2018).

The concept organizational support is understood as employees' belief that the members of the organization value them and care for their wellbeing or the organizational values' taking workers' well-being into consideration and bearing the qualities that increase happiness of workers (Eisenberger, et al., 1986; Nartgün, & Taskin, 2017). The importance of organizational support is that there was a significant relationship among work engagement, organizational climate, and perceived organizational sup-



port. Researchers suggested that there was a positive and significant relationship between work engagement of teachers and their perception of organizational support. It is further noted that schools stronger in the essential supports tend to have better student outcomes (Gordon, et al., 2016; Kose, 2016).

The concept of school climate, has been considered as school organizational climate, is the perception of the schoolteachers of overall work environment. Others understands it as a concept that reflects workers' perception of psychological situations such as support, kindness, sincerity, rewarding, guidance, etc., that are related to the organization's psychological structure (Hoy, & Miskel, 1987; Kose, 2016; Tutar, Altınöz, & Çakıroğlu, 2011; Wang, et al., 2017).

The importance is noted in that the scores of teachers in urban areas were higher than that of those in rural areas. It was also discovered that so many factors contribute to the school organizational climate (Oyedeji, 2017; Wang, et al., 2017). The present investigation raised the hypothesis of transformational leadership and organizational support are predictors of the school climate as perceived by Northeastern Conference Schools PK-12 teachers.

The research was empirical, quantitative, descriptive, transversal, and explanatory. The predictors variables used in the research were transformational leadership and organizational support and the criterion variable was school climate. The sampling used in this research is stratified. The sample was 107 respondents out of the 124 teachers of the total population. This corresponds to 88% of the population. The instruments used to measure the variables were the following: Transformational Leadership Survey, Perceived Organizational Support (POS), and School Climate Survey.

In the first instance it was found that the perception of leadership is acceptable with an average of 3.8 ( $SD = .714$ ) in an interval of 1 to 5. On the same scale the level of organizational support was 3.3 ( $SD = .869$ ). The perception of school climate was the highest, since the mean was 4.1 ( $SD = .674$ ) in addition to the fact that there was more homogeneity in the responses.

Regarding the hypothesis, it was found that the visionary and empathetic aspects of transformational leadership and performance of organizational support are significant predictors of the school climate in that order of importance.

In addition, women have a better perception of attendance and performance. Teachers under 45 years of age perceive the aspects of empathetic, visionary, respectful and supportive better. Finally, it was also found that teachers who do not have a postgraduate perceive the visionary and respectful aspects better.

## **Discussion**

Nazim and Mahmood (2018) suggest that principals need to know the importance of leadership styles because they affect job satisfaction of teacher. Another researcher notes that employees strive for empowerment and meaning within the workplace, which leads to greater enthusiasm and motivation in performing their job (Barnes, & Spangenburg, 2018). It is confirmed that schools stronger in the essential supports tend to have better student outcomes (Gordon, et al., 2016). Results showed that the most positively expressed organizational climate component is collegiality. According to the opinions of teachers, the organizational climate component that is evaluated as the most inadequate with the least points is professional development (Veziroglu-Celik & Yildiz, 2018). The results show that teachers see visionary leaders

setting the tone of school climate. This could be explained, as visionary leaders are willing to take risks in allowing teachers to explore and think outside the box. This could also explain why teachers without post-graduate degrees have a more positive perception of the school climate.

As it relates to organizational support, according to Nartgün and Taskin (2017) some research, suggest that teachers identify with organizational support in the areas of instructional support, justice support, and administrative support. Gordon, et al. (2016) also confirm that there is a positive and significant relationship between work engagement of teachers and their perception of organizational support. This could help to explain why teachers without post-graduate degrees and who may need more support have a positive perception of school climate. Another explanation could be that teachers' without post-graduates degrees may feel indebted to the organization and conveys that gratitude in providing a positive view, while teachers with post-graduate degrees may feel that they qualified enough to move on to another position or organization. It was also noted that teachers who have been at a school for five years or less viewed the climate more favorable. That could be attributed to it being different from where they were as opposed to those who have been in the school longer and may be dissatisfied with the way things are. Teachers younger than 46 years old also has a more positive view of the school climate that could be attributed to their zeal to advance and the perceived opportunity for advancement.

Transformational leadership is about change and to some extent dictates the kind of support offered to teachers. Leaders may expect more of teachers with post-graduate degrees believing that they are more skilled and confident and may put more

into supporting and encouraging those who have not yet attained post-graduate degrees. To that end, leadership is seen as being more important than organizational support.

### **Conclusions**

This study analyzed the correlation between transformational leadership, organizational support, and school climate. The research revealed that:

1. Most of the teachers in the Seventh-Day Adventists Schools PK-12, in North-eastern Conference had a positive response towards transformational leadership, organizational support, and school climate.

2. The visionary and empathetic aspects of transformational leadership and performance of organizational support are significant predictors of the school climate.

3. Teachers under 46 years old, teachers without post-graduate degrees, and teachers who were in the school for less than five years had a more positive view of school climate.

### **Recommendations**

The following recommendations are made from the study results:

#### To Educational Institutions

1. Seek out courses and professional developments to develop visionary and empathetic leaders.

2. In seeking to assign leaders, it is important to assess the climate of the school and assign leaders that has skills to improve the climate.

3. Support teachers and their performance will improve.

4. School climate check-ups should be done twice a year.

#### To Future Researchers

1. Include the views of other stakeholders such as students and parents.

2. Survey other conferences to get a broader perspective.

3. Research factors other than leadership and organizational support, such as teachers' life goals, teacher's childhood education experience, and how long they have been identified as Seventh-day Adventist.

**APPENDIX A**

**INSTRUMENTS**

Demographics	
Sex	<input type="checkbox"/> F <input type="checkbox"/> M
Age	<input type="checkbox"/> 18 – 35 <input type="checkbox"/> 36 – 45 <input type="checkbox"/> 46 – 60 <input type="checkbox"/> 60+
Marital status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Widowed <input type="checkbox"/> Other
Ethnicity	<input type="checkbox"/> African <input type="checkbox"/> American <input type="checkbox"/> Hispanic <input type="checkbox"/> West Indian <input type="checkbox"/> Other: _____
Highest level of education	<input type="checkbox"/> High School <input type="checkbox"/> Associate <input type="checkbox"/> Bachelors <input type="checkbox"/> Masters <input type="checkbox"/> Doctorate <input type="checkbox"/> Specialist
Grade level now teaching	<input type="checkbox"/> Pre-School <input type="checkbox"/> K-2 <input type="checkbox"/> 3 – 5 <input type="checkbox"/> 6 – 8 <input type="checkbox"/> 9 – 12
Employment Status	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Volunteer
Years of service	<input type="checkbox"/> 1 – 5 <input type="checkbox"/> 6 – 10 <input type="checkbox"/> 11 – 20 <input type="checkbox"/> 20+
Years at current school	<input type="checkbox"/> 1 – 5 <input type="checkbox"/> 6 – 10 <input type="checkbox"/> 11 – 20 <input type="checkbox"/> 20+

	TRANSFORMATIONAL LEADERSHIP	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	The principal models Christ-like characteristics.	1	2	3	4	5
2	The principal goes out of the way to make others feel good around them.	1	2	3	4	5
3	The principal helps others with their self-development	1	2	3	4	5
4	The principal helps others understand his/her visions through the use of tools. such as images. stories. and models.	1	2	3	4	5

5	As a leader the principal is more like Moses	1	2	3	4	5
6	The principal ensures others get recognition and/or rewards when they achieve difficult or complex goals.	1	2	3	4	5
7	The principal allows others to work in the manner they want.	1	2	3	4	5
8	The principal gets things done efficaciously and efficiently	1	2	3	4	5
9	The principal reminds me of Deborah in the Bible.	1	2	3	4	5
10	The principal has an ever-expanding network of people who trust and rely on him/her	1	2	3	4	5
11	The principal provides challenges for team members to help them grow	1	2	3	4	5
12	The principal uses simple words, images, and symbols to convey to others what we should or could be doing.	1	2	3	4	5
13	The principal uses Biblical principles in executing plans.	1	2	3	4	5
14	The principal manages others by setting standards that we all agree with.	1	2	3	4	5
15	The principal rarely gives direction or guidance to others so they can achieve their goal.	1	2	3	4	5
16	The principal consistently provides coaching and feedback so that team members know how they are doing.	1	2	3	4	5



17	The principal promotes diversity of gifts.	1	2	3	4	5
18	People listen to the Principal's ideas and concerns. not out of fear. but because of his/her skills. knowledge. and personality.	1	2	3	4	5
19	The principal provides an empathetic shoulder when others need help	1	2	3	4	5
20	The principal helps others with innovative ways of looking at new and complex ideas or concepts	1	2	3	4	5
21	The principal allows for second chances.	1	2	3	4	5
22	The principal ensures poor performance is corrected.	1	2	3	4	5
23	As long as things are going smoothly. the principal is satisfied	1	2	3	4	5
24	The principal monitors all projects that I am in charge of to ensure the team meets its goal.	1	2	3	4	5

ORGANIZATIONAL SUPPORT		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	The organization values my contribution to its well-being.	1	2	3	4	5
2	If the organization could hire someone to replace me at a lower salary it would do so.	1	2	3	4	5
3	The organization fails to show appreciation for any extra effort from me.	1	2	3	4	5

4	The organization strongly considers my goals and values.	1	2	3	4	5
5	The organization ignores any complaint from me.	1	2	3	4	5
6	The organization disregards my best interests when it makes decisions that affect me.	1	2	3	4	5
7	Help is available from the organization when I have a problem.	1	2	3	4	5
8	The organization really cares about my well-being.	1	2	3	4	5
9	Even if I did the best job possible. the organization would fail to notice.	1	2	3	4	5
10	The organization is willing to help me when I need a special favor.	1	2	3	4	5
11	The organization cares about my general satisfaction at work.	1	2	3	4	5
12	If given the opportunity. the organization would take advantage of me.	1	2	3	4	5
13	The organization shows very little concern for me.	1	2	3	4	5
14	The organization cares about my opinions.	1	2	3	4	5
15	The organization takes pride in my accomplishments at work.	1	2	3	4	5
16	The organization tries to make my job as interesting as possible.	1	2	3	4	5

SCHOOL CLIMATE		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I receive clear assignments	1	2	3	4	5
2	I am encouraged to appreciate the value of the overall group.	1	2	3	4	5
3	I am encouraged to work with the best of our abilities.	1	2	3	4	5
4	Group members are encouraged to work with the best of our abilities.	1	2	3	4	5
5	The goals of the organization are clear.	1	2	3	4	5
6	Group norms are modeled by our leader.	1	2	3	4	5
7	I am encouraged to listen and respect my colleagues.	1	2	3	4	5
8	I am recognized when I do a good job.	1	2	3	4	5
9	The overall purpose of group assignments is emphasized to all members.	1	2	3	4	5
10	Effective communication is demonstrated to group members.	1	2	3	4	5
11	I am encouraged to respect other's differences.	1	2	3	4	5
12	Standards of excellence are promoted.	1	2	3	4	5
13	I understand my purpose for being in the group	1	2	3	4	5
14	I am encouraged to agree on the rules for the group.	1	2	3	4	5

15	I am encouraged to accept others as unique individual.	1	2	3	4	5
16	I receive honest feedbacks about my work.	1	2	3	4	5
17	I understand my role in the group.	1	2	3	4	5
18	I listen when another group member is talking.	1	2	3	4	5
19	I am encouraged to build camaraderie with each other.	1	2	3	4	5
20	I receive support to improve the quality of my work.	1	2	3	4	5

**APPENDIX B**

**LETTER OF REQUEST**

Nadine Spencer-Elysee  
480 St. Nicholas Avenue #7D  
New York, NY 10030  
nbselysee@yahoo.com  
(917) 496-5451

---

Viola Chapman  
Superintendent of Schools  
Northeastern Conference of Seventh-day Adventist  
115-5- Merrick Blvd.  
Jamaica, NY 11343

August 19, 2019

Dear Mrs. Chapman.

I am pursuing a PhD degree in education management. For my thesis, I am required to conduct research into an area of Education Management. I have chosen to look at the relationship between leadership styles, organizational support, and school climate. I would therefore kindly request your permission to survey the teachers in the Northeastern Conference schools. With your permission I would like to distribute and collect the surveys during colloquium August 26-28, 2020. Participants who return a completed survey will have a chance to win a gift card. The information gathered will be used only for this research purpose in the hope of improving our learning communities in Northeastern Conference.

Thank you for your support and assistance in this venture.

Kind Regards,

Nadine Spencer-Elysee, PhD (Candidate)

**APPENDIX C**

**LETTER OF PERMISSION**



**NORTHEASTERN CONFERENCE**

*Education Department*

115-50 Merrick Boulevard  
Jamaica, NY 11434-1896  
Tel. (718) 291-8006, Ext 2250  
Fax (718) 206-2752  
<http://www.northeastern.org>

August 19, 2019



Dear Educators:

This letter confirms and authorizes the verbal agreement at our last principals' meeting, concerning fellow employees as they seek permission to send surveys to schools within the Northeastern Conference.

In the Department of Education, we do our best to support our teachers as they ascend the ladder of academic prowess. As a result, we are requesting your assistance in completing surveys from various students as a part of their research project for their doctoral thesis.

Nadine Spencer-Elysee whose research project focuses on leadership and organizational support are predictors of school climate in Seventh Day Adventist school (PK-12) in the Northeastern Conference of Seventh Day Adventists will like to have your school participate in this exercise. We do solicit your cooperation and implore your commitment to protect the rights of our students, by having permission from their parents before they become actively involved.

Thanks for your continued support. If you have any concerns or require additional information, please feel free to contact my office.

Yours in His service,

*Viola Chapman*

Superintendent of Schools

---



## **APPENDIX D**

### **DEMOGRAPHICS DATA**

### Sex

---

	n		%
1 Female	77		72.0
2 Male			28.0
Total	30	107	100.0

---

### Age

---

	n		%
1 18-35	13		12.1
2 36-45	32		29.9
3 46-60	38		35.5
4 60+	24		22.4

---

### Marital Status

---

	n		%
1 Single	38		35.5
2 Married	56		52.3
3 Divorced	7		6.5
4 Separated	1		.9
5 Widowed	3		2.8
Total	10		98.1
	5		
Total	10		100.0
	7		

---

### Ethnicity

---

	n		%
1 African	20		18.7
2 American	13		12.1
3 Hispanic	4		3.7
4 West Indian	62		57.9
5 Other	7		6.5
Total	10		99.1
	6		
Missing System	1		.9
Total	10		100.0
	7		

---

Educational Status

	n	%
1 High School	5	4.7
2 Associate	7	6.5
3 Bachelors	34	31.8
4 Masters	58	54.2
5 Doctorate	3	2.8
Total	10	100.0

7

Grade Level Teaching

	n	%
1 Pre-School	9	8.4
2 K-2	22	20.6
3 3 – 5	32	29.9
4 6 – 8	21	19.6
5 9 – 12	21	19.6
Total	10	98.1
Missing System	5	2
Total	10	100.0

7

Employment Status

	n	%
1 Full-time	96	89.7
2 Part-time	1	.9
3 Volunteer	10	9.3
Total	10	100.0

7

Years of service			
	Fre-		Percent
	quency		
1	1 – 5	28	26.2
2	6 – 10	17	15.9
3	11-20	33	30.8
4	20+	29	27.1
	Total	10	100.0
		7	

Years of service at current school			
		n	%
1	1-5	58	54.2
2	6-10	28	26.2
3	11-20	12	11.2
4	20+	6	5.6
	Total	10	97.2
		4	
Missing	System	3	2.8
	Total	10	100.0
		7	

## **APPENDIX E**

### **VALIDITY AND RELIABILITY**

## Factor Analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,892
Bartlett's Test of Sphericity	Approx. Chi-Square	2.001,897
	df	276
	Sig.	,000

Communalities		
	Initial	Extraction
LSEM1 1. The principal models Christ-like characteristics.	1,000	,631
LSEM2 2. The principal goes out of the way to make others feel good around them.	1,000	,584
LSEM3 3. The principal helps others with their self-development	1,000	,727
LSVI4 4. The principal helps others understand his/her visions through the use of tools, such as images, stories, and models.	1,000	,752
LSVI5 5. As a leader the principal is more like Moses	1,000	,754
LSEM6 6. The principal ensures others get recognition and/or rewards when they achieve difficult or complex goals.	1,000	,651
LSVI7 7. The principal allows others to work in the manner they want.	1,000	,509
LSVI8 8. The principal gets things done efficaciously and efficiently	1,000	,749
LSVI9 9. The principal reminds me of Deborah in the Bible.	1,000	,796
LSEM10 10. The principal has an ever-expanding network of people who trust and rely on him/her	1,000	,794
LSVI11 11. The principal provides challenges for team members to help them grow	1,000	,807
LSVI12 12. The principal uses simple words, images, and symbols to convey to others what we should or could be doing.	1,000	,827
LSVI13 13. The principal uses Biblical principles in executing plans.	1,000	,784
LSSU14 14. The principal manages others by setting standards that we all agree with.	1,000	,736
LSCO15 15. The principal rarely gives direction or guidance to others so they can achieve their goal.	1,000	,688
LSCO16 16. The principal consistently provides coaching and feedback so that team members know how they are doing.	1,000	,489
LSEM17 17. The principal promotes diversity of gifts.	1,000	,608

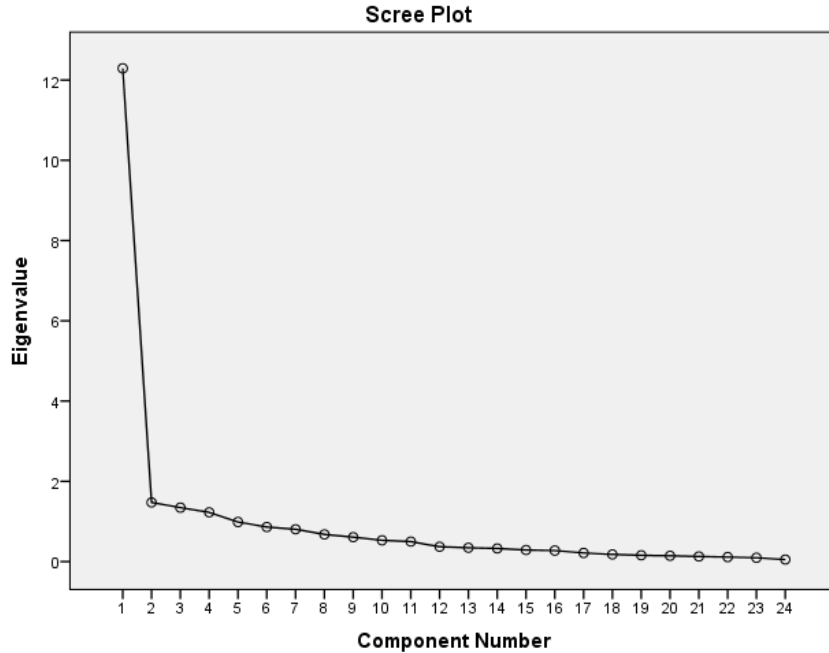
LSEM18 18. People listen to the Principal's ideas and concerns, not out of fear, but because of his/her skills, knowledge, and personality.	1,000	,545
LSEM19 19. The principal provides an empathetic shoulder when others need help	1,000	,773
LSEM20 20. The principal helps others with innovative ways of looking at new and complex ideas or concepts	1,000	,568
LSEM21 21. The principal allows for second chances.	1,000	,657
LSSU22 22. The principal ensures poor performance is corrected.	1,000	,640
LSVI23 23. As long as things are going smoothly, the principal is satisfied	1,000	,594
LSSU24 24. The principal monitors all projects that I am in charge of to ensure the team meets its goal.	1,000	,674

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	12,291	51,212	51,212	6,394	26,640	26,640
2	1,475	6,144	57,356	5,528	23,034	49,673
3	1,345	5,604	62,960	2,999	12,498	62,171
4	1,227	5,111	68,071	1,416	5,900	68,071
5	,987	4,114	72,185			
6	,861	3,588	75,773			
7	,806	3,359	79,132			
8	,678	2,824	81,956			
9	,609	2,540	84,496			
10	,531	2,211	86,707			
11	,499	2,078	88,785			
12	,371	1,545	90,330			
13	,345	1,440	91,770			
14	,327	1,363	93,133			
15	,290	1,206	94,339			
16	,275	1,147	95,486			
17	,215	,896	96,382			
18	,178	,743	97,125			
19	,157	,652	97,778			
20	,144	,599	98,376			
21	,129	,538	98,914			
22	,113	,472	99,386			
23	,096	,400	99,786			

Extraction Method: Principal Component Analysis.



Rotated Component Matrixa

	Component			
	1	2	3	4
LSEM19 19. The principal provides an empathetic shoulder when others need help	,762	,153	,359	,200
LSEM20 20. The principal helps others with innovative ways of looking at new and complex ideas or concepts	,701	,251	,094	,069
LSEM21 21. The principal allows for second chances.	,699	,366	,180	,034
LSEM18 18. People listen to the Principal's ideas and concerns, not out of fear, but because of his/her skills, knowledge, and personality.	,688	,002	,210	,166
LSEM1 1. The principal models Christ-like characteristics.	,686	,273	,195	-
				,218
LSEM3 3. The principal helps others with their self-development	,657	,491	,220	,076
LSEM17 17. The principal promotes diversity of gifts.	,652	,291	,086	-
				,302
LSEM10 10. The principal has an ever-expanding network of people who trust and rely on him/her	,632	,575	,250	,032
LSEM6 6. The principal ensures others get recognition and/or rewards when they achieve difficult or complex goals.	,609	,438	,262	,140
LSEM2 2. The principal goes out of the way to make others feel good around them.	,609	,401	,068	-
				,219



LSVI9 9. The principal reminds me of Deborah in the Bible.	,312	,773	,313	,059
LSVI23 23. As long as things are going smoothly, the principal is satisfied	,048	,729	-	,239
LSVI5 5. As a leader the principal is more like Moses	,388	,728	,257	-
				,089
LSVI12 12. The principal uses simple words, images, and symbols to convey to others what we should or could be doing.	,486	,648	,397	-
				,114
LSVI4 4. The principal helps others understand his/her visions through the use of tools, such as images, stories, and models.	,537	,644	,215	,052
LSVI13 13. The principal uses Biblical principles in executing plans.	,439	,598	,463	-
				,141
LSVI11 11. The principal provides challenges for team members to help them grow	,517	,582	,447	,037
LSVI8 8. The principal gets things done efficaciously and efficiently	,531	,558	,368	,141
LSVI7 7. The principal allows others to work in the manner they want.	,321	,494	,132	,380
LSSU14 14. The principal manages others by setting standards that we all agree with.	,129	,123	,835	-
				,085
LSSU22 22. The principal ensures poor performance is corrected.	,301	,079	,720	,159
LSSU24 24. The principal monitors all projects that I am in charge of to ensure the team meets its goal.	,167	,485	,632	-
				,109
LSCO15 15. The principal rarely gives direction or guidance to others so they can achieve their goal.	,097	,229	-	,790
			,040	
LSCO16 16. The principal consistently provides coaching and feedback so that team members know how they are doing.	,355	,414	-	-
			,037	,437

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.a

a. Rotation converged in 23 iterations.

Reliability  
Scale: LSEM

Case Processing Summary

		N	%
Cases	Valid	107	99,1
	Exclud- eda	1	,9
	Total	108	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,922	10

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LSEM1 1. The principal models Christ-like characteristics.	,701	,914
LSEM2 2. The principal goes out of the way to make others feel good around them.	,662	,916
LSEM3 3. The principal helps others with their self-development	,788	,910
LSEM6 6. The principal ensures others get recognition and/or rewards when they achieve difficult or complex goals.	,721	,913
LSEM10 10. The principal has an ever-expanding network of people who trust and rely on him/her	,804	,908
LSEM17 17. The principal promotes diversity of gifts.	,641	,918
LSEM18 18. People listen to the Principal's ideas and concerns, not out of fear, but because of his/her skills, knowledge, and personality.	,548	,922
LSEM19 19. The principal provides an empathetic shoulder when others need help	,763	,911
LSEM20 20. The principal helps others with innovative ways of looking at new and complex ideas or concepts	,648	,917
LSEM21 21. The principal allows for second chances.	,767	,911

Scale: LSVI

Case Processing Summary

		N	%
Cases	Valid	106	98,1
	Exclud- eda	2	1,9
Total		108	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,933	9

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LSVI4 4. The principal helps others understand his/her visions through the use of tools, such as images, stories, and models.	,786	,924
LSVI5 5. As a leader the principal is more like Moses	,807	,922
LSVI7 7. The principal allows others to work in the manner they want.	,570	,938
LSVI8 8. The principal gets things done efficaciously and efficiently	,830	,921
LSVI9 9. The principal reminds me of Deborah in the Bible.	,838	,920
LSVI11 11. The principal provides challenges for team members to help them grow	,831	,921
LSVI12 12. The principal uses simple words, images, and symbols to convey to others what we should or could be doing.	,836	,921
LSVI13 13. The principal uses Biblical principles in executing plans.	,803	,922
LSVI23 23. As long as things are going smoothly, the principal is satisfied	,497	,940

Scale: LSCO

Case Processing Summary

		N	%
Cases	Valid	107	99,1
	Exclud- eda	1	,9
Total		108	100,0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
,280	2

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LSCO16 16. The principal consistently provides coaching and feedback so that team members know how they are doing.	,164	.
LSCO15R	,164	.

Scale: LSSU

Case Processing Summary

		N	%
Cases	Valid	104	96,3
	Exclud- eda	4	3,7
Total		108	100,0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
,718	3

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LSSU14 14. The principal manages others by setting standards that we all agree with.	,577	,605

LSSU22 22. The principal ensures poor performance is corrected.	,516	,671
LSSU24 24. The principal monitors all projects that I am in charge of to ensure the team meets its goal.	,566	,597

## Factor Analysis

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			,766
Bartlett's Test of Sphericity	Approx. Chi-Square	931,764	
	df	120	
	Sig.	,000	

### Communalities

	Initial	Extraction
OSEW1 1. The organization values my contribution to its well-being.	1,000	,131
OSAT2 2. If the organization could hire someone to replace me at a lower salary it would do so.	1,000	,621
OSEW3 3. The organization fails to show appreciation for any extra effort from me.	1,000	,631
OSJE4 4. The organization strongly considers my goals and values.	1,000	,771
OSAT5 5. The organization ignores any complaint from me.	1,000	,798
OSEW6 6. The organization disregards my best interests when it makes decisions that affect me.	1,000	,843
OSJE7 7. Help is available from the organization when I have a problem.	1,000	,730
OSEW8 8. The organization really cares about my well-being.	1,000	,766
OSAT9 9. Even if I did the best job possible, the organization would fail to notice.	1,000	,663
OSAT10 10. The organization is willing to help me when I need a special favor.	1,000	,781
OSEW11 11. The organization cares about my general satisfaction at work.	1,000	,642
OSAT12 12. If given the opportunity, the organization would take advantage of me.	1,000	,591

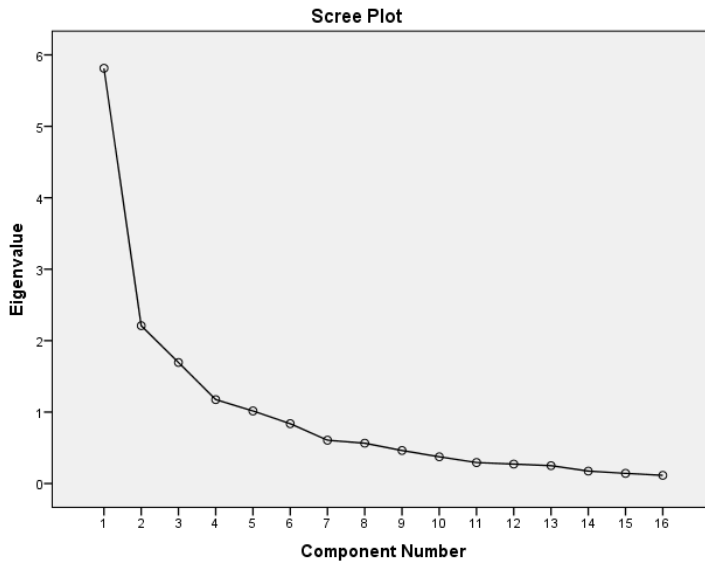
OSEW13	13. The organization shows very little concern for me.	1,000	,592
OSPE14	14. The organization cares about my opinions.	1,000	,722
OSPE15	15. The organization takes pride in my accomplishments at work.	1,000	,808
OSPE16	16. The organization tries to make my job as interesting as possible.	1,000	,801

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5,813	36,332	36,332	3,334	20,836	20,836
2	2,210	13,809	50,141	3,128	19,553	40,388
3	1,694	10,590	60,731	2,426	15,163	55,551
4	1,175	7,343	68,074	2,004	12,523	68,074
5	1,016	6,348	74,422			
6	,838	5,236	79,658			
7	,606	3,790	83,448			
8	,565	3,529	86,978			
9	,463	2,891	89,869			
10	,374	2,340	92,209			
11	,294	1,835	94,043			
12	,272	1,701	95,744			
13	,250	1,564	97,308			
14	,174	1,087	98,395			
15	,143	,891	99,285			
16	,114	,715	100,000			

Extraction Method: Principal Component Analysis.



**Rotated Component Matrix**

	Component			
	1	2	3	4
OSAT5 5. The organization ignores any complaint from me.	,849	,235	-,095	,114
OSAT10 10. The organization is willing to help me when I need a special favor.	-,787	,013	,331	,227
OSAT9 9. Even if I did the best job possible, the organization would fail to notice.	,747	,304	,061	-,095
OSAT12 12. If given the opportunity, the organization would take advantage of me.	,681	,094	-,002	-,344
OSAT2 2. If the organization could hire someone to replace me at a lower salary it would do so.	,654	,015	-,264	-,352
OSEW6 6. The organization disregards my best interests when it makes decisions that affect me.	,216	,885	-,055	,102
OSEW11 11. The organization cares about my general satisfaction at work.	-,058	-,741	,083	,288
OSEW13 13. The organization shows very little concern for me.	,224	,720	-,091	-,124
OSEW8 8. The organization really cares about my well-being.	,081	-,637	,442	,398
OSEW3 3. The organization fails to show appreciation for any extra effort from me.	,119	,634	-,458	-,067
OSEW1 1. The organization values my contribution to its well-being.	-,025	-,255	,082	,241
OSPE16 16. The organization tries to make my job as interesting as possible.	-,144	-,178	,844	-,194
OSPE15 15. The organization takes pride in my accomplishments at work.	-,114	-,289	,825	,178

OSPE14 14. The organization cares about my opinions.	-,466	,026	,561	,435
OSJE7 7. Help is available from the organization when I have a problem.	-,316	-,115	,151	,771
OSJE4 4. The organization strongly considers my goals and values.	-,268	-,346	-,273	,710

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.a

a. Rotation converged in 8 iterations.

Reliability

Scale: OSEW

Case Processing Summary

		N	%
Cases	Valid	107	99,1
	Exclud- eda	1	,9
	Total	108	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,625	6

	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
OSEW1 1. The organization values my contribution to its well-being.	,241	,850
OSEW3R	,527	,547
OSEW6R	,589	,534
OSEW8 8. The organization really cares about my well-being.	,550	,548
OSEW11 11. The organization cares about my general satisfaction at work.	,542	,551
OSEW13R	,499	,562

Scale: OSAT

Case Processing Summary

		N	%
Cases	Valid	106	98,1
	Exclud- eda	2	,2



Exclud- eda	2	1,9
Total	108	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,853	5

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OSAT2R	,643	,828
OSAT5R	,698	,813
OSAT9R	,635	,830
OSAT10 10. The organization is willing to help me when I need a special favor.	,764	,802
OSAT12R	,605	,838

Scale: OSJE

Case Processing Summary

		N	%
Cases	Valid	107	99,1
	Exclud- eda	1	,9
	Total	108	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,409	2

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OSJE4 4. The organization strongly considers my goals and values.	,330	.
OSJE7 7. Help is available from the organization when I have a problem.	,330	.

Scale: OSPE

Case Processing Summary

		N	%
Cases	Valid	106	98,1
	Exclud- eda	2	1,9
	Total	108	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,769	3

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OSPE14 14. The organization cares about my opinions.	,534	,763
OSPE15 15. The organization takes pride in my accomplishments at work.	,722	,546
OSPE16 16. The organization tries to make my job as interesting as possible.	,559	,735

Factor Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,876
Bartlett's Test of Sphericity	Approx. Chi-Square	1.883,85
	df	9
	Sig.	,000

Communalities

	Initial	Extraction
SCCO1 1. I receive clear assignments	1,000	,464
SCCO2 2. I am encouraged to appreciate the value of the overall group.	1,000	,767
SCCO3 3. I am encouraged to work with the best of our abilities.	1,000	,799

SCCO4 4. Group members are encouraged to work with the best of our abilities.	1,000	,738
SCGU5 5. The goals of the organization are clear.	1,000	,650
SCGU6 6. Group norms are modeled by our leader.	1,000	,720
SCNU7 7. I am encouraged to listen and respect my colleagues.	1,000	,669
SCCO8 8. I am recognized when I do a good job.	1,000	,722
SCNU9 9. The overall purpose of group assignments is emphasized to all members.	1,000	,701
SCGU10 10. Effective communication is demonstrated to group members.	1,000	,532
SCCO11 11. I am encouraged to respect other's differences.	1,000	,595
SCNU12 12. Standards of excellence are promoted.	1,000	,699
SCNU13 13. I understand my purpose for being in the group	1,000	,752
SCCO14 14. I am encouraged to agree on the rules for the group.	1,000	,634
SCCO15 15. I am encouraged to accept others as unique individual.	1,000	,732
SCGU16 16. I receive honest feedbacks about my work.	1,000	,845
SCGU17 17. I understand my role in the group.	1,000	,710
SCCO18 18. I listen when another group member is talking.	1,000	,584
SCNU19 19. I am encouraged to build camaraderie with each other.	1,000	,624
SCGU20 20. I receive support to improve the quality of my work.	1,000	,701

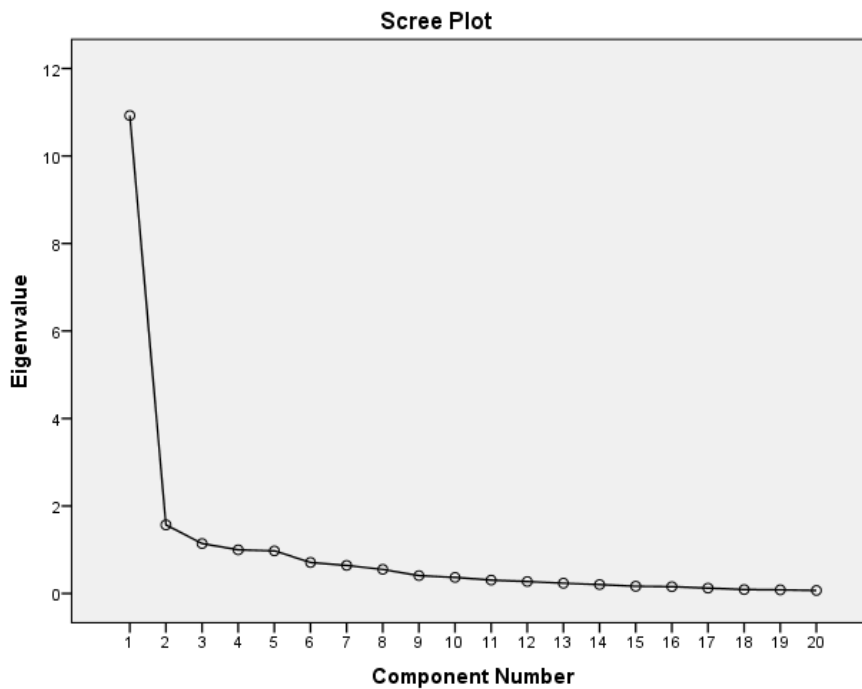
---

Extraction Method: Principal Component Analysis.

Component	Total Variance Explained					
	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,925	54,627	54,627	4,735	23,673	23,673
2	1,569	7,846	62,473	4,671	23,355	47,028

3	1,143	5,713	68,186	4,232	21,158	68,186
4	,998	4,988	73,174			
5	,975	4,876	78,050			
6	,710	3,550	81,600			
7	,643	3,215	84,815			
8	,552	2,758	87,573			
9	,409	2,044	89,616			
10	,368	1,839	91,456			
17	,123	,617	98,775			
18	,091	,457	99,231			
19	,084	,420	99,652			
20	,070	,348	100,000			

Extraction Method: Principal Component Analysis.



**Rotated Component Matrixa**

	Component		
	1	2	3
SCCO2 2. I am encouraged to appreciate the value of the overall group.	,787	,375	,082
SCCO3 3. I am encouraged to work with the best of our abilities.	,771	,395	,220
SCCO14 14. I am encouraged to agree on the rules for the group.	,691	,210	,337

SCCO15 15. I am encouraged to accept others as unique individual.	,618	,111	,581
SCCO1 1. I receive clear assignments	,604	,155	,275
SCCO8 8. I am recognized when I do a good job.	,591	,518	,322
SCCO4 4. Group members are encouraged to work with the best of our abilities.	,570	,529	,364
SCCO18 18. I listen when another group member is talking.	,563	-,058	,514
SCCO11 11. I am encouraged to respect other's differences.	,490	,471	,365
SCGU16 16. I receive honest feedbacks about my work.	,139	,886	,202
SCGU17 17. I understand my role in the group.	,209	,811	,094
SCGU5 5. The goals of the organization are clear.	,211	,727	,278
SCGU20 20. I receive support to improve the quality of my work.	,260	,605	,517
SCGU6 6. Group norms are modeled by our leader.	,546	,595	,262
SCGU10 10. Effective communication is demonstrated to group members.	,327	,569	,319
SCNU9 9. The overall purpose of group assignments is emphasized to all members.	,258	,217	,767
SCNU7 7. I am encouraged to listen and respect my colleagues.	,226	,289	,731
SCNU13 13. I understand my purpose for being in the group	,167	,464	,713
SCNU19 19. I am encouraged to build camaraderie with each other.	,299	,246	,688
SCNU12 12. Standards of excellence are promoted.	,500	,316	,590

---

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.a

a. Rotation converged in 8 iterations.

Reliability

Scale: SCORE

Case Processing Summary

		N	%
Cases	Valid	107	99,1
	Exclud- eda	1	,9
	Total	108	100,0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
,921	9

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SCCO1 1. I receive clear assignments	,589	,920
SCCO2 2. I am encouraged to appreciate the value of the overall group.	,763	,909
SCCO3 3. I am encouraged to work with the best of our abilities.	,837	,904
SCCO4 4. Group members are encouraged to work with the best of our abilities.	,790	,907
SCCO11 11. I am encouraged to respect other's differences.	,698	,913
SCCO14 14. I am encouraged to agree on the rules for the group.	,713	,912
SCCO15 15. I am encouraged to accept others as unique individual.	,745	,910
SCCO18 18. I listen when another group member is talking.	,550	,922
SCCO8 8. I am recognized when I do a good job.	,773	,908

Scale: SCSU

Case Processing Summary			
		N	%
Cases	Valid	107	99,1
	Exclud- eda	1	,9
	Total	108	100,0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
,897	6

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SCGU5 5. The goals of the organization are clear.	,711	,883
SCGU6 6. Group norms are modeled by our leader.	,763	,872
SCGU10 10. Effective communication is demonstrated to group members.	,657	,888
SCGU16 16. I receive honest feedbacks about my work.	,808	,866
SCGU17 17. I understand my role in the group.	,697	,882
SCGU20 20. I receive support to improve the quality of my work.	,720	,879

Scale: SCNU

Case Processing Summary

		N	%
Cases	Valid	107	99,1
	Exclud- eda	1	,9
	Total	108	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,882	5

	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SCNU7 7. I am encouraged to listen and respect my colleagues.	,714	,858
SCNU9 9. The overall purpose of group assignments is emphasized to all members.	,730	,854
SCNU12 12. Standards of excellence are promoted.	,727	,855

SCNU13 13. I understand my purpose for being in the group	,764	,846
SCNU19 19. I am encouraged to build camaraderie with each other.	,656	,871

---

---



## **APPENDIX F**

### **DESCRIPTIVES DATA**

Frequencies

		Statistics			
		LSEM Em- pathetic	LSVI Vision- ary	LSSU Sup- portive	LSCO Coaching
N	Valid	107	107	107	107
	Missing	1	1	1	1
Mean		3,9336	3,7714	3,8240	3,2290
Std. Deviation		,79336	,87138	,83923	,78991
Skewness		-,858	-1,107	-,818	,115
Std. Error of Skew- ness		,234	,234	,234	,234
Kurtosis		,319	1,013	,740	,347
Std. Error of Kurto- sis		,463	,463	,463	,463

Frequency Table

LSEM Empathetic					
		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	1,70	1	,9	,9	,9
	1,90	4	3,7	3,7	4,7
	2,40	1	,9	,9	5,6
	2,60	1	,9	,9	6,5
	2,70	1	,9	,9	7,5
	2,80	4	3,7	3,7	11,2
	3,00	4	3,7	3,7	15,0
	3,10	4	3,7	3,7	18,7
	3,30	1	,9	,9	19,6
	3,40	6	5,6	5,6	25,2
	3,50	1	,9	,9	26,2
	3,60	4	3,7	3,7	29,9
	3,70	4	3,7	3,7	33,6
	3,80	6	5,6	5,6	39,3
	3,90	2	1,9	1,9	41,1
	4,00	14	13,0	13,1	54,2
	4,10	3	2,8	2,8	57,0
	4,20	3	2,8	2,8	59,8
	4,30	3	2,8	2,8	62,6
	4,40	8	7,4	7,5	70,1
4,50	1	,9	,9	71,0	
4,60	8	7,4	7,5	78,5	

	4,70	10	9,3	9,3	87,9
	4,80	3	2,8	2,8	90,7
	4,90	4	3,7	3,7	94,4
	5,00	6	5,6	5,6	100,0
	Total	107	99,1	100,0	
Missing System		1	,9		
Total		108	100,0		

#### LSVI Visionary

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	1,33	3	2,8	2,8	2,8
	1,67	3	2,8	2,8	5,6
	1,78	1	,9	,9	6,5
	2,00	1	,9	,9	7,5
	2,22	2	1,9	1,9	9,3
	2,33	2	1,9	1,9	11,2
	2,89	1	,9	,9	12,1
	3,00	2	1,9	1,9	14,0
	3,11	2	1,9	1,9	15,9
	3,33	6	5,6	5,6	21,5
	3,44	11	10,2	10,3	31,8
	3,56	4	3,7	3,7	35,5
	3,67	5	4,6	4,7	40,2
	3,78	4	3,7	3,7	43,9
	3,88	1	,9	,9	44,9
	3,89	12	11,1	11,2	56,1
	4,00	8	7,4	7,5	63,6
	4,11	1	,9	,9	64,5
	4,22	5	4,6	4,7	69,2
	4,33	6	5,6	5,6	74,8
	4,44	1	,9	,9	75,7
	4,56	4	3,7	3,7	79,4
	4,67	11	10,2	10,3	89,7
	4,78	5	4,6	4,7	94,4
	4,89	6	5,6	5,6	100,0
	Total	107	99,1	100,0	
Missing System		1	,9		
Total		108	100,0		

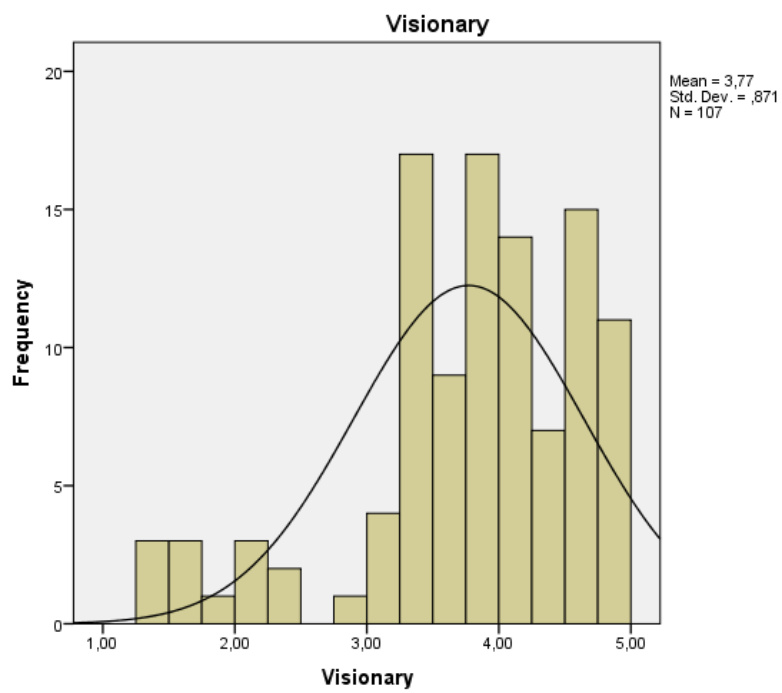
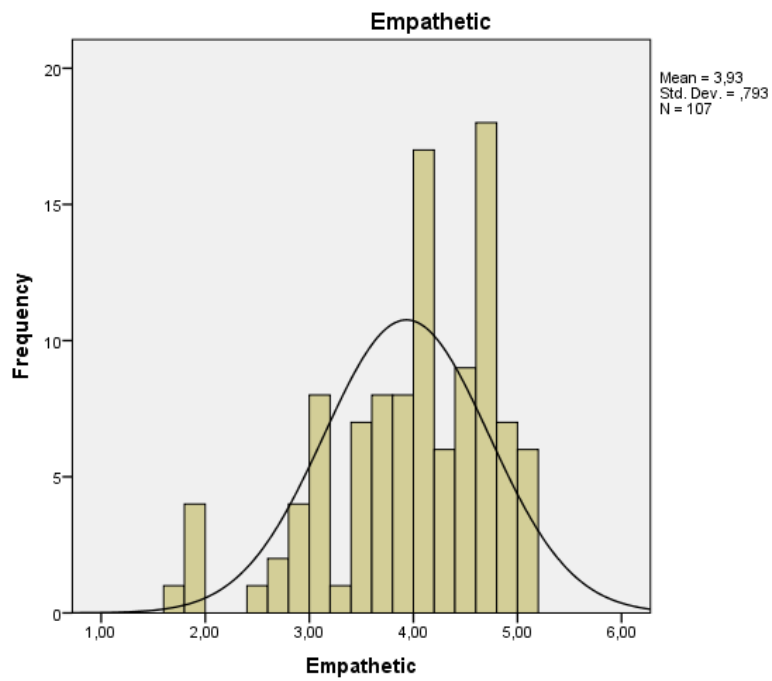
LSSU Supportive

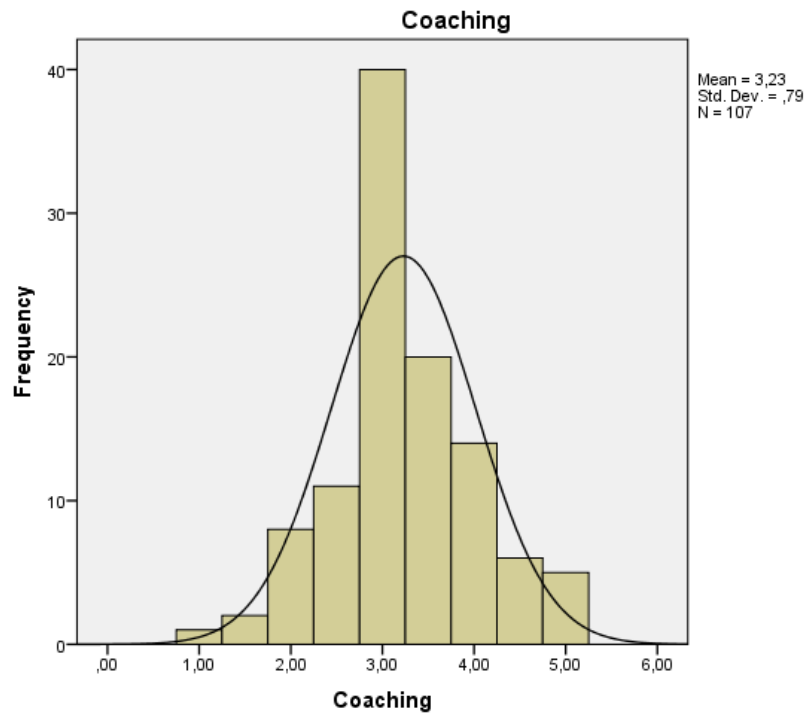
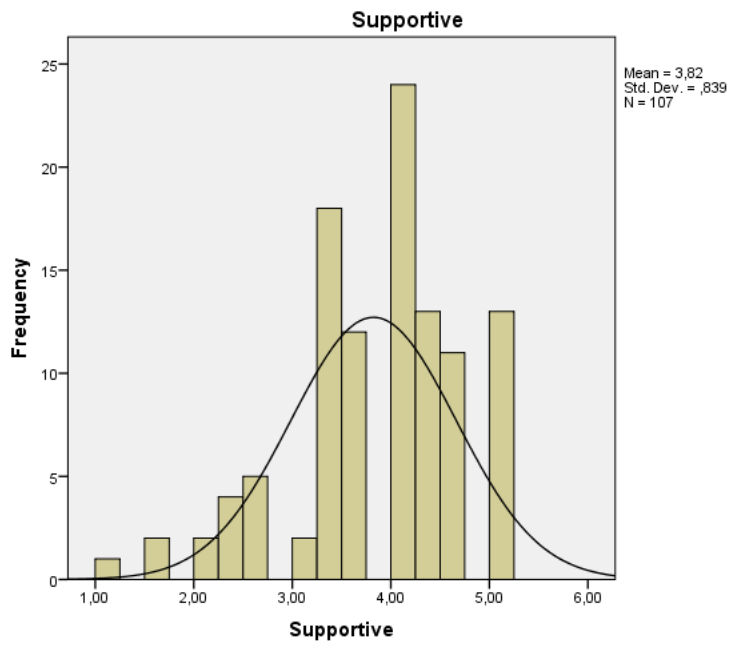
		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	1,00	1	,9	,9	,9
	1,67	2	1,9	1,9	2,8
	2,00	2	1,9	1,9	4,7
	2,33	4	3,7	3,7	8,4
	2,67	5	4,6	4,7	13,1
	3,00	2	1,9	1,9	15,0
	3,33	18	16,7	16,8	31,8
	3,67	12	11,1	11,2	43,0
	4,00	24	22,2	22,4	65,4
	4,33	13	12,0	12,1	77,6
	4,50	3	2,8	2,8	80,4
	4,67	8	7,4	7,5	87,9
	5,00	13	12,0	12,1	100,0
	Total	107	99,1	100,0	
Missing	System	1	,9		
Total		108	100,0		

LSCO Coaching

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	1,00	1	,9	,9	,9
	1,50	2	1,9	1,9	2,8
	2,00	8	7,4	7,5	10,3
	2,50	11	10,2	10,3	20,6
	3,00	40	37,0	37,4	57,9
	3,50	20	18,5	18,7	76,6
	4,00	14	13,0	13,1	89,7
	4,50	6	5,6	5,6	95,3
	5,00	5	4,6	4,7	100,0
	Total	107	99,1	100,0	
Missing	System	1	,9		
Total		108	100,0		

Histogram





Frequencies

Statistics						
	OSEW Em- ployee well- being	OSAT At- tendance	OSJE Job Enrichment	OSPE Per- formance	OS Organi- zational Support	
N	107	107	107	107	107	
	0	1	1	1	1	
Mean	3,2695	3,1229	3,2009	3,3489	3,2300	
Std. Deviation	,97415	1,02233	1,07471	1,05646	,79803	
Skewness	-,135	,190	-,513	-,739	,146	
Std. Error of Skewness	,234	,234	,234	,234	,234	
Kurtosis	-,604	-,340	-,283	-,197	,430	
Std. Error of Kur- tosis	,463	,463	,463	,463	,463	

Frequency Table

OSEW Employee well-being					
	Fre- quency	Percent	Valid Per- cent	Cumulative Percent	
Valid	1,17	2	1,9	1,9	
	1,33	3	2,8	4,7	
	1,67	3	2,8	7,5	
	1,83	1	,9	8,4	
	2,00	7	6,5	15,0	
	2,17	2	1,9	16,8	
	2,33	2	1,9	18,7	
	2,50	4	3,7	22,4	
	2,67	5	4,7	27,1	
	2,83	8	7,5	34,6	
	3,00	12	11,2	45,8	
	3,17	3	2,8	48,6	
	3,33	6	5,6	54,2	
	3,50	8	7,5	61,7	
	3,67	11	10,3	72,0	
	3,83	2	1,9	73,8	
	4,00	5	4,7	78,5	
	4,17	2	1,9	80,4	

4,33	3	2,8	2,8	83,2
4,50	7	6,5	6,5	89,7
4,67	2	1,9	1,9	91,6
4,83	6	5,6	5,6	97,2
5,00	3	2,8	2,8	100,0
Total	107	100,0	100,0	

#### OSAT Attendance

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	1,00	4	3,7	3,7	3,7
	1,20	3	2,8	2,8	6,5
	2,00	4	3,7	3,7	10,3
	2,20	4	3,7	3,7	14,0
	2,40	13	12,0	12,1	26,2
	2,60	14	13,0	13,1	39,3
	2,80	14	13,0	13,1	52,3
	3,00	4	3,7	3,7	56,1
	3,20	8	7,4	7,5	63,6
	3,40	2	1,9	1,9	65,4
	3,60	7	6,5	6,5	72,0
	3,75	1	,9	,9	72,9
	3,80	4	3,7	3,7	76,6
	4,00	7	6,5	6,5	83,2
	4,20	1	,9	,9	84,1
	4,60	7	6,5	6,5	90,7
	5,00	10	9,3	9,3	100,0
	Total	107	99,1	100,0	
Missing	System	1	,9		
Total		108	100,0		

#### OSJE Job Enrichment

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	1,00	10	9,3	9,3	9,3
	1,50	3	2,8	2,8	12,1
	2,00	6	5,6	5,6	17,8
	2,50	8	7,5	7,5	25,2



3,00	28	26,2	26,2	51,4
3,50	14	13,1	13,1	64,5
4,00	22	20,6	20,6	85,0
4,50	10	9,3	9,3	94,4
5,00	6	5,6	5,6	100,0
Total	107	100,0	100,0	

#### OSPE Performance

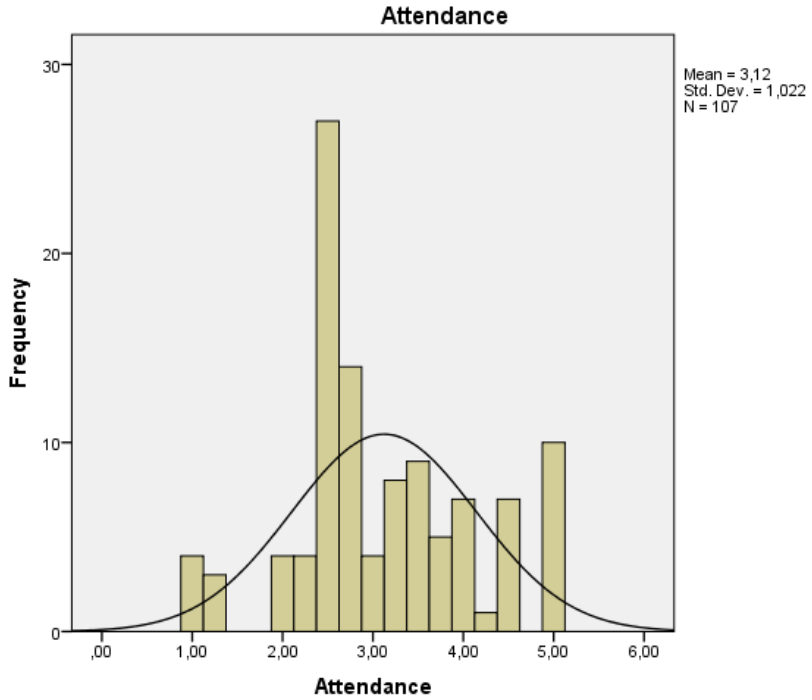
		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	1,00	7	6,5	6,5	6,5
	1,33	5	4,6	4,7	11,2
	1,67	2	1,9	1,9	13,1
	2,00	2	1,9	1,9	15,0
	2,33	2	1,9	1,9	16,8
	2,67	4	3,7	3,7	20,6
	3,00	13	12,0	12,1	32,7
	3,33	15	13,9	14,0	46,7
	3,67	22	20,4	20,6	67,3
	4,00	21	19,4	19,6	86,9
	4,33	1	,9	,9	87,9
	4,67	3	2,8	2,8	90,7
	5,00	10	9,3	9,3	100,0
	Total	107	99,1	100,0	
Missing System	1	,9			
Total	108	100,0			

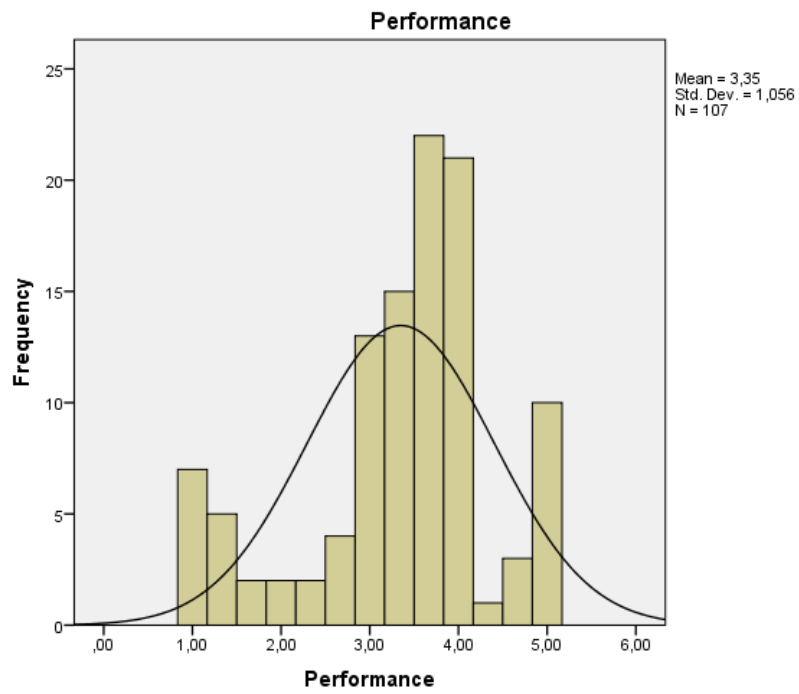
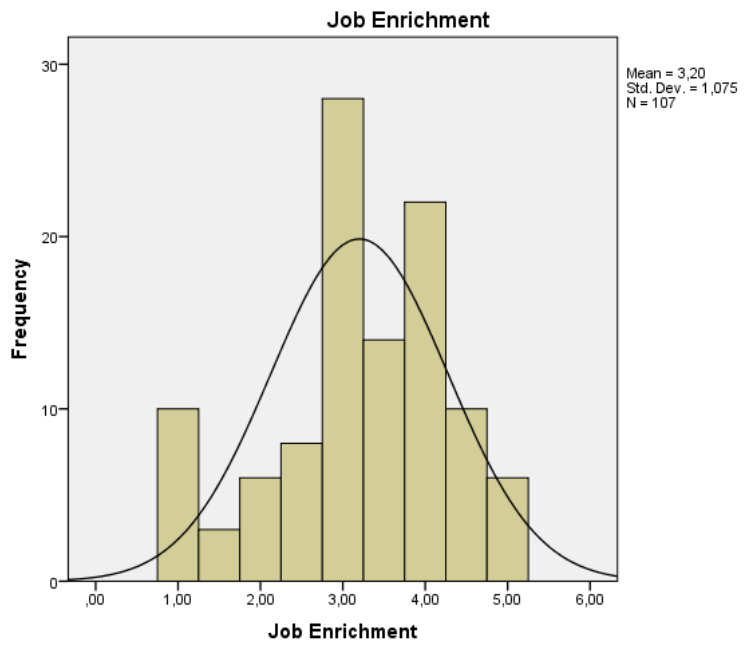
#### OS Organizational Support

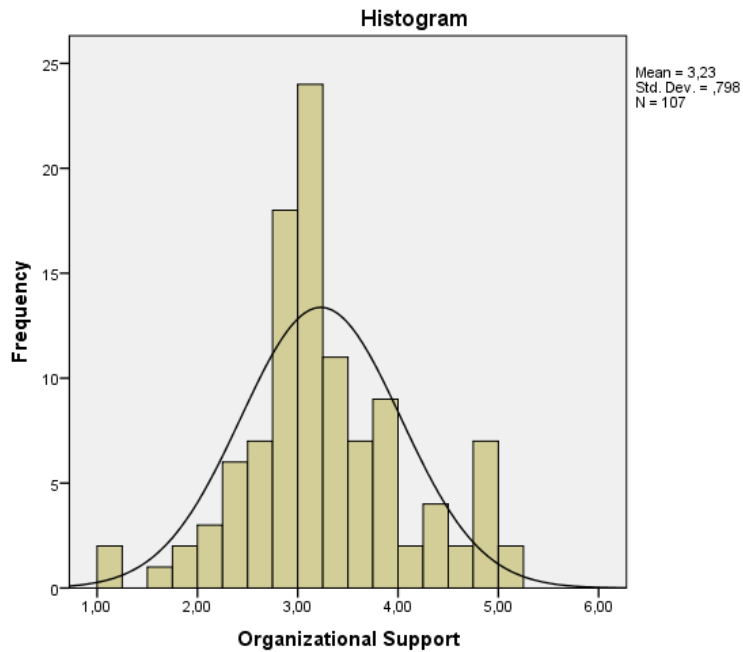
		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	1,07	1	,9	,9	,9
	1,13	1	,9	,9	1,9
	1,50	1	,9	,9	2,8
	1,88	1	,9	,9	3,7
	1,94	1	,9	,9	4,7
	2,00	2	1,9	1,9	6,5
	2,06	1	,9	,9	7,5

2,25	3	2,8	2,8	10,3
2,31	2	1,9	1,9	12,1
2,44	1	,9	,9	13,1
2,50	1	,9	,9	14,0
2,56	2	1,9	1,9	15,9
2,63	4	3,7	3,7	19,6
2,75	2	1,9	1,9	21,5
2,81	3	2,8	2,8	24,3
2,88	6	5,6	5,6	29,9
2,94	7	6,5	6,5	36,4
3,00	4	3,7	3,7	40,2
3,06	6	5,6	5,6	45,8
3,13	7	6,5	6,5	52,3
3,19	7	6,5	6,5	58,9
3,25	4	3,7	3,7	62,6
3,31	1	,9	,9	63,6
3,38	5	4,7	4,7	68,2
3,44	1	,9	,9	69,2
3,50	3	2,8	2,8	72,0
3,56	1	,9	,9	72,9
3,63	2	1,9	1,9	74,8
3,67	1	,9	,9	75,7
3,75	4	3,7	3,7	79,4
3,81	1	,9	,9	80,4
3,88	4	3,7	3,7	84,1
4,00	1	,9	,9	85,0
4,06	1	,9	,9	86,0
4,31	4	3,7	3,7	89,7
4,56	2	1,9	1,9	91,6
4,75	4	3,7	3,7	95,3
4,81	3	2,8	2,8	98,1
5,00	2	1,9	1,9	100,0
Total	107	100,0	100,0	

Histogram







Frequencies

**Statistics**

		SCCO Com- mitment	SCGU Guide	SCNU Nur- turing	SC School Climate
N	Valid	107	107	107	107
	Missing	1	1	1	1
Mean		4,1007	4,0062	4,1514	4,0850
Std. Deviation		,70711	,78572	,72312	,67440
Skewness		-1,138	-1,203	-1,089	-,772
Std. Error of Skew- ness		,234	,234	,234	,234
Kurtosis		1,875	2,152	1,539	,235
Std. Error of Kurto- sis		,463	,463	,463	,463

Frequency Table

**SCCO Commitment**

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	1,67	1	,9	,9	,9
	1,89	1	,9	,9	1,9
	2,11	2	1,9	1,9	3,7
	2,33	1	,9	,9	4,7

2,78	2	1,9	1,9	6,5
3,00	2	1,9	1,9	8,4
3,11	1	,9	,9	9,3
3,33	2	1,9	1,9	11,2
3,44	1	,9	,9	12,1
3,56	4	3,7	3,7	15,9
3,67	4	3,7	3,7	19,6
3,78	4	3,7	3,7	23,4
3,89	13	12,0	12,1	35,5
4,00	11	10,2	10,3	45,8
4,11	12	11,1	11,2	57,0
4,22	3	2,8	2,8	59,8
4,33	4	3,7	3,7	63,6
4,44	6	5,6	5,6	69,2
4,56	9	8,3	8,4	77,6
4,67	2	1,9	1,9	79,4
4,89	9	8,3	8,4	87,9
5,00	13	12,0	12,1	100,0
Total	107	99,1	100,0	
Missing System	1	,9		
Total	108	100,0		

#### SCGU Guide

	Fre-	Valid	Cumulative	
	quency	Per-	Percent	
		cent		
Valid	1,33	2	1,9	1,9
	1,50	1	,9	2,8
	2,17	2	1,9	4,7
	2,33	1	,9	5,6
	2,67	1	,9	6,5
	3,00	3	2,8	9,3
	3,17	4	3,7	13,1
	3,33	4	3,7	16,8
	3,50	5	4,6	21,5
	3,67	6	5,6	27,1
	3,83	7	6,5	33,6
	4,00	29	26,9	60,7
	4,17	2	1,9	62,6
	4,33	5	4,6	67,3
	4,50	7	6,5	73,8

	4,67	7	6,5	6,5	80,4
	4,83	8	7,4	7,5	87,9
	5,00	13	12,0	12,1	100,0
	Total	107	99,1	100,0	
Missing System		1	,9		
Total		108	100,0		

#### SCNU Nurturing

		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	1,40	1	,9	,9	,9
	2,40	4	3,7	3,7	4,7
	2,60	2	1,9	1,9	6,5
	3,00	2	1,9	1,9	8,4
	3,20	3	2,8	2,8	11,2
	3,40	4	3,7	3,7	15,0
	3,60	5	4,6	4,7	19,6
	3,80	7	6,5	6,5	26,2
	4,00	20	18,5	18,7	44,9
	4,20	13	12,0	12,1	57,0
	4,40	7	6,5	6,5	63,6
	4,60	13	12,0	12,1	75,7
	4,80	5	4,6	4,7	80,4
	5,00	21	19,4	19,6	100,0
	Total	107	99,1	100,0	
Missing System		1	,9		
Total		108	100,0		

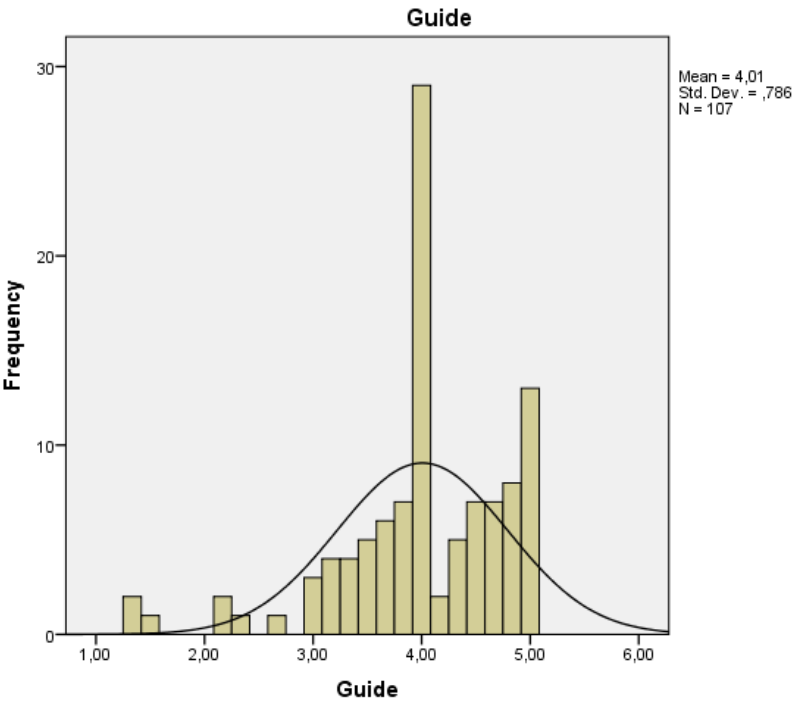
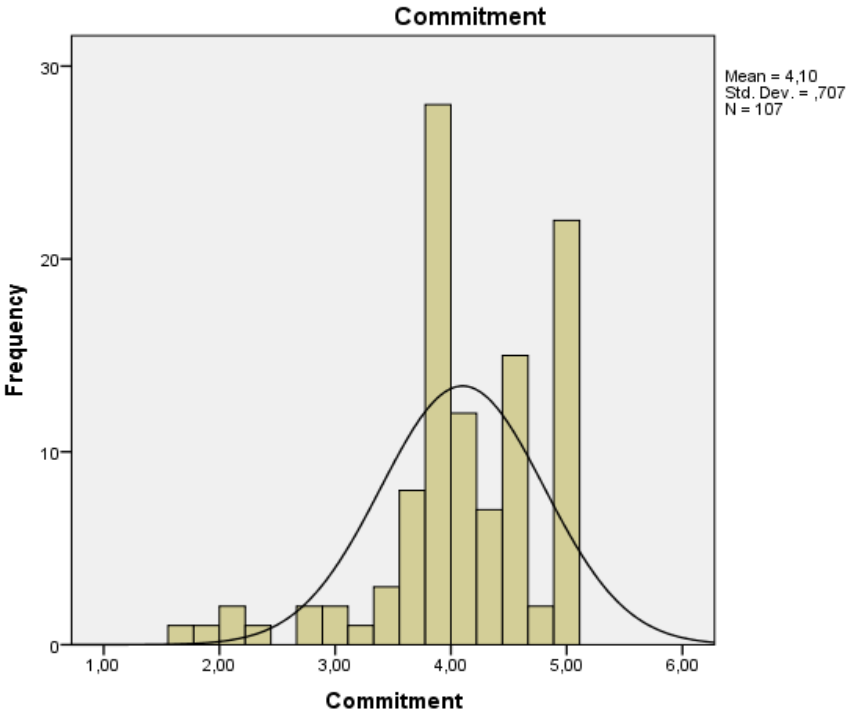
#### SC School Climate

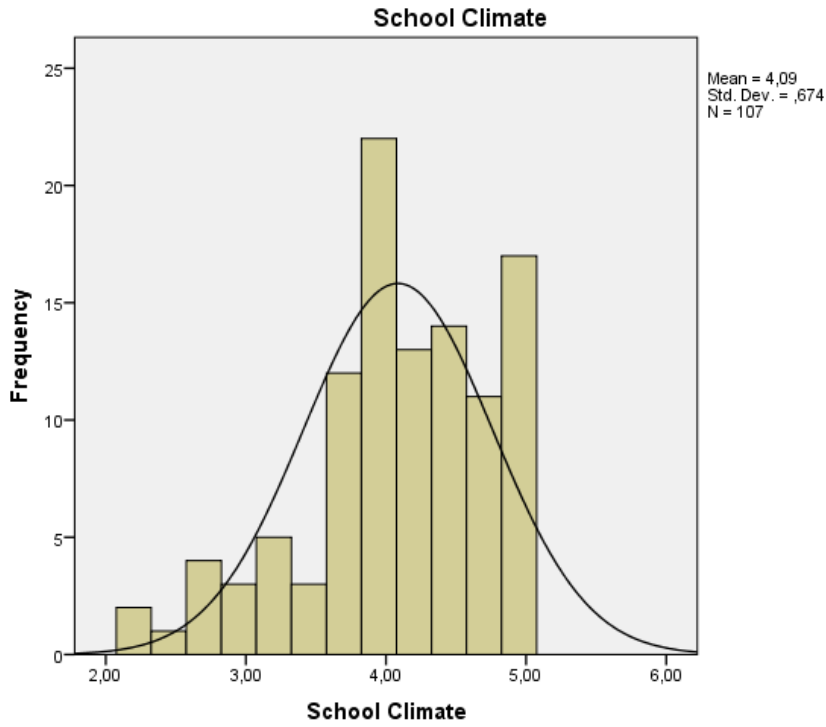
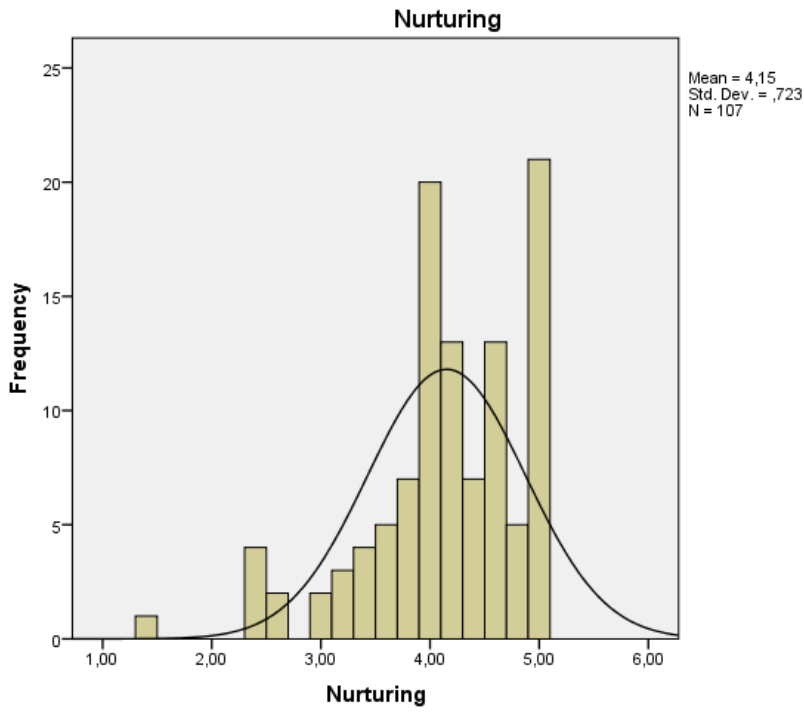
		Fre- quency	Percent	Valid Per- cent	Cumulative Percent
Valid	2,20	1	,9	,9	,9
	2,30	1	,9	,9	1,9
	2,40	1	,9	,9	2,8
	2,60	1	,9	,9	3,7
	2,70	3	2,8	2,8	6,5
	2,85	2	1,9	1,9	8,4
	2,95	1	,9	,9	9,3

3,15	3	2,8	2,8	12,1
3,20	1	,9	,9	13,1
3,25	1	,9	,9	14,0
3,40	2	1,9	1,9	15,9
3,50	1	,9	,9	16,8
3,60	2	1,9	1,9	18,7
3,65	3	2,8	2,8	21,5
3,70	2	1,9	1,9	23,4
3,75	1	,9	,9	24,3
3,80	4	3,7	3,7	28,0
3,85	2	1,9	1,9	29,9
3,90	2	1,9	1,9	31,8
3,95	1	,9	,9	32,7
4,00	12	11,1	11,2	43,9
4,05	5	4,6	4,7	48,6
4,10	4	3,7	3,7	52,3
4,15	1	,9	,9	53,3
4,25	5	4,6	4,7	57,9
4,30	3	2,8	2,8	60,7
4,35	3	2,8	2,8	63,6
4,40	8	7,4	7,5	71,0
4,45	1	,9	,9	72,0
4,55	2	1,9	1,9	73,8
4,60	3	2,8	2,8	76,6
4,75	2	1,9	1,9	78,5
4,80	6	5,6	5,6	84,1
4,85	7	6,5	6,5	90,7
4,95	2	1,9	1,9	92,5
5,00	8	7,4	7,5	100,0
Total	107	99,1	100,0	
Missing System	1	,9		
Total	108	100,0		



Histogram





## **APPENDIX G**

### **HYPOTHESIS TESTING**

Regression

Variables Entered/Removed <sup>a</sup>			
Model	Variables Entered	Variables Removed	Method
1	LSVI Visionary		. Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	OSPE Performance		. Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
3	LSEM Empathetic		. Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: SC School Climate

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,719a	,517	,513	,47079
2	,761b	,580	,572	,44138
3	,778c	,606	,594	,42956

a. Predictors: (Constant), LSVI Visionary

b. Predictors: (Constant), LSVI Visionary, OSPE Performance

c. Predictors: (Constant), LSVI Visionary, OSPE Performance, LSEM Empathetic

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24,939	1	24,939	112,520	,000b
	Residual	23,272	105	,222		
	Total	48,211	106			
2	Regression	27,950	2	13,975	71,736	,000c
	Residual	20,261	104	,195		
	Total	48,211	106			
3	Regression	29,205	3	9,735	52,757	,000d
	Residual	19,006	103	,185		
	Total	48,211	106			

a. Dependent Variable: SC School Climate

b. Predictors: (Constant), LSVI Visionary

c. Predictors: (Constant), LSVI Visionary, OSPE Performance

d. Predictors: (Constant), LSVI Visionary, OSPE Performance, LSEM Empathetic

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,986	,203		9,778	,000
	LSVI Visionary	,557	,052	,719	10,608	,000
2	(Constant)	1,604	,214		7,509	,000
	LSVI Visionary	,512	,050	,662	10,153	,000
	OSPE Performance	,164	,042	,256	3,932	,000
3	(Constant)	1,359	,228		5,956	,000
	LSVI Visionary	,325	,087	,420	3,738	,000
	OSPE Performance	,154	,041	,242	3,796	,000
	LSEM Empathetic	,250	,096	,294	2,608	,010

a. Dependent Variable: SC School Climate

		Excluded Variables <sup>a</sup>				
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	LSEM Empathetic	,331b	2,778	,006	,263	,304
	LSGU Guide	,168b	1,982	,050	,191	,621
	LSCO Coaching	,009b	,120	,905	,012	,742
	OSEW Employee well-being	,162b	2,438	,016	,232	,995
	OSAT Attendance	,157b	2,348	,021	,224	,991
	OSJE Job Enrichment	-,050b	-,723	,471	-,071	,984
	OSPE Performance	,256b	3,932	,000	,360	,950
2	LSEM Empathetic	,294c	2,608	,010	,249	,301
	LSGU Guide	,099c	1,201	,233	,118	,587
	LSCO Coaching	,035c	,477	,635	,047	,736
	OSEW Employee well-being	,063c	,883	,379	,087	,798
	OSAT Attendance	,048c	,652	,516	,064	,765
	OSJE Job Enrichment	-,091c	-1,410	,161	-,138	,960

3	LSGU Guide	,083d	1,028	,306	,101	,584
	LSCO Coaching	,024d	,328	,743	,033	,733
	OSEW Employee well-being	,057d	,816	,416	,081	,797
	OSAT Attendance	,019d	,263	,793	,026	,746
	OSJE Job Enrichment	-,069d	-1,084	,281	-,107	,941

---

a. Dependent Variable: SC School Climate

b. Predictors in the Model: (Constant), LSVI Visionary

c. Predictors in the Model: (Constant), LSVI Visionary, OSPE Performance

d. Predictors in the Model: (Constant), LSVI Visionary, OSPE Performance, LSEM Empathetic

## **APPENDIX H**

### **OTHER RESULTS**

CROSS-SEX TABULATION

	Sex	Mean	Std. Devia-
LSEM Empathetic	1 Female	3.9987	.82613
	2 Male	3.7667	.6869
LSVI Visionary	1 Female	3.8425	.8325
	2 Male	3.5889	.9545
LSGU Guide	1 Female	3.8377	.8689
	2 Male	3.7889	.7705
LSCO Coaching	1 Female	3.2792	.8564
	2 Male	3.1000	.5783
OSEW Employee well-being	1 Female	3.3312	1.04731
	2 Male	3.3333	1.56470
OSAT Attendance	1 Female	3.2331	1.11295
	2 Male	2.8400	.6775
OSJE Job Enrichment	1 Female	3.3571	1.64608
	2 Male	3.1500	1.03516
OSPE Performance	1 Female	3.4848	1.02676
	2 Male	3.0000	1.06853
SCRE Respectful	1 Female	4.1688	.6745
	2 Male	3.9259	.7688
SCSU Supportive	1 Female	4.0801	.6949
	2 Male	3.8167	.9692



SCNU Nurturing	1 Female	4.1818	.7371
	2 Male	4.0733	.6917
9			
OS Organizational Support	1 Female	3.3337	.8867
	2 Male	3.0938	.8098
8			
SC School Climate	1 Female	4.1455	.6640
	2 Male	3.9300	.6872
7			
L Leadership	1 Female	3.8728	.7238
	2 Male	3.6833	.6800
6			

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2-tailed)	
		F	Sig.	t	df		
LEM Empathetic	Equal variances assumed	.538	.465	1.364	105	.175	
	Equal variances not assumed			1.480	63.226	.144	
LVI Visionary	Equal variances assumed	.242	.624	1.358	105	.177	
	Equal variances not assumed			1.278	47.156	.207	
LGU Guide	Equal variances assumed	.754	.387	.269	105	.789	
	Equal variances not assumed			.284	59.303	.778	
LCO Coaching	Equal variances assumed	3.674	.058	1.055	105	.294	
	Equal variances not assumed			1.246	77.999	.216	
OSEW Employee well-being	Equal variances assumed	.051	.822	-.008	105	.993	
	Equal variances not assumed			-.007	39.548	.994	

OSAT Attendance	At-	Equal assumed	variances	10.415	.002	1.806	105	.074
		Equal not assumed	variances			2.219	85.831	.029
OSJE Enrichment	Job	Equal assumed	variances	.308	.580	.641	105	.523
		Equal not assumed	variances			.778	83.400	.439
OSPE Performance	Per-	Equal assumed	variances	.492	.484	2.169	105	.032
		Equal not assumed	variances			2.131	51.095	.038
SCRE Respectful	Re-	Equal assumed	variances	.420	.519	1.608	105	.111
		Equal not assumed	variances			1.518	47.376	.136
SCSU Supportive	Sup-	Equal assumed	variances	2.303	.132	1.568	105	.120
		Equal not assumed	variances			1.359	41.150	.182
SCNU Nurturing	Nur-	Equal assumed	variances	1.418	.236	.695	105	.488
		Equal not assumed	variances			.715	56.139	.477
OS Organizational Support	Organi-	Equal assumed	variances	2.665	.106	1.287	105	.201
		Equal not assumed	variances			1.340	57.619	.186
SC School Climate	School	Equal assumed	variances	.343	.559	1.493	105	.138
		Equal not assumed	variances			1.470	51.339	.148
L Leadership	Leader-	Equal assumed	variances	.141	.708	1.237	105	.219
		Equal not assumed	variances			1.271	56.080	.209

CROSS-AGE TABULATION

	Age	Mean	Std. Deviation
LEM Empathetic	46+	3.7758	.81194
	Under 45	4.1511	.72036
LVI Visionary	46+	3.5197	.93327
	Under 45	4.1182	.63989
LGU Guide	46 or more	3.8145	.92973
	Under 45	3.8370	.70576
LCO Coaching	46 or more	3.1532	.67501
	Under 45	3.3333	.92319
OSEW Employee well-being	46 or more	3.4812	1.28644
	Under 45	3.1259	1.06728
OSAT Attendance	46 or more	3.2774	.93833
	Under 45	2.9100	1.10328
OSJE Job Enrichment	46 or more	3.3468	.95208
	Under 45	3.2333	2.03548
OSPE Performance	46 or more	3.1935	1.05849
	Under 45	3.5630	1.02697
SCRE Respectful	46 or more	3.9319	.81385
	Under 45	4.3333	.43680
SCSU Supportive	46 or more	3.8226	.88546
	Under 45	4.2593	.53602
SCNU Nurturing	46 or more	4.0355	.74352
	Under 45	4.3111	.66954
OS Organizational Support	46 or more	3.3468	.90950
	Under 45	3.1557	.80641
SC School Climate	46 or more	3.9250	.74464
	Under 45	4.3056	.49108
L Leadership	46 or more	3.6620	.77929
	Under 45	4.0369	.54967

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
LEM Empathetic	Equal variances assumed	1.685	.197	-2.473	105	.015
	Equal variances not assumed			-2.521	100.759	.013
LVI Visionary	Equal variances assumed	3.268	.074	-3.713	105	.000
	Equal variances not assumed			-3.934	104.710	.000
LGU Guide	Equal variances assumed	3.920	.050	-.136	105	.892
	Equal variances not assumed			-.142	104.762	.887
LCO Coaching	Equal variances assumed	5.716	.019	-1.166	105	.246
	Equal variances not assumed			-1.111	76.467	.270
OSEW Employee well-being	Equal variances assumed	.062	.804	1.512	105	.133
	Equal variances not assumed			1.558	103.060	.122
OSAT Attendance	Equal variances assumed	.297	.587	1.856	105	.066
	Equal variances not assumed			1.809	85.358	.074
OSJE Job Enrichment	Equal variances assumed	3.261	.074	.385	105	.701
	Equal variances not assumed			.347	58.028	.730
OSPE Performance	Equal variances assumed	.432	.512	-1.804	105	.074
	Equal variances not assumed			-1.813	96.590	.073
SCRE Respectful	Equal variances assumed	5.834	.017	-3.007	105	.000
	Equal variances not assumed			-3.286	97.694	.000
SCSU Supportive	Equal variances assumed	4.100	.045	-2.938	105	.000

		Equal variances not assumed			-3.165	102.07	.00
						4 2	
SCNU Nur-		Equal variances assumed	.073	.788	-1.973	105	.05
turing						1	
		Equal variances not assumed			-2.006	100.14	.04
						5 8	
OS Organi-		Equal variances assumed	1.167	.282	1.124	105	.26
zational						4	
Support		Equal variances not assumed			1.146	100.78	.25
						5 5	
SC School		Equal variances assumed	5.939	.016	-2.987	105	.00
Climate						4	
		Equal variances not assumed			-3.182	104.15	.00
						9 2	
L Leader-		Equal variances assumed	4.186	.043	-2.765	105	.00
ship						7	
		Equal variances not assumed			-2.918	104.93	.00
						4 4	

#### CROSS-MARITAL STATUS TABULATION

	Mari- tal_ST_R	Mean	ation	Std. Devi- ation
LEM Empathetic	1.00 Mar- ried	4.0482		.70324
	2.00 Single			.87151
		3.8078		
LVI Visionary	1.00 Mar- ried	3.7698		.92402
	2.00 Single			.81886
		3.7731		
LGU Guide	1.00 Mar- ried	3.8988		.79371
	2.00 Single			.88714
		3.7418		
LCO Coaching	1.00 Mar- ried	3.1786		.62106
	2.00 Single			.94475
		3.2843		
OSEW Employee well-being	1.00 Mar- ried	3.4464		1.37698
	2.00 Single			.98522
		3.2059		

OSAT Attendance	1.00	Married	3.2750	1.05110
	2.00	Single	2.9559	.97266
OSJE Job Enrichment	1.00	Married	3.0804	1.09036
	2.00	Single	3.5392	1.82714
OSPE Performance	1.00	Married	3.3274	1.05312
	2.00	Single	3.3725	1.07009
SCRE Respectful	1.00	Married	4.1270	.74984
	2.00	Single	4.0719	.66326
SCSU Supportive	1.00	Married	4.0149	.88379
	2.00	Single	3.9967	.67040
SCNU Nurturing	1.00	Married	4.1750	.74936
	2.00	Single	4.1255	.69967
OS Organizational Support	1.00	Married	3.3248	.89882
	2.00	Single	3.2024	.83893
SC School Climate	1.00	Married	4.1054	.70959
	2.00	Single	4.0627	.63983
L Leadership	1.00	Married	3.8735	.70384
	2.00	Single	3.7606	.72687

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t		Sig. (2- df tailed)
LEM Empa- thetic	Equal variances assumed	1.559	.215	1.576	105	.118
	Equal variances not assumed			1.561	96.145	.122
LVI Visionary	Equal variances assumed	.922	.339	-.020	105	.984
	Equal variances not assumed			-.020	104.927	.984
LGU Guide	Equal variances assumed	.140	.709	.966	105	.336
	Equal variances not assumed			.961	100.781	.339
LCO Coach- ing	Equal variances assumed	7.663	.007	-.690	105	.492
	Equal variances not assumed			-.677	85.116	.500
OSEW Em- ployee well- being	Equal variances assumed	.863	.355	1.030	105	.305
	Equal variances not assumed			1.046	99.595	.298
OSAT At- tendance	Equal variances assumed	1.388	.241	1.625	105	.107
	Equal variances not assumed			1.631	104.970	.106
OSJE Job Enrichment	Equal variances assumed	.535	.466	-1.594	105	.114
	Equal variances not assumed			-1.558	80.038	.123
OSPE Perform- ance	Equal variances assumed	.166	.685	-.220	105	.826
	Equal variances not assumed			-.220	103.735	.827
SCRE Re- spectful	Equal variances assumed	1.101	.296	.401	105	.689
	Equal variances not assumed			.403	104.917	.688
SCSU Sup- portive	Equal variances assumed	4.422	.038	.119	105	.906

		Equal variances not assumed			.120	101.768	.904
SCNU	Nur-	Equal variances assumed	.507	.478	.352	105	.725
turing		Equal variances not assumed			.353	104.930	.724
OS Organiza-	Sup-	Equal variances assumed	.628	.430	.726	105	.469
tional	port	Equal variances not assumed			.729	104.932	.468
SC	School	Equal variances assumed	2.333	.130	.325	105	.746
Climate		Equal variances not assumed			.327	104.991	.745
LS	Leader-	Equal variances assumed	.046	.830	.816	105	.416
ship		Equal variances not assumed			.815	103.345	.417

#### CROSS-ETHNICITY TABULATION

		EthnR	Mean	Std. Deviation
LEM Empathetic	1.00	West In- dian	3.9242	.72399
	2.00	Other	3.9467	.88846
LVI Visionary	1.00	West In- dian	3.7919	.72383
	2.00	Other	3.7432	1.04951
LGU Guide	1.00	West In- dian	3.8468	.74980
	2.00	Other	3.7926	.95687
LCO Coaching	1.00	West In- dian	3.2419	.66985
	2.00	Other	3.2111	.93838
OSEW Employee well-being	1.00	West In- dian	3.2849	1.33415
	2.00	Other	3.3963	1.01646
OSAT Attendance	1.00	West In- dian	3.1863	.95960
	2.00	Other	3.0356	1.10806
OSJE Job Enrichment	1.00	West In- dian	3.4194	1.67722
	2.00	Other	3.1333	1.20793
OSPE Performance	1.00	West In- dian	3.2097	1.12794



	2.00 Other		3.5407	.92739
SCRE Respectful	1.00 West Indian		4.0914	.71345
	2.00 Other		4.1136	.70611
SCSU Supportive	1.00 West Indian		3.9704	.77620
	2.00 Other		4.0556	.80482
SCNU Nurturing	1.00 West Indian		4.2032	.61723
	2.00 Other		4.0800	.85003
OS Organizational Support	1.00 West Indian		3.2581	.92019
	2.00 Other		3.2779	.80285
SC School Climate	1.00 West Indian		4.0831	.65411
	2.00 Other		4.0878	.70888
L Leadership	1.00 West Indian		3.8266	.64060
	2.00 Other		3.8102	.81134

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2-tailed)
		F	Sig	t	df	
LSEM Empathetic	Equal variances assumed	3.129	.080	-.144	105	.886
	Equal variances not assumed			-.139	82.765	.889
LSVI Visionary	Equal variances assumed	7.306	.008	.284	105	.777
	Equal variances not assumed			.268	73.322	.789
LSGU Guide	Equal variances assumed	4.707	.032	.328	105	.743
	Equal variances not assumed			.316	80.434	.753
LSCO Coaching	Equal variances assumed	4.828	.030	.198	105	.843
	Equal variances not assumed			.188	75.151	.851

OSEW Employee well-being	Equal variances assumed	.117	.733	-.469	105	.640
	Equal variances not assumed			-.490	104.724	.625
OSAT Attendance	Equal variances assumed	.734	.394	.751	105	.454
	Equal variances not assumed			.734	86.461	.465
OSJE Job Enrichment	Equal variances assumed	.017	.897	.975	105	.332
	Equal variances not assumed			1.025	104.998	.308
OSPE Performance	Equal variances assumed	1.836	.178	-1.612	105	.110
	Equal variances not assumed			-1.663	103.306	.099
SCRE Respectful	Equal variances assumed	.086	.769	-.159	105	.874
	Equal variances not assumed			-.160	95.531	.873
SCSU Supportive	Equal variances assumed	1.293	.258	-.551	105	.583
	Equal variances not assumed			-.548	92.917	.585
SCNU Nurturing	Equal variances assumed	3.873	.052	.869	105	.387
	Equal variances not assumed			.827	76.084	.411
OS Organizational Support	Equal variances assumed	.880	.350	-.115	105	.908
	Equal variances not assumed			-.118	101.408	.906
SC School Climate	Equal variances assumed	1.241	.268	-.036	105	.972
	Equal variances not assumed			-.035	90.309	.972
LS Leadership	Equal variances assumed	3.891	.051	.117	105	.907
	Equal variances not assumed			.113	80.882	.911

CROSS- EDUCATIONAL STATUS

	Level_of_Ed Highest level of edu- cation	Mean	Std. Devia- tion
LSEM Empathetic	Postgraduate	3.796	.67230
	Pre-Graduate	4.115	.90602
LSVI Visionary	Postgraduate	3.608	.80855
	Pre-Graduate	3.987	.91275
LSGU Guide	Postgraduate	3.849	.74331
	Pre-Graduate	3.789	.95932
LSCO Coaching	Postgraduate	3.163	.73440
	Pre-Graduate	3.315	.85867
OSEW Employee well-being.	Postgraduate	3.530	1.27057
	Pre-Graduate	3.068	1.07415
OS.T Attendance	Postgraduate	3.186	.97013
	Pre-Graduate	3.038	1.09276
O.JE Job Enrichment	Postgraduate	3.426	.93022
	Pre-Graduate	3.130	.02055
SPE Performance	Postgraduate	3.240	.96634
	Pre-Graduate	3.492	1.16054
CRE Respectful	Postgraduate	3.945	.68121
	Pre-Graduate	4.306	.69495
SCSU Supportive	Postgraduate	3.907	.83251
	Pre-Graduate	4.137	.70650

SCNU Nurturing	Postgraduate	1	4.095	.65483
	Pre-Graduate	1	4.226	.80621
OS Organizational Support	Postgraduate	5	3.355	.87161
	Pre-Graduate	3	3.148	.86041
SC School Climate	Postgraduate	3	3.971	.63518
	Pre-Graduate	9	4.235	.70188
LS Leadership	Postgraduate	9	3.702	.61858
	Pre-Graduate	5	3.974	.80430

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
LSEM Empathetic	Equal variances assumed	3.061	.083	-2.088	105	.039
	Equal variances not assumed			-2.004	79.809	.048
LSVI Visionary	Equal variances assumed	.906	.343	-2.272	105	.025
	Equal variances not assumed			-2.234	90.300	.028
LSGU Guide	Equal variances assumed	2.682	.104	.364	105	.717
	Equal variances not assumed			.351	82.315	.726
LSCO Coaching	Equal variances assumed	.519	.473	-.981	105	.329
	Equal variances not assumed			-.959	88.208	.340
OSEW Employee well-being	Equal variances assumed	.071	.790	1.984	105	.050
	Equal variances not assumed			2.031	103.576	.045

OSAT Attendance	Equal variances assumed	as-	.157	.693	.744	105	.459
	Equal variances not assumed				.732	90.429	.466
OSJE Job Enrichment	Equal variances assumed	as-	2.974	.088	1.011	105	.314
	Equal variances not assumed				.922	59.396	.360
OSPE Performance	Equal variances assumed	as-	.879	.351	-1.226	105	.223
	Equal variances not assumed				-1.195	86.602	.235
SCRE Respectful	Equal variances assumed	as-	1.009	.317	-2.693	105	.008
	Equal variances not assumed				-2.686	96.026	.009
SCSU Supportive	Equal variances assumed	as-	.058	.811	-1.512	105	.134
	Equal variances not assumed				-1.547	103.483	.125
SCNU Nurturing	Equal variances assumed	as-	4.999	.027	-.927	105	.356
	Equal variances not assumed				-.901	85.114	.370
OS Organizational Support	Equal variances assumed	as-	.221	.640	1.224	105	.224
	Equal variances not assumed				1.227	97.710	.223
SC School Climate	Equal variances assumed	as-	1.120	.292	-2.039	105	.044
	Equal variances not assumed				-2.010	91.556	.047
LS Leadership	Equal variances assumed	as-	2.527	.115	-1.975	105	.051
	Equal variances not assumed				-1.905	81.880	.060

#### T-Test – GRADE LEVEL TEACHING

	Grade teaching	Gr_tchng level now	Mean	Std. Deviation
LSEM Empathetic	6 to 12		3.895	.75287

2

	Pre K to 5	4	3.925	.81458
LSVI Visionary	6 to 12	7	3.584	.96149
	Pre-K to 5	5	3.867	.79245
LSGU Guide	6 to 12	5	3.690	.87851
	Pre-K to 5	7	3.875	.79648
LSCO Coaching	6 to 12	4	3.071	.87354
	Pre-K to 5	4	3.325	.73044
OSEW Employee well-being	6 to 12	8	3.269	1.52750
	Pre-K to 5	1	3.320	.92424
OSAT Attendance	6 to 12	9	3.161	.94867
	Pre-K to 5	3	3.037	1.03421
OSJE Job Enrichment	6 to 12	0	3.131	1.04216
	Pre-K to 5	1	3.357	1.73305
OSPE Performance	6 to 12	9	3.007	1.15819
	Pre-K to 5	8	3.523	.90739
SCRE Respectful	6 to 12	4	3.870	.78372
	Pre-K to 5	7	4.225	.60890
SCSU Supportive	6 to 12	6	3.797	.90881
	Pre-K to 5	8	4.113	.66047
SCNU Nurturing	6 to 12	1	4.038	.73549
	Pre-K to 5	0	4.200	.70847
OS Organizational Support	6 to 12	6	3.169	.97592

	Pre-K to 5	9	3.275	.74665
SC School Climate	6 to 12	5	3.890	.70764
	Pre-K to 5	7	4.185	.61928
LS Leadership	6 to 12	3	3.716	.75966
	Pre-K to 5	1	3.859	.67280

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2-tailed)
		F	Sig.	t	df	
LSEM Empathetic	Equal variances assumed	1.073	.303	-.191	103	.849
	Equal variances not assumed			-.195	92.651	.846
LSVI Visionary	Equal variances assumed	.567	.453	-1.644	103	.103
	Equal variances not assumed			-1.582	76.208	.118
LSGU Guide	Equal variances assumed	.084	.773	-1.120	103	.265
	Equal variances not assumed			-1.098	81.969	.275
LSCO Coaching	Equal variances assumed	2.222	.139	-1.613	103	.110
	Equal variances not assumed			-1.556	77.059	.124
OSEW Employee well-being	Equal variances assumed	4.257	.042	-.210	103	.834
	Equal variances not assumed			-.191	61.051	.849
OSAT Attendance	Equal variances assumed	.183	.669	.625	103	.533
	Equal variances not assumed			.636	93.071	.526
OSJE Job Enrichment	Equal variances assumed	.358	.551	-.759	103	.450

		Equal variances not assumed						
		Equal variances assumed						
OSPE	Per-	Equal variances not assumed	7.419	.008	-2.552	103		.012
	formance	Equal variances assumed			-2.432	73.303		.017
SCRE	Re-	Equal variances not assumed	1.032	.312	-2.609	103		.010
	spectful	Equal variances assumed			-2.482	72.837		.015
SCSU	Sup-	Equal variances not assumed	1.605	.208	-2.064	103		.042
	portive	Equal variances assumed			-1.939	69.276		.057
SCNU	Nur-	Equal variances not assumed	.060	.807	-1.130	103		.261
	turing	Equal variances assumed			-1.121	85.721		.265
OS	Organi-	Equal variances not assumed	5.416	.022	-.631	103		.529
	zational	Equal variances assumed			-.599	71.992		.551
	Support	Equal variances not assumed						
SC	School	Equal variances assumed	.716	.399	-2.260	103		.026
	Climate	Equal variances not assumed			-2.200	79.798		.031
LS	Leader-	Equal variances not assumed	.036	.850	-1.012	103		.314
	ship	Equal variances assumed			-.987	80.529		.326

T-Test – CROSS-YEARS OF SERVICE TABULATION

	Years_S Years of service	Mean	Std. Devia- tion
LSEM Empathetic	11 or more	3.9468	.73545
	10 or less	3.9156	.87515
LSVI Visionary	11 or more	3.7220	.86291
	10 or less	3.8395	.88812
LSGU Guide	11 or more	3.8145	.87523
	10 or less	3.8370	.79653
LSCO Coaching	11 or more	3.2097	.77644
	10 or less	3.2556	.81619



OSEW Employee well-being	11 or more	3.4435	1.32921
	10 or less	3.1778	1.00842
OSAT Attendance	11 or more	3.2734	.96809
	10 or less	2.9156	1.06897
OSJE Job Enrichment	11 or more	3.5484	1.61120
	10 or less	2.9556	1.26501
OSPE Performance	11 or more	3.2204	1.12262
	10 or less	3.5259	.94144
SCRE Respectful	11 or more	4.0376	.75358
	10 or less	4.1877	.63556
SCSU Supportive	11 or more	3.9247	.85873
	10 or less	4.1185	.66536
SCNU Nurturing	11 or more	4.1774	.69669
	10 or less	4.1156	.76454
OS Organizational Support	11 or more	3.3630	.95215
	10 or less	3.1334	.72843
SC School Climate	11 or more	4.0387	.69938
	10 or less	4.1489	.64062
LS Leadership	11 or more	3.8205	.71295
	10 or less	3.8185	.72295

#### Independent Samples Test

		Levene's Test for Equality of Vari- ances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
LSEM Empa- thetic	Equal variances assumed	2.720	.102	.200	105	.842
	Equal variances not assumed			.195	84.629	.846
LSVI Vision- ary	Equal variances assumed	.313	.577	-.687	105	.494
	Equal variances not assumed			-.684	93.344	.496
LSGU Guide	Equal variances assumed	.207	.650	-.136	105	.892
	Equal variances not assumed			-.138	99.687	.890
LSCO Coaching	Equal variances assumed	.015	.901	-.295	105	.768

		Equal variances not assumed						
		Equal variances not assumed						
OSEW	Em- ployee well-being	Equal variances assumed	.444	.507	1.126	105		.263
		Equal variances not assumed			1.176	104.768		.242
OSAT	At- tendance	Equal variances assumed	.031	.861	1.806	105		.074
		Equal variances not assumed			1.778	89.181		.079
OSJE	Job Enrichment	Equal variances assumed	.286	.594	2.051	105		.043
		Equal variances not assumed			2.130	104.307		.035
OSPE	Per- formance	Equal variances assumed	2.253	.136	-1.485	105		.141
		Equal variances not assumed			-1.527	102.747		.130
SCRE	Re- spectful	Equal variances assumed	.011	.918	-1.084	105		.281
		Equal variances not assumed			-1.114	102.572		.268
SCSU	Sup- portive	Equal variances assumed	.044	.835	-1.263	105		.209
		Equal variances not assumed			-1.315	104.514		.192
SCNU	Nur- turing	Equal variances assumed	2.476	.119	.435	105		.664
		Equal variances not assumed			.429	89.556		.669
OS	Organi- zational Sup- port	Equal variances assumed	6.029	.016	1.354	105		.179
		Equal variances not assumed			1.412	104.678		.161
SC	School Climate	Equal variances assumed	.169	.682	-.833	105		.407
		Equal variances not assumed			-.845	99.398		.400
LS	Leader- ship	Equal variances assumed	.398	.530	.014	105		.989
		Equal variances not assumed			.014	94.189		.989

T-Test – CROSS-YEARS OF SERVICE AT CURRENT SCHOOL

	Year_C Years at current school	Mean	Std. Deviation
	LSEM Empathetic	6 or more	3.7674
	5 or less	4.0638	.77566
LSVI Visionary	6 or more	3.6208	.80382
	5 or less	3.9021	.85665
LSGU Guide	6 or more	3.6739	.77774
	5 or less	3.9282	.84588
LSCO Coaching	6 or more	3.2283	.77965
	5 or less	3.2586	.80699
OSEW Employee well-being	6 or more	3.1667	.86994
	5 or less	3.4397	1.43701
OSAT Attendance	6 or more	3.3000	.83772
	5 or less	2.9991	1.15715
OSJE Job Enrichment	6 or more	3.2174	.86057
	5 or less	3.3879	1.88727
OSPE Performance	6 or more	3.1304	.97999
	5 or less	3.5632	1.08545
SCRE Respectful	6 or more	4.1135	.60745
	5 or less	4.1015	.72854
SCSU Supportive	6 or more	3.9710	.61494
	5 or less	4.0287	.90275
SCNU Nurturing	6 or more	4.1870	.60428
	5 or less	4.1207	.78400
OS Organizational Support	6 or more	3.2079	.75772
	5 or less	3.3202	.97069
SC School Climate	6 or more	4.0891	.57667
	5 or less	4.0845	.71618
LS Leadership	6 or more	3.6812	.67261
	5 or less	3.9274	.67429

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.081	.776	-1.990	102	.049

LSEM		Equal variances not assumed			-2.005	99.15		
Empa- thetic						4	.048	
LSVI	Vi- sionary	Equal variances as- sumed	.020	.887	-1.709	102		.09
		Equal variances not assumed			-1.721	99.10	1	.08
LSGU		Equal variances as- sumed	.232	.631	-1.577	102	8	.11
Guide		Equal variances not assumed			-1.593	99.73	8	.11
LSCO		Equal variances as- sumed	.145	.704	-.193	102	7	.84
Coaching		Equal variances not assumed			-.194	98.06	6	.84
OSEW		Equal variances as- sumed	2.237	.138	-1.134	102	0	.26
Employee well-being		Equal variances not assumed			-1.196	95.90	9	.23
OSAT	At- tendance	Equal variances as- sumed	4.142	.044	1.482	102	2	.14
		Equal variances not assumed			1.536	101.2	31	.12
OSJE	Job Enrich- ment	Equal variances as- sumed	5.443	.022	-.567	102	2	.57
		Equal variances not assumed			-.613	83.53	2	.54
OSPE		Equal variances as- sumed	.013	.909	-2.107	102	8	.03
Perfor- mance		Equal variances not assumed			-2.132	100.2	46	.03
SCRE	Re- spectful	Equal variances as- sumed	1.869	.175	.090	102	9	.92
		Equal variances not assumed			.092	101.7	23	.92
SCSU		Equal variances as- sumed	4.545	.035	.371	102	2	.71
Support- ive		Equal variances not assumed			-.387	99.89	6	.70
SCNU		Equal variances as- sumed	2.133	.147	.473	102	8	.63
Nurturing		Equal variances not assumed			.487	101.9	31	.62

OS ganiza- tional Support	Or-	Equal variances as- sumed	.603	.439	-.644	102		.52
		Equal variances not assumed			-.663	101.9 81	1 9	.50
SC School Climate		Equal variances as- sumed	4.138	.045	.036	102	2	.97
		Equal variances not assumed			.037	101.9 69	1	.97
LS Lead- ership		Equal variances as- sumed	.024	.876	-1.852	102	7	.06
		Equal vari- ances not assumed			-1.852	96.78 3		.067

## REFERENCES

- Ahearne, M., Mathieu, J., & Rapp, A. (2005). To empower or not to empower your sales force? An empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance. *Journal of Applied Psychology, 90*(5), 945-955. <https://doi.org/10.1037/0021-9010.90.5.945>
- Ahmet, A. (2016). Effect of leadership styles of school principals on organizational citizenship behaviors. *Educational Research and Reviews, 11*(11), 1008-1024. <https://doi.org/10.5897/ERR2016.2812>
- Akbaba, S. (1997). *Ortaogretim okullarının orgut sagligi* (Doctoral dissertation). Ankara University, Ankara, Turkey.
- Akdogan, E. (2002). *Ogretim elemanlarının algiladıkları liderlik stilleri ile iş doyumu düzeyleri arasındaki ilişki* (Master Thesis). Marmara University, Istanbul, Turkey.
- Al-Safran, E., Brown, D., & Wiseman, A. (2014). The effect of principal's leadership style on school environment and outcome. *Research in Higher Education Journal, 22*(1), 1-19.
- Ary, D., Jacobs Cheser, L., Sorensen Irvine, C. K., & Walker, D. A. (2018). *Introduction to research in education*. Boston, MA: Cengage Learning.
- Barnes, L. L., & Spangenburg, J. M. (2018). When leadership fails - A view from the lens of four employees. *American Journal of Business Education, 11*(3), 49-54. <https://doi.org/10.19030/ajbe.v11i3.10188>
- Bass, B. M., & Stogdill, R. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications*. New York, NY: Simon and Schuster.
- Bass, B. M., & Avolio, B. J. (1997). *Revised manual for the Multifactor Leadership Questionnaire*. Palo Alto, CA: Mind Garden.
- Bass, B. M. (1990). *Bass and stogdill's handbook of leadership: Theory, research and managerial applications*. New York, NY: Free Pres.
- Berberoglu, A. (2018). Impact of organizational climate on organizational commitment and perceived organizational performance: Empirical evidence from public hospitals. *BMC Health Services Research, 18*(1), 399-408. <https://doi.org/10.1186/s12913-018-3149-z>

- Brimhall, K. C., Fenwick, K., Farahnak, L. R., Hurlburt, M. S., Roesch, S. C., & Aarons, G. A. (2016). Leadership, organizational climate, and perceived burden of evidence-based practice in mental health services. *Administration and Policy in Mental Health and Mental Health Services Research, 43*(5), 629-639. <https://doi.org/10.1007/s10488-015-0670-9>
- Bryman, A., Collinson, D., Grint, K., Jackson, B., & Uhl-Bien, M. (2011). *The SAGE handbook of leadership*. Newbury Park, CA: SAGE Publishing.
- Chirkina, T. A., & Khavenson, T. E. (2018). School climate: A history of the concept and approaches to defining and measuring it on PISA questionnaires. *Russian Education & Society, 60*(2), 133-160. <https://doi.org/10.1080/10609393.2018.1451189>
- Clark, R. (2015). *Transformational leadership survey*. Retrieved from [http://www.nwlink.com/~donclark/leader/transformational\\_survey.html](http://www.nwlink.com/~donclark/leader/transformational_survey.html)
- Çogaltay, N., & Karadag, E. (2016). The effect of educational leadership on organizational variables: A meta-analysis study in the sample of Turkey. *Educational Sciences: Theory and Practice, 16*(2), 603-646. <https://10.12738/estp.2016.2.2519>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). New York, NY: Routledge.
- Ebbeck, M. A., Lian, G., & Seah, C. (2018). A leadership strategy: Coaching, a Singaporean example. *Australian Journal of Teacher Education, 43*(8), 123-139. <http://dx.doi.org/10.14221/ajte.2018v43n8.8>
- Eboka, O. C. (2016). Principals leadership styles and gender influence on teachers morale in public secondary schools. *Journal of Education and Practice, 7*(15), 25-32.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*(3), 500-507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Eisenberger, R., Mitchell, M., McDermitt, M., & Masterson, F. A. (1984). Accuracy versus speed in the generalized effort of learning-disabled children. *Journal of the Experimental Analysis of Behavior, 42*(1), 19-36. <https://doi.org/10.1901/jeab.1984.42-19>
- Eskandari, A., & Ghanbari, S. (2014). Organizational climate, job motivation and organizational citizenship behavior. *International Journal of Management Perspective, 1*(3), 1-14.
- Ghavifekr, S., & Pillai, N. S. (2016). The relationship between school's organizational climate and teacher's job satisfaction: Malaysian experience. *Asia Pacific Education Review, 17*(1), 87-106. <https://doi.org/10.11114/jets.v6i7.3228>

- Glass, J. L., & Finley, A. (2002). Coverage and effectiveness of family-responsive workplace policies. *Human Resource Management Review*, 12(3), 313-337. [https://doi.org/10.1016/S1053-4822\(02\)00063-3](https://doi.org/10.1016/S1053-4822(02)00063-3)
- Gordon, M., Klugman, J., Sebring, P. B., & Sporte, S. (2016). Expanding the 5Es from Chicago to Illinois: How the 5E's relationship to student outcomes varies by content. *Society for Research on Educational Effectiveness*. Retrieved from <https://eric.ed.gov/?id=ED567234>
- Hartzell-Nichols, L. (2011). Responsibility for meeting the costs of adaptation. *Wiley Interdisciplinary Reviews: Climate Change*, 2(5), 687-700. <https://doi.org/10.1002/wcc.132>
- Hoy, W. K., & Miskel, C. G. (1987). *Educational administration: Theory, research, and practice*. New York, NY: Random House Trade.
- Jiang, Y., Li, P., Wang, J., & Li, H. (2019). Relationships between kindergarten teachers' empowerment, job satisfaction, and organizational climate: A Chinese model. *Journal of Research in Childhood Education*, 33(2), 257-270. <https://doi.org/10.1080/02568543.2019.1577773>
- Juárez Adata, S. (2018). Organizational climate among the workers of the Hospital General La Villa: Hospital of the second level of care in Mexico City. *Revista Cubana de Salud Pública*, 44(4), 97-111.
- Keskes, I. (2014). Relationship between leadership styles and dimensions of employee organizational commitment: A critical review and discussion of future directions. *Intangible Capital*, 10(1), 26-51. <http://dx.doi.org/10.3926/ic.476>
- Kiplangat, H. K. (2017). The relationship between leadership styles and lecturers' job satisfaction in Institutions of higher learning in Kenya. *Universal Journal of Educational Research*, 5(3), 435-446. <http://10.13189/ujer.2017.050315>
- Köse, A. (2016). The relationship between work engagement behavior and perceived organizational support and organizational climate. *Journal of Education and Practice*, 7(27), 42-52. <https://doi.org/10.14527/kuey.2018.012>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Krishnan, V. R. (2005). Transformational leadership and outcomes: Role of relationship duration. *Leadership & Organization Development Journal*, 26(6), 442-457. <https://10.1108/01437730510617654>
- Lawrence, A. A. (2015). Leadership style of high school teachers. *Indian Journal of Research*, 4(5), 225-227.



- Lunenburg, F. C., & Ornstein, A. C. (2013). *Eğitim yönetimi*. Çankaya, Ankara, Turkey: Nobel Akademik Yayıncılık.
- Madhukar, V., & Sharma, S. (2017). Organisational climate: A conceptual perspective. *International Journal of Management. IT and Engineering*, 7(8), 276-293.
- Munir, H., & Iqbal, M. Z. (2018). A study of relationship between leadership styles of principals and job satisfaction of teachers in colleges for women. *Bulletin of Education and Research*, 40(2), 65-78.
- Nartgün, S. S., & Taskin, S. (2017). Relationship between teacher views on levels of organizational support-organizational identification and climate of initiative. *Universal Journal of Educational Research*, 5(11), 1940-1954. <https://doi.org/10.13189/ujer.2017.051110>
- Nazim, F., & Mahmood, A. (2018). A study of relationship between leadership style and job satisfaction. *Journal of Research in Social Sciences*, 6(1), 165-181.
- Neck, C. P., Nouri, H., & Godwin, J. L. (2003). How self-leadership affects the goal-setting process. *Human Resource Management Review*, 13(4), 691-707. <https://doi.org/10.14221/ajte.2018v43n8.8>
- Northouse, P. G. (2018). *Leadership: Theory and practice*. New York, NY: Sage.
- Nyenyembe, F. W., Maslowski, R., Nimrod, B. S., & Peter, L. (2016). Leadership styles and teachers' job satisfaction in Tanzanian public secondary schools. *Universal Journal of Educational Research*, 4(5), 980-988. <https://doi.org/10.13189/ujer.2016.040507>
- Ostroff, C., Kinicki, A. J., & Muhammad, R. S. (2013). Organizational culture and climate. In N. W. Schmitt, S. Highhouse, & I. B. Weiner (Eds.), *Handbook of psychology: Industrial and organizational psychology* (pp. 643–676). Hoboken, NJ: John Wiley & Sons, Inc.
- Oyedeji, T. (2017). School organizational climate as correlate of childhood education. *IFE Psychologia: An International Journal*, 25(1), 19-40. <https://doi.org/10.15174/au.2019.2205>
- Parlar, H., & Cansoy, R. (2017). Examining the relationship between instructional leadership and organizational health. *Journal of Education and Training Studies*, 5(4), 18-28. <https://doi.org/10.11114/jets.v5i4.2195>
- Pedraja-Rejas, L., Rodríguez-Ponce, E., & Rodríguez-Ponce, J. (2006). Leadership styles and effectiveness: A study of small firms in Chile. *Interciencia*, 31(7), 500-504.

- Pozveh, A. Z., & Karimi, F. (2016). The relationship between organizational climate and the organizational silence of administrative staff in education department. *International Education Studies*, 9(6), 120-129. <http://dx.doi.org/10.5539/ies.v9n6p120>
- Razak, N. A. B. A., & Hamidon, N. I. B. (2015). Effects of leadership styles in technical and vocational students, UTHM. *Journal of Education and Practice*, 6(1), 57-60.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714. <http://dx.doi.org/10.1037//0021-9010.87.4.698.698>
- Şişman, M. (2011). *Eğitim bilimine giriş*. Retrieved from [http://www.pegem.net/dosyalar/dokuman/06102007123026E%C4%9Fitim%20Bilimine%20Giri%C5%9F\\_Mehmet%20%C5%9Eisman.pdf](http://www.pegem.net/dosyalar/dokuman/06102007123026E%C4%9Fitim%20Bilimine%20Giri%C5%9F_Mehmet%20%C5%9Eisman.pdf)
- Smith, G., Minor, M., Brashen, H., & Remaly, K. (2017). Successful instructional leadership styles in education. *Journal of Instructional Research*, 6, 46-52.
- Sussman, L., & Deep, S. (1989). *The communication experience in human relations*. Cincinnati, OH: South-Western Publishing Co.
- Toprak, M., Inandi, B., & Colak, A. L. (2015). Do leadership styles influence organizational health? A study in educational organizations. *International Journal of Educational Methodology*, 1(1), 19-26. <http://dx.doi.org/10.12973/ijem.1.1.19>
- Tutar, H., Altınöz, M., & Çakıroğlu, D. (2011). Is ethical leadership and strategic leadership a dilemma? A descriptive survey. *Procedia-Social and Behavioral Sciences*, 24, 1378-1388. <https://doi.org/10.1016/j.sbspro.2011.09.073>
- Üstün, A. (2017). Effects of the leadership roles of administrators who work at special education schools upon organizational climate. *Universal Journal of Educational Research*, 5(3), 504-509. <https://doi.org/10.13189/ujer.2017.050323>
- Veziroglu-Celik, M., & Yildiz, T. G. (2018). Organizational Climate in Early Childhood Education. *Journal of Education and Training Studies*, 6(12), 88-96. <https://doi.org/10.11114/jets.v6i12.3698>
- Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management and Social Sciences*, 2(1), 24-32.

- Wang, C. C., Lin, H. M., & Liang, T. L. (2017). A Study on comparing the relationship among organizational commitment, teachers' job satisfaction and job involvement of schools with urban-rural discrepancy. *Educational Research and Reviews*, 12(16), 762-771.
- White, E. (1943). *Life sketches of Ellen G. White*. Mountain View, CA: Pacific Press.
- White, E. (1977). *Mind, character, and personality* (Vol. 1). Nashville, TN: Southern Publishing Association.
- White, E. (1985). *Christian leadership*. Mountain View, CA: Pacific Press.
- Yoo, S. J., & Huang, W. H. (2012). The impact of employee's perception of organizational climate on their technology acceptance toward e-learning in South Korea. *Knowledge Management & E-Learning: An International Journal*, 4(3), 359-378.

## CURRICULUM VITAE

**NADINE SPENCER-ELYSEE**

nbselysee@yahoo.com

### EDUCATION

University of Montemorelos  
Doctor of Philosophy 2018 - 2020

Concordia University  
**Masters of Education** 2016

College of New Rochelle  
**Bachelors of Arts** 2006

### AWARDS

OUAA Educator of the Year 2018

New York State Assembly Citation 2018

City Council Citation 2018

Congressional Certificate of Merit 2018

Public Advocate for the City of New York 2018

### TEACHING EXPERIENCE

Westchester Area School  
**Principal** 2019

Shaping the vision of the school. creating nurturing school climate. Motiving staff and students

**Teacher** 2001 - 2019

Plan and execute lessons. provide instruction. supervise extra-curricular activities

**Teaching Assistant – Grade 7/8** 1999-2001

Collaborated on lesson planning. scoring exams. supervising students

### RELATED EXPERIENCE

Northeaster Conference Strategic Planning Committee  
**Member** 2019-2020

**Coordinate baseline and benchmark assessments**

North American Division Early Childhood Advisory Committee  
**Northeastern Conference Representative** **2019-2020**  
**Collaborate on programing for Early Childhood programs**

North American Division Early Childhood Summer Committee  
**Northeastern Conference Representative** **2019**  
Revise the early childhood standards

Atlantic Union REACH Advisory Committee  
**Northeastern Conference Representative** **2018-2019**  
Collaborate on program for special need program

North American Division Curriculum Summer Committee  
**Atlantic Union Representative** **2012**  
Develop the SSPREP – Stepping Stones Pathway Resource for easy Planning

**PUBLICATIONS AND PAPERS**

*“Westchester Area School Celebrates 45th Anniversary*  
Article (Gleaner) **2018**

**LANGUAGES**

English– native language

**MEMBERSHIPS**

New York State Elementary Teachers Association

**SKILLS**

Problem Solving  
Strong Work Ethics  
Collaboration  
Critical Thinking

**HOBBIES**

Walking  
Crafting  
Reading  
Collecting currency