TRANSFORMATIONAL LEADERSHIP, PRINCIPAL SUPPORT, AND TEACHER EFFICACY: A MULTIPLE REGRESSION STUDY WITH RESPECT TO TEACHER JOB SATISFACTION IN SECONDARY SCHOOLS

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ABSTRACT

This study examined the relationship between teacher job satisfaction and each of these variables: transformational leadership, teacher efficacy, and principal support. Additionally, the relationship between the transformational style of leadership and perceived principal support and the transformational style of leadership and individual teacher efficacy will also be explored. The purpose of this study is to analyze the relationships between the transformational leadership style and the following variables: the principals' support, teacher efficacy, and teacher job satisfaction. For this study, the researcher will be utilizing a non-experimental quantitative research design (Creswell, 2017). To interpret the data collected, the researcher will use the SPSS program (Barrett, Leech & Morgan, 2014). This researcher expects to find a statistically significant relationship between transformational leadership and the above variables. Similar studies have been conducted at the elementary and higher education levels, but little research on this topic has been shown at the secondary level. This researchers' goal is to collect data that will inform educational leadership programs and school administrators to begin new leadership roles, build quality coactive relationships, and promote student and school achievement.

DEDICATION

I dedicate this document to the most important people in my life. To my wife, Brittany, you are the most amazing person I know. I could never explain how grateful I am for the support, patience, and love you have shown me throughout this process. The sacrifices you have made for our family and me are immense during this journey, and I could never thank you enough. Thank you for being patient with me while we learned to be parents together, and it has been amazing to see you be the best mother anyone could ever ask for. I could not have achieved this goal without you. You are my rock and my best friend. I love you. I want to thank my side kick and best buddy, my son Cooper. You have shown me a different kind of love and have pushed me in ways I could never explain. I love being called your daddy, and I am so proud of you. Maelee Kate, our princess, I can't wait to meet you. Your mother and I already love you so much. I want you both to push yourself, dream big, and fight to achieve every goal you set. I am thankful to my Lord and Savior, Jesus Christ, for allowing us to be a family, and I love yall more than you could ever know. Thank you for everything.

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CHAPTER I:

INTRODUCTION

Through the years, the school principal position has evolved into a role that indirectly influences student achievement through people, purpose, school goals, school structure, social networks, and organizational culture (Baker, Punswick, & Belt, 2010; Hallinger & Heck, 1998). Furthermore, principal leadership "plays a role in the school culture, the teachers' perception of their work environment, the quality of the teaching staff, and student outcomes" (Baker et al., 2010). Current principals must have a solution-centered skill set to handle the challenge from the historical, political, social, and cultural influences that encompass the position. Uncertain economic conditions, advanced technologies, and increased diversity require today's school administrat ors to demonstrate that their practice is constructed, not fixed (Eacott, 2011). Principals in the 21st century have to be skilled instructional leaders, initiate change, managers, personnel directors, problem-solvers, and visionaries (Harris, Ballenger, & Leonard, 2004).

According to Bass and Riggio (2006), transformational leadership is a "leadership process that transforms followers to commit to a shared vision and goals for an organization by challenging them to be problem solvers while developing their leadership capacity" (p. 4). Leithwood and Jantzi (1997a) identified the six characteristics of transformational school leadership as symbolizing good professional practice, developing a collaborative decision-making structure, providing individualized support, intellectual stimulation, holding high-performance expectations, and fostering vision development goals (p. 313).

Unfortunately, not every teacher has the same personal view about the teaching profession. The MetLife Survey of the American Teacher report tracked teacher job satisfaction in U.S. public schools every year from 1984 to 2012. The lowest point of teacher job satisfaction was recorded in 1986. That year only 33% of teachers reported being very satisfied with their job (Markow, Macia, & Lee, 2013). From there, job satisfaction turned upward for the next 22 years to its highest mark of 62% in 2008 (Markow et al., 2013). However, from 2009-2012, the percentage of very satisfied teachers dropped each year, crowning with only 39% of teachers in 2012 reporting they were very satisfied with their job (Markow et al., 2013). The abrupt 37% drop from 2008 to 2012 resulted in the lowest teacher satisfaction rate in 26 years.

Teacher job satisfaction has been a topic of interest going all the way back to Robert Hoppock, a pioneer in the field of job satisfaction research, whose book Job Satisfaction (1935) included a study of teachers (Bowling & Cucina, 2015). More recently, studies on teacher job satisfaction have shown a large amount of dissatisfaction within the profession (Conley & You, 2017; Ingersoll, 2002; Markow et al., 2013; Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Teachers' dissatisfaction can lead to many adverse outcomes for schools. Teachers want to work for leaders that can inspire, motivate, and encourage them daily to reach their goals and potential.

The transformational leadership style has been associated with moral reasoning for many years. Focusing on group benefits rather than personal benefits, transformational leadership is linked with an ethical orientation toward the common good and improving individual teachers' efficacy (Goddard & Hoy, 2002). Leaders who exhibit a transformational leadership style are often associated with elevating levels of job satisfaction, engagement, and job performance through the expression of emotions, emotional thinking, understanding one's feelings, and

reflective regulation of emotions to enhance intellectual growth (Dabke, 2016). Through the perceptions of collective characteristics of faculty, a higher order of moral reasoning is applied in the understanding of the dynamics of becoming an effective leader. Studies have indicated a strong relationship between transformational leadership and certain conditions that enable teaching and learning (Sun, in press). Most of the individual transformational leadership practices have significant positive effects on some school conditions suggesting that transformational leaders' effects may depend on the enactment of as many TSL practices as possible.

Research shows that students fail when teachers are ineffective, and teachers' performance must be improved before student achievement can improve. Lack of teacher efficacy can lead to unsuitable roles and behaviors, which transfer to students. Therefore, considering teacher effectiveness as a standard for teacher accreditation, school principals must improve their roles and behaviors to increase and support teacher efficacy. Thus, school principals must make intelligent choices on spending their time effectively. School principals must understand the connection between what they create and how it can affect teacher efficacy (Hipp, 1995)

Littrell and Billingsley (1994) adapted House's (1981) theoretical framework for support and created their framework to measure principal support. Employees in any workplace setting want to feel supported by their supervisors, and teachers in education are no different. House's social framework was designed to gauge support in the business setting. Littrell and Billingsley adapted the framework to describe four dimensions that apply to education, specifically principal support. The four dimensions are emotional support, instrumental support, informational support, and appraisal support (Littrell & Billingsley, 1994). Emotional support is defined as showing

appreciation, keeping open lines of communication, encouraging colleague support, and recognizing teachers' ideas. Instrumental support is defined as providing teachers with resources to perform their duties. Informational support is defined as providing the necessary information required to operate effectively and offering professional development opportunities. Appraisal support is defined by giving frequent and constructive feedback (Littrell & Billingsley, 1994). Exploring specific types of principal support will assist administrators in determining how to best support teachers (Littrell & Billingsley, 1994).

Limited resources and unfunded mandates by federal and state governments have forced leaders to enact strategies that improved school climate while increasing student achievement with little to no funding. This increased focus, both by the local and national government, along with the media, has propelled educational research in areas including leadership, school climate, student achievement, trust, and efficacy (Gill, 2006; Goodlad, 2003; Leithwood, Aitken, & Jantzi, 2006; Leithwood & Peterson, 2003; Sun & Pollock, 2017; Weiss, 2003), this research period explored leadership transition from managerial styles to instructional and pedagogy to facilitator instead of a lecturer. The research resulted in vast amounts of data being collected on student achievement and the school climates most often associated with successful and failing schools (Gill, 2006; Goodlad, 2003; Leithwood, Aitken, & Jantzi, 2006; Peterson, 2003; Weiss, 2003). A significant number of school reform initiatives looked deeply at a vast array of strategies, programs, and endeavors to address failing schools.

In schools today, where educational professionals are constantly facing new obstacles and adversities, there always exists a need for quality leadership. Leithwood, Patten, and Jantzi (2010) stated there have been "no documented cases of failing schools turning around in the absence of talented leadership." Leadership is necessary to move an organization forward, build

trust, and create an environment that functions symbiotically, promoting continuous development and learning (Shengnan, Hallinger, & Feng, 2016). Job satisfaction is a critical element for the success of schools and their leaders. Through a positive feeling or attitude in the workplace, faculty productivity and commitment increase while absenteeism, turnover, and non-engagement decrease (Dartey-Baah, 2010). An effective leader promotes the school's vision and enhances faculty job satisfaction. The leader-member relationship is the fundamental basis of an organization's success.

Background of the Study

Chapter I includes the background information, purpose of the study, definition of primary concepts, and statement of the problem with the research questions the study will attempt to answer. The chapter will also include a review of the scope and limitations of the research and a general summary. The chapter concisely examines the historical evolution of school leadership and identifies vital research that impacted how education has expanded. Finally, the encompassing idea of teachers having high levels of job satisfaction leads to higher student achievement, which lends itself to an improved school climate. These factors are introduced, and questions are established to address gaps from previous research on the effects of transformational leadership on teacher job satisfaction.

Problem Statement

The problem which was addressed by this study results from the scant number of studies that have addressed the effects of transformational leadership on teacher job satisfaction on secondary school leaders. After conducting an extensive review of the literature, this researcher found numerous studies indicating a positive correlation between transformational leadership and teacher job satisfaction (Sun, 2020). However, very few studies have been conducted in secondary schools in Alabama. I planned to study further the effects of transformational school

leadership (TSL) on other variables such as perceived principal support and teacher efficacy. This study will inform secondary school leaders in Alabama on the positive effects of TSL's 13 best practices (Leithwood, 2010). This study examined the effects transformational leadership practices have on teachers and job satisfaction.

Purpose of the Study

Utilizing the central research of leadership, teacher efficacy, job satisfaction, and perceived principal support, this study analyzes the relationships between the transformational leadership style and the following variables: the principals' support, teacher efficacy, and teacher job satisfaction. This study has been conducted at the elementary level (Hinson, 2018); however, this study looked at these relationships at the secondary level. This study can inform educational leadership programs and school administrators to begin new leadership roles, build quality coactive relationships, and promote student and school achievement.

Research Questions

The research questions were as follows:

1. Is there a relationship between transformational leadership and teacher job satisfaction;
2. Is there a relationship between teacher efficacy and teacher job satisfaction;
3. Is there a relationship between perceived principal support and teacher job satisfaction;
4. To what extent can teacher job satisfaction be explained by transformational leadership and teacher efficacy;
5. To what extent can teacher job satisfaction be explained by transformational leadership and perceived principal support;

6. To what extent can teacher job satisfaction be explained by transformational leadership, teacher efficacy, and perceived principal support;
7. To what extent can teacher job satisfaction be explained by transformational leadership when teacher efficacy is controlled; and
8. To what extent can teacher job satisfaction be explained by transformational leadership when perceived principal support is controlled?

Rationale for Hypotheses

This study proposed a direct, positive correlation between transformational leadership, perceived principal support, and teacher efficacy regarding teacher job satisfaction at the secondary level. Although there have been several studies in which these variables have been studied, this researcher believes their relationships impacting teacher job satisfaction in secondary school in Alabama has been scantly researched.

Transformational leadership style has been shown to influence job satisfaction. Studies demonstrated a positive correlation between transformational leadership style and job satisfaction (Bolin, 2008; Kieres, & Gutmore, 2014; McKinney, Labat, & Labat, 2015; Munir et al., 2012; Nimrod, & Peter, 2016; Nyenyembe, Maslowski, Evan & OlumideAluko, 2010; Saaris & Judge, 2004). Based on the assumption that transformational leadership style, which is built upon supported faculties, inspirational goals, shared beliefs and values, intellectual rigor with high expectations, and robust structures built on a leader's competence, has a positive impact on a teacher job satisfaction, the first hypothesis is proposed:

H1: There is a relationship between transformational leadership and teacher job satisfaction.

Extensive research has supported the claim that self-efficacy has an important influence on human achievement in various settings, including education, health, athletics, and business

(Bandura, 1997). In educational research, students' self-efficacy beliefs play an essential role in influencing achievement and behavior. Furthermore, researchers are discovering that teachers' self-efficacy affects their teaching behaviors and students' motivation and achievement (Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001). In contrast, teachers with low self-efficacy experience more significant difficulties in teaching, higher levels of job-related stress (Betoret, 2006), and lower levels of job satisfaction (Klassen, LJsher, and Bong, 2008). These studies show that there is a relationship between teachers' self-efficacy and job satisfaction leading to this researcher's second hypothesis:

H2: There is a relationship between teacher efficacy and teacher job satisfaction.

Leithwood and Jantzi (2000) stated the principal should be the "catalyst for articulating the school's goals, creating a clear mission and developing staff consensus" (p. 1040). Studies on the roles and behaviors of school leadership as it pertains to perceived principal support have long been studied with data supporting the importance of the role of the leader (Cagle, 2012; Darling-Hammond, 1997; Hasan, 2017; Hughes, Matt, & O'Reilly, 2018; Leithwood, 2005; Littrell & Billingsley, 1994; Littrell, Billingsley, & Cross, 1994; Twigg, 2008). Since transformational leadership style has been shown to impact the perceived support of the principal and, in turn, principal support has been confirmed as being closely tied to both a teachers' sense of efficacy (Avanzi et al., 2015; Bong & Skaalvik, 2003; Hoigaard, Giske, & Sundsli, 2012; Klassen, Usher, & Bong, 2010; Nordick, 2017; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Hoy, 2000) the third hypothesis is proposed:

H3: There is a relationship between perceived principal support and teacher job satisfaction.

Transformational school leadership (TSL) is especially firmly related to teacher job

satisfaction and commitment concerning the teachers' internal states. This study also indicated a significant contribution by transformational leadership to a wide range of school conditions. Several of these conditions have been identified in previous research as enabling teaching and learning. Leithwood and Sun (2012) concluded that TSL directly affects teachers' internal states and behaviors, influencing school conditions. Their conclusion also aligns with other research that indirectly influences school leadership on student learning (Leithwood, Patten, & Jantzi, 2010). Many of the conditions associated with Transformational Leadership are also present in administrators t hat provide supportive structures for their faculty and staff (Dipaola, 2012). Since there is a plethora of research connecting TSL, principal support, and TE to job satisfaction this researcher proposes the following hypotheses:

H4: Teacher job satisfaction can be explained by transformational leadership and teacher efficacy.

H5: Teacher job satisfaction can be explained by transformational leadership and perceived principal leadership.

H6: Teacher job satisfaction can be explained by transformational leadership, perceived principal support, and teacher efficacy.

H7: Teacher job satisfaction can be explained by transformational leadership when teacher efficacy is controlled.

H8: Teacher job satisfaction can be explained by transformational leadership when perceived principal support is controlled.

Significance of the Study

Every organization attempts to hire influential leaders who promote growth and sustain success. Schools, and school systems, are no different in this line of thinking. However, it has been shown that leadership is not tangible but exists in relationships and perceptions (Bolman &

Deal, 2008, p. 343). Research has shown that leadership greatly influences teachers' job satisfaction, significantly impacting student achievement by improving teacher efficacy and teacher turnover (Leithwood, 2005). This study provided relevant data to understand better if there is a statistical relationship between transformational leadership style and principal support, teacher efficacy, and teacher job satisfaction. While focusing on secondary schools in Alabama, this study provided an opportunity to determine whether we can generalize the positive effects of TSL across all levels of education.

Theoretical Importance

When comparing each theory mentioned in this study, one will recognize a direct effect of transformational school leadership on teacher job satisfaction. This researcher will hypothesize that transformational leadership practices directly affect teacher job satisfaction. I will also hypothesize that principal support and individual teacher efficacy will indirectly affect teacher job satisfaction. Herzberg's theory of motivation, also known as the two-factor method, has been utilized across many different career fields, including military, business, industrial factories, and education (Dedebali, 2010; Evans & Olumide-Aluko, 2010; Herzberg, Mausner, & Snyderman, 1976). This study sought to determine the usefulness of Herzberg's theory on school leadership.

Many factors in Herzberg's research have commonalities in meaning to those factors in Leithwood and Sun's work on transformational leadership. For example, Herzberg identified satisfiers as follows: achievement, interpersonal relationships, recognition, and importance of work. These satisfiers can be identified in Leithwood's five dimensions of transformational leadership to include the following: Herzberg's satisfiers of interpersonal relationships and growth could be placed under the category of Leithwood's developing people. Essential in this influence are the relationships that provide development for both individuals and the team.

Through the redesign of organizations, relationships are formed, and trust between employees is strengthened as new roles and responsibilities lead to growth. In addition, the satisfier of recognition could be categorized under Leithwood's related practices, which are found in Burn's independent consideration, which can be defined as "leaders who consider the needs of others and the organization before his or her own needs" (Bass et al., 2003, p. 209). If teachers and staff believe that their work is meaningful, fascinating, and allows for creativity, it will motivate others to continue working. This study used Leithwood's transformational leadership theory alongside Herzberg's theory of motivation to examine the relationship between the principal's transformational leadership style and teacher job satisfaction.

Practical Importance

School leaders and officials must keep up with the latest research on how to best lead schools and provide teachers with professional learning and a work environment that is motivating and supportive. This study sought to identify specific factors that lead to higher levels of teacher job satisfaction. I used Leithwood's transformational leadership theory as a foundation to identify the significant factors that correlate with teacher job satisfaction. Colleges and universities can also use this study to assist in determining what types of leadership and, more specifically, key leadership dimensions help raise teacher job satisfaction, which can improve their school.

Scope and Limitations

This study utilized a quantitative approach that primarily focused on examining the relationship between transformational leadership and three constructs that have been proven to lead to academic achievement in schools: teacher efficacy, perceived teacher support, and teacher job satisfaction. This study was limited to grades 6-12 secondary teachers in Alabama.

An attempt was made to select a diverse set of schools for this study, but it would be challenging to assure the representation of all secondary teachers in the state of Alabama.

It is assumed that the respondents answered honestly to survey questions to help establish valid and reliable information. Some teachers may decline to participate in the study due to its voluntary nature. However, this is a presumption of honesty with an understanding that numerous other factors may alter participants' responses, including time of year, current stress level of the teacher, and other external factors unknown to the researcher. This study examined the relationship between the aforementioned constructs and transformational leadership. Creswell and Plano Clark (2017) stated, "when researchers quantitatively examine many individuals, the understanding of anyone individual is diminished." The surveys utilized for this study included Leithwood's Educational Leadership Survey for Teacher Respondents, Perceived principal support Scale, Teacher Efficacy Short Scale, and Teacher Job Satisfaction Scale.

Definitions of Concepts

Transformational Style of Leadership: "A style of leadership that facilitates the redefinition of a people's mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment" (Leithwood, Aitken, & Jantzi, 2006, 2012, p. 23).

Perceived Principal Support: "Teachers perceptions of a leader who "demonstrates appreciation; provides adequate resources and information; maintains open, two-way communication; supports a collegial climate; offers frequent and constructive feedback; and offers appropriate professional development opportunities" (DiPaola, 2012, p. 116).

Teacher Efficacy: "Teacher's beliefs in their capability to make a difference in student learning and to be able to get through to even difficult or unmotivated students" (Tschannen-Moran & Woolfolk- Hoy, 2001).

Teachers' Job Satisfaction: Job satisfaction is described as "a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. The global approach used is satisfaction or dissatisfaction" (Spector, 1997, pp. 2-3). Spector's definition has themes related to Herzberg's in that, "A teacher's overall satisfaction with work is determined by the perception that the job is fascinating, creative, useful, and challenging" as cited by (Herzberg, Mausner, & Snyderman, 1959, 1976; Smith, Kendall, & Hulen, 1969).

Summary

This chapter presented a concise introduction to the proposed research by introducing the problem to be addressed and the purpose of the study. A brief background of the study was provided that gave insight into the historical origins of the significant concepts of the study: transformational leadership, perceived principal support, teacher efficacy, and teacher job satisfaction. Essential terms and other constructs were concisely defined, and the following chapter will provide an expanded review of each concept. The research questions that will guide this study were outlined, followed by general hypotheses regarding each proposed research question. Finally, the scope and limitations of this proposed research endeavor were outlined.

CHAPTER II:

LITERATURE REVIEW

Overview

This literature review will detail the developmental history of transformational leadership, teacher efficacy, and job satisfaction and their relationships. Transformational leadership will be examined to emphasize which factors contribute to creating an effective leadership style in the educational setting. The other variables included in the study, perceived principal support and individual teacher efficacy, will be examined, focusing on the previous research. I will investigate these variables further while looking at how they affect educational leaders' praxis. The concept of job satisfaction with be analyzed and the theories related to satisfaction in the workplace. This literature review will address the research questions developed to address the problem.

School Leadership

Leadership has been studied extensively and by many researchers since the early 20th century. Research on school leadership began around the mid-twentieth century and primarily focused on business settings' psychological patterns. This early research gave us extensive leadership types such as democratic, autocratic, and laissez-faire leadership (Lewin et al., 1939). Later, researchers emphasized the leaders' personality traits and developed theories to identify specific personality traits related to individual leadership styles. Over the past several decades, there has been a significant increase in focus on school leadership. This increased focus results from the growth of an outcome-driven society where teaching and learning have become more

transparent. School leaders have become more accountable for the schools' success and failures and assuring students' social and personal safety and well-being (Day, Grice, & Sun, in press). As we see this increase of accountability, it changes the landscape and structure of all schools. As a result of these drastic changes, researchers began to conduct more empirical research to determine what makes someone an 'effective' or 'successful' leader. It was determined that most previous studies were not relevant to the new school structure, which is more demanding and complex for school leaders to manage (Northouse, 2013). Several researchers have shown that Effective school leadership is one of the primary factors schools can control (Purkey & Smith 1983; Downer, 1991; Sammons, 1995).

Research has shown that although teacher effectiveness does not depend solely on the principal's effectiveness, the central vision, values, structures, cultures, and relationships make a difference (Robinson 2008; Day, 2017). Significant school leadership models include instructional, transformational, moral, participative, distributed, and inclusive/culturally responsive leadership. Instructional leadership is claimed to influence the quality of school outcomes by aligning school structures and classrooms through the school's culture and modeling instead of direct supervision or evaluation of teaching (Hallinger & Heck, 1996; Heck & Hallinger, 1999). Although instructional leadership is an engaging model of school leadership and highly regarded in policy and practice communities, it is limited in its contribution to precisely what makes leadership 'successful' (Day, Grice, & Sun; in press). Studies have been conducted that combine several practices associated with transformational and instructional leadership (Leithwood, Lewis, Anderson, & Wahlstrom, 2004; Robinson, Hohepa & Lloyd, 2009).

Although each leadership type contributes to school leaders positively affecting school climate and student achievement, transformational leadership has been reported to be effective (Day, Grice, & Sun; in press). This study focused on transformational leadership's effects to further assess its impacts on teacher efficacy and job satisfaction. Numerous studies show the positive effects of teacher efficacy on student achievement (Goddard, Hoy & Hoy WF, 2000; Goddard & Skrla, 2006). This researcher believes that transformational leadership will positively affect school achievement and climate for many years. Therefore, this study strives to add to the existing literature while filling gaps concerning transformational leadership studies in secondary schools.

Transformational Leadership

The transformational leadership style was first introduced through Burns's research, where he defined the style as one that inspires followers and nurtures followers' ability to contribute to the organization (Burns, 1978). Burns developed the transformational leadership style in contrast to transactional leadership, which was reactive. Transactional leadership was composed of three main factors: contingent reward, active management, and passive management (Bass, 1985; Burns, 1978). Contingent rewards refer to how the leader distinguishes subordinates' role and task requirements and the performance criteria and rewards upon accomplishing the desired goals (Bass, 1985). Active management pertains to the strict supervision of staff while identifying mistakes and taking corrective measures. Passive management was similar to the laissez-faire style, allowing employees to work autonomously and be managed after the fact (Bass, 1985; Bass & Riggio, 2006).

Opposite to transactional leadership, Burns develops and defines transformational leadership. Burns defines transformational leadership as a style of leadership that transforms follower attitudes, beliefs, and behaviors to a higher realm of motivation where the leader

inspires followers to be motivated to rise above and beyond current levels of achievement and performance to even higher levels of achievement and performance (Burns, 1978). Since its origination, transformational leadership has seen significant developments, including Kouzes and Posner's Leadership Practices Inventory framework (1993), Tichy and Devanna's (1986) study on redesigning organizations. Also, Sashkin's (2004) conceptualization of transformational leadership and its followers' behaviors, characteristics, and culture-building efforts (Sun, 2012). Bass is responsible for developing the most well-rounded transformational leadership model outside the education realm. Bass and his colleagues developed a 'two-factor theory' and the Multifactor Leadership Questionnaire (MLQ) to measure transformational leadership (Bass, 1985; Bass & Avolio, 1994). Bass's two-factor theory emphasized leadership practices' characteristics and effective outcomes than the leadership style's structure and the power or moral elevation (Bass & Avolio, 1993). According to Bass's research, transactional and transformational leadership are on opposite ends of the same continuum and theorized that most leaders possess characteristics of both types. Still, transformational leadership has enhanced effects in comparison to transactional leadership.

Transformational leadership has positively affected job performance, satisfaction, and commitment in areas outside of education. There was a growing desire for a more readily defined transformational leadership style due to the dissatisfaction with the instructional leadership model resulting from an emphasis on the principal as the center of expertise, power, and authenticity (Hallinger, 2003; Leithwood, 1992). Since transformational leadership was introduced, it has seen its definition go through stages of change and revision. Although the definition most frequently centers around the behaviors and characteristics of the leader.

The origin of the concept of transformational leadership is also associated with Weber's (1921; 1947) coining of 'charisma' from the Greek, meaning 'divine gift.' Weber defined charismatic leaders as those who use their considerable emotional appeal to direct their followers. Many scholars, following his lead, insisted that charisma was one of the essential components of transformational leadership. Charisma and ideas about the "leader-hero" in some interpretations of transformational leadership led to critiques about the dark side of transformational leadership (Sun, in press). Some of these critiques were about the ideological nature of "self-centered leader hero," excessive positivity, and emotional appeals to those who follow and make an extra commitment without good reasons (Alvesson & Einola, 2019; Yukl, 1999). Proponents of transformational leadership (e.g., Bass & Steidlmeier, 1999) argued that authentic transformational leadership must be grounded in moral foundations to avoid the dark side of charismatic leaders.

Leithwood's transformational leadership theory epitomized Burns and Bass's four I's proposed initially (2003). Independent consideration is characterized by a leader's ability to consider the needs of others and the organization before their own needs (Bass et al., 2003, p. 209). Also, the leader finds everyone's need for success and acts as a mentor or coach to consider personal goals (p. 209). Followers were developed based on their potential. Professional development focused on new learning opportunities, and differences were recognized and appreciated. The idealized influence was best explained as a leader's influence (p. 209). The leaders were admired, respected, and trusted. Followers identified with and wanted to emulate their leaders. The leader shared risks with followers and was consistent in conduct underpinning shared values, ethics, and principles in general. The inspirational motivation was best explained as leaders who behaved in ways that motivated those around them by providing meaning and

challenging their followers' work (p. 209). Individual and team spirit was promoted, and active enthusiasm and optimism were readily displayed. Intellectual stimulation was best articulated as the ability of leaders to stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways (p. 209). New ideas and creative solutions to problems were presented to followers who discussed and offered solutions. In summary, the four I's work together to distribute knowledge and power. The leader acts as a coach, mentor, facilitator, and director to ensure an interdependence among the faculty or group.

Transformational School Leadership

Transformational leadership was first introduced into education in the early 1990s (Halinger, 1992; Leithwood, 1992). Leithwood and his colleagues applied the research on transformational leadership to schools. This has spawned a considerable body of research on transformational school leadership over the past three decades (Leithwood, 1992; Leithwood & Jantzi, 1999, 2005; Leithwood & Steinbach, 1991; Leithwood & Sun, 2012). The most recent adaptation consists of transformational leadership that includes five major categories of practices with 21 subcategories of specific practices. The five major categories include setting directions, developing people, redesigning the organization, improving the instructional program, and managing and securing accountability. Leithwood's transformational school leadership (TSL) model is an integrated model consisting of both instructional and transformational leadership components. Having a fully integrated model and accounting for the importance of meeting the instructional demands for school leaders has resulted in researchers claiming that Leithwood's model is the most comprehensive effective school leadership currently available (Hitt & Tucker, 2019).

Transformational school leadership research has been conducted across numerous studies. Data has shown that transformational school leadership has moderately substantial and positive effects on individual teachers' internal states, closely followed by the influence on teacher behaviors and teachers' internal conditions (Leithwood & Sun, 2012). TSL is especially firmly related to teacher job satisfaction and commitment concerning the teachers' internal states. This study also indicates a significant contribution by transformational leadership to a wide range of school conditions. Several of these conditions have been identified in previous research as enabling teaching and learning. Leithwood and Sun (2012) concluded that TSL directly affects teachers' internal states and behaviors, influencing school conditions. Their conclusion also aligns with other research that indirectly influences school leadership on student learning (Leithwood, Patten, & Jantzi, 2010).

Principal leadership behaviors have been proven to influence students and teachers considerably. Leithwood, Day, Sammons, Harris, and Hopkins (2006) found that school leadership is second only to classroom teaching affecting student learning. Research studies also determined that school leaders can indirectly improve teaching and learning by impacting teacher commitment, motivation, and working conditions in school (Leithwood & Sun, 2012). Principals today are expected to take on a significant number of responsibilities. Hauserman (2013) explained that principals must "intellectually stimulate, nurture, provide emotional support, be good role models, encourage cooperation, work collaboratively, emphasize facilitation, and support empowerment." As a result of the powerful influence that principals have on teacher and student success, along with the overwhelming number of roles and responsibilities that they must take on, research has shown that the most effective way for principals to achieve these ends is

through transformational leadership (Leithwood & Sun 2012; Leithwood & Sun 2017; Leithwood, Mccullough, & Sun, 2019).

During their 1996 study, Jantzi and Leithwood developed a theoretical account of teachers' perceptions of how transformational leadership was formed and developed an empirical test of the theory. The test eventually became known as the Principal Leadership Questionnaire (PLQ). The test is a widely used research instrument that allows the researcher to assess teachers' perceptions of their principals' transformational leadership behaviors and characteristics. This transformational leadership model serves as a framework for effective principal practices as much of the related research falls into several, if not all, of these dimensions. Figure 1 outlines the six dimensions of transformational leadership and corresponding component as measured through the Principal Leadership Questionnaire (PLQ):

Model of Transformational Leadership Dimension PLQ Component (Leithwood & Jantzi, 2000)	(Jantzi & Leithwood, 1996)
- Building School Vision and Goals	- Provides Vision/Inspiration - Fosters Commitment to Group Goals
- Providing Intellectual Stimulation	- Provides Intellectual Stimulation
- Offering Individualized Support	- Provides Individual Support
- Symbolizing Professional Practices and Values	- Models Behavior
- Demonstrating High Performance Expectations	- Holds High Performance Expectations
- Developing Structures to Foster Participation in School Decisions	- Fosters Commitment to Group Goals

Figure 1. Six dimensions of transformational leadership and corresponding component as measured through the Principal Leadership Questionnaire

Leithwood and Sun (2012) proposed that "transformational leadership theory argues that, given adequate support, organizational members become highly engaged and motivated by goals that are inspirational because those goals are associated with values in which they strongly believe--or are persuaded to strongly believe" (p. 388). Leithwood revamped Burn's four I's into six dimensions of leadership to include (1) building school vision and goals; (2) providing intellectual stimulation; (3) offering individual support; (4) symbolizing professional practices and values; (5) demonstration of high- performance expectations; and (6) the development of structures to foster shared decision making (Leithwood, 1992, 2000; Leithwood, Aitken, & Jantzi, 2001). These dimensions have been further revamped to express more specific leadership practices depicted to 11 common leadership practices categorized within each dimension. These 11 practices were organized into five categories proposed by Leithwood, Aitken, and Jantzi's 2001 and 2006 research (p. 398).

Dimension 1: Setting Directions
1. Develop a Shared Vision and Building Goal Consensus
2. Hold high performance expectations

Dimension 2: Developing People
3. Provide individual support
4. Provide intellectual stimulation
5. Model valued behaviors, beliefs, and values

Dimension 3: Redesigning the Organization
6. Strengthens school culture
7. Building structures to enable collaboration
8. Engaging parents and the wider community

Dimension 4: Improving the Instructional Program
9. Focus on instructional development

Dimension 5: Related Practices
10. Contingent Reward
11. Managing by Example

Figure 2. Five categories of leadership (Leithwood & Sun, 2012)

Perceived Principal Support

Teachers decide where to work based on expectations rather than experiences in several categories; one category is support from the principal (Baker, 2007; Cochran-Smith et al., 2011; Tickle, 2008). The level of support an administrator provides a teacher affects the teacher's job satisfaction and overall effectiveness (e.g., Billingsley & Cross, 1992; Ingersoll, 2001; Littrell, Billingsley, & Cross, 1994; Tillman & Tillman, 2008). Teachers must be allowed to build supportive relationships between the administration and themselves to create a work environment conducive to reducing frustration (Tarter et al., 1989). Examples of principal support include 1) listening and showing concern for the teacher's problems; 2) offering solutions to the problems; 3) sharing responsibility when something goes wrong; 4) allowing for an atmosphere of communication between teachers and colleagues; 5) demonstrating appreciation; 6) providing frequent and constructive feedback; and 7) providing professional development that meets the needs of the teachers (Dipaola, 2012; Whaley 1994).

Schools with a principal who demonstrates supportive behaviors will undoubtedly produce a more favorable climate and high student achievement levels. The idea of principal support lends itself to the social support theory that became popular during the 1970s. Early research on social support was conducted to examine whether there was a relationship between administrators' social support and workers' or subordinates' health. This research concluded a positive correlation between health and the supervisors' support of workers (House & Wells, 1978). House's study developed the four dimensions of support: emotional, instrumental, informational, and appraisal (Dipaola, 2012). His later research concluded there is a direct correlation between the four dimensions of support and employee job satisfaction (House, 1983; Dipaola, 2012).

Dipaola defined expressive support as "the degree of emotional and professional support teachers perceive" (DiPaola, 2012). Emotional support, such as "empathy, caring, love, and trust," falls under expressive support (House, 1981, cited in DiPaola, 2012). Emotional support is a form of explicit support and was the most significant indicator determining teacher job satisfaction (Littrell et al., 1994). Examples of emotional support could include the principal's ability to provide teachers with a sense of impacting the school or the principal being supportive and reassuring about their choices.

Instrumental support is be defined as "the extent to which teachers perceive their principal as providing support in terms of time, resources and constructive feedback" (DiPaola, 2012). Principals that use instrumental support focus less on the individual teacher's emotional needs and help them complete their daily activities or necessary items. Examples of instrumental support could include creating a daily schedule that allows for planning so teachers do not become overwhelmed, providing the materials needed for instruction, and dividing out everyday duties in a fair manner.

Besides expressive and instrumental support, House's (1981) social support theory included two other levels of support: appraisal and informational. Appraisal and informational support differ from different types of support in that there is no explicit motivation between the teacher and the principal. However, the support is intrinsic. The teacher is expected to experience "organic" growth in their professional career (DiPaola, 2012). Examples of appraisal support might include teachers perceiving the principal as honest and attentive when the interaction between the principal and teacher. Informational support examples could consist of understanding the expectations of the teacher's job. Appraisal and informational support are directly related to instrumental support because of the lack of the emotional relationship required

to provide these two types of support. A lack of administrative support can result in job dissatisfaction, but positive administrative support can lead to job satisfaction (Baker, 2005; Dipaola, 2012; Burke et al., 2013). Baker's 2005 study found that 48.6% of teachers selected positive administrative support to stay in the field. As long as it is positive, presenting any support could increase job satisfaction and positively affect teachers staying in the education profession.

Litrell and Billingsly (1994) use House's findings as a foundation for research to provide schools with information on teachers' perceived principal's support. Their research suggests that perceived principal support was directly related to teacher performance and the emotional support provided was a predictor of job satisfaction (Cagle, 2012; Finnigan, 2012; Littrell & Billingsley, 1994; Littrell, Billingsley, & Cross, 1994; Ouellette et al., 2018; Somech & Ron, 2007; Twigg, 2011). Other studies have looked at social and principal support and its correlation with different leadership styles, collective efficacy, and organizational commitment (Abbey & Esposito, 2001; Avanzi, Schub, Fraccaroli, & vanDick, 2015; Finnigan, 2012; Klassen, 2010). This study determined the significant effects of principal support and transformational leadership on teachers' commitment, efficacy, and overall school success.

Teacher Efficacy

Teacher efficacy (TE) was developed due to the RAND organization's research in the 1970s, which used Rotter's (1966) research as a theoretical base (Tschannen-Moran & Woolfolk-Hoy, 2001). TE has had its definition take on many variations over the years. TE has been defined as "the extent to which the teacher believes he or she can affect student performance" (Berman, McLaughlin, Bass, Pauly, & Zellman, 1975, p. 137). It was Bandura (1986) who defined TE as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). The TE

definition this study utilized came from research conducted by Tschannen-Moran and Woolfolk-Hoy (2001) and defined teachers' sense of efficacy as the "beliefs in their capability to make a difference in student learning and to be able to get through to even difficult or unmotivated students." Woolfolk-Hoy (2000) organized teacher efficacy into two separate components: *personal,* the teacher's feelings of confidence; and *general,* addressing the belief about the overall power of teaching to make a difference.

Assisting teachers in maximizing their efficiency is a fundamental component of the school principal's role. School principals should help teachers address problems associated with teacher effectiveness and collaborate with teachers to support their development of skills related to assisting students to achieve education goals (Oleson & Hora, 2014). By working to increase teacher efficacy, a school principal should have the chance to impact students' quality of education (Oleson & Hora, 2014). Educators' confidence in their skills is directly related to increasing students' accomplishments, motivating students to learn, improving innovation skills by students and teachers, and having effective classroom management (Hoy & Woolfolk-Hoy, 1993, p. 355).

Teachers with high levels of self-efficacy can impact and influence school climate (Ashton & Webb, 1986; Mosoge, Challens, & Xaba, 2018; Tschannen-Moran & Johnson, 2011). Teachers with high levels of self-efficacy report accordingly higher levels of self-respect (Autry-Walken, 2010; Sharma & Kaur, 2008), creating excellent learning environments (Pinchevsky, & Bogler, 2014; Short & Greer, 2002). Teachers with high levels of self-efficacy enjoy higher job satisfaction and participate with greater confidence (Ashton & Webb; Cakiroglu, Capa-Aydin, & Woolfolk-Hoy, 2012), and are generally also highly enthusiastic (Pinchevsky & Bogler; Short & Greer).

Pajares and Schunk (2001) determined that self-efficacy is susceptible to the specific task or activity trying to be accomplished. Tschannen-Moran et al. (1998) explained that his task analysis involves anticipating what will be required in a particular teaching situation. This helps the individual recognize some dilemmas that must be overcome to complete the task. When analyzing the task, ample attention must be given to the school context, such as leadership, climate, and other resources. Tschannen-Moran (1998) emphasized that analyzing a teaching task requires a person to make judgments about the "necessary means needed to reach a certain end." At the same time, analysis of the teaching, the task is taking place; individuals should assess whether they can complete it. Tschannen-Moran (1998) suggested that teachers judge their current functioning when determining their competence. The combination of analysis of the teaching task paired with the assessment of personal competence determines a teacher's efficacy (Tschannen-Moran et al., 1998). Teaching efficacy supports persistence and effort, which also affects overall performance. This performance creates a new source of efficacy for the teacher and continues the cycle.

Job Satisfaction

Arthur Kornhauser wrote an article in 1930 titled *The Study of Work Feelings*, highlighting management's focus on improving their employee's morale and attitudes. During this period, employers placed a great emphasis on improving working conditions. However, Kornhauser lamented the fact that "extraordinarily little has been done in the way of the careful collection of information. Broadly conceived research studies are almost unknown" (p. 348).

In the years following Kornhauser's initial stance, the interest in improving employee morale and attitudes remained high, and the body of research grew exponentially. By 1955, the number of published articles on job satisfaction grew to over 2,000, and Edwin Locke (1969) estimates that this number more than doubled in the 13 years following. Fast forward to 1997,

and there have been over 10,000 studies conducted on job satisfaction (Spector, 1997). Spector eventually tagged job satisfaction as "the most frequently studied variable in organizational behavior research" (p. 1). Almost ten years later, this sentiment was echoed by Thomas Wright (2006), who invited his readers to "ask any organizational researcher today what is the most commonly investigated job attitude, and they will undoubtedly reply: why, job satisfaction, of course!" (p. 267). In 2021, if someone were to search Google Scholar for job satisfaction, they would be provided with millions of results on studies relating directly to the topic. It would be safe to say that broadly conceived research studies on job satisfaction are no longer almost unknown, as Kornhauser stated in 1930.

Despite the myriad of literature on job satisfaction, research has yielded varying definitions of the term. Robert Happock, who is one of the earliest researchers on the topic, defines job satisfaction as "any combination of psychological, or physiological, and environmental circumstances that cause a person truthfully to say, "I am happy with my job" (p.47). Another influential researcher in this field, Edwin Locke (1969), contended, "Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (p. 10). On the other hand, Cranny, Smith, and Stone (1992) claimed that job satisfaction is "an affective reaction to a job that results from the from the incumbent's comparison of actual outcomes with those that are desired (expected, deserved, and so on)" (p. 1). However, Weiss and Cropanzano (1996) stood against this definition, referring to it "rather curious" and arguing that "job satisfaction is a positive or negative evaluative judgment of one's job or job situation. This is decidedly not the same thing as an affective or emotional reaction" (p. 2). The recent study utilized the definition provided by

industrial/organizational psychologist Paul Spector (1997), who defined job satisfaction as "simply how people feel about their jobs and different aspects of their jobs" (p. 2).

Over time, we have seen a great deal of diversity in definitions, indicating that various affective, behavioral, cognitive, and environmental factors affect how employees feel about their jobs. These factors are also seen in many different theories of job satisfaction. This researcher will address the history of job satisfaction research and look at specific ideas about job satisfaction.

Teacher Job Satisfaction

Teacher job satisfaction is an essential topic for research to be conducted. We live in a society where consistency and efficiency are in very high demand. School leaders are accountable for having successful schools where students achieve high levels of learning and achievement. Teacher retention, efficacy, and positive school climate are all indicators that affect student achievement. As a result, school leaders want to retain consistent and efficacious faculty. Many research studies have shown that the satisfaction experienced at work is an impactful predictor of the employees' likelihood of remaining in the organization (Crossman & Harris, 2006; Skaalvik & Skaalvik, 2011).

For many years, teacher job satisfaction has been an important topic of interest, dating back to Hoppick's second study, *Job Satisfaction* (1935). Since Hoppick's initial study, many studies have examined teachers' satisfaction at work. Several of these studies have focused on individual factors related to the teacher, such as years of service, gender, age, and job satisfaction (Green-Reese, Johnson, & Campbell, 1991; Klassen & Chiu, 2010). Other studies have focused on school-related factors, including principal leadership, facilities, and school climate (Aldridge & Fraser, 2016; Bogler, 2001; Griffith, 2004; Schneider, 2003). However, most research

explored how individual and school-level factors affected teacher job satisfaction(Bolin, 2007; Murnane & Phillips, 1977; Sergiovanni, 1967; You, Kim, & Lim, 2017).

Herzberg's motivation-hygiene theory, also called the two factor theory, focuses on sources of motivation essential to work. Herzberg classified job satisfaction and dissatisfaction within hygiene factors (dissatisfiers) and motivation factors (satisfiers). Herzberg referred to hygiene, using the medical definition, as those items were easier to control, manipulate, and measure. These characteristics include policies, working conditions, salary, status, and job security. The motivating factors included achievement, recognition, advancement, growth, and work. Herzberg concluded that a "deprivation in hygiene factors can lead to job dissatisfaction, but their enhancement does not lead to job satisfaction" (Herzberg, Mausner, & Snyderman, 1976, p. 61). Because the motivating factors in Herzberg's theory have commonalities with the specifics of transformational leadership, principal support, and teacher efficacy, his theory serves as a platform for the current study examining the relationship of a principal's transformational leadership style to teacher job satisfaction.

Over time teacher satisfaction has become a critical issue in education. The latest *MetLife Survey of the American Teacher* report showed a drastic decline in teacher satisfaction from 62% in 2008 to 39% in 2012, the lowest level recorded since 1986 (Markow et al., 2013, p. 45). In another study conducted by Gallup examining Americans' physical, emotional, and financial health, teachers ranked eighth out of 14 occupations when rating their work environment. This ranking was lower than other professions such as coal mining, construction, nursing, and farming (Lopez & Sidhu, 2013). The study also reported fascinating findings that teachers scored higher than almost all other occupations in the other four areas: emotional health, healthy behaviors, direct access, and physical health. The report's title, *U.S. Teachers Love Their Lives, but*

Struggle in the Workplace summarized the study's findings of the discrepancy between teachers' life satisfaction and job satisfaction. Teachers being dissatisfied with their job has several substantial consequences. These consequences include lack of engagement, teacher attrition, and absenteeism, negatively affecting school performance.

Having ineffective teachers in the classroom can lead to lower student achievement; however, teacher job satisfaction may also affect student achievement. Several studies have found that student achievement can be affected by a teacher's job satisfaction (Michaelowa, 2002; Patrick, 2007; Tek, 2014). Teachers who are satisfied at work are more likely to be dedicated to working, resulting in highly effective instructional strategies to increase student achievement and higher test scores on standardized tests (Tek, 2014). Tek also found that student achievement increased when teacher job satisfaction was higher due to effective school leadership. Michaelowa (2002) found that teacher job satisfaction increased education quality, including learning achievement. Patrick (2007) found that teacher job satisfaction and student achievement positively correlated. Patrick's study also showed that more satisfaction led to students scoring higher. If teachers are dissatisfied with their position, students are unlikely to reach their fullest potential in the classroom. Moreover, if a teacher is satisfied with their job, they will be more likely to positively affect their student's performance.

Transformational Leadership and Teacher Job Satisfaction

Transformational leaders influence faculty members' job satisfaction through moral character, ethical values, and the process of ethical choices. (Leithwood & Sun, 2012) Transformational leaders develop a personal rapport with faculty by acting as mentors or coaches while treating faculty as leaders themselves. Their integrity demonstrates fair treatment to everyone in the organization (Tucker & Russell, 2004). Wu and Wang (2015) reported that a positive affective tone in-group members who follow a transformational leader energize them to

be proactive in their tasks in the organization. Charisma, inspiring motivation, personal attention, and intellectual encouragement play crucial roles in establishing a positive reflective tone central to sustaining team proactivity. Individual members of teams are particularly satisfied with their jobs when the tasks they are expected to do vary (Wu & Wang, 2015).

Transformational Leadership and Teacher Efficacy

There have been many studies that demonstrate how a principal could influence personal teaching efficacy. This was later studied more in-depth by Hipp (1996). The focus of the study looked specifically at ways a principal affects teacher efficacy. A leader could use three actions of transformational leadership to promote efficacy among staff. Their efforts involved a leader modeling, motivating the faculty toward a common purpose, and providing contingent rewards. Hipp (1997) later researched the behaviors of secondary school principals and identified ten leadership behaviors that influenced teacher efficacy. Many of the ten overlapped with the earlier studies on ways leaders could promote teacher efficacy and included empowering faculty in decision making, recognizing the efforts of faculty, and developing a strong culture or sense of community. This was accomplished by focusing on shared goals, collaborative work, and encouragement for innovation and professional growth. These behaviors are also present in Leithwood and Sun's transformational leadership model. (2012) Hipp's research highlighted that teachers look to a leader to indicate what is valued. He emphasized that leaders give symbolic cues that depict beliefs about what the school can accomplish. These studies highlighted the significant influence a leader can have on a teacher (Hipp, 1997).

Ross and Gray conducted a study that showed how the transformational actions of school leaders impacted teachers' commitment to goals and professional learning. The same study showed that if teacher efficacy was high, there was a direct correlation to the commitment to school goals. Research provides evidence that a principal's leadership style must incorporate

helping teachers obtain and sustain feelings of efficacy (Rossmiller, 1992, as cited by Hipp, 1997). Educational research has shown that transformational leadership positively affects teachers' extra effort in public school settings (Binkowski, Cordeiro, Iwanicki, 1995; Leithwood, Jantzi, Silins, & Dart, 1993; Silin, 1994).

Teacher Efficacy and Job Satisfaction

Self-efficacy refers to individuals' beliefs about their capabilities to successfully carry out a particular course of action (Bandura, 1997). Extensive research supports the claim that self-efficacy has an important influence on human achievement in various settings, including education, health, athletics, and business (Bandura, 1997). In educational research, students' self-efficacy beliefs play an essential role in influencing achievement and behavior. Furthermore, researchers are discovering that teachers' self-efficacy affects their teaching behaviors and students' motivation and achievement (Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001). In contrast, teachers with low self-efficacy experience more significant difficulties in teaching, higher levels of job-related stress (Betoret, 2006), and lower levels of job satisfaction (Klassen, LJsher, and Bong, 2008).

Principal Support and Teacher Job Satisfaction

School Administrators' support affects the engagement of teachers with instruction, camaraderie, and optimism, sustained pedagogies in the classroom, and is a crucial factor in reducing job stress (Blase & Blase, 2006; Billingsley & Cross, 1994; Klusmann et al., 2008; Littrell & Billingsley, 1994; Veel & Bredhauer, 2009). Unfortunately, all administrators do not always provide the support teachers need or want in any given situation (Baker, 2007; Cross & Billingsley, 1994). In research, principal support has been examined extensively, including various categories such as communicating expectations, maintaining order, administrative tasks, supporting teachers' need for professional autonomy, and shared decision making (Kukla-

Acevedo, 2009; Littrell & Billingsely, 1994; Watkins, 2005). The amount of support an administrator provides a teacher impacts a teacher's effectiveness and job satisfaction (e.g., Billingsley & Cross, 1992; Ingersoll, 2001; Littrell, Billingsley, & Cross, 1994; Tillman & Tillman, 2008). Administrators must build supportive relationships with teachers to create a conducive work environment to reduce frustration (Tarter et al., 1989).

Transformational Leadership and Perceived Principal Support

Data has shown that transformational school leadership has moderately substantial and positive effects on individual teachers' internal states, closely followed by the influence on teacher behaviors and collective teachers' internal conditions (Leithwood & Sun, 2012). TSL is especially firmly related to teacher job satisfaction and commitment concerning the teachers' internal states. This study also indicated a significant contribution by transformational leadership to a wide range of school conditions. Several of these conditions have been identified in previous research as enabling teaching and learning. Leithwood and Sun (2012) concluded that TSL directly affects teachers' internal states and behaviors, influencing school conditions. Their conclusion also aligns with other research that indirectly influences school leadership on student learning (Leithwood, Patten, & Jantzi, 2010). Many of the conditions associated with Transformational Leadership are also present in administrators that provide supportive structures for their faculty and staff (Dipaola, 2012).

Gap in the Literature

Numerous studies have been conducted on transformational leadership and its positive effects on teachers and student achievement (Leithwood & Jantzi, 2005; Leithwood and Sun 2012; Sun, in press). Researchers need to investigate these effects more specifically, knowing that transformational leaders positively affect teachers and schools. One subgroup that researchers have studied is grade levels. Transformational leadership and its impacts on teacher

job satisfactionhave been studied at the elementary level (Hinson, 2018) and higher education (Ragaisis, 2019). However, little research has been conducted at the secondary school level, consisting of grades 6-12. For this study, I researched how transformational leaders affect teacher job satisfaction, self-efficacy, and principal support of faculty in secondary schools in Alabama. There has been little research on how perceived principal support is influenced by transformational leadership. This study can provide more information on how transformational leadership dimensions affect perceived principal support to improve teacher job satisfaction. This researcher believes more research should be conducted to provide more insight into what specific characteristics lead to higher TE, TSL, and perceived principal support. This study can provide future researchers with valuable data that can be used to further our understanding of how transformational leadership impacts teachers and schools across our country.

CHAPTER III:

METHODOLOGY

Overview

This chapter will provide insight into the methodology employed to conduct this study. For this study, the researcher will be utilizing a non-experimental quantitative research design (Creswell, 2018). To interpret the data collected, the researcher will utilize the SPSS program. (Barrett, Leech & Morgan, 2014) The sample and research methods (including the research instruments used) are illustrated. The chapter concludes with a comprehensive outline of the data collection procedures and analysis strategies that will be utilized, along with a look at potential ethical considerations and threats to validity.

Research Design

This quantitative study was designed to examine the effects of the transformational leadership style on perceived principal support, teacher efficacy, and teacher job satisfaction in Alabama's secondary schools. This study theorized that transformational leadership style directly affects perceived principal support, teacher efficacy, and job satisfaction. This study also theorized that transformational leadership practices indirectly affect teacher job satisfaction, resulting from perceived principal support and teacher efficacy. This study explored these relationships in secondary schools across north Alabama. The unit of analysis was any individual teacher in a qualifying accredited public school housing grades 6-12. After acquiring permission from system superintendents and building principals, the anonymous survey was administered to

schools. The surveys identified principals' leadership styles utilizing Leithwood's Educational Leadership Survey for Teacher Respondents (2006, 2017).

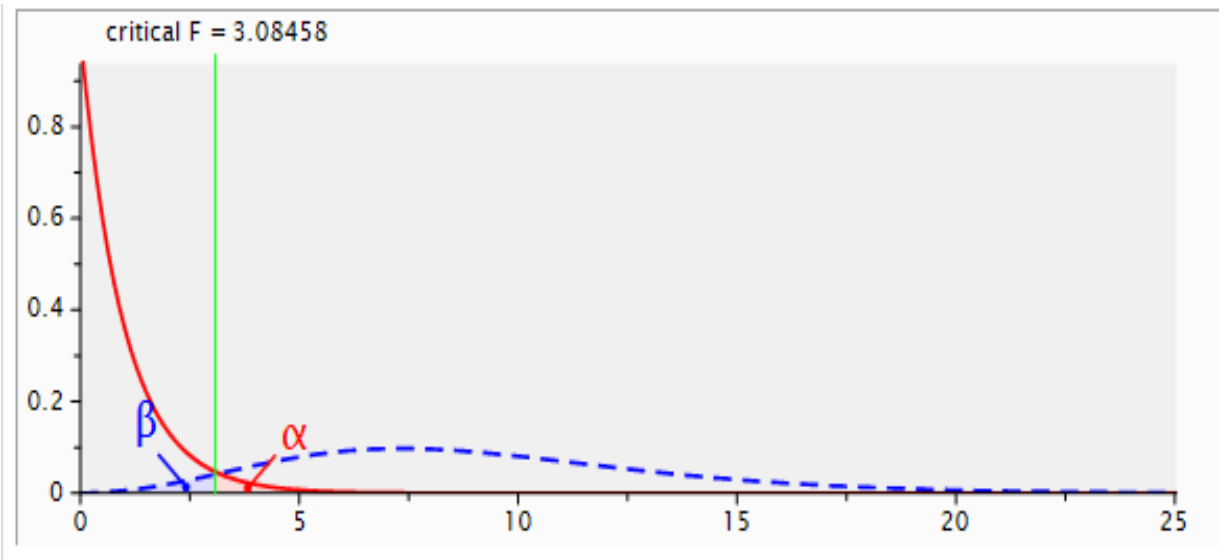
Additionally, the survey included questions on principal support using DiPaola's Perceived principal support Scale (2009), teacher efficacy using Tschannen-Moran and Woolfolk-Hoy's Teachers Sense of Efficacy Scale (2001), and overall job satisfaction using Amoroso's Teacher Job Satisfaction Survey (1990, 2002). The variables examined in this study include one exogenous independent predictor variable of the transformational leadership style. There were two endogenous mediating variables of perceived principal support and teacher efficacy and one outcome variable of teacher job satisfaction.

Sample

The target sample was composed of teachers in various diverse secondary schools in north Alabama. This researcher aimed to include teachers from secondary schools in north Alabama. The researcher's primary objective was to ensure I created an accurate and equitable sample that provided an unbiased and diverse data set. This research utilized a sample of convenience. Convenience sampling is defined as a nonprobability or nonrandom sampling where members of the target population that meet specific practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate, are included for the purpose of the study (Etikan, Musa, & Alkassim, 2016). So, for this research, all public secondary schools in Alabama participated. First permission was requested from the superintendent and principal before the surveys were sent to individual teachers. Next, all individual teachers from each selected school, who could complete the surveys, were invited to participate in the study.

The sample size was determined by administering the G*Power software (Faul, Erdfelder, Buchner, & Lang, 2009). This researcher selected teachers who taught in accredited

grades 6-12 in public schools. This researcher expected a 50% response rate on surveys delivered to participants. The test family was set for F-tests. The statistical test was set for linear multiple regression: fixed model, R^2 increase. The type of power analysis was set for A priori: Compute required sample size – given x, power, and effect size. The default input parameters were used which include Effect size = 0.15 which is a medium effect, x err prob = 0.05, and Power (1- err prob) = 0.95. The target sample size calculated for these parameters was 107.



F tests – Linear multiple regression: Fixed model, R^2 increase			
Analysis:	A priori: Compute required sample size		
Input:	Effect size f^2	=	0.15
	α err prob	=	0.05
	Power (1−β err prob)	=	0.95
	Number of tested predictors	=	2
	Total number of predictors	=	3
Output:	Noncentrality parameter λ	=	16.0500000
	Critical F	=	3.0845768
	Numerator df	=	2
	Denominator df	=	103
	Total sample size	=	107
	Actual power	=	0.9518007

Figure 3. F-test

To qualify, a participant must be a certified teacher, teaching grades 6-12, and be employed in a participating school. I requested that each principal ask every qualifying teacher in their building to complete the survey. This was a whole population sampling method for selecting teachers within the school. I planned to contact several school system superintendents for various school districts across Alabama for permission to reach out to the school principals and solicit their school 's participation in the study. I selected schools in multiple areas across Alabama, including urban, suburban, and rural to ensure that I have a diverse group of schools in the sample. Once this researcher was granted permission, I planned to contact each school principal by phone, email, or in-person to request their individual school's participation. After the consent was given, I emailed the participating faculty members to solicit their participation. To ensure the most accurate data possible, teachers were assured their responses were completely anonymous, and I explained the purpose and importance of the study.

The study sought to determine the effects of the independent variable (transformational leadership style) on three dependent variables (perceived principal support, teachers' efficacy, and teacher job satisfaction). The purpose of this study was to evaluate the transformational leadership style effects on the three variables to inform educational leaders on better practices among new, aspiring, and veteran administrators. The unit of analysis was teachers in secondary schools across north Alabama. The researcher placed much emphasis on diversity within the unit of analysis. The researcher sought to obtain participating schools in rural, urban, and suburban areas. Strategic planning helped to ensure that the study collected quality data while accounting for all state subgroups.

Similar research has been conducted at the elementary level (Hinson, 2018) and higher education (Ragaisis, 2019). However, this researcher used this study to compare the results and

look for differences in secondary and elementary schools regarding the research questions. This study targeted only secondary schools to develop the research further and fill the gap in this area. This sampling group has been selected to provide more data on TL leadership's effects at the secondary level.

Data Collection

The data was collected using the Qualtrics data management software. This quantitative study used Likert scale surveys. This data was obtained after permission was granted from the respective school systems' superintendents, the schools' principals, and the voluntarily participating teachers. The survey was distributed via email and had a one-month time limit for completion. The researcher sent completion reminders to participants via email. Before participants complete the survey, the researcher described the study's intent and utilized the data. Participants were given general direction for completion and permitted to skip questions if uncomfortable. Surveys were submitted through the Qualtrics program for the researcher to secure the instruments to ensure confidentiality and anonymity.

Measures

Transformational style of leadership (independent variable) was measured using Kenneth Leithwood's Educational Leadership Survey for Teacher Respondents (2006, 2014). The reported overall reliability was strong, with Cronbach's alpha equal to .98 (overall score). Perceived principal support (independent variable) was measured using the Perceived Principal Support Scale (DiPaola, 2012). The scale was determined to be reliable with an alpha coefficient of .95, and factor analytic studies of the scale support the measure's construct validity (DiPaola, 2012). Teacher efficacy (independent variable) was measured using the Teacher Efficacy Scale (TE-Short Scale) (Tschannen-Moran & Woolfolk-Hoy, 2001). Reliability data suggested a Cronbach alpha score of .96 for the original 21 items scaled. In addition to reliability, the validity

was tested through a factor analysis of the scale with a moderate and positive correlation between personal teacher efficacy and collective efficacy ($r = .54$, $p < .01$). The short scale's reliability and validity are deemed "at least equivalent" to the 21-item scale. Teacher job satisfaction (dependent variable) was measured using a survey created by Paul Amoroso, who derived the survey components from Evan and Johnson's Teacher Satisfaction Survey, first completed in 1990 (Amoroso, 2002). Amoroso (2002) reported adequate reliability for the survey at .93 (pp. 39-41). These surveys have been used in previous studies that focused on elementary grade levels (Hinson, 2018) and have produced high-quality, reliable data. Therefore, this researcher believed this study was constructed to be beneficial to and could be replicated by future researchers.

Data Analysis

Using the Leithwood's Education Leadership Survey, Perceived Principal Support Scale, Teacher Efficacy Short Scale, and Teacher Job Satisfaction Survey, the study examined the effects of transformational leadership on principal support, teacher efficacy, and teacher job satisfaction, respectively. Single linear, multiple linear, and hierarchical linear regressions was conducted to test the relationship between the variables. This analysis was completed using the Statistical Package for Social Sciences (IBM SPSS 22). Regression analyses was conducted to determine the effect of transformational leadership style on the three dependent variables (perceived principal support, teacher efficacy, and teacher job satisfaction).

Table 1 outlines the research questions that guided this study, the independent and dependent variables, and the test conducted in an effort to answer the research questions.

Table 1

Data Analysis Procedures

Research Question	Independent Variables	Dependent Variable	Test Conducted	Hypothesis
1. Is there a relationship between transformational leadership and teacher job satisfaction?	transformational leadership	teacher job satisfaction	single linear regression	There is a relationship between transformational leadership and teacher job satisfaction.
2. Is there a relationship between teacher efficacy and teacher job satisfaction?	teacher efficacy	teacher job satisfaction	single linear regression	There is a relationship between teacher efficacy and teacher job satisfaction.
3. Is there a relationship between perceived principal support and teacher job satisfaction?	perceived principal support	teacher job satisfaction	single linear regression	There is a relationship between perceived principal support and teacher job satisfaction.
4. Can teacher job satisfaction be explained by a model comprised of transformational leadership and teacher efficacy?	transformational leadership teacher efficacy	teacher job satisfaction	multiple linear regression (two factor model)	Teacher job satisfaction can be explained by a model comprised of transformational leadership and teacher efficacy.
5. Can teacher job satisfaction be explained by a model comprised of transformational	transformational leadership perceived principal support	teacher job satisfaction	multiple linear regression (two factor model)	Teacher job satisfaction can be explained by a model comprised of transformational

Research Question	Independent Variables	Dependent Variable	Test Conducted	Hypothesis
leadership and perceived principal support?				leadership and perceived principal leadership.
6. Can teacher job satisfaction be explained by a model comprised of transformational leadership, teacher efficacy, and perceived principal support?	transformational leadership teacher efficacy perceived principal support	teacher job satisfaction	multiple linear regression (three-factor model)	Teacher job satisfaction can be explained by a model comprised of transformational leadership, teacher efficacy, and perceived principal support.
7. Can teacher job satisfaction be explained by transformational leadership when teacher efficacy is controlled?	transformational leadership teacher efficacy (cv)	teacher job satisfaction	hierarchal linear regression	Teacher job satisfaction can be explained by transformational leadership when teacher efficacy is controlled.
8. Can teacher job satisfaction be explained by transformational leadership when perceived principal support is controlled?	transformational leadership perceived principal support (cv)	teacher job satisfaction	hierarchal linear regression	Teacher job satisfaction can be explained by transformational leadership when perceived principal support is controlled.

Ethical Considerations

Researchers should work to protect their research participants; develop trust with them; promote the integrity of the research; guard against misconduct and impropriety that might reflect on their organizations or institutions; and cope with the new, challenging problems (Israel & Hay, 2006). Researchers must be aware of potential ethical issues that may arise. Particular attention needs to be "directed toward ethical issues before conducting the study; beginning a study; during data collection and analysis; and in reporting, sharing, and storing the data (Creswell, 2018).

No vulnerable participants were involved in this study. No particular demographic was restricted from participating in this study; however, participants must be full-time classroom teachers with current licensure to teach in the state of Alabama. Participants were informed of the nature and purpose of this research endeavor, their options for participation, and the deadline for their surveys to be submitted. Participants were not asked to give any information that could be used to identify them to ensure their anonymity. All participants were assured that their privacy was protected as their responses are collected anonymously, and individual responses will not be shared with any faction. To maintain the confidentiality of data, only the researcher had access to the information throughout the extent of the study. No survey data that was collected concerning the study will be kept after the completion of the study. Because some participants may change their mind about participating in the study after beginning the survey, participants were informed that they were allowed to discontinue their efforts at any time throughout the process, and no data was recorded unless the participant submits the survey.

Reliability and Validity Issues

Internal validity is defined as experimental procedures, treatments, or participants' experiences that threaten the researcher's ability to draw correct inferences from the population's

data in an experiment (Creswell, 2017). Types of internal validity identified by Creswell (2012) include history, maturation, regression of the mean, selection, study attrition, diffusion of treatment, compulsatory/resentful demoralization, compulsatory rivalry, testing, and instrumentation (p. 175). I planned to take the following measure to account for potential threats to internal validity. This researcher had the instruments available for completion within a reasonable condensed time frame to account for history, maturation, and mortality. This researcher ensured the instruments were presented in a user-friendly format accessible and completed over an extended period to account for location and testing. I also decreased the probability of resentful demoralization and compensatory rivalry by taking steps to create equality between the groups and clearly explain the value of each. Finally, I accounted for selection by randomly selecting my participants to have the probability of being equally distributed among the experimental groups. While accounting for internal validity and high-reliability scores, I believe this study has provided quality data and easily be replicated by future researchers.

There were many types of threats to the internal validity of any quantitative study, including history, maturation, regression, selection, mortality, diffusion of treatment, compensatory or resentful demoralization, compensatory rivalry, testing, and instrumentation (Creswell, 2018). To enhance the internal validity of the study, the following procedures were taken for each of these potential threats:

1. History – all surveys will be collected by a predetermined date to ensure that all participants take the study at approximately the same time window.
2. Maturation – all participants will be secondary teachers in the state of Alabama, so any significant changes that teachers undergo will be the same.

3. Regression – any participant with “extreme” scale scores will not be used in the research.
4. Selection – the selection pool will be as random as possible to equal distribution.
5. Mortality – to prevent participants from dropping out, the survey will be conducted in one sitting (should take approximately 10 minutes).
6. Diffusion of Treatment – to prevent participants from communicating with each other, the survey can be completed digitally at the participant’s convenience and not taken as a group.
7. Compensatory/resentful demoralization and Compensatory Rivalry – all participants will be treated the same, and expectations will be the same at every school and among every participant; there will be no monetary compensation for participation.
8. Testing – each participant will only be allowed to participate in the study once, which will prevent any discrepancies in data.
9. Instrumentation – the same instrument will be utilized for every participant in the study, and each participant will only be able to participate one time.

Summary

This chapter looked at the methods and strategies employed to conduct the proposed study. The targeted sample was examined, and data collection and analysis procedures were provided. The chapter concludes with a discussion on the means employed to avoid ethical concerns and threats to validity. This research undertaking is designed to study a previously underexplored segment of the field of education. The primary goal of this research endeavor is to determine if there is a relationship between transformational leadership and the three dependent variables included in the study.

CHAPTER IV:

FINDINGS

Overview

Chapter IV includes an explanation of the descriptive statistics and demographic information associated with the collected data. In addition, a narrative about the sampling is provided. Finally, the regression analysis findings are shared as a narrative, with each hypothesis addressed individually and a final summary of the specified findings.

Introduction

This multiple regression study aims to analyze the relationships between the transformational leadership style and the following variables: perceived principal support, teacher efficacy, and teacher job satisfaction. This study tested the hypotheses by utilizing single linear regressions, multiple linear regressions (two and three-item models), and hierarchical linear regressions. There were eight research questions answered in this research endeavor. Questions 1-3 are introductory questions to provide a foundational focus point for questions 4-8. The following research questions were addressed:

1. Is there a relationship between transformational leadership and teacher job satisfaction;
2. Is there a relationship between teacher efficacy and teacher job satisfaction;
3. Is there a relationship between perceived principal support and teacher job satisfaction;

4. To what extent can teacher job satisfaction be explained by transformational leadership and teacher efficacy;
5. To what extent can teacher job satisfaction be explained by transformational leadership and perceived principal support;
6. To what extent can teacher job satisfaction be explained by transformational leadership, teacher efficacy, and perceived principal support;
7. To what extent can teacher job satisfaction be explained by transformational leadership when teacher efficacy is controlled; and
8. To what extent can teacher job satisfaction be explained by transformational leadership when perceived principal support is controlled?

Descriptive Statistics

Variables

Descriptive statistics for all variables were calculated. The mean score for the transformational style of leadership, which is a composite score of setting direction, developing people, redesigning the organization, and managing the instructional program, was 3.92 out of a possible 5.0 with a standard deviation of .94. The mean score for teacher efficacy was 4.14 out of a possible 5.0, with a standard deviation of .53. The mean score for perceived principal support was 4.71 out of a possible 6.0, with a standard deviation of 1.19. The mean score of teacher job satisfaction was 3.98 out of a possible 5.0, with a standard deviation of .70. The researcher has also provided a chart outlier scores for each of the variables tested.

Table 2

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership	196	4.00	1.00	5.00	3.920	.946
Perceived Principal Support	196	5.00	1.00	6.00	4.711	1.193
Teacher Efficacy	196	2.50	2.50	5.00	4.146	.531
Job Satisfaction	196	3.19	1.81	5.00	3.975	.701
Valid N (listwise)	196					

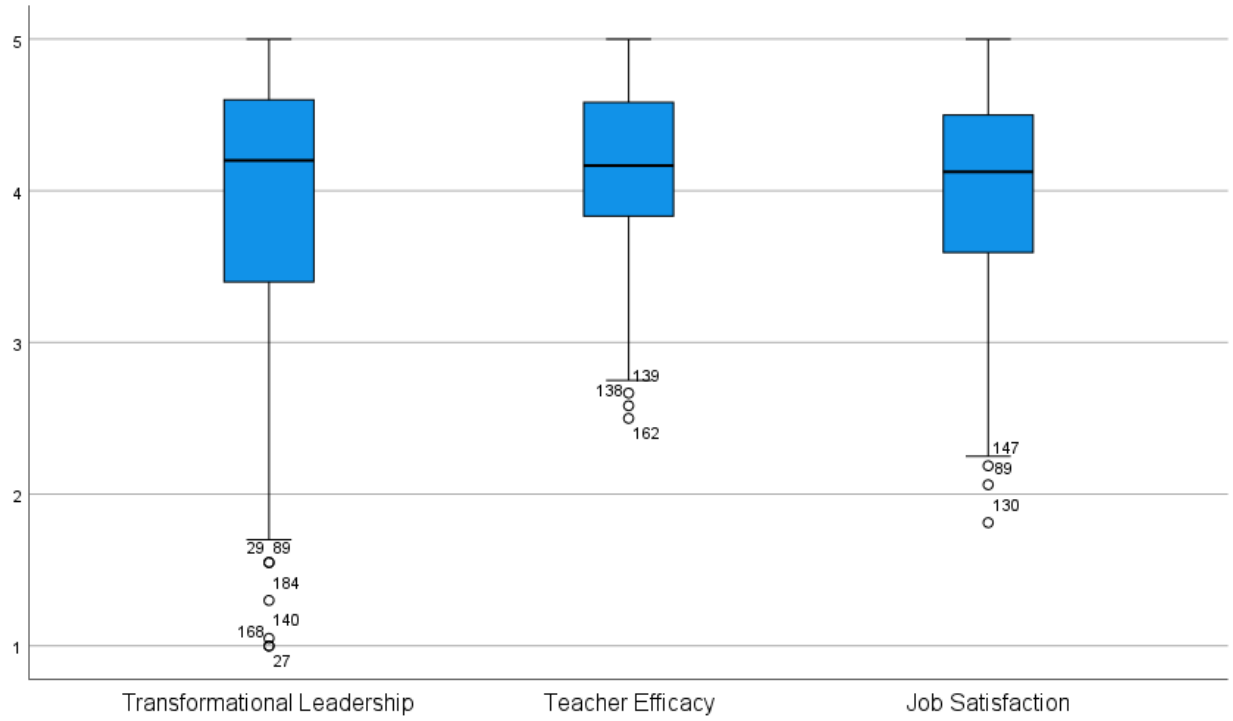


Figure 4. Outliers

Demographics

The participants were sent the survey via email from their school's principal. The principal sent either a QR code or the Qualtrics anonymous link to each teacher in their school.

Participants were able to complete the survey at their convenience. Demographic data for each participant was collected for the following categories: gender, years of experience, and grade level taught. Of the 196 teachers that participated in the study, 124 were female and 72 male. The teacher's years of experience ranged from one year to 44 years. The participants were asked to identify the grade level they teach. If they teach multiple grades, they were asked to select the lowest grade level they teach.

Table 3

Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	72	36.7	36.7	36.7
Female	124	63.3	63.3	100.0
Total	196	100.0	100.0	

Table 4

Grade Level Taught

Grade	Frequency	Percent	Valid Percent	Cumulative Percent
6	32	16.3	16.3	16.3
7	16	8.2	8.2	24.5
8	11	5.6	5.6	30.1
9	78	39.8	39.8	69.9
10	27	13.8	13.8	83.7
11	22	11.2	11.2	94.9
12	10	5.1	5.1	100.0
Total	196	100.0	100.0	

Table 5

Years of Experience in Education

Years	Frequency	Percent	Valid Percent	Cumulative Percent
1-5	34	17.3	17.3	17.3
6-10	40	20.4	20.4	37.8
11-15	35	17.9	17.9	55.6
16-20	31	15.8	15.8	71.4
21-50	56	28.6	28.6	100.0
Total	196	100.0	100.0	

Instruments

The survey used in this study was compiled using the following instruments. These instruments were used as the survey in previous research studies (DiPaola, 2012; Hinson, 2018, Littrell & Billingsley, 2001). Transformational style of leadership (independent variable) was measured using Kenneth Leithwood's Educational Leadership Survey for Teacher Respondents (2006, 2014). The reliability was strong, with Cronbach's alpha equal to .98. Perceived principal support (independent variable) was measured using the Perceived Principal Support Scale (DiPaola, 2012). The scale was determined to be reliable with an alpha coefficient of .97, and factor analytic studies of the scale support the measure's construct validity (DiPaola, 2012). Teacher efficacy (independent variable) was measured using the Teacher Efficacy Scale (TE-Short Scale) (Tschannen-Moran & Woolfolk-Hoy, 2001) the alpha coefficient was .91. The Cronbach alpha for Amoroso's Teacher Job Satisfaction Survey was .94. The overall Cronbach alpha coefficient for all the variables used in this study was .97.

Correlations

The test of correlations (see Table 6) between each of the variables showed a significant, positive correlation across several variables. As predicted, there was a significant and positive correlation between transformational style of leadership (TSL) and teacher job satisfaction (TJS) with r = .56 ρ < .001. It is expected the more a leader employs the transformational style of leadership, the more teachers are satisfied in the job capacity. In addition, a significant and positive correlation was found between TSL and perceived principal support (PPS) with r = .83, ρ < .001 as well as TSL and teacher efficacy (TE) with r = .30, ρ < .001. Additional correlations existed between teacher efficacy (TE) and teacher job satisfaction (TJS) r = .52 ρ < .001 and perceived principal support (PS) and teacher job satisfaction (TJS1) r = .52, ρ < .001. Thus, the significant and positive correlation between variables allowed for further analysis of the relationship between variables.

Table 6

Correlations

		Transformational Leadership	Perceived Principal Support	Teacher Efficacy	Job Satisfaction
Transformational Leadership	Pearson Correlation	1	.828**	.305**	.560**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	196	196	196	196
Perceived Principal Support	Pearson Correlation	.828**	1	.316**	.519**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	196	196	196	196
Teacher Efficacy	Pearson Correlation	.305**	.316**	1	.522**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	196	196	196	196
Job Satisfaction	Pearson Correlation	.560**	.519**	.522**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	196	196	196	196

**. Correlation is significant at the 0.01 level (2-tailed).

Sample

The sample for this study comprised 41 schools with 196 secondary school teachers in northern and central Alabama representing grades 6-12. This quantitative study collected data from voluntarily participating teachers. These teachers were selected based on a convenience sampling, and there were no qualifiers for participation other than holding certification to teach and being actively employed at the school. The participants represented schools within ten districts of north and central Alabama.

Test of Hypotheses

A single linear regression was conducted for the first three hypotheses. The first hypothesis stated: *There is a relationship between transformational leadership and teacher job satisfaction.* A single linear regression was conducted to investigate how well transformational leadership affected teacher job satisfaction. The results were statistically significant, $F(1,194) = 88.78$, $p = <.001$. The identified regression equation to understand this relationship is Teacher Job Satisfaction= 2.35 + .42(transformational leadership) . The R-Square value was .314. This indicates that approximately 31% of the variance in job satisfaction was predicted by Transformational Leadership. According to Cohen's (1988) guidelines, this is a medium effect. This hypothesis was confirmed.

Table 7

Model Summary Table for Single Linear Regression to Test Hypotheses One

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.560[a]	.314	.310	.582	.314	88.783	1	194	<.001

a. Predictors: (Constant), Transformational Leadership

Table 8

Coefficients[a] Table for Single Linear Regression to Test Hypotheses One

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	2.346	.178		13.193	<.001	1.996	2.697
	Transformational Leadership	.416	.044	.560	9.422	<.001	.329	.503

a. Dependent Variable: Teacher Job Satisfaction

The second hypothesis stated: *There is a relationship between teacher efficacy and teacher job satisfaction.* A single linear regression was conducted to investigate how well teacher efficacy affected teacher job satisfaction. The results were statistically significant, F(1,194) =72.777, p=<.001 . The identified regression equation to understand this relationship is teacher job satisfaction= + 1.114 +.69(teacher efficacy). The R-Square value was .273. This indicates that teacher efficacy predicted approximately 27% of the variance in job satisfaction. According to Cohen's (1988) guidelines, this is a small effect. This hypothesis was confirmed.

Table 9

Model Summary Table for Single Linear Regression to Test Hypotheses Two

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.522[a]	.273	.269	.600	.273	72.777	1	194	<.001

a. Predictors: (Constant), Teacher Efficacy

Table 10

Coefficients[a] Table for Single Linear Regression to Test Hypotheses Two

		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
Model		β	Std. Error	B	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	1.114	.338		3.295	.001	.447	1.781
	Teacher Efficacy	.690	.081	.522	8.531	<.001	.531	.850

a. Dependent Variable: Job Satisfaction

The third hypothesis stated: *There is a relationship between perceived principal support and teacher job satisfaction.* A single linear regression was conducted to investigate how well perceived principal support affected teacher job satisfaction. The results were statistically significant, $F(1,194) = 71.429$, $p = <.001$. The identified regression equation to understand this relationship is teacher job satisfaction= .31x + 2.539. The R-Square value was .269. This indicates that perceived principal support predicted approximately 27% of the variance in job satisfaction. According to Cohen's (1988) guidelines, this is a small effect. This hypothesis was confirmed.

Table 11

Model Summary Table for Single Linear Regression to Test Hypotheses Three

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.519[a]	.269	.265	.601	.269	71.429	1	194	<.001

a. Predictors: (Constant), Perceived Principal Support

Table 12

Coefficients[a] Table for Single Linear Regression to Test Hypotheses Three

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		β	Std. Error	B	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	2.539	.175		14.473	<.001	2.193	2.884
	Perceived Principal Support	.305	.036	.519	8.452	<.001	.234	.376

a. Dependent Variable: Job Satisfaction

The fourth hypothesis stated: *Teacher job satisfaction can be explained by transformational leadership and teacher efficacy.* Simultaneous multiple linear regressions were conducted to investigate the best prediction of teacher job satisfaction. The variables to predict teacher job satisfaction were transformational leadership and teacher efficacy. The means and standard deviations can be found on Table 2. The combination of variables to predict teacher job satisfaction was statistically significant, $F(2,193) = 78.988$, $p<.001$ .The beta coefficients are presented in Table 11. The adjusted R^2 value was .444. This indicates that 44% of the variance in

teacher job satisfaction was explained by the model. According to Cohen (1988), this is a large effect. This hypothesis was confirmed.

Table 13

Model Summary Table for Single Linear Regression to Test Hypotheses Four

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.671[a]	.450	.444	.523	.450	78.988	2	193	<.001

a. Predictors: (Constant), Teacher Efficacy, Transformational Leadership

Table 14

Coefficients[a] Table for Single Linear Regression to Test Hypotheses Four

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		β	Std. Error	B			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.567	.303		1.873	.063	2.193	2.884		
	Transformational Leadership	.305	.036	.519	7.889	<.001	.236	.410	.907	1.103
	Teacher Efficacy	.512	.074	.387	6.912	<.001	.366	.658	.907	1.103

a. Dependent Variable: Teacher Job Satisfaction

Table 15

Model Summary for Multiple Linear Regression to Test for Hypotheses Four

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.249	2	21.624	78.988	<.001[b]
	Residual	52.837	193	.274		
	Total	96.086	195			

a. Dependent Variable: Job Satisfaction b. Predictors: (Constant), Teacher Efficacy, Transformational Leadership

The fifth hypothesis stated that *teacher job satisfaction can be explained by transformational leadership and perceived principal leadership.* Simultaneous multiple linear regressions were conducted to investigate the best prediction of teacher job satisfaction. The variables to predict teacher job satisfaction were transformational leadership and perceived principal support. The means and standard deviations can be found on Table 2. The test showed that the transformational leadership variable could predict teacher job satisfaction with statistical significance, $F(2,193) = 46.136$, $p<.001$. However, in this model, perceived principal support was not shown to be statistically significant, with a p-value of .102. The beta coefficients are presented in Table 14. The adjusted R^2 value was .316. This indicates that 32% of the variance in Teacher job satisfaction was explained by the model. According to Cohen (1988), this is a medium effect. This hypothesis was not confirmed.

Table 16

Model Summary Table for Single Linear Regression to Test Hypotheses Five

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.569[a]	.323	.316	.580	.323	46.136	2	193	<.001

a. Predictors: (Constant), Perceived Principal Support, Transformational Leadership

Table 17

Coefficients[a] Table for Single Linear Regression to Test Hypotheses Five

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		β	Std. Error	B			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	2.284	.181		12.605	<.001	1.926	2.641		
	Transformational Leadership	.309	.078	.416	3.937	<.001	.154	.410	.314	3.188
	Perceived Principal Support	.102	.062	.174	1.645	<.001	-.020	.225	.314	3.188

a. Dependent Variable: Job Satisfaction

The sixth hypothesis stated that *teacher job satisfaction can be explained by transformational leadership, teacher efficacy, and perceived principal leadership.* Simultaneous multiple linear regressions were conducted to investigate the best prediction of Teacher job satisfaction. The combination of variables to predict Teacher job satisfaction was transformational leadership, teacher efficacy, and perceived principal support. The variable's means and standard deviations can be found on Table 2. Perceived principal support was found to not be statistically significant with a p-value of .314. Transformational leadership and teacher efficacy were both able to predict teacher job satisfaction and were statistically significant,

F(3,192) = 53.002, p<.001. The beta coefficients are presented in Table 16. The adjusted R^2 value was .444. This indicates that 44% of the variance in Teacher job satisfactionwas explained by the model. According to Cohen (1988), this is a medium effect. This hypothesis was not confirmed.

Table 18

Model Summary Table for Single Linear Regression to Test Hypotheses Six

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.673[a]	.453	.444	.523	.453	53.002	3	192	<.001

a. Predictors: (Constant), Teacher Efficacy, Transformational Leadership, Perceived Principal Support

Table 19

Coefficients[a] Table for Single Linear Regression to Test Hypotheses Six

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		β	Std. Error	B			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	.564	.303		1.861	.064	-.034	1.161		
	Transformational Leadership	.270	.071	.364	3.807	<.001	.130	.410	.312	3.209
	Perceived Principal Support	.057	.056	.097	1.009	.314	-.054	.168	.309	3.234
	Teacher Efficacy	.503	.075	.381	6.743	<.001	.356	.650	.894	1.118

a. Dependent Variable: Job Satisfaction

Hierarchical regression was conducted for the final two research questions. The seventh hypothesis states: *Teacher job satisfaction can be explained by transformational leadership when teacher efficacy is controlled.* A hierarchal linear regression was computed to investigate how well transformational leadership predicted teacher job satisfaction after controlling for teacher efficacy. The assumptions of abnormality and outliers were checked and met. Means and standard deviations are presented in Table 2. When teacher efficacy was entered alone, it significantly predicted Job Satisfaction, F(1,194), P(<.001), adjusted R^2 = .269. However, as indicated by the R^2, 27% of the variance in Job Satisfaction could be predicted by teacher efficacy. When transformational leadership was added the predictive power of the model improved to R^2 change = .177, F(1,193) = 62.23, p<.001, and adjusted R^2 = .444. This is a large effect size, according to Cohen (1988). The Beta weights and significant values are presented in Table 18. This hypothesis was confirmed.

Table 20

Model Summary Table for Single Linear Regression to Test Hypotheses Seven

				Std. Error	Change Statistics				
Model	R	R Square	Adjusted R Square	of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.522[a]	.273	.269	.600	.273	72.777	1	194	<.001
2	.671[b]	.450	.444	.523	.177	62.230	1	193	<.001

a. Predictors: (Constant), Teacher Efficacy b. Predictors: (Constant), Teacher Efficacy, Transformational Leadership

Table 21

Coefficients[a] Table for Single Linear Regression to Test Hypotheses Seven

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	1.114	.338		3.295	.001	.447	1.781
	Teacher Efficacy	.690	.081	.522	8.531	<.001	.531	.850
2	(Constant)	.567	.303		1.873	.063	-.030	1.165
	Teacher Efficacy	.512	.074	.387	6.912	<.001	.366	.658
	Transformational Leadership	.328	.042	.442	7.889	<.001	.246	.410

a. Dependent Variable: Job Satisfaction

The eighth hypothesis stated: *Teacher job satisfaction can be explained by transformational leadership when perceived principal support is controlled.* A hierarchal linear regression was computed to investigate how well transformational leadership predicted TJS after controlling for perceived principal support. The assumptions of abnormality and outliers were checked and met. Means and standard deviations were presented in Table 2. When perceived principal support was entered alone, it significantly predicted Job Satisfaction, F(1,194), P(<.001), adjusted R^2 = .269; however, as indicated by the $R^{2,}$ 27% of the variance in Job Satisfaction could be predicted by perceived principal support. When TL was added the predictive power of the model improved to R^2 change = .054, F(1,193) = 46.136, p<.001 adjusted R^2 = .316. This is medium effect size, according to Cohen (1988). The Beta weights and significant values will be presented in Table 20. This hypothesis was confirmed.

Table 22

Model Summary Table for Single Linear Regression to Test Hypotheses Eight

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.519[a]	.269	.265	.601	.269	71.429	1	194	<.001
2	.569[b]	.323	.316	.580	.054	15.503	1	193	<.001

Model 1 Predictors: (Constant), Perceived Principal Support

Model 2 Predictors: (Constant), Perceived Principal Support, Transformational Leadership

Table 23

Coefficients[a] Table for Single Linear Regression to Test Hypotheses Eight

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		β	Std. Error	B			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	2.539	.175		14.473	<.001	2.193	2.884		
	Perceive Principal Support	.305	036	519	8.452	<.001	.234	.376	.312	3.209
2	(Constant)									
	Perceived Principal Support	.057	.056	.097	1.009	.314	-.054	.168	.309	3.234
	Teacher Efficacy	.503	.075	.381	6.743	<.001	.356	.650	.894	1.118

a. Dependent Variable: Job Satisfaction

Summary

The purpose of this quantitative study was to examine and understand the relationships between transformational leadership, perceived principal support, and teacher efficacy regarding teacher job satisfaction. This study was conducted in north and central Alabama among teachers from 11 different school districts. Eight research questions guided the study investigating

whether the high school principals' transformational leadership practices, perceived principal support, and teacher efficacy influenced teacher job satisfaction. A total of 196 public secondary teachers representing 41 high schools responded to a four-section online survey. Section A consisted of 20 items that measured transformational leadership practices. Section B consisted of 16 items about principal support practices. Section C consisted of 12 items pertaining to the individual efficacy of the participant. Finally, section D consisted of 16 items related to the participant's job satisfaction. Data gathered from the survey were downloaded to IBM SPSS ver. 25 software for analysis. This data was analyzed, and multiple descriptive statistics, regression analysis, and correlation analyses were conducted to and the research questions and test the associated hypotheses.

The test provided data that confirmed six of the hypotheses, while two of the hypotheses were not confirmed. The tests showed that transformational leadership significantly impacts teacher job satisfaction. The data also showed a statistically significant relationship between teacher efficacy and teacher job satisfaction. When perceived principal support was tested alone, it significantly predicted Job Satisfaction. However, when entered into hierarchical multiple linear regression models alongside teacher efficacy and transformational leadership, it did not have high levels of significant effect on teacher job satisfaction.

CHAPTER V:

DISCUSSION AND IMPLICATIONS

Overview

Chapter V is organized into key components to include a discussion of the findings, theoretical implications related to each hypothesis, and practical implications of the chosen analysis and education professionals. Additionally, recommendations for future research are offered while limitations and a conclusion are shared. This study's purpose was to primarily examine the relationship between the transformational style of leadership and teacher job satisfaction. However, two other variables were also discussed, including perceived principal support and teacher efficacy related to transformational leadership style. Three types of analysis were utilized to determine the relationship between the variables. These analyses included correlation, regressions (two and three-item models), and hierarchical linear regression. Overall, the findings suggested a positive and statistically significant relationship between each variable and teacher job satisfaction when analyzed individually.

Discussion of Findings

This study confirmed the relationship between transformational leadership and teacher job satisfaction. This study also confirmed the relationship between teacher efficacy and job satisfaction. This study also found a positive relationship between teacher job satisfaction and principal support.

This study has confirmed existing claims from previous studies regarding transformational leadership, teacher efficacy, and principal support in regard to its effect on

teacher job satisfaction. Previous studies (e.g., Billingsley & Cross, 1992; Dipaola, 2012; Ingersoll, 2001; Littrell, Billingsley, & Cross, 1994; Tillman & Tillman, 2008) determined a positive correlation between transformational style of leadership and perceived principal support. Hinson's study also determined that there was a positive and significant effect from transformational leadership and perceived principal support on teacher job satisfaction. Additionally, their study indicated a positive relationship between transformational leadership and perceived principal support as did the current study. This further supports the social support theory proposed as well as Littrell and Billingsley research. Thus, the greater the transformational leadership practices are present the more likely that teachers will perceive the principal to be supportive, and have higher levels of teacher efficacy, resulting in increased teacher job satisfaction.

This study confirmed the relationship between transformational leadership and teacher job satisfaction. There have been numerous studies conducted that show the positive relationship between transformational leadership and employee efficacy. More specifically, there have been plentiful studies conducted in the education sphere that focused on transformational leadership qualities of educational leaders and how they affect individual teacher efficacy (Hinson, 2018; Hipp, 1997; Binkowski, Cordeiro, Iwanicki, 1995; Leithwood, Jantzi, Silins, & Dart, 1993; Silin, 1994). This positive relationship was confirmed within this study with high levels of effect.

This study found a positive relationship between teacher job satisfaction and principal support. This extends the existing research that the higher the level of support from the school leader the greater the individual efficacy of the teacher. School administrators' support affects the engagement of teachers with instruction, camaraderie, and optimism, sustained pedagogies in the classroom, and is a crucial factor in reducing job stress (Blase & Blase, 2006; Billingsley &

Cross, 1994; Klusmann et al., 2008; Littrell & Billingsley, 1994; Veel & Bredhauer, 2009). There were also previous studies that focused on the amount of support an administrator provides a teacher impacts a teacher's effectiveness and job satisfaction (e.g., Billingsley & Cross, 1992; Ingersoll, 2001; Littrell, Billingsley, & Cross, 1994; Tillman & Tillman, 2008). Administrators must build supportive relationships with teachers to create a conducive work environment to reduce frustration (Tarter et al., 1989). The current study extended on each of these previously mentioned studies, and their outcomes align accordingly. Transformational leadership has already included a dimension of developing teachers, with providing individual support to teachers as a key item, this may explain why perceived principal support didn't have as much effect when TL and PPS were entered into the equation (i.e., TL's effect may have suppressed the effect of PPS (to be shown). However, this study showed that principal support had less of an effect on job satisfaction when tested alongside teacher efficacy, and transformational leadership. This could be explained by looking deeper into Leithwood and Sun's (2012) dimensions of transformational leadership. There are several similar supportive behaviors encompassed within their model. It may not necesarilly be that principal support is not effective, it just may not measure as effective as the supportive behaviors in Leithwood and Sun's (2012) model. This could explain why transformational leadership behaviors have a greater effect than principal support alone.

This study confirmed existing research that there is a positive relationship between teacher efficacy and teacher job satisfaction. The data from this study showed a direct correlation between teacher efficacy and teacher job satisfaction. The literature on teacher efficacy based on the work of Tschannen-Moran and Woolfolk-Hoy (2001) focused on teachers having "beliefs in their capability to make a difference in student learning and to be able to get through to even

difficult or unmotivated students." There is plentiful research supporting that teachers with high levels of self-efficacy enjoy higher job satisfaction, participate with greater confidence, and positively affect overall school climate confidence (Ashton & Webb, 1986; Mosoge, Challens, & Xaba, 2018; Tschannen-Moran & Johnson, 2011; Cakiroglu, Capa-Aydin, & Woolfolk-Hoy, 2012). This study supported this claim and solidified a positive relationship between teacher efficacy and teacher job satisfaction.

Herzberg's motivation-hygiene theory, also called the two factor theory, focuses on sources of motivation essential to work. Because the motivating factors in Herzberg's theory have commonalities with the specifics of transformational leadership, principal support, and teacher efficacy, his theory served as a platform for this research endeavor, examining the relationship of these variables with teacher job satisfaction. This study provided relevant data that show a statistically significant relationship between transformational leadership, perceived principal support, and individual teacher efficacy with teacher job satisfaction.

Implications

Implications for Teachers

Teachers must feel supported in order to reach their maximum potential and have the greatest effect on students. This research can be used for policymakers and universities to teach educational leaders about the great positive effect transformational leaders can have on the teachers in their building. Educational leaders should be trained on how to employ transformational leadership practices into their daily procedures. Michaelowa (2002) found that teacher job satisfaction increased education quality, including learning achievement. Patrick (2007) determined that teacher job satisfaction and student achievement positively correlated. Patricks' study also showed that more satisfaction led to students scoring higher. If teachers are

dissatisfied with their position, students are unlikely to reach their fullest potential in the classroom. Moreover, if a teacher is satisfied with their job, they will be more likely to positively affect their student's performance. The findings of this study support this statement and carries much weight in regard to teacher job satisfaction.

Teachers want to work in an environment where the administration displays supportive behaviors. Extensive research indicates that the level of support an administrator provides a teacher affects the teacher's job satisfaction and overall effectiveness (e.g., Billingsley & Cross, 1992; Ingersoll, 2001; Littrell, Billingsley, & Cross, 1994; Tillman & Tillman, 2008). This study determined a statistically significant relationship between perceived principal support and teacher satisfaction when analyzed individually. The single linear regression, which compared these two variables, determined there was a medium effect size indicating this relationship. However, when perceived principal support was controlled for alongside teacher efficacy and transformational leadership, it was determined not to affect teacher job satisfaction. Therefore, this research study specified that teacher efficacy and transformational leadership have a more significant effect on teacher job satisfaction than perceived principal support.

Implications for School Leaders

As educational leaders strive to build positive school climates and increase student achievement, practitioners must reflect on their current leadership practice and aim to implement a more transformational approach. Consistently, data show that the greater the transformational techniques are employed, the more extraordinary teachers feel supported and are more satisfied with their work. Teachers remaining in the profession is vital in creating a consistent climate, closing achievement gaps, and fostering the relationships necessary to spur schools forward. Therefore, it benefits all leaders to study Leithwood's domains and Herzberg's motivation-

hygiene theory to understand the strategies that aid in building dynamic, transformative leaders while embracing those characteristics that Herzberg deemed keys to satisfaction. More specifically, these findings encourage principals to utilize active listening, be a visible presence, be a team builder, use resources creatively, be people-centered, motivating and embracing change, and lead staff through the change process.

Implications for District Leaders

Furthermore, school districts should make it standard practice to provide leaders with access to professional development programs that encompass the identification and discussion of the transformational leadership dimensions. This regular professional development will allow educational leaders to build a strong praxis which will help them create a satisfied workforce and retain quality teachers. School systems could use this study and other future similar endeavors to help them develop school leadership and training programs. These programs could train aspiring school leaders in the characteristics that are most beneficial and present in transformational leadership.

Implications for Policy Makers

Policymakers can use this study and future similar endeavors to analyze what their organization or entity is doing to address ways to improve teacher job satisfaction and develop leaders to exhibit transformational leadership behaviors in the praxis.

A vital key to ensuring educational leaders are prepared to positively affect their students, faculty, and community is improving the educational leadership programs. Programs should ensure coursework has a significant focus on the positive impacts of the transformational style of leadership with an emphasis on identifying essential components most closely tied with supportive environments in Leithwood's dimensions of transformational leadership (setting

directions, developing people, redesigning the organization, improving the instructional program, and the related practices). These programs should also highlight Herzberg's satisfiers (achievement, recognition, work, responsibility, advancement, and growth) closely connected to Leithwood's dimensions.

Implications and Recommendations for Future Research

There are numerous quantitative studies that have been conducted that focus on the individual variables in this study it would be advantageous to conduct more research looking through a different lens. First, a qualitative study would be beneficial in building a well-rounded view of the proposed theory connecting transformational style of leadership and teacher job satisfaction. This would allow for an in-depth analysis of individual narrative of perceptions and feelings that could further inform the pedagogy surrounding education leadership. Also, a qualitative study could allow for a deeper look at specifically how the transformational leader influences the job satisfaction of the teacher.

Additionally, replicating the study emphasizing transformational style of leadership's effects on perceived principal support as well as transformational style of leadership's effects on teacher job satisfaction with a larger sample would be advantageous to determine generalizability across all educators. Furthermore, enumerating years of experience within the variables studied would allow for a determination if more years of service equate to a greater feeling of support, greater sense of collective efficacy, and greater sense of satisfaction among teachers.

A study of the individual components of transformational style of leadership as it relates to teacher job satisfaction would be beneficial in informing the working knowledge surrounding transformational style of leadership relationship with teacher job satisfaction. For example, by determining which of Leithwood's dimensions most influence job satisfaction, education leaders

could isolate strategies and techniques for the most influential dimensions. This researcher also believes that this study could be replicated with socioeconomic status being used as a control variable. I believe it would be interesting to understand at what point does socioeconomic status effect the relationships between each of the variables.

The conclusions drawn from this study indicate a statistically significant relationship between principals' transformational leadership behaviors and the level of teacher job satisfaction. Other areas exist, which can be studied to investigate these findings further, include the following:

1. Exploring the findings from this study of transformational leadership behaviors with a different sample, investigating if these transformational leadership practices and perceived principal support components work together in the same way they did for this particular research with another sample.
2. This study should be replicated with a larger sample and different demographic variables. Comparing the results from this study to another would further the knowledge within this field.
3. This study should be replicated using a more comprehensive sampling of teachers in different school systems and perhaps in other states.
4. Develop and use a qualitative component to the methodology. Delving deeper into the understanding of how these teachers view their principal's behaviors and the reasons behind their level of job satisfaction would give a complete picture of the essential components of the school's organizational climate and the role the principal plays in its development.

5. A more narrowed study of the individual components of transformational leadership style related to teacher job satisfaction would be beneficial in informing the working knowledge surrounding the transformational style of leadership relationship with teacher job satisfaction.
6. A more narrowed study of the individual components of perceived principal support related to teacher job satisfaction would be beneficial in informing the working knowledge surrounding principal support and what constructs most affect the relationship with teacher job satisfaction.
7. A similar study could focus on which specific transformational leadership practices significantly affect teacher efficacy and job satisfaction. This information would be vital to educational leadership programs and school leaders.
8. Investigating years of experience within the variables studied would determine if more years of service equates to a more excellent feeling of support, a greater sense of individual teacher efficacy, and job satisfaction among teachers.

Limitations

This study had limitations in achieving a national generalization of findings. The sample size was 196 individual teachers from ten different school systems in north and central Alabama. Each of the school systems that participated was relatively close in Alabama. Therefore, this study could be improved by broadening the sample to include school systems across Alabama. The analysis would also be more robust if one could consist of systems and teachers from several states. Thus, the study could yield different results with a larger sample size whereby the number of schools was more significant than my achieved sample size of 196. In addition, surveying teachers in elementary education (K-5) would be beneficial in determining if the findings were

genuinely representative of educators in general. Similar research studies have been conducted at the elementary and higher education levels; however, one of the variables was collective efficacy. Those studies focused on the school as the unit of analysis and not the individual teacher.

This study could also be improved if there was an efficient way to gather a mean score for the school's socioeconomic status in which the individual teacher is working. Adding this control variable would allow the researcher to see a statistically significant relationship between the existing variables and socioeconomic status and whether that predicts teacher job satisfaction. Within this study, there were 12 participants whose mean scores were considered outliers. Although this is not statistically significant enough to violate the assumption of abnormality, it should still be looked at and evaluated on how to improve this statistic. This study could be expanded if socioeconomic status was collected for each school in which the participants are employed. It was difficult for this researcher to attain the individual students' SES, which could then be linked to teacher efficacy. Socioeconomic status is a vital control variable in educational research that can provide researchers and policy makers with important information about schools related to educational inequality, and academic achievement.

Conclusion

This research endeavor has proven many things; however, one item stands out more than others, educational leaders can have a significant impact on teacher job satisfaction, school climate, and student achievement by exhibiting transformational leadership components in their daily praxis and providing supportive strategies for their teacher in the school setting. Teachers want to feel like their administrators believe in them and are fully invested in helping them complete their duties and grow in their daily practices to have the most significant effect on their

students. The findings from this study show conclusively that principals' behaviors have statistically significant effects on how teachers view their work environment and job satisfaction. Therefore, principals also have an indirect impact on student learning. Principals need to be aware of the power these behaviors possess. Knowledge of the behaviors outlined by Leithwood and Sun (2012) could be used as a self-evaluation tool for principals to understand their comfort and ability with these behaviors. Perhaps these findings can motivate principals, on an individual basis, to accept the model of transformational leadership as a valuable one for its ability to positively impact essential aspects of teacher morale and, on a larger scale, student achievement.

School administrators should use Leithwood's transformational leadership model in conjunction with the supportive components in DiPaola's model to improve their teacher's efficacy, which will result in a higher level of teacher job satisfaction among the faculty. Improving teachers' praxis and individual effectiveness should be at the forefront of every educational leader's priority list. After the students, teachers are the most influential people in the school building. Teachers are the front-line force that educates our children every single day. With the ever-changing educational landscape and the continued rise of accountability and stress associated with their position come opportunities for educational leaders to make them feel like they are prepared and ready for this great challenge. Educational leaders must use these models and research studies such as this one as tools for reflection and as a map of successfully motivating and empowering teachers to be great at their job and feel rewarded and satisfied.

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APPENDIX A:

IRB APPROVAL

THE UNIVERSITY OF ALABAMA | Research & Economic Development
Office for Research Compliance

February 24, 2022

Phillip McClendon
Department of Ed Leadership, Policy and Technology Studies
College of Education
Box 870302

Re: IRB # 21-12-5253: "Transformational Leadership, Principal Support, and Teacher Efficacy; A Multiple Regression Study with Respect to Teacher Job Satisfaction in Secondary Schools"

Dear Mr. McClendon,

The University of Alabama Institutional Review Board has granted approval for your proposed research. Your application has been given exempt approval according to 45 CFR part 46. Approval has been given under exempt review category 2 as outlined below:

(2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

(i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

The approval for your application will lapse on February 23, 2023. If your research will continue beyond this date, please submit the annual report to the IRB as required by University policy before the lapse. Please note, any modifications made in research design, methodology, or procedures must be submitted to and approved by the IRB before implementation. Please submit a final report form when the study is complete.

Sincerely,

[redacted]

Carpantato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer

APPENDIX B:

LEITHWOOD EDUCATION LEADERSHIP SURVEY

Setting Directions

To what extent do the leaders in your school:
1. Give staff a sense of overall purpose.
2. Help clarify the reasons for your school's improvement initiatives.
3. Provide useful assistance to you in setting short-term goals for teaching and learning.
4. Demonstrate high expectations for your work with students.

Developing People

To what extent do the leaders in your school:
5. Give you individual support to help you improve your teaching practices.
6. Encourage you to consider new ideas for your teaching.
7. Model a high level of professional practice.
8. Develop an atmosphere of caring and trust.
9. Promote leadership development among teachers.

Redesigning the Organization

To what extent do the leaders in your school:
10. Encourage collaborative work among staff.
11. Ensure wide participation in decisions about school improvement.
12. Engage parents in the school's improvement efforts.
13. Are effective in building community support for the school's improvement efforts.

Improving the Instructional Program

To what extent do the leaders in your school:
14. Provide or locate resources to help staff improve their teaching.
15. Regularly observe classroom activities.
16. After observing classroom activities, work with teachers to improve their teaching.
17. Frequently discuss educational issues with you.
18. Buffer teachers from distractions to their instruction.
19. Encourage you to use data in your work.
20. Encourage data use in planning for individual student needs

APPENDIX C:

PERCEIVED PRINCIPAL SUPPORT SURVEY

Principal Support Survey

Directions:
The following statements are about your perceptions of supportive behaviors given by your principal. Please indicate the extent to which you agree with each of the following statements along a scale from STRONGLY DISAGREE (1) to STRONGLY AGREE (6) by filling in the appropriate circle.

		Strongly Disagree					Strongly Agree
1.	Gives me undivided attention when I am talking.	1	2	3	4	5	6
2.	Is honest and straightforward with the staff.	1	2	3	4	5	6
3.	Gives me a sense of importance - that I make a difference.	1	2	3	4	5	6
4.	Supports my decisions.	1	2	3	4	5	6
5.	Provides data for me to reflect on following classroom observations of my teaching.	1	2	3	4	5	6
6.	Provides frequent feedback about my performance.	1	2	3	4	5	6
7.	Helps me evaluate my needs.	1	2	3	4	5	6
8.	Trusts my judgment in making classroom decisions.	1	2	3	4	5	6
9.	Shows confidence in my actions.	1	2	3	4	5	6
10.	Provides opportunities for me to grow professionally.	1	2	3	4	5	6
11.	Encourages professional growth.	1	2	3	4	5	6
12.	Provides suggestions for me to improve my instruction.	1	2	3	4	5	6
13.	Provides time for various non-teaching responsibilities (e.g. IEPs, conferences, test students)	1	2	3	4	5	6
14.	Provides adequate planning time.	1	2	3	4	5	6
15.	Provides extra assistance when I become overloaded.	1	2	3	4	5	6
16.	Equally distributes resources and unpopular chores.	1	2	3	4	5	6

APPENDIX D:

TEACHER EFFICACY SHORT SCALE

Teachers' Sense of Efficacy Scale[1] (short form)

	Teacher Beliefs	How much can you do?								
	Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
1.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

APPENDIX E:

TEACHER JOB SATISFACTION SURVEY

Part IV. Teacher Job Satisfaction

Please circle the appropriate number indicating level of satisfaction on the job. One is very dissatisfied and five is very satisfied.

Job related Variables	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Freedom on the job	1	2	3	4	5
Working conditions	1	2	3	4	5
Personal success	1	2	3	4	5
Salary	1	2	3	4	5
Recognition	1	2	3	4	5
Teachers' needs met	1	2	3	4	5
Work is demanding	1	2	3	4	5
Adequate equipment	1	2	3	4	5
Job is challenging	1	2	3	4	5
Job interferes with family	1	2	3	4	5
Principal rewards teachers	1	2	3	4	5
Personal satisfaction	1	2	3	4	5
Decision-making	1	2	3	4	5
Personal initiative	1	2	3	4	5
Organization of school	1	2	3	4	5
Job security	1	2	3	4	5