ABSTRACT

PREDICTORS OF TEACHERS' JOB PERFORMANCE
IN SEVENTH-DAY ADVENTIST K-12 SCHOOLS IN
THE NORTHEASTERN UNITED STATES
AND BERMUDA

by

Raymond Justin Dixon

Main adviser: Jorge A. Hilt

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Montemorelos University

School of Education

Title: PREDICTORS OF TEACHERS' JOB PERFORMANCE IN SEVENTH-DAY
ADVENTIST K-12 SCHOOLS IN THE NORTHEASTERN UNITED STATES
AND BERMUDA

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Problem

The empirical model in which teachers' perception of principal leadership has a direct effect on teachers' job performance and an indirect effect with the mediated variables of their perception of school climate and job satisfaction. Does the model have a goodness of fit in relation to the theoretical model of teachers in the Atlantic Union of Seventh-day Adventists?

Method

The methodological design of this study can be classified as empirical, quantitative, cross-sectional, descriptive, exploratory, and explicative. In this study, the population under consideration are teachers in the Atlantic Union of Seventh-day Adventist K-12 Education System. The study population is 290 teachers. The sample of the study is 112 teachers. The type

of sampling carried out in this research is non-probabilistic, directed, intentional, and for convenience.

The constructs of the instrument were validated using factorial analysis techniques. To test the hypothesis, path analysis was used, and the maximum likelihood estimation process was applied to calculate the model parameters.

Results

Path analysis was used to test the null hypothesis. The maximum likelihood estimation process was applied to calculate the model parameters, resulting in a significant normed chi-*square* (CMINDF = 2.042, CMIN = 4.085, p = .130, RMESA = .097, CFI = .996, TLI = .988, GFI = .982, NFI = .992, and RMR = .009). Of the proposed indices had a goodness of fit with the criteria.

Once the model was accepted, it was observed that the exogenous latent variables of principal leadership had a direct effect on school climate (γ = .88). School climate had a direct effect on job satisfaction (γ = .89) and job performance (γ = .58). Job satisfaction has a direct impact on job performance (γ = .37). The indirect effect of principal leadership on job satisfaction was (γ = .77). The indirect effect of principal leadership on job performance was (γ = .79). The indirect effect of school climate on job performance was (γ = .32). The model explains the 84% of variance of job performance. Therefore, this provided ample evidence to retain the null hypothesis.

Conclusions

The empirical model had acceptable goodness of fit to the proposed theoretical model since it adequately met the indices criteria. Therefore, statistical support exists for retain the null hypothesis. Furthermore, the degree of the job performance of the teachers in the Atlantic

Union Conference who participated in the study is improved to some extent by the principal's

leadership style, the school climate, and the level of teacher job satisfaction.

Montemorelos University

School of Education

PREDICTORS OF TEACHERS' JOB PERFORMANCE
IN SEVENTH-DAY ADVENTIST K-12 SCHOOLS
IN THE NORTHEASTERN UNITED STATES
AND BERMUDA

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

by

Raymond Justin Dixon

April 2023

PREDICTORS OF TEACHERS' JOB PERFORMANCE IN SEVENTH-DAY ADVENTIST K-12 SCHOOLS IN THE NORTHEASTERN UNITED STATES AND BERMUDA

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

por
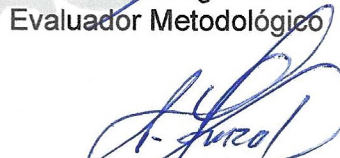
Raymond Justin Dixon

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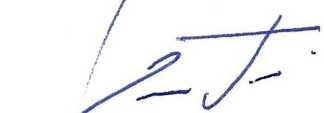Dr. Raúl Rodríguez Antonio
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_____5 - abril - 2023_____
Fecha de aprobación

DEDICATION

I dedicate this dissertation to my Lord and Savior, Jesus Christ, who is the source of all knowledge and anchor of my faith. I also dedicate it to my beloved parents: mother, Ivy Dixon, my late father, Aston Dixon, my loving wife, Stacie Rose-Dixon, and my wonderful Son, Rayon Dixon. My sisters: Cherilyn, Carol, and Marsha. Brothers: Milton, Lennox, and Ewan. My mother-in-law Myrtle Powell and her family, my nieces and nephews, and my colleagues in the Atlantic Union Conference who supported and accompanied me on this research journey with their prayers and words of encouragement.

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CHAPTER I

PROBLEM DIMENSION

Introduction

Chapter one contains background information that serves as a foundation for this research, including the approach and statement of the problem under investigation. In addition, it includes the research problem, the hypotheses of the investigation, the objectives of the study, the justification, the limitations, the delimitations, the philosophical framework, and the definition of terms.

Problem Statement

Through the author's experience as a teacher, assistant principal, and principal, the powerful effect that principal leadership has on teacher performance was observed. For this reason, it was decided to carry out this study to obtain empirical information on the predictors of teacher performance, in which the variables of principal leadership, school climate and teacher satisfaction intervene.

This quantitative research, therefore, aims to study teachers' perception of the principals' decision-making in the variables of school climate, job satisfaction, and job performance in the Atlantic Union Conference of Seventh-day Adventists K-12 school system.

Education quality influences several factors, one of which is school management (Lessa et al., 2018). Since they are supported by different characteristics such as the application of technology, school culture, information systems, and developed organizations. Schools with

solid principal leadership are projected to be able to create effective school management strategies. However, not all principals are capable of leading schools with effective leadership (Brooks et al., 2007).

Educators have long maintained that school leadership can influence school success directly and indirectly through behaviors and interactions that create the learning environment (Hallinger et al., 1996). In addition, studies on school effectiveness, positive school atmosphere, and student accomplishment point out that the great things that happen in schools depend on good leadership (Norton, 2002). In the education context, various tasks, such as close cooperation and interaction between the principal, instructional personnel, and students, will increase school quality (Umaedi, 1999). However, school leadership is a critical factor in reaching the desired level of school quality (Chow, 2013).

Ample evidence exists that school leaders significantly influence student achievement, which in turn impacts teacher performance (Hamilton, 2016). Furthermore, later studies reveal that the variables of work performance and school leadership patterns are closely connected (Chen et al., 2017).

The administrative responsibilities of schools during the 20th century, have been reformed to meet the powerful difficulties and assumptions of the role. As such, the new breed of principals must adopt an effective synergistic leadership approach in facilitating the entirety of the educational program as well as any associated community-based activities (Institute for Educational Leadership, 2000).

This study aims to provide pertinent empirical information to address some educators' perceptions in the Atlantic Union Conference K-12 education system that the principal's role is mainly transactional in function. This investigation will hopefully add more knowledge to the shifting paradigm that principal leadership is essentially both transactional and transformational.

This study, therefore, proposes to explore the teachers' perception of principal administration and its impacts on their perceptions of school climate, job satisfaction, and job performance in Seventh-day Adventists schools in the northeastern United States and Bermuda.

Research Problem

The empirical model in which teachers' perception of principal leadership has a direct effect on teacher job performance and an indirect effect with the mediated variables of their perception of school climate and job satisfaction. Does the model have a goodness of fit in relation to the theoretical model of teachers in the Atlantic Union of Seventh-day Adventists?

The graphic representation of the research problem can be seen in Figure 1.

Figure 1

Theoretic Research Model

Null Hypothesis

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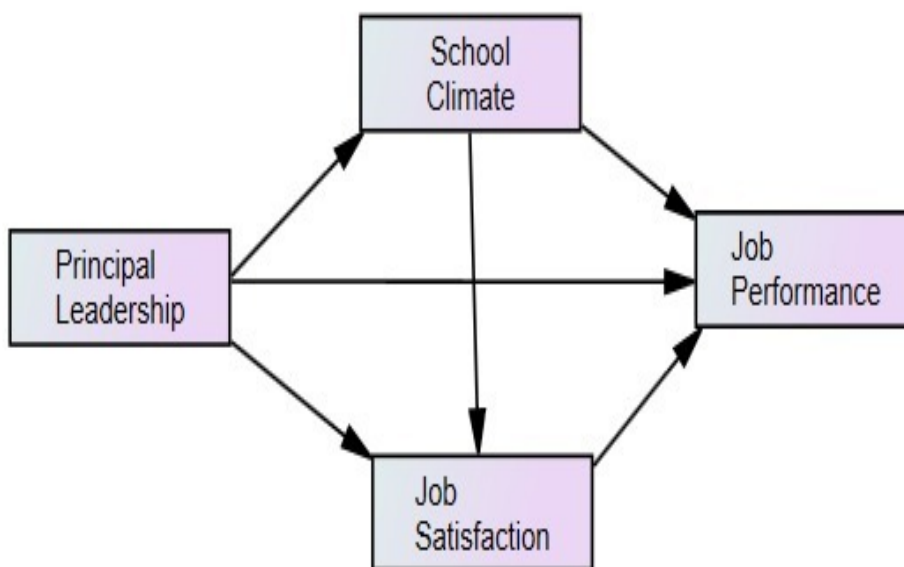
H1. The empirical model, in which teachers' perception of Principal Leadership has a direct effect on their Job Performance and an indirect effect on their perception of the mediated variables of School Climate and Job satisfaction, has a goodness of fit in relation to the theoretical model of teachers in the Atlantic Union of Seventh-day Adventist K-12 Education System.

Research Objectives

Following the research aim, the research objectives were set: To evaluate the goodness of fit of the path analysis proposed in this research.

Specific Objective

To analyze if principal leadership predicts school climate, job performance, and job satisfaction in the Atlantic Union K-12 Education System.

To assess whether there are differences in the study variables between the participating institutions.

Justification

Leadership entails using education to rebuild and better oneself over the course of one's life and it is defined by certain characteristics. Vision, honesty, professional skill, and determination are among these characteristics (Arslanoğlu, 2016). The leader is one who, without coercion, motivates and influences others to attain the desired goal (Oğuz, 2015, cited in Birand, 2021). According to studies, the principal's leadership style can influence teachers' performance under their supervision (Ali et al., 2015). An excellent administrative system is developed by adequate organizational capacity. In contrast, if the organization's primary

leadership is unable to function effectively, the organization's performance will suffer, and this will be perceived as a weakness (Satriadi et al., 2020).

The main functions that the principal should accept as a manager are planning, organizing, mobilizing, and directing school management responsibilities (Bergeron, 2003). Schools that have a visionary school principal, will have the integrity to implement quality changes and establish solid managerial structures (Krug, 2004). Research in education leadership shows that teachers who experience high morale, are committed to their teaching, and are willing to make teaching a lifelong vocation; have principals who: share clear expectations, support teachers by making available instructional or leadership guidance, provide the and appropriate instructional materials, perform fair evaluations, and give recognition for necessary job excellent (Weiss, 1999). So, proactive school leadership, competent teachers, students, and school employees are all key components that play vital functions in school management function (Yeşilmen, 2016).

Another important component of education is school climate, also known as school culture, which has been repeatedly identified as a critical factor in sustaining school development, teacher well-being, and student learning results (Lee & Louis, 2019; Van Beurden et al., 2017). According to Ainley and Carstens (2018), teacher job satisfaction, which refers to the sense of fulfillment and happiness that teachers get from their profession is another critical component of school life. "Management support, autonomy, interactions with colleagues, nature of work, and working circumstances" (p. 56) were identified as five characteristics of job satisfaction (Veldman et al., 2013). However, several other empirical studies have also found that there is a positive and direct effect between teacher job satisfaction and school environment characteristics (Banerjee et al., 2016; Malinen & Savolainen, 2016).

Therefore, this study will benefit students, teachers, principals, and impact the overall

climate of the school. The goal of this research is to examine how teachers perceive the principal's decisions on school climate, job satisfaction, and job performance in the K–12 system of the Atlantic Union Conference of Seventh-day Adventists.

Limitations

In the development of this research, some relevant constraints are considered as follows:

1. The application of the instrument requires the participation of third parties.

2. The time available to conduct the investigation.

3. The availability of respondents to answer the instruments.

4. The constraints of the COVID-19 pandemic which hampered the researchers' ability to obtain a larger sample.

Delimitations

Here are some delimitations that were considered relevant in the preparation of this research:

1. Research was limited to teachers who work in the Atlantic Union Conference of Seventh-day Adventists K-12 school system.

2. The study was conducted in the 2021-2022 school year.

3. The research was not proposed to resolve the possible difficulties detected.

Assumptions

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

1. It is expected that the participants responsibly answered the instruments and that they had enough time to answer each one.

2. The research used is empirical and quantitative, prepared with all the scientific rigor.

3. It was assumed that the indicators of each instrument were correctly interpreted.

Philosophical Background

Biblical Foundation for Teacher's Perception
of Principal Leadership

Drucker (1996) declares that having followers is the sole definition of a leader. Maxwell (1998) also explains, "leadership is influence, nothing more or less" (p. 3). Sharma and Jain (2013) define leadership as the process through which an individual motivates a group to work toward a common goal. The phenomenon of leadership is characterized by persuading individuals to commit to the objective, go the extra mile, and be their best (Hunter, 2004).

According to Northouse (2016), leadership is the process through which one person persuades a group of individuals to accomplish a shared goal.

The definitions above concentrate on four dynamic intrinsic elements involving leaders and followers: process, influence, groups, and common aims.

An analysis of the leadership literature led to the identification of the following leadership ideologies. These include, among others, trait theory, behavioral theory, skill theory, the leader-member exchange theory, contingency theory, situational theory, transactional theory, paternalistic theory, great man theory, charismatic theory, and servant leadership theory among others.

The evolving 21st-century approach to leadership and service has been called servant leadership by Greenleaf (Spears, 1998), and it "represents a style of transformational leadership consistent with other leadership tenets such as stewardship, systems thinking, and the learning organization" (Beazley & Beggs, 2002, p. 58).

Greenleaf (2002), in his influential essay on this phenomenon, states that

the servant leader is servant first - as Leo was portrayed. It begins with the natural

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feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from the one who is leader first.... For such it will be a later choice to serve—after leadership is established. The difference manifests itself in the care taken by the servant—first to make sure that other people's highest priority needs are served. The best test, and difficult to administer is this: Do those being served grow as a person: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged. Will they benefit, or, at least, not be further deprived? (p. 27)

Stramba (2003) defines servant leadership as

an approach to leadership and service whereby the leader is servant first and leader second. Spears (1995) defines it as "a long term, transformational approach to life and work; in essence, a way of being that has the potential to create positive change through our society" (p. 4). "Servant leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment". (p. 104)

Leaders, therefore, shape culture by modeling, teaching, coaching, managing the communication network, allocating resources, time, and rewards, recognizing, focusing attention, setting stretch goals, creating ceremonies and rituals, hiring, transferring, promoting, dismissing, and anointing heroes and heroines (Alkire, 1995).

Genesis 1:26-28 declares that God the Creator made man in His likeness and gave him the authority to reign over His creation: beast, birds, fish teeming in the waters, and the creature that creped upon the ground. So, the Creator made man both male and female. He formed them with his own hands. Moreover, He blessed them, saying, be prolific and increase; fill the earth and control it.

God, who created everything, including man, clearly shows that He is the legitimate and ultimate Owner and leader of this world. He delegated special leadership responsibilities to Adam and Eve and gave them a clear job description, as outlined in the scripture referenced above.

There were several other leadership responsibilities that God gave to Adam. These include the naming of Eve (Genesis 2:23, KJV). This very act showed that He had the divine

authority to do so. Later, in Ephesians 5:23, the apostle Paul declares that the husband is the head of the woman in a marital relationship, just as Jesus is the head of the church. This text clearly explains that Adam's role in his marriage represented Christ's leadership in the family and, by extension, the head of the church and its educational system. When sin entered this world, Adam was the person that God held accountable because He gave him the leadership responsibility to guard his family against disobedience. As a result of Adam's transgression, humanity is under the curse of sin and is suffering its terrible effects. It is made plain in Romans 5:12 that death came into the world through one man and that because of that one man's sin, death spread to all men because all men sinned.

In Genesis 2:1-4, God called Abraham to leave his community in the Ur of the Chaldees to go to an unknown place to dwell there for the rest of his life. God elected Abraham to be His friend and the head of His covenant. He also made a pledge to the people of Israel and to every human being who would enter a faith relationship of obedience, that they too would lead others to Him. Abraham demonstrated tremendous biblical leadership traits, such as a steadfast faith in God's promises, when he risked leaving all he had known to be obedient to the God of Heaven. His vision was God's vision for his life and daily ministry. Moreover, in thy offspring will the nations of the world be blessed because thou hast followed my voice (Genesis 22:18, KJV). Abraham's life of leadership exemplified: risk-taking when he left his homeland not knowing where he was going; a man of war who trained, motivated, and led his servants to fight and prevail against four heathen kings in battle; a faithful tithe payer when he paid tithe from the treasures of the war and shared the rest of the profits with his servants; a peacemaker with his selfish nephew Lot, and an intercessor with God to spare Sodom and Gomorrah.

The scripture has a long list of men and women whom God called to be extraordinary and successful leaders in their work here on earth. This includes Moses, the great leader and

liberator of the Israelites from Egyptian bondage (Exodus 31:1-12:42). Joshua, the brave leader who led the Israelites into the promised land (Joshua 1:1-11). Samuel, the great prophet and spiritual leader of Israel during the reign of King Saul (1 & 2 Samuel). Elijah, the mighty prophet and leader of the school of the prophets (1Kings 17-19) and (1 Kings 1-2). In addition to this list are: Deborah, the decisive Judge of Israel (Judges 5); Nehemiah, the tenacious leader who oversaw the rebuilding of the wall of Jerusalem under challenging circumstances (Nehemiah 1:1-7, 7:3); Peter the Apostle, who emerged as one of the most significant and influential leaders of the early church (Acts 1-12); Paul, the prolific itinerant scholar, teacher, and leader of the early church (Acts 9-28); and, of course, Jesus, the master teacher, the most extraordinary and remarkable teacher and servant leader the world has ever known. The one of whom it was said, "We have never heard anyone speak like this!" (John 7:46, NLT).

Jesus expanded on the core of biblical leadership by saying, "Whoever serves me must follow me; and where I am, my servant also will be. My Father will honor the one who serves me" (John 12:26, NIV).

Blanchard and Hodges (2003) further explain

in His instructions to His first disciples on how they were to lead, Jesus sent a clear message to all those who would follow Him that leadership was to be first and foremost an act of service. No Plan B was implied or offered in His words. He placed no restrictions or limitations of time, place, or situation that would allow us to exempt ourselves from His command. For a follower of Jesus, servant leadership isn't just an option; it's a mandate. (p. 12)

The portrayal of Jesus Christ in Christian doctrine brings the word servant-leadership to life. According to Matthew 20:28, Jesus came to this world not to be served but to serve. Servant leaders are generally self-denying, enabling others to be more important than themselves, and they offer resources and assistance without expecting to be recognized (Black, 2010).

Jesus is the head and leader of our schools. Thus, when the principles of leadership in Seventh-day Adventist schools align with God's word, His vision, His blueprint, and His approach to leadership, teachers will have a favorable opinion of the principal's contribution by fostering a Christ-centered school climate.

As a result, teachers' Job performance would be more Christlike, and they will be happy with their job performance despite the many challenges. Philippians 2:14 counsel Christian workers to "do all things without murmurings and disputing." In Heb. 13:17, the great servant-leader Paul exhorted followers to submit to authority figures and to obey them because they are looking out for their souls as those who must account for themselves. He further advised them to do this with joy rather than with sorrow because that would be detrimental to their goals.

Therefore, when all the constructs and dimensions of principal leadership are organized and implemented by leaders appointed and anointed by God to carry out is redemption plan through education, schools, students, and the community will thrive.

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Biblical Foundation for Teacher's
Perception of School Climate

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School climate is commonly referred to as the quality and character of school life, despite the fact that there is not a definite definition for this concept (School Climate Council, 2007, p. 5). According to the School Climate Council (2007), school climate includes the experiences of people in the school, such as learning and forming connections, as well as the collective views and attitudes inside a school. The school's atmosphere is not just one person's experience; rather, it is the overall impression that one gets of the institution.

Classroom climate is the perception of the social and psychological atmosphere of a classroom as reported by students and staff (Doll, 2010). The notion of a positive school climate has a positive effect on teachers and pupils, thus making perceptions of school climate an

important factor. It inspires teachers to educate students to study to the best of their abilities (Bulach & Malone, 1994. Many different factors influence the school atmosphere. The following factors, according to Christensen et al. (2006), impact school climate: (a) school vision and purpose statement, (b) the working relationship between faculty and staff, (c) communication style, (d) the principal's conduct and style of leadership, and (e) and the faculty and staff respect for the school leadership.

What advice do the Bible and the spirit of prophecy offer with regard to the idea of leadership and how it affects the overall climate of schools?

The Bible states in Genesis 1:1 that God created the heavens and the earth. He then proceeded to create something new each succeeding day of the creation week. Genesis 1:26-28 further says that God the Creator made man in His likeness and gave him leadership authority to rule over His creation: beasts, birds, fish teeming in the waters, and the creature that creeps upon the ground. So the Creator made man both male and female. He formed them with His own hands. Moreover, He blessed them, saying, be prolific and increase; fill the earth and control it.

The book of Genesis chapter 1 clearly shows that God is the world's Creator, Leader, and Owner of everything. He demonstrated leadership by having a structured plan that he seamlessly executed by creating a world with a stimulating learning environment and a climate that is conducive to man's holistic development and happiness.

Adventist school principals ought to follow the example of the Heavenly Father by making sure that they are consistent in having: a clear shared vision for their schools, a mission statement aligned to the stated vision, and clear guidelines that enhance a positive working relationship between faculty, staff, students and the wider community, an effective communication system, a professional environment where the principals' conduct and

leadership sets the tone and standard for all within the school to emulate. By so doing, the learning community will likely be constrained to demonstrate a spirit of collaboration and cooperation in meeting school-wide expectations.

Genesis 1:26-28 says, "God blessed man and gave him dominion and authority over His creation." Adam also gave names to every type of animal found in the field, according to Genesis 2:20, including all cattle, birds of the air, and other animals. These verses clearly demonstrate that God gave man authority and dominion over His creation. Therefore, by this act, the Creator gave man the privilege and the opportunity to be co-laborers and stewards in His cause.

Just as God trusted and expected Adam and Eve to carry out their responsibilities in a structured, organized, and responsible manner, He expects Adventist school leaders and principals today to do the same despite the presence of sin. Studies on the variable of school climate show that teachers in schools with a pleasant and community atmosphere had greater efficiency, morale, and satisfaction levels. They also had reduced levels of absenteeism and victimization (Gottfredson et al., 2005; Payne et al., 2003). Furthermore, schools with positive and community climates had higher teacher retention levels and lower teacher turnover levels (Cohen & Geier, 2010; National School Climate Council, 2007).

In 1 Corinthians 14:33, in his letter to the Corinthian church, the apostle Paul states that God is not the Creator of strife but of peace. Verse 40 of Paul's statement continues, but everything should be done gracefully and in order.

According to the apostle Paul, "If you have the gift of serving others, do it effectively. Teach well if you're a teacher" (Romans 12:7). Leaders in Adventist schools have a divine obligation to appropriately serve all stakeholders by developing and improving teacher and student learning capacity. They have a divine mandate to use their God-given influence, gifts, skills, and resources to engender and encourage a Christlike school climate that will be a

glorious blessing to the learning community and an honor to the Master teacher. According to Ecclesiastes. 9:10, whatever your hand finds to perform, do it with all your might. It is therefore critical that Adventist school leaders be certain beyond a single doubt that they have a divine collaborative and intentional mandate from heaven to motivate teachers to prepare students to be productive citizens of both the present world and God's future glorious new world to come.

The climate that should be fostered in Adventist schools should be rooted firmly in scripture and the spirit of prophecy. Psalms 119:105 declares that the word of God is a lamp that provides light and illumination for our pathway. As such, Adventist principals and teachers should let the word of God be the guiding principle in establishing a positive school climate in their schools. Leaders in the field of education would do well to heed the counsel of Paul in 1 Corinthians 14:40, "Let everything be done decently and in order." The school leadership must establish specific discipline, order, and clear expectations for all within the school community.

Regarding the principles of education, White (1933) declares that

the great principles of education are unchanged. "They stand fast for ever and ever" (Psalm 3:8); for they are the principles of the character of God. To aid the student in comprehending these principles, and in entering into that relation with Christ which will make them a controlling power in the life, should be the teacher's first effort and his constant aim. The teacher who accepts this aim is in truth a co-worker with Christ, a laborer together with God. (p. 30)

In Romans 13:1, the apostle Paul exhorts, let every person be subject to the government's authority because all power and authority come from God. Therefore, all authority to rule is bequeathed by His divine will. According to 1Peter 4:10, every one of us should use the talents that we are given to serve others as excellent stewards of God's grace in all of its manifestations. The Scriptures promise that the Lord will instruct His followers and teach them in the path they should travel and that He will guide them with His sight (Romans 32:8).

Principals should foster a supportive classroom environment by exhibiting structure and feelings of support. In addition, one of the roles of school administrators is to explain the rules to pupils and ensure that enforcement is fair and consistent. They should also ensure that children feel safe talking to and seeking help from at least one adult in the building (Gregory et al., 2010).

Finally, school leaders who are determined to follow God's blueprint to develop and maintain a positive school climate will do well to heed the counsel of Paul, who said, "Do your best to present yourself to God as one approved, a worker who needs not to be embarrassed and who rightly handles the word of truth" (2 Timothy 2:15).

Biblical Foundation for Teacher's
Perception of Job Satisfaction

Job satisfaction is described as a person's overall summary appraisal of an individual's work environment (Machumu & Kaitila, 2014). According to Toropova et al. (2021), job satisfaction is intimately tied to teacher retention, but it also adds to teachers' and students' well-being.

One study found that employees who feel supported by their principal are more confident and at ease responding to student behavior and demands and are less stressed and more fulfilled at work (Pas et al., 2012). Another investigation showed that school leadership was a better predictor of teachers' work happiness than their teaching experience, student conduct, and satisfaction with their wages (Tickle et al., 2011).

In Genesis chapter 1, the creation narrative said, God the Creator was busy working, and at the end of each day, He felt so fulfilled and satisfied with the work that He said it was very good. In addition, Genesis 2:2 says that at the end of the creation week, the Creator ended His

work and rested on the Seventh-day. In addition, He sanctified, hallowed, and blessed the seventh day to commemorate his handiwork which He created and made.

At the end of creation week, God rested from His work when the job was completed. He was pleased that His creative genius produced an excellent and satisfying product. So, He took time to rest, reflect, and memorialize His creation.

Just as God took time to rest from his work at the end of creation week, school leadership must ensure that teachers get their weekends to rest, worship, and spend time with their families. He also embedded His day of rest in the heart of the Ten Commandments and asked us to remember to keep the sabbath day holy and to refrain from doing any work on His holy day (Exodus 20:8-11).

Genesis 2:15 says, God gave the garden of Eden to Adam as a home, and it was his explicit job to maintain it. So, God gave man a beautiful home and a job description about how the responsibilities should be performed.

White (1933) writes that

Adam and Eve was committed the care of the garden, "to dress it and to keep it." Genesis 2:15. Though rich in all that the Owner of the universe could supply, they were not to be idle. Useful occupation was appointed them as a blessing, to strengthen the body, to expand the mind, and to develop the character. (p. 22)

It is of tremendous importance that Adventist leaders and principals' model what the Creator did in the beginning. He created a fully equipped workplace with all the appropriate amenities and materials that Adam and Eve needed to fulfill their responsibilities satisfactorily. He gave them a job description outlining their duties and the benefits they would derive from fulfilling their job. It is biblical that school leaders provide teachers with work environments where they can appropriately fulfill their responsibility. It is biblical that teachers receive a

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reasonable and clear job description with clearly stated duties and benefits that are fair, satisfactory, and commensurate with the job load, their degrees, and experience.

White (1933) further explains God's ideal leadership plan for His school in Eden:

The system of education instituted at the beginning of the world was to be a model for man throughout all after-time. As an illustration of its principles a model school was established in Eden, the home of our first parents. The Garden of Eden was the schoolroom, nature was the lesson book, the Creator Himself was the instructor, and the parents of the human family were the students… In His interest for His children, our heavenly Father personally directed their education. Often they were visited by His messengers, the holy angels, and from them received counsel and instruction. Often as they walked in the garden in the cool of the day they heard the voice of God, and face to face held communion with the Eternal. His thoughts toward them were "thoughts of peace, and not of evil." Jeremiah 29:11. His every purpose was their highest good. (pp. 20-21)

The tragic story of Adam and Eve's disobedience and subsequent descent into sin is described in Genesis chapter 3. The man was deceived into sinning by Satan, the Archenemy of all Souls. In light of this, Rom 5:12 states that "death spread to all men since all sinned," just as sin and death entered the world via one man's sin.

White (1933) in her commentary on these subject states:

Your eyes shall be opened," the enemy had said; "ye shall be as gods, knowing good and evil." Genesis 3:5. Their eyes were indeed opened; but how sad the opening! The knowledge of evil, the curse of sin, was all that the transgressors gained. There was nothing poisonous in the fruit itself, and the sin was not merely in yielding to appetite. It was distrust of God's goodness, disbelief of His word, and rejection of His authority, that made our first parents transgressors, and that brought into the world a knowledge of evil. It was this that opened the door to every species of falsehood and error. (p. 25)

Despite humanity's disobedience, God loves the race dearly, so in Genesis 3:15, He gave the protoevangelium – the first gospel or good news of the divine plan to restore and redeem the human race. This promise to redeem man was re-affirmed in John 3:16 which tell us that, because God loves the world, He sent His one and only Son to die, thus granting eternal life to everyone who believes in Him. God will ultimately restore the school in Eden, and His plan for man's education will continue to unfold throughout eternity.

White (1933) explains that

between the school established in Eden at the beginning and the school of the hereafter there lies the whole compass of this world's history—the history of human transgression and suffering, of divine sacrifice, and of victory over death and sin. Not all the conditions of that first school of Eden will be found in the school of the future life. No tree of knowledge of good and evil will afford opportunity for temptation. No tempter is there, no possibility of wrong. Every character has withstood the testing of evil, and none are longer susceptible to its power. (pp. 301-302)

The Great God and Principal of the first school in Eden had a model strategic plan for His ideal school. Likewise, Adventist principals ought to strive to model God's original plan in creating Christlike work environments that support the wellbeing and welfare of teachers, staff, and students. The apostle explicitly expressed his desire for the wellbeing for his fellow servants by saying, beloved, I want nothing more than for you to succeed and be in good health, just as your soul does in (3 John 3). The Creator intended Adam and Eve's happiness in His school in Eden. Today, His plan is the same for Adventist Schools. The Great God of the universe expects principals who represent His cause on earth to help their followers succeed, develop professionally, and flourish holistically - physically, cognitively, emotionally, socially, and spiritually.

<div align="center">Biblical Foundation - Teachers' Perception
of Job Performance</div>

Job performance has been defined as task competency and is work that is evaluated by one's immediate supervisor (Somers & Birnbaum, 1998). Individuals' opinions of their work requirements differ significantly from those of their supervisors, frequently because individuals have a different/narrower definition of their job in role activities (Belogolovsky & Somech, 2010). Job performance is a crucial function in organizational practice and study It   is   a critical element that acts as the main deciding factor in most matters regarding personnel decisions, such as merit compensation, retention of employees, and promotion. In addition, an

individual's job performance frequently depends on the assistance, guidance, and resources supplied by the organization.

We live in a sinful world, and to some extent, it is under the control of Satan. His goal is to cause confusion, discord, dissatisfaction, and unhappiness in our society and schools. This world's structures, approaches, and social mores are not the creation or design of God, according to (Revelation 12:9). The devil has successfully led humanity astray by convincing them to follow his bogus path and reject God.

White (1933) says that Adventist school/education exists to prepare students for the joy of service in this world and for the more excellent joy of broader service in the world to come. Therefore, leaders and principals in Adventist schools have the obligation and responsibility to following God's education blueprint as outlined in scripture. God is our employer, but He has appointed us as His stewards. Therefore, school leaders should reflect God's character, intentions, and justice in the way they treat teachers, students, and the learning community (Scullen et al., 2000).

The evaluation of teacher job performance is of great importance in education. One of the principal's primary responsibilities is observing teachers and collaborating with them to enhance instruction delivery and student learning. To do this, Matthew and Gary (2010) list the following five key responsibilities of the principal in evaluating teachers' work performance and developing instructional capacity. They are:

1. Establishing a system of accountability.

2. Finding, hiring, and keeping competent teachers.

3. Promoting the development of educators' professional growth.

4. Fostering trust.

5. Assessing academic outcomes.

The scripture sanctions the principle of job performance. For example, there are two different categories of employees described in Jesus' parable of the talents in (Matthew 25:14-30). Those who received favorable performance reviews and those who received unfavorable reviews. "Well done, excellent and faithful servant," the master said when speaking of the workers who had performed well. (v. 21). However, the master addressed the ineffective employee by saying, "You evil, sluggish servant!" (v. 26).

The parable mentioned above confirms that principals must hold teachers accountable for their assigned duties. However, formative and summative evaluations must be fair and be able to stand the scrutiny of the Atlantic Union Code of Conduct, and more importantly, of heaven**.**

However, it is equally crucial to remember that they should provide struggling teachers with specialized professional development and hold them accountable for incorporating new and improved methods into their practice.

White (1933) states that

every teacher should see to it that his work tends to definite results. Before attempting to teach a subject, he should have a distinct plan in mind, and should know just what he desires to accomplish. He should not rest satisfied with the presentation of any subject until the student understands the principle involved, perceives its truth, and is able to state clearly what he has learned. (pp. 234 -235)

Principals should continuously evaluate the teachers' lessons and teaching methods to find opportunities to strengthen and enhance their work. However, a professional assessment rubric, such as the Marzano Scientific Evaluation Model or the Danielson Framework for Teaching, along with data gleaned from "walk-throughs", should be used by principals as tools to analyze teacher performance, give actionable feedback, enhance instruction and develop teacher capabilities.

You may choose to partake of the fruits from any tree in the garden; however, you must not consume the fruit from the tree of knowledge of good and evil because, according to God's instruction to man in Genesis 3:16-17, if you do, you will definitely perish. God was abundantly clear to Adam and Eve that they would be evaluated and that there would be consequence for not abiding by His divine standard. In her talk with Satan, the disguised snake, Eve reiterated God's instructions in Genesis 3:1. She said, God gave them permission to eat fruits from the trees in the garden, but they are not allowed not eat the fruit or touch the tree in the center of the garden, because if they do, they will die. She fully understood God's expectations as well as the consequences for disobedience.

The narrative above illustrates a powerful lesson for Christian principals. It is not biblical for principals to require accountability from teachers for matters they are unaware of ahead of time. Instead, they should ensure that teachers clearly understand the evaluative documents and criteria that will be used in formative and summative assessments. There should be no ambiguity about teacher expectations in pre- and post-teacher conferences. The Atlantic Union K-12 code stipulates the processes and guidelines that superintendents and principals must follow to avoid unfair practices and legal consequences.

All superintendents, principals, and teachers must understand that they must answer to God, who will eventually hold them accountable for everything that is done in His name in the schools. Hebrews 4:13 states, "Nothing in all creation is hidden from God's view. Everything has been unveiled and made visible in the presence of the one to whom we must account." This same idea is re-emphasized in 2 Corinthians 5:10, which says, "because Christ will judge us all. We will all receive what we deserve for our actions in this earthly body, whether good or evil." James 3:1 concludes that not many of you should pursue the teaching career my fellow believers, since those who teach will be evaluated more rigorously.

Adventist education espouses the belief that discipline must be redemptive. Teacher job performance, in the same manner, must be fair. The Master Teacher is a God of love, giving all His children a fair chance to develop and be the best they can be. He has made His Holy Spirit available for personal development and transformation if we seek His help. Ultimately, a profound change may result from a life that makes accountability for one's actions worthwhile. 1 Peter 4:8-10 exhorts believers to love each other persistently and unselfishly since love covers many flaws. Show each other hospitality without complaint. Show one another that you are faithful stewards of God's generosity by using the gifts you have been given for others. Principals must hold teachers accountable for their job assignment, but it must be done fairly and be based on the AUC education code as well as on God's holy word.

Definition of Terms

Principal leadership: Herrmann et al. (2019) said that the strategy and manner by which a leader proposes direction, develops strategies, and encourages individuals to achieve corporate goals is known as principal leadership.

COVID-19 pandemic: The coronavirus pandemic is an ongoing worldwide pandemic of corona virus that causes severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The new virus which killed millions of people worldwide, was discovered during an epidemic in Wuhan, China, in December 2019. Most businesses including schools were shut-down during from March 11, 2020 to July 2021.

School climate: The continuous lived experiences that students and instructors have within the environment over time are what can be referred to as the school climate (Peterson, & Skiba, 2001).

Teacher job satisfaction: Job satisfaction is an affirmative or pleasant emotional feeling stemming from an employee's satisfaction with his/her employment or experience (Demirtas, 2018).

Teacher job performance: Is a collection of actions that an employee engages in overtime to help the business achieve its objectives (Motowidlo & Van Scotter, 1994).

Seventh-day Adventists (SDA): These people belong to a protestant community who observe Saturday as the Sabbath, uphold all of God's commandments, and anticipate, and believe in Christ's soon return.

General Conference of SDA (GC): This is the Seventh-day Adventists headquarters that governs all churches and institutions across the world.

Atlantic Union of Seventh-day Adventist K-12 Education System: Six conferences are included in this division of the General Conference of SDA. They are: Greater New York, New York Conference, Northeastern, Northern New England, Southern New England and Bermuda. They are located in Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, and the Island of Bermuda.

CHAPTER II

LITERATURE REVIEW

Introduction

This investigation aims to study teachers' perception of the principal decision-making in the variables of school climate, job satisfaction, and job performance in the Atlantic Union Conference of Seventh-day Adventists K-12 schools. In this chapter, some of the theories of each variable will be reviewed as well as their relationships to the proposed model.

Principal Leadership

Principal leadership is the technique and strategy with which a leader offers direction, implements programs, and inspires employees to achieve corporate goals (Gerras et al., 2010). Newstrom and Davis (1993) also state that a leader uses a leadership style to advance plans, stimulate people to action, and give direction to followers.

Aparicio Guterres and Supartha (2016) performed research that supports their argument that the method of leadership used by a school-building leader influences how well teachers do their jobs. Other authors clearly expressed a similar view (Adam & Hidayati, 2019; Khairizah et al., 2015; Srijani, 2013), which explains why a leader's approach affects the failure or success of his or her team. A later study on this subject also determined that a principal who consistently gives advice and guidance to teachers would increase their job capacity (Abas, 2017).

Using a sample of 60 teachers and their supervisors, Espinoza Poves and Vásquez Villanueva (2017) investigated the level of predictability between the teaching performance of

educational centers. They determined that there is direct and considerable evidence that transformational leadership style predicts teacher performance ($p = .01$, $TP = .439$). It was also found that teacher's performance is not predicted by transactional leadership. However, a survey of the literature on effective principals indicates that they seem to be transformational as opposed to transactional (Sahin, 2004).

<div align="center">Relevance</div>

Principals with behavioral charisma obtain trust, loyalty, admiration, and respect from their staff by applying a compelling vision and leading by example (Avolio & Yammarino, 2013). Principals also impact teachers by instilling hope for a brighter future in all members of their organizations, including pupils (Berson & Oreg, 2016). In addition, influential leaders consistently provide new ideas and encouragement to the teaching staff (Alzoraiki et al., 2018).

By establishing a shared vision, demanding high standards, and encouraging a culture that serves the followers' interests, the principal also helps the teachers feel a sense of purpose in their job. Additionally, when the principal leads by example, acts boldly and optimistically, shares risks connected with the application of theories, and reinforces values through highly ethical behaviors, these acts will motivate the teacher to perform better (Alzoraiki et al., 2018). According to Avolio (2014), principals establish both meaningful and challenging cultures by assisting teachers in setting goals, thereby directly improving the teachers' job happiness. It is necessary to develop effective leadership attitudes to promote support for students and the entire school community (Gibson et al., 2018).

<div align="center">**School Climate**</div>

The term school climate describes how a school community feels about its educational setting throughout a duration of time. Such lived experiences usually generate from a person's perception of safety, order, and an environment that is conducive to school or classroom learning (or teaching) (Peterson & Skiba, 2001). For Thapa et al. (2013), school climate relates to a school's social qualities regarding student-teacher relationships, learning and teaching emphasis, values and standards, and sharing techniques and practices. Several other authors have concurred (Brookover et al., 1978; Haynes et al., 1997; Petrie, 2014) that the school environment is a school's unwritten identity and atmosphere, encompassing its norms, ideals, and expectations. It has also been called the "quality and character of school life" (Cohen et al., 2009, p. 182).

According to Eskandari and Ghanbari (2014), the sum impression of the entire workplace setting by schoolteachers is referred to as the organizational climate. As a concept, it influences the educator's experiences of honesty, encouragement, motivation, friendliness, and direction, among other things linked to the behavioral configuration of the business model (Köse, 2016).

The social, professional, and interpersonal interactions of faculty, staff, and administrators, which have an effect on pupils, are referred to as the school climate. The school's collective personality or atmosphere includes the academic learning context and the social environment where students and teachers can form positive relationships and develop as learners and professionals (Wang & Degol, 2016). In other words, having a good, loving relationship with teachers or, at the very least, one adult in the school is a crucial part of a positive school climate (McNeely & Falci, 2004).

Relevance

According to Meier (1996), a healthy school climate may support teenage growth and promote a sense of belonging and shared purpose among them and educators. In addition, according to Bisset et al. (2007) and Payne (2008), there is a correlation between the school learning atmosphere and students' academic performance. Furthermore, other research shows that violence, substance abuse, and truancy are behaviors influenced by the school atmosphere (Bosworth & Judkins, 2014; Mehta et al., 2013).

The sense of physical and emotional safety, the quality of teaching and learning, the quality of relationships in the school, and the structural aspects of the school are all factors that influence the school climate (Cohen et al., 2009). A pleasant school climate encourages students to develop their finest traits while encouraging academic success (Orpinas & Horne, 2006).

Job Satisfaction

According to Vallerand et al. (2008), job satisfaction refers to a feeling of fulfillment, contentment, and satisfaction that comes from working. More specifically, it relates to a person's level of satisfaction with how well their work-related demands are met. In other words, according to Kumari (2008), job satisfaction is the sense of pleasure and pride experienced by people who enjoy their work and do it well. When a person is satisfied with their employment, it signifies that they are happy with the status and are willing to stay and offer their total commitment to the organization's success (Ansah-Hughes, 2016).

Teacher job satisfaction is also described as the degree to which a teacher feels secure, challenged, rewarded, and successful at the current school in which they work (Amoroso, 2002).

Job satisfaction is a significant factor in the happiness, enthusiasm, and loyalty of employees in the workplace (Tett & Meyer, 1993). A study on job satisfaction was published by Judge et al. (2012, 2017), which asserted that work engagement is a multidimensional evaluation

of job suitability arranged on a gradient scale ranging from favorable to unfavorable. However, in order to learn effectively, job happiness is a prerequisite. It's a multifaceted phenomenon with personal, institutional, and social dimensions. Teachers will be in a better position to meet educational objectives and national goals if they are satisfied with their jobs (Kumari, 2008).

Teacher job satisfaction is also described as the degree to which a teacher feels secure, challenged, rewarded, and successful at the current school in which they work (Amoroso, 2002).

Should researchers concentrate on the subject of overall work happiness or the job's particular and crucial aspects? The answer to this question remains contentious. Therefore, the majority of researchers default to an either-or approach when dealing with this issue (Judge et al., 2012; Judge et al., 2017; Marsh & Scalas, 2018). In an attempt to reframe the problem, researchers decide whether it is most appropriate to use models that allow them to combine both aspects as an overall component of job satisfaction. While applicable to all professions, a clear comprehension of the concept of job satisfaction is especially important for school-building leaders and teachers who work in the school's demanding and dynamic environment (Darmody & Smyth, 2016).

The structure and components of the variable of job satisfaction in other professions remain vague. As such, it is advisable that this variable in the discipline of education is not divided into two components because the happiness of school instructors and school administrators has a direct impact on each other (Darmody & Smyth, 2016; Skaalvik & Skaalvik, 2011).

Relevance

The variable of teacher job satisfaction is linked to teacher empowerment, according to Zembylas and Papanastasiou (2005). Furthermore, there is evidence that students of teachers who are happy with their jobs are happier as well (Collie et al., 2012). Another similar study also confirms that teachers who are happy with their working conditions will provide their pupils

with higher instructional quality and better learning support (Kunter et al., 2013). Finally, contented teachers have a higher level of job commitment and are less likely to leave the profession (Blömeke et al., 2017), which is especially important during periods of high teacher turnover such as the one being experienced in the United States presently.

Job Performance

A study by Jamal (2007) defines job performance as "the manner in which an employee can successfully conduct responsibilities using organizational resources under normal situations" (p. 2). Teacher's job performance is the tasks teachers perform to achieve organizational goals in a specific school system (Maryati et al., 2020). In a later investigation, Limon and Nartgün (2020) concluded that teachers' work performance is defined in broad terms as their contribution to the attainment of educational goals and objectives. Motowidlo and Van Scotter (1994) and Cook (2008) further explain that the carrying out of professional responsibilities of employees on their job over a period of time that affects the vision and goals of a company is considered their job performance.

However, it is narrowed to teaching performance in some research on teachers' job performance (Bashir et al., 2017). Teachers' job performance, on the other hand, is relevant not only in the classroom or at school, but in all places where children are present and learning (Ali & Haider, 2017; Shaikh et al., 2012; Yusoff et al., 2014). According to Suprihatiningrum (2016), teacher performance is the factor that most determines the quality of learning.

Preparing the syllabi, lesson planning, and teaching competence, are considered major factors in executing the teacher's duties as an educator (Amin et al., 2013). The effectiveness of an educational system is largely determined by the job performance of the instructors, who can be regarded as the institution's backbone (Khan et al., 2012).

Job performance, according to Viswesvaran and Ones (2000), is concerned with the workplace and relates to how people perform in their occupations. According to their explanation, job performance consists of "scalable acts, behaviors, and outcomes that employees engage in or bring about behaviors that are linked to and contribute to organizational goals" (p. 216). That is, an employee's performance can be evaluated on a variety of levels, the most essential of which are those related to the organization's major goals and policies.

Another study that examined the job satisfaction of 107 English language teachers in Egypt and Hawaii, discovered that teachers were more concerned with altruistic and intrinsic aspects of their jobs, such as assisting students in learning, performing to the best of their abilities in their jobs, and maintaining positive relationships with their students, colleagues, and supervisors (Singh & Tiwari, 2011).

Relationship Between Variables

Principal Leadership and School Climate

A study in the early 21st century articulated the view that the caliber of school leadership significantly affects the overall satisfactory performance of schools (Norton, 2002).

In their evaluation of primary school principals, Pinkas and Bulić (2017) also found that there is a palpable association between school climate and leadership style.

Another investigation conducted in two middle schools examined the relationship between transformational principal leadership and school climate, and found a statistically significant relationship between six factors of transformational leadership and school climate (Lane, 2016).

According to studies by Al-Safran et al. (2014) and Hahn (2017), there is an impact on student achievement when the school leadership fosters a pleasant school environment and higher levels of staff involvement.

To further support this view, Bellibas and Liu (2018) used data from the Organization for Economic Cooperation and Development (OECD) to study principal leadership. The investigations revealed a link between a supportive school climate and how leadership is perceived.

Recently, Smith et al. (2020) researched the relationships between principal influence using four dimensions (institutional vulnerability, collegial leadership, achievement press, and professional teacher behavior. In this study, 2,033 teachers from 112 primary schools across two states took part. The statistical multiple linear regression analysis revealed that principals positively affect all four organizational climate factors.

Another study in which 383 teachers participated, examined the relationship between school principals' ethical leadership behavior and positive climate practices; found that there is a significant positive relationship between the school principals' ethical leadership levels and positive climate practices (Eranil & Ozbilen, 2017).

To analyze the effect of principal leadership practices on school climate and the effect of school climate on student achievement, Kullar's (2011) case study, provides some information on how the principal influence the school climate, and in turn, influence the student's achievement.

It was also determined that transformative leaders assist other leaders, increase their capacities, provide support in solving their problems, and generate job descriptions and performance scales that are related to the mission, vision, and values of the institution (Leithwood, 2004).

Peláez Meléndez and Merino Salazar (2020) also sought to ascertain the connection between the director's educational leadership and the faculty's view of the institutional atmosphere. Two hundred and twenty-nine teachers made up the sample from 12 public educational institutions at the secondary level. Both the instrument of institutional climate proposed by Martin Bris and the instrument of pedagogical leadership proposed by the head of the Ministry of Education of Peru were acquired, and both were validated by the researcher. The results indicate that there is a high correlation between both variables ($r = .700$, $p < .01$) as determined by Spearman's connection. Regarding the director's educational ability, 38% of teachers have a positive opinion, and 42% of teachers have a positive opinion of the institutional climate.

Damanik and Aldridge (2017) examined the relationships between principals' leadership, school climate, and teachers' sense of self-efficacy (see Figure 2). There were 604 Indonesian teachers from 27 secondary schools who participated in the study and Structural equation modeling was used to analyze the data. The findings showed statistically significant and favorable correlations between leadership style, school atmosphere, and teacher efficacy. The links between principal leadership and teacher self-efficacy, with the exception of individual support, were primarily indirect, and mediated via staff camaraderie and goal unanimity.

Figure 2

Model of Damanik and Aldridge

```
┌─────────────────────────────────┐
│ Principal's Leadership Style     │
│ • Professional Interaction       │
│ • Participatory Decision         │
│   Making                         │            Hypothesis 2
│ • Individual Support             │
│ • Intellectual Stimulation       │
│ • Vision and Goals               │
│ • Moral Perspective              │
└─────────────────────────────────┘
                                              ┌──────────────────────┐
         Hypothesis 1                         │ Teacher Self-Efficacy │
                                              └──────────────────────┘
┌─────────────────────────────────┐
│ School Climate                   │
│ • Collegiality                   │           Hypothesis 3
│ • Work Pressure                  │
│ • Staff Freedom                  │
│ • Resource Adequacy              │
│ • Goal Consensus                 │
└─────────────────────────────────┘
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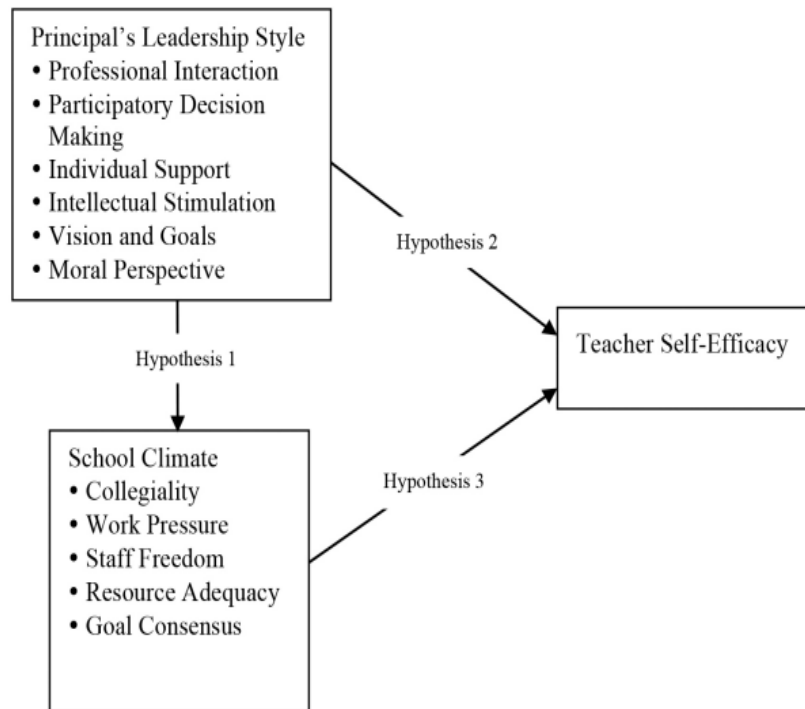
Wang (2019) carried out an investigation that aimed to determine the mediating effects of the construct of school climate in relationship to the transformational leadership of the school directors and the modernity of students. Participated in this study 378 teachers from 42 elementary and secondary schools across five Chinese provinces participated in the data collection. To assess the impact of numerous mediations, structural equation modeling (SEM) was used. According to the findings, the principal's transformational leadership style had a substantial direct impact on students´ modernity (β = .35), and indirect effect particularly with the mediation of the climate of affiliation (β = .13), innovation (β = .20), and justice (β = .16). (see Figure 3).

Figure 3

Wang's Model
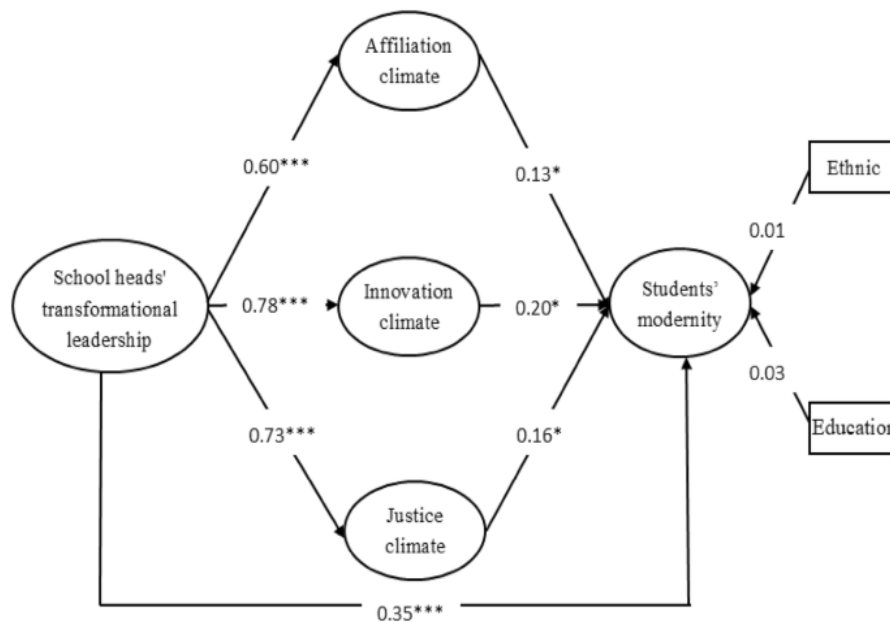
Tajasom and Ariffin Ahmad (2011) investigated the relationship between secondary education Teachers' perception of the principal's leadership style (specifically transformational and transactional leadership styles) and school climate. Principals' transactional and transformational leadership approaches were evaluated using the Multifactor Leadership Questionnaire. With the use of the School Level Environment Questionnaire, data on the school climate construct were collected. The Theory of Leadership Style served as the foundation for this study's theoretical framework. One hundred forty-one teachers from 17 urban secondary schools in northern Malaysia were surveyed by the authors.

The Figure 4 show the model of Tajasom and Ahmad, with direct effect of individual support on teacher self-efficacy (β = .27), and indirect effect of moral perspective con teacher self-efficacy, with the mediator of goal consensus (β = .52).

Figure 4

Model of Tajasom and Ahmad
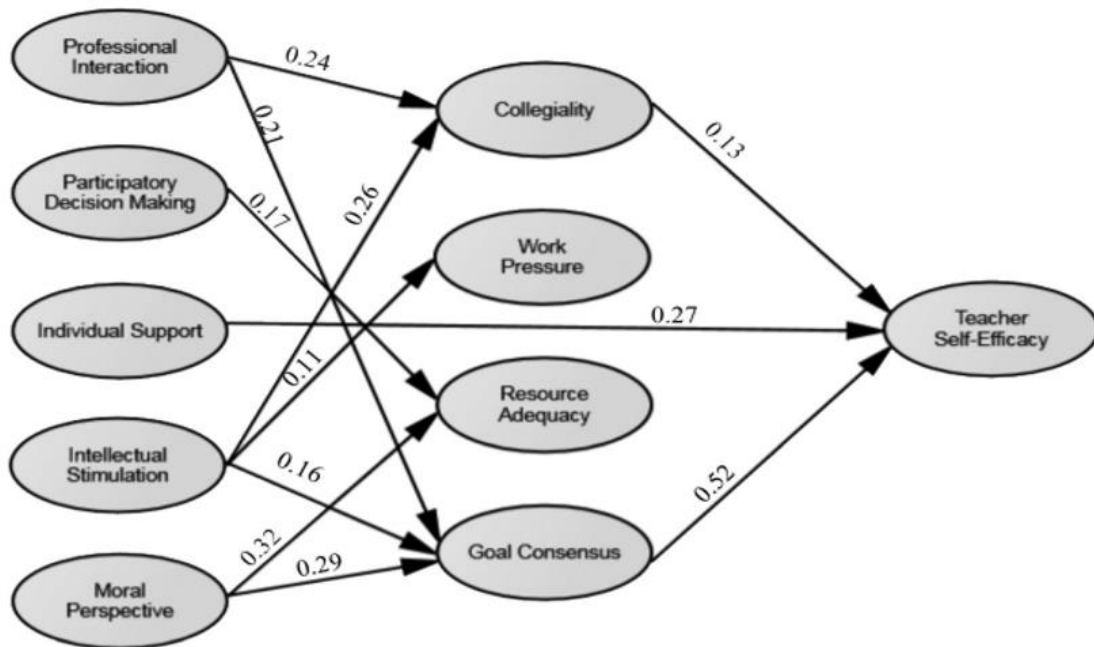
School Climate and Job Satisfaction

A study was carried out by Zakariya (2020) to validate and cross-validate a model of the direct and indirect impacts of the variables of teachers' perceptions of school climate and self-efficacy in work satisfaction. The sample size was 3,951 teachers, which included 2,541 men (64.3%) and 1,410 women (35.7%). For the linked analysis, structural equation modeling was used, and a strong maximum likelihood technique was applied to guarantee accurate model estimations. The validated models' findings revealed a significant direct relationship between school climate and job satisfaction, a direct relationship between teacher self-efficacy and work satisfaction, and a mediator role for teacher self-efficacy between school environment and job satisfaction (see Figure 5).

Figure 5

Model of Zakariya

Fig. 2 A structural model of the effects of school climate (TPDC, teachers' perceived disciplinary climate and TSR, teacher-student relations) on job satisfaction (TJSENV, job satisfaction with work environment and TJSPRO, job satisfaction with profession) as mediated by the teacher self-efficacy (TSECLS, self-efficacy in classroom management; TSEINS, self-efficacy in instruction, and TSEENG, self-efficacy in student engagement). All parameter estimates are standardized and significant at $p < .05$

In order to distinguish any cross-cultural impacts of the association of self-efficacy, Katsantonis (2020) undertook a study to confirm the mediating function of teachers' self-efficacy in the relationship between school atmosphere and teachers' work satisfaction. Efficacy and job satisfaction were used to compare the responses of teachers (see Figure 6). The survey opinions of teachers were contrasted using efficacy and work satisfaction. For the analysis, a 51,782 primary school teachers' representative sample from 15 different nations was used. With the values of the following fit indices, a structural equation model was used to assess the effects and determine the appropriate fit to the sample covariance matrix: GFI = .98, AGFI = .95, TLI = .95, CFI = .97, RMSEA = .07, SRMR = .03, χ^2 = 2461.475, p = .001. School Climate was a highly significant predictor (β = .92).

Figure 6

Model of Katsantonis

36
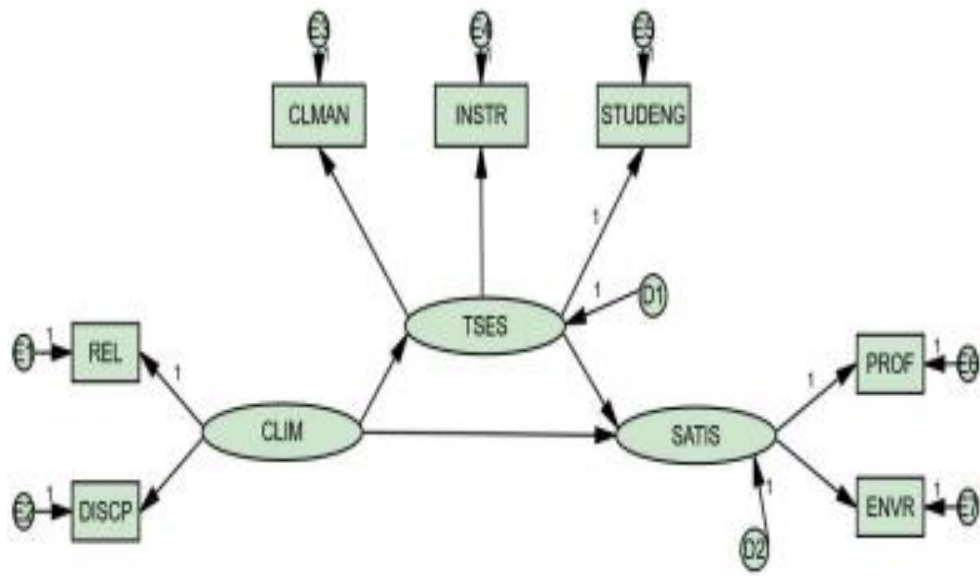
Treputtharat and Tayiam (2014) investigated the influence of school atmosphere on teachers' work satisfaction among elementary school teachers. They also looked at the elements of the school environment that impacted teachers' job satisfaction. Three hundred and twenty-nine teachers participated in the study. The findings of this study revealed that, generally, school climate significantly impacts teachers' job satisfaction. While teachers' job satisfaction showed a "strong" level, drive and success had the highest means, and responsibility had the lowest. The six organizational climate factors collectively predicted teachers' job happiness, according to the Multiple Correlation Coefficient of .84 and the predictive power for job satisfaction of 72.1% (R^2 = .71), indicating that the six components of Organizational Climate simultaneously predicted Teachers' Job Satisfaction.

Principal Leadership and Job Satisfaction

The concerted effort of School leadership is to work on needed changes to keep teachers satisfied with their jobs (Ingersoll, 2002). Though some researchers (Ch et al., 2017; Kars & Inandi, 2018) have investigated the relationship between principal influence and teacher job satisfaction or performance, they have all concluded that there is a significant link between these variables (Mehdinezhad & Mansouri, 2016).

Researchers such as Baptiste (2019) studied the impact of leadership on job satisfaction. This study reviews the literature on transformational leadership in general, how it applies to the field of education, and how principals lead their particular schools. In addition, the study found an association between leadership philosophies and job happiness.

A similar exploration examined the relationship between principal leadership, work satisfaction, and other characteristics. Five hundred and twenty-eight teachers took part in the study, and the results showed that transformational leadership had a considerable impact on teacher job satisfaction (Dou et al., 2017).

Leadership also influences job satisfaction, especially transformational leadership (Jyoti & Bhau, 2015). In another study of a company, leadership behaviors influenced job satisfaction by 36.7% of job performance outcomes (Bakan et al., 2014).

It has been found in the literature that the behavior of the employer/leaders of companies influences job satisfaction (Khan et al., 2015).

A recent study by Asni et al. (2020) found that the director's leadership has a positive direct effect on job performance, job satisfaction has a positive direct effect on job performance, and the director's leadership has a positive direct effect on job satisfaction. The principal's management style and the teachers' levels of job satisfaction ultimately have an impact on how well teachers perform.

Through structural equation modeling, Wan Omar and Hussin (2013) studied the

connection between transformational leadership style and work satisfaction. They employed two 5-point Likert-type scale instruments for this process. The structural equation model used to analyze the relationship between transformational leadership style and work satisfaction, performed well in terms of goodness-of-fit, yielding virtually perfect findings for absolute and incremental fit measures (χ^2 = 1.104, p = .46, RMSEA = .006, CFI = 1.000). According to the analysis, intellectual challenge and job satisfaction are positively correlated, whereas individual consideration is adversely correlated. It also showed that charisma, intellectual stimulation, and individualized regard for job happiness were all positively correlated, with leadership being a negligible mediating factor (see Figure 7).

Figure 7

Model of Wan Omar and Hussin

Figures between variables are standardized regression weights.
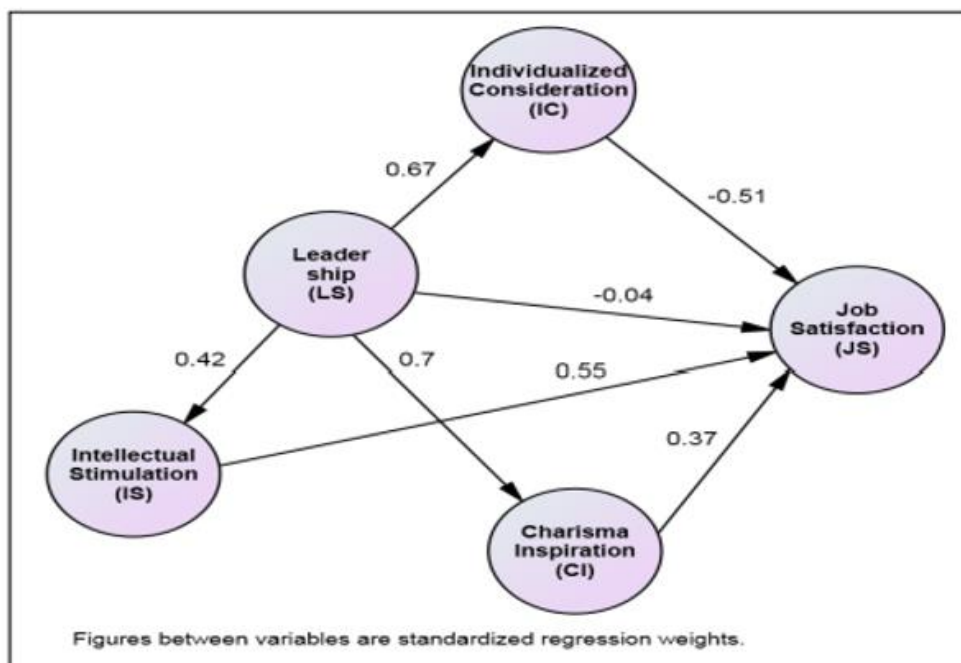
Mohamad (2012) carried out a study to look for the relationship between transformational leadership and the generic job satisfaction of employees (see Figure 8). The sample was 160 male employees of private educational institutions in Egypt. In addition to the Organizational Commitment Questionnaire, the Multifactor Leadership Questionnaire (MLQ) was utilized to evaluate transformational leadership and the Generic Job Satisfaction Scale (GJSS) to evaluate employee job satisfaction (OCQ). The model had a very good goodness of fit ($\chi^2 = 1.762$, $p = .184$, GFI = .932, AGFI = .918, CFI = .925, RMR = .048, RMSEA = .055).

According to the study, transformational leadership influences job satisfaction and organizational commitment. The study also showed that as a moderating variable, job satisfaction was predictive of the relationship between transformational leadership, organizational style, and commitment.

Figure 8

Model of Mohamad
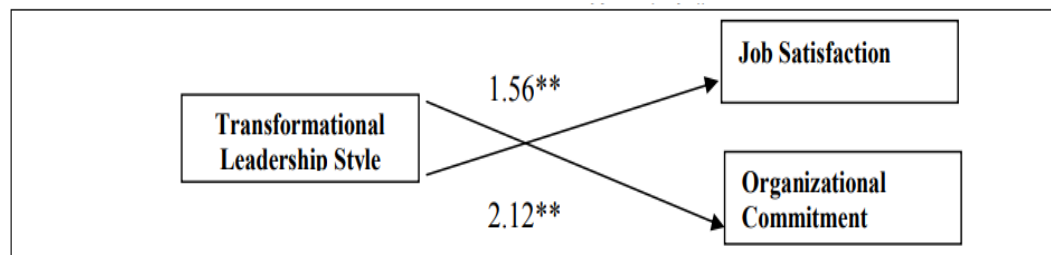
** $p < .01$

Figure 1: Transformational leadership style as a predictor of both job satisfaction and organizational commitment.
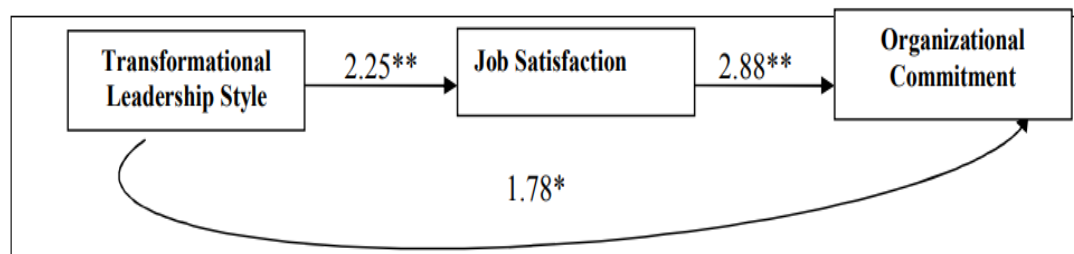
Bozdoğan and Aksoy (2020) searched for the effect of transformational leadership on job performance and job satisfaction (see Figure 8). Three hundred seventy-seven public school workers from Bahçe participated. The relationships and fit of the model were analyzed using structural equation modeling. The findings revealed that transformative leadership has a considerably favorable effect on job performance and job satisfaction.

The model obtained the following fit indices: χ^2 =121.727, df = 340, CMIN/DF = 1.531, GFI = .912, CFI = .907, TLI = .900 and RMSEA = .038. The model demonstrated adequate goodness of fit. The study also found that transformational leadership had a substantially favorable effect on job performance and job happiness (see Figure 9).

Figure 9

Model of Bozdoğan and Aksoy
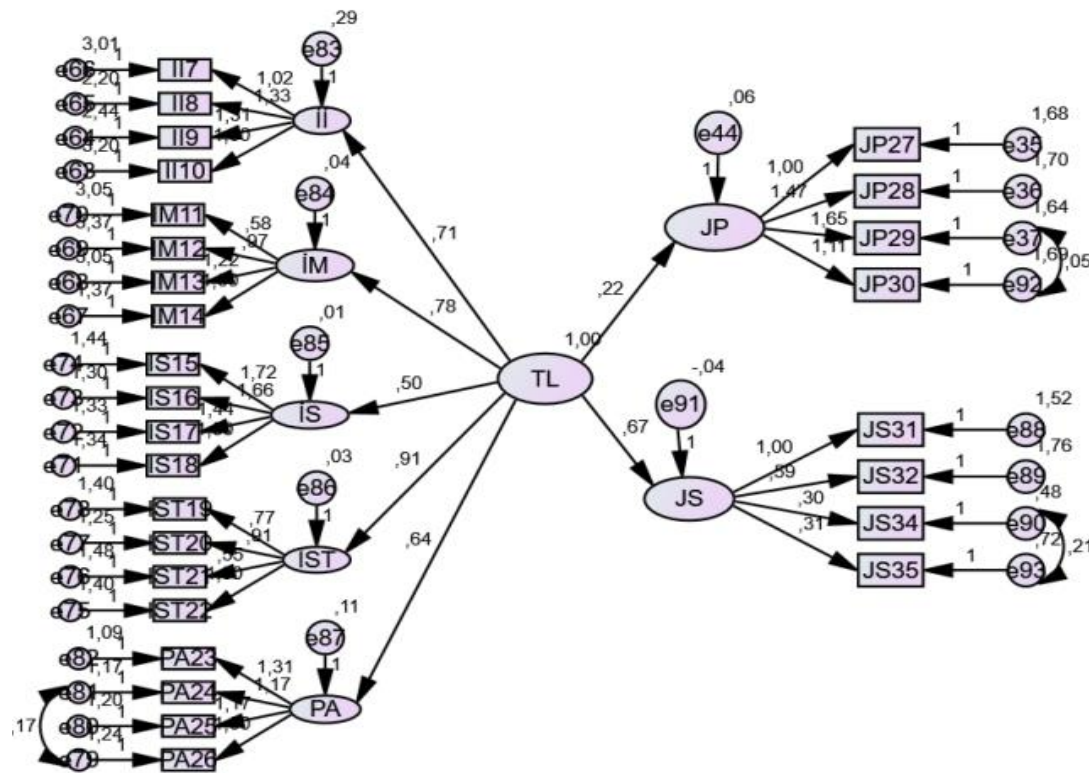
The research by Imhangbe et al. (2019) evaluated the association between principals' leadership styles and secondary school teachers' job performance. The study found that democratic, autocratic, and laissez-faire leadership styles contributed around 68.3% of the work performance scale of teachers, with democratic and laissez-faire leadership styles having the most prominent positive effect on teachers' job performance.

School leadership significantly impacts student progress, and the principal's leadership style does affect teacher performance (Hamilton, 2016). Other similar research also found a link between leadership style and teacher performance (Chen et al., 2017; Selesho & Ntisa, 2014).

The study by Fitria et al. (2017) analyzed the influence of organizational structure and leadership on the teaching performance of private secondary schools. The study, which was a quantitative study, used the route analysis technique, had a sample size of 326 teachers, and revealed that organizational structure had a direct positive effect on teacher performance, as did leadership (see Figure 10).

Figure 10

Model of Fitria, Mukhtar and Akbar
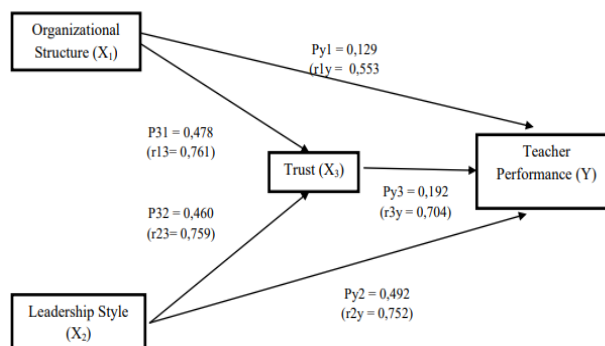
Figure 4.8 Keofisiensi Lines Organizational Structure, Leadership Style, Belief in Teacher Performance

Chen (2017) examined the disparities in the principal's leadership style and teacher instructional behaviors in public and private schools. Two thousand one hundred and seventy-seven teachers from public schools and 189 from private schools participated. The data was analyzed through the structural equation models, and the findings revealed that leadership is a strong predictor of teacher performance ($\beta = .62$) (see Figure 11).

Figure 11

Model of Chen
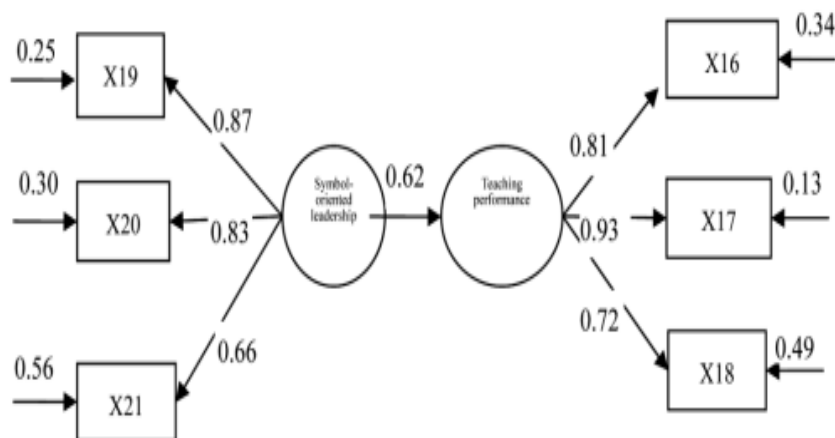
The research by Aunga and Masare (2017) studied the effect of leadership styles on the performance of primary school teachers in the Arusha district, Tanzania. This quantitative study used the descriptive survey design and employed the questionnaire for the data collection from a sample size of 140 individuals. In addition, they used Pearson's product-moment correlation to determine the link between the two variables. The study revealed that teacher performance in Arusha district primary schools was satisfactory. However, in this study sample, there was no statistically significant evidence that job satisfaction strongly predicted teaching success ($p >$ .05).

Job Satisfaction and Teacher Job Performance

A study by Patterson et al. (2004) points out that job satisfaction has been related more to performance when measured through economic aspects because job satisfaction is a predictor of this type of performance.

Recently, Vargas-Miñano et al. (2020), in a study with 291 teachers, concluded that there is a relationship between job satisfaction and performance and a significant, positive, and direct correlation between job satisfaction and teaching performance ($r = .613$, $p = .000$).

Another research by Trujillo Ramirez et al. (2020) examined the relationship between job satisfaction and teachers' performance at a university. The population consisted of 118 university teachers. The study found no statistically significant evidence that job satisfaction is a significant predictor of teaching performance in this study population.

In their investigation, Triadó Ivern et al. (2015) found that possibly satisfied teachers perform better in the courses in which they engage, which could convert into a beneficial impact, enhancing the teaching-learning processes. To corroborate this finding, Sánchez Trujillo and García Vargas (2017) state that job satisfaction influences individual job performance. In addition, they found that job happiness has a significant impact on employees and businesses, ranging from job performance to health and quality of life.

According to Triadó Ivern et al. (2015), the satisfied teachers perform better in the courses in which they engage, which could convert into a beneficial impact, enhancing the teaching-learning processes.

Sánchez Trujillo and García Vargas (2017) make the argument that job happiness affects people's performance at work in order to bolster this conclusion. Job performance, health, and quality of life are all significant factors that are related to employees and companies and are influenced by job satisfaction.

According to Cantón Mayo and Téllez Martínez (2016), job satisfaction in the educational field has implications for the performance of teachers since it has a direct impact on the effectiveness of their profession and performance.

Alcover de la Hera et al. (2015) states that job satisfaction is the level of conformity or emotional state that collaborators have with respect to their work environment and is associated with acceptable performance and task fulfillment. Job satisfaction can be established based on different phenomena, positive or negative. When teachers experience negative factors in the work environment, they also present a greater number of job dissatisfaction, which leads to a reduction in the quality of work and performance (El-Sahili González, 2015).

A study by Huaita Acha and Luza Castillo (2018) determined the influence of job satisfaction on teacher performance in educational institutions at the secondary level in Barrios Altos-Lima. The impact of work satisfaction and work climate on the variable of teacher performance was significant ($\chi^2 = 115.746$; $gl = 16$; $p = .000$). The R^2 value explains 86.6% of the variance. According to this result, job satisfaction significantly influences teachers' performance.

To determine the connection between these two variables, Espinoza Poves and Vásquez Villanueva (2017) studied the level of prediction between the teaching performance of educational centers with a sample of 60 teachers and their managers. The study discovered that transformational leadership was a direct and significant predictor of instructional success ($\beta = .439$, $p < .01$). Transactional leadership, on the contrary, proved to be ineffective in predicting teacher effectiveness.

In their research, Baluyos et al. (2019) sought to ascertain the connection between teachers' job satisfaction and job performance. One hundred four school principals and 313 teachers participated. A descriptive-correlational research approach was adopted, and the

instruments used were the Teacher Job Satisfaction Survey Questionnaire (TJSQ) and the Individual Performance Commitment Review Form (IPCRF). The findings suggest that only 3.98% of teachers' job performance was linked to their job satisfaction in supervision (β = -.09) and security (β = .10), with the rest, 96.02%, ascribed to other criteria not included in the study. Future studies, therefore, should study the factors that can predict teacher job performance.

The research of Wolomasi et al. (2019) looked for the degree of prediction between the variables of work satisfaction of primary school teachers and their job performance. Three hundred fifty-two teachers independently completed two survey questionnaires for this investigation. They performed a straightforward linear regression, and the outcome of the data analysis revealed that teachers' job performance was a significant positive predictor of their job satisfaction (R^2 = .071).

Li et al. (2018) presents the results of a study of a multilevel trait model of teachers concerning their job performance and using job satisfaction as a mediator (see Figure 12).

Figure 12

Model of Li

Multilevel moderated mediation model path coefficients. The control variable (teaching tenure) is not depicted in t figure. **p < 0.01, ***p < 0.001.

The study included 37 Chinese primary school principals and a sample of 881 instructors. It determined that the variable of job satisfaction partially mediated the association between teacher characteristics and job performance ($\beta = .24$).

CHAPTER III

METHODOLOGY

Introduction

The goal of this study is to investigate the causal relationship between teachers' perceptions of principal leadership and its effect on their perceptions of school climate, job satisfaction, and job performance using an empirical model and a theoretical model of teachers in the Atlantic Union of Seventh-day Adventist K–12 Education System

The research´s methodology will be described in detail in this chapter, along with the study's design, which covers the following topics: (a) research kind, (b) study population, (c) sample, (d) measuring instrument, (e) null hypotheses, (f) data collection, and (g) data analysis.

Type of Research

The current research is a quantitative research endeavor. According to Hernández Sampieri et al. (2014), research takes a quantitative approach if data gathering is used to test the hypothesis using numerical measurement and statistical analysis, to define patterns of behavior, and to test the theory. Non-experimental research describes phenomena and examines the relationship between different phenomena without any direct manipulation (McMillan & Schumacher, 2006). Descriptive research may include behavioral observation, in which the researcher can learn much by observing and surveying the phenomena (Pawar, 2021).

Population and Sample

Teachers working in the K–12 system of the Atlantic Union of Seventh-day Adventists

are the demographic being studied in this research project. The study population is 290 teachers. The sample population of the study is 112 teachers.

Although the teachers work in schools that are part of the Atlantic Union of Seventh-day Adventist K–12 Education System, the sampling method used in this study is non-probabilistic, guided, intentional, and for convenience. The sample is 38.62% of the total population. In Appendix A are the permissions to implement the research.

Instrument

The four instruments used in the present investigation are described below. The Appendix B contains a list of the instruments utilized in the current study.

Variables

The following are the variables of this research: (a) exogenous: teachers' perception of the principal's leadership; (b) mediators: teachers' perception of school climate and job satisfaction, and (c) endogenous: job performance.

Instrument Development

The four instruments used in the present investigation are described below. The Appendix B contains a list of the instruments utilized in the current study.

Principal Leadership

To measure the perception of the principal leadership construct, an instrument developed by Pierre-Antoine (2019) was adapted. This questionnaire has 25 items and uses a Likert scale with five response options. On a scale of 1 to 5, the options are: 1. strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, and 5. strongly agree. The instrument has the following four dimensions: (a) leadership development plan, (b) mission, (c) flexibility in leadership, and (d) servant

leadership. The internal consistency analyzed by Cronbach's alpha measured .945 for the global survey.

School Climate

To measure the perception of the school climate construct, an instrument developed by Guzmán Ramos (2018) was adapted. The questionnaire has 26 items and uses a Likert scale with five response options. On a scale of 1 to 5, the options are: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, and 5. strongly agree. The instrument has the following three dimensions: (a) motivation and job stability, (b) supervisory style and rewards, and (c) conflict management. The internal consistency analyzed by Cronbach's alpha measured .948 for the global survey.

Job Satisfaction

To measure the perception of the job satisfaction construct, an instrument developed by Auguste-George (2019) was adapted. The questionnaire has 12 items and uses a Likert scale with five response options. On a scale of 1 to 5, the options are: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, and 5. strongly agree. The instrument's four dimensions are as follows: (1) personal satisfaction, (2) work satisfaction, (3) social satisfaction, and (4) work recognition. The internal consistency analyzed by Cronbach's alpha measured .933 for the global survey.

Job Performance

To measure the perception of the job performance construct, an instrument developed by Monestime (2019) was adapted. The questionnaire has 33 items and uses a Likert scale with five response options. On a scale of 1 to 5, the options are: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, and 5. strongly agree. The instrument has the following eight dimensions: (a) leadership, (b) quality, (c) strategy, (d) information technology, (e) relationship, (f) innovative

development, (g) responsiveness, and (h) inter-functional coordination. The internal consistency analyzed by Cronbach's alpha measured .889 for the global survey.

Operationalization of the Variables

Each variable is shown below with the conceptual, instrumental, and operational definitions.

Principal Leadership

Conceptual Definition

Herrmann et al. (2019) said that the strategy and manner by which a leader proposes direction, develops strategies, and encourages individuals to achieve corporate goals is known as principal leadership.

Instrumental Definition

The study's instrument is described in Appendix B, and the following inquiries are utilized to gauge the variable of principal leadership:

1. The principal exemplifies traits that are like-Christ.

2. The principal goes above and beyond to make people feel comfortable around them.

3. The principal assists others with their personal growth.

4. The principal uses resources like pictures, tales, and models to help others grasp his or her visions.

5. Regarding the role of leadership, the principal is more like Moses.

6. When people accomplish challenging or complex goals, the principal ensures they are acknowledged and rewarded.

7. The principal permits others to carry out their tasks in the manner they like.

8. The principal completes tasks effectively and efficiently.

9. The principals' actions are akin to the biblical character of Daniel.

10. The principal has a growing network of people who depend on and trust him or her.

11. To help team members advance, the principal sets challenging tasks for them.

12. The Principal conveys to others what they ought to or could do by using straightforward words, pictures, and symbols.

13. In carrying out his/her ideas, the principal bases them on biblical principles.

14. In order to manage people, the principal establishes mutually acceptable norms.

15. The Principal rarely provides others with counsel or direction to help them achieve their objectives.

16. To let team members know how they are performing; the principal continually offers coaching and feedback.

17. The principal values different kinds of abilities.

18. People pay attention to the principal's opinions and concerns because of his/her abilities, education, and personality, not out of fear.

19. When others need support, the principal offers a sympathetic shoulder.

20. The principal helps others with innovative ways of looking at new and complex ideas or concepts.

21. The principal gives second chances.

22. The principal sees to see that subpar work is remedied.

23. The principal is satisfied as long as everything is going well.

24. All of my initiatives are under the supervision of the principle, who makes sure that we achieve our objectives as a team.

Operational Definition

The instrument uses a Likert scale with five response options: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, and 5. strongly agree. The value varies in the range of one to five, so a higher value indicates better principal leadership. The scale was considered to be metric.

The instrument contains the following four dimensions: (a) leadership development plan (1 to 6), (b) mission (7 to 12), (c) flexibility in leadership (13 to 19), and (d) servant leadership (20 to 25).

School Climate

Conceptual Definition

School climate is generally understood to be the cumulative feelings that a school community has over a period of time concerning its learning environment. Such lived experiences are usually generated from a person's perception of safety, order, and an environment conducive to learning (or teaching) at school or in the classroom (Peterson & Skiba, 2001).

Instrumental Definition

The instrument for this construct is described in Appendix B, and the following inquiries are utilized to gauge the variable of school climate:

1. Responsibilities are clearly explained to each employee.

2. Decision-makers are respected.

3. There is an orderly process for making decisions.

4. Employees take responsibility for the decisions they make.

5. Co-workers support each other in solving work problems.

6. Recognition is given for a job well done.

7. The staff's continued professional growth is a focus for the principal.

8. There are opportunities for staff to develop their skills.

9. An employee's exceptional performance is acknowledged by the principal.

10. The individual who takes initiative has the chance to advance.

11. Principal recognize good ideas contributed by employees.

12. The Principal is concerned about employees' personal problems.

13. Principal treat subordinates with respect.

14. The Principal gives employees feedback on their performance.

15. Employees are committed to their superiors by performing their work efficiently.

16. There is an atmosphere of camaraderie among the staff.

17. The staff develops as well as the institution.

18. There is total confidence in the responsibility of the staff.

19. The dismissal of an employee is fully justified.

20. There is job stability.

21. The employee is motivated by the work he/she performs.

22. The employee is motivated by the responsibilities he/she has.

23. The employee is motivated to go beyond the call of duty.

24. The employee is motivated by the salary he/she receives.

25. The employee is motivated by belonging to the institution.

26. The employee is motivated by the mission of the institution.

Operational Definition

This instrument uses a Likert scale with five points response options: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, and 5. strongly agree. The value varies in range from

one to five, so a higher value indicates a better school climate. The scale considered is metric.

The instrument contains the following three dimensions: (a) motivation and job stability (1 to 8), (b) supervisory style and rewards (9 to 17), and (c) conflict management (18 to 26).

<div align="center">Job Satisfaction</div>

Conceptual Definition

Job satisfaction is an affirmative or pleasant emotional feeling stemming from an employee's satisfaction with his/her employment or experience (Demirtaş, 2018).

Instrumental Definition

The instrument for this construct is described in Appendix B, and the following inquiries are utilized to gauge the variable of job satisfaction:

1. Employees receive administrative paperwork.

2. Policies and procedures are clearly communicated to employees.

3. All staff members are informed of the mission, vision, and values.

4. Employee engagement in training and other educational events are frequently scheduled.

5. The highest levels of management are notified of all operations.

6. To improve work, suggestions are made verbally or in writing.

7. Complaints are made verbally or in writing.

8. Meetings are organized to discuss important topics and hear valuable viewpoints.

9. Memoranda or letters utilized for group activity within the work domains.

10. School departments communicate often in order to establish activities.

11. To accomplish goals and objectives, working groups are formed with colleagues from various fields.

12. Teamwork is promoted throughout the school.

Operational Definition

This instrument uses a Likert scale with five points response options: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, and 5. strongly agree. The value varies in the range of one to five, so a higher value indicates job satisfaction. The scale considered is metric. The instrument contains the following four dimensions: (a) personal satisfaction (1 to 3), (b) work satisfaction (4 to 6), (c) social satisfaction (7 to 9), and (d) work recognition (10 to 12).

Job Performance

Conceptual Definition

The variable of job performance is a collection of actions that an employee engages in overtime to help the business achieve its objectives (Motowidlo & Van Scotter, 1994).

Instrumental Definition

The instrument for this construct is described in Appendix B, and the following inquiries are utilized to gauge the variable of job performance:

1. There exist quality interpersonal relations between the principal and subordinates.

2. There exist quality interpersonal relationships between teachers and the staff.

3. There is recognition of teachers by your principal.

4. There is a straightforward procedure for personnel/employee selection.

5. Your Principal demonstrates a quality level of leadership.

6. The compensation package at your institution is satisfactory (salaries, benefits, health, pensions, others).

7. In my line of work, there are options for professional training.

8. There is salary equality between men and women.

9. Employees are extremely motivated to fulfill assigned responsibilities.

10. The physical workplace environment's quality is adequate.

11. The quality of working/office equipment and tools is satisfactory.

12. You feel safe in your classroom/work areas.

13. The organization offers support for the attainment of individual objectives.

14. Opportunities for promotion are available.

15. The working environment at schools is good in terms of culture and climate.

16. I comply with the policies of the organization.

17. I work well even when there is no supervision.

18. I respect the code of conduct of the organization.

19. I stay in my work area during work time.

20. I report to work on time.

21. I remain productive while under stress.

22. I maintain a good working relationship with my co-workers.

23. I respect the opinions of my colleagues.

24. I help my colleagues when they require assistance.

25. I respect the instructions of my superiors.

26. I take responsibility for the bad decisions I make.

27. I execute my tasks according to plan.

28. I maintain my concentration on my work.

29. I effectively organize my time at work.

30. I perform duties with pleasure.

31. I complete work tasks within established timeframes.

32. I keep my work up to date.

33. I plan my work before doing it.

Operational Definition

This instrument uses a Likert scale with a five-point response option: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, and 5. strongly agree. The value varies in the range from one to five, so a higher value indicates a higher job performance. The scale is considered to be metric. The instrument contains the following eight dimensions: (a) leadership (1 to 4), (b) quality (5 to 8), (c) strategy (9 to 13), (d) information technology (14 to 17), (e) relationship (18 to 21), (f) innovative development (22 to 25), (g) responsiveness (26 to 29), and (h) inter-functional coordination (30 to 33).

Operationalization of Null Hypotheses

The following is proposed as the null hypothesis: The empirical model shows that teachers' perceptions of principal leadership have a direct effect on their job satisfaction and an indirect impact mediated by school climate and job performance on teachers in the Atlantic Union of Seventh-day Adventist K–12 Education System in the academic year 2021-2022, has a good fit with the theoretical model. The null hypothesis' operationalization is displayed in Table 1. It contains the variables, the extent to which each variable was measured, and the kind of statistical test that was used.

Goodness of Fit Indices

The study of Escobedo Portillo et al. (2016) proposed adjustment indices for structural models using goodness-of-fit metrics, incremental measures of adjustment, and parsimony adjustment measures. Below is a synopsis of them.

Table 1

Null Hypothesis Operationalization

Null Hypothesis	Variables	Measure-ment level	Statistical test
The empirical model shows that teachers' perceptions of principal leadership have a direct effect on their job satisfaction and an indirect impact mediated by school climate and job performance on teachers in the Atlantic Union of Seventh-day Adventist K–12 Education System during the academic year 2021-2022, has a good fit with the theoretical model.	Exogenous: Principal leadership Mediated: School climate Job performance Endogenous: Job satisfaction	Metrics Metrics Metrics Metrics	For the hypothesis test, path analysis models were used. First, the model is accepted based on the fulfillment of at least three adjustment criteria, chi-squared, relative chi-square, CFI, GFI, and RMSEA. The null hypothesis must be retained if the estimated parameter significant values $p > .05$.

Absolute Adjustment Measures

The absolute adjustment measures quantify used the following indicators:

1. Chi-square: The best-known measure of the highest level of method veracity is the Chi-square. As the value decreases, the model will fit the data better.

2. Chi-square/degrees of freedom: This approach compares models with various degrees of freedom. For example, a quotient of 5 is a fair correction, while a quotient of 2 is an exceptional fit.

3. Goodness of fit index (GFI): This measure establishes definite departures from normality by analyzing the adjustment in all situations, regardless of sample size. Poor adjustment ranges from 0 to 1 in its value (perfect adjustment).

4. The Tucker-Lewis Index (TLI) must be equal to or greater than .90.

5. Mean square approximation error (RMSEA): values less than .05 are optimal; values less than .10 are also favorable. However, the parameters for this inquiry will be numerical

values that are less than or equal to .08.

Incremental Adjustment Measures

In order to ascertain whether there is a direct link between the variables, the incremental adjustment measures compare the proposed model to a null model. The indicators are as follows:

1. Normative index of adjustment (NFI): Using the null model as a comparison point, the normative index of adjustment (NFI) compares the incremental adjustment. The acceptable range is 0 to 1. For example, an NFI score of .9 means that the proposed model is 90% better than the null model.

2. Tucker-Lewis Index (TLI): According to the Tucker-Lewis Index (TLI), the best model is one for which the value anticipated from the chi-square, divided by the degrees of freedom, is equal to one rather than one for which the chi-square is equal to zero. The formula is TLI = [(chi-square null/zero degrees of freedom) - (chi-square model/model degrees of freedom)] / [(chi-square null/degrees of freedom null) -1].

3. Index of incremental adjustment (IFI): This index compares the suggested model to the null model on a relative basis. Compared to other measures of incremental adjustment, such as NFI, it considers the degrees of freedom less sensitive to the sample size. The value displayed will be 0 if the model exposed is the worst conceivable model; nevertheless, it will be 1 if the model is good.

Adjustment Criteria

The indices listed below were used as criteria to assess the model's goodness of fit: (a) the chi-square likelihood ratio (χ^2) is as low as possible and has a significance level p greater or equivalent to .05; (b) a standardized chi-square (χ^2/df) value of less than three; (c) goodness of fit index (GFI) of at least .90; (d) a goodness-of-comparison index (CFI) of at least .90, (e) the

60

root of the average quadratic residual (RMSEA) of less than or equal to .08; (f) NFI greater than

or equal to .90; and (g) TLI greater than or equal to .90.

Data Collection and Access to Respondents

The following was the procedure used for collecting the data:

1. Verbal and written communication to obtain approval and notify the school

administrators of the researcher's intention to conduct a survey. This communication will also

request the researcher's permission to use the instrument on the school's teachers.

2. The Principal or the project's designated person received the instrument.

3. The principal or designee decided when it is appropriate for them to complete the

survey in person or online.

Data Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences

(SPSS). The test used in this investigation was Path Analysis. After building the database and

the descriptive statistics, the researcher used (measures of central tendency) to clean it, gather

demographic data, and assess the behavior of the key variables.

CHAPTER IV

ANALYSIS OF THE RESULTS

Introduction

This investigation aims to determine the empirical model's goodness of fit with respect to the theoretical model of teachers in the Atlantic Union of Seventh-day Adventist K–12 schools. The empirical model hypothesizes that teachers' perceptions of principal leadership directly impact their job performance and indirectly impact their perceptions of the mediated variables of school climate and job satisfaction.

The methodological design of this study can be classified as empirical, quantitative, cross-sectional, descriptive, exploratory, and correlational. Principal leadership served as an exogenous variable in the research model, while school climate and job satisfaction served as mediating variables and job performance as an endogenous variable.

In addition, the participant's ages, years of service, and degrees were used as demographic variables.

The components of this chapter are as follows: (a) the population and sample, (b) a demographic description of the participants, (c) a description of the constructs, (d) other results, (e) reliability of the constructs, (f) the null hypotheses, and (g) the chapter summary.

Population and Sample

Teachers working in the Atlantic Union of Seventh-day Adventist K–12 schools participants in this study. The study population was 290 teachers, and the sample size of the

study was 112 teachers (38.62%). This research used a non-probabilistic, intentional, directed, and convenient sampling method.

Table 2 displays the data showing the six conferences in the Atlantic Union to which the teachers who answered the survey instrument are employed. It was observed that most of the respondents were from the Northeastern Conference, representing 51.8% ($n = 58$).

Table 2

The Distribution of Participants by Conference

Conferences	*n*	*%*
Northeastern	58	51.8
Bermuda	8	7.1
Southern	17	15.2
Greater New York	17	15.2
New York	7	6.3
Northern New England	5	4.5
Total	112	100.0

Demographic Profile Description

The demographic findings are presented in this section, including the conference the teachers belonged to, their age, years of service, the grade they taught, and the gender of participants. The supporting tables are in Appendix C.

Age of Participants

The age distribution of the teachers revealed that the majority of them were in their early 50s. Fifty years old, representing 9.8% ($n = 11$). The minimum age was 25 years, which represents .9% ($n = 1$) and the maximum age was 79 .9% ($n = 1$). Therefore, the median age of the participants was 50 years old. The Table representing this data can be seen in Appendix C.

Gender

The distribution of responders by gender revealed that the female group is representative of 75% (*n* = 84*)* while the male group represents 25% (*n* = 28).

Years of Service

After categorizing teachers according to their years of service, most participants stated that they had 12 years of teaching experience representing 10.7% (*n* = 12), and the maximum number of years of service was 40 years, representing .9% (*n* = 1). The Table is shown in Appendix C.

Teachers' Degrees

The information pertaining to the teaching credentials is shown in Table 3. The analysis shows that the majority of teachers, 61.6% (*n* = 69), had a master's degree, and the lowest percentage, 5.4% (*n* = 6), had doctoral degrees.

Table 3

Distribution of Participants by Highest Degree

Highest degree	*n*	*%*
Associate	8	7.1
Bachelors	29	25.9
Master	69	61.6
Doctoral	6	5.4
Total	112	100.0

Description of the Constructs

The broad analysis of each of the constructs is shown in this section using the arithmetic mean and the standard deviation. Appendix D shows the supporting tables.

Teacher's Perception of Principal Leadership

The construct of principal leadership was measured using Cronbach's alpha test to obtain reliability, which was .967. The construct of principle leadership had a mean score of 3.86, a standard deviation of .858, a skewness of - .945, and a kurtosis of .512 (see Figure 13).

The mean and standard deviation of each item of the variable of principal leadership are shown in Table 5. The least assessed behavior was "PL15. The principal rarely gives direction or advice to others so they can reach their goal" ($M = 2.56, SD = 1.432$), while the most evaluated behavior was "PL21. The principal allows for second chances" ($M = 4.31, SD = .911$). The description of principal leadership items can see in Table 4.

Table 4

List of Principal Leadership Items with Descriptions

Items	M	SD
PL1. The principal exemplifies Christlike qualities.	4.22	.975
PL2. The principal goes above and beyond to make people feel comfortable around them.	4.16	1.087
PL3. The principal assists others with their personal growth.	4.06	1.117
PL4. The principal uses resources like pictures, tales, and models to help others grasp his/her vision.	3.88	1.153
PL5. Regarding the role of leadership, the principal is more like Moses.	3.70	1.153
PL6.When people accomplish challenging or complex goals, the principal ensures they are acknowledged and rewarded.	4.03	1.102
PL7. The principal permits others to carry out their tasks in a manner they like .	3.70	1.146
PL8. The principal completes tasks effectively and efficiently.	4.08	1.041
PL9. The principals' actions are akin to the biblical character of Daniel.	3.60	1.212
PL10. The principal has a growing network of people who depend on and trust him/her.	3.82	1.172
PL11. To help team members advance, the principal sets challenging tasks for them.	3.84	1.174
PL12. The principal conveys to others what they ought to or could do by using straight-forward words, pictures, and symbols.	3.94	.998
PL13. In carrying out his/her ideas, the principal bases them on biblical principles.	4.04	1.126
PL14. In order to manage people, the principal establishes mutually acceptable norms.	3.68	1.246
PL15. The principal rarely provides others with counsel or direction to help them achieve their objectives.	2.56	1.432
PL16.To let team members know how they are performing; the principal continually offers coaching and feedback.	3.61	1.240
PL17. The principal values different kinds of abilities.	4.01	1.135
PL18. People pay attention to the principals' opinions and concerns because of his/her abilities, education, and personality, not out of fear	3.93	1.243
PL19. When others need support, the principal offers a sympathetic shoulder.	4.00	1.238
PL20. The principal helps others with innovative way of looking at new and complex ideas or concepts.	3.86	1.169
PL21. The principal allows for second chances.	4.31	.911
PL22. The principal ensures poor performance is corrected.	4.01	1.018
PL23. As long as things are going smoothly, the principal is satisfied.	3.97	1.035
PL24. The principal monitors all projects that I am in charge of to ensure the group meets its goal.	3.75	1.053
Total	3.86	.858

Teacher's Perception of School Climate

Cronbach's Alpha, a measure of reliability, yielded a score of .965 for the construct of school climate. The school climate construct's mean was 3.97, and its standard deviation was .799, making it skewed.

Cronbach's Alpha, a measure of reliability, yielded a score of .965 for the construct of school climate, a mean score of 3.97, a standard deviation of .799, a skewness of - .669, and a kurtosis of - .067 (see Figure 14).

Figure 13

Histogram with Normal Curve for Principal Leadership
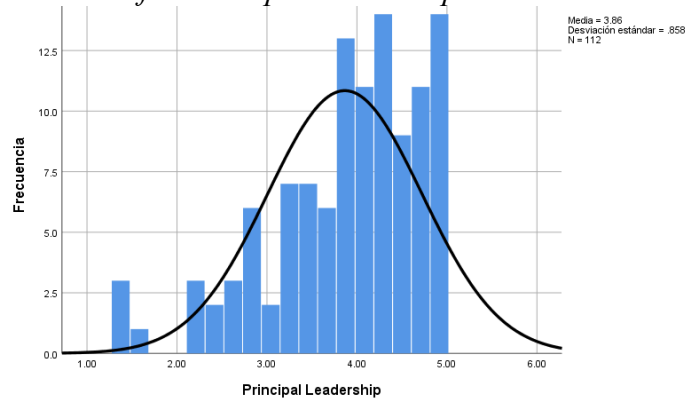
Figure 14

Histogram with Normal Curve for School Climate

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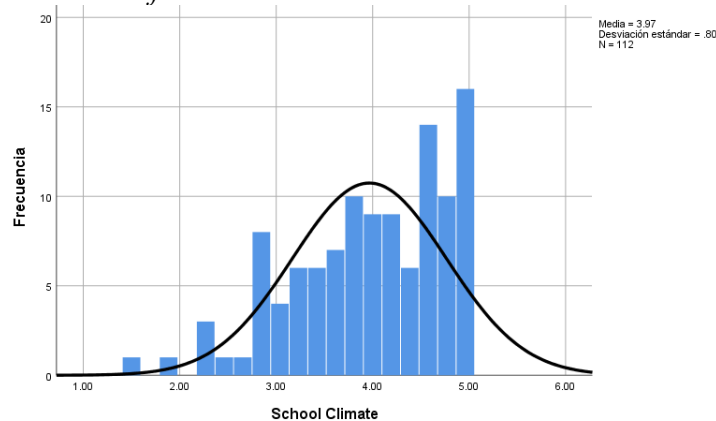
For the variable of school climate, Table 5 displays the mean and standard deviation. The best assessment criteria were as follows: SC26.The employee is motivated by the mission of the institution ($M = 4.38$, $SD = .807$). On the other hand, the least evaluated behavior was the following: SC24. The employee is motivated by the salary he/she receives ($M = 2.65$, $SD = 1.327$). Consequently, 3.97 was the construct's overall arithmetic mean.

Table 5

Description of the Components of School Climate

Items	M	SD
SC1. Responsibilities are clearly explained to each employee.	3.89	1.093
SC2. Decision makers are respected.	3.97	1.026
SC3. There is an orderly process for making decisions.	3.72	1.179
SC4. Employees take responsibility for the decisions they make.	4.04	.939
SC5. Co-workers support each other in solving work problems.	4.23	.977
SC6. Recognition is given for a job well done.	4.03	1.119
SC7. The staff's professional growth is a concern for the principal.	4.17	1.146
SC8. There are opportunities for staff to develop their skills.	3.94	1.225
SC9. An employee's exceptional performance is acknowledged by the principal.	4.06	1.125
SC10. A chance for growth exists for the proactive employee.	3.72	1.172
SC11. Principal recognize good ideas contributed by employees.	4.20	.976
SC12. Principal is concerned about employees' personal problems.	4.00	1.208
SC13. Principal treat subordinates with respect.	4.17	1.138
SC14. Principal gives employees feedback on their performance.	3.96	1.146
SC15. Employees are committed to their superiors by performing their work efficiently.	4.09	.991
SC16. There is an atmosphere of camaraderie among the staff.	4.26	1.038
SC17. The staff develops as well as the institution.	3.93	1.071
SC18. There is full confidence in the responsibility of the staff.	3.96	1.048
SC19. The dismissal of an employee is fully justified.	3.73	1.215
SC20. There is job stability.	3.71	1.276
SC21. The employee is motivated by the work he/she performs.	4.11	.953
SC22. The employee is motivated by the responsibilities he/she has.	4.09	.991
SC23. The employee is motivated to go beyond the call of duty	4.21	1.035
SC24. The employee is motivated by the salary he/she receives.	2.65	1.327
SC25. The employee is motivated by belonging to the institution.	3.88	1.171
SC26. The employee is motivated by the mission of the institution.	4.38	.807
Total	3.96	.799

Job Satisfaction as Perceived by Teachers

The construct of Job satisfaction was measured using Cronbach's alpha test to obtain reliability, which was .927. The mean score of the construct of school climate was 4.01, with a standard deviation of .787, a skewness of - .857, and a kurtosis of .457 (see Figure 15).

Using Cronbach's alpha test, the construct of job satisfaction was evaluated for reliability; the result was .927. The construct of school climate had a mean score of 4.01, a standard deviation of .787, a skewness of - .857, and a kurtosis of .457 (see Figure 15).

Figure 15

Histogram with Normal Curve for Job Satisfaction
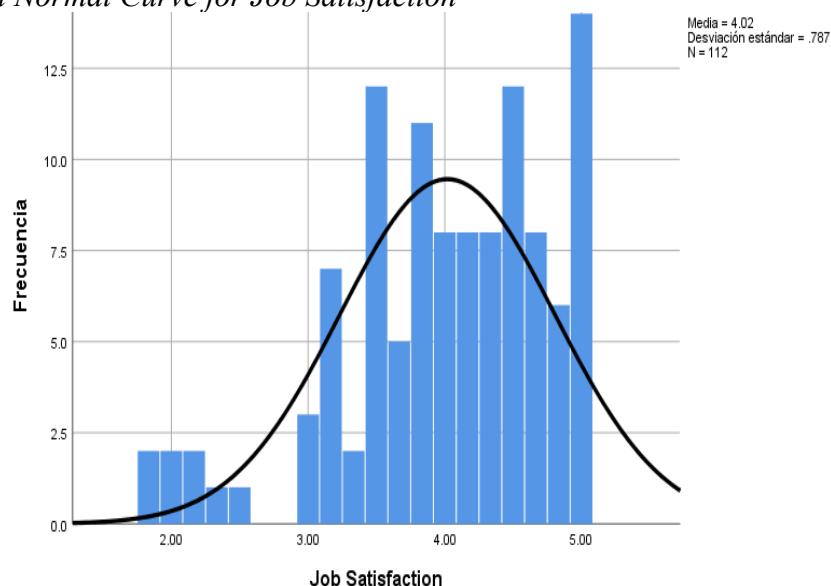
Table 6 shows the mean and standard deviation for the variable of job satisfaction. As a result of the mean scores, the best-evaluated criteria were the following: JS5. The highest levels of management are notified of all operations (M = 4.37, SD = .880), and the least evaluated behavior was the following: JS11. To accomplish goals and objectives, working groups are formed with colleagues from various fields (M = 3.66, SD = 1.135).

Table 6

Description of the Items for the Variable of Job Satisfaction

Items	*M*	*SD*
JS1. Employees receive administrative paperwork.	3.76	1.125
JS2. Policies and procedures are clearly communicated to employees.	4.16	.945
JS3. All staff members are informed of the mission, vision, and values.	4.23	1.057
JS4. Employees engagement in training and other educational events are frequently scheduled.	4.35	.791
JS5. The highest levels of management are notified of all operations.	4.37	.880
JS6. To improve work, suggestions are made verbally or in writing.	3.99	1.143
JS7. Complaints are made verbally or in writing.	3.99	.944
JS8. Meetings are organized to discuss important topics and hear valuable viewpoints	4.05	1.229
JS9. Memoranda or letters utilized for group activity within the work domain.	3.78	1.113
JS10. School departments communicate often in order to establish activities.	3.72	1.156
JS11. To accomplish goals and objectives, working groups are formed with colleagues from various fields.	3.66	1.135
JS12. Teamwork is promoted throughout the school.	4.16	1.070
Total	4.01	.787

Teacher Job Performance

The variable of Job performance was measured using Cronbach's Alpha test to obtain reliability, which was .935. The school climate variable yielded a mean score of 4.27, a standard deviation of .502, a skewness of - .522, and a kurtosis of .290 (see Figure 16).

Table 7 displays the mean and standard deviation for the variable of job performance. According to the mean score results, the best evaluated criteria were the following: "JP17. I work well even when there is no supervision" (M = 4.82, *SD* = .450). On the other hand, the least evaluated behavior was the following: "JP14. There exist opportunities for promotion" (M = 3.00, *SD* = 1.280).

Table 7

Descriptions of the Job Performance Items

Items	M	SD
JP1. There exist quality interpersonal relations between the principal and subordinates.	3.90	1.223
JP2. There exist quality interpersonal relationships between teachers on the staff.	4.39	.842
JP3. There is recognition of teachers by your principal.	4.11	1.068
JP4. There is a clear procedure for personnel/employee selection.	3.75	1.159
JP5. Your Principal demonstrates quality level of leadership.	4.09	1.159
JP6. The compensation package at your institution is satisfactory (salaries, benefits, health, pensions, others).	3.03	1.291
JP7. In my line of work, there are options for professional training.	3.83	1.258
JP8. There is salary equality between men and women.	3.85	1.109
JP9. Employees are high motivation to complete assigned tasks.	3.79	1.116
JP10. The physical workplace environment's quality is adequate.	3.68	1.210
JP11. The quality of working/office equipment and tools is satisfactory	3.61	1.181
JP12. You feel safe in your classroom/work areas.	4.39	.884
JP13. The organization offers support for the attainment of individual objectives.	3.79	1.150
JP14. Opportunities for promotion are available.	3.00	1.280
JP15. The working environment at schools is good in terms of culture and climate.	4.06	1.101
JP16. I comply with the policies of the organization.	4.64	.535
JP17. I work well even when there is no supervision	4.82	.450
JP18. I respect the code of conduct of the organization	4.81	.392
JP19. I stay in my work area during work time.	4.68	.700
JP20. I report to work on time.	4.60	.788
JP21. I remain productive while under stress.	4.53	.684
JP22. I maintain a good working relationship with my co-workers.	4.83	.443
JP23. I respect the opinions of my colleagues.	4.81	.392
JP24. I help my colleagues when they require assistance.	4.90	.299
JP25. I respect the instructions of my superiors.	4.67	.635
JP26. I take responsibility for the bad decisions I make.	4.78	.439
JP27. I execute my tasks according to plan.	4.50	.615
JP28. I maintain my concentration on my work.	4.63	.571
JP29. I effectively organize my time at work.	4.46	.599
JP30. I perform duties with pleasure.	4.46	.721
JP31. I complete work tasks within established timeframes.	4.47	.584
JP32. I keep my work up to date.	4.42	.666
JP33. I plan my work before doing it.	4.58	.595
Total	4.26	.502

Figure 16

Histogram with a Normal Curve of Teachers' Job Performance
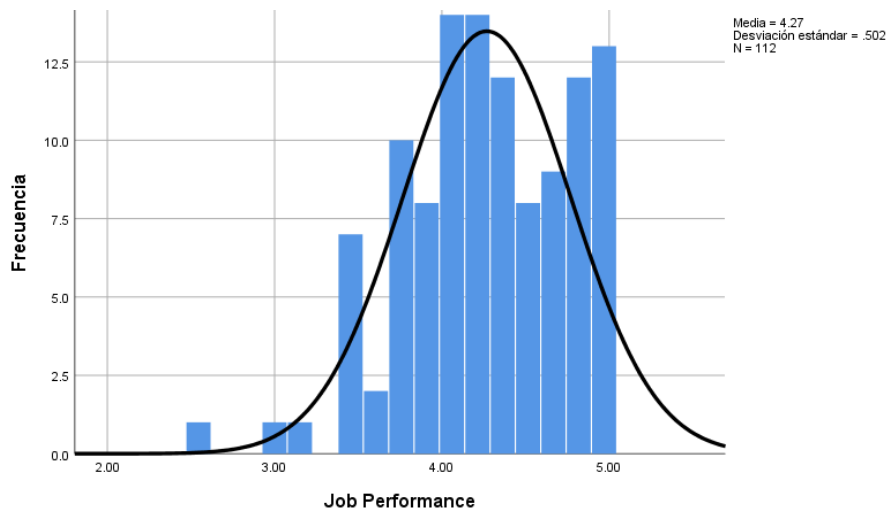
Reliability of the Constructs

Cronbach's alpha was employed to assess the internal consistency and dependability of the research's instrumentation. For example, the Principal Leadership Survey includes 24 items with a .967 Cronbach alpha. A Cronbach alpha of .965 and 26 questions make up the School Climate survey. The Job Performance Survey has 33 items with a Cronbach alpha of .935, while the Job Satisfaction Survey contains 12 items with a Cronbach alpha of .927.

Null Hypotheses

The empirical model shows that teachers' perceptions of principal leadership have a direct effect on their job satisfaction and an indirect impact mediated by school climate and job performance on teachers in the Atlantic Union of Seventh-day Adventist K–12 Education System during the academic year 2021-2022, has a good fit with the theoretical model.

Five residual outliers were removed, whose values exceeded +2 and -2 standard desviations (SD).

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The multivariate normality was measured with the Mardia coefficient, with a value C.R. = 4.942. The value of C.R. corresponds to Mardia's (1970, 1974, referenced in Byrne, 2010) normalized estimate of multivariate kurtosis. According to Bentler (2005), values of C.R. < 5 indicate that the data have a normal distribution.

The null hypothesis in this study was tested using path analysis, a statistical approach. The model's parameters were calculated using the maximum likelihood estimation (MLE) procedure, which resulted in a significant normed chi-squared (CMINDF = 2.042, CMIN = 4.085, p = .130, RMESA = .097, CFI = .996, TLI = .988, GFI = .982, NFI = .992 y RMR = .009).

In the fitted model (see Figure 17), the CMINDF, p value, CFI, TLI, GFI, NFI, and RMR indices contained acceptable values. Therefore, it can be affirmed that the empirical model directly fits the theoretical model with the data collected through the survey instrument (see Appendix E).

After the model was confirmed to be accurate, it was observed that the exogenous latent variables of principal leadership directly impacted school climate (γ = .88). Job Performance (γ = .58) and job satisfaction (γ = .89) were both directly impacted by the school climate. Job performance was directly impacted by job satisfaction (γ = .37).

Principal leadership's indirect impact on job satisfaction was (γ =.77). Principal leadership and job performance had a (γ =.79) indirect impact. The indirect effect between job performance and school climate was (γ =.32). As a result, there was sufficient data to reject the null hypothesis and support the research hypothesis (see Figure 16).

The Table 8 show the total effects, direct effects and indirect effects of all variables includes in the model of path analysis.

Figure 17

Path Analysis for the Variables in the Study

CMINDF=2.042, CMIN=4.085, P=.130, RMSEA=.097, CFI=.996,
TLI=.988, GFI=.982, NFI=.992, RMR=.009
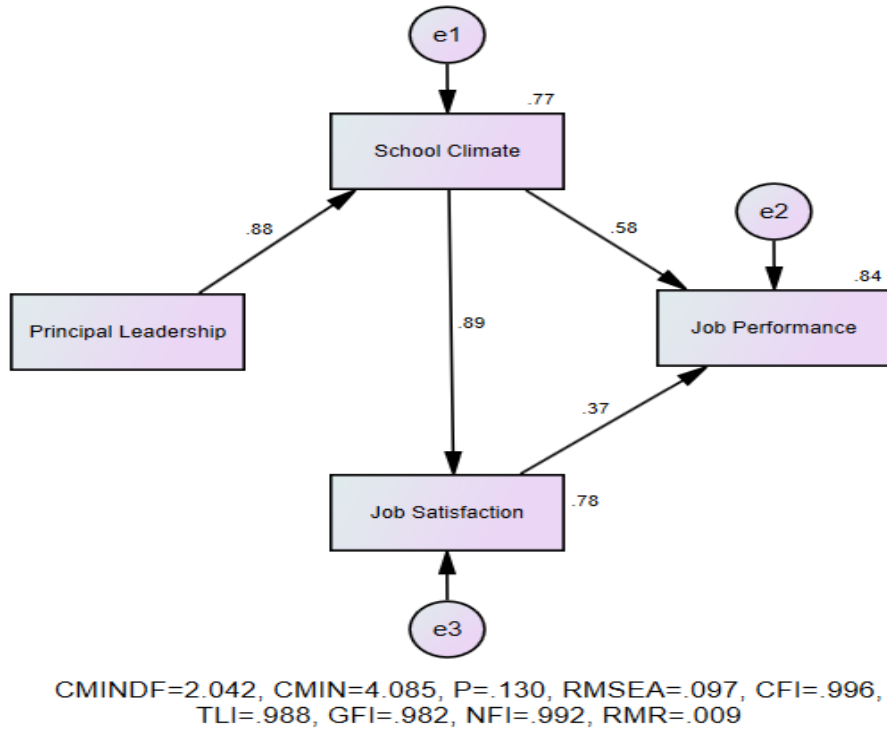
Table 8

Total (T), Direct (D), and Indirect (I) Effects of the Variables Included in the Model

	PL	SC	JS
SC	T = .877 D = .877 I = .000		
JS	T = .776 D = .000 I = .776	T = .885 D = .885 I = .000	
JP	T = .790 D = .000 I = .790	T = .901 D = .577 I = .324	T = .366 D = .366 I = .000

Nota. PL = Principal Leadership, SC = School Climate, JS = Job Satisfaction, JP = Job Performance

Other Results

Teachers' Perception of Principal Leadership

It was discovered that there were substantial disparities across the conferences when comparing the construct of the Principal's leadership to the conference variable. The Principal's leadership variable and the conference's demographic variable, which the teachers are a part of, were compared using a one-factor ANOVA to determine any significant differences ($F(5) = 4.052$, $p = .002$). The Northeastern and Southern New England Conferences also differed significantly ($p = .003$) from one another with the Northeastern conference having the highest arithmetic mean (4.09) and the Southern New England Conference the lowest (3.25). No significant differences were found with the other groups (Figure 18) shows that teachers from the New York Conference had the most favorable perception of the principal's leadership. In contrast, the Southern New England Conference teachers had the least favorable perception of principal leadership (see Appendix F).

Figure 18

The Principal Leadership Mean Profile and Factors by Conferences in AUC
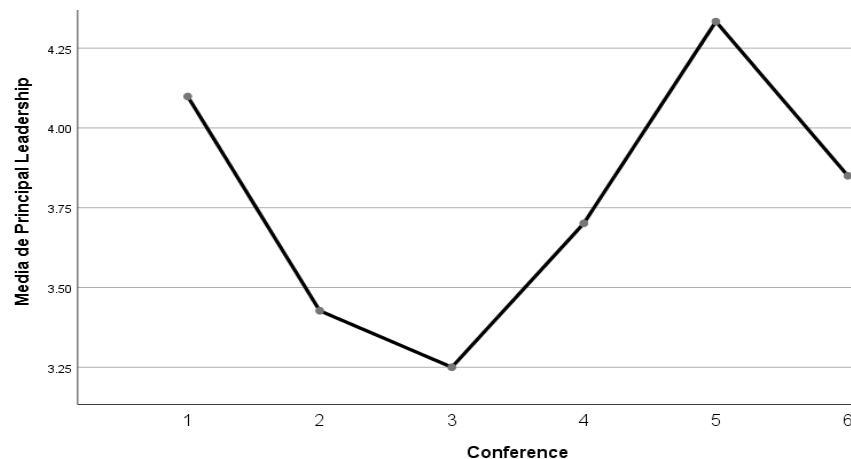
Teachers' Perception of School Climate

Significant differences were identified when comparing the conference variable with the concept of school climate. The conference demographic variable, which includes the teachers, and the school climate were compared using a one-factor ANOVA analysis, and it was discovered that there was a significant difference between the *two* ($F(5) = 3.076$, $p = .012$ ($p = .032$) was found). The Northeastern and Bermuda Conferences also differ significantly from one another with the Northeastern Conference having the highest arithmetic mean (4.13) and the Bermuda conference the lowest (3.25). There were no significant differences with the other conference schools in the Atlantic Union.

The Figure 19 show that teachers from the New York Conference felt that the principal's leadership had the greatest impact on the variable of school climate, while the least favorable perception was among the teachers from the Bermuda Conference (see Appendix F).

Figure 19

The School Climate Mean Profile and Factors by Conference in AUC
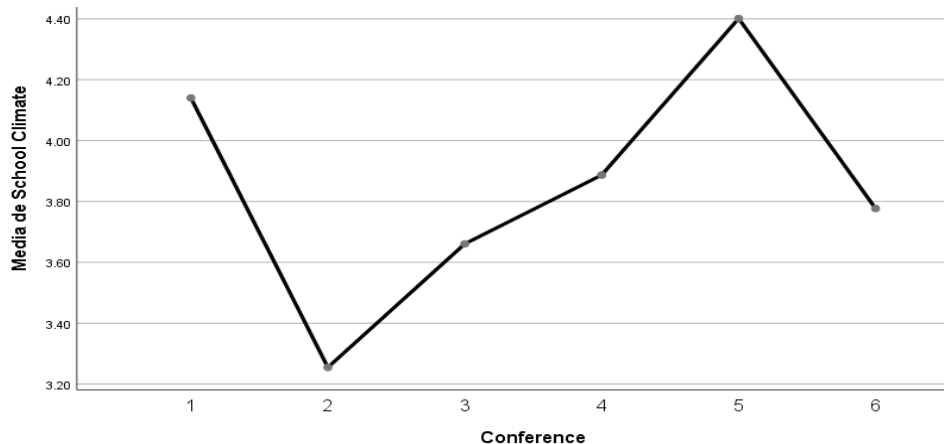
Perception of Teachers' Job Satisfaction

It was discovered that there were substantial disparities between the conference variable and the concept of work satisfaction. To find the significant differences between the variable of work satisfaction and the conference's demographics, to which the teachers belong, a one-factor ANOVA analysis was used ($F(5) = 3.650$, $p = .004$). Additionally, it was noted that, despite the model's significance, no fundamental differences were found across the Atlantic Union Conferences, since they all had p-values > .05. The New York Conference teachers had the highest positive opinions on the impact of the principal's leadership on teachers' work satisfaction, as seen in Figure 20. In contrast, teachers from the Bermuda Conference had the least favorable perception of the principal leadership's effect on teachers' job satisfaction (see Appendix F).

Figure 20

The Job Satisfaction Mean Profile and Factors by Conference Schools in AUC
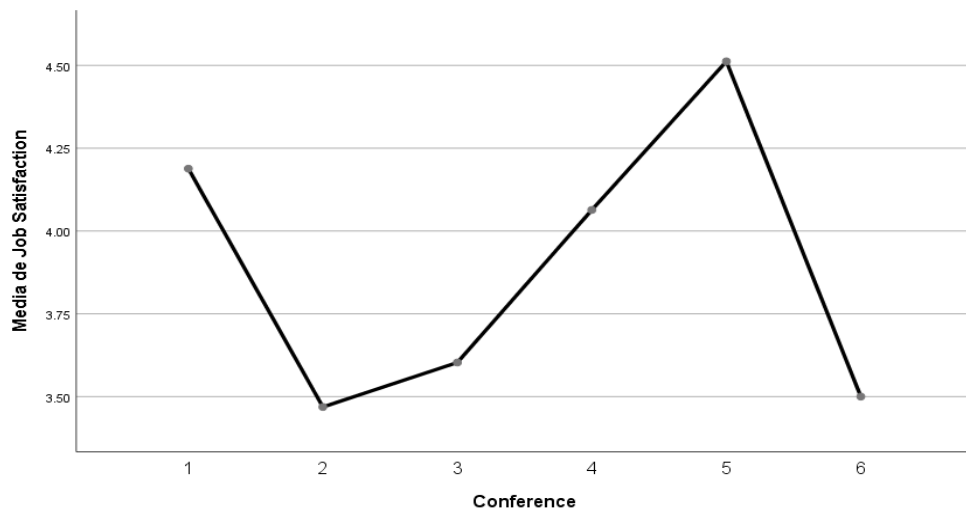
Perception of Teachers' Job Performance

It was discovered that there were substantial disparities between the conference variable and the construct of work satisfaction. A one-factor ANOVA analysis was used to identify significant variations between work performance and the conference demographic characteristic to which the teachers belonged, and a significant difference was discovered ($F(5) = 4.045$, $p = .002$). Furthermore, a statistically significant difference ($p = .044$) was discovered between the Northeastern and Bermuda conferences with the Northeastern Conference having the highest arithmetic mean ($M = 4.36$) and the Bermuda conference the lowest ($M = 3.83$). No significant differences were found with the other groups. The Figure 21 show that teachers from the New York Conference had the greatest positive perceptions of the principal's leadership effect on teachers' job performance. In contrast, the teachers from the Bermuda Conference had the least favorable perception of principal leadership on teachers' job performance (see Appendix F).

Figure 21

The Job Performance Mean Profile and Factors by K-12 Schools in AUC Conference
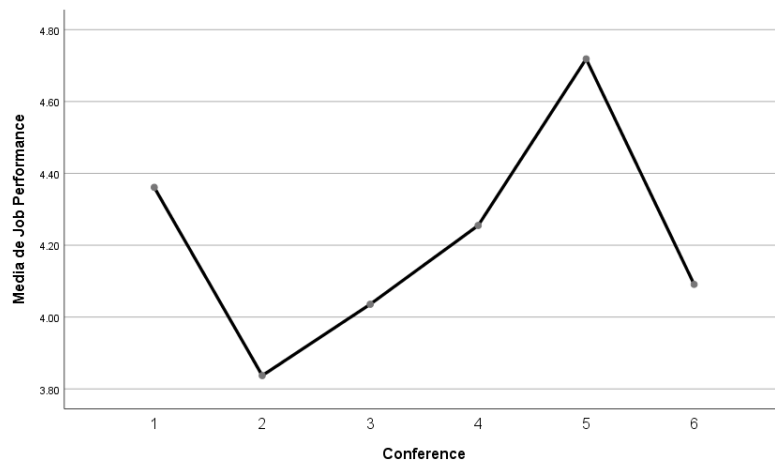
No significant differences were found in the study variables when compared with the

variables of age, gender, years of service and academic degree of the teachers.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS,
AND RECOMMENDATIONS

Introduction

The summary, discussions, and conclusions drawn from this inquiry are presented in this chapter. This section also takes into consideration the context, the research question, the methodology, and the findings. Additionally, it offers suggestions for further study that other scholars can pursue.

The purpose of this study is to investigate the empirical model in which teachers' perception of principal leadership has a direct effect on teacher job performance and an indirect effect with the mediated variables of their perception of school climate and job satisfaction. Does the model have a goodness of fit in relation to the theoretical model of teachers in the Atlantic Union of Seventh-day Adventists?

Summary

The results of this investigation are summarized in accordance with the problem statement above, which was previously stated in chapter 1.

The constructs of principals' leadership, work performance, school climate, and job satisfaction were considered in this study. Below is a summary of the theory consulted.

Concerning the variable of school principal leadership, Gerras et al. (2010) state that core leadership is the technique and strategy with which a leader provides direction, implements programs, and inspires employees to achieve corporate goals. Newstrom and Davis (1993) in

their study, discovered that a leader uses a leadership style to advance plans, stimulate people to action, and give direction to followers. Aparicio Guterres and Supartha (2016) ascertained that the method employed by the school leadership influences how well teachers do their jobs. Another study confirmed that a school building leader who constantly gives advice and guidance to teachers will increase their work capacity (Abas, 2017). Other authors (Adam & Hidayati, 2019; Khairizah et al., 2015; Srijani, 2013) also confirmed that a leader's approach affects the failure or success of his team.

Cook (2008), and Motowidlo and Van Scotter (1994) agreed that the performance of professional responsibilities of employees over a period of time, affects the vision and goals of a company and such outcome is considered its job performance.

Teacher work performance is considered to be relevant not only in the classroom or at school, but in all places where children are present and learning (Ali & Haider, 2017; Shaikh et al., 2012; Yusoff et al., 2014). In addition, Suprihatiningrum (2016) concurs that teaching performance is the most important factor that determines the quality of learning.

School climate refers to the collective personality of the school environment which includes, the context of academic learning and the social environment where students and teachers can interact to form positive relationships and develop as learners and professionals (Wang & Degol, 2016). Having a good, loving relationship with teachers or at least one adult in the school is a crucial aspect of a positive school climate (McNeely & Falci, 2004). The feeling of physical and emotional security, the quality of teaching and learning, the quality of relationships in the school, and the structural aspects of the school are all factors that influence the school climate (Cohen et al., 2009). A pleasant school climate is a motivating factor that helps students to develop their best traits while also encouraging academic success (Orpinas & Horne, 2006).

According to Vallerand et al. (2008), job satisfaction is a feeling of fulfillment that is derived from work. Kumari (2008) verified that job satisfaction is the sense of pleasure and pride experienced by people who enjoy their work. When employees are satisfied with their jobs, they will be happy and willing to stay and offer their full commitment to the success of the organization (Ansah-Hughes, 2016).

Teacher job satisfaction is considered to be the degree to which a teacher feels confident, challenged, rewarded, and successful at the current school where they are employed (Amoroso, 2002). Work satisfaction is an important factor in the happiness, enthusiasm, and loyalty of employees in the workplace (Tett & Meyer, 1993).

The variables employed in this study were as follows: (a) exogenous - the perception of principal leadership; and (b) endogenous - teachers' perceptions about the school climate, work satisfaction, and work performance. Teachers in the Atlantic Union of Seventh-day Adventist K-12 schools were the study's target group. The study population was 290 teachers. The sample population of the study was 112 teachers.

The empirical model, in which teachers' perception of principal leadership has a direct effect on teachers' job performance and an indirect effect on their perception of the mediated variables of school climate and job satisfaction, has a goodness of fit in relation to the theoretical model of teachers in the Atlantic Union of Seventh-day Adventist K-12 Education System.

The null hypothesis was tested using path analysis. The model parameters were calculated using the maximum likelihood estimation (MLE) procedure, which resulted in a substantial normed chi-square value (CMINDF = 2.042, CMIN = 4.085, p = .130, RMESA .097, CFI = .996, TLI = .988, GFI = .982, NFI = .992, and RMR = .009). Of the proposed indices, the CMINDF, p, CFI, TLI, GFI, NFI, and RMR criteria reached acceptable values and levels.

After the accuracy of the model was confirmed, it was discovered that the exogenous latent variables of principal leadership directly impacted school climate ($\gamma = .88$). job performance ($\gamma = .58$) and job satisfaction ($\gamma = .89$) were both directly impacted by the school climate. Job performance was directly impacted by job satisfaction ($\gamma = .37$).

Principal Leadership's indirect impact on job satisfaction was ($\gamma = .77$). Principal Leadership and Job Performance had a ($\gamma = .79$) indirect impact. The indirect effect between job performance and school climate was ($\gamma = .32$). As a result, there was sufficient data to reject the null hypothesis and accept the research hypothesis.

Discussion

School Climate and the Leadership of the Principal

This investigation supported the hypothesis that principal leadership, an exogenous latent variable, directly and significantly predicts school environment, an endogenous variable.

The findings of this study supported those of Pinkas and Bulić (2017), who discovered a relationship between the factors of school climate and leadership style. According to another significant study, the school location was the best predictor of school climate, and there was a statistically significant correlation between the leadership decisions aspect of school climate and the six transformational leadership factors (vision identification, modeling, goal acceptance, high-performance expectations, individualized support, and intellectual stimulation) identified by Leithwood and Jantzi (2005). Additionally, it was discovered that the factors of school climate were influenced by the elements of transformative leadership (Lane, 2016).

Investigations such as Hahn (2017) and Al-Safran et al. (2014) also mentioned that when the school leadership creates a positive school atmosphere and has a staff that is highly engaged, there will be a positive impact on student achievement. To further support this view, Bellibas

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and Liu (2018) found a correlation between perceived leadership and a positive school climate.

In their study, Smith et al. (2020) established that principal leadership positively affects factors of the organizational climate. Another study confirmed that there is a significant positive relationship between ethical school leadership and a positive school climate (Eranil & Ozbilen, 2017). Peláez Meléndez et al. (2020) in their research ascertained that there is a direct connection between principal leadership and a positive school climate. Damanik and Aldridge (2017) also confirmed a statistically significant and positive relationship between leadership style, school climate, and teacher self-efficacy.

School Climate and Job Satisfaction

This study demonstrated that the variable of school environment had a considerable and direct impact on the degree of work satisfaction of the population considered. The impact of school climate on work satisfaction was compared to research of a similar nature by Zakariya (2020). A structural equation model was utilized to analyze the results of this study, which had a sample of 3,951 teachers. The findings from these validated models, supported the notion that the construct of school climate had a significant and direct influence on the variable of job satisfaction.

In another research, Katsantonis (2020) studied the mediating role of teachers' self-efficacy in the relationship between school climate and teachers' job satisfaction. The study revealed that the variable of school climate was an indirect predictor of job satisfaction. The findings of this study concurred with those of Treputtharat and Tayiam (2014), who found that the variable of school climate highly influences the construct of teachers' work satisfaction.

Principal Leadership and Job Satisfaction

This present investigation found that there was an indirect effect between the variables

of principal leadership and job satisfaction with the construct of school climate being the mediating variable.

According to the theoretical analysis of Ingersoll's study from 2002, school leadership must make a concerted effort to implement the essential reforms to keep teachers satisfied with their work. Although the present study showed that the relationship was indirect, other researchers (Ch et al., 2017; Kars & Inandi, 2018) determined that the variable of principal leadership had a direct influence on teachers' job satisfaction. Mehdinezhad and Mansouri (2016) also affirmed that there is a significant and direct link between these variables. Baptiste (2019) and Dou et al. (2017) investigated the impact of leadership on job satisfaction and both studies confirmed that principal leadership has a significant impact on teachers' job satisfaction.

Similar studies have also ascertained that principal leadership and transformational leadership, in particular, have powerful influences on teachers' job satisfaction (Bakan et al., 2014; Jyoti & Bhau, 2015). Another similar investigation shows that the behavior of business leaders also influences the job satisfaction levels of employees (Khan et al., 2015; Wan Omar & Hussin, 2013). Recently, Asni et al. (2020) also proved that principal leadership affects teacher job satisfaction levels.

<div align="center">Principal Leadership and Teacher Job Performance</div>

With the concept of school environment serving as a mediating variable, this study aimed to ascertain if principal leadership impacts the degree of teacher job performance. The study of the data showed that there is an indirect relationship between principal leadership and the quality of teachers' work performance. Previous research has shown a direct relationship between principal leadership and teacher effectiveness, although this study only identified an indirect relationship between the two variables. The study of Imhangbe et al. (2019) asserted that certain

types of leadership styles, especially democratic and laissez-faire, have a positive influence on the job performance of teachers. Research carried out by Fitria et al. (2017) discovered that there is a direct positive effect of leadership on teacher performance. These studies agreed with the investigation of Chen (2017), which affirmed that principal leadership is a significant predictor of teacher performance. Aunga and Masare (2017) in their analysis have also concurred that there is a significant relationship between transformational leadership style and teaching performance.

<center>Job Satisfaction and Teacher Job Performance</center>

According to the model used in this study, the variable measuring teachers' work satisfaction significantly predicts how well they perform at their jobs.

This study used the concept of the school environment as a mediating variable to explore whether principal leadership impacted the degree of teacher job performance. The results obtained in the study have confirmed similar previous studies. For example, Patterson et al. (2004) and Vargas-Miñano et al. (2020) concluded that there is a significant relationship between job satisfaction and job performance. Trujillo Ramirez et al. (2020) found that teacher job satisfaction is a significant predictor of teacher performance. While Triadó Ivern et al. (2015), affirmed that potentially satisfied teachers have better job performance.

In their investigation, Sánchez Trujillo and García Vargas (2017) discovered a relationship between the employee job satisfaction levels and work performance. Likewise, Canton Mayo and Téllez Martínez's (2016) study, confirmed that job satisfaction in the educational field has implications for the performance of teachers. Other researchers, including Alcover de la Hera et al. (2015), support the relationship between job happiness and effective job performance.

<center>85</center>

When teachers experience negative factors of job dissatisfaction, it leads to a reduction in their performance (El-Sahili González, 2015). Baluyos et al. (2019) recently confirmed that the job performance of teachers is attributed to their job satisfaction.

The researcher faced various obstacles which were not anticipated while doing this investigation. The global COVID-19 outbreak, which forced the closure of schools across the USA, hindered the researcher's capacity to collect more completed questionnaires from the study population. Twenty questionnaires had to be discarded due to their incompleteness.

Despite these restrictions, the researcher analyzed the data by utilizing path analysis, a type of multiple regression statistical analysis that looked at the correlations between the dependent variable and the independent variables. The model's parameters were calculated using the maximum likelihood estimation (MLE) procedure. In the fitted model (see Figure 17), the CMINDF, p, CFI, TLI, GFI, NFI, and RMR indices contained acceptable values. Therefore, it can be affirmed that the empirical model directly fits the theoretical model with the data collected through the survey instrument.

Based on the researchers' extensive experiences as a teacher, assistant principal, and principal, he concurs with the research hypotheses and conclusions as well as the theories advanced by the experts described above. In his expert opinion, competent and effective principal leadership is essential in determining whether the school's climate motivates students and instructors to attend class regularly and be inspired to study.

In addition, he agrees that it is the principal's purposive leadership that strongly influences whether or not teachers are content with their work and are driven to enhance their practice by bringing innovations to improve curricula and classroom instruction, as well as whether or not teachers are satisfied with their job performance.

Conclusions

This study's analysis revealed the following findings:

1. When combined with the data gathered from the applied research, the theoretical model suited the empirical model rather well.

2. The exogenous latent variable of principal leadership affects the variable of school climate in a direct manner.

3. Job satisfaction directly correlated with the climate of the school.

4. The workplace dynamics directly impacted how well employees performed their duties.

5. Job satisfaction has a direct impact on job performance.

6. With the notion of school environment acting as a mediating variable, there is an indirect relationship between the leadership of the principal and work satisfaction.

7. With the school environment as a mediating variable, there was an indirect relationship between the variables of principal's leadership and job performance.

8. With work satisfaction as a mediating variable, there is an indirect relationship between school climate and job performance.

9. The six conferences in the Atlantic Union showed significant disparities in the variable of principal leadership, with the Northeastern conference having the highest arithmetic mean.

10. The variable of school climate was significantly different among the various conference schools.

11. Between the conferences, there were significant variations in the work satisfaction measure. For example, the teachers who were most satisfied with their jobs were from the New York Conference.

12. Between the various conferences, there were significant variations in the variable of work satisfaction.

Recommendations

The findings of the research of the Atlantic Union K–12 schools led to the following suggestions.

To the Leaders/Principals of Educational Institutions

1. Strengthen the leadership styles and philosophies of the participating institutions' principals, as this has an impact on teachers' performance.

2. Intentionally improve the quality of the teachers' working environment, because this affects the teachers' performance.

3. Create the conditions that will increase teachers' satisfaction with their jobs since doing so will enhance their performance.

4. The Principals need to be explicit and intentional in giving directions or guidance to teachers so they can achieve their schoolwide goals.

5. The educational system need to improve the salary of the teachers.

6. To achieve organizational aims and objectives, it is crucial to develop working groups such as Professional Learning Communities (PLC) with colleagues from all the departments within the schools.

7. It is important to create more rewarding opportunities for promotion and upward professional mobility within the system.

For Future Research

Based on the current study, the following are recommendation for future researchers:

1. Examine the behavior of a different group of teachers who have the same religious

affiliation to verify the validity of the model given in the study.

2. Compare this model with teachers from public institutions to observe its adjustments.

3. Include other elements in a study that can be used to predict teachers' success, like workload, remuneration, and commitment to their jobs.

APPENDIX A

PERMISSION TO CONDUCT RESEARCH

November 16, 2021

Jerrell Gilkeson, Education Director
Atlantic Union Conference of Seventh-day Adventists
400 Main Street,
Lancaster, MA 01523

Dear Dr. Gilkeson.

Greetings in the name of Our Lord Jesus!

I am in the final months of completing a PhD in Education Management from the Montemorelos University. My research seeks to analyze a Structural Model for Predictors of Teacher Job Performance in Seventh-day Adventist K-12 Schools in the Atlantic Union Conference. The main objective of this study is to determine whether principal leadership predicts school climate, job satisfaction, and job performance in the Atlantic Union's K-12 education system.

The information gleaned from this study will contribute to our educational institutions, by providing additional research and suggestions on the impact that principal leadership has on the variables of school climate, job satisfaction, and job performance in the Atlantic Union's school K-12 system.

In this regard, I hereby request your permission to conduct the attached survey for data collection from all teachers in the Atlantic Union Conference K-12 schools. The survey addresses the aforementioned study variables with principal leadership being the discourse driver. The survey will only take 10 - 12 minutes to complete, and all answers are anonymous. It is important that teachers answer each question as accurately as possible.

The link to the survey is given below and, as confidentiality dictates, teachers are not required to submit their name or school.

Thank you in advance for your time and support.

Respectfully,
Raymond Dixon

Survey link: https://forms.gle/do9yzVsMf4tbZXxi7

November 23, 2021

Office of Education
Atlantic Union Conference
400 Main Street
Lancaster, MA 01523
978-368-8333 x 3020
Fax: 978-368-7948

Dear Atlantic Union Educator:

Greetings!

Please know that we are so grateful for you in this season of thanksgiving.

You also know that we are constantly working to improve the delivery of Adventist education. Graduate education is one of the ways to improve our skill.

We seldom authorize Union-wide studies, but the nature of this study and the delivery method is the reason that I am bringing this request to you.

Kindly take a few minutes to assist Raymond Dixon by completing his dissertation survey. Please respond to all questions as accurately as possible.

This survey is anonymous, and the information gathered will be used only for this research with the intention of improving teachers' perception of principal leadership in the areas of school climate, job satisfaction, and job performance within our Seventh-day Adventist schools in Atlantic Union.

Marlene Alvarez
Interim Director of Education

Jerrell Gilkeson
Director of Education

November 16, 2021

Dear Participant.

Warm greetings in the name of Jesus!

I am in the final months of completing a PhD from Montemorelos University. My thesis seeks to survey whether principal leadership predicts school climate, job satisfaction, and job performance in the Atlantic Union's K-12 education system.

The information gleaned from this study will contribute to our educational institutions by providing additional suggestions for the building of school leadership capacity, and an improved environment that nurtures school climate, job satisfaction and job performance in the Atlantic Union.

With this in focus, I am soliciting your participation in the attached survey which addresses the aforementioned study variables - with principal leadership being the discourse driver. The survey will only take 10 - 12 minutes to complete, and all answers are anonymous. It is important that teachers answer each question completely and accurately as possible.

The link to the survey is given below and, as confidentiality dictates, you are not required to submit your name or school.
Survey Link: https://forms.gle/do9yzVsMf4tbZXxi7

Thank you very much for your time and support.

Sincerely,
Raymond Dixon, PhD Candidate

APPENDIX B

INSTRUMENTS

INSTRUMENTS

General Instructions

It is politely requested that you respond honestly since your opinion is highly valued and significant. All information you enter will be kept private. Please, remember to click submit when you have answered all the questions.

DEMOGRAPHICS

Choose the answer that correctly applies to you.

The Conference I work for is:	O Bermuda	O Greater New York
	O New York	O Northeastern
	O Northern New England	O Southern New England

Age in years:	O 21 – 30 years	O 31 – 40 years
	O 41 – 50 years	O 51 – 60 years
	O 61 years or over	

Years of service:	O 0 – 10 years	O 11 – 20 years
	O 21 – 30 years	O 31 years or more

Highest degree:	O Associate Degree	O Bachelor's Degree
	O Masters' Degree	O Doctoral Degree

Gender:	O Male	O Female

At my school I am:	O A teacher	

Principal Leadership (Pierre-Antoine, 2019).

Instructions: Please choose the number that corresponds to how you agree or disagree with each of the following statements. Be sure to address each statement.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
1	2	3	4	5				
				1	2	3	4	5

		1	2	3	4	5
1	The principal exemplifies traits that are like-Christ.					
2	The principal goes above and beyond to make people feel comfortable around them.					
3	The principal assists others with their personal growth.					
4	The principal uses resources like pictures, tales, and models to help others grasp his or her visions.					
5	Regarding the role of leadership, the principal is more like Moses.					
6	When people accomplish challenging or complex goals, the principal ensures they are acknowledged and rewarded.					
7	The principal permits others to carry out their tasks in the manner they like.					
8	The principal completes tasks effectively and efficiently.					
9	The principals' actions are akin to the biblical character of Daniel.					
10	The principal has an ever-growing network of individuals who rely on and trust him/her.					
11	To help team members advance, the principal sets challenging tasks for them.					
12	The principal conveys to others what they ought to or could do by using straightforward words, pictures, and symbols.					
13	In carrying out his/her ideas, the principal bases them on biblical principles.					
14	In order to manage people, the principal establishes mutually acceptable norms.					
15	The principal seldom ever provides advice or direction to others so they can accomplish their objectives.					
16	To let team members know how they are performing; the principal continually offers coaching and feedback.					
17	The principal values different kinds of abilities.					
18	People pay attention to the principal's opinions and concerns because of his/her abilities, education, and personality, not out of fear.					
20	When others need support, the principal offers a sympathetic shoulder.					
21	The principal helps others with innovative ways of looking at new and complex ideas or concepts.					
22	The principal gives second chances.					

23	The principal sees to see that subpar work is remedied.					
24	The principal is satisfied as long as everything is going well.					
25	All of my initiatives are under the supervision of the principle, who makes sure that we achieve our objectives as a team.					

School Climate (Guzmán Ramos, 2018)

Instructions: Please indicate your reaction to each of the following statements by selecting the number that represents your level of agreement or disagreement with it. Make sure to respond to each statement.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree				
1	2	3	4	5				

		1	2	3	4	5
1	Responsibilities are clearly explained to each employee.					
2	Decision-makers are respected.					
3	There is an orderly process for making decisions.					
4	Employees take responsibility for the decisions they make.					
5	Co-workers support each other in solving work problems.					
6	Recognition is given for a job well done.					
7	The staff's professional growth is a concern for the principal.					
8	There are opportunities for staff to develop their skills.					
9	The principal recognizes an employee's outstanding performance.					
10	The employee with the initiative has the opportunity for advancement.					
11	Principal recognize good ideas contributed by employees.					
12	The principal is concerned about employees' personal problems.					
13	Principal treat subordinates with respect.					
14	The principal gives employees feedback on their performance.					
15	Employees are committed to their superiors by performing their work efficiently.					
16	There is an atmosphere of camaraderie among the staff.					
17	The staff develops as well as the institution.					
18	There is total confidence in the responsibility of the staff.					
19	The dismissal of an employee is fully justified.					
20	There is job stability.					
21	The employee is motivated by the work he/she performs.					
22	The employee is motivated by the responsibilities he/she has.					
23	The employee is motivated to go beyond the call of duty.					
24	The employee is motivated by the salary he/she receives.					
25	The employee is motivated by belonging to the institution.					

| 26 | The employee is motivated by the mission of the institution. | | | | | |

Job Satisfaction (Auguste-George, 2019)

Instructions: Please indicate your reaction to each of the following statements by selecting the number that represents your level of agreement or disagreement with it. Make sure to respond to each statement.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

		1	2	3	4	5
1	Employees receive administrative paperwork.					
2	Policies and procedures are clearly communicated to employees.					
3	All staff members are informed of the mission, vision, and values.					
4	Employees engagement in training and other educational events are frequently scheduled.					
5	The highest levels of management are notified of all operations.					
6	To improve work, suggestions are made verbally or in writing.					
7	Complaints are made verbally or in writing.					
8	Meetings are organized to discuss important topics and hear valuable viewpoints.					
9	Memoranda or letters utilized for group activity within the work domain.					
10	School departments communicate often in order to establish activities.					
11	To accomplish goals and objectives, working groups are formed with colleagues from various fields.					
12	Teamwork is promoted throughout the school.					

Job Performance (Monestime, 2019)

Instructions: Please indicate your reaction to each of the following statements by selecting the number that represents your level of agreement or disagreement with it. Make sure to respond to each statement.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

		1	2	3	4	5
1	There exist quality interpersonal relations between the Principal and subordinates.					
2	There exist quality interpersonal relationships between teachers on the staff.					
3	There is recognition of teachers by your Principal.					
4	There is a straightforward procedure for personnel/employee selection.					
5	Your Principal demonstrates a quality level of leadership.					
6	The compensation package at your institution is satisfactory (salaries, benefits, health, pensions, others).					
7	In my line of work, there are options for professional training.					
8	There is salary equality between men and women.					
9	Employees are highly motivation to complete assigned tasks.					
10	The physical workplace environment's quality is adequate.					
11	The quality of working/office equipment and tools is satisfactory.					
12	You feel safe in your classroom/work areas.					
13	The organization offers support for the attainment of individual objectives.					
14	Opportunities for promotion are available.					
15	The working environment at school is good in terms of culture and climate.					
16	I comply with the policies of the organization.					
17	I work well even when there is no supervision.					
18	I respect the code of conduct of the organization.					
19	I stay in my work area during work time.					
20	I report to work on time.					
21	I remain productive while under stress.					
22	I maintain a good working relationship with my co-workers.					
23	I respect the opinions of my colleagues.					
24	I help my colleagues when they require assistance.					
25	I respect the instructions of my superiors.					
26	I take responsibility for the bad decisions I make.					
27	I execute my tasks according to plan.					

28	I maintain my concentration on my work.					
29	I effectively organize my time at work.					
20	I perform duties with pleasure.					
31	I complete work tasks within established timeframes.					
32	I keep my work up to date.					
33	I plan my work before doing it.					

APPENDIX C

DEMOGRAPHIC INFORMATION

Demographics

Frequencies

Statistics

		Conference	Age	Service	Degree	Gender
N	Valid	112	112	112	112	112
	Lost	0	0	0	0	0
Media		2.30	50.69	14.317	2.65	1.75
Desv. Deviation		1.576	9.987	9.8094	.694	.435

Table of frequencies

Conferences

		Frequencies	Percentage	Valid percentage	Percentage Accumulated
Valid	1	58	51.8	51.8	1.8
	2	8	7.1	7.1	58.9
	3	17	15.2	15.2	74.1
	4	17	15.2	15.2	89.3
	5	7	6.3	6.3	95.5
	6	5	4.5	4.5	100.0
	Total	112	100.0	100.0	

Age

		Frequencies	Percentage	Valid percentage	Percentage Accumulated
Valid	25	1	.9	.9	.9
	27	1	.9	.9	1.8
	30	2	1.8	1.8	3.6
	33	2	1.8	1.8	5.4
	34	2	1.8	1.8	7.1
	35	2	1.8	1.8	8.9
	36	1	.9	.9	9.8
	37	1	.9	.9	10.7
	38	2	1.8	1.8	12.5

39	1	.9	.9	13.4
40	2	1.8	1.8	15.2
42	2	1.8	1.8	17.0
43	3	2.7	2.7	19.6
44	6	5.4	5.4	25.0
45	4	3.6	3.6	28.6
46	1	.9	.9	29.5
47	4	3.6	3.6	33.0
48	5	4.5	4.5	37.5
49	5	4.5	4.5	42.0
50	11	9.8	9.8	51.8
51	4	3.6	3.6	55.4
52	5	4.5	4.5	59.8
53	1	.9	.9	60.7
54	2	1.8	1.8	62.5
55	7	6.3	6.3	68.8
56	7	6.3	6.3	75.0
57	4	3.6	3.6	78.6
58	2	1.8	1.8	80.4
59	1	.9	.9	81.3
60	2	1.8	1.8	83.0
61	4	3.6	3.6	86.6
62	2	1.8	1.8	88.4
63	3	2.7	2.7	91.1
64	2	1.8	1.8	92.9
66	2	1.8	1.8	94.6
67	2	1.8	1.8	96.4
69	1	.9	.9	97.3
70	1	.9	.9	98.2
73	1	.9	.9	99.1
79	1	.9	.9	100.0
Total	112	100.0	100.0	

Service

		Frequencies	Percentage	Valid Percentage	Percentage Accumulated
Valid	.0	1	.9	.9	.9
	1.0	11	9.8	9.8	10.7
	2.0	1	.9	.9	11.6
	3.0	3	2.7	2.7	14.3
	3.5	1	.9	.9	15.2
	4.0	5	4.5	4.5	19.6
	5.0	4	3.6	3.6	23.2
	6.0	4	3.6	3.6	26.8
	7.0	3	2.7	2.7	29.5
	8.0	4	3.6	3.6	33.0
	9.0	1	.9	.9	33.9
	10.0	5	4.5	4.5	38.4
	12.0	12	10.7	10.7	49.1
	13.0	7	6.3	6.3	55.4
	14.0	2	1.8	1.8	57.1
	15.0	4	3.6	3.6	60.7
	16.0	5	4.5	4.5	65.2
	17.0	1	.9	.9	66.1
	18.0	3	2.7	2.7	68.8
	20.0	5	4.5	4.5	73.2
	21.0	2	1.8	1.8	75.0
	22.0	2	1.8	1.8	76.8
	23.0	3	2.7	2.7	79.5
	24.0	3	2.7	2.7	82.1
	25.0	4	3.6	3.6	85.7
	27.0	1	.9	.9	86.6
	28.0	3	2.7	2.7	89.3
	29.0	1	.9	.9	90.2
	30.0	4	3.6	3.6	93.8
	32.0	2	1.8	1.8	95.5
	33.0	1	.9	.9	96.4
	34.0	2	1.8	1.8	98.2
	36.0	1	.9	.9	99.1
	40.0	1	.9	.9	100.0
	Total	112	100.0	100.0	

Degrees

		Frequency	Percentage	Valid Percentage	Percentage Accumulated
Valid	1	8	7.1	7.1	7.1
	2	29	25.9	25.9	33.0
	3	69	61.6	61.6	94.6
	4	6	5.4	5.4	100.0
	Total	112	100.0	100.0	

Gender

		Frequency	Percentage	Valid Percentage	Percentage Accumulated
Valid	1	28	25.0	25.0	25.0
	2	84	75.0	75.0	100.0
	Total	112	100.0	100.0	

Circle Graph

Conference

Degree

Legend:
- 1 (blue)
- 2 (red)
- 3 (green)
- 4 (orange)

Gender

Legend:
- 1 (blue)
- 2 (red)
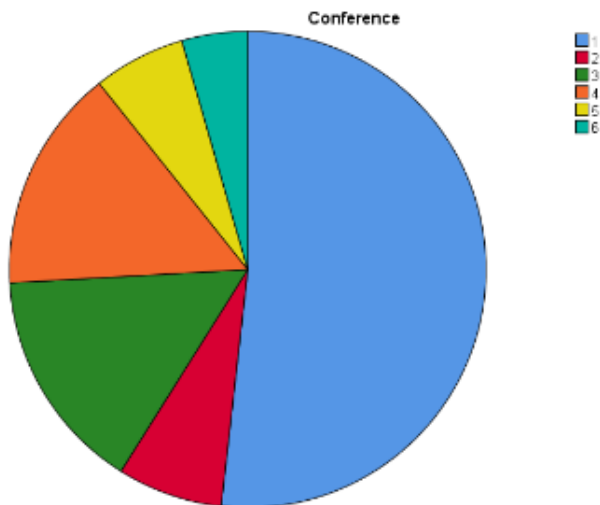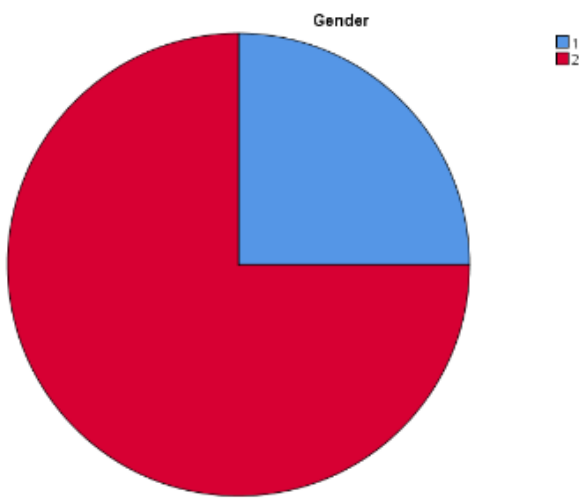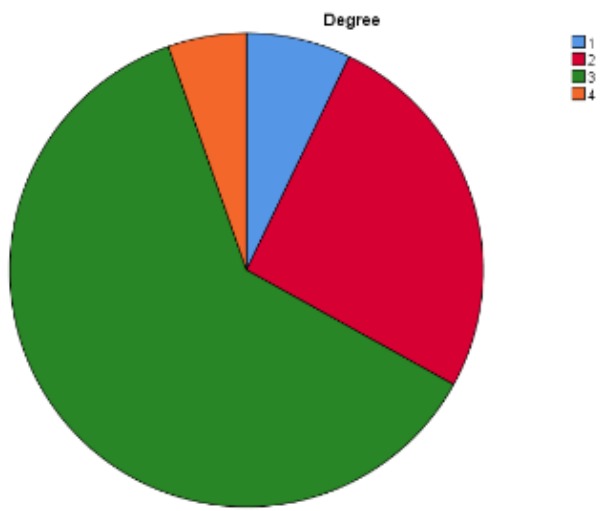
APPENDIX D

DESCRIPTIVE INFORMATION

Description of Principal Leadership

Descriptive statistics

	N	Mean	Standard Deviation
PL1. The Principal exemplifies Christlike qualities.	112	4.22	.975
PL2. The Principal goes above and beyond to make people feel comfortable around them.	112	4.16	1.087
PL3. The Principal assists others with their personal growth.	112	4.06	1.117
PL4. The principal uses resources like pictures, tales, and models to help others grasp his/her vision.	112	3.88	1.153
PL5. Regarding the role of leadership, the principal is more like Moses.	112	3.70	1.153
PL6. When people accomplish challenging or complex goals, the principal ensures they are acknowledged and rewarded.	112	4.03	1.102
PL7. The Principal permits others to carry out their tasks in a manner they like.	112	3.70	1.146
PL8. The Principal completes tasks effectively and efficiently.	112	4.08	1.041
PL9. The Principals' actions are akin to the biblical character of Daniel.	112	3.60	1.212
PL10. The Principal has a growing network of people who depend on and trust him/her.	112	3.82	1.172
PL11. To help team members advance, the principal sets challenging tasks for them.	112	3.84	1.174
PL12. The principal conveys to others what they ought to or could do by using straight-forward words, pictures, and symbols.	112	3.94	.998
PL13. In carrying out his/her ideas, the principal bases them on biblical principles.	112	4.04	1.126
PL14. In order to manage people, the principal establishes mutually acceptable norms.	112	3.68	1.246
PL15. The principal rarely provides others with counsel or direction to help them achieve their objectives.	112	2.56	1.432
PL16. To let team members know how they are performing; the principal continually offers coaching and feedback.	112	3.61	1.240
PL17. The Principal values different kinds of abilities.	112	4.01	1.135

	N	Mean	Standard Deviation
PL18. People pay attention to the principals' opinions and concerns because of his/her abilities, education, and personality, not out of fear.	112	3.93	1.243
PL19. When others need support, the principal offers a sympathetic shoulder.	112	4.00	1.238
PL20. The Principal helps others with innovative way of looking at new and complex ideas or concepts.	112	3.86	1.169
PL21. The Principal allows for second chances.	112	4.31	.911
PL22. The Principal ensures poor performance is corrected.	112	4.01	1.018
PL23. The Principal ensures poor performance is corrected.	112	3.97	1.035
PL24. The principal monitors all projects that I am in charge of to ensure the group meets its goal.	112	3.75	1.053
N valid (per list)	112		

Description of School Climate

Descriptive statistics

	N	Mean	Standard Deviation
SC1. Responsibilities are clearly explained to each employee.	112	3.89	1.093
SC2. Decision makers are respected.	112	3.97	1.026
SC3. There is an orderly process for making decisions.	112	3.72	1.179
SC4. Employees take responsibility for the decisions they make.	112	4.04	.939
SC5. Co-workers support each other in solving work problems.	112	4.23	.977
SC6. Recognition is given for a job well done.	112	4.03	1.119
SC7. The staff's professional growth is a concern for the principal.	112	4.17	1.146
SC8. There are opportunities for staff to develop their skills.	112	3.94	1.225
SC9. The principal recognize an employee's outstanding performance.	112	4.06	1.125
SC10. The employee with initiative has the opportunity for advancement.	112	3.72	1.172
SC11. Principal recognize good ideas contributed by employees.	112	4.20	.976
SC12. Principal is concerned about employees' personal problems.	112	4.00	1.208
SC13. Principal treat subordinates with respect.	112	4.17	1.138
SC14. Principal gives employees feedback on their performance.	112	3.96	1.146

	N	Mean	Standard Deviation
SC15. Employees are committed to their superiors by performing their work efficiently.	112	4.09	.991
SC16. There is an atmosphere of camaraderie among the staff.	112	4.26	1.038
SC17. The staff develops as well as the institution.	112	3.93	1.071
SC18. There is full confidence in the responsibility of the staff.	112	3.96	1.048
SC19. The dismissal of an employee is fully justified.	112	3.73	1.215
SC20. There is job stability.	112	3.71	1.276
SC21. The employee is motivated by the work he/she performs.	112	4.11	.953
SC22. The employee is motivated by the responsibilities he/she has.	112	4.09	.991
SC23. The employee is motivated to go beyond the call of duty	112	4.21	1.035
SC24. The employee is motivated by the salary he/she receives.	112	2.65	1.327
SC25. The employee is motivated by belonging to the institution.	112	3.88	1.171
SC26. The employee is motivated by the mission of the institution.	112	4.38	.807
N valid (per list)	112		

Description of Job Satisfaction

Descriptive Statistics

	N	Mean	Standard Deviation
JS1. Employees receive administrative paperwork.	112	3.76	1.125
JS2. Policies and procedures are clearly communicated to employees.	112	4.16	.945
JS3. All staff members are informed of the mission, vision, and values.	112	4.23	1.057
JS4. Employees engagement in training and other educational events are frequently scheduled.	112	4.35	.791
JS5. The highest levels of management are notified of all operations.	112	4.37	.880
JS6. To improve work, suggestions are made verbally or in writing.	112	3.99	1.143
JS7. Complaints are made verbally or in writing.	112	3.99	.944
JS8. Meetings are organized to discuss important topics and hear valuable viewpoints.	112	4.05	1.229
JS9. School departments communicate often in order to establish activities.	112	3.78	1.113
JS10. School departments communicate often in order to establish activities.	112	3.72	1.156

	N	Mean	Standard Deviation
JS11. Policies and procedures are clearly communicated to employees.	112	3.66	1.135
JS12. Teamwork is promoted throughout the school.	112	4.16	1.070
N valid (per list)	112		

Descriptive Job Performance

Descriptive Statistics

	N	Mean	Standard Deviation
JP1. There exist quality interpersonal relations between the principal and subordinates.	112	3.90	1.223
JP2. There exist quality interpersonal relationships between teachers on the staff.	112	4.39	.842
JP3. There is recognition of teachers by your principal.	112	4.11	1.068
JP4. There is a clear procedure for personnel/employee selection.	112	3.75	1.159
JP5. Your principal demonstrates quality level of leadership.	112	4.09	1.159
JP6. The compensation package at your institution is satisfactory (salaries, benefits, health, pensions, others).	112	3.03	1.291
JP7. In my line of work, there are options for professional training.	112	3.83	1.258
JP8. There is salary equality between men and women.	112	3.85	1.109
JP9. Employees are highly motivation to complete assigned tasks.	112	3.79	1.116
JP10. The physical workplace environment's quality is adequate.	112	3.68	1.210
JP11. The quality of working/office equipment and/or tools is satisfactory	112	3.61	1.181
JP12. You feel safe in your classroom/work areas.	112	4.39	.884
JP13. The organization offers support for the attainment of individual objectives.	112	3.79	1.150
JP14. Opportunities for promotion are available.	112	3.00	1.280
JP15. The working environment at school is good in terms of culture and climate.	112	4.06	1.101
JP16. I comply with policies of the organization.	112	4.64	.535
JP17. I work well even when there is no supervision	112	4.82	.450
JP18. I respect the code of conduct of the organization	112	4.81	.392
JP19. I stay in my work area during work time.	112	4.68	.700
JP20. I report to work on time.	112	4.60	.788
JP21. I remain productive whilst under stress.	112	4.53	.684

JP22. I maintain a good working relationship with my co-workers.	112	4.83	.443
JP23. I respect the opinions of my colleagues.	112	4.81	.392
JP24. I help my colleagues when they require assistance.	112	4.90	.299
JP25. I respect the instructions of my superiors.	112	4.67	.635
JP26. I take responsibility for the bad decisions I make.	112	4.78	.439
JP27. I execute my tasks according to plan.	112	4.50	.615
JP28. I maintain my concentration on my work.	112	4.63	.571
JP29. I effectively organize my time at work.	112	4.46	.599
JP30. I perform duties with pleasure.	112	4.46	.721
JP31. I complete work tasks within established timeframes.	112	4.47	.584
JP32. I keep my work up to date.	112	4.42	.666
JP33. I plan my work before doing it.	112	4.58	.595
N valid (per list)	112		

5 Atypical residual data, whose value exceeded +2 -2 SD were removed.

Statistics

		Principal Leadership	School Climate	Job Satisfaction	Job Performance
N	Valid	112	112	112	112
	Lost	0	0	0	0
Mean		3.8650	3.9657	4.0186	4.2684
Standard deviation		.85823	.79981	.78737	.50221
Skewness		-.945	-.669	-.857	-.527
Standard error of skewness		.228	.228	.228	.228
Kurtosis		.512	-.067	.457	.290
Standard error of kurtosis		.453	.453	.453	.453

Histograms

Principal Leadership

Mediam= 3.86
$SD = .858$
$N = 112$

School Climate

Mediam= 3.97
SD=.80
N=112

Job Satisfaction

Mediam = 4.02
SD = .787
N = 112

Job Performance

Mediam = 4.27
SD = .502
N = 112
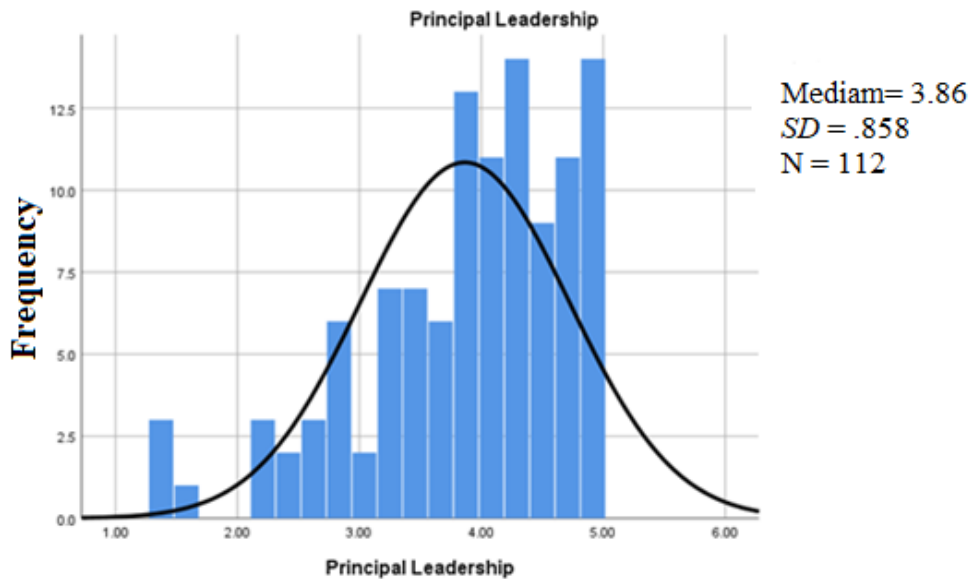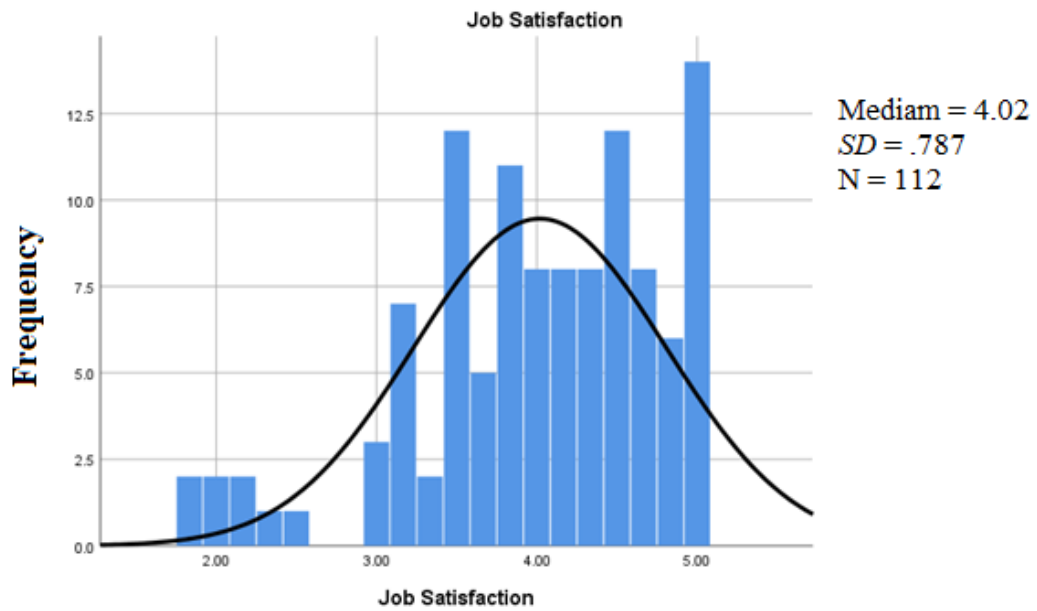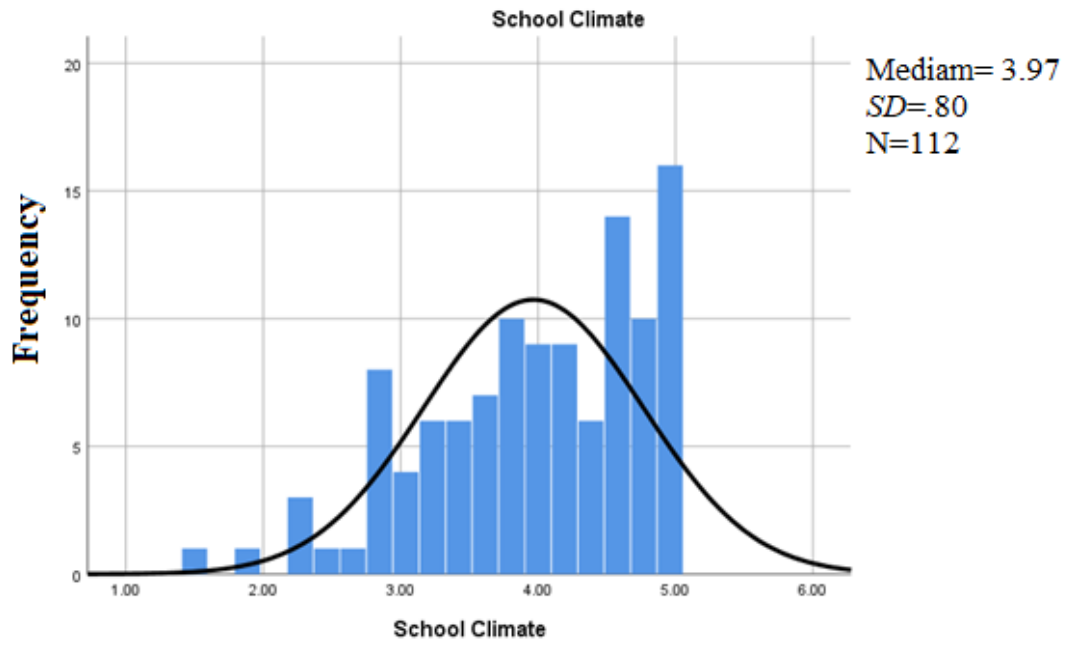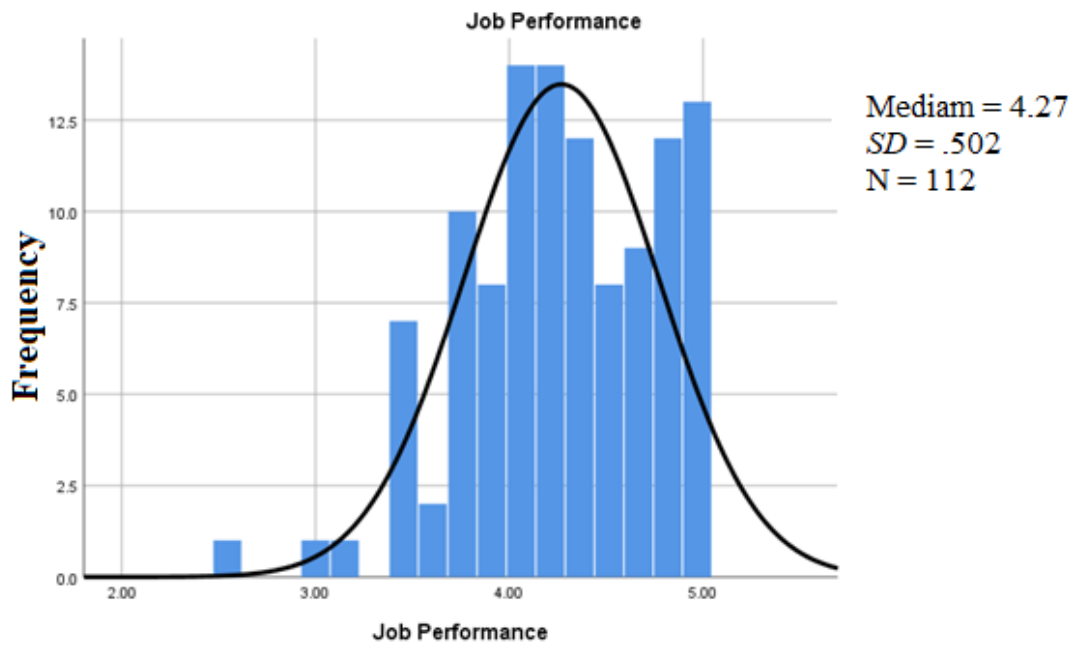
APPENDIX E

HYPOTHESIS TEST

Assumptions

Linear Regression

Model Summary - Job Performance

Model	R	R	Adjusted R	RMSE	Durbin-Watson Autocorrelation	Statistic	p
H_0	0.000	0.000	0.000	0.502	0.202	1.590	0.029
H_1	0.917	0.840	0.836	0.203	-0.037	2.060	0.746

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	23.528	3	7.843	189.560	< .001
	Residual	4.468	108	0.041		
	Total	27.996	111			

Note: The intercept model is not included since it cannot provide any useful information.

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p	Collinearity Statistics Tolerance	VIF
H_0	(Intercept)	4.268	0.047		89.947	< .001		
H_1	(Intercept)	1.894	0.102		18.564	< .001		
	Principal Leadership	-0.003	0.048	-0.005	-0.065	0.948	0.223	4.477
	School Climate	0.365	0.063	0.581	5.775	< .001	0.146	6.838
	Job Satisfaction	0.234	0.054	0.367	4.355	< .001	0.208	4.803

Descriptive

	N	Mean	SD	SE
Job Performance	112	4.268	0.502	0.047
Principal Leadership	112	3.865	0.858	0.081
School Climate	112	3.966	0.800	0.076
Job Satisfaction	112	4.019	0.787	0.074

Collinearity Diagnostics

Model	Dimension	Eigenvalue	Condition Index	(Intercept)	Principal Leadership	School Climate	Job Satisfaction
						Variance Proportions	
H₁	1	3.960	1.000	0.002	0.001	0.000	0.000
	2	0.028	11.837	0.926	0.056	0.015	0.010
	3	0.007	22.995	0.072	0.711	0.022	0.452
	4	0.004	32.253	0.000	0.232	0.963	0.538

Note. The intercept model is not included since it cannot provide any useful information.

THE RESEARCH PATH ANALYSIS MODEL
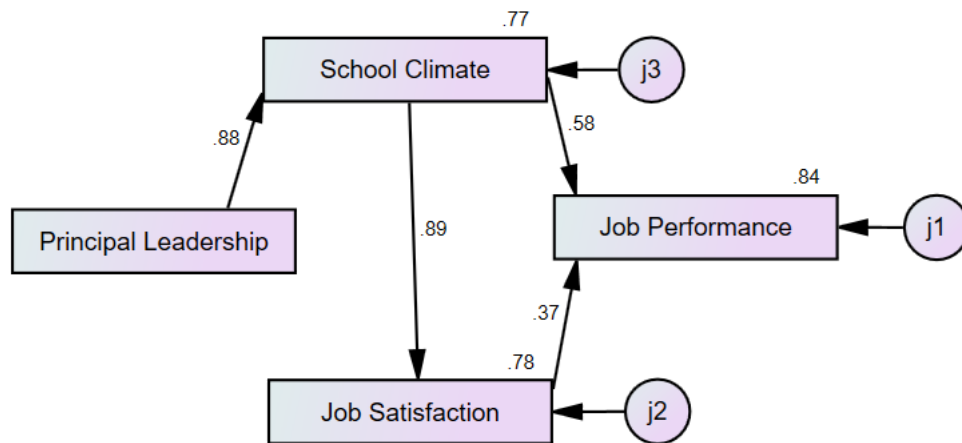
CMINDF=2.042, CMIN=4.085, P=.130, RMSEA=.097, CFI=.996,
TLI=.988, GFI=.982, NFI=.992, RMR=.009

Assessment of normality (Group number 1)

Variable	min	max	skew	c.r.	kurtosis	c.r.
Principal Leadership	1.375	5.000	-.932	-4.026	.437	.944
School Climate	1.500	5.000	-.660	-2.852	-.117	-.253
Job Satisfaction	1.833	5.000	-.846	-3.654	.384	.829
Job Performance	2.545	5.000	-.519	-2.244	.224	.484
Multivariate					6.471	4.942

Computation of degrees of freedom (Default model)

Number of distinct sample moments: 10

Number of distinct parameters to be estimated: 8

Degrees of freedom (10 - 8):   2

Result (Default model)

Minimum was achieved

Chi-square = 4.085

Degrees of freedom = 2

Probability level = .130

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P Label
School Climate	<---	Principal Leadership	.817	.043	19.185	***
Job Satisfaction	<---	School Climate	.872	.043	20.073	***
Job Performance	<---	school Climate	.362	.051	7.070	***
Job Performance	<---	Job Satisfaction	.233	.052	4.484	***

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

			Estimate
school Climate	<---	Principal Leadership	.877
Job Satisfaction	<---	School Climate	.885
Job Performance	<---	School Climate	.577
Job Performance	<---	Job Satisfaction	.366

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P Label
Principal Leadership	.730	.098	7.450	***
j3	.147	.020	7.450	***
j2	.133	.018	7.450	***
j1	.040	.005	7.450	***

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

	Estimate
School Climate	.768
Job Satisfaction	.784
Job Performance	.840

Matrices (Group number 1 - Default model)

Total Effects (Group number 1 - Default model)

	Principal Leadership	School Climate	Job Satisfaction
School Climate	.817	.000	.000
Job Satisfaction	.712	.872	.000
Job Performance	.462	.566	.233

Standardized Total Effects (Group number 1 - Default model)

	Principal Leadership	School Climate	Job Satisfaction
school Climate	.877	.000	.000
Job Satisfaction	.776	.885	.000
Job Performance	.790	.901	.366

Direct Effects (Group number 1 - Default model)

	Principal Leadership	School Climate	Job Satisfaction
School Climate	.817	.000	.000
Job Satisfaction	.000	.872	.000
Job Performance	.000	.362	.233

Standardized Direct Effects (Group number 1 - Default model)

	Principal Leadership	School Climate	Job Satisfaction
School Climate	.877	.000	.000
Job Satisfaction	.000	.885	.000
Job Performance	.000	.577	.366

Indirect Effects (Group number 1 - Default model)

	Principal Leadership	School Climate	Job Satisfaction
School Climate	.000	.000	.000
Job Satisfaction	.712	.000	.000
Job Performance	.462	.203	.000

Standardized Indirect Effects (Group number 1 - Default model)

	Principal Leadership	School Climate	Job Satisfaction
School Climate	.000	.000	.000
Job Satisfaction	.776	.000	.000
Job Performance	.790	<u>.324</u>	.000

Iteration	Negative eigenvalues	Condition #	Smallest eigenvalue	Diameter	F	Tries	Ratio
0 e	3		-.273	9999.000	468.034	0	9999.000
1 e*	3		-.647	1.221	149.582	18	.947
2 e	2		-.202	.330	70.319	5	.922
3 e	0	39.368		.361	9.447	5	.877
4 e	0	40.179		.152	5.522	1	.595
5 e	0	38.344		.029	4.146	1	1.119
6 e	0	39.565		.007	4.085	1	1.039
7 e	0	38.629		.000	4.085	1	1.003
8 e	0	40.470		.000	4.085	1	1.000

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	8	4.085	2	.130	2.042

Model	NPAR	CMIN	DF	P	CMIN/DF
Saturated model	10	.000	0		
Independence model	4	540.204	6	.000	90.034

Model	RMR	GFI	AGFI	PGFI
Default model	.009	.982	.911	.196
Saturated model	.000	1.000		
Independence model	.364	.310	-.150	.186

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.992	.977	.996	.988	.996
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Model	PRATIO	PNFI	PCFI
Default model	.333	.331	.332
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

Model	NCP	LO 90	HI 90
Default model	2.085	.000	12.071
Saturated model	.000	.000	.000
Independence model	534.204	461.614	614.194

Model	FMIN	F0	LO 90	HI 90
Default model	.037	.019	.000	.109
Saturated model	.000	.000	.000	.000
Independence model	4.867	4.813	4.159	5.533

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.097	.000	.233	.203
Independence model	.896	.833	.960	.000

Model	AIC	BCC	BIC	CAIC
Default model	20.085	20.839	41.833	49.833
Saturated model	20.000	20.943	47.185	57.185
Independence model	548.204	548.581	559.078	563.078

Model	ECVI	LO 90	HI 90	MECVI
Default model	.181	.162	.271	.188
Saturated model	.180	.180	.180	.189
Independence model	4.939	4.285	5.659	4.942

Model	HOELTER .05	HOELTER .01
Default model	163	251

Model	HOELTER .05	HOELTER .01
Independence model	3	4

Minimization: .042
Miscellaneous: .623
Bootstrap: .000
Total: .665

APPENDIX F

SECONDARY RESULTS

Other results

Unidirectional

ANOVA

		Sum of squares Root	df	Mean square	F	Sig.
Principal Leadership	Between groups	13.118	5	2.624	4.052	.002
	Within groups	68.640	106	.648		
	Total	81.758	111			
School Climate	Between groups	8.996	5	1.799	3.076	.012
	Within groups	62.011	106	.585		
	Total	71.007	111			
Job Satisfaction	Between groups	10.107	5	2.021	3.650	.004
	within group	58.708	106	.554		
	Total	68.815	111			
Job Performance	Between groups	4.486	5	.897	4.045	.002
	Within groups	23.510	106	.222		
	Total	27.996	111			

Post hoc tests

Multiples comparisons

HSD Tukey

Dependent variable	(I) Conference	(J) Conference	Difference of means (I-J)	Desv. Error	Sig.	Confidence interval at 95% Lower limit	Upper limit
Principal Leadership	1	2	.67134	.30349	.241	-.2096	1.5522
		3	.84842*	.22194	.003	.2042	1.4926
		4	.39744	.22194	.476	-.2467	1.0416
		5	-.23491	.32198	.978	-1.1695	.6996
		6	.24842	.37507	.986	-.8402	1.3371
	2	1	-.67134	.30349	.241	-1.5522	.2096
		3	.17708	.34501	.996	-.8243	1.1785

		4	-.27390	.34501	.968	-1.2753	.7275
		5	-.90625	.41647	.258	-2.1151	.3026
		6	-.42292	.45875	.940	-1.7545	.9086
	3	1	-.84842*	.22194	.003	-1.4926	-.2042
		2	-.17708	.34501	.996	-1.1785	.8243
		4	-.45098	.27601	.578	-1.2521	.3501
		5	-1.08333*	.36138	.039	-2.1323	-.0344
		6	-.60000	.40939	.687	-1.7883	.5883
	4	1	-.39744	.22194	.476	-1.0416	.2467
		2	.27390	.34501	.968	-.7275	1.2753
		3	.45098	.27601	.578	-.3501	1.2521
		5	-.63235	.36138	.502	-1.6813	.4166
		6	-.14902	.40939	.999	-1.3373	1.0392
	5	1	.23491	.32198	.978	-.6996	1.1695
		2	.90625	.41647	.258	-.3026	2.1151
		3	1.08333*	.36138	.039	.0344	2.1323
		4	.63235	.36138	.502	-.4166	1.6813
		6	.48333	.47119	.908	-.8843	1.8510
	6	1	-.24842	.37507	.986	-1.3371	.8402
		2	.42292	.45875	.940	-.9086	1.7545
		3	.60000	.40939	.687	-.5883	1.7883
		4	.14902	.40939	.999	-1.0392	1.3373
		5	-.48333	.47119	.908	-1.8510	.8843
School Climate	1	2	.88511*	.28847	.032	.0478	1.7224
		3	.47929	.21095	.215	-.1330	1.0916
		4	.25304	.21095	.836	-.3592	.8653
		5	-.26118	.30604	.956	-1.1495	.6271
		6	.36300	.35649	.911	-.6717	1.3977
	2	1	-.88511*	.28847	.032	-1.7224	-.0478
		3	-.40583	.32793	.817	-1.3576	.5460
		4	-.63207	.32793	.391	-1.5839	.3198
		5	-1.14629	.39585	.051	-2.2953	.0027
		6	-.52212	.43604	.837	-1.7877	.7435

			Mean Difference	Std. Error	Sig.	Lower Bound	Upper Bound
	3	1	-.47929	.21095	.215	-1.0916	.1330
		2	.40583	.32793	.817	-.5460	1.3576
		4	-.22624	.26234	.955	-.9877	.5352
		5	-.74047	.34349	.267	-1.7374	.2565
		6	-.11629	.38912	1.000	-1.2457	1.0131
	4	1	-.25304	.21095	.836	-.8653	.3592
		2	.63207	.32793	.391	-.3198	1.5839
		3	.22624	.26234	.955	-.5352	.9877
		5	-.51422	.34349	.667	-1.5112	.4828
		6	.10995	.38912	1.000	-1.0195	1.2394
	5	1	.26118	.30604	.956	-.6271	1.1495
		2	1.14629	.39585	.051	-.0027	2.2953
		3	.74047	.34349	.267	-.2565	1.7374
		4	.51422	.34349	.667	-.4828	1.5112
		6	.62418	.44785	.731	-.6757	1.9241
	6	1	-.36300	.35649	.911	-1.3977	.6717
		2	.52212	.43604	.837	-.7435	1.7877
		3	.11629	.38912	1.000	-1.0131	1.2457
		4	-.10995	.38912	1.000	-1.2394	1.0195
		5	-.62418	.44785	.731	-1.9241	.6757
Job Satisfaction	1	2	.71947	.28068	.116	-.0952	1.5341
		3	.58528	.20525	.057	-.0105	1.1810
		4	.12449	.20525	.990	-.4713	.7202
		5	-.32369	.29778	.886	-1.1880	.5406
		6	.68822	.34687	.358	-.3186	1.6950
	2	1	-.71947	.28068	.116	-1.5341	.0952
		3	-.13419	.31908	.998	-1.0603	.7919
		4	-.59498	.31908	.430	-1.5211	.3312
		5	-1.04315	.38517	.082	-2.1611	.0748
		6	-.03125	.42427	1.000	-1.2627	1.2002
	3	1	-.58528	.20525	.057	-1.1810	.0105
		2	.13419	.31908	.998	-.7919	1.0603
		4	-.46078	.25526	.467	-1.2017	.2801
		5	-.90896	.33422	.080	-1.8790	.0611
		6	.10294	.37862	1.000	-.9960	1.2019
	4	1	-.12449	.20525	.990	-.7202	.4713
		2	.59498	.31908	.430	-.3312	1.5211

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			Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
		3	.46078	.25526	.467	-.2801	1.2017
		5	-.44818	.33422	.762	-1.4183	.5219
		6	.56373	.37862	.672	-.5352	1.6627
	5	1	.32369	.29778	.886	-.5406	1.1880
		2	1.04315	.38517	.082	-.0748	2.1611
		3	.90896	.33422	.080	-.0611	1.8790
		4	.44818	.33422	.762	-.5219	1.4183
		6	1.01190	.43577	.194	-.2529	2.2767
	6	1	-.68822	.34687	.358	-1.6950	.3186
		2	.03125	.42427	1.000	-1.2002	1.2627
		3	-.10294	.37862	1.000	-1.2019	.9960
		4	-.56373	.37862	.672	-1.6627	.5352
		5	-1.01190	.43577	.194	-2.2767	.2529
Job Performance	1	2	.52390*	.17762	.044	.0084	1.0394
		3	.32537	.12989	.132	-.0516	.7024
		4	.10612	.12989	.964	-.2709	.4831
		5	-.35759	.18844	.409	-.9045	.1894
		6	.27011	.21951	.821	-.3670	.9072
	2	1	-.52390*	.17762	.044	-1.0394	-.0084
		3	-.19853	.20192	.922	-.7846	.3875
		4	-.41778	.20192	.311	-1.0039	.1683
		5	-.88149*	.24374	.006	-1.5890	-.1740
		6	-.25379	.26848	.934	-1.0331	.5255
	3	1	-.32537	.12989	.132	-.7024	.0516
		2	.19853	.20192	.922	-.3875	.7846
		4	-.21925	.16153	.752	-.6881	.2496
		5	-.68296*	.21150	.020	-1.2968	-.0691
		6	-.05526	.23959	1.000	-.7507	.6402
	4	1	-.10612	.12989	.964	-.4831	.2709
		2	.41778	.20192	.311	-.1683	1.0039
		3	.21925	.16153	.752	-.2496	.6881
		5	-.46371	.21150	.250	-1.0776	.1502
		6	.16399	.23959	.983	-.5314	.8594
	5	1	.35759	.18844	.409	-.1894	.9045
		2	.88149*	.24374	.006	.1740	1.5890
		3	.68296*	.21150	.020	.0691	1.2968
		4	.46371	.21150	.250	-.1502	1.0776

	6		.62771	.27576	.213	-.1727	1.4281
6	1		-.27011	.21951	.821	-.9072	.3670
	2		.25379	.26848	.934	-.5255	1.0331
	3		.05526	.23959	1.000	-.6402	.7507
	4		-.16399	.23959	.983	-.8594	.5314
	5		-.62771	.27576	.213	-1.4281	.1727

* The difference in means is significant at the .05 level.

Homogeneous subassemblies

Principal Leadership

HSD Tukey[a,b]

		Subset for alpha = .05	
Conference	N	1	2
3	17	3.2500	
2	8	3.4271	3.4271
4	17	3.7010	3.7010
6	5	3.8500	3.8500
1	58	4.0984	4.0984
5	7		4.3333
Sig.		.183	.130

The means for the groups in the homogeneous subsets
are displayed.
a. Use the sample size of the harmonic mean = 9.954.
b. The group sizes are not equal. The harmonic mean
of the group sizes is used. Type I error levels are not
guaranteed.

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School Climate

HSD Tukey[a,b]

Conference	N	Subset for alpha = .05 1	2
2	8	3.2548	
3	17	3.6606	3.6606
6	5	3.7769	3.7769
4	17	3.8869	3.8869
1	58	4.1399	4.1399
5	7		4.4011
Sig.		.111	.265

The means for the groups in the homogeneous subsets are displayed.
a. Use the sample size of the harmonic mean = 9.954.
b. The group sizes are not equal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Job Satisfaction

HSD Tukey[a,b]

Conference	N	Subset for alpha = .05 1	2
2	8	3.4687	
6	5	3.5000	
3	17	3.6029	3.6029
4	17	4.0637	4.0637
1	58	4.1882	4.1882
5	7		4.5119
Sig.		.267	.079

The means for the groups in the homogeneous subsets are displayed.
a. Use the sample size of the harmonic mean = 9.954.
b. The group sizes are not equal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.
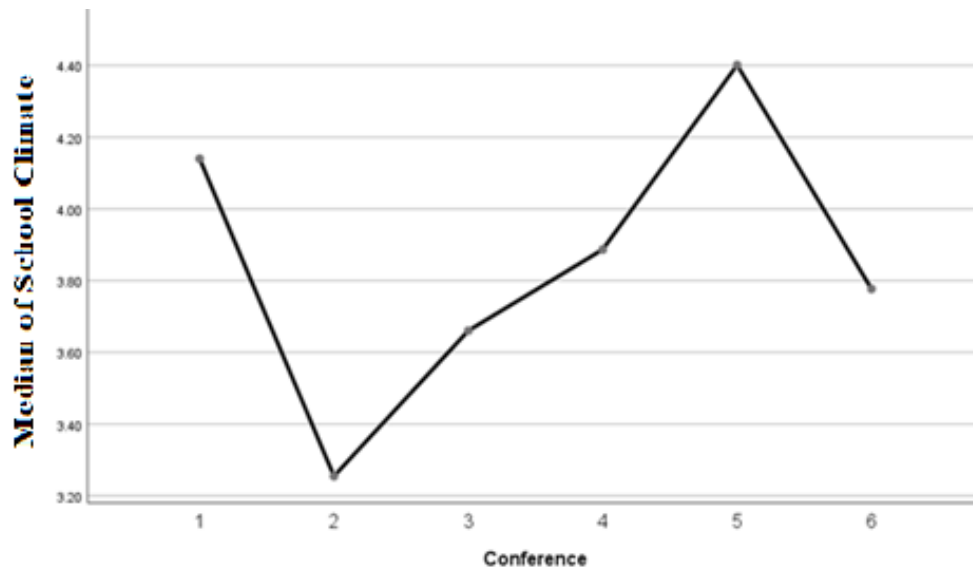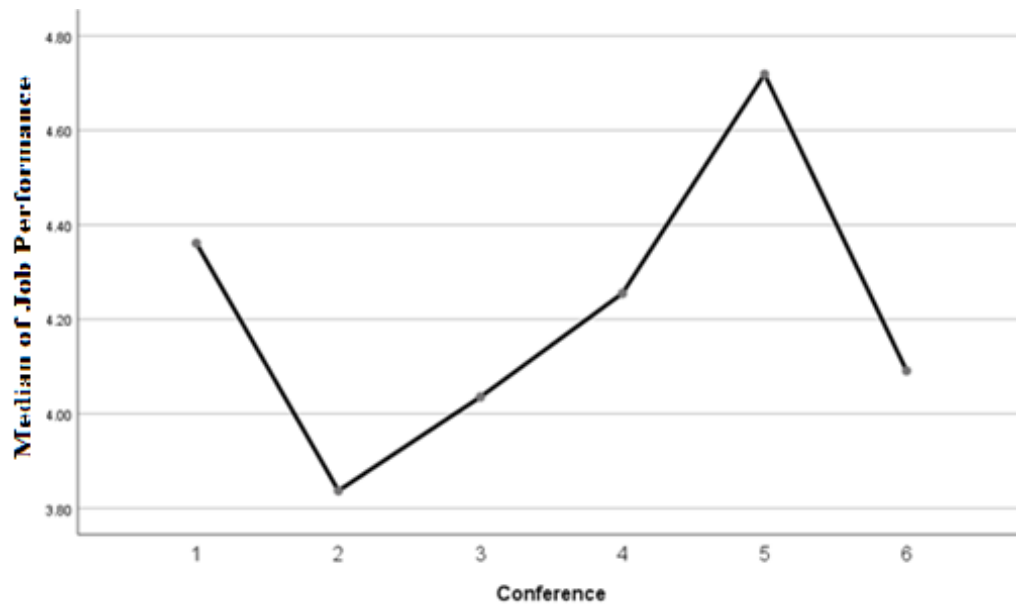
Job Performance

HSD Tukey[a,b]

Conference	N	Subset for alpha = .05	
		1	2
2	8	3.8371	
3	17	4.0357	
6	5	4.0909	
4	17	4.2549	4.2549
1	58	4.3610	4.3610
5	7		4.7186
Sig.		.139	.248

The means for the groups in the homogeneous subsets are displayed.

a. Use the sample size of the harmonic mean = 9.954.

b. The group sizes are not equal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Averages of charts
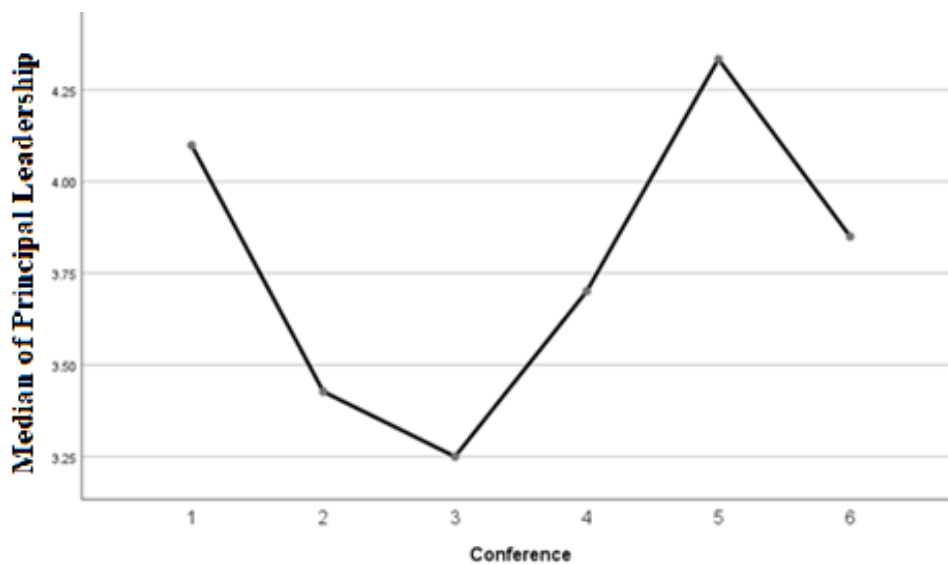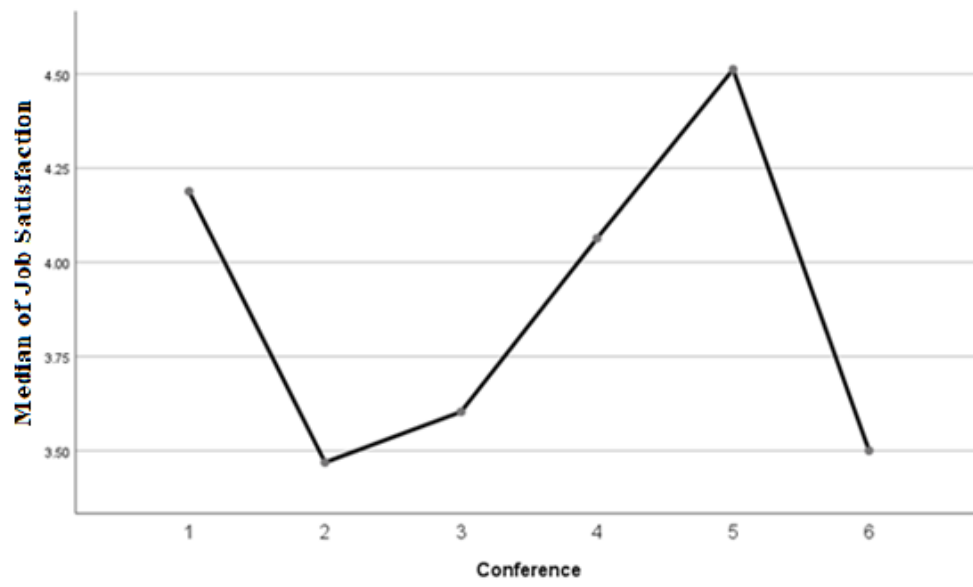
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