

THE INFLUENCE OF PRINCIPAL GENDER, TEACHERS' YEARS OF  
EXPERIENCE, AND RETENTION ON TEACHER PERCEPTIONS OF PRINCIPAL  
LEADERSHIP STYLE, QUALITIES, AND JOB SATISFACTION

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Educational Doctorate

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by  
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The undersigned, appointed by the Dean of the Graduate Faculty, have examined a dissertation entitled

THE INFLUENCE OF PRINCIPAL GENDER, TEACHERS' YEARS OF EXPERIENCE, AND RETENTION ON TEACHER PERCEPTIONS OF PRINCIPAL LEADERSHIP STYLE, QUALITIES, AND JOB SATISFACTION

Presented by Gregg M. Eddins

A candidate for the degree of Doctor of Education

And hereby certify that in their opinion it is worthy of acceptance.

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## DEDICATION

This work is dedicated to all my family members and friends for helping me through this period of my life.

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I would first like to thank all professors involved in teaching the Educational Leadership cohort VI at Missouri University and the Liberty, Missouri, extension site. Each one made a distinct impression on me in their own specific way. Their demonstration of teamwork, understanding, empathy, humor, dedication, and generosity will forever be etched in my mind.

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THE INFLUENCE OF GENDER, EXPERIENCE AND RETENTION ON TEACHER  
PERCEPTIONS OF PRINCIPAL LEADERSHIP STYLE, QUALITIES  
AND JOB SATISFACTION

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ABSTRACT

One main challenge for many school districts in these tough economic times is teacher retention and all the costs associated. This study looks the influence of principal gender, teacher years of experience, and teacher retention based on teachers' perceptions of their principal's leadership style, transformational leadership qualities, and job satisfaction. This study may help school boards and superintendents identify key skills to find more qualified principals and/or create training programs to transform present principals. Those principals may better fit climates and environments encouraging more satisfied teachers and retention.

This study reviewed the history of psychological and sociological aspects related to leadership styles, employee satisfaction, and leadership qualities. This study also reviewed literature related to the three survey instruments: the Job Satisfaction Survey, the Leadership Styles (Other) Survey, and the Principal Leadership Qualities Survey. Each was discussed with the rationale identified for selected usage. The three independent variables of principal gender, retention, and years of experience were added to the end of each survey by this researcher. Relevant dissertations were studied to determine the most recent research findings and to better understand aspects of teachers' perceptions relating to their principals.

The basis of this study was to give each of three different school districts one of the three different surveys. A step-by-step timeline of the process this researcher used up until data collection is included to be helpful for others in analyzing this study and replicating it. This quantitative analysis explored perceptions teachers have about their principals leadership styles, transformational qualities, and job satisfaction as may be influenced by gender, years of experience and retention. Surveys were given from an online survey website to participating schools. Data was then collected and analyzed. Seven research questions attempted to answer questions from the actual surveys using three researcher-added independent variables and subscale breakdown scores. The intent of this meta-analysis was to help clarify and add to the existing depth of knowledge. A variety of statistical analyses were used to determine if differences existed between the independent variables relating to summary statistics, significances, and subs-scale breakdown. The three independent variables, added by this researcher, in many cases show differences in perceptions and subscale breakdown information

This study found:

#### Leadership Styles Survey (LSS)

1. Teachers perceived the Structural leadership style as the dominant style used by principals.
2. Teachers rated male principals higher on most every leadership style in the areas of: Structural, Human Resource, Symbolic, and Political.
3. Teachers perceive male principals rated higher on most leadership style subscales: Analytical, Organized, Supportive, Participative, and Charismatic

4. Mature teachers tend to rate principals lower, and are more critical of principals.

5. Teachers returning rated their principals the highest on leadership styles.

#### Principals (Transformational) Leadership Qualities Survey (PLQ)

1. Teachers perceive that principals use transformational qualities.

2. Teachers reported females were more transformational than males.

3. Teachers observed female principals were more transformational than males on the subscale qualities: Vision, Role Model, Group Goals, Support, Stimulation, and Experience.

4. Teachers returning rated their principals the highest on leadership styles.

5. Beginning teachers rated principals highest on the transformational subscales.

#### Job Satisfaction Survey (JSS)

1. Teachers are overall likely to be satisfied in their position.

2. Teachers perceived equal job satisfaction almost among principals of both genders.

3. Mature teachers tend to rate job satisfaction lower and are more critical of principals.

4. Teachers returning rated their principals the highest on most subscales: Communication, Nature of Work, Coworkers, Operating Conditions, Contingent Rewards, Supervision, and Promotion.

5. Teachers perceived principals split by gender equally on the job satisfaction subscales. Males (Operating Conditions, Coworkers, Nature of Work, and

Communication) Females (Promotion, Supervision, Fringe Benefits, and Contingent Rewards).

The main findings of this study indicate:

1. *Gender* of principal influences teachers' perceptions.
2. *Teachers' Years of Experience* influences their perceptions.

## CHAPTER ONE

### INTRODUCTION

In present times, education faces many challenges on various fronts. One main challenge for many districts is teacher retention and all the associated costs. According to the National Commission on Teaching and America's Future (NCTAF), "High turnover rates cost American schools over \$7 billion a year, with a national average of nearly \$13,000 per teacher" (2010, p. 1). The Alliance for Excellent Education (2005, p. 5) found "in Missouri alone the total was over \$43 million for the 4,036 teachers who left the profession and over \$68 million for teachers who transferred to other schools," together totaling over \$111 million. Economics might dictate districts and schools with high teacher turnover rates review principals' leadership styles, practices, and teacher job satisfaction when analyzing teacher turnover and its costs.

In addition to the monetary cost, the loss of experienced teachers affects student achievement. Mentoring or role modeling relationships are usually terminated, leading to negative student perceptions of consistency and stability.

#### **Practice Under Study**

This study will benefit superintendents and school boards from a monetary standpoint when hiring new principals or retaining those already in place. One aspect of this study is retention. It is highly associated with leadership styles and leadership qualities since both have an impact on job satisfaction or dissatisfaction. Gawel (1997) cited Herzberg's Theory of Motivation showing factors leading to dissatisfaction that include "relationship with boss" and "supervision." Buckingham and Coffman (1999, as

cited in Kimbrel 2005, p. 7) claimed, “A teacher’s manager, usually the principal and other administrators, was found to be an important factor to job satisfaction. This factor has been reported as the single most important aspect in a quality workplace.” Boyd, Grossman, Ing, Lankford, Loeb, and Wyckoff found “teachers’ perceptions of their school leader was the greatest influence on teacher retention of any school contextual factor” (Abstract, 2009, p. i). Boyer’s research (1982, as cited in Stumpf, 2005) involved leadership styles and job satisfaction as they related to the perceived leadership styles of superintendents by administrative subordinates. The research revealed that there was a relationship between superintendents’ leadership styles and job satisfaction of administrative subordinates. Logic might infer a similar relationship between principals and teachers.

According to the MetLife Survey of the American Teacher (2003, p. 64), “Job satisfaction is often related to experiences with the leaders of the organization. In the school this leader is typically the principal.” It further states, “Dissatisfied teachers are also consistently less likely than their satisfied counterparts to rate their principal’s performance highly.” The survey results indicate through some measures “... teachers who are dissatisfied with their careers have less satisfying and less frequent interactions with the principal of their school.” The survey also reports, “(74%) of teachers who are satisfied with their jobs are also satisfied with their relationship with their principal,” while in contrast, “only half (49%) of dissatisfied teachers feel this way” (2003, p. 64).

Research shows that as managers interact with their subordinates, their attitudes and behaviors significantly affect the perceptions and outcome of their subordinates, according to Miller and Cattenero (1982, as cited in Stumpf 2003, p. 8). Stumpf also

cites Everett (1987), who “found that significant relationships existed at the .05 levels between teacher job satisfaction and the perceived leadership style of the principal” (p. 33).

Research is still carried out and modified in present times. Worrell (2004, p. 2) stated that job satisfaction “continues to emerge, and the results are often valued for both humanistic and financial benefits.” Employee satisfaction relates to human resource and personnel management in addition to motivation, productivity, and output. Perceptions of employee satisfaction pertaining to leaders and their practices may have a direct relationship to retention in any job.

### **Job Satisfaction**

Job satisfaction in an organization might be the most frequently measured organizational variable for three main reasons. The first is for the organization to determine a present state of job satisfaction by its employees. The second reason is to understand any antecedents of the job. The third is to understand how any correlates and outcomes related to job satisfaction are important for researchers and organizations (Williams, 2004). This study will follow these three themes.

### **Gender**

Gender, a second aspect of this research study, in part was used to explore if differences in principals’ gender influenced teachers’ perceptions of leadership style, qualities, and job satisfaction. This aspect may address the need to provide opportunities for schools and districts to understand how gender may influence lives and work. It might also describe the possible gender differences of teachers and principals.

Deneca (2009) stated, “Although research shows that there may be a link between principals’ behaviors and attitudes and teachers’ job satisfaction, little research has postulated that race and gender play a significant role” (Abstract, p.1). In her study, she found that “a relationship does in fact exist between teachers’ perceptions of their principals’ race and gender, attitudes, and their job satisfaction” (Abstract, p.1).

Truell’s (2006) research results found “teachers with a more ‘Personal / Professional’ relationship with the principal tended to have greater job satisfaction and female principals were more likely to develop ‘Personal/Professional’ relationships with teachers.” She also found “male teachers were the less satisfied group regardless of the principal’s gender” and that “male principals were more likely to operate from a more ‘Strictly/Professional’ relationship type” (Abstract, p.1). Her study supported the belief that the teacher/principal relationship has an impact on a teacher’s overall job satisfaction, but other factors, such as gender differences, also affect relationships.

McKee (1990) found high job satisfaction correlated with a “high relationship/low task” leadership style. She also concluded “low job satisfaction among male and vocational faculty” (Abstract, p.1).

### **Years of Experience**

Teachers’ years of experience, a third aspect of this study, is explored to indicate if differences influence teachers’ perceptions of principal leadership styles, qualities, and job satisfaction. Overall, there seems to be a lack of information regarding breakdowns of three groups of teaching experience. This study places teachers into the following three categories: 1-3 years (beginning or probationary teachers), 4-10 years (middle years



where teachers may stay, relocate/or quit teaching) and 11 or more years (teachers are vested with less opportunity to transfer and still maintain salary, reputation and respect).

Most studies and data center on beginning teachers, years 1-3. Kimbrel (2005) studied teacher induction programs and teacher job satisfaction using the first three years of a teacher's assignment as probationary period. He used (p. 2) the terms "sink or swim" (Huling-Austin et al., 1989) and "survival" mentality (Bartell, 2005) to describe struggles of new teachers. Bartell defended new teachers, stating "Beginning teachers are traditionally expected to assume all the same responsibilities as the more experienced teachers, and are often assigned the most difficult and challenging students, those that their more experienced colleagues do not want to teach" (p. 3). Kimbrel (2005) assessed beginning induction or mentoring programs as highly important in regarding teacher retention.

The following authors were cited in Kimbrel's research as giving support to beginning teachers and programs aimed at keeping beginning teachers. Hessel and Holloway (2002) stated, "A number of studies have found that well designed programs raise retention rates for new teachers by improving attitudes, satisfaction, feelings of efficacy, and instructional skills." Ingersol and Smith (2003) concluded, "Mentoring and induction programs reduce the attrition rates of beginning teachers by about a third," and Brock and Grady (2001) stated, "A mentor program can make the difference between a beginning teacher who leaves the profession after one year and a beginning teacher whose first year is the first stage to a satisfying career."

Information regarding teaching experience from 4-10 years is sparse concerning teachers' perceptions of leadership style, qualities, and job satisfaction. Scant studies

exist about specific categories of leaders and break down teaching years of experience for the span of 4-10 years. Years of teaching experience is used as an independent variable in this study and may more clearly define experience groupings, especially 4-10 years.

Boyd et al. (2009) cited the following researchers and their findings relating to teaching years of experience:

Teacher background characteristics and work experience consistently predict turnover. For example, turnover is higher among young and old teachers compared to middle-aged ones (see Allensworth, Ponisciak, & Mazzeo, 2009; Guarino, Santibanez, & Daley, 2006; Johnson, Berg, & Donaldson, 2005), and among less experienced teachers compared to more experienced ones (see Ingersoll, 2001; Marvel, Lyter, Peltola, Strizek, & Morton, 2006). (p. 3)

Only 16 percent of teacher attrition at the school level can be attributed to retirement. This affects the third group, teaching experience with 11 or more years. The remaining 84 percent of the teacher turnover is due to teachers transferring between schools and teachers leaving the profession entirely (Alliance for Excellent Education, 2008). Again there is less data on mid-level experienced teachers as compared to beginning teachers and older.

Boyd et al. (2009) also concluded,

In general, previous teacher retention research has focused either on the relationship between turnover and teachers' own characteristics (i.e., what types of teachers are more likely to leave) or between turnover and school characteristics (i.e., what types of schools experience higher teacher turnover). (p. 3)

Leadership support, climate and acculturation account for decisions teachers make about staying in the profession.

## Conceptual Underpinnings of the Study

Job satisfaction has been a topic for discussion and research for many years. In 1911, Taylor studied workers and the jobs they performed. Their job descriptions and actions were analyzed to understand efficiency and effectiveness benefiting the organization. Implementation of his “scientific management” idea often increased productivity by three or more (Internet Center for Management and Business Administration, 2002). Hasall (1998, p. 2) states that Taylor’s principal objective for management was “to secure the maximum prosperity of the employer, coupled with the prosperity for each employee.” A look at employer and employee prosperity factors relates to the sociological and psychological importance in human resource and management theories. His “systems engineering” collection of essays has been translated into several languages, providing new reading and influence throughout the world.

In 1927, Mayo’s *Hawthorne Study* detailed the effects of lighting in organizations. It concluded that it had little effect on worker productivity. However, Mayo did study employees’ positive and negative reactions to their work environment. Mayo used a “human relations” approach to management with the belief “work satisfaction was based on recognition, security, and being part of a team,” which “raised awareness of the need for management to be more involved with the workers at an individual emotional level” (International Encyclopedia of the Social Sciences, 1968). This attitude was one of the first to take into consideration the feelings of the workers

In 1959, Herzberg’s Motivation-Hygiene theory described factors leading to job satisfaction and dissatisfaction. Gawel (1999, p. 1) identified that Herzberg “constructed a two-dimensional paradigm of factors affecting peoples’ attitudes about work.” Human

motivation and factors associated with it further led to the humanistic approach of job satisfaction. According to Chong (2010, p. 3), Herzberg identified growth as an essential motivational factor. He defined growth as “the possibility that one is able to advance in his or her skills and his profession.” This can be related to Maslow’s “hierarchy of needs” and to “motivation and growth” theories. It is essential that basic needs are met in order for individuals to grow. These needs include safety and security, belongingness and affection, and respect and self-respect. Fulfillment of these needs helps individuals reach a higher, more satisfied stage in life. If their needs are not met, then they are not satisfied or as satisfied as they could be. Logically, unsatisfied workers would rate job satisfaction low.

This brief history allows individuals to see how a new connection between management and workers relates to the human resource lens, allowing us to understand assumptions and improve conditions and communications among persons at all levels (Bolman & Deal, 2003).

### **Statement of the Problem**

Some school districts and schools within districts have high teacher turnover rates. More information is needed to fully understand the factors associated with teacher retention, relocation and attrition. A review of literature indicated additional data is needed concerning teachers with four to ten years of experience and eleven or more years of experience. The last variable addressed reports the effects gender may have on leadership styles and perceptions that individuals might hold.

## Purpose of the Study

In part, this paper discusses past research on teacher retention relating to principal leadership styles, qualities, and job satisfaction. It will report on differences that teachers might perceive as influential regarding retention; i.e., their desire to stay at their present school, relocate, or to quit teaching as a profession.

In part, this paper discusses past research on gender relating to principal leadership styles, practices, and job satisfaction. It seeks to report whether differences in the genders of principals influence teachers' perceptions of their principal's leadership style, qualities, and job satisfaction.

Also, in part this paper discusses past research on teachers' years of experience relating to principal leadership styles, practices, and job satisfaction. It seeks to report if differences in years of teaching experience influence teachers' perceptions as well.

Gender, years of teaching experience, and retention are the independent variables used in this study to investigate whether they influence job satisfaction, leadership qualities, and leadership styles survey results. Figure 1 provides a visual understanding of this study.



*Figure 1.* The three surveys

## Research Questions

The following research questions are addressed in this study.

1. What are the summary statistics describing teacher perceptions of principals as measured by the three survey instruments?

2. Do differences of principals' genders influence teachers' perceptions of leadership style, practices, and job satisfaction?

*Null Hypothesis:* Differences in principals' genders do not influence teachers' perceptions of leadership style, practices, and job satisfaction.

3. Do differences in teachers' years of experience influence teachers' perceptions of leadership style, practices, and job satisfaction?

*Null Hypothesis:* Differences in teachers' years of experience do not influence teachers' perceptions of leadership style, practices, and job satisfaction.

4. Do differences in teachers' retention influence teachers' perceptions of leadership style, practices, and job satisfaction?

*Null Hypothesis:* Differences in teachers' retention do not influence teachers' perceptions of leadership style, practices, and job satisfaction.

5. Does principal gender influence subscale scores for the three survey instruments?

*Null Hypothesis:* Principal gender does not influence subscale scores for the three survey instruments.

6. Do years of teaching experience influence subscale scores for the three survey instruments?

*Null Hypothesis:* Years of teaching experience do not influence subscale scores for the three survey instruments.

7. Does retention influence subscale scores for the three survey instruments?

*Null Hypothesis:* Retention does not influence subscale scores for the three survey instruments.

### **Method**

This paper reports results from three different school districts and one of three separate surveys in which they participated. The three survey instruments used in this study are: The Leadership Styles (Other) Survey (Bolman & Deal, 1990); Principal Leadership Qualities (Jantzi & Leithwood, 1996); and The Job Satisfaction Survey (Spector, 1994). Three demographic questions regarding retention, gender, and years of teaching experience were added to the end of each of the three survey instruments when they were uploaded to an online survey site.

### **Limitations of the Study**

Limitations to this study include the number of responses, differing demographics among the surveyed school districts, and the comfort levels of respondents about anonymity, which could possibly bias responses. The surveys were taken online, which might have created possible filtered, undelivered, or other problems unforeseen by the researcher. The study was purely voluntary. The following limitations focusing on methodological issues relate to this study (Heppner & Heppner, 2004). The validity and reliability of the survey instruments might have limitations. Participants did not have the opportunity to construct responses of their own or add additional information. The findings of the study were limited by the accuracy and perception of the teachers.

### **Assumptions and Bias**

The researcher expected teachers to truthfully answer survey questions to the best of their perceptions. Superintendents allowed teachers to participate in this study and forwarded any and all letters and explanations forthwith. Teachers had the ability to properly distinguish between the question's intent and their principal's skills and behaviors. As a public middle school teacher during this study, this author tried with utmost concern and professionalism to be as objective as possible in every aspect of research with no bias.

### **Definition of Terms**

The following key words and terms used throughout this paper are defined by the author.

*Job satisfaction.* Teachers' general overall feelings about their job or job experiences relating to their principal's styles and practices predicting feelings concerning job retention, relocation, or attrition.

*Perception.* Honest thoughts or feelings teachers have indicating their answers on the three survey instruments via Likert scales.

*Principal / Leader.* The principal teachers are evaluating regarding their perceptions on the three survey instruments.

*Retention.* Teachers staying at the same school the following year.

*Relocating.* Teachers willfully transferring to another school in the same or another district.

*Attrition.* Teachers choosing to leave the teaching profession.



## **Summary**

The purpose of this chapter was to introduce the history and rationale for research in this area. Purpose, details, and significance are stated. Relevant definitions are included. Limitations of the investigation are discussed. Chapter Two reveals and discusses literature important and relevant to teacher roles, responsibilities, job satisfaction, leader skills, and actions and surveys. Chapter Three describes the investigative techniques used to obtain data for this study. Chapter Four presents the findings of this research. Chapter Five gives an interpretation and a discussion of the findings.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This literature review discusses research and data related to teachers' cultural environments and teaching climate, giving insight into mindsets public school teachers endure. The three survey instruments: the Job Satisfaction Survey, the Leadership Styles (Other) Survey, and the Principal Leadership Qualities Survey are discussed to identify rationale for selected usage. The three independent variables of gender, retention, and years of experience are discussed from various viewpoints of previously researched related studies and data. Relevant dissertations are compared to illustrate further research done by this author.

#### **Test Scores and Stress**

An important factor for teachers relating to job satisfaction in today's schools is the importance of student achievement tests and scores. Mees (2008, pp.1-2) summarizes the following: "The State of Missouri uses the Missouri Assessment Program (MAP) to comply with NCLB testing mandates. The goal of NCLB is for 100% of children to be proficient in communication arts and mathematics by the year 2014." Furthermore, "States determine the assessment to be used to measure proficiency, the standards for proficiency, and the yearly percentage benchmarks, referred to as Adequate Yearly Progress (AYP) (USDOE, 2007)." Most important for teachers is the fact that "Students must score at or above the state-determined proficiency level as the year 2014 approaches." Most important for principals is the fact that "AYP is met only if the entire

group of tested students and each subgroup of tested students meet the established incremental standard in communication arts and mathematics for the school year.”

Schools must comply with federal mandates to continue receiving federal funds. Districts must meet said testing requirements that are progressively harder to improve upon year after year. “A school is identified as ‘in need of improvement’ if the overall percent of tested students in the school or any subgroup of tested students fail to meet the AYP” (Mees, 2008, p. 1-2). These scores reflect on the student, teacher, principal, district, state, and nation. Teachers are evaluated on how students and classes perform on these tests. Teachers are compared to other teachers within the same building, district, state, and nation. This puts much stress on teachers worried about how they might be perceived by their principal.

There is a lot of preparation and concern in today’s schools regarding tests because teachers answer to both parents and principals. In the same regard, principals answer to both parents and superintendents, while superintendents answer to the parents and school board. This top-down hierarchy places responsibility on the teachers from almost every viewpoint. In a chain of command, it is easy and common to blame individuals below oneself for responsibility regarding productivity and efficiency. Teachers might blame some students and parents for lack of help, motivation, and discipline of students, knowing they themselves still face the ultimate blame for low scores.

Headlines such as “Some Texas Teachers Could Be Fired Over Low Test Scores” (Associated Press, 2010) and “88 Public School Teachers Fired –Good!” (Redstate, 2008) give insight into how teachers might feel about test scores and reviews by their

principals, especially if they are new or still on probation. This leads to headlines with actions such as “When test scores seem too good to believe” in *USA Today* (Toppo, Amos, Gillum & Upton, 2011), and further still, “America’s biggest teacher and principal cheating scandal unfolds in Atlanta” (in *Christian Science Monitor*) (Johnson, 2011). Organized cheating often takes place across American public schools because of the fear of reprimand or the loss of jobs.

Some students are aware of the consequences low scores have for teachers. They realize it is a way to chip away at a teacher’s reputation and credibility. Some students do not seem to care about their test scores; some even try to inflict damage to teachers knowingly by performing badly. In some cases students recruit others to perform badly to cover their low scores and/or sabotage the class, grade, school, and district for many selfish reasons. This researcher would like to describe and summarize a term used by teachers that actually identifies and labels these students as “intentional non-learners.” They put forth little effort in step-by-step or multi-operational problems where extended effort is required, they have little desire to learn and retain subject matter they deem not interesting, and they show little respect and some disrupt classes.

Shippo, Kahne and Smylie (1999) argued that teachers are no longer seen as professionals by the principals in determining whether or not a student is worthy of continuing on to the next grade level through grades alone. Standardized tests are now taking the place of how teachers measure students, and these tests are modified for many students. Some students have modified lessons and fewer work responsibilities due to 504 plans and Individual Educational Plans (IEP’s). They rely on teachers and personal aides to reduce their workload and responsibility in many aspects. They are aware of the

little accountability they have and are in essence becoming victims of learned helplessness. Grades are also modified or are simply pass / fail. The system may enable them to continue this until graduation, due in part to No Child Left Behind (NCLB).

In Missouri, MAP testing at the secondary level was not effectively measuring student performance. Mees (2008, p. 2) reported for the 2005-2006 school year: “Of the 202 middle schools, 100 failed to meet AYP, a failure rate of 49.5%” and furthermore, “These rates did not improve during the 2006-2007 school year” (p. 2). He also reported, “Of the 2,100 schools participating in MAP testing in 2006-2007, 975 failed to meet AYP, resulting in a failure rate of 46.4%” (p. 2). This is cause for stress in teachers.

Some schools’ actions leading up to and including the testing are dramatic, stressful, and costly for students and teachers. Daily announcements, assemblies, and time consuming review also affect other teachers as some subjects not being tested are put on hold. What are teachers to do when there is no motivation by some students to perform well? Teachers may become anxious from repeated low or failing results. Retention relates to teachers’ perceptions of job satisfaction due to principals’ leadership styles and qualities which they use towards teachers before, during, and after testing. The mood, climate, and environment of the school are determined by the principal’s leadership styles, actions, and qualities.

### **Graduation Rates**

Low student scores have a direct impact on principal and teacher attitudes. In addition to test scores, another area of concern is student graduation rates. *USA Today* reported graduation rates for the following cities: Detroit 53.7%, New York 54.6%, Chicago 68.1%, and Philadelphia 72.2% (Toppo, 2006). Teachers are responsible for

students' education regardless of any obstacles, according to some legislation. Schools, leaders, and teachers have a responsibility to increase graduation rates and improve performance by students. Graduation rates are essentially indicators showing relative success or failure of public schools. They are measures of accountability and reliability. Schools must perform and succeed. KansasWatchdog.org reported, "For graduation rates to be useful, they must be reliable, consistent across states, and comparable" (Soutar, 2010, p. 4). This shows awareness of a state and national problem. The website continued, "Although No Child Left Behind (NCLB) mandates each state to use a set graduation rate calculation, poor definitions and inconsistent implementation have resulted in a range of confusing graduation rate calculations" (2010, p. 4).

### **Scoring and Graduation Disparity**

Many argue the playing field isn't fair. No Child Left Behind mandates every child to proficiently perform at an expected level by 2011. Each state defines and decides its definition of proficiency and sets its own pace due to circumstances such as migrant worker student turnover, adjustments in population demographics, economics, and resources. Gannett News Service reported during the 2005-06 school year, "Colorado required almost 70 percent of eighth graders to score at a proficient level on the state's math test, but Arizona required only 23 percent of its eighth graders to do so" (Gawel, 2007, para. 5). These inequities exacerbate the inequality of fairness for schools, districts, and states, who are essentially competing against each other. There appears to be no clear definition of normal. Teachers are aware of the stress from being judged against other schools. Dan Koretz, a Harvard University testing expert, revealed how states use "cheap

tricks” and “create an illusion students are really doing better than they really are” (Gawel, 2007, para. 7).

Medina (2007) reports, “state-set goals for raising graduation rates are far too low to spur needed improvement,” and how “several states say that any progress at all – even one more diploma is good enough, according to data collected from the Department of Education.” Medina also reports that Nevada’s goal “is to graduate 50 percent of its students” whereas “Iowa sets a target of 95 percent.” That which is acceptable in some places is not always acceptable in others. Inequality of resources makes it difficult to compare one district to another. When Murphy (2008) reported “New York City’s high school four-year graduation rate hit 60 percent in 2006, the news was cheered. It was, after all, the highest rate since the city started keeping track.” Harvard University researchers say the state of California “graduates only 71 percent of its high school students – not the 87 percent it claims” and “some California schools are just dropout factories” (Asimov, 2005).

Regardless, one can see how the importance of test scores and graduation rates both affect teachers with job stress and anxiety relating to job satisfaction. Again, the aspect of job satisfaction related to this study is part of teachers’ perceptions of job satisfaction directly relating to principals’ leadership qualities and styles that they use towards teachers and the testing/graduation rates environment. Job satisfaction is relevant because it relates to teacher retention and attrition due, in part, to their perceptions of how their principal acts.

## **Job Satisfaction**

According to Organ and Ryan (1995), job satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviors such as organizational citizenship. The Encyclopedia of Business and Finance states that a satisfied worker “brings a pleasurable emotional state that often leads to a positive attitude,” and they are “likely to be creative, flexible, innovative, and loyal” (Allison, McClintic & Marion, 2006. Benefits to the organization “include reduction in complaints and grievances, absenteeism, turnover, and termination; as well as improved punctuality and worker morale.”

As cited in Stumpf (2003), the relationship between leadership style and employees’ job satisfaction has been studied extensively (Beehr & Gupta, 1987; Bhella, 1982; Bordieri, Reagle, & Coker, 1988; Bruns & Shuman, 1988; Dobbins & Zaccharo, 1986; Jensen, White, & Singh, 1990; Putti & Tong, 1992; Wilkinson & Wagner, 1993).

The four most often used measures for job satisfaction are: the Job Satisfaction Survey (JSS), created to assess employee perceptions on nine subscales measuring satisfaction on various aspects of a job (Spector, 1997); the Job Descriptive Index (JDI) measures five facets giving organizations ideas on which job aspects need improvement or are adequate (Smith, Kendall, & Hulin, 1969, as cited in Stumpf, 2003); the Minnesota Satisfaction Questionnaire (MSQ), which measures satisfaction on either a long or short form (Weiss, Dawis, England, & Lofquist, 1967); and the Job Diagnostic Survey (JDS), which compares and identifies specific job characteristics past and present (Hackman & Oldam, 1975).



## **Instrumentation**

### **The Job Satisfaction Survey**

The Job Satisfaction Survey (JSS) (Spector 1994) (see Appendix A) is a 36-item, nine-facet scale used to assess employee attitudes about the job and aspects of the job. The nine facets are pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication. Each facet is assessed with four items, and a total score is computed from all items. This survey has some of its items written in each direction—positive and negative. Each item is scored from 1-6 in a Likert scale format. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. The JSS is a copyrighted scale, but can be used free of charge for noncommercial educational and research purposes in return for the sharing of results. The JSS is copyright © 1994, Paul E. Spector, All rights reserved.

### **The Leadership Orientations (Other) Survey**

The Leadership Orientations (Other) Survey (Bolmann & Deal, 1990) (see Appendix B) rates colleagues instead of a self-rating. It has three sections in which 39 questions were used. Section 1 contains rating scales, with the items in a consistent frame sequence for structural, human resource, political, and symbolic leadership styles. There are also subscales within each frame, also in a consistent sequence. They are analytic, supportive, powerful, inspirational, organized, participative, adroit, and charismatic. The second section, which was not used in this study, contains six forced-choice items arranged in the same sequence: structural, human resource, political, and symbolic. The

last section, which was also not used, measures effectiveness as a leader. Reliability statistics for Leadership Orientations (based on approximately 1,300 colleague ratings for a multi-sector sample of managers in business and education) is listed on Lee Bolman's website (Bolman & Deal, 1990). Test score statistics for sections I and II relate to the following frames: Structural, Human Resource, Political and Symbolic. Means, standard deviation, standard error, maximum and minimum cases are listed for each frame in each section along with Split Half Correlation, Spearman Brown Coefficient, Guttman (Rulon) Coefficient, and Coefficient Alpha indicating internal consistency data.

### **The Principal Leadership Questionnaire**

The Principal Leadership Questionnaire (PLQ) (Leithwood, 1996) has 24 questions and gives information about perceptions individuals have concerning a principal's leadership behaviors (see Appendix C). Factors include vision, inspiration, modeling, acceptance, cooperation, support, intellectual stimulation, performance and expectations. Participants rate principals on a 5-part Likert scale with: Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree.

Pettit (1993 as cited in Stumpf 2003, p. 36) concluded, "A survey is an appropriate method of collecting data for descriptive or exploratory studies." Stumpf also referred to studies by Rossie & Freeman (1993, 1983) and Kerlinger (1986), who determined, "It can be used in studies in which individuals are the unit of analysis, and it is also considered best suited for measuring attitudes and obtaining personal and social facts, as well as beliefs" (p. 36).

Fink (2006, p. 1) states, “Surveys are information collection methods used to describe, compare, or explain individual and societal knowledge, feelings, values, preferences, and behavior.” She further explains:

...three good reasons for conducting surveys are: (a) A policy needs to be set or a program must be planned, (b) You want to evaluate the effectiveness of programs to change people’s knowledge, attitudes, health, or welfare and (c) You are a researcher and a survey is used to assist you. (p. 2).

### **Teacher Retention and Costs**

Teacher retention is an important factor for school districts pertaining to a school’s learning and teaching environment. It can be difficult for school administrators to create and implement new policies, effect needed changes, or meet higher standards when the teaching workforce is constantly changing. Recall Boyd et al., in their conclusion, “teacher’s perception of their school leader was the greatest influence on teacher retention of any school contextual factor” (2009, Abstract, p. i). School leaders have a direct effect on teachers’ job satisfaction. Job satisfaction is directly related to teacher retention and attrition. Teacher retention and attrition have a direct impact on district costs and student performance. They are two of the biggest problems faced by K-12 institutions today.

Teacher turnover is a problem for school district board members, superintendents, and principals in that the bottom line is a large loss in dollars. “Turnover puts school districts in a costly permanent hiring mode. Recruiting, hiring, administrative processing, and professional development, among other factors add up the cost” (Fitzgerald, 2007, p. 2). The Alliance for Excellent Education (AEE) reported, “Every school day, nearly a thousand teachers leave the field of teaching. Another thousand teachers change schools,

many in pursuit of better working conditions” (2005, p. 1). Boyd et al. (2009) also reported,

Across the United States, approximately half a million teachers leave their schools each year. Only 16 percent of this teacher attrition at the school level can be attributed to retirement. The remaining 84 percent of the teacher turnover is due to teachers transferring between schools and teachers leaving the profession entirely. (Abstract, p. 1)

The AEE places a value on teacher replacement costs for those dropping out of the profession at “\$2.2 billion a year,” and “When adding in the cost of replacing public school teachers who transfer to other schools, the total reaches \$4.9 billion every year” (2005, p. 1). The National Commission on Teaching and America’s Future estimates “\$7.3 billion a year” in teacher turnover cost (2010, p. 1). Individuals may use the *Teacher Turnover Cost Calculator* at [www.nctaf.org](http://www.nctaf.org) for specific state and district statistics and figures (Alliance for Excellent Education, 2005).

The Charlotte Advocates for Education (CAE) study estimated between 15% and 20% of teachers at the Charlotte-Mecklenburg Schools leaving their jobs created a “deficit of quality teachers for every classroom and thus lower the quality of instruction,” which creates a “loss of continuity within the school” relating to “time, attention, and funds being devoted to attracting new teachers and not to the classrooms.” Their estimated cost in teacher turnover averaged \$11,500 (2004, p. 1).

A Texas study, as cited in a report from the Association of Community Organizations for Reform Now (ACORN) estimated the cost of a leaving teacher at 20% of their school salary (2003, p. 1). The AEE, using data from The National Education Association’s Estimates of School Statistics, 1969-70 through 2002-03 (August 2003) stated, “teacher turnover costs 30% of the leaving employee’s school salary” (p. 6). They

also gave the sum of \$12,546 as the national average cost per teacher to the district. Their figures for the state of Missouri totaled over \$43 million for the 4,036 teachers who left the profession and over \$68 million for teachers who transferred to other schools.

Chicago Public Schools had an annual cost “at about \$86 million” (Nagel, 2007, p. 1).

Teacher job satisfaction, retention, and attrition are important aspects and big expenses for districts.

In *The Cost of Teacher Turnover in Five School Districts* (Barnes, Crowe, & Shaefer, 2007), key findings related how the costs of teacher turnover were substantial, and undermined at-risk schools. They also stated, “at-risk schools could recoup funds by investing in teacher retention” and “costs can be identified, aggregated and analyzed” (pp. 4-5). These findings further point to the importance of leaders’ skills and actions towards teachers. NCTAF president Tom Carroll stated, “We want to help school leaders identify the problem, so they will be in a better position to manage their resources to reduce teacher turnover and improve teacher quality” (NCTAF, p. 1). Teacher satisfaction is directly related to satisfaction with their job.

### **Teacher Turnover Rates Effects on Students**

In addition to the cost in monetary terms is the loss of experienced teachers, which affects student achievement. Mentoring or role modeling relationships are usually terminated, leading to negative student perceptions of consistency and stability. Affected are student achievement gaps, quality, and resources. Dill and Stafford reported the problem of attrition “is even more damaging to the educational development of students, especially with low income and minority students,” and “In schools determined to be least effective the turnover rate was more than 40 percent” (2008, p. 1). Nagel concurred,

further stating, “It has a negative impact on student learning, especially in troubled districts. Low performing schools rarely close the student achievement gap because they never close the teaching quality gap—they are constantly rebuilding their staff” (2007, p. 1). Similar findings relating to fairness, turnover, gaps, and impacts are found in many works (Boyd et al., 2009).

### **No Child Left Behind**

The *No Child Left Behind Act of 2001* acknowledged the financial obligation regarding funds and responsibility placed upon the school district board, superintendent, and principals in their roles relating to “Preparing, Training, and Recruiting High Quality Teachers and Principals” (Title II, Section 201). Part A, Section 2101 states

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to —

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.
- (2) hold local educational agencies and schools accountable for improving student academic achievement. (U.S. Department of Education, 2002, (Title II, Section 201)

It is the responsibility of the leader to create a school culture and climate conducive to a satisfactory and acceptable atmosphere by staff and students. A positive culture in any school is at the very core of acceptance, learning, and growth. The principal is usually the highest-ranking member in the educational institution embodying the duties, roles, and responsibilities needed for vision, reform, and buy-in from all stakeholders. Germane to this study is the responsibility of the leader to increase teacher retention through leadership skills, actions, and practices improving job satisfaction. It is

also the responsibility of the school board and the superintendent to identify, hire, and recruit qualified, experienced, and effective leaders capable of accomplishing this task. They must use government, state, and local tax monies efficiently.

### **ISLLCS Standards**

Another important factor relating to principal leaders and leadership actions is the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLCS), which were created by the Council of Chief State School Officers (CCSSO) on November 2, 1996. The standards present a “redefined portfolio of leadership skills for school administrators” helping link leadership more forcefully to productive schools and enhanced educational outcomes (CCSSO, 1996, p. 6). They specify a goal to redesign leadership by understanding effective leadership and the changing dynamic model of schooling. Differing beliefs and strategies accompanying complex aspects such as morality, influence, equality, and advocacy form the cornerstones of their perspective. Their principal leadership tests are used in 24 states and address important factors such as skillful stewardship, assessment, instruction, and intelligence. Their assessments apply a central framework to leadership positions in six standards, each employing knowledge, dispositions and performances. “It is the desire of the consortium to raise the bar for the practice of school leadership. The standards and indicators reflect the magnitude of both the importance and the responsibility of effective school leaders” (p. iii). Among the many standards relating to teacher job satisfaction, leadership styles and qualities are:

1. Effective communication
2. Consensus building and negotiation skills
3. Inclusion of all members of the school community

4. Willingness to examine one's own assumptions, beliefs, and practices
5. Vision developed among stakeholders
6. Individuals are treated with fairness, respect, and dignity
7. Responsibilities and contributions of each individual are acknowledged
8. Staff feel valued and supported
9. Trusting people and their judgments
10. Collaboration

Many of their standards are seen on the three survey instruments used in this research.

The Job Satisfaction Survey (Spector, 1994) used in this study is broken down into nine categories. Six of those categories (promotion, supervision, contingent rewards, coworkers, nature of work, and communication) weigh heavily in this research. These six specific categories reflect qualities expressed in the Interstate School Leaders Licensure Consortium Standards for School Leaders. Testing for these qualities make up much of the exam principals take in many states to receive their certificate to become school principals, Missouri included. These six categories also relate closely to The Principal Leadership Qualities survey (Jantzi & Leithwood, 1996) and the Leadership Styles (Other) Survey (Bolman & Deal, 1990), which are also used in this study. All three surveys in this study have qualities tied to transformational leadership and human resource management, which is the preferred education currently taught in many Doctor of Education programs and institutions of higher education.

The Charlotte Advocates for Education identified key aspects for creating a supportive environment and the role of the leader in increasing teacher retention (2004). They stated, "Principals can create an environment where teachers with the same passion



and commitment will want to teach and be successful...Only then will job satisfaction resulting in teacher retention rates increase” (p. 3).

Teachers’ feelings about administrative support, teacher input to decision making, and resources for teaching are strongly related to reasons for leaving the profession (Ingersoll, 2001).

### **Theories in Leadership**

Implicit in their job descriptions is that principals must be flexible, accommodating and social. Bruffee (1999) describes how themes such as acculturation, collaboration, discourse, granting authority, and willingness to learn affect the types and amounts of knowledge learned and shared in organizations. Principals usually study leadership theories and people skills when earning a leadership degree. High retention of staff calls for special skills and actions. Theories relating to human resources and employee satisfaction center on adjusting to new attitudes or beliefs as a part of being successful. New attitudes, styles, and visions help organizations transform and adapt into effective learning institutions.

Klimek, Ritzenhein, and Sullivan (2008) discussed “generative leadership” as a theory in learning organizations creating desired outcomes for quality. Expressed communication, creativity, collaboration, and continued learning themes are valued. These qualities are also found in “servant leadership” as described by Yukl (2006) and “transformational leadership” as referenced by Mezirow (2000). These theories about work environment, attitudes, and culture are part of the leader’s responsibility regarding workplace and organizational climate.

## **Transformational Leadership**

Transformational leadership is important in this study. The Principal Leadership Qualities (PLQ) survey (Jantzi & Leithwood, 1996) is based on transformational leadership qualities. For this reason it was selected as a survey instrument.

Transformational leadership theory is valued for three main reasons: it encourages personal growth, promotes humane treatment of others, and involves input and buy-in from the community and other stakeholders. Transformational leadership delegates, empowers, and recognizes the importance of subordinates, stakeholders, and community members. Transformational leaders help stakeholders and community members become more visible, responsible, educated, and powerful.

Transformational theory urges change and growth as individuals accept ideas and values different from their own. This purposeful learning transforms individuals over time with its personal and social dimensions. Mezirow (2000) explains that “Transformational learning involves participation in constructive discourse” (p. 8). Through discourse, trust and involvement increase. Individuals must be objective in their viewpoints as “transformation proceeds from the progressive taking-in, digesting and reconstructing of perspectives different than our own” (p. 115). Transformational leadership helps people and organizations grow while modeling and promoting the best in individuals. Transformational leaders concern themselves with promoting positive growth and development of others (Yukl, 2006).

Transformational leadership addresses many aspects of individual growth, one well-known tenet of which is Maslow’s hierarchy of needs (Bolman & Deal, 2003). As lower needs are met throughout life, higher needs begin to motivate individuals.

Acceptance and love relate to social and personal relationships. Esteem equates to the person's feelings of worth and value. Usually, when these needs are met sufficiently, the individual tries to develop into a higher level by finding their fullest potential and thereby becoming self-actualized. Mezirow (2000) discusses "the perfectibility of human beings," "human connectedness," the "desire to understand" and "spiritual incompleteness" (pp. 7-8). Cranton (2006 as cited in Mezirow, p. 181) described roles leaders have in the psychological development and individuation processes of others as an obligation. Helping advance and cultivate understanding through meaningful actions and learning throughout life experiences leads to self-actualization.

Transactional leadership might involve conflict when interests collide. These leaders may not see the value in goals and pursuits except in social exchange theory or ego gamesmanship. Organizations as machines are mostly bureaucratic and organized without concern for workers' feelings, cares, or concerns. They are managed with "command, coordination and control" (Morgan, 2006, p.18). Efficiency and productivity reign supreme at the cost of worker mistreatment and exploitation. That type of organizational leadership style does not benefit individuals, according to Maslow's hierarchy. An organization exists to serve human needs (Bolman & Deal, 2003). Transformational leadership allows and encourages growth of individuals on many levels working in relation with Maslow.

Psychologist Lawrence Kohlberg followed child psychologist Piaget's constructivist requirement for a stage model in his theory of cognitive development consisting of six stages. Kohlberg's stage six relates to universal ethical principles. In Power and Kohlberg's 1981 work, Kohlberg speculated about a seventh stage called

“Transcendental morality,” or “Morality cosmic orientation,” linking religion and moral reasoning. Transformational leadership encourages persons to be moral and achieve all they can to reach the highest levels life has to offer universally or spiritually.

Growth is an objective in improving ourselves; through growth we change our values, perceptions, and assumptions. Keegan (1994) as cited in Mezirow (2000) describes growth as a “leading out from an established habit of mind” (p. 232). One will not view things the same way again after changing references, perspectives, and meanings. From an organism lens (Morgan, 2006), those with the most advantages will flourish, while those without will stagnate and never reach potential. One has to be cognizant of the factors influencing the organization’s development and health. Political and transactional leaders, being both collaborative and competitive, are aware of resources and obtain them with motives in mind. Transformative leaders give freely, openly, and without judgment. Growth in morality is expected.

Treatment in work cultures enable or inhibit human interests and learning possibilities. Cultural and resource theories look at treatment of and human needs relating to the understanding of people and the relationship they have with their organization in positive ways. This is congruent with McGregor’s Theory Y proposition, improving organizational conditions so people can achieve their own goals, allowing satisfaction with work, as opposed to Theory X, a non-nurturing restrictive environment (Bolman & Deal, 2003). When one becomes more self-aware, one begins to analyze differently aspects or interests previously held. In Mezirow (2000), the psychologist Jung discussed “individuation” which is “the process by which individual beings are formed and differentiated” and is a “lifelong journey” (pp. 188-189). Through growth we learn and

change. Transformational leaders promote self-awareness, individuation, and purposefully help themselves and others through transformational learning.

### **Leadership Styles**

There is a close connection with the human resource frame and its congruency with transformational leadership. Bolman and Deal (2003) stated, “The human resource frame centers on how characteristics of organizations and people shape what they do for one another” (p. 115). This is an ongoing reciprocal process and responsibility. Both invest in people rather than seeing a cost. One main focus of both is the relationship between the people and organizations. Both empower individuals to learn and achieve more. By delegating more, responsibility and authority are increased giving people more satisfaction in their job.

Leadership styles are important in most organizations. In this study, leadership style was used as a survey instrument. The Leadership Styles (Other) Survey (LSS) by Bolman and Deal (1990) was used to indicate which particular leadership style is used most or what combinations are used the most. In assisting leaders and managers, Bolman and Deal describe the four frames used in building greater clarity and vision for guiding organizations. Using frames is a way of looking at an organization through different lenses. The four leadership styles are Structural, Human Resource, Political, and Symbolic. Definitions of the four frames are summarized below.

The structural frame helps individuals to understand the many parts of an organization. Organizations are divided into functional units where the context and structures must match. As problems or incongruencies arise within the organizations,

issues are addressed and reflected upon to create changes in parts affecting the overall structure.

The human resource frame looks at the relationships between the organization and the individuals. When people are content in aspects such as growth, treatment, and buy-in, they are able to thrive within the organization, and all benefit.

The political frame looks at power issues. Parties negotiate over resources. Position, power, and leverage help in understanding how individuals within the organization interact to get what they want. Allies and coalitions help people strategize, incorporating transactional and social exchange theories.

The last frame is the symbolic frame, which helps individuals to determine meanings outside and within the organization. Clarification and definitions are understood through symbols. These symbols give meanings by providing help for people to more clearly understand actions of their organizations. Ceremonies and rituals are among the symbols used by organizations, in addition to company mottos and mission statements.

Looking at the human resource frame gives leaders information about people and organizations both negatively and positively while allowing improvement. Investing and empowering employees, as suggested by Bolman and Deal (2003), allows them to “find satisfaction and meaning in work, the organization profits from effective use of individual talent and energy. If not, individuals withdraw, resist or rebel” (p. 159). Most principals in the present day rely less on mechanistic or domination themes more popular in the past, especially since education is not for profit. It is important when leading to keep in mind “no single strategy is likely to be effective by itself”...“Relationships...

figure prominently in both individual job satisfaction and organizational effectiveness” (Bolman & Deal, p. 161).

### **Leadership Skills and Actions**

Discourse could be the most important quality a leader must possess, since it provides the safety to share authentic learning challenges and experiences and effective questioning. If one cannot communicate effectively, there may be little or no cooperation, buy-in, or respect.

Understanding acculturation with respect for tolerance and diversity will greatly enhance a leader’s success. Knowing the culture, demographics, and socio-economic factors of an area helps leaders determine content and context clues important in understanding the norms and values of the stakeholders and community members involved. Principals must look at these points when determining fit into an organization. There must be value in leadership and learning for a leader; otherwise there is little commitment and buy-in from others. Principal leaders must learn about and assess organizational environment and community culture when deciding if it is the right school or district for them. Principals must know their strengths and weaknesses. Principals as leaders must try new things and fix problems quickly, as they are opportunities in disguise. Paraphrasing Donaldson (2008), leaders must gamble at times with good information and intentions when pushing for an agenda. They must believe in their program and cause. Leaders must also ask themselves questions like: Will I be accepted? How will I delegate? How will I handle problems? Do I have the strength to lead?

When applying ideas and tools used to facilitate organizational transformations into effective learning institutions, leaders must keep up on cognitive knowledge relating

to current themes and trends. Cultivating the desired environment for improvement is a leader's responsibility. Gaining acceptance of ideas by others allows a collective mindset for progress. Leaders without interpersonal knowledge and experience must learn or be at a disadvantage. They should be aware of their intrapersonal skills and actions. Assumptions must be objective and sensitive to cultural and ecumenical factors respecting diversity.

### **Related Research and Studies**

“The Relationship of Perceived Leadership Styles of North Carolina County Extension Directors to Job Satisfaction of County Extension Professionals” (Stumpf, 2003) looked at the study of perceived leadership styles, behaviors and how they relate to subordinate job satisfaction for the following reasons: (a) gain valuable information about leadership behaviors in order to determine expectations about the job and work environment; (b) diagnose the needs of program environment and adjust their leadership styles to meet those needs; (c) use this research to update its managerial training and provide the organization a strong, productive and efficient workforce; (d) provide leaders and personnel with information about the organization's internal environment and leadership pool. This parallels Williams (2004) and the three themes followed in this author's research. (a) determine a present state of job satisfaction by its employees; (b) understand any prior events of the job; and (c) understand how any correlates and outcomes related to job satisfaction are important for researchers and organizations.

Stumpf's (2003) first research question asked about the perceived leadership characteristics of County Extension Directors (CEDs). The second question chose to define the relationship between perceived leadership behaviors and subordinate job



satisfaction. This author's research used leadership style and leadership practices questionnaires to help clarify both positive and negative styles and practices relating to job satisfaction regarding retention and attrition.

Stumpf used The Multifactor Leadership Questionnaire (MLQ) developed by Bass (1985, cited in Stumpf, 2003) to measure transformational and transactional leadership behaviors. This researcher's study used the Leadership Styles (Other) Survey because it specifically addressed the four leadership frames ascribed by Bolman and Deal (1990). Stumpf used the evaluation of job satisfaction as measured by the Mohrman-Cokke-Mohrman Job Satisfaction Scales (MCMJSS), which was designed to measure self-perceived intrinsic, extrinsic, and general satisfaction (Mohrman, Cooke, Mohrman, Duncan & Zaltman, 1977, cited in Stumpf, 2003). This researcher's study used the more modern and recognized Job Satisfaction Survey by Spector (1994).

Correlation analysis identified significant associations between perceived leadership behaviors, total job satisfaction, and demographic factors. Major findings included total job satisfaction was positively related to transformational leadership, while total satisfaction was negatively related to transactional leadership. The study also found the following: years employed was negatively related to gender; years employed was positively related to age; years employed was negatively related to transformational leadership, and age was positively related to transformational leadership (Stumpf, 2003, Abstract). Results also indicated significant differences in job satisfaction by the survey respondents based upon their perceived leadership style of their leader. This researcher's study wishes to expound further on these interesting findings.

Kimbrél's study, "Teacher Induction Programs and Beginning Teacher Job Satisfaction" (2005) focused on beginning teachers (years 1-3) and their retention. He addressed the teacher shortage problem as being partially due to lack of support given by the principals and schools. Principals, superintendents, and school boards are responsible for decreasing teacher attrition and cultivating favorable environments. Kimbrél claimed, "In education, turnover has a perceived cost to student learning in revolving door classrooms. Students that have new teacher after new teacher have suffered from this instability" (p. 5).

Kimbrei (2005) cited Ingersol's (2001) conclusion that "Job satisfaction was important to retaining the best and brightest teachers" and Meador's (2001) statement that "Teachers in low turnover rate districts are more satisfied, perceive more support and are more committed than teachers in high turnover rate districts" as rationale for his statement, "Thus, it is in the interest of school districts and administrators to provide opportunities for great job satisfaction to retain the best teachers" (p. 12).

Kimbrél's purpose in research was to "see if a relationship existed between teacher job induction programs and beginning teacher satisfaction." The induction programs were support programs for the 1-3 year teachers. This related to this researcher's study in the years of experience (independent variable) demographic question part of the survey. Since more data exists about beginning teachers than teachers with 4-10 years or 11 or more years, it was hoped that relevant information would be found that would expand upon the latter two categories relating to job satisfaction, leadership styles, and qualities.

Research questions related to this author's study were: Was there a relationship between overall teacher job satisfaction and the quality of the induction programs? Was there a relationship between induction programs and the beginning teacher's intent to remain in the profession? What were the most important job factors relating to overall teacher job satisfaction? These questions were in part answered by Kimbrel's use of the Job Descriptive Index (JDI).

The JDI survey operationalizes job satisfaction by covering the following variables: opportunities for promotion, supervision, co-workers, and job in general, which have relevance to this author's research through surveys regarding leadership style, leadership practices, environmental climate, and retention.

Also used by Kimbrel was the Job-In-General (JIG) (1997) scale used to measure satisfaction in diverse organizations to measure an individual's overall job satisfaction. Means, standard deviations, and ranges were compiled for descriptive analysis. Pearson's Correlation Coefficients were used to determine correlation among specific variables such as job satisfaction, the quality of a teacher's induction program, and induction program retention. Multiple regression was used to analyze questions involving induction job facets. Factors of teacher induction programs were analyzed to determine what, if any, effect the variables had on the dependent variable job satisfaction. Multiple regression was also used to determine which factors were most influential in explaining the variance of overall job satisfaction.

The results of this study showed a positive significance correlation coefficient ( $r=0.268$ ) between teacher induction programs and overall job satisfaction. This researcher's study hoped to compare the difference between years of experience in all three categories

instead of just beginning teachers. Also, a positive significant correlation coefficient ( $r=0.251$ ) was found between teacher induction programs and beginning teacher job satisfaction. This researcher's study hoped to expand on this concept and compare principal support and communication between all three categories of teachers' years of experience.

The National Center for Education Statistics (NCES), which is part of the U.S. Department of Education, is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States. They are mandated to collect and report complete statistics on the condition of education in the United States. Only two of their studies had a slight resemblance to this study. They are currently working on a Beginning Teacher Longitudinal Study (BTLS) that will measure teachers over an extended period of time (Gruber, Wiley, Broughman, Strizek & Burion-Fitzgerald, 2002). It will permit a better understanding of the impact that different life events have on teachers' careers. Parts of it will help in understanding how school and/or district characteristics and policies affect teacher satisfaction. Those teachers involved were originally involved in their 2007-2008 Schools and Staffing Survey. Their earlier School and Staffing Survey, 1999-2000, had only two facets in its study that measured aspects of this study. They were safety, which pertained to school climate, and environment and professional development. This research study might aid and/or be a catalyst for more of a psycho-social perspective style study the NCES may consider for the future.

### **Summary**

This chapter discussed teachers' school environments and teaching climates in an attempt to help the reader understand teacher stress over testing scores, graduation rates,

and disparity of reported results between districts. The rationale was to help put the reader in the mindsets of some public school teachers. This chapter reviewed literature related to the three survey instruments: the Job Satisfaction Survey, the Leadership Styles (Other) Survey, and the Principal Leadership Qualities Survey. Each was discussed with the rationale identified for selected usage. The three independent variables of gender, retention, and years of experience were discussed from various viewpoints of previously related studies and data. Finally, related studies were discussed and reviewed to better understand how this researcher explains benefits of and expounds on psycho-social aspects of teachers' perceptions relating to their principals.

With the review of literature in Chapter Two, this researcher used Chapter Three to help give information about research design and methodology used in this quantitative study. Chapter Three begins with a step-by-step timeline of the process this researcher used up until data collection. It discusses study participants, demographics, ethical considerations, and it will be helpful for others in analyzing this study and replicating it. Chapter Four gives a summary of the analysis of all data and summarizes it in Chapter Five.

CHAPTER THREE  
RESEARCH DESIGN AND METHODOLOGY

**Problem and Purpose of the Study**

Schools with high teacher turnover have a multitude of problems. One is the cost in dollars that districts spend training new teachers due to attrition or to those transferring to other schools. High turnover rates cost American schools over \$7 billion a year (NCTAF, 2010, p, 1), with a national average of nearly \$13,000 per teacher. In 2003, in Missouri, 4,036 teachers left the profession or transferred to other schools, costing over \$111 million dollars (AEE, 2003, p. 5). This is important to superintendents and school boards.

Another problem with teacher turnover is the reasons that teachers are leaving. Factors such as limited resources, right fit, or salary were not used in this study since they are out of the control of most principals. This study used teacher retention, gender, and years of experience as independent variables to see if they influenced teachers' perceptions of the principal's leadership style, qualities, and job satisfaction to further define if these factors make a difference in teacher turnover.

This study will benefit superintendents and school boards from a monetary standpoint when hiring new principals or retraining those already in place. It would not be wise to retain a principal who consistently has high teacher turnover rates because it costs the district, teachers, and students. Organizations must determine a present state of job satisfaction by its employees, how they feel within the organization, and why they feel that way. Within almost every district is a school or two where teachers leave at

higher rates than others. If the principal is the main reason, as may be derived from the survey instruments and independent variables used in this study, a district may decide to retain or relieve a principal due to the costliness of his or her leadership, climate, and/or environment. There are reasons teachers leave a school. By exploring all the facets used in this study, one may clarify and define further, thus adding to the depth of knowledge from this meta-analysis.

The three survey instruments used in this study all converge with similar human resource and transformational qualities. The three independent variables of gender, retention, and years of experience were added by this researcher to the end of each survey instrument to determine if they influenced teachers' perceptions of leadership style, leadership qualities, and job satisfaction.

The first part of this methodology is a chronological timeline explaining the step-by-step process and procedures this researcher took starting with the survey selection process and ending with data retrieval. This may be useful for individuals wishing to replicate this study. Dates are approximate.

### **Steps and Timeline**

#### **August-September 2010**

After researching many job satisfaction, leadership qualities, and leadership style orientated questionnaires and surveys, the author selected three main survey instruments for analyzing pertinent information in this study.

1. The Job Satisfaction Survey (Spector, 1994) was selected to determine a present state of job satisfaction by employees, to understand why they felt that way, and understand how any correlates and outcomes related to job satisfaction. Complete scoring

guides, reliability and validity statistics, and reputation satisfied this author in its selection.

2. The Principal Leadership Questionnaire (Janzi & Leithwood, 1996), was selected to measure qualities of principals associated with Transformational Leadership. Leithwood's books, articles, and heavily referenced citations in relevant dissertations were influential in this author's leadership program and dissertation.

3. The third survey instrument was the Leadership Styles (Other) survey (Bolman & Deal, 1990). This survey measured the leadership frame or frames most used by leaders as perceived by subordinates. Bolman and Deal's books, articles, and heavily referenced citations were influential in this author's leadership program and dissertation.

4. A short demographics questionnaire was created by this author to be added at the end of each of the surveys (see Appendix D). It was later revised to just three questions. The three independent variables are *gender of principal*, *teaching years of experience*, and *retention*. These three variables were used to indicate any influence teachers might have relating to perceptions about their principals in the three surveys. (One of the three main surveys was selected as a second choice since a first choice survey by another author could not be used because permission from its author was never received.)

#### **Author Contact and Permission (September-October 2010)**

The next step in the process was to contact each of the survey authors for permission to use their surveys in this study. Initial contact was done by email. Each author's survey was available on his or her specific website along with scoring information, validity and reliability statistics, and permission email addresses.



The Job Satisfaction Survey was copyrighted, but free for noncommercial educational or research purposes as long as the results were shared with the author (see Appendix E).

The authors of the Principal Leaders Questionnaire (see Appendix F) and the Leadership Styles (Other) Survey (see Appendix G) were contacted by e-mail. They gave permission to this author under the conditions that data be shared with them.

### **Institutional Review Board (IRB) (October 2010-February 2011)**

After permission was received for use of all three surveys, all information was presented to the IRB for review. The IRB requested changes to the demographics questionnaire, which was then shortened to three questions. This ensured less fishing for information and kept survey fatigue to a minimum. During the long extension of time due to a heavy winter weather, winter semester break, and many third semester school closings, the author began preparing a prospectus to fully explain the author's research to superintendents of the three school districts later involved.

### **Prospectus**

The prospectus included the significance of the study, purpose of study, research questions, conceptual underpinnings, historical review, IRB approval letter (see Appendix H) and survey authors' permission letters.

Also included in the prospectus was a fully detailed letter to the superintendent requesting permission to survey teachers of their school district, and explanations for most facets of the study (see Appendix I). A similar letter was drafted for teachers explaining all aspects of the survey and indicated that by participating in the online surveys, consent was given (see Appendix J).

## **Superintendent Meetings**

The author then called each superintendent from three school districts to schedule a personal meeting to discuss this doctoral dissertation study. Superintendent meetings were scheduled, and some were rescheduled at their convenience. One district allowed the author to meet with its superintendent. Another district allowed the author to meet with an assistant superintendent, and another district had the author telephone the Director of Research, Accountability, and Assessment. Prospectus booklets were mailed to each district and the individuals in charge.

After successful meetings and conversations, acceptance was given to survey teachers from each district under their guidelines. The author explained the online survey method each district was to take by clicking on a link taking them straight to “Survey Monkey,” an online survey site.

## **Permission to Conduct Research**

Two districts had the author fill out a “Request to Conduct Research Review Criteria and Approval Form,” or some facsimile thereof, which explained parameters, compliance, and liabilities (not in Appendices due to anonymity request of involved districts).

## **IRB (February-March 2011)**

Throughout the winter months, the author met with his advisor to clarify and review research facets. Continuous IRB clarification was needed and updated as aspects of the study and the surveys were changed, mostly at the requests of the school districts. Some surveys were shortened due to possible survey fatigue and exploratory or fishing questions. This important and needed process was at times trying and rigorous in

satisfying approval conditions to assure that all parties met proper standards and responsibilities while eliminating any possible liabilities.

### **Online Survey Website**

During these months the author purchased an online account from an internet survey site and proceeded to construct the three different surveys with three added demographic questions (independent variables) at the end of each. After completion of construction of each of the three separate online surveys, the author contacted agents of the three districts and provided them with the online link to their district's survey. One of the three different surveys were picked for each of the three school districts by random coin toss.

### **May-June 2011**

Due to spring break, preparation for end-of-course exams, and district standardized testing, all three districts requested actual surveys be completed near the last few weeks of the school year. Compliance from this author was acknowledged and given. After a determined date was given to this author by each district, at its convenience, participating teachers began their surveys.

### **May 25, 2011**

The author later downloaded the data from each of the three online surveys with just days left in the semester in some districts.

## **Research Design**

The bottom line in any evaluation or assessment is the findings. Clarity and understanding will help further researchers, which is one reason this research will focus on writing for impact as described in Grob (2004). Specific stakeholders and readers

should remember a specific message and be able to understand why it is important to the author and relevant to them. Lincoln and Guba (1985) discussed how research must convince readers that the results of inquiry and import are relevant. This research also agrees with Cervero's naturalistic viewpoint in which competent and wise individuals achieve higher quality in programs by examining planning practices and making better choices (Cervero & Wilson, 2006). Knowlton and Phillips' (2009) guiding questions for reviewing a theory of change model has much in common with the objectives in this research. The theory of change in this study is for school boards and superintendents to review training and hiring practices of principals due to monetary concerns, in addition to teacher satisfaction relating to climate and environment.

The research design in this study incorporates a quantitative method to determine teachers' perceptions using three different survey instruments. This quantitative study does not exclude the importance of Seidman (1988), Patton (1990) or Merriam's (1998) process of inquiry by interviewing individuals specifically; due to the volume of participants in this study, inquiry was made using surveys. Much attention, as prescribed by Cresswell (2003), Fink (2006) and Booth, Colomb, and Williams (2003) concerning research methods, design and surveys were followed in this study. These ideas of rigorous research complete in scope and sequence, writing guidelines on style, mechanics, and language usage reflect professionalism and coherency. Validity, trustworthiness, peer examination, and clarifications of researcher bias, as articulated in Merriam (1999) were emulated.

## **Study Participants**

Weiss (1994) summarizes ideal participants as insiders who are willing to share their perceptions and feelings. Merriam discusses purposeful sampling “based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned”(1998, p. 61). For this reason, only certified teachers were used in this study.

## **Demographics of the Participants**

Teachers from three economically similar suburban Mid-west Missouri school districts were selected to participate in this study. Their proximity was a factor because of the ease of communication and travel for the researcher. Elementary, secondary, and high school teachers were requested to take the online surveys using school computers for convenience and maximum participation. None of the three school districts took the same survey, although each of the three surveys had the same three researcher-added demographic questions at the end. These were the three independent variable questions of retention, years of experience, and gender of the principal.

## **Ethical Considerations**

The University of Missouri Institutional Review Board approved all aspects of this study. Some demographics questions were excluded at their request. All rules and regulations were adhered to by the researcher while research was conducted. No incentives were given for participation. The researcher’s participation letter informed teachers they would in no way be identified. The letter also explained that by participating in the surveys, automatic consent without signature was given. Participants were allowed to skip any question and/or stop participating at any time (see Appendix K).

Demands and requests made by school districts were adhered to in order to satisfy anonymity, liability, and professional requirements during this study.

### **Data Collection Methods**

Data were collected from the online survey site. The participants were certified teachers from three school districts. Insight was needed regarding the influence of the three independent variables (retention, years of experience, and gender) on teachers' perceptions of their principal's leadership style, leadership qualities, and job satisfaction. Merriam (1998) discussed perspectives of insiders and participants as being important in "understanding the meaning people have constructed" (p. 4). This allows outsiders to view mindsets of those within. The three survey instruments used in this survey gave clarification into human resource and transformational leadership management from many teacher perspectives.

Patton (1990, p. 193) described a needs assessment as "What do clients need and how can those needs be met?" The survey results allow principals to understand teacher beliefs and attitudes about them generally. Fink (2006) suggests information should come directly from people. Using surveys allows questions to be asked in context, providing ideas, beliefs, and feelings regarding individuals' perceptions. Surveys are widely used as a research tool.

All three survey instruments used a Likert scale on either a five- or six-point scale. Closed-ended questions restricted the range of possible item responses in the surveys. Likert scales are the most widely used survey format and lend themselves to the statistical processes that were used for establishing reliability and validity (Fink, 2006). Data from this study were retrieved using different three survey instruments from three

different school districts. Each of the three school districts took a different survey. Participants were certified school teachers.

### **Analysis**

The Statistical Package for Social Sciences (SPSS) was used to analyze the data. Data for this study were quantitative. Means, standard deviations, and ranges were compiled for descriptive analysis. Chi Square analysis was used in this study to describe the learning environment. Chi Square uses categorical data collected from a counting process and continuous data which comes from a measuring process. The level of significance for all statistical tests was set at  $\alpha = .05$

### **Summary**

This quantitative analysis explored perceptions teachers have about their principal's leadership styles, qualities, and job satisfaction as may be influenced by gender, years of experience, and retention. This study used and explained three different survey instruments. Rationale for research design and participation was given. Data request and collection was defined. Data analysis was described.

## CHAPTER FOUR

### ANALYSIS OF THE DATA

This chapter first reports on reliability data from each of the three surveys. Next, the findings and results from this study are included. Research questions are listed individually with a narrative summarizing important aspects associated with each of the three surveys. Research questions are then followed by figures which give a succinct account of what was learned from each of the three surveys by research question. Next, summaries are presented of the significant questions from each research question by survey. Following are any tables listing non-significant questions. After all research questions are described in this format, individual survey findings observed by this researcher are stated in numerical form. The last part of the chapter reports each of the three surveys' findings numerically. Data tables and write-ups for each question from each survey are located in the Appendices.

The purpose of this study was to determine if gender, years of teaching experience, or retention influenced teachers' perceptions of their principals' leadership style, qualities, or job satisfaction. The results from surveys completed in May 2011 are presented in this chapter.

Data from three different surveys were collected from three separate school districts from the online survey website to determine if gender, years of teaching experience, or retention influenced teachers' perceptions of their principals' leadership style, qualities, or job satisfaction. The districts represented had similar socio-economic demographics. Each of the three mid-Missouri districts completed only one of the



following surveys: The Leadership Orientations (Other) Survey (Bolman & Deal, 1990), The Principal Leadership Questionnaire (PLQ) (Jantzi & Leithwood, 1996), or The Job Satisfaction Survey (JSS) (Spector, 1994). Three demographic questions relating to gender, years of teaching experience, and retention were added to the end of each of the online surveys by this researcher to explore the research questions.

### **Research Questions**

1. What are the summary statistics describing teacher perceptions of principals as measured by the three survey instruments?

2. Do differences of principals' genders influence teachers' perceptions of leadership style, practices, and job satisfaction?

*Null Hypothesis:* Differences in principals' genders do not influence teachers' perceptions of leadership style, practices, and job satisfaction.

3. Do differences in teachers' years of experience influence teachers' perceptions of leadership style, practices, and job satisfaction?

*Null Hypothesis:* Differences in teachers' years of experience do not influence teachers' perceptions of leadership style, practices, and job satisfaction.

4. Do differences in teachers' retention influence teachers' perceptions of leadership style, practices, and job satisfaction?

*Null Hypothesis:* Differences in teachers' retention do not influence teachers' perceptions of leadership style, practices, and job satisfaction.

5. Does principal gender influence subscale scores for the three survey instruments?

*Null Hypothesis:* Principal gender does not influence subscale scores for the three survey instruments.

6. Do years of teaching experience influence subscale scores for the three survey instruments?

*Null Hypothesis:* Years of teaching experience do not influence subscale scores for the three survey instruments.

7. Does retention influence subscale scores for the three survey instruments?

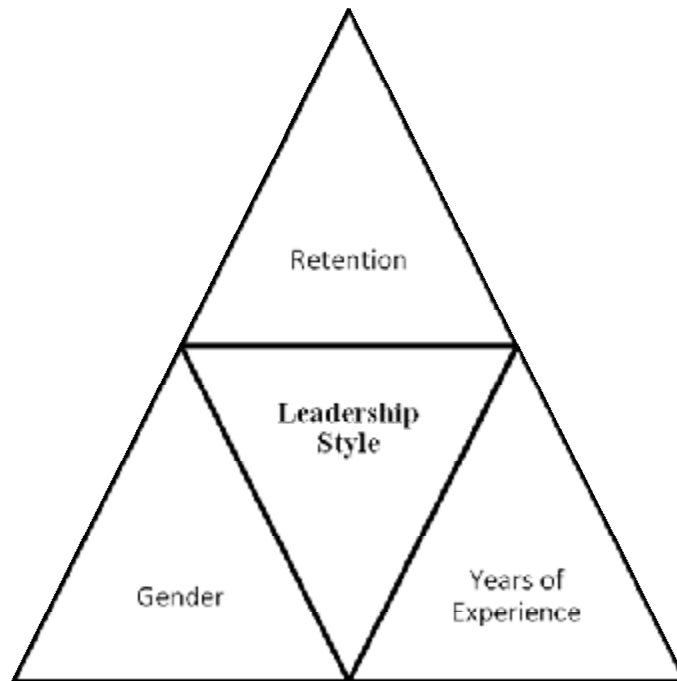
*Null Hypothesis:* Retention does not influence subscale scores for the three survey instruments.

### **Respondent Demographics**

The Missouri teachers from the three participating school districts in these three surveys volunteered after a *Teachers Participation Explanation and Consent without Signature Letter* (see Appendix J) was e-mailed to them. The letters had survey links at the bottom that took them directly to the particular survey their district was randomly given. Permission to e-mail teachers was given after rigorous interviews and explanations, modifications, and permission letters were complied with, as per the requests from each school district. The total number of participating teachers per individual surveys received from each district was as follows: Leadership Styles (Other) Survey from School District A totaled 50. Principal Leadership Qualities survey participants from District B totaled 135. Job Satisfaction Survey teachers participating from school District C totaled 135.

## Leadership Styles Survey and Reliability Data

The Leadership Styles (Other) Survey (Bolman & Deal, 1990) was developed in the late 1970s and early 1980s. It measures orientations toward leading through the four frames (structural, human resource, political, and symbolic). A copy of the LSS is provided in Appendix B.



*Figure 2.* Leadership styles and the three variables

The Structural Framework “...focuses on the how to find some arrangement — a pattern of formal roles and relationships — that will accommodate organizational needs as well as individual differences” (Bolman & Deal, 1991, p. 50).

The Human Resource Framework is important in that it “places people first, which is very similar to stewardship or servant leadership where participation in decision making and problem solving are primary components of the model” (Bolman & Deal, 1991). This frame is currently taught in modern colleges and universities.

This framework is based on the ideas from organizational social psychologists and begins with the premise that organizations are filled with individuals, each of whom has their own feelings, needs and biases as well as their own skills and potential. (Bolman & Deal, 1991, p. 15)

In the Political Framework, “The political leader understands the reality of the politics in the organization and deals with them” and was “developed primarily by political scientists who believe that an organization is an arena wherein different interest groups compete for a limited amount of power and resources leading to conflict and coalitions being established” (Bolman & Deal, 1991, p. 15).

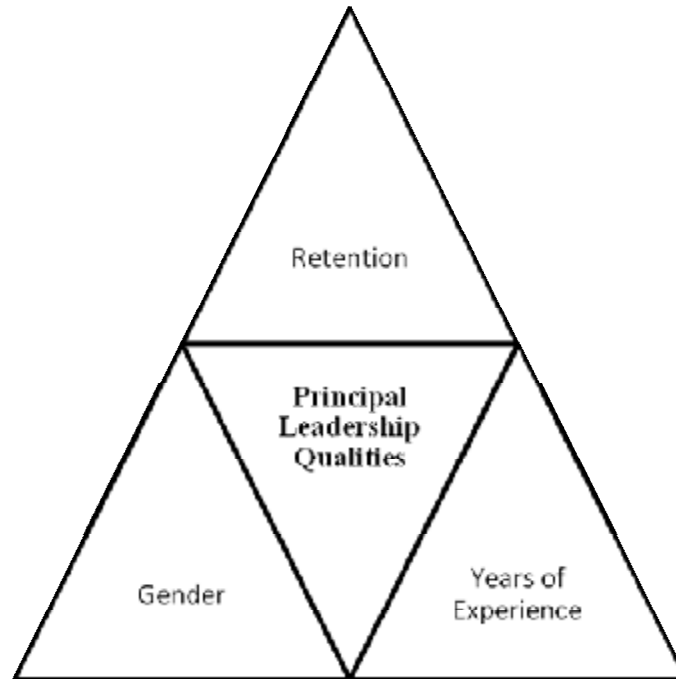
The Symbolic Framework relates to social and cultural anthropology. “The organization is thought to be akin to tribes or theater; they are cultures that operate based on ceremonies, rituals, rules, myths, policies, stories, heroes and managerial authority.” It is important to understand that “everyone in the organization is an actor who is basically playing a prescribed role” (Bolman & Deal, 1991, p. 16).

The questions on the survey for the four frames were as follows: structural: (Questions 1, 5, 9, 13, 17, 21, 25, 29), human resource (Questions 2, 6, 10, 14, 18, 22, 26, 30), political (Questions 3, 7, 11, 15, 19, 23, 27, 31), and symbolic (Questions 3, 7, 13, 16, 20, 24, 28, 32).

Each of the four frames is also divided into two subscales in the sequences as follows: analytical (Questions 1, 9, 17, 25), supportive (Questions 2, 10, 18, 26), powerful (Questions 3, 11, 19, 27), inspirational (Questions 4, 12, 20, 28), organized (Questions 5, 13, 21, 29), participative (Questions 6, 14, 22, 30), adroit (Questions 7, 15, 23, 31), and charismatic (Questions 8, 16, 24, 32).

### **Principal Leadership Questionnaire and Reliability Data**

The Principal Leadership Questionnaire (PLQ) (Jantzi & Leithwood, 1996) was used to help collect data about the principal's transformational leadership characteristics. It consists of 24 Likert-scale questions with five response options. They are: strongly disagree, disagree, undecided, agree, and strongly agree



*Figure 3.* Principal leadership qualities and the three variables

The six PLQ factors used the same scale. The six PLQ factors are:

1. Vision Identification: equates to behaviors and actions of principals aimed at identifying new opportunities for the school and staff members. It inspires others to follow his or her vision of the future. There are five items relating to vision in the questionnaire. Those items have a reported reliability coefficient Chronbach's alpha of .88 (Jantzi & Leithwood, 1996).

2. Modeling: relates to the degree to which the principal is viewed as a role model and sets an example for teachers to follow espousing values consistent with the school and district (Jantzi & Leithwood, 1996). There are three items relating to modeling on the questionnaire. Those items have a reported reliability coefficient Cronbach's alpha of .86 (Jantzi & Leithwood, 1996).

3. Goal Acceptance: the principal promotes cooperation and agreement among teachers and helps in assisting them to work together toward common goals. There are five items relating to goal acceptance on the questionnaire. Those items have a reported reliability coefficient Cronbach's alpha of .86 (Jantzi & Leithwood, 1996).

4. Individualized Support: equates to the amount of time and concern the principal gives and shows to teachers and organizational members. Principals show respect for individuals and assist them regarding personal needs and feelings. There are five items relating to individualized support on the questionnaire. Those items have a reported reliability coefficient Cronbach's alpha of .82 (Jantzi & Leithwood, 1996).

5. Intellectual Simulation: the degree to which the principal challenges teachers to reflect upon and reexamine some of the assumptions they hold about their work and life. By reexamining things, individuals may change and become better performers and persons. There are three questions relating to intellectual stimulation on the questionnaire. Those questions have a reliability coefficient Cronbach's alpha of .77 (Jantzi & Leithwood, 1996).

6. High Performance Expectations: exist when the principal establishes high expectations for excellence, performance, and quality from teachers and staff. There are

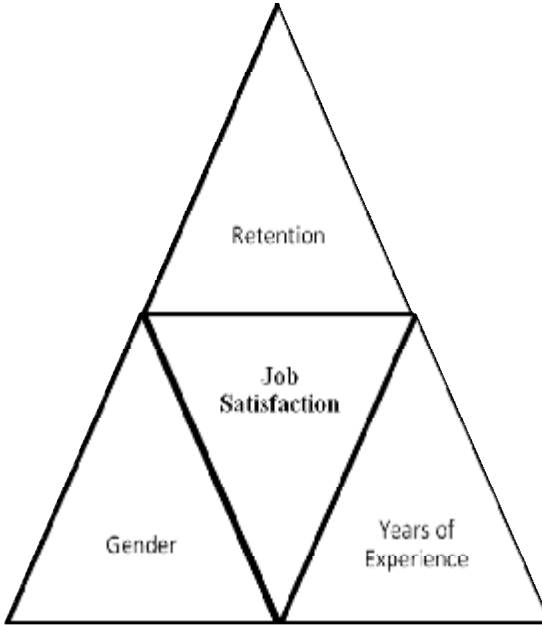
three items relating to high performance on this questionnaire. Those items have a reliability coefficient Cronbach's alpha of .86 (Jantzi & Leithwood, 1996).

It is important to realize initial scores (percentages) used by this researcher on the corresponding factors of the PLQ were placed into three groups to show those who slightly disagreed or disagreed, those who were undecided, or those who agreed or strongly agreed with the factor statements about perceived transformational leadership characteristics practiced by their principal in the workplace. A copy of the PLQ is provided in Appendix C.

The Principal Leadership Questionnaire (PLQ) provides information about perceptions teachers have concerning a principal's transformational leadership behaviors. The number of teachers who participated in this survey totaled 135.

#### **Job Satisfaction Survey and Reliability Data**

The Job Satisfaction Survey (JSS) is a 36-item, nine-facet scale used to assess employee attitudes about the job and aspects of the job. Each facet is assessed with four items, and a total score is computed from all items. A Likert rating scale format is used, with six choices per item ranging from *disagree very much* to *agree very much*. Items are written in both directions, so about half must be reverse scored (Spector, 1994).



*Figure 4. Job satisfaction and the three variables*

The JSS survey consists of the following nine facets: Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Coworkers, Nature of Work, and Communication. This research study consisted of 30 questions, as it did not include the facet *pay* since this was not in control of the principal, and the extra questions lessened possible survey fatigue. Although the JSS was originally developed for use in human service organizations, it is applicable to all organizations. The norms provided on the author's website include a wide range of organization types in both private and public sectors. Table 1D shows internal consistency reliabilities (coefficient alpha) from the author's website based on a sample of 2,870.



Table 1D

*Job Satisfaction Survey Breakdown of the Nine Facets, Alpha, and Descriptions*

Scale	Alpha (Total = .91)	Description
Pay	.75	Pay and remuneration (not used in this research)
Promotion	.73	Promotion opportunities
Supervision	.82	Immediate supervisor
Fringe Benefits	.73	Monetary and nonmonetary fringe benefits
Contingent Rewards	.76	Appreciation, recognition, and rewards for good work
Operating Procedures	.62	Operating policies and procedures
Coworkers	.60	People you work with
Nature of Work	.78	Job tasks themselves
Communication	.71	Communication within the organization

(Instructions for Scoring the Job Satisfaction Survey (JSS), Paul E. Spector; Department of Psychology, University of South Florida)

The Job Satisfaction Survey (JSS) has some items written in each direction-- positive and negative. Scores on each of nine facet subscales, based on four items each, can range from 4 to 24, while scores for total job satisfaction, based on the sum of all 36 items, can range from 36 to 216. Each item is scored from one to six if the original response choices are used. High scores on the scale represent job satisfaction, so the scores on the negatively worded items must be reversed before summing with the positively worded into facet or total scores. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. Below is the step by step procedure for scoring.

1. Responses to the items should be numbered from 1 representing strongest disagreement to 6 representing strongest agreement with each. This assumes that the scale has not been modified and the original agree-disagree response choices are used.

2. The negatively worded items should be reverse scored. Below are the reversals for the original item score in the left column and reversed item score in the right. The rightmost values should be substituted for the leftmost. This can also be accomplished by subtracting the original values for the internal items from 7. 1 = 6, 2 = 5, 3 = 4, 4 = 3, 5 = 2, 6 = 1.

3. Negatively worded items are 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, 36. Note the reversals are NOT every other one.

4. Sum responses to four items for each facet score and all items for total score after the reversals from step 2. Items go into the subscales as shown in the table.

It is important to note the pay category and questions 1, 10, 19, 28 were not used in this researcher's surveys, since salary was most likely not a decision made by the principal, but instead by a school board pay scale. This researcher's constructed survey questions, along with the added three variables, did not match exactly with the original Job Satisfaction Survey questions and numbers; therefore individuals must compare original questions and numbers with this researcher's numbers and questions for comparison of statistical purposes. It is also important to recall negatively worded item questions were reverse scored. Great care was taken by this researcher to abide by this fact. Notes and calculations are on file at the researcher's personal residence.

Categories are listed first, followed by the original authors' question item numbers: Promotion (2, 11, 20, 33), Supervision (3, 12, 21, 30), Fringe Benefits (4, 13, 22, 29), Contingent rewards (5, 14, 23, 32), Operating conditions (6, 15, 24, 31), Coworkers (7, 16, 25, 34), Nature of work (8, 17, 27, 35), Communication (9, 18, 26, 36).

Total satisfaction, because the four *pay* category questions were eliminated, can total only 1-32 instead of the original 1-36.

5. If some items are missing, an adjustment must be made; otherwise the score will be too low. The best procedure is to compute the mean score per item for the individual, and substitute that mean for missing items. For example, if a person does not make a response to 1 item, take the total from step 4, divide by the number answered or 3 for a facet or 35 for total, and substitute this number for the missing item by adding it to the total from step 4. An easier, but less accurate, procedure is to substitute a middle response for each of the missing items. Since the center of the scale is between 3 and 4, either number could be used. One should alternate the two numbers as missing items occur.

## **Summary of Results and Findings for Research Question 1**

### **Leadership Styles Survey Descriptive Statistics**

The results from the Leadership Styles survey revealed all four leadership styles were used in varying degrees by principals. However, as shown in Table 8A, the *Structural* leadership style rated highest (89.8%), followed by the *Human Resource* style second (88.4%), the *Symbolic* leadership style third (82.2%), and the *Political* leadership style last (80.2%).

### **Principal Leadership Qualities Descriptive Statistics**

The results from the PLQ survey measured the following six transformational qualities *Vision, Role Model, Group Goals, Support, Stimulation, and Expectations*. Results indicate 68% of teachers agreed overall their principal used these qualities in the

workplace, 21% disagreed overall their principal used these qualities, and 11.5% were undecided (see Table 8A).

**Job Satisfaction Descriptive Statistics**

The Job Satisfaction Survey was made up of the eight components: *Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Conditions, Coworkers, Nature of Work, and Communication*. Results indicated 64% of teachers perceived job satisfaction in the workplace, compared to 36% whom were dissatisfied (see Table 8A).

Table 8A

*Summary Describing Teacher Perceptions of Principals as Measured by the Three Survey Instruments (see Appendix 8A)*

Survey	Findings
LSS	Teachers perceived principals used the Structural leadership style the most often.
PLQ	Teachers agreed overall principals used transformational qualities a majority of time.
JSS	A majority of teachers perceived job satisfaction in the workplace.

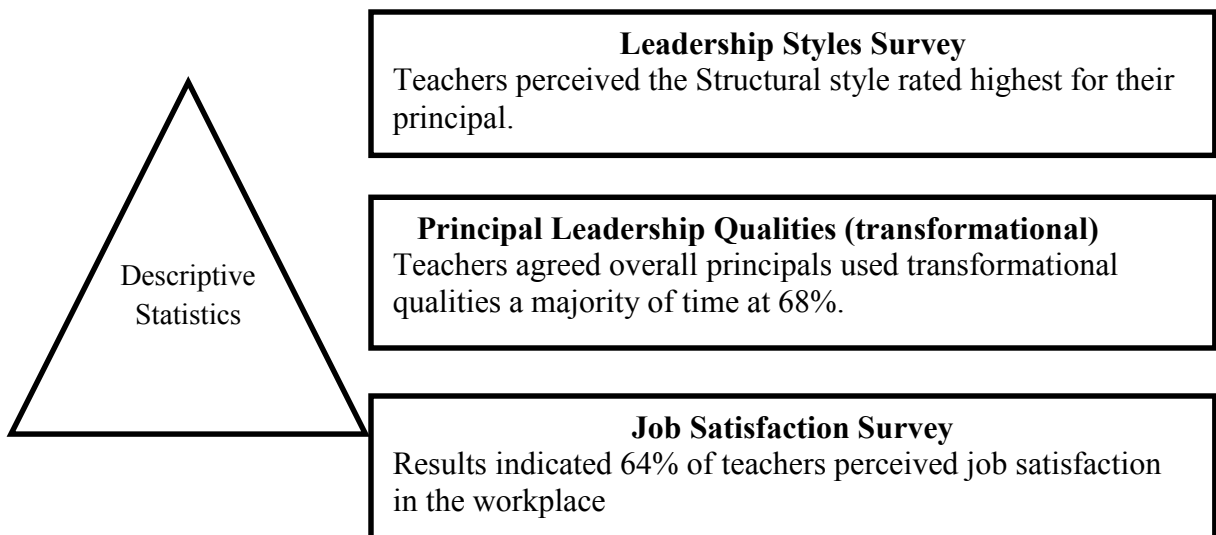


Figure 5. Research Question 1 for the three surveys

## Summary of Results and Findings for Research Question 2

### Gender vs. Leadership Styles Survey

When broken down by gender, the Leadership Styles Survey had only three significant results (Chi Square = or < 0.05). Teachers perceived male principals rated higher than female principals on those three questions. Male principals were also rated higher on 26 out of 29 non-significant questions (see Table 8B).

### Gender vs. Principal Leadership Qualities

When broken down by gender, the PLQ survey indicated female principals were perceived by teachers to rate higher than males on thirteen out of fifteen significant cases (see Table 8B).

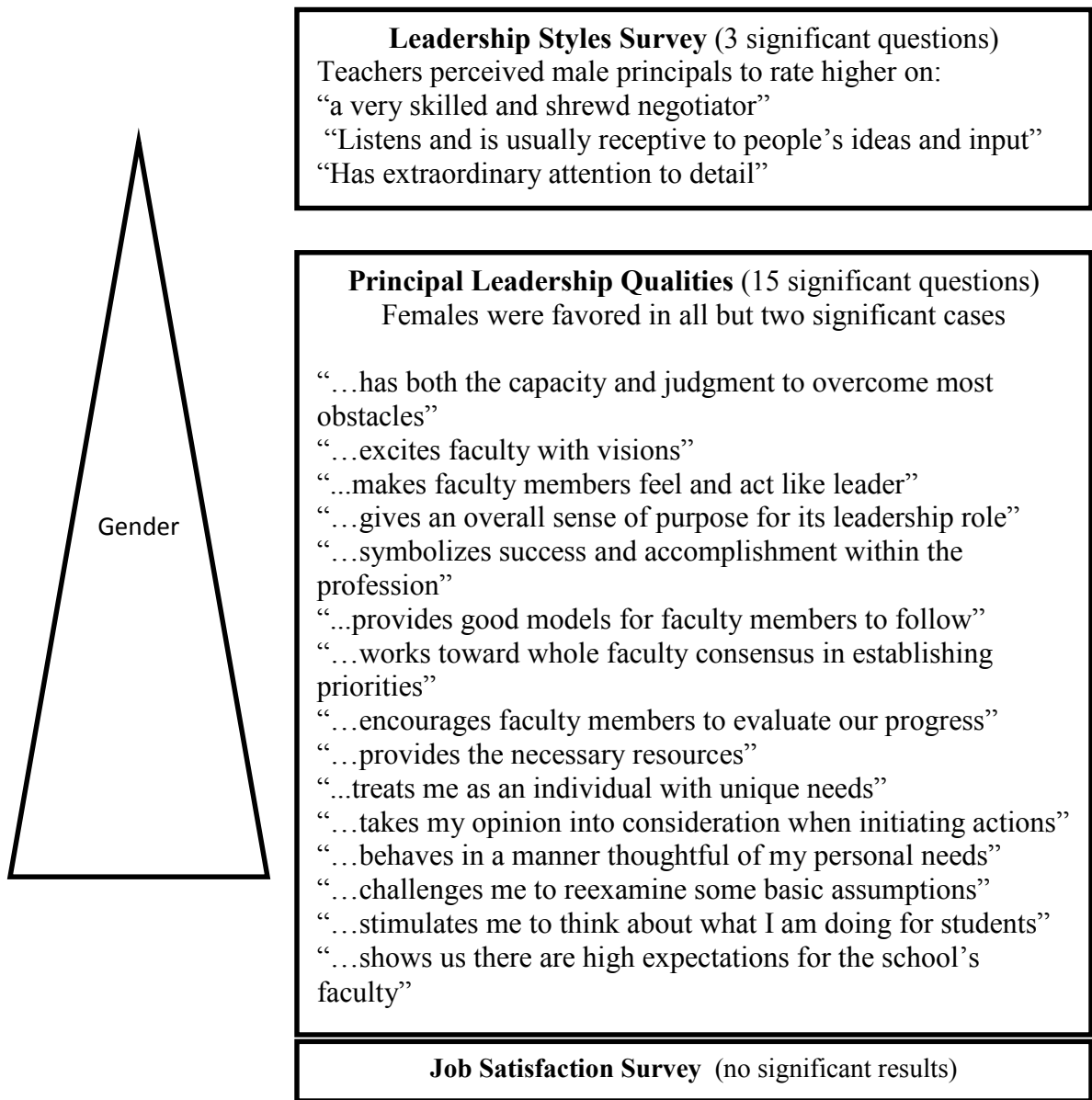
### Gender vs. Job Satisfaction Survey

When broken down by gender, the Job Satisfaction Survey indicated no significant results for any questions. Non-significant results indicated teachers perceived higher satisfaction with male principals on 19 of 32 questions at 59% (see Table 8B).

Table 8B

*Teachers' Perceptions of Leadership Style, Qualities, and Job Satisfaction Based on Principal's Gender*

Survey	Findings
LSS	Teachers perceived male principals to be rated higher on most every question.
PLQ	Teachers perceived female principals to rated higher on most every question.
JSS	No significant results. Non-significant results rated male principals slightly higher.



*Figure 6. Research Question 2 three surveys vs. gender*

**Summary Leadership Styles Survey vs. Gender Significant Questions**

Chi Square was = or < 0.05; thus the Null Hypothesis was rejected. The following question tables and write-ups are located in Appendix 2A.

*“a very skilled and shrewd negotiator”* Perceptions show higher confidence in male principals as compared to female principals. This may be due to the stereotype men may be more forceful in getting what they desire (see Table 2A-7).

*“Listens well and is usually receptive to people’s ideas and input”* showed males at 80% and females at 52% under the *always* or *often* choices. This goes against some conventions portraying females as more listening and receptive (see Table 2A-22).

*“Has extraordinary attention to detail”* Males rated almost twice as high as females under the *always* choice. Additional research should to be considered to investigate this finding and reasons why it was perceived this way (see Table 2A-25).

### **Leadership Styles Survey vs. Gender Non-Significant Questions**

Table 2A-33 shows survey questions from the Leadership Styles survey regarding principal gender findings which were not significant, thus affirming the Null Hypothesis. The following individual questions, tables, and write-ups are located in Appendix 2A.

### **Summary Principal Leadership Qualities vs. Gender Significant Questions**

Chi Square was  $=$  or  $< 0.05$ ; therefore the null hypothesis was rejected. The following questions, tables, and write-ups are located in Appendix 2B. Females were favored in all but two significant cases showing more overall qualities relating to transformational leadership. Below are the significant questions.

*“My principal has both the capacity and judgment to overcome most obstacles”* indicates almost equal percentages in overall agreement between male 78% and female 76% principals (see Table 2B-1).

Table 2A-33

*Summary for Non-Significant Findings on Leadership Styles vs. Gender under the Premise Subject "My leader..."*

- 
- "Thinks very clearly and logically."
  - "Shows high levels of support and concern for others."
  - "Shows exceptional ability to mobilize people and resources to get things done."
  - "Inspires others to do their best."
  - "Strongly emphasizes careful planning and clear time lines."
  - "Builds trust through open and collaborative relationships."
  - "Is highly charismatic."
  - "Approaches problems through logical analysis and careful thinking."
  - "Shows high sensitivity and concern for others' needs and feelings."
  - "Is unusually persuasive and influential."
  - "Is an inspiration to others."
  - "Develops and implements clear, logical policies and procedures."
  - "Fosters high levels of participation and involvement in decisions."
  - "Anticipates and deals adroitly with organizational conflict."
  - "Is highly imaginative and creative."
  - "Approaches problems with facts and logic."
  - "Is consistently helpful and responsive to others."
  - "Is very effective in getting support from people with influence and power."
  - "Communicates a strong and challenging vision and sense of mission."
  - "Sets specific, measurable goals and holds people accountable for results."
  - "Is politically very sensitive and skillful."
  - "Sees beyond current realities to create exciting new opportunities."
  - "Gives personal recognition for work well done."
  - "Develops alliances to build a strong base of support."
  - "Generates loyalty and enthusiasm."
  - "Strongly believes in clear structure and a chain of command."
  - "Is a highly participative manager."
  - "Succeeds in the face of conflict and opposition."
  - "Serves as an influential model of organizational aspirations and values"
- 

Note: Chi Square > than 0.05

*"My principal excites faculty with visions of what we may be able to accomplish if we work together as a team"* favors female principals 81% compared to male principals 57%. Females appear to create a more acceptable vision for buy in (see Table 2B-3).



*“My principal makes faculty members feel and act like leader”* favors female principals 76% compared to male principals 54%. Nurturing stereotypes or personality factors may contribute as further research may show (see Table 2B-4).

*“My principal gives the faculty an overall sense of purpose for its leadership role.”* Males have a higher percentage in both overall agreement and disagreement compared to females. Females were perceived at twice the rate of undecided than males. Additional research may help clarify choices and rationales (see Table 2B-5).

*“My principal symbolizes success and accomplishment within the profession of education”* favors female principals 80% over males 61% in overall agreement. Female principals appear to celebrate success of others more due to various reasons compared to males. Feminist business paradigms related to accomplishment and job advancement may relate to this factor (see Table 2B-7).

*“My principal provides good models for faculty members to follow”* favors female principals 73% over males 59% in overall agreement. Factors between the sexes along with those differences in perceiving principals of differing sexes should be further researched (see Table 2B-8).

*“My principal works toward whole faculty consensus in establishing priorities for school goals”* favors female principals 80% over males 56% in overall agreement. Personality factors between the sexes along with those differences in perceiving principals of differing sexes should be further researched. General stereotypes such as females being more nurturing, family oriented, and harmonious may be investigated (see Table 2B-12).

*“My principal regularly encourages faculty members to evaluate our progress toward achievement of school goals”* favors female principals 86% over males 79% in overall agreement. Additional studies may yield more information (see Table 2B-13).

*“My principal provides the necessary resources to support my implementation of the school’s program”* favors female principals 80% over males 76% in overall agreement. Feminist business paradigms related to accomplishment and job advancement, as well as nurturing, may relate to this factor (see Table 2B-15).

*“My principal treats me as an individual with unique needs and expertise”* favors female principals 85% over males 65% in overall agreement. Reasons females were perceived higher may be related to family and or psychological philosophies (see Table 2B-16).

*“My principal takes my opinion into consideration when initiating actions that affect my work”* favors female principals 86% over males 54% in overall agreement. Males may be more generally stereotyped as less likely to include all opinions or integrate full valued discourse compared to females. Research between the two sexes as well as the differences between their perceptions of the opposite sex may yield further information regarding the outcome of this question (see Table 2B-17).

*“My principal behaves in a manner thoughtful of my personal needs”* favors female principals 84% over males 64% in overall agreement. Perceptions may be related to family and or psychological philosophies (see Table 2B-18).

*“My principal challenges me to reexamine some basic assumptions I have about my work in the school”* favors female principals 60% over males 54% in overall

agreement. Research assumptions as perceived by each sex about the different sexes may help further define statistics (see Table 2B-19).

*“My principal stimulates me to think about what I am doing for the school’s students”* favors female principals 75% over males 70% in overall agreement. General stereotypes such as females being more nurturing and family oriented may be investigated (see Table 2B-20).

*“My principal shows us that there are high expectations for the school’s faculty as professionals”* favors female principals 73% over males 68% in overall agreement (see Table 2B-23).

### **Summary Principal Leadership Qualities vs. Gender Non-Significant Questions**

The non-significant questions, tables, and write-ups are located in Appendix 2B. Table 2B-25 shows survey questions from the Principals’ Leadership Quality survey regarding principal gender findings which were not significant, and therefore, affirm the null hypothesis. Table 2B-25 consists of all non-significant questions for the PLQ survey; however, it is important to state female principals rated higher *overall* in every one of the following questions.

### **Summary Job Satisfaction Survey vs. Gender Significant Questions**

(Chi Squared = or < 0.05) There were no significant questions or tables for this survey to report; thus the null hypothesis is affirmed.

### **Job Satisfaction Survey vs. Gender Non-Significant Questions**

All non-significant questions, tables, and write-ups are found in Table 2C-1 through 2C-32. Table 2C-33 shows survey questions from the Job Satisfaction survey

regarding principal gender findings which were not significant, and therefore affirm the null hypothesis.

Table 2B-25

*Summary for Non-Significant Findings on the Principals Leadership Quality Survey vs. Gender*

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“My principal commands respect from everyone on the faculty.”  
“My principal leads by doing rather than by telling.”  
“My principal provides for our participation in the process of developing school goals.”  
“My principal encourages faculty members to work toward the same goals.”  
“My principal uses problem solving with the faculty to generate school goals.”  
“My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty.”  
“My principal provides information that helps me think of ways to implement the school’s program.”  
“My principal insists on only the best performance from the school’s faculty.”

Note: Chi Square was  $>$  than 0.05

Table 2C-33

*Summary for Non-Significant Findings on Job Satisfaction vs. Gender*

---

“There is really too little chance for promotion on my job.”  
“My supervisor is quite competent in doing his/her job.”  
“I am not satisfied with the benefits I receive.”  
“When I do a good job, I receive the recognition for it that I should receive.”  
“Many of our rules and procedures make doing a good job difficult.”  
“I like the people I work with.”  
“I sometimes feel my job is meaningless.”  
“Communications seem good within this organization.”  
“Those who do well on the job stand a fair chance of being promoted.”  
“My supervisor is unfair to me.”  
“The benefits we receive are as good as most other organizations offer.”  
“I do not feel that the work I do is appreciated.”  
“My efforts to do a good job are seldom blocked by red tape.”  
“I find I have to work harder at my job because of the incompetence of people I work with.”  
“I like doing the things I do at work.”  
“The goals of this organization are not clear to me.”  
“People get ahead as fast here as they do in other places.”  
“My supervisor shows too little interest in the feelings of subordinates.”  
“The benefit package we have is equitable.”

“There are few rewards for those who work here.”  
“I have too much to do at work.”  
“I enjoy my coworkers.”  
“I often feel that I do not know what is going on with the organization.”  
“I feel a sense of pride in doing my job.”  
“There are benefits we do not have which we should have.”  
“I like my supervisor.”  
“I have too much paperwork.”  
“I don’t feel my efforts are rewarded the way they should be.”  
“I am satisfied with my chances for promotion.”  
“There is too much bickering and fighting at work.”  
“My job is enjoyable.”  
“Work assignments are not fully explained.”

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Note: Chi Square Significance > than 0.05

### **Summary of Results and Findings for Research Question 3**

#### **Teacher Years of Experience vs. Leadership Styles Survey**

When broken down by teacher years of experience, the Leadership Styles Survey had only one question which was significant. It ranked at 100% by beginning teachers, 86% by teachers with 1-3 years of experience, and 82% by teachers with 11 or more years of experience. Non-significant questions were similar overall. Teachers with 1-3 years of experience rated their principal the highest (or tied in few cases) of the three groups in 24 out of 31 questions. Teachers with 11 or more years rated last (or tied in few cases) on 12 of the 31 questions compared to teachers with 4-10 years on only 11 of the 31 questions (see Table 8C).

#### **Teacher Years of Experience vs. Principal Leadership Qualities**

When broken down by teacher years of experience, the PLQ survey yielded no statistically significant results (Chi Squared = or < 0.05). Non-significant results showed teachers with 1-3 years rated principals highest overall, followed by teachers with 4-10 years, and last by 11-or more years (see Table 8C).

## Teacher Years of Experience vs. Job Satisfaction Survey

When broken down by teacher years of experience, the Job Satisfaction Survey yielded only two significant questions. Results indicated teachers with 1-3 years of experience were the most satisfied group, followed by teachers with 4-10 years, and last with teachers with 11 or more years as the most dissatisfied. Non-significant averages were similar (see Table 8C).

Table 8C

### *Teachers' Years of Experience Influence on Teachers' Perceptions of Principal Leadership Style, Qualities, and Job Satisfaction*

Survey	Findings
LSS	The one significant result showed teachers with 1-3 years rated principals highest, next were 4-10 years, last were 11-more years. Non-significant average overall results were similar.
PLQ	No significant results. Non-significant results showed teachers with 1-3 years rated principals highest, followed by 4-10 years, and last by 11-or more year teachers.
JSS	Two significant questions show job satisfaction was highest with 1-3 year teachers, followed by 4-10 years, and last by 11-or more years. Non-significant averages were similar.

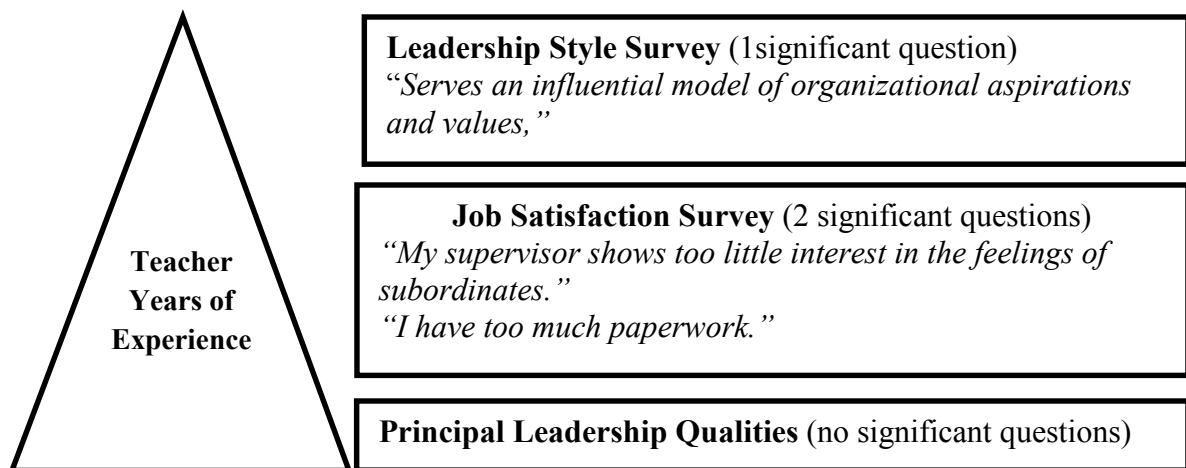


Figure 7. The three surveys vs. years of experience

## **Summary Teacher Years of Experience vs. Leadership Styles Survey Significant Questions**

“*Serves an influential model of organizational aspirations and values,*” was found by 100% of beginning teachers, 86% by vested teachers, and 82% by heavily vested teacher. This may indicate a decline in perceptions of *always* to *sometimes* as years of experience increase. Newer teachers may not have as many other principals to compare this statement to as experienced teachers may have (see Table 3A-32 in Appendix 3A).

## **Teacher Years of Experience vs. Leadership Styles Survey Non-Significant Questions**

The following table shows survey questions from the Leadership Styles survey regarding Teachers’ Years of Experiences findings which were not significant, and therefore, affirm the null hypothesis. Non-significant tables and write-ups are located in Appendix 3A..

Table 3A-33: Although not significant, it still must be reported beginning teachers with 1-3 years of experience rated their principal the highest (or tied in few cases) of the three groups in 24 out of 31 questions (77%). This could be due to the fact they have few or no other examples with which to compare. Additionally, beginning teachers usually are given more attention and face time with their principal. Both teachers with 4-10 years of experience and those with 11 or more years of experience rated their principal the highest (or tied in few cases) in 4 out of 31 questions. Both teachers with 4-10 years and those with 11 or more years both rated their principal the 2nd highest (or tied in few cases) in 15 out of 31 questions. Teachers with 11 or more years rated last (or tied in few

cases) on 12 of the 31 questions compared to teachers with 4-10 years on only 11 of the 31 questions.

Table 3A-33

*Summary for Non-Significant Findings on Teachers' Years of Experience vs. Leadership Style*

- 
- "My leader thinks very clearly and logically."
  - "My leader shows high levels of support and concern for others."
  - "My leader shows exceptional ability to mobilize people and resources to get things done."
  - "My leader inspires others to do their best."
  - "My leader strongly emphasizes careful planning and clear time lines."
  - "My leader builds trust through open and collaborative relationships."
  - "My leader is a very skillful and shrewd negotiator."
  - "My leader is highly charismatic."
  - "My leader approaches problems through logical analysis and careful thinking."
  - "My leader shows high sensitivity and concern for others' needs and feelings."
  - "My leader is unusually persuasive and influential."
  - "My leader is an inspiration to others."
  - "My leader develops and implements clear, logical policies and procedures."
  - "My leader fosters high levels of participation and involvement in decisions."
  - "My leader anticipates and deals adroitly with organizational conflict."
  - "My leader is highly imaginative and creative."
  - "My leader approaches problems with facts and logic."
  - "My leader is consistently helpful and responsive to others."
  - "My leader is very effective in getting support from people with influence and power."
  - "My leader communicates a strong and challenging vision and sense of mission."
  - "My leader sets specific, measurable goals and holds people accountable for results."
  - "My leader listens well and is unusually receptive to other people's ideas and input."
  - "My leader is politically very sensitive and skillful."
  - "My leader sees beyond current realities to create exciting new opportunities."
  - "My leader has extraordinary attention to detail."
  - "My leader gives personal recognition for work well done."
  - "My leader develops alliances to build a strong base of support."
  - "My leader generates loyalty and enthusiasm."
  - "My leader strongly believes in clear structure and a chain of command."
  - "My leader is a highly participative manager."
  - "My leader succeeds in the face of conflict and opposition."
- 

Note: Chi Square was > than 0.05



## **Summary of Teacher Years of Experience vs. Principal Leadership Qualities Survey**

### **Significant Questions**

The Principal Leadership Qualities vs. Years of Experience survey yielded no statistically significant results with Chi Square Significance = or  $< 0.05$ , thus affirming the null hypothesis.

### **Teacher Years of Experience vs. Principal Leadership Qualities Survey Non-Significant Questions**

All non-significant questions, tables and write-ups are located in Appendix 3B. Table 3B-25 shows survey questions from the Principals Leadership Qualities survey regarding Teachers' Years of Experiences findings which were not significant, and therefore affirm the null hypothesis. Table 3B-25 reports non-significant, questions. Beginning teachers with 1-3 years of experience rated their principal the highest (or tied in one case) 87% of the time (21 out of 24 questions). This could be due to the fact they have few or no other examples with which to compare, Additionally, beginning teachers usually are given more attention and face time with their principal. Teachers with 11 or more years rated principals 2nd highest on 12 of the 24 questions compared to teachers with 4-10 years on only 10 of the 24 questions. Teachers with 4-10 years rated last on 12 of the 24 questions compared to teachers with 11 or more years on only 10 of the 24 questions. This finding indicates principal ratings do not decline specifically as teachers gain years of experience.

Table 3B-25

*Summary for Non-Significant Findings on the Principals Leadership Quality Survey vs. Teachers' Years of Experience*

---

“My principal has both the capacity and the judgment to overcome most obstacles.”  
“My principal commands respect from everyone on the faculty.”  
“My principal excites faculty with visions of what we may be able to accomplish if we work together as a team.”  
“My principal makes faculty members feel and act like leaders.”  
“My principal gives the faculty a sense of overall purpose for its leadership role.”  
“My principal leads by ‘doing’ rather than simply by ‘telling’.”  
“My principal symbolizes success and accomplishment within the profession of education.” “My principal provides good models for faculty members to follow.”  
“My principal provides for our participation in the process of developing school goals.”  
“My principal encourages faculty members to work toward the same goals.”  
“My principal encourages faculty members to work toward the same goals.”  
“My principal works toward whole faculty consensus in establishing priorities for school goals.” “My principal regularly encourages faculty members to evaluate our progress toward achievement of school goals.”  
“My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty.”  
“My principal provides the necessary resources to support my implementation of the school’s program.”  
“My principal treats me as an individual with unique needs and expertise.”  
“My principal takes my opinion into consideration when initiating actions that affect my work.” “My principal behaves in a manner thoughtful of my personal needs.”  
“My principal challenges me to reexamine some basic assumptions I have about my work in the school.”  
“My principal stimulates me to think about what I am doing for the school’s students.”  
“My principal provides information that helps me think of ways to implement the school’s program.”  
“My principal insists on only the best performance from the school’s faculty.”  
“My principal shows us that there are high expectations for the school’s faculty as professionals.”  
“My principal does not settle for second best in the performance of our work as the school’s faculty.”

---

Note: Chi Square was  $>$  than 0.05

**Summary of Job Satisfaction vs. Teacher Years of Experience Significant Questions**

Chi Square = or  $<$  0.05 therefore a rejection of the null hypothesis for the following questions.

*“My supervisor shows too little interest in the feelings of subordinates.”* The highest percentage for disagreement was perceived by beginning 1-3 year teachers (78%), followed next by 4-10 year teachers (56%), then teachers with 11 or more years (54%). This could be due to the fact that beginning teachers may get more support, or one-on-one time, with the principal. One may infer, the longer teachers teach, the less they perceived their principals show interest in their feelings overall (see Table 3C-18).

*“I have too much paperwork.”* The highest percentage for agreement was perceived by teachers with 11 or more years (55%), followed by 4-10 year teachers (43%), then beginning teachers with 1-3 years (29%). As years teaching increase, so did the perception there was more paperwork to do. This may partly to the fact that beginning teachers are not sure how much paperwork is normal (see Table 3C-27).

### **Job Satisfaction vs. Teacher Years of Experience Non-Significant Questions**

All non-significant questions, tables and write-ups are located in Appendix 3C. Table 3C-33 shows survey questions from the Job Satisfaction survey regarding Teachers’ Years of Experiences findings which were not significant, and therefore, affirm the null hypothesis.

Table 3C-33 reports non-significant questions. Beginning teachers with 1-3 years of experience rated the highest (or tied in some cases) the most in overall agreement (satisfaction) of the three groups (15 of 30 questions at 50%). They also rated the most in overall disagreement (dissatisfaction) of the three groups (12 of 30 questions at 40%). This may be due to having few or no leaders or coworkers worked with in the past, as compared to teachers with more years of experience and multiple job site locations. Job

expectations may also have been skewed due to little or no exposure, or knowledge of actual realistic workplace job description examples (see Table 3C-33).

Table 3C-33

*Summary for Non-Significant Findings on the Job Satisfaction Survey vs. Teachers' Years of Experience*

---

“There is really too little chance for promotion on my job.”  
“My supervisor is quite competent in doing his/her job.”  
“I am not satisfied with the benefits I receive.”  
“When I do a good job, I receive the recognition for it that I should receive.”  
“Many of our rules and procedures make doing a good job difficult.”  
“I like the people I work with.”  
“I sometimes feel my job is meaningless.”  
“Communications seem good within this organization.”  
“Those who do well on the job stand a fair chance of being promoted.”  
“My supervisor is unfair to me.”  
“The benefits we receive are as good as most other organizations offer.”  
“I do not feel that the work I do is appreciated.”  
“My efforts to do a good job are seldom blocked by red tape.”  
“I find I have to work harder at my job because of the incompetence of people I work with.”  
“I like doing the things I do at work.”  
“The goals of this organization are not clear to me.”  
“People get ahead as fast here as they do in other places.”  
“The benefit package we have is equitable.”  
“There are few rewards for those who work here.”  
“I have too much to do at work.”  
“I enjoy my coworkers.”  
“I often feel that I do not know what is going on with the organization.”  
“I feel a sense of pride in doing my job.”  
“There are benefits we do not have which we should have.”  
“I like my supervisor.”  
“I don't feel my efforts are rewarded the way they should be.”  
“I am satisfied with my chances for promotion.”  
“There is too much bickering and fighting at work.”  
“My job is enjoyable.”  
“Work assignments are not fully explained.”

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(Chi Square > 0.05)

## **Summary of Results and Findings for Research Question 4**

### **Retention vs. Leadership Styles Survey**

When broken down by retention, the Leadership Styles Survey had poor sample return and therefore was not used. Because of some low grouping numbers, the overall statistics may be greatly skewed and appear greater or smaller than they really are (see Table 8D).

### **Retention vs. Principal Leadership Qualities Survey**

When broken down by retention, the Principal Leadership Qualities survey had poor sample return for teachers *retiring* or *quitting*; therefore the overall statistics are greatly skewed and appear greater or smaller than they really are. However, it is noted teachers *staying* usually *agreed* overall with the principal's actions the most and highest, compared to teachers *hoping to teach elsewhere*, who usually *disagreed* overall the most and lowest (see Table 8D).

### **Retention vs. Job Satisfaction Survey**

When broken down by retention, the Job Satisfaction Survey had poor sample return for teachers *retiring* or *quitting*; therefore the overall statistics are greatly skewed and appear greater or smaller than they really are. However, teachers *staying* agreed overall the most and perceived the highest job satisfaction, while teachers *hoping to teach elsewhere* disagreed overall the most and perceived the lowest job satisfaction (see Table 8D.)

Table 8D

*Teachers' Retention Influences on Teachers' Perceptions of Leadership Style, Practices, and Job Satisfaction*

Survey	Findings
LSS	1 significant result. Poor sample return caused skewed and disproportionate results.
PLQ	Poor sample return (teachers retiring and quitting were dropped). 14 significant results indicated teachers staying agreed the most for highest principal ratings, compared to teachers hoping to teach elsewhere scoring the most for lowest. Non-significant results reflected the same.
JSS	9 significant questions showed teachers staying had highest job satisfaction. Teachers quitting or going elsewhere rated highest job dissatisfaction. Non-significant results were similar.

**Summary of Retention vs. Leadership Styles Survey**

(Note: Chi Square = or < 0.05) Non-significant tables and write-ups are included in this research for individual verification and examination (see Appendix 4A). The Leadership Styles vs. Retention survey results had poor sample turn out. Teachers hoping to stay represented 96% (N=48), teachers hoping to transfer to another school represented 1% (N=1), teachers choosing to leave the teaching profession represented 0% (N=0), and those retiring represented 1% (N= 1) respectively. Because of some low grouping numbers, the overall statistics may be greatly skewed and appear greater or smaller than actual results. It must be pointed out the timing of the survey coincided with city-wide layoffs or no new hiring of teachers in most districts due to economic constraints which may have affected transfers and or other job considerations teachers may have normally perceived available to them during normal or average economic times. Additional research should be done with larger samples in some groups affording more accurate observations of perceptions and inferences.

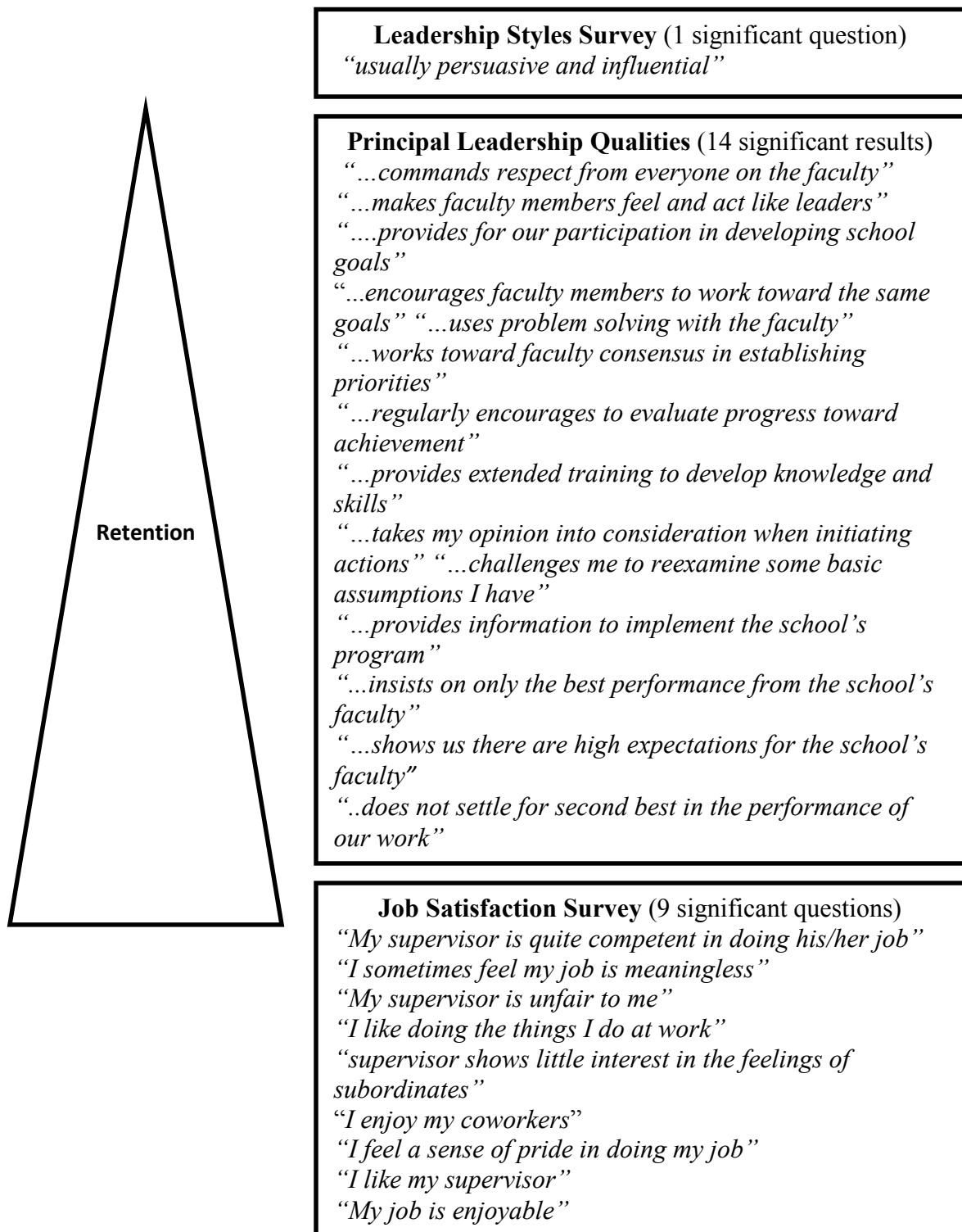


Figure 8. The three surveys vs. retention

As shown, Table 4A-11 was the only significant result. Teachers' perceptions of their principal as "*usually persuasive and influential*" vs. *Retention* was found *often* or *always* by 68% of teachers who reported *staying* as compared to 32% *occasionally* or *sometimes*. None perceived the response indicated as *never*. However, the small sample size of teachers (planning to *go elsewhere* 1, *quit* 0, and *retire* 0), may limit the study significance of the results.

### **Summary of Retention vs. Principal Leadership Qualities**

(Note: Chi Square = or < 0.05) All non-significant tables and write-ups are located in Appendix 4B. However, in the Principal Leadership Qualities Survey vs. *Retention*, teachers hoping to stay represented 83% (N=110), teachers hoping to transfer to another school represented 13% (N=17), teachers quitting represented 4% (N=5), and those retiring represented 2% (N= 3). These numbers would vary, and at times, be even less. Because of some low grouping numbers, the overall statistics may be greatly skewed and appear greater or smaller than they really are. Additional research should be done with larger samples in some groups affording more accurate observations of perceptions and inferences.

It must be generally noted throughout this questionnaire teachers *staying* usually *agreed overall* with the principal's actions the most and highest, compared to teachers *hoping to teach elsewhere*, who usually *disagreed overall* the most and highest.

Significant question summaries are listed below.

*"My principal commands respect from everyone on the faculty"* vs. *Retention*. Indicates teachers who choose to *stay* ranked the highest in overall *agreement*. Teachers who hope to *teach elsewhere* ranked the highest in overall *disagreement*. Teachers



unhappy with their principal's actions are usually not satisfied with their work environment and may try to reach fulfillment by teaching elsewhere or quitting (see Table 4B-2).

*"My principal makes faculty members feel and act like leaders"* vs. *Retention* indicates teachers choosing to *stay* ranked highest in overall agreement. Individuals who do not feel their principal propels them to leadership roles for growth and advancement may be less satisfied with their work environment and seek alternative locations (see Table 4B-4).

*"My principal provides for our participation in the process of developing school goals"* vs. *Retention* indicates teachers choosing to *stay* ranked highest in overall agreement, while teachers hoping to *teach elsewhere* ranked highest in overall *disagreement*. Teachers unhappy with discourse, participation, and ideas may not have buy-in to the principal's vision for the school and faculty. If there is no value felt by teachers, there may be little satisfaction in their job and vice versa (see Table 4B-9).

*"My principal encourages faculty members to work toward the same goals"* vs. *Retention* indicates teachers *retiring* ranked highest. Teachers hoping to *teach elsewhere* ranked highest in overall *disagreement*. Teachers unhappy with cooperation in the workplace may show little faith in their principal's ability to manage and bring together teachers for a more harmonious environment (see Table 4B-10).

*"My principal uses problem solving with the faculty to generate school goals"* vs. *Retention* indicates teachers *staying* ranked highest in *overall agreement*. Teachers *quitting* the profession ranked the highest in *disagreement* followed closely by those hoping to *teach elsewhere*. Teachers unhappy with discourse, participation, and input of

ideas related to problems and solutions may not approve of their principal's ability to manage and seek a more skilled principal at another location (see Table 4B-11).

*“My principal works toward whole faculty consensus in establishing priorities for school goals”* vs. *Retention* indicates teachers *staying* overall *agreement* at 70% compared to those hoping to *go elsewhere* at 35%. Teachers unhappy with discourse, participation, and input of ideas may not have buy-in to the principals' vision for the school and faculty. If there is no value felt by teachers, there may be little satisfaction in their job. Principals who cannot resolve conflicts and promote cooperation have less overall staff satisfaction (see Table 4B-12).

*“My principal regularly encourages faculty members to evaluate our progress toward achievement of school goals”* vs. *Retention* indicates teachers *staying* ranked highest in overall *agreement*. Teachers hoping to *teach elsewhere* ranked highest in overall *disagreement*. Those seeking more of a challenge or fulfillment may not feel the principal evaluates well or pushes toward goal achievement. They may not buy into the vision or feel appreciated for the work they do (see Table 4B-13).

*“My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty”* vs. *Retention* indicates teachers *staying* ranked highest in overall *agreement* with 78%, compared to teachers hoping to *go elsewhere* 38%. Staff may feel more satisfied with continual training and updated resource training promoting a dynamic workplace worthy of enthusiasm (see Table 4B-14).

*“My principal takes my opinion into consideration when initiating actions that affect my work”* vs. *Retention* indicates teachers *quitting* overall *disagreed* with the

question as did 63% of teachers hoping to *teach elsewhere*. 76% of teachers *staying* were in overall *agreement*. Teachers unhappy with discourse, participation, and input of ideas may not have buy-in to the principal's management skills and vision for the school and faculty (see Table 4B-17).

*"My principal challenges me to reexamine some basic assumptions I have about my work in the school"* vs. *Retention* indicates teachers choosing to *stay* ranked highest in overall *agreement*. Teachers hoping to *teach elsewhere* ranked highest in overall *disagreement*. Principals who challenge individuals and inspire them to change their ways of thinking allow a dynamic reflection promoting progress, growth, and vision compared to those who do not (see Table 4B-19).

*"My principal provides information that helps me think of ways to implement the school's program"* vs. *Retention* indicates 80% of teachers *quitting* and 65% of teachers hoping to *teach elsewhere* *disagreed* overall with the statement. Teachers *staying* ranked highest overall *agreement*. Principals who challenge individuals and inspire them to change their ways of thinking allow a dynamic reflection promoting progress, growth, and vision compared to those who don't. Principals who provide information, resources, and training allow teachers to change giving them self-respect and value (see Table 4B-21).

*"My principal insists on only the best performance from the school's faculty"* vs. *Retention* indicates *retiring* teachers ranked highest 100% with teachers *staying* 70% ranking next. Teachers *quitting* ranked highest in overall *disagreement*. Principals who demand the best may achieve promising results if their approach is staff friendly.

Demanding mechanical principals may not allow much freedom or value for teachers (see Table 4B-22).

*“My principal shows us that there are high expectations for the school’s faculty as professionals”* vs. *Retention* indicates teachers *retiring* ranked highest in overall *agreement* followed by teachers *staying*. Teachers *quitting* had the highest overall *disagreement* followed by with teachers hoping to *teach elsewhere*. Principals who demand the best, may achieve promising results if their approach is staff- friendly.

Demanding mechanical principals may not allow much freedom or value for teachers (see Table 4B-23).

*“My principal does not settle for second best in the performance of our work as the school’s faculty”* vs. *Retention*. Teachers *staying strongly agree* with the statement while the other three categories are all 0%. *Quitting* teachers 80% *disagreed* overall as did 53% of teachers *hoping to teach elsewhere*. Principals who demand the best may achieve promising results if their approach is staff-friendly. Principals who are patient and allow teachers to change and make mistakes are better role models than those who do not. Teachers will follow and respect leaders who allow growth without condemning judgment (see Table 4B-24).

### **Summary of Retention vs. Job Satisfaction Survey**

All non-significant questions, tables, and write-ups are located in Appendix 4C. In the Job Satisfaction Survey vs. Retention, teachers hoping to stay represented 92% (N=124), teachers hoping to transfer to another school represented 5% (N=6), teachers choosing to leave the teaching profession (quit) represented 1% (N=1), and those retiring represented 3% (N= 4) respectively. These numbers would vary and at times be even less.

Because of some low grouping numbers, the overall statistics may be greatly skewed and appear greater or smaller than they really are. Additional research should be done with larger samples in some groups affording more accurate observations of perceptions and inferences.

It must be pointed out the timing of the survey coincided with city-wide layoffs or no new hiring of teachers in most districts due to economic constraints which may have affected transfers and/or other job considerations teachers may have normally perceived available to them during normal or average economic times. Additional research should be considered to investigate this finding. Below are significant question summaries.

*“My supervisor is quite competent in doing his/her job”* vs. *Retention* indicates teachers *staying* rated highest in *overall agreement*. Teachers *hoping to go elsewhere* disagreed with the statement overall at 66%. It may be generalized teachers who hope or choose to leave have a conflict with their principal or working climate thus rating them low, while teachers choosing to stay have little or no conflict (see Table 4C-2).

*“I sometimes feel my job is meaningless”* vs. *Retention* indicates teachers *staying* disagreed overall with the question. This may be due to the enthusiasm or motivation by the principal. The six teachers *hoping to go elsewhere* were split between agree and disagree statements, while three of the four teachers *retiring* disagreed (see Table 4C-7).

*“My supervisor is unfair to me”* vs. *Retention* indicates teachers *staying* agree 10% overall compared to those 90% in disagreement. Teachers *hoping to go elsewhere* (66%) agreed overall. Teachers who feel their principal is unfair to them may feel less enthusiastic to work for that principal, while those feeling fairness is present may give more input, buy-in, and increase self-respect (see Table 4C-10).

*“I like doing the things I do at work”* vs. *Retention* indicates teachers *staying* agreed overall at 99% as did teachers hoping to *go elsewhere* with 83%. Individuals who do not like doing the things they do at work may reach burnout or try to find another principal who has a different style. Some principals are more demanding of lesson plans and teaching actions compared to others. Teachers who like doing what they do at their school are more satisfied and have a happier work environment (see Table 4C-15).

*“My supervisor shows too little interest in the feelings of subordinates”* vs. *Retention* indicates teachers *staying* disagreed overall. Teachers hoping to *go elsewhere* rated at 100% *agreement* possibly indicating why they may hope to transfer. Principals who show little interest in teachers may alienate them and make the workplace environment less satisfying, and possibly hostile, with little buy-in and input (see Table 4C-18).

*“I enjoy my coworkers”* vs. *Retention* indicates 97% of teachers *staying* agreed, which may indicate one reason why they may choose to stay. Eighty-three percent of teachers hoping to *go elsewhere* and 100% of teachers *quitting or retiring* also agreed overall. Overall, 129 teachers out of 134 agreed (96%) they enjoyed their coworkers. This may be in part to the work environment created and maintained by the principal. Cooperation, resolving conflict, and harmony among staff members keep teachers more satisfied and prevent desire to leave (see Table 4C-22).

*“I feel a sense of pride in doing my job”* vs. *Retention* indicates high rates of overall agreement at 98.5% between all four groups. Pride may be an important factor due to their principal’s ethics, morals, and actions reflected within staff. Individuals take pride in doing a good job and being recognized for it. The two single choices in

disagreement 1.5% (N=2) may help explain why they may hope to *go elsewhere or retire*. (see Table 4C-24).

*“I like my supervisor”* vs. *Retention* indicates 13% of teachers *staying*, 67% of those hoping to *go elsewhere*, and 25% of those *retiring* do not like their principal. Overall, 10% do not like their principal compared to 90% who did. Explanations such as principal’s actions, behavior, or leadership style may account for this (see Table 5C-26).

*“My job is enjoyable”* vs. *Retention* indicates 97% of teachers overall, find their job enjoyable to some degree compared to not enjoyable. This high overall agreement may indicate even though some teachers may not like certain actions or behaviors of their principals, there are enough things in the workplace and environment that make the job satisfying to the extent that it is enjoyable. Such factors may include co-workers, job security, resources, pay, advancement, etc. (see Table 4C- 31).

## **Summary of Results and Findings for Research Question 5**

### **Gender vs. Leadership Styles Survey Subscales**

When broken down by gender of the principal, the Leadership Styles Survey subscale results indicated teachers perceived male principals to rate higher in six of the eight subscale components: *Analytical, Organized, Supportive, Participative, Powerful, and Charismatic*. Males and females tied in one component (*Inspirational*). Teachers perceived female principals rated higher in only one subscale component (*Adroit*) (see Table 8E).

### **Gender vs. Principal Leadership Qualities Subscales**

When broken down by gender of the principal, the Principal Leadership Qualities survey subscale results indicated teachers perceived female principals to rate higher

overall on each of the six subscales: *Vision, Role Model, Group Goals, Support, Stimulation, and Expectations* (see Table 8E).

**Gender vs. Job Satisfaction Survey Subscales**

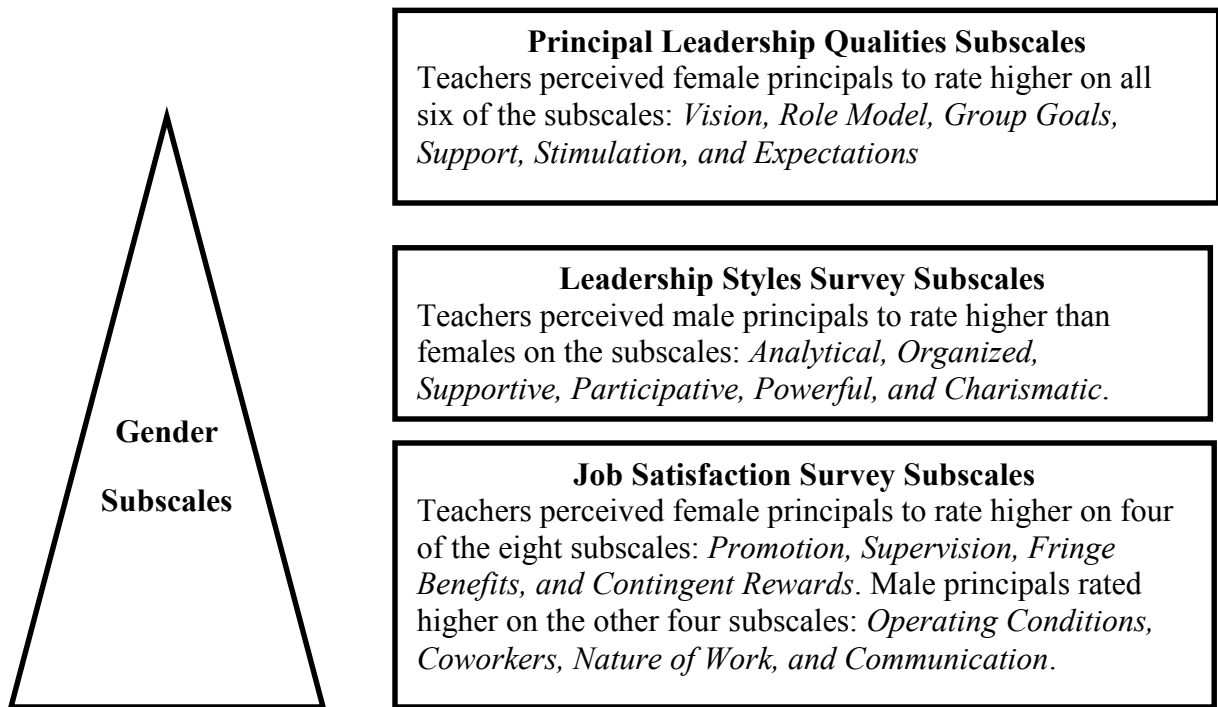
When broken down by gender of the principal, the Job Satisfaction Survey subscale results indicated teachers perceived female principals to rate higher on four of the eight subscales: *Promotion, Supervision, Fringe Benefits, and Contingent Rewards*. Male principals were rated higher on the other four subscales: *Operating Conditions, Coworkers, Nature of Work, and Communication* (see Table 8E).

Table 8E

*Principal Gender Influence Subscale Scores for the Three Survey Instruments*

Survey	Findings
LSS	Teachers perceived male principals to rated higher in six of eight subscale components.
PLQ	Teachers perceived female principals rated higher on all transformational subscales.
JSS	Teachers perceived male and female principals equally split on the eight subscales.





*Figure 9. The three surveys subscales vs. gender*

### **Summary of Leadership Styles Survey Subscales by Gender**

The research results indicate male principals rated higher in six of the eight subscale components: *Analytical, Organized, Supportive, Participative, Powerful, and Charismatic*. Males and females tied in one component (*Inspirational*). Female principals rated higher in only one subscale component (*Adroit*). The null hypothesis was rejected.

Leadership Styles “Structural” Subscales indicated male principals rated higher (95%) compared to females (76%) in the *Analytical* component. They also rated higher (97%) compared to females (96%) in the *Organized* component (see Table 5A-1).

Leadership Styles “Human Resource” Subscales indicated male principals rated higher (90%) compared to females (70%) in the *Supportive* component. They also rated higher (89%) compared to females (73%) in the *Participative* component. (As shown in Table 5A-2).

Leadership Styles “Political” Subscales indicated male principals rated higher (92%) compared to females (71%) in the *Powerful* component. Female principals rated higher (94%) compared to males (92%) in the *Adroit* component (see Table 5A-3).

Leadership Styles “Symbolic” Subscales indicated male and female principals both rated at (92%) in the *Inspirational* component. Males rated higher (92%) compared to females (84%) in the *Charismatic* component (see Table 5A-4).

### **Summary of Principal Leadership Qualities Survey Subscales by Gender**

Results indicate female principals were rated higher overall by teachers on each of the six of the Principal Leadership Qualities subscales (*Vision, Role Model, Group Goals, Support, Stimulation, and Expectations*). The null hypothesis was rejected.

Teachers perceived female principals (75%) showed more qualities of the subscale component *Vision* than did males (61%) (see Table 5B-1).

Teachers perceived female principals (70%) to have showed more qualities of the subscale component *Role Model* than males (51%) (see Table 5B-2).

Teachers perceived female principals (87%) to show more qualities for the subscale component *Group Goals* than males (74%) (see Table 5B-3).

Teachers perceived female principals (83%) to show more qualities for the subscale component *Support* than males (67%) (see Table 5B-4).

Teachers perceived female principals (70%) to show more qualities for the subscale component *Stimulation* than males (61%) (see Table 5B-5).

Teachers perceived females principals (74%) to show more qualities for the subscale component *Expectations* than males (62 (see Table 5B-6).

## Summary of Job Satisfaction Survey Subscales by Gender

Please note question numbers in bold were reverse scored as clarified in the data and reliability section of the Job Satisfaction section of this chapter. Also, the pay subscale descriptor was not used for reasons described earlier in this chapter.

Results indicate teachers perceived female principals to rate higher on four of the eight subscales (*Promotion, Supervision, Fringe Benefits, and Contingent Rewards*). Male principals to rated higher on the other four subscales (*Operating Conditions, Coworkers, Nature of Work, and Communication*). The null hypothesis was rejected.

Teachers perceived female principals (41%) to rate higher in overall satisfaction on the subscale component *Promotion* than males (35%) (see Table 5C-1).

Teachers perceived female principals (77%) to rate higher in overall satisfaction on the subscale component *Supervision* than males (75%) (see Table 5C-2).

Teachers perceived female principals (69%) to rate higher in overall satisfaction on the subscale component *Fringe Benefits* than males (62%) (see Table 5C-3).

Teachers perceived female principals (55%) to rate higher in overall satisfaction on the subscale component *Contingent Rewards* than males (54%) (see Table 5C-4).

Teachers perceived male principals (43%) rated higher in overall satisfaction on the subscale component *Operating Conditions* than females (36%) (see Table 5C-5).

Teachers perceived male principals (82%) rated higher in overall satisfaction on the subscale component *Coworkers* than females (80%) (see Table 5C-6).

Teachers perceived male principals (95%) rated higher in overall satisfaction on the subscale component *Nature of Work* than females (90%) (see Table 5C-7).

Teachers perceived male principals (68%) rated higher in overall satisfaction on the subscale component *Communication* than females (62%) (see Table 5C-8).

## **Summary of Results and Findings for Research Question 6**

### **Teacher Years of Experience vs. Leadership Styles Survey Subscales**

When broken down by teachers' years of experience, the Leadership Styles Survey subscale results indicated principals were rated highest by teachers with 1-3 years of experience in all six subscales: *Analytical, Organized, Supportive, Participative, Powerful, Inspirational, Adroit, and Charismatic*. Teachers with 4-10 years of experience rated principals second highest in five out of the six subscales. Teachers with 11-or more years of experience rated principals lowest in five of the six subscales (see Table 8F).

### **Teacher Years of Experience vs. Principal Leadership Qualities Subscales**

When broken down by teachers' years of experience, the Principal Leadership Qualities survey subscale results indicated teachers with 1-3 years rated their principal highest on every subscale: *Vision, Role Model, Group Goals, Support, Stimulation, and Expectations*. Teachers with 11-or more years of experience rated principals higher on four out of six subscales compared to teachers with 4-10 years (see Table 8F).

### **Teacher Years of Experience vs. Job Satisfaction Survey Subscales**

When broken down by teachers' years of experience, Job Satisfaction was rated highest overall by teachers with 1-3 years of experience. They rated highest in six of the eight the subscales: *Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Conditions, and Communication*. Teachers with 4-10 years of experience rated second highest in overall job satisfaction. They rated highest in two of the eight subscales: *Coworkers, and Nature of Work*. Teachers with 11-or more years rated last in

overall job satisfaction (61%). They rated last in four of the eight subscale categories and tied for middle in one (see Table 8F).

Table 8F

*Years of Teaching Experience Influence on Subscale Scores for the Three Survey Instruments*

Survey	Findings
LSS	Teachers with 1-3 years of experience rated principals highest in all six subscales.
PLQ	Teachers with 1-3 years of experience rated principals the highest on every subscales. Teachers with 11-or more years of experience rated principals higher on 4 of the 6 subscales than teachers with 4-10 years.
JSS	Teachers with 1-3 years of experience rated job satisfaction highest on 6 of 8 subscales.

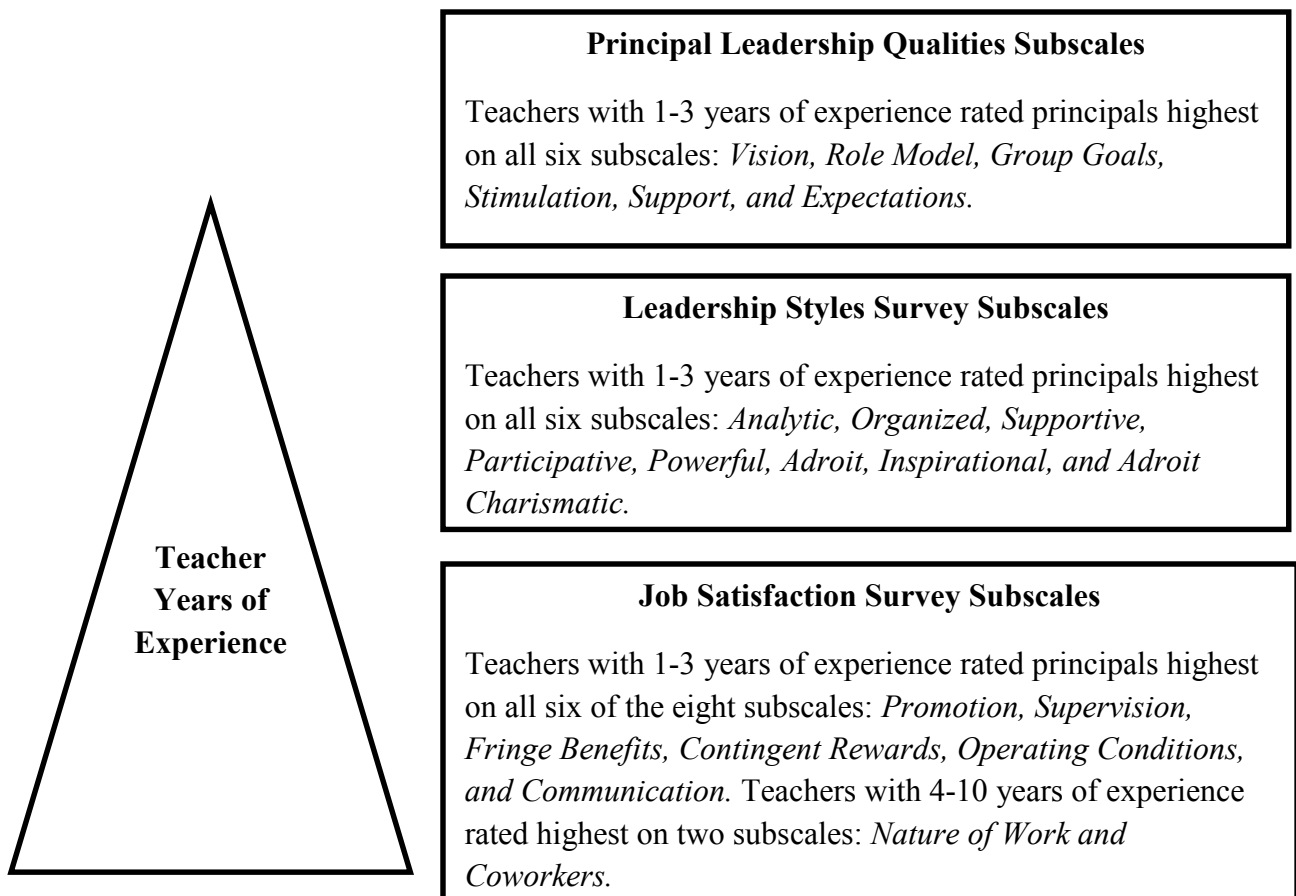


Figure 10. The three surveys vs. teacher years of experience subscales

## Summary of Leadership Styles by Subscales vs. Teacher Years of Experience

Structural Leadership Styles subscale components indicated *Analytic* principal traits rated highest under *often/always* by teachers with 1-3 years of experience at (97%), teachers with 4-10 years at (96%), and teachers with 11 or more years at (94%).

*Organized* principal traits rated highest under *often/always* by teachers with 1-3 years of experience at (92.5%), teachers with 4-10 years at (85%), and teachers with 11 or more years at (86%). Both subscales indicated as teachers' years of experience increase, teachers rated their principals lower (see Table 6A-1 in Appendix 6A).

Human Resource Leadership Styles subscale components indicated *Supportive* principal traits rated highest for teachers with 1-3 years of experience under *often/always* at (97%), teachers with 4-10 years at (87.5%), and teachers with 11 or more years at (91%). *Participative* principal traits rated highest for teachers with 1-3 years of experience under *often/always* at (95%), teachers with 4-10 years at (85%), and teachers with 11 or more years at (81%). Both subscales indicate as teachers' years of experience increase, teachers rated their principals lower (see Table 6A-2 in Appendix 6A).

Political Leadership Styles subscale components indicated *Powerful* teachers with 1-3 years of experience rated highest under *often/always* at (85%), teachers with 11-or more years at (80%), teachers with 4-10 years at (81%). *Adroit* teachers with 1-3 years of Experience rated highest under *often/always* at (90%), teachers with 4-10 years at (77%), and teachers with 11 or more years (75%). Beginning teachers rated highest in both subscales (see Table 6A-3 in Appendix 6A).

Symbolic Style subscale components indicated *Inspirational* principal traits rated highest under *often/always* by teachers with 1-3 years of experience at (95%), teachers

with 4-10 years at (79.5%), and teachers with 11 or more years at (79%). *Charismatic* principal traits rated highest under *often/always* by teachers with 1-3 years of experience at (87.5%), teachers with 4-10 years at (80.5%), and teachers with 11 or more years at (78%). Both subscales indicate as teachers' years of experience increase, teachers rated their principals lower (see Table 6A-4 in Appendix 6A).

Principals were rated highest by teachers with 1-3 years of experience in all six of the six subscales. Teachers with 4-10 years of experience rated principals second highest in five out of the six subscales. Teachers with 11-or more years of experience rated principals lowest in five of the six subscales. The average of each subscales rated teachers with 1-3 years highest, teachers with 4-10 years second, followed last by teachers with 11-or more years. One may infer, as teachers gain years of experience, teachers rate principal leadership styles and subscales lower. The null hypothesis was rejected in each of these cases.

### **Summary of Principal Leadership Qualities by Subscale vs. Teacher Years of Experience**

PLQ subscale components indicated principal qualities of *Vision* rated highest in overall agreement by teachers with 1-3 years (80%), followed by teachers with 11-or more years (66%), and lowest by teachers with 4-10 years (61%) (see Table 6B-1 in Appendix 6B).

Table 6B-2 (see Appendix 6B): PLQ subscale components indicated principal qualities of being a *Role Model* rated highest in overall agreement by teachers with 1-3 years (75%), followed by teachers with 11-or more years (63%), and lowest by teachers with 4-10 years (52%) (see Table 6B-2 in Appendix 6B).

PLQ subscale components indicated principal qualities displaying *Group Goals* rated highest in overall agreement by teachers with 1-3 years (95%), followed by teachers with 4-10 years (70%), and lowest by teachers with 11-or more years (75%) (see Table 6B-3 in Appendix 6B).

PLQ subscale components indicated principal qualities displaying *Support* rated highest in overall agreement by teachers with 1-3 years (80%), followed by teachers with 4-10 years (75%), and lowest by teachers with 11-or more years (70%) (see Table 6B-4 in Appendix 6B).

PLQ subscale components indicated principal qualities displaying *Stimulation* rated highest in overall agreement by teachers with 1-3 years (71%), followed by those with 11-or more years (65%), and lowest by teachers with 4-10 years (61%) (see Table 6B-5 in Appendix 6B).

PLQ subscale components indicated principal qualities of *Expectations* rated highest in overall agreement by teachers with 1-3 years (96%), followed by teachers with 11-or more years (68%), and lowest by those with 4-10 years (53%). Teachers with 1-3 years of experience rated their principals highest in each subscale. Totals may appear skewed since the numbers reporting by each group differed greatly (see Table 6B-6 in Appendix 6B).

### **Summary of Job Satisfaction by Subscale vs. Teacher Years of Experience**

Job Satisfaction subscale components indicated, under *Promotion*, beginning teachers had the highest overall satisfaction (48%), followed by teachers with 11-or more years (38%), and lowest by teachers with 4-10 years (35%). Each of the three groups



rated higher than 50% in overall dissatisfaction under this particular subscale (see Table 6C-1 in Appendix 6C).

Job Satisfaction subscale components indicated, under *Supervision*, beginning teachers rated highest overall in satisfaction (83%), followed by teachers with 11-or more years (75%), and lowest by teachers with 4-10 years (73%) (see Table 6C-2 in Appendix 6C).

Job Satisfaction subscale components indicated, under *Fringe Benefits*, beginning teachers rated highest overall in satisfaction (82%), followed by teachers with 4-10 years (73%), and lowest by teachers with 11-or more years (62%) (see Table 6C-3 in Appendix 6C).

Job Satisfaction subscale components indicated, under *Contingent Rewards*, beginning teachers rated highest overall in satisfaction (68%), followed by teachers with 11-or more years (53%), and lowest by teachers with 4-10 years (51%) (see Table 6C-4 in Appendix 6C).

Job Satisfaction subscale components indicated, under *Operating Conditions*, beginning teachers rated highest overall in satisfaction (54%), followed by teachers with 4-10 years (44%), and lowest by teachers with 11-or more years (36%) (see Table 6C-5 in Appendix 6C.)

Job Satisfaction subscale components indicated, under *Coworkers*, teachers with 4-10 years of experience rated the higher overall (84%), followed by beginning teachers (74%), and lowest by 11-or more years teachers (71%) (see Table 6C-6 in Appendix 6C).

Job Satisfaction subscale components indicated, under *Nature of Work*, teachers with 4-10 years of experience rated the higher overall (96%), followed by beginning

teachers (93%), and lowest by 11-or more years teachers (92%). All three groups rated higher than 90% in this subscale component (see Table 6C-7 in Appendix 6C).

Job Satisfaction subscale components indicate, under *Communication*, beginning teachers rated highest overall in satisfaction (78%), followed both by teachers with 4-10 years and lowest by teachers with 11-or more years (64%) (see Table 6C-8 in Appendix 6C).

Beginning teachers rated highest in six of the eight (75%) subscale components. Teachers with 11-or more years rated lowest on five out of eight (62.5%) subscale components. Overall averages for the subscale components show teachers with 1-3 years of experience rated highest overall at 72.5%, followed by teachers with 4-10 years of experience at 64%, and lowest by teachers with 11-or more years at 61%. One may generalize overall as years of teaching experience occur teachers rate job satisfaction lower. The null hypothesis is rejected.

### **Summary of Results and Findings for Research Question 7**

#### **Retention vs. Leadership Styles Survey Subscales**

When broken down by teacher retention, the Leadership Styles Survey subscale results had poor sample return and were deemed unusable (Teachers staying N=47, Teachers hoping to relocate N=1, Teachers retiring N=1, Teachers quitting N=0). Due to low grouping numbers the overall statistics appear greater or smaller than they really are (see Table 8G).

#### **Retention vs. Principal Leadership Qualities Subscales**

When broken down by teacher retention, the Principal Leadership Qualities survey subscale results had poor sample return, as a result teachers *quitting* and *retiring*

were dropped. Teachers *staying* reported their principals demonstrated transformational qualities the highest of all groups. Conversely, teachers *hoping to go elsewhere* to teach rated their principals lowest overall (see Table 8G).

**Retention vs. Job Satisfaction Survey Subscales**

When broken down by teacher retention, the Job Satisfaction Survey subscale results had poor sample return. Teachers *quitting* and *retiring* were dropped. Teachers *staying* rated job satisfaction highest in seven of eight subscales: *Promotion, Supervision, Contingent Rewards, Operating Conditions, Coworkers, Nature of Work, and Communication* (see Table 8G).

Table 8G

*Retention Influence on Subscale Scores for the Three Survey Instruments*

Survey	Findings
LSS	The survey had poor sample turn out and results and was therefore not used.
PLQ	Due to poor sampling, quitting and retiring teachers were dropped. However, teachers staying reported principals demonstrated these leadership qualities the highest of all groups. Conversely, those teachers hoping to go elsewhere to teach rated their principals low.
JSS	Due to poor sampling, quitting and retiring teachers were dropped. However, teachers staying rated higher job satisfaction in most every subscale.

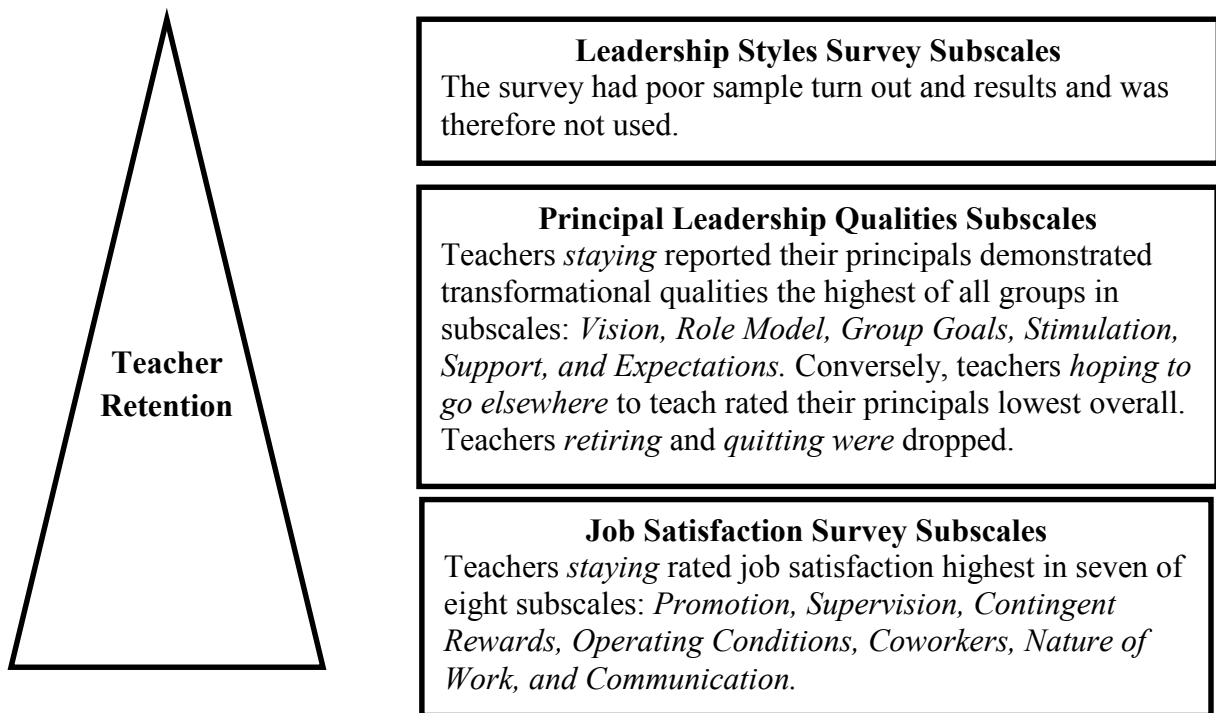


Figure 11. Retention subscales vs. the three surveys

**Summary of Leadership Styles Subscales vs. Teacher Retention**

All 7A tables and write-ups for are located in the Appendix 7A. The Leadership Styles Subscales vs. Retention survey results had poor sample turn out. Teachers hoping to stay represented 96% (N=48), teachers hoping to transfer to another school represented 1% (N=1), teachers choosing to leave the teaching profession represented 0% (N=0), and those retiring represented 1% (N= 1) respectively. Because of some low grouping numbers, the overall statistics may be greatly skewed and appear greater or smaller than they really are. It must be pointed out the timing of the survey coincided with city-wide layoffs or no new hiring of teachers in most districts due to economic constraints which may have affected transfers and/or other job considerations teachers may have normally perceived available to them during normal or average economic times. Additional

research should be done with larger samples in some groups affording more accurate observations of perceptions and inferences.

### **Summary of Principal Leadership Qualities Subscales vs. Teacher Retention**

In the Principal Leadership Qualities Survey vs. Retention, teachers hoping to stay represented 83% (N=110), teachers hoping to transfer to another school represented 13% (N=17), teachers quitting represented 4% (N=5), and those retiring represented 2% (N= 3). These numbers varied, and at times, be even less. Because of some low grouping numbers, the overall statistics may be greatly skewed and appear greater or smaller than they really are. Additional research should be done with larger samples in some groups affording more accurate observations of perceptions and inferences.

PLQ and Subscale “Vision” vs. Retention indicated teachers *staying* (N=110) had the highest overall agreement (75%) the principal demonstrated qualities of *Vision*. Teachers *hoping to teach elsewhere* (N=17) had the lowest overall agreement (16%) of this quality. The other two group samples were too small to use (see Table 7B-1 in Appendix 7B).

PLQ and Subscale “Role Model” vs. Retention indicated teachers *staying* (N=109) had the highest overall agreement (70%) the principal demonstrated qualities of being a *Role Model*. Teachers *hoping to teach elsewhere* (N=17) had an overall agreement (16%) of this quality. The other two group samples were too small to use (see Table 7B-2 in Appendix 7B).

PLQ and Subscale “Group Goals” vs. Retention indicated teachers *staying* (N=109) had the highest overall agreement (84%) the principal demonstrated qualities of *Group Goals*. Teachers *hoping to teach elsewhere* (N=17) had an overall agreement

(47%) of this quality. The other two group samples were too small to use (see Table 7B-3 in Appendix 7B).

PLQ and Subscale “Support” vs. Retention indicated teachers *staying* (N=109) had the highest overall agreement (80%) the principal demonstrated qualities of *Support*. Teachers *hoping to teach elsewhere* (N=17) had an overall agreement (36%) of this quality. The other two group samples were too small to use (see Table 7B-4 in Appendix 7B).

PLQ and Subscale “Stimulation” vs. Retention indicated teachers *staying* (N=109) had the highest overall agreement (70.5%) the principal demonstrated qualities of *Stimulation*. Teachers *hoping to teach elsewhere* (N=17) had an overall agreement (33%) of this quality. The other two group samples were too small to use (see Table 7B-5 in Appendix 7B).

PLQ and Subscale “Expectations” vs. Retention indicated teachers *staying* (N=110) had the highest overall agreement (72%) the principal demonstrated qualities of having *Expectations*. Teachers *hoping to teach elsewhere* (N=17) had an overall agreement (35%) of this quality. The other two group samples were too small to use (see Table 7B-6 in Appendix 7B).

Although the two groups *retiring* and *quitting* had samples too small to use, this research will still report on the other two groups. Teachers *staying* reported their principals demonstrated these leadership qualities the highest of all groups (70% or higher on each subscale). This might equate partly to the reasons they may choose to stay. Conversely, those teachers *hoping to go elsewhere* to teach rated their principals at an average of 30.5%, with a range of 16%-47%. This might equate partially to reasons

they may hope to teach under another principal or district. Principals with higher ratings have more satisfied teachers. Principals with lower ratings have more dissatisfied teachers. The qualities this survey uses are transformational leadership qualities. The null hypothesis was rejected.

### **Summary of Job Satisfaction Subscales vs. Teacher Retention**

Recall that the subscale component *pay* was not used in this researcher's surveys because pay is not usually a factor principals control, as it is decided upon by school boards. Therefore, the actual author survey question numbers do not match up with this researcher's survey questions. See both actual surveys when comparing questions and statistics. Question numbers in bold were reverse-scored, as they were negatively worded by the original survey author. When viewing the statistical information in the following tables, please see the numbers representing those who participated in each of the different groups: those staying (N=122), go elsewhere (N=6), those quitting (N=1), and those retiring (N=4). Statistic percentages may appear skewed without this consideration.

The Job Satisfaction Subscales vs. Retention survey results had poor sample turn out. Teachers hoping to stay represented 92% (N=122), teachers hoping to transfer to another school represented 4% (N=6), teachers choosing to leave the teaching profession represented .7% (N=1), and those retiring represented 3% (N= 4) respectively. Because of some low grouping numbers, the overall statistics may be greatly skewed and appear greater or smaller than they really are. It must be pointed out the timing of the survey coincided with city-wide layoffs or no new hiring of teachers in most districts due to economic constraints which may have affected transfers and/or other job considerations teachers may have normally perceived available to them during normal or average

economic times. Additional research should be done with larger samples in some groups affording more accurate observations of perceptions and inferences.

### **Conclusions**

From the results, new learning was obtained adding understanding and knowledge to academia. This new information may be useful for the practitioner and academia.

New knowledge to support practitioners of the Leadership Styles Survey is:

1. Teachers perceived the Structural leadership style as the dominant style used by principals.

2. Teachers rated male principals higher on almost every leadership style in the areas of Structural, Human Resource, Symbolic, and Political.

3. Teachers perceived male principals to rate higher on most leadership style subscales: Analytical, Organized, Supportive, Participative, and Charismatic

4. Mature teachers tended to rate principals lower and are more critical of principals.

5. Teachers returning rated their principals the highest on leadership styles.

6. Beginning teachers rated principals the highest on transformational subscales.

New knowledge to support practitioners of the Principals Leadership Qualities (Transformational) Survey is:

1. Teachers perceived that principals use transformational qualities.

2. Teachers reported females were more transformational than males.

3. Teachers observed female principals were more transformational than males on the subscale qualities: Vision, Role Model, Group Goals, Support, Stimulation, and Experience.



4. Teachers returning rated their principals the highest on leadership styles.
5. Beginning teachers rate principal transformational subscales higher than the other groups.

New knowledge to support practitioners of the Job Satisfaction Survey is:

1. Teachers are overall likely to be satisfied in their position.
2. Teachers perceived similar job satisfaction with principals of either gender.
3. Mature teachers tend to rate job satisfaction lower and are more critical of principals.
4. Teachers returning rated their principals the highest on most subscales: Communication, Nature of Work, Coworkers, Operating Conditions, Contingent Rewards, Supervision, and Promotion.
5. Teachers perceived principals split by gender equally on the job satisfaction subscales. Males (Operating Conditions, Coworkers, Nature of Work, and Communication) Females (Promotion, Supervision, Fringe Benefits, and Contingent Rewards).

### **Summary**

Chapter 4 analyzes and presents various data collected from three different surveys, with three researcher-added independent variables, given to teachers at schools in three different districts. The seven research questions attempted to answer questions from the actual surveys using three researcher-added independent variables and subscale breakdown scores. The intent of this meta-analysis was to help clarify and add to the existing depth of knowledge. A variety of statistical analyses were used to determine if differences existed between the independent variables relating to summary statistics,

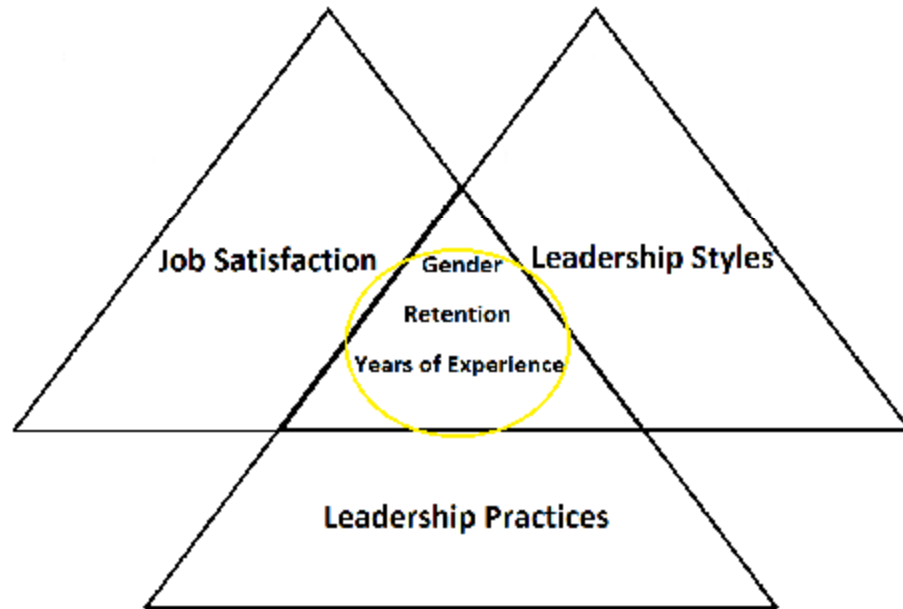
significances, and subscale breakdown. The three independent variables added by this researcher in many cases show differences in perceptions and subscale breakdown information. This adds to the categories of gender, years of experience, and retention when analyzing information important to principals' leadership styles, qualities, and teacher job satisfaction.

The researcher constructed the survey with validity and internal consistency while reliability was also demonstrated using original author survey/questionnaire instructions, explanations, and statistics. Chi-Squared analysis was used to determine significance (Significance = or  $< 0.05$ ) in some research questions. Summary statistics were also compiled through a long rigorous process. Chapter Five will compare this study's research findings with similar studies and discuss conclusions and recommendations for school districts, superintendents, and principals.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

**The Influence of Gender, Experience, and Retention on Teacher Perceptions of Principal Leadership Style, Practices, and Job Satisfaction**



*Figure 12.* Summary of the three surveys vs. three variables

The first section of this chapter looks at conclusions of this research and comparisons to other studies. The next section of this chapter gives recommendations for school boards and superintendents. It is followed by three practical applications in use scenarios. The last section of this chapter discusses recommendations for future researchers regarding aspects related to this study.

The main findings of this study indicate:

1. Gender of principal influences teacher perceptions.
2. Teachers' Years of Experience influences their perceptions.

### 3. Retention is most greatly affected by job satisfaction

#### **Comparison to Other Studies**

Deneca (2009) stated, “Although research shows that there may be a link between principals’ behaviors and attitudes and teachers’ job satisfaction, little research has postulated that race and gender play a significant role,” and “a relationship does in fact exist between teachers’ perceptions of their principals’ race and gender, attitudes, and their job satisfaction” (Abstract, p. 1). My research showed a difference in teachers’ perceptions between principal genders. Male principals rated higher overall in leadership style, while female principals rated higher overall in transformational leadership. Results indicated male and female principals were rated equal in job satisfaction.

Truell’s (2006) research results found “teachers with a more ‘Personal / Professional’ relationship with the principal tended to have greater job satisfaction and female principals were more likely to develop ‘Personal/Professional’ relationships with teachers,” and “that male principals were more likely to operate from a more ‘Strictly/Professional, relationship type” (Abstract, p. 1). Her study supported the belief that the teacher/principal relationship has an impact on a teacher’s overall job satisfaction, but other factors, such as gender differences, also affect relationships. She reported male teachers were overall less satisfied regardless of principal gender. McKee (1990) also found lower job satisfaction among males.

My research findings indicated female principals operate with a more personal relationship style supported by transformational leadership. It also supported male principals also operate from a more strict or structural leadership style. My research indicated there was no difference in gender specific job satisfaction.

Boyd et al. (2009) cited the following researchers and their findings relating to teaching years of experience:

Teacher background characteristics and work experience consistently predict turnover. For example, turnover is higher among young and old teachers compared to middle-aged ones (see Allensworth, Ponisciak, & Mazzeo, 2009; Guarino, Santibanez, & Daley, 2006; Johnson, Berg, & Donaldson, 2005), and among less experienced teachers compared to more experienced ones” (see Ingersoll, 2001; Marvel, Lyter, Peltola, Strizek, & Morton, 2006). (p. 3)

My research gives more insight to the three groups of teaching years of experience. The current study indicates as teachers gain years of experience, they are more critical of principals and tend to rate principals lower in aspects of leadership style, transformational qualities, and job satisfaction. Beginning teachers rated principals higher on almost every subscale in all three surveys. This might be due in part to the fact they have had less experience with multiple principals and their leadership styles compared to more experienced teachers. They may also have less knowledge of what a transformational leader is compared to a non-transformational leader. They may not be aware of what true job satisfaction is compared to more experienced teachers. Finally, beginning teachers might not fully understand the meanings of descriptive words and questions in the surveys. Words used in the surveys like *adroit*, *stimulating*, *charismatic*, *analytical*, and *vision* may have differing meanings for beginning teachers when compared to teachers with more years of experience and more maturity.

Organ and Ryan (1995) discussed how job satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviors such as organizational citizenship. Boyd et al. found “teachers’ perceptions of their school leader was the greatest influence on teacher retention of any school contextual factor”

(Abstract, 2009, p. i). According to the MetLife Survey of the American Teacher (2003, p. 64), “Job satisfaction is often related to experiences with the leaders of the organization. In the school this leader is typically the principal.” They further state, “Dissatisfied teachers are also consistently less likely than their satisfied counterparts to rate their principal’s performance highly.”

Job satisfaction is the most important aspect of this research since it directly relates to retention. Retention must be increased to lower costs for school districts. As previously stated in this paper, only 16% of retention is due to retiring teachers. The other 84% is due to teachers quitting or moving to another school. Retention is mainly related to teacher job satisfaction. Teacher job satisfaction is primarily focused on the principal. The principal is responsible for cultivating a climate and environment conducive to satisfaction in the workplace for teachers, as well as those of students. Principal leadership styles and qualities that relating to care, cooperation, collaboration, buy-in, vision and many other aspects that involve security and belongingness are essential for motivation and growth for teachers.

My research, on both the Job Satisfaction Survey and the Transformational leadership Qualities survey, indicated teachers who rated their principals highly were more satisfied with their principal. Teachers hoping to teach elsewhere rated their principals lowest and were more dissatisfied.

### **Recommendations for School Districts**

My research is valuable in that information learned about leadership behaviors may help in diagnosing the needs of school environments relating to retention and job satisfaction. Superintendents might adjust their leaders’ leadership styles and behaviors

through management training and role-playing to meet needs of specific schools for many reasons. Superintendents should match strengths and weaknesses of potential principal candidates to differing schools and their climates to obtain more success. This would provide the organization a strong, productive, and efficient workforce with more satisfied teachers. My research shows a principal who looks the best strictly on paper may not always be the right candidate for every school.

My recommendations for school boards and superintendents are to evaluate principals on transformational qualities during interviews and/or with questionnaires. They may also start principal training programs to evaluate current principals and transform them through role playing, reflection, and introspection. Principals who match these qualities and use these traits should be a better fit and create higher retention of teachers, thus saving money and training time. Leaders should realize transformational characteristics reflect many attributes and qualities which teacher perceive important in staying at their present location and which impact job satisfaction. Superintendents may re-evaluate putting principals of a certain genders in specific schools due to better fit and cooperation among teachers. They may also re-evaluate putting principals of certain ages into specific schools where the years of experience of teachers might create more cooperation and a better fit. Matching strengths and weaknesses of potential principal candidates to differing schools and their climates should create more overall success. This would provide the organization with a stronger, more productive, and efficient workforce with more satisfied teachers, resulting in greater teacher retention. Teacher retention and all the costs associated with it are one of the biggest concerns facing school districts today. Saving even 10% of the estimated \$7.3 billion a year spent on retaining

teachers by observing intelligent practices described in my research could add up to big savings in money, time, and effort.

School districts may use this study and its findings to help better understand present attitudes and climates in their schools, and to investigate and determine various aspects comprising their entire community of stakeholders. Superintendents, principals, and teachers may all benefit from this information for overall improvement in the workplace affecting the quality of life for every individual.

### **Practical Applications for Use**

Below are examples of finding the right principal leadership styles, qualities, and behaviors relating to schools and their climates.

1. School A has a large number of beginning teachers. What type of leadership style, qualities, and actions would a principal need to be most successful in retaining the most teachers?

A female principal who is structural would provide a good example of command and control as a role model. Human resource qualities such as those found in transformational leadership would help in providing friendly, caring, nurturing, support along with cooperation, input, and buy-in. A symbolic leader would also help newer teachers willingly take pride in the organization and become a part of the success of the whole organization. Beginning teacher assistance and induction programs would help newer teachers feel more comfortable with the rules, difficult classroom behavior, student parent communication, and growth encouragement.

2. School B has a very unhappy diverse staff. The school climate is out of control with little care and cooperation between staff, students, and parents. What type of



leadership style, qualities, and actions would a principal need to be most successful in retaining the most teachers, regaining control of the school, and appeasing parents encouraging involvement?

A structural male principal who is powerful might rein in control through more strict command. The principal has to be able to communicate well and change many teacher and student behaviors. Individuals must be treated with respect and dignity. Cleaning house may be a pragmatic option. Political negotiating and transactional skills would be appropriate with give and take compromises between teachers, students, and parents. Transformational qualities involving cooperation, discourse, and buy-in would encourage involvement. New programs and workshops could help with tolerance and diversity in many aspects between teachers, students, and parents. Focus on common goals, activities, programs, and sports might provide symbolic support. By looking at what everyone has in common in the organization and environment, instead of differences, individuals might come together as a more cohesive group. This could create more job satisfaction.

3. School C is a small country school with mostly the same socio-economic and student demographics. Things are fine, but the present principal has fallen ill and will not be returning. What kind of principal should the superintendent choose?

The superintendent might decide on a candidate who is similar to the demographics described. A flexible principal must understand that little or no change is best for the school environment. A structural human resource type principal would fit with little acculturation problems. A principal who is adaptable and mimics the last principal's behaviors and policies would cause less anxiety for the teachers and the

parents who may be afraid things would change too much. The staff must feel valued and supported to help encourage job satisfaction. Qualities showing care, understanding, growth of individuals, effective communication, and inclusion will help all stakeholders feel valued and supported. Responsibilities and contributions should be acknowledged.

### **Recommendations for Future Researchers**

My recommendations for future researchers on these subjects is to get larger grouping samples from a more diverse population. They may also investigate a larger assortment of surveys and questionnaires. Future researchers should focus on the individual subscales when comparing the gender of principals, teachers' years of experience, and retention groups. Researchers might also break down the gender of principals by gender of teachers. Breakdown of subscale components may identify better understanding between the groups and rationales associated with mindsets. Future researchers, school boards, and principals should stay abreast of these findings, and future studies, allowing them to more fully understand trends, fit, and cooperation between the entire school community relating to gender, teacher years of experience, and retention.

Future confirmation or denial on some specific aspects of this research would prove valuable in psycho-social determinates creating perceptions across many management areas other than just teachers and their principals. These findings could bring a more valuable discourse among all parties with an increased vocabulary with which to communicate and understand each other using the differing surveys, subscales, and their definitions when relating to leader gender, leader transformational qualities, and employee job satisfaction.

Job satisfaction is the most important aspect of this research since it directly relates to retention. Retention must be increased to lower costs for school districts. Retention is based mostly on teacher job satisfaction. Teacher job satisfaction is mainly based on the principal. The principal is responsible for cultivating a climate and environment conducive to satisfaction in the workplace for teachers, as well as those of students. Principal leadership styles and qualities that attribute to care, cooperation, collaboration, buy-in, vision and many other aspects that involve security and belongingness are essential for motivation and growth for teachers.

APPENDIX A

JOB SATISFACTION SURVEY

The highlighted questions related to salary and pay were not used in this study's survey.

<p align="center"><b>JOB SATISFACTION SURVEY</b>                      Paul E. Spector                      Department of Psychology                      University of South Florida                      Copyright Paul E. Spector 1994, All rights reserved.</p>							
<p align="center">PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION                      THAT COMES CLOSEST TO REFLECTING YOUR OPINION                      ABOUT IT.</p>		<p align="center">Disagree very much                      Disagree moderately                      Disagree slightly                      Agree slightly                      Agree moderately                      Agree very much</p>					
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6

PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.		Copyright Paul E. Spector 1994, All rights reserved.					
		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
		1	2	3	4	5	6
19	I feel unappreciated by the organization when I think about what they pay me.						
20	People get ahead as fast here as they do in other places.						
21	My supervisor shows too little interest in the feelings of subordinates.						
22	The benefit package we have is equitable.						
23	There are few rewards for those who work here.						
24	I have too much to do at work.						
25	I enjoy my coworkers.						
26	I often feel that I do not know what is going on with the organization.						
27	I feel a sense of pride in doing my job.						
28	I feel satisfied with my chances for salary increases.						
29	There are benefits we do not have which we should have.						
30	I like my supervisor.						
31	I have too much paperwork.						
32	I don't feel my efforts are rewarded the way they should be.						
33	I am satisfied with my chances for promotion.						
34	There is too much bickering and fighting at work.						
35	My job is enjoyable.						
36	Work assignments are not fully explained.						

## APPENDIX B

### LEADERSHIP STYLES ORIENTATIONS (OTHER) SURVEY

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This questionnaire asks you to describe the person that you are rating in terms of leadership and management style.

#### I Leader Behaviors

You are asked to indicate how often each item is true of the person that you are rating.

Please use the following scale in answering each item.

1	2	3	4	5
Never	Occasionally	Sometimes	Often	Always

So, you would answer

1' for an item that is never true of the person you are describing, =

2' for one that is occasionally true,

3' for one that is sometimes true, and so on.

Be discriminating! The results will be more helpful to the rate if you think about each item and distinguish the things that the rate really does all of the time from the things that s/he does seldom or never.

1. \_\_\_\_\_ *Thinks very clearly and logically.*
2. \_\_\_\_\_ *Shows high levels of support and concern for others.*
3. \_\_\_\_\_ *Shows exceptional ability to mobilize people and resources to get things done.*
4. \_\_\_\_\_ *Inspires others to do their best*
5. \_\_\_\_\_ *Strongly emphasizes careful planning and clear time lines*
6. \_\_\_\_\_ *Builds trust through open and collaborative relationships.*
7. \_\_\_\_\_ *Is a very skillful and shrewd negotiator.*
8. \_\_\_\_\_ *Is highly charismatic.*
9. \_\_\_\_\_ *Approaches problems through logical analysis and careful thinking.*

10. \_\_\_\_\_ *Shows high sensitivity and concern for others' needs and feelings.*
11. \_\_\_\_\_ *Is unusually persuasive and influential.*
12. \_\_\_\_\_ *Is an inspiration to others.*
13. \_\_\_\_\_ *Develops and implements clear, logical policies and procedures.*
14. \_\_\_\_\_ *Fosters high levels of participation and involvement in decisions.*
15. \_\_\_\_\_ *Anticipates and deals adroitly with organizational conflict.*
16. \_\_\_\_\_ *Is highly imaginative and creative.*
17. \_\_\_\_\_ *Approaches problems with facts and logic.*
18. \_\_\_\_\_ *Is consistently helpful and responsive to others.*
19. \_\_\_\_\_ *Is very effective in getting support from people with influence and power.*
20. \_\_\_\_\_ *Communicates a strong and challenging vision and sense of mission.*
21. \_\_\_\_\_ *Sets specific, measurable goals and holds people accountable for results.*
22. \_\_\_\_\_ *Listens well and is unusually receptive to other people's ideas and input.*
23. \_\_\_\_\_ *Is politically very sensitive and skillful.*
24. \_\_\_\_\_ *Sees beyond current realities to create exciting new opportunities.*
25. \_\_\_\_\_ *Has extraordinary attention to detail.*
26. \_\_\_\_\_ *Gives personal recognition for work well done.*
27. \_\_\_\_\_ *Develops alliances to build a strong base of support.*
28. \_\_\_\_\_ *Generates loyalty and enthusiasm.*
29. \_\_\_\_\_ *Strongly believes in clear structure and a chain of command.*
30. \_\_\_\_\_ *Is a highly participative manager.*
31. \_\_\_\_\_ *Succeeds in the face of conflict and opposition.*
32. \_\_\_\_\_ *Serves as an influential model of organizational aspirations and values.*

Section II Leadership Style and Section III Overall Rating will not be used in this survey due to time constraints and survey fatigue.

APPENDIX C

PRINCIPAL LEADERSHIP QUESTIONNAIRE

Adapted from Jantzi & Leithwood, Educational Administration Quarterly, (October, 1996). pp. 533-534. Used by authors' permission.

**Principal Leadership Questionnaire**

**Please respond by considering how well each statement applies to your principal.**

**Please use the following scale:**

**1=Strongly Disagree 2=Disagree 3=Undecided 4=Agree 5=Strongly Agree**

***Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree***

1. My principal has both the capacity and the judgment to overcome most obstacles. ① ② ③ ④

2. My principal commands respect from everyone on the faculty. ① ② ③ ④

3. My principal excites faculty with visions of what we may be able to accomplish if we work together as a team. ① ②

4. My principal makes faculty members feel and act like leaders. ① ② ③ ④

5. My principal gives the faculty a sense of overall purpose for its leadership role. ① ② ③ ④

6. My principal leads by "doing" rather than simply by "telling." ① ② ③ ④

7. My principal symbolizes success and accomplishment within the profession of education. ① ②

③ ④

8. My principal provides good models for faculty members to follow. ① ② ③ ④



9. My principal provides for our participation in the process of developing school goals. ① ② ③ ④

10. My principal encourages faculty members to work toward the same goals. ① ② ③ ④

11. My principal uses problem solving with the faculty to generate school goals. ① ② ③ ④

12. My principal works toward whole faculty consensus in establishing priorities for school goals.

① ② ③ ④

13. My principal regularly encourages faculty members to evaluate our progress toward

achievement of school goals. ① ② ③ ④

14. My principal provides for extended training to develop my knowledge and skills relevant to

being a member of the school faculty. ① ② ③ ④

15. My principal provides the necessary resources to support my implementation of the school's

program. ① ② ③ ④

16. My principal treats me as an individual with unique needs and expertise. ① ② ③ ④

17. My principal takes my opinion into consideration when initiating actions that affect my work.

① ② ③ ④

18. My principal behaves in a manner thoughtful of my personal needs. ① ② ③ ④

19. My principal challenges me to reexamine some basic assumptions I have about my work in

the school. ① ② ③ ④

20. My principal stimulates me to think about what I am doing for the school's students. ① ② ③

④

21. My principal provides information that helps me think of ways to implement the school's program. ① ② ③ ④

22. My principal insists on only the best performance from the school's faculty. ① ② ③ ④

23. My principal shows us that there are high expectations for the school's faculty as professionals. ① ② ③ ④

24. My principal does not settle for second best in the performance of our work as the school's faculty. ① ② ③ ④

## APPENDIX D

### THREE DEMOGRAPHICS SURVEY QUESTIONS

The following three demographics questions were at the end of each survey

Please put a check by the most appropriate answer

1. My principal is a Male \_\_\_\_\_ Female \_\_\_\_\_
  
2. My years of teaching experience 1-3 years \_\_\_\_\_ 4-11 years \_\_\_\_\_ 11- or more
  
3. Next year I hope to \_\_\_\_\_ Stay at this school  
\_\_\_\_\_ Teach at another school  
\_\_\_\_\_ Quit the teaching profession  
\_\_\_\_\_ Retire from the teaching profession

## APPENDIX E

### JOB SATISFACTION SURVEY PERMISSION TO USE STATEMENT

**Below is the permission to use Paul Spector's "Job Satisfaction Survey" for free as posted on his website. Written personal permission not needed.**

<http://shell.cas.usf.edu/~pspector/scales/jssshare.html>

#### **JSS Sharing of Results**

The Job Satisfaction Survey, JSS is a copyrighted scale. You are welcome to use the JSS for free under two conditions.

1. The use is for noncommercial educational or research purposes. This means no one is charging anyone a fee.
2. You agree to share results with me. This is how I continue to update the norms and bibliography.

#### **What Results Do I Need?**

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

I would love to see copies of research reports (thesis, dissertation, conference paper, journal article, etc.) in which you used the JSS. Summaries are fine for long documents (e.g., dissertation), and e-mailed documents are preferred if possible (saves copy and mail costs). Be sure to indicate how you want the work cited in the bibliography.

You can send the material to me via e-mail: [spector@chuma.cas.usf.edu](mailto:spector@chuma.cas.usf.edu) or via regular mail: Paul Spector, Department of Psychology, University of South Florida, Tampa, FL 33620 USA.

Copyright Paul E. Spector, All rights reserved, Last modified November 2, 1998.

APPENDIX F

PRINCIPAL LEADERSHIP QUALITIES SURVEY PERMISSION LETTER

**RE: PLQ Survey permission request, MU doctoral student cohort VI**

Tuesday, October 12, 2010 12:29 PM

From:

"Kenneth Leithwood" <kenneth.leithwood@utoronto.ca>  
[Add sender to Contacts](#)

To:

"Gregg Eddins" <zerosykess@yahoo.com>

You are welcome to use my survey. All the best with your research.

-----Original Message-----

From: Gregg Eddins [mailto:[zerosykess@yahoo.com](mailto:zerosykess@yahoo.com)]

Sent: Sunday, October 10, 2010 8:39 PM

To: [kleithwood@oise.utoronto.ca](mailto:kleithwood@oise.utoronto.ca)

Subject: PLQ Survey permission request, MU doctoral student cohort VI

Dear Dr. Leithwood, I am a doctoral student at Missouri University (ELPA, cohort VI). I am all but dissertation at this point. We used many of your writings in our rigorous coursework. This is why it is an honor to request permission from you to use your (PLQ) Principal Leadership Questionnaire survey in my research.

My dissertation is presently titled "The Influence of Gender, Experience and Retention on Teachers' Perceptions of Principal's Leadership Styles, Qualities and Job Satisfaction". I hope to sample around 200-400 teachers of all grade levels from a near-by school district.

I promise to provide you with a copy of any reports, publications, papers, or theses resulting from my research. I promise to provide, if requested, a copy of my data file. Your permission would really help me and the University of Missouri's Educational Doctoral Program. I would be happy to answer any questions you might have.

Sincerely,

Gregg M. Eddins

[zerosykess@yahoo.com](mailto:zerosykess@yahoo.com)

## APPENDIX G

### LEADERSHIP STYLES ORIENTATIONS (OTHER) SURVEY PERMISSION LETTER

Dear Mr. Eddins,

I'm pleased to offer you permission to use the leadership orientations instrument in your doctoral research. Best wishes for a successful study. I'll look forward to learning about the results of your work.

Email archived in Eddins mailbox

**From:** Gregg Eddins [<mailto:geddins1@nkcsd.k12.mo.us>]  
**Sent:** Monday, September 27, 2010 11:35 AM  
**To:** [lee@leebolman.com](mailto:lee@leebolman.com)  
**Subject:** Survey Permission request

Dear Mr. Bolman,

I am in the doctoral program Ed.D at Missouri University cohort 6. I am all but dissertation at this point. We used your book (Bolman and Deal, 2003 "Reframing Organization") in our course. I would like permission to use your Leadership Orientations (Other) survey in my dissertation. I hope to survey elementary teachers from my school district with a sample of around 200 - 400 teachers.

My dissertation is (presently) titled "Teacher Perceptions of Satisfaction, Orientation Style, and Leadership Practices of Principals Relating to Retention and Attrition"

I promise to provide you with a copy of any reports, publications, papers, or theses resulting from my research.

I promise to provide, if requested, a copy of my data file from my research.

Your permission would really help me and The University of Missouri's Educational Doctorate program. I would be happy to answer any questions you might have.

Sincerely,

Gregg M. Eddins

Email me back at this address (if it does not go through due to our tight filter please respond to [zerosykess@yahoo.com](mailto:zerosykess@yahoo.com))  
My school address is 211 n e 48th street, Kansas City, Mo 64118  
(816) 413-6194  
Fax would be ok as well (816) 413-6105

APPENDIX H

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



**Campus Institutional Review Board**

**University of Missouri-Columbia**

- 483 McReynolds Hall
- Columbia, MO 65211-1150
- PHONE: (573) 882-9585
- FAX: (573) 884-0663

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IRB #	1181697
Project Title	Teacher's Perceptions of Principal leadership Style, Practices, and Job Satisfaction Relating to Retention and Attrition.
Approval Date	Feb 16, 2011
Expiration Date	Feb 16, 2012
Investigators	Eddins, Gregg M
Project Status	Active - Open to Enrollment

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Dear Investigator:

Your research proposal involving human subjects was approved by the Campus IRB. Your project falls under the following Expedited category(s), unless it was reviewed and approved by the convened board:

45 CFR 46.110.a(f)(7)

Your IRB approval for this project will expire on February 16, 2012. If you intend to continue research activities after the expiration date, you must complete and submit a Continuing Review Status Report for review at least 30 days prior to the expiration date. If the project is completed prior to the expiration date, you must complete and submit the Completion/Withdrawal Report.

The Campus IRB Approval is CONTINGENT upon your agreement to:

- (1) Adhere to all University of Missouri IRB Policies.
- (2) MODIFICATIONS: Submit an Amendment Form for any proposed changes to a previously approved project prior to initiation of those changes.
- (3) RECORD INSPECTION: The Campus IRB reserves the right to inspect your records to ensure compliance with federal regulations. You are expected to maintain copies of all pertinent information related to the study, included but not limited to, video and audio tapes, instruments, copies of written informed consent agreements, and any other supportive documents for a period of seven (7) years from the date of completion of your research.
- (4) REPORTING: Promptly report to our office any unanticipated problem, deviation, or noncompliance.
- (5) CONSENT: Use the IRB approved consent document unless the consent process was waived. This can be found in document storage and labeled as approved with the approval date in the footer.

Type of Consent Approved:

Waiver of Documentation

**Please Note: When you receive the permission letters from each superintendent you will need to submit a Site Additions Form.**

If you have any questions or concerns, you may call the IRB office at 573-882-9585 or e-mail us at [umcresearchcirb@missouri.edu](mailto:umcresearchcirb@missouri.edu).

Thank you,  
The Campus Institutional Review Board



## APPENDIX I

### SUPERINTENDENT REQUEST FOR RESEARCH PARTICIPATION LETTER

March 22, 2011

Dear Superintendent and/or Director of Assessment, Evaluation, and Research,

My name is Gregg Eddins. I would like to ask for your help with my research entitled “**The Influence of Gender, Experience, and Retention on Teacher Perceptions of Principal Leadership Style, Practices, and Job Satisfaction**”. This is the focus of my doctoral dissertation for Missouri University’s Educational Leadership Doctorate cohort VI.

I have received approval from the IRB to proceed with my research. They request a signature of the Superintendent or Director of Research, Assessment and Evaluation, on file, granting researcher permission to proceed with survey in study.

Your school will not be identified as per the *Institutional Review Board (IRB)* procedures and guidelines. I will be compiling information from three school districts total. I would be happy to share my research data information and results with your school district and board.

I will send an introductory letter and link to the online survey to all your school administrators explaining my request and consent information. Voluntarily participating teachers will be asked to complete a short online survey (8-12 minutes) and submit it electronically to “Survey Monkey” a secure survey website. After collecting all the survey information, the data will be analyzed. **I will not personally identify any individuals or schools whatsoever at any time in my study. Anonymity is greatly respected. Only aggregated analysis results will be reported.**

I greatly appreciate your valuable time! If you have any questions or comments about my research please call me at (816) 453-2722 or email me at [gme244@mail.missouri.edu](mailto:gme244@mail.missouri.edu) or my advisor Dr. Phillip Messner at (660) 562-1478 or e-mail at [pemday@nwmissouri.edu](mailto:pemday@nwmissouri.edu). You may also contact the University of Missouri Campus Review Board at (573) 882-9585 for questions regarding any rights as participants in this research. I look forward to including data from teachers at your schools. This information will significantly contribute to teacher retention and attrition studies statewide and nationally.

Sincerely,

Gregg Eddins      Doctoral Leadership Candidate, University of Missouri cohort VI

## APPENDIX J

### TEACHERS PARTICIPATION EXPLANATION AND CONSENT LETTER

#### Teacher Written Consent w/o Signature

survey link at bottom of page

Dear Participating Teachers,

A researcher from the University of Missouri is interested in **studying “The Influence of Gender, Experience, and Retention on Teacher Perceptions of Principal Leadership Style, Practices, and Job Satisfaction.”** Please see the information provided below. If you have any questions and concerns please contact the researcher directly. Participation is voluntary.

**Purpose of Study:** The purpose of this study is to develop an understanding of the relationship between teacher’s perceptions of principal leadership style, practices, and job satisfaction relating to retention and attrition.

This survey has been designed to allow you to describe in detail perceptions of your principal’s leadership style and practices in your school relating to job satisfaction. The goal of this survey is to measure relevant and useful information for specific purposes. Your frank and honest responses are important to reach this goal and will be strictly anonymous with no foreseeable risks or discomforts to you.

**Privacy:** All the information collected will be anonymous. No names will be asked. No identifying information will be needed. This survey is voluntary. Refusal to participate will involve no loss of benefits or penalty to which you are already entitled. You may stop at any time or skip any question.

**Explanation of Benefits:** The process of teacher perceptions of retention and attrition may be improved as a result of this study. The knowledge base regarding teacher job satisfaction, leadership style, and practices may also be enhanced as a result of this study. Over 2,100 teachers from 3 school districts are expected to participate.

This questionnaire is constructed to be comprehensive in scope. It should take only a short time to complete. Please follow directions and allow 8-12 minutes to provide responses.

Please use scales provided on the internet site “Survey Monkey” to describe yourself and perceptions you have relating to job satisfaction, leadership style, and leadership practices relating to retention and attrition. Please: consider each of the items carefully, study the scale to be used to describe questions, and indicate the number on the scale which most closely matches your response.

**Identification of Researchers:** This research is being done by Gregg Eddins, a graduate student and Doctoral Leadership candidate cohort VI, at Missouri University.

**Exclusions:** You must have a valid teaching certificate in the state of Missouri to answer survey questions.

**Description of Research Method:** You will be asked about years of experience, current teaching assignment, and other general demographic information. You will also be asked (depending on your school district) to answer questions about either A) job satisfaction, B) leadership style, or C) leadership practices. The surveys should take no more than 8-12 minutes at the longest to complete.

I greatly appreciate your valuable time! If you have any questions or comments about my research please call Gregg Eddins at (816) 453-2722 or email me at [gme244@mail.missouri.edu](mailto:gme244@mail.missouri.edu) or my advisor Dr. Phillip Messner at (660) 562-1478 or e-mail at [pemday@nwmissouri.edu](mailto:pemday@nwmissouri.edu) .

The Campus Institutional Review Board approved this research study. You may contact the Campus Institutional Review Board if you have any questions about your rights, concerns, complaints or comments as a research participant. You can contact the IRB Board directly by telephone or email to voice or solicit any concerns, questions, input or complaints about the research study. Contact the University of Missouri Campus Review Board at (573) 882-9585 for questions regarding any rights as participants in this research. 483 McReynolds Hall; Columbia, MO 65211. E-mail: [umresearchcirb@missouri.edu](mailto:umresearchcirb@missouri.edu) Website: <http://wwwresearch.missouri.edu/cirb/index.htm> 573-882-9585

Teachers may also request a copy of the consent document form from the researcher Gregg Eddins. (Listed above)

Thank you for your participation! **By clicking on the link below you give consent and proceed to the survey.**

(This is where the "SurveyMonkey.com" link will be for teachers to click on to take the survey)

Gregg Eddins

## APPENDIX K

### LEADERSHIP STYLES SURVEY DESCRIPTIVE STATISTICS, TABLE AND WRITE-UPS

#### 1A Summary Statistics from Leadership Style Survey

Table 1A results indicate the perceptions teachers reported pertaining to the leadership styles their principals displayed or possessed from only one school district. The *Structural Leadership Style*, regarding the rules, parts, and functioning of the schools had the highest percentage of all four. It was followed very closely by the *Human Resource Leadership Style*, centering on how characteristics of the school and people shape what they do for one another as an ongoing reciprocal process and responsibility. The third most used leadership style was perceived to be the *Symbolic Leadership Style*. The *Political Leadership Style* was the lowest reported. It is important to note all four styles were used by principals to varying degrees, and the number of reporting teachers was only 50. Further studies with more diverse demographics and a larger sample may yield differing results.

Table 1A Summary Statistics from Leadership Styles Survey

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Leadership Style	<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
Structural	10.2 %	89.8%
Human Resource	11.7%	88.4%
Political	19.5%	80.2%
Symbolic	17.5%	82.2%

---

#### 1B Summary Statistics from Principal Leadership Qualities

Table 1B indicates teachers' perceptions from this Principal Leadership Questionnaire rated their principal's transformational leadership as high. Over 67% of the teachers agreed in some form their principal showed transformational leadership qualities. Transformational leadership qualities involve expressed communication, creativity, collaboration, and continued

learning. Attitudes and culture are part of the leader’s responsibility regarding workplace and organizational climate, because it encourages personal growth, promotes humane treatment of others, and involves input and buy-in from the community and other stakeholders. Higher percentages relate to higher levels of transformational leadership characteristics. These percentages are important in that by using or not using a transformational leadership style one may understand principal leadership styles, which affect teachers’ perceptions relating to job satisfaction.

Table 1B Summary Statistics from Principal Leadership Qualities Survey

(N = 135)	Slightly Disagree/ Disagree	Undecided	Slightly Agree/ Agree
Average percentage	20.81%	11.49%	67.73

**1C Summary Statistics for Job Satisfaction Survey**

Table 1C indicates overall results show almost a 2:1 ratio of *Satisfied* workers compared to *Dissatisfied* workers. One third of teachers show *Dissatisfaction* with some aspects of their job resulting in non-maximization of prosperity in the workplace. This relates to sociological and psychological importance in human resource and management theories such as recognition, security, being part of a team, motivation, growth, and teamwork. Non-fulfillment of those needs and others such as respect were important to teachers. The following research questions (2-7) will attempt to help show understanding of overall results by breakdown of subscale groups and researcher added dependent variables.

Table 1C

Summary Statistics from the Job Satisfaction Survey

Total	Job Dissatisfaction	36%	Job Satisfaction	64%
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APPENDIX L

GENDER VS. THE THREE SURVEYS TABLES AND WRITE-UPS

**Leadership Styles Survey vs. Gender Tables and Write-ups**

Table 2A-1 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 3.65, p-value = 0.30) when teachers perceived Males (N=24) to rate higher 85% *Often* or *Always* compared to Females (N=18) 74% on the question my leader *“Thinks very clearly and logically.”*

Table 2A-1

*Survey of Chi-Square Analysis Results “Thinks very clearly and logically” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	9% (2)			
Sometimes	7% (2)	17% (4)			
Often	35% (9)	32% (8)			
<u>Always</u>	<u>58% (15)</u>	<u>42% (10)</u>	<u>3.65</u>	<u>3</u>	<u>0.30</u>

Note: Significance = or < 0.05

Table 2A-2 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 2.65, p-value = 0.44) when teachers perceived Males (N=23) to rate higher 88% *Often* or *Always* compared to Females (N=19) 80% on the question, my leader *“Shows high levels of support and concern for others”*. Females are generally stereotyped to be more supporting and concerned for others.

Table 2A-2

*Survey of Chi-Square Analysis Results “Shows high levels of support and concern for others” v*

*Gender*

---

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	8% (2)			
Sometimes	12% (3)	13% (3)			
Often	50% (13)	38% (9)			
Always	38% (10)	42% (10)	2.65	3	0.44

---

Note: Significance = or < 0.05

Table 2A-3 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 3.72, p-value = 0.29) when teachers perceived Males (N=23) to rate higher 88% *Often* or *Always* compared to Females (N=17) 71% on the question, my leader “Shows exceptional ability to mobilize people and resources to get things done”.

Table 2A-3

*Survey of Chi-Square Analysis Results “Shows exceptional ability to mobilize people and resources to get things done” v Gender*

---

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	4% (1)			
Sometimes	12 % (3)	25% (6)			
Often	38% (10)	42% (10)			
Always	50% (13)	29% (7)	3.72	3	0.29

---

Note: Significance = or < 0.05

Table 2A-4 indicates there was not a significant difference, affirming the Null

Hypothesis, (Chi Square (3) = 3.57, p-value = 0.31) when teachers perceived Males (N=20) to rate lower 77% *Often* or *Always* compared to Females (N=22) 92% on the question, my leader “*Inspires others to do their best*”.

Table 2A-4

*Survey of Chi-Square Analysis Results “Inspires others to do their best” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	4% (1)	4% (1)			
Sometimes	19% (5)	4% (1)			
Often	31% (8)	50% (12)			
Always	46% (12)	42% (10)	3.57	3	0.31

Note: Significance = or < 0.05

Table 2A-5 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 5.05, p-value = 0.17) when teachers perceived Males (N=25) to rate higher 96% *Often* or *Always* compared to Females (N=21) who rated 91% on the question, my leader “*Strongly emphasizes careful planning and clear time lines*”.

Table 2A-5

*Survey of Chi-Square Analysis Results “Strongly emphasizes careful planning and clear time lines” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	9% (2)			
Sometimes	4% (1)	0% (0)			



Often	27% (7)	43% (10)			
Always	69% (18)	48% (11)	5.05	3	0.17

Note: Significance = or < 0.05

Table 2A-6 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 6.12, p-value = 0.11) when teachers perceived Males (N=26) to rate higher 100% *Often* or *Always* compared to Females (N=19) who rated 80% on the question, my leader “*Builds trust through open and collaborative relationships*”.

Table 2A-6

*Survey of Chi-Square Analysis Results “Builds trust through open and collaborative relationships” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	4% (1)			
Sometimes	0% (0)	17% (4)			
Often	58% (15)	42% (10)			
Always	42% (11)	38% (9)	6.12	3	0.11

Note: Significance = or < 0.05

As shown in Table 2A-7, a significant difference (Chi Square (4) = 10.34, p-value = 0.03) was shown between principal’s gender and teachers’ perceptions of their principal as being “*a very skilled and shrewd negotiator*” v *Gender* (thus rejecting the Null Hypothesis). Male principals were perceived 100% *often* or *always* compared to Female principals who were perceived at 71% (N=17). Perceptions show higher ratings for male principals, compared to female principals with almost equal amounts of teachers reporting (Males=26, Females=24).

This may be due to the stereotype men may be more forceful in getting what they desire.

Table 2A-7

Survey of Chi-Square Analysis Results “Is a very skillful and shrewd negotiator” v Gender

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	4% (1)			
Occasionally	0% (0)	4% (1)			
Sometimes	0% (0)	21% (5)			
Often	42% (11)	17% (4)			
Always	58% (15)	54% (13)	10.34	4	0.0

Note: Significance is = or < 0.05 therefore we reject the Null Hypothesis.

Table 2A-8 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 7.10, p-value = 0.06) when teachers perceived Males (N=22) to rate lower 85% *Often* or *Always* compared to Females (N=22) who rated higher at 92% on the question, my leader “*Is highly charismatic*”.

Table 2A-8

Survey of Chi-Square Analysis Results “Is highly charismatic” v Gender

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	4% (1)			
Sometimes	15% (4)	4% (1)			
Often	31% (8)	63% (15)			
Always	54% (14)	29% (7)	7.19	3	0.06

Note: Significance = or < 0.05

Table 2A-9 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (2) = 4.59, p-value = 0.10) when teachers perceived Males (N=25) to rate higher 96% *Often* or *Always* compared to Females (N=19) who rated 79% on the question, my leader “*Approaches problems through logical analysis and careful thinking*”.

Table 2A-9

*Survey of Chi-Square Analysis Results “Approaches problems through logical analysis and careful thinking” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)			
Sometimes	4% (1)	21% (5)			
Often	46% (12)	25% (6)			
Always	50% (13)	54% (13)	4.59	2	0.10

Note: Significance = or < 0.05

Table 2A-10 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 6.15, p-value = 0.10) when teachers perceived Males (N=23) to rate higher 88% *Often* or *Always* compared to Females (N=19) who rated 79% on the question, my leader “*Shows high sensitivity and concern for others’ needs and feelings*”. Females are generally stereotyped to be more sensitive and show more concerned for others’ needs and feelings.

Table 2A-10

*Survey of Chi-Square Analysis Results “Shows high sensitivity and concern for others’ needs and feelings” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	8% (2)			
Sometimes	12% (3)	13% (3)			
Often	38% (10)	58% (14)			
<u>Always</u>	<u>50% (13)</u>	<u>21% (5)</u>	<u>6.15</u>	<u>3</u>	<u>0.10</u>

Note: Significance = or < 0.05

Table 2A-11 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (2) = 3.37, p-value = 0.19) when teachers perceived Males (N=24) rated higher 94% *Often* or *Always* compared to Females (N=19) who rated 79% on the question, my leader “*Is unusually persuasive and influential*”.

Table 2A-11

Survey of Chi-Square Analysis Results “Is unusually persuasive and influential” v Gender

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)			
Sometimes	4% (1)	21% (5)			
Often	38% (10)	38% (9)			
<u>Always</u>	<u>56% (14)</u>	<u>41% (10)</u>	<u>3.37</u>	<u>2</u>	<u>0.19</u>

Note: Significance = or < 0.05

Table 2A-12 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 2.25, p-value = 0.52) when teachers perceived Males (N=26) to rate higher 100% *Often* or *Always* compared to Females (N=22) who rated 92% on the question,

my leader *“Is an inspiration to others”*.

Table 2A-12

*Survey of Chi-Square Analysis Results “Is an inspiration to others” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	4% (1)			
Sometimes	0% (0)	4% (1)			
Often	50% (13)	46% (11)			
<u>Always</u>	<u>50% (13)</u>	<u>46% (11)</u>	<u>2.25</u>	<u>3</u>	<u>0.52</u>

Note: Significance = or < 0.05

Table 2A-13 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (2) = 2.28, p-value = 0.31) when teachers perceived Males (N=25) rated higher 96% *Often* or *Always* compared to Females (N=20) who rated 83% on the question, my leader *“Develops and implements clear, logical policies and procedures”*.

Table 2A-13

*Survey of Chi-Square Analysis Results “Develops and implements clear, logical policies and procedures” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)			
Sometimes	4 % (1)	17% (4)			
Often	34% (9)	29% (7)			
<u>Always</u>	<u>62% (16)</u>	<u>54% (13)</u>	<u>2.28</u>	<u>2</u>	<u>0.31</u>

Note: Significance = or < 0.05

Table 2A-14 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (2) = 5.05, p-value = 0.07) when teachers perceived Males (N=25) to rate higher 96% *Often* or *Always* compared to Females (N=18) who rated 76% on the question, my leader “*Fosters high levels of participation and involvement in decisions*”.

Table 2A-14

*Survey of Chi-Square Analysis Results “Fosters high levels of participation and involvement in decisions” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)			
Sometimes	4% (1)	24% (6)			
Often	38% (10)	38% (9)			
<u>Always</u>	<u>58% (15)</u>	<u>38% (9)</u>	<u>5.05</u>	<u>2</u>	<u>0.07</u>

Note: Significance = or < 0.05

Table 2A-15 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 3.45, p-value = 0.32) when teachers perceived Males (N=24) rated higher 92% *Often* or *Always* compared to Females (N=18) who rated 75% on the question, my leader “*Anticipates and deals adroitly with organizational conflict*”.

Table 2A-15

*Survey of Chi-Square Analysis Results “Anticipates and deals adroitly with organizational conflict” v Gender*

Source	Male	Female	Chi-Square	df	p-value
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Never	0% (0)	0% (0)			
Occasionally	4% (1)	4% (1)			
Sometimes	4% (1)	21% (5)			
Often	35% (9)	29% (7)			
Always	58% (15)	46% (11)	3.45	3	0.32

Note: Significance = or < 0.05

Table 2A-16 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 2.44, p-value = 0.48) when teachers perceived Males (N=24) rated higher 92% *Often* or *Always* compared to Females (N=20) who rated 84% on the question, my leader “*Is highly imaginative and creative*”.

Table 2A-16

Survey of Chi-Square Analysis Results “*Is highly imaginative and creative*” v Gender

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	4% (1)	0% (0)			
Sometimes	4% (1)	13% (3)			
Often	35% (9)	38% (9)			
Always	58% (15)	46% (11)	2.44	3	0.48

Note: Significance = or < 0.05

Table 2A-17 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 5.34, p-value = 0.15) when teachers perceived Males (N=25) rated higher 96% *Often* or *Always* compared to Females (N=19) who rated 78% on the question, my leader “*Approaches problems with facts and logic*”.

Table 2A-17

*Survey of Chi-Square Analysis Results “Approaches problems with facts and logic” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	8% (2)			
Sometimes	4% (1)	13% (3)			
Often	23% (6)	32% (8)			
Always	73% (19)	46% (11)	5.34	3	0.15

Note: Significance = or < 0.05

Table 2A-18 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 6.00, p-value = 0.11) when teachers perceived Males (N=23) rated higher 89% *Often* or *Always* compared to Females (N=14) who rated 59% on the question, my leader “*Is consistently helpful and responsive to others*”.

Table 2A-18

*Survey of Chi-Square Analysis Results “Is consistently helpful and responsive to others” v*

*Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	4% (1)	13 % (3)			
Sometimes	7% (2)	29% (7)			
Often	62% (16)	38% (9)			
Always	27% (7)	21% (5)	6.00	3	0.11

Note: Significance = or < 0.05

Table 2A-19 indicates there was not a significant difference, affirming the Null



Hypothesis, (Chi Square (3) = 5.48, p-value = 0.14) when teachers perceived Males (N=25) rated higher 96% *Often* or *Always* compared to Females (N=17) who rated 71% on the question, my leader “*Is very effective in getting support from people with influence and power*”.

Table 2A-19

*Survey of Chi-Square Analysis Results “Is very effective in getting support from people with influence and power” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	4% (1)			
Sometimes	4% (1)	21% (5)			
Often	46% (12)	42% (10)			
Always	50% (13)	29% (7)	5.48	3	0.14

Note: Significance = or < 0.05

Table 2A-20 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (2) = 2.59, p-value = 0.27) when teachers perceived Males (N=26) rated higher 100% *Often* or *Always* compared to Females (N=22) who rated 92% on the question, my leader “*Communicates a strong and challenging vision and sense of mission*”.

Table 2A-20

*Survey of Chi-Square Analysis Results “Communicates a strong and challenging vision and sense of mission” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)			

Sometimes	0% (0)	8% (2)			
Often	46% (12)	50% (12)			
Always	54% (14)	42% (10)	2.59	2	0.27

Note: Significance = or < 0.05

Table 2A-21 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 4.76, p-value = 0.19) when teachers perceived Males (N=24) rated higher 92% *Often* or *Always* compared to Females (N=18) who rated 75% on the question, my leader “*Sets specific, measurable goals and holds people accountable for results*”.

Table 2A-21

*Survey of Chi-Square Analysis Results “Sets specific, measurable goals and holds people accountable for results” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	13% (3)			
Sometimes	4% (1)	8% (2)			
Often	42% (11)	25% (6)			
Always	50% (13)	50% (12)	4.76	3	0.19

Note: Significance = or < 0.05

As shown in Table 2A-22, a significant difference (Chi Square (3) = 7.81, p-value = 0.05) exists between principal’s gender and teachers’ perceptions their principal “*listens well and is usually receptive to other people’s ideas and input*” (thus rejecting the Null Hypothesis). Male principals rated at 80% (N=20) with females at 52% (N=12) under the *always* or *often* choices. This goes against some convention portraying females as the more the listening and nurturing

type. Neither group was perceived under the *never* choice. Interesting is the percentage 43% (N=10) females rated *sometimes*.

Table 2A-22

Survey of Chi-Square Analysis Results “*Listens well and is unusually receptive to other people’s ideas and input*” v Gender

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	8% (2)	4% (1)			
Sometimes	12% (3)	43% (10)			
Often	48% (12)	43% (10)			
Always	32% (8)	9% (2)	7.81	3	0.05

Note: Significance is = or < 0.05 therefore we reject the Null Hypothesis. Table 2A-23 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 6.97, p-value = 0.56) when teachers perceived Males (N=23) rated higher 88% *Often* or *Always* compared to Females (N=16) who rated 67% on the question, my leader “*Is politically very sensitive and skillful*”.

Table 2A-23

Survey of Chi-Square Analysis Results “*Is politically very sensitive and skillful*” v Gender

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	4% (1)			
Occasionally	0% (0)	4% (1)			
Sometimes	12% (3)	25% (6)			
Often	42% (11)	50% (12)			

Always	46% (12)	17% (4)	6.97	4	0.56
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Note: Significance = or < 0.05

Table 2A-24 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (2) = 2.51, p-value = 0.28) when teachers perceived Males (N=23) rated higher 89% *Often* or *Always* compared to Females (N=20) who rated 84% on the question, my leader “*Sees beyond current realities to create exciting new opportunities*”.

Table 2A-24

*Survey of Chi-Square Analysis Results “Sees beyond current realities to create exciting new opportunities” vs. Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)			
Sometimes	4% (1)	17% (4)			
Often	35% (9)	42% (10)			
Always	54% (14)	42% (10)	2.51	2	0.28

Note: Significance = or < 0.05

As shown in Table 2A-25, a significant difference (Chi Square (3) = 7.74, p-value = 0.05) between principal’s gender and teachers’ perceptions their principal “*has extraordinary attention to detail*” (thus rejecting the Null Hypothesis). Males principals rated at 58% (N=15) almost twice that of females at 29% (N=7) under the *always* choice. Additional research should to be considered to investigate this finding and reasons why it was perceived this way. Conversely, females perceived 30% (N=7) *occasionally* and *sometimes* compared to males 4% (N=1).

Table 2A-25

Survey of Chi-Square Analysis Results “Has extraordinary attention to detail” v Gender

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	13% (3)			
Sometimes	4% (1)	17% (4)			
Often	35% (9)	42% (10)			
Always	58% (15)	29% (7)	7.74	3	0.05

Note: Significance is = or < 0.05 therefore we reject the Null Hypothesis.

Table 2A-26 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 5.62, p-value = 0.22) when teachers perceived Males (N=22) rated higher 84% *Often* or *Always* compared to Females (N=15) who rated 63% on the question, my leader “*Gives personal recognition for work well done*”.

Table 2A-26

Survey of Chi-Square Analysis Results “Gives personal recognition for work well done” v Gender

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	4% (1)			
Occasionally	0% (0)	8% (2)			
Sometimes	15% (4)	25% (6)			
Often	42% (11)	42% (10)			
Always	42% (11)	21% (5)	5.62	4	0.22

Note: Significance = or < 0.05

Table 2A-27 indicates there was not a significant difference, affirming the Null

Hypothesis, (Chi Square (3) = 6.46, p-value = 0.09) when teachers perceived Males (N=22) rated higher 85% *Often* or *Always* compared to Females (N=14) who rated 57% on the question, my leader “*Develops alliances to build a strong base of support*”.

Table 2A-27

*Survey of Chi-Square Analysis Results “Develops alliances to build a strong base of support” v*

*Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	8% (2)			
Occasionally	0% (0)	8% (2)			
Sometimes	15 % (4)	32% (8)			
Often	54% (14)	25% (6)			
Always	31% (8)	32% (8)	6.46	3	0.09

Note: Significance = or < 0.05

Table 2A-28 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 1.43, p-value = 0.69) when teachers perceived Males (N=24) rated higher 93% *Often* or *Always* compared to Females (N=20) who rated 84% on the question, my leader “*Generates loyalty and enthusiasm*”.

Table 2A-28

*Survey of Chi-Square Analysis Results “Generates loyalty and enthusiasm” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	4% (1)			
Sometimes	7% (2)	8% (2)			

Often	35% (9)	38% (9)			
Always	58% (15)	46% (11)	1.43	3	0.69

Note: Significance = or < 0.05

Table 2A-29 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (2) = 4.92, p-value = 0.08) when teachers perceived Males (N=26) rated higher 100% *Often* or *Always* compared to Females (N=19) who rated 78% on the question, my leader “*Strongly believes in clear structure and a chain of command*”.

Table 2A-29

*Survey of Chi-Square Analysis Results “Strongly believes in clear structure and a chain of command” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)			
Sometimes	0% (0)	17% (4)			
Often	42% (11)	32% (8)			
Always	58% (15)	46% (11)	4.92	2	0.08

Note: Significance = or < 0.05

Table 2A-30 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (2) = 2.03, p-value = 0.36) when teachers perceived Males (N=20) rated lower 80% *Often* or *Always* compared to Females (N=20) who rated higher at 87% on the question, my leader “*Is a highly participative manager*”.

Table 2A-30

*Survey of Chi-Square Analysis Results “Is a highly participative manager” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)			
Sometimes	20% (5)	13% (3)			
Often	36% (9)	57% (13)			
Always	44% (11)	30% (7)	2.03	2	0.36

Note: Significance = or < 0.05

Table 2A-31 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = 4.39, p-value = 0.22) when teachers perceived Males (N=24) rated higher 93% *Often* or *Always* compared to Females (N=18) who rated 74% on the question, my leader “*Succeeds in the face of conflict and opposition*”.

Table 2A-31

*Survey of Chi-Square Analysis Results “Succeeds in the face of conflict and opposition” v*

*Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	4 % (1)			
Sometimes	7% (2)	21% (5)			
Often	35% (9)	42% (10)			
Always	58% (15)	32% (8)	4.39	3	0.22

Note: Significance = or < 0.05



Table 2A-32 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (2) = 5.24, p-value = 0.07) when teachers perceived Males (N=24) rated higher 92% *Often* or *Always* compared to Females (N=16) who rated 69% on the question, my leader “*Serves as an influential model of organizational aspirations and values*”.

Table 2A-32

*Survey of Chi-Square Analysis Results “Serves as an influential model of organizational aspirations and values” v Gender*

Source	Male	Female	Chi-Square	df	p-value
Never	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)			
Sometimes	7% (2)	30% (7)			
Often	42% (11)	43% (10)			
Always	50% (13)	26% (6)	5.24	2	0.07

Note: Significance = or < 0.05

Table 2A-33 Summary for Non-Significant Findings on Leadership Style vs Gender under the premise subject “My leader....”

- “*Thinks very clearly and logically.*”
- “*Shows high levels of support and concern for others.*”
- “*Shows exceptional ability to mobilize people and resources to get things done.*”
- “*Inspires others to do their best.*”
- “*Strongly emphasizes careful planning and clear time lines.*”
- “*Builds trust through open and collaborative relationships.*”
- “*Is highly charismatic.*”
- “*Approaches problems through logical analysis and careful thinking.*”
- “*Shows high sensitivity and concern for others’ needs and feelings.*”
- “*Is unusually persuasive and influential.*”
- “*Is an inspiration to others.*”
- “*Develops and implements clear, logical policies and procedures.*”
- “*Fosters high levels of participation and involvement in decisions.*”
- “*Anticipates and deals adroitly with organizational conflict.*”

*“Is highly imaginative and creative.”*  
*“Approaches problems with facts and logic.”*  
*“Is consistently helpful and responsive to others.”*  
*“Is very effective in getting support from people with influence and power.”*  
*“Communicates a strong and challenging vision and sense of mission.”*  
*“Sets specific, measurable goals and holds people accountable for results.”*  
*“Is politically very sensitive and skillful.”*  
*“Sees beyond current realities to create exciting new opportunities.”*  
*“Gives personal recognition for work well done.”*  
*“Develops alliances to build a strong base of support.”*  
*“Generates loyalty and enthusiasm.”*  
*Strongly believes in clear structure and a chain of command.”*  
*“Is a highly participative manager.”*  
*“Succeeds in the face of conflict and opposition.”*  
*“Serves as an influential model of organizational aspirations and values.”*

Note: Chi Square was > than 0.05

### Principal Leadership Qualities vs. Gender Tables and Write-ups

As shown in Table 2B-1, the Null Hypothesis was rejected. There was found a significant difference (Chi Square (4) = 15.01, p-value = 0.01) in Principal Leadership Qualities between teacher perceptions *“My principal has both the capacity and judgment to overcome most obstacles” v Principal Gender*. There was almost equal percentages in overall agreement between male principals 78% (N=72) and female principals 76% (N=31). They are perceived as having equal skills for solving problems. Additional research and rationale might explain why.

Table 2B-1

Survey of Chi-Square Analysis Results *“My principal has both the capacity and judgment to overcome most obstacles” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	4% (4)	5% (2)			
Disagree	13% (12)	5% (2)			
Undecided	5% (5)	15% (6)			
Agree	54% (50)	27% (11)			

Strongly Agree	24% (22)	49% (20)	15.01	4	0.01
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Note: Significance is = or < 0.05

Table 2B-2 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 5.17, p-value = 0.27) when teachers rated Females (N=29) higher at 87% compared to Males (N=50) at 54% in *Agree* or *Strongly Agree* on their perception of the question “*My principal commands respect from everyone on the faculty*”.

Table 2B-2

*Survey of Chi-Square Analysis Results “My principal commands respect from everyone on the faculty” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	7% (7)	2% (1)			
Disagree	25% (23)	12% (5)			
Undecided	14% (13)	15% (6)			
Agree	39% (36)	46% (19)			
Strongly Agree	15% (14)	41% (10)	5.17	4	0.27

Note: Significance is = or < 0.05

As shown in Table 2B-3, the Null Hypothesis was rejected. There was found a significant difference (Chi Square (4) = 10.12, p-value = 0.04) in Principal Leadership Qualities between the teacher perception “*My principal excites faculty with visions of what we may be able to accomplish if we work together as a team*” v *Principal Gender*. There was overall agreement favoring female principals 81% (N=33) compared to male principals 57% (N=43). This statistic is strengthened by the converse perception in overall *disagreement* with males at 27% (N=25) compared to females at 14% (N=6). Females appear or create a more acceptable vision for buy-

in.

Table 2B-3

Survey of Chi-Square Analysis Results “*My principal excites faculty with visions of what we may be able to accomplish if we work together as a team*” v *Principal Gender*

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Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	8% (7)	5% (2)			
Disagree	19% (18)	9% (4)			
Undecided	16% (15)	5% (2)			
Agree	41% (38)	44% (18)			
Strongly Agree	16% (15)	37% (15)	10.12	4	0.04

Note: Significance is = or < 0.05

As shown in Table 2B-4, the Null Hypothesis was rejected. There was found a significant difference (Chi Square (4) = 10.83, p-value = 0.01) in Principal Leadership Qualities between the teacher perception “*My principal makes faculty members feel and act like leaders*” v *Principal Gender*. There was overall *agreement* favoring female principals 76% (N=31) compared to male principals 54% (N=50). This statistic is strengthened by the converse perception in overall *disagreement* with males at 31% (N=28) compared to females at 17% (N=7). Personality factors may contribute as further research may show.

Table 2B-4

Survey of Chi-Square Analysis Results “*My principal makes faculty members feel and act like leaders*” v *Principal Gender*

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Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	9% (8)	5% (2)			

Disagree	22% (20)	12% (5)			
Undecided	16% (15)	7% (3)			
Agree	39% (36)	37% (15)			
<u>Strongly Agree</u>	<u>15% (14)</u>	<u>39% (16)</u>	<u>10.83</u>	<u>4</u>	<u>0.01</u>

Note: Significance is = or < 0.05

As shown in Table 2B-5, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 10.83, p-value = 0.01) in Principal Leadership Qualities between the teacher perception “*My principal gives the faculty an overall sense of purpose for its leadership role*” v *Principal Gender*. Male principals had a higher percentage in both overall *agreement* 62% (N=58) and *disagreement* 22% (N=21) compared to females 59% (N=30) and 12% (N=5). Females were perceived at twice the rate 30% (N=6) of *undecided* than males 15% (N=14). Additional research may help clarify choices and rationales.

Table 2B-5

Survey of Chi-Square Analysis Results “*My principal gives the faculty an overall sense of purpose for its leadership role*” v *Principal Gender*

<u>Source</u>	<u>Male</u>	<u>Female</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Strongly Disagree	5% (5)	5% (2)			
Disagree	17% (16)	7% (3)			
Undecided	15% (14)	30% (6)			
Agree	47% (44)	15% (12)			
<u>Strongly Agree</u>	<u>15% (14)</u>	<u>44% (18)</u>	<u>10.83</u>	<u>4</u>	<u>0.01</u>

Note: Significance is = or < 0.05

Table 2B-6 indicates there was not a significant difference, affirming the Null

Hypothesis, (Chi Square (4) = 6.94, p-value = 0.14) when teachers rated Females (N=22) higher at 53.5% compared to Males (N=50) at 46% in *Agree* or *Strongly Agree* on their perception of the question “*My principal leads by doing rather than by telling*”.

Table 2B-6

*Survey of Chi-Square Analysis Results “My principal leads by doing rather than by telling” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	14% (13)	5% (2)			
Disagree	17% (16)	22% (9)			
Undecided	18% (17)	19.5% (8)			
Agree	32% (29)	19.5% (8)			
Strongly Agree	18% (17)	34% (14)	6.94	4	0.14

Note: Significance is = or < 0.05

As shown in Table 2B-7, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 1.54, p-value = 0.02) in Principal Leadership Qualities between the teacher perception “*My principal symbolizes success and accomplishment within the profession of education*” v *Principal Gender*. Results favor female principals 80% (N=32) over male principals 61% (N=55) in overall *agreement*. Conversely males have an overall higher disagreement 25% (N=23) compared to female principals 8% (N=3). Female principals appear to celebrate success of others more due to various personality reasons compared to males. Feminist business paradigms related to accomplishment and job advancement may relate to this factor. Further research may add additional information.

Table 2B-7

Survey of Chi-Square Analysis Results “*My principal symbolizes success and accomplishment within the profession of education* ” v *Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	10% (9)	5% (2)			
Disagree	15% (14)	3% (1)			
Undecided	14% (13)	13% (5)			
Agree	41% (37)	35% (14)			
Strongly Agree	20% (18)	45% (18)	1.54	4	0.02

Note: Significance is = or < 0.05

As shown in Table 2B-8, the Null Hypothesis was rejected. There was found a significant difference (Chi Square (4) = 13.00, p-value = 0.01) in Principal Leadership Qualities between the teacher perception “*My principal provides good models for faculty members to follow*” v *Principal Gender*. Results favor female principals 73% (N=30) over males 59% (N=55) in overall *Agreement*. Personality factors between the sexes along with those differences in perceiving principals of differing sexes should be further researched.

Table 2B-8

Survey of Chi-Square Analysis Results “*My principal provides good models for faculty members to follow*” v *Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	8% (7)	7% (3)			
Disagree	25% (23)	7% (3)			
Undecided	9% (8)	12% (5)			

Agree	41% (38)	29% (12)			
Strongly Agree	18% (17)	44% (18)	13.00	4	0.01

Note: Significance is = or < 0.05

Table 2B-9 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 9.22, p-value = 0.06) when teachers rated Females (N=37) higher at 92% compared to Males (N=73) at 84% in *Agree* or *Strongly Agree* on their perception of the question “*My principal provides for our participation in the process of developing school goals*”.

Table 2B-9

*Survey of Chi-Square Analysis Results “My principal provides for our participation in the process of developing school goals” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	2% (2)	3% (1)			
Disagree	10% (9)	5% (2)			
Undecided	4% (4)	0% (0)			
Agree	56% (50)	40% (16)			
Strongly Agree	27% (24)	52% (21)	9.22	4	0.06

Note: Significance is = or < 0.05

Table 2B-10 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 7.15, p-value = 0.11) when teachers rated Females (N=37) higher at 90% compared to Males (N=79) at 85% in *Agree* or *Strongly Agree* on their perception of the question “*My principal encourages faculty members to work toward the same goals*”.

Table 2B-10



*Survey of Chi-Square Analysis Results “My principal encourages faculty members to work toward the same goals.” v Principal Gender*

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Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	2% (2)	0% (0)			
Disagree	8% (7)	5% (2)			
Undecided	5% (5)	5% (2)			
Agree	61% (57)	44% (18)			
Strongly Agree	24 % (22)	46% (19)	7.15	4	0.11

Note: Significance is = or < 0.05

Table 2B-11 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 7.41, p-value = 0.12) when teachers rated Females (N=36) higher at 88% compared to Males (N=62) at 68% in *Agree* or *Strongly Agree* on their perception of the question “*My principal uses problem solving with the faculty to generate school goals*”.

Table 2B-11

*Survey of Chi-Square Analysis Results “My principal uses problem solving with the faculty to generate school goals ” v Principal Gender*

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Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	4% (4)	2% (1)			
Disagree	16% (15)	5% (2)			
Undecided	12% (11)	5% (2)			
Agree	45% (41)	49% (20)			
Strongly Agree	23 % (21)	39% (16)	7.41	4	0.12

Note: Significance is = or < 0.05

As shown in Table 2B-12, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 10.63, p-value = 0.03) in Principal Leadership Qualities between the teacher perception “*My principal works toward whole faculty consensus in establishing priorities for school goals*” v *Principal Gender*. Results favor female principals 80% (N=33) over males 56% (N=52) in overall *Agreement*. Personality factors between the sexes along with those differences in perceiving principals of differing sexes should be further researched. General stereotypes such as females being more nurturing, family oriented, and harmonious may be investigated as well.

Table 2B-12

Survey of Chi-Square Analysis Results “*My principal works toward whole faculty consensus in establishing priorities for school goals*” v *Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	9% (8)	2% (1)			
Disagree	23 % (21)	7% (3)			
Undecided	13 % (12)	10% (4)			
Agree	38 % (35)	41 % (17)			
Strongly Agree	18 % (17)	39% (16)	10.63	4	0.03

Note: Significance is = or < 0.05

As shown in Table 2B-13, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 13.27, p-value = 0.01) in Principal Leadership Qualities between the teacher perception “*My principal regularly encourages faculty members to evaluate our progress toward achievement of school goals*” v *Principal Gender*. Results favor female principals 86% (N=33) over males 79% (N=72) in overall *agreement*. Personality factors

between the sexes along with those differences in perceiving principals of differing sexes should be further researched. General stereotypes such as females being more nurturing, family oriented, and harmonious may be investigated.

Table 2B-13

Survey of Chi-Square Analysis Results “*My principal regularly encourages faculty members to evaluate our progress toward achievement of school goals*” v *Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	3% (3)	0% (0)			
Disagree	10% (9)	7.5% (3)			
Undecided	4% (8)	7.5% (3)			
Agree	57 % (52)	33% (13)			
Strongly Agree	22 % (20)	53% (21)	13.27	4	0.01

Note: Significance is = or < 0.05

Table 2B-14 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 8.29, p-value = 0.08) when teachers rated Females (N=32) higher at 77% compared to Males (N=63) at 69% on *Agree* or *Strongly Agree* on the question “*My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty*”.

Table 2B-14

Survey of Chi-Square Analysis Results “*My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty* ” v *Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	5% (5)	9% (3)			

Disagree	17% (15)	5% (2)			
Undecided	9% (8)	9% (4)			
Agree	57% (52)	48% (20)			
<u>Strongly Agree</u>	<u>12% (11)</u>	<u>29% (12)</u>	<u>8.29</u>	<u>4</u>	<u>0.08</u>

Note: Significance is = or < 0.05

As shown in Table 2B-15, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 12.71, p-value = 0.01) in Principal Leadership Qualities between the teacher perception “*My principal provides the necessary resources to support my implementation of the school’s program*” v *Principal Gender*. Results favor female principals 80% (N=33) over males 76% (N=70) in overall *agreement*.

Table 2B-15

Survey of Chi-Square Analysis Results “*My principal provides the necessary resources to support my implementation of the school’s program*” v *Principal Gender*

<u>Source</u>	<u>Male</u>	<u>Female</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Strongly Disagree	7% (6)	5% (2)			
Disagree	10 % (9)	5% (2)			
Undecided	8% (7)	10% (4)			
Agree	60% (55)	37% (15)			
<u>Strongly Agree</u>	<u>16% (15)</u>	<u>43% (18)</u>	<u>12.71</u>	<u>4</u>	<u>0.01</u>

Note: Significance is = or < 0.05

As shown in Table 2B-16, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 9.35, p-value = 0.05) in Principal Leadership Qualities between the teacher perception “*My principal treats me as an individual with unique needs and expertise*” v

*Principal Gender. Results favor female principals 85% (N=35) over males 65% (N=61) in overall agreement. Conversely males have an overall higher disagreement 25% (N=23) compared to female principals 10% (N=4). Male principals scored twice as high 10% (N=9) as females 5% (N=2) under the undecided response choice. Reasons females were perceived higher may be related to family and or psychological philosophies.*

Table 2B-16

Survey of Chi-Square Analysis Results “*My principal treats me as an individual with unique needs and expertise*” v *Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	13% (12)	5% (2)			
Disagree	12% (11)	5% (2)			
Undecided	10% (9)	5% (2)			
Agree	35% (33)	29% (12)			
Strongly Agree	30% (28)	56% (23)	9.35	4	0.05

Note: Significance is = or < 0.05

As shown in Table 2B-17, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 11.9, p-value = 0.02) in Principal Leadership Qualities between the teacher perception results “*My principal takes my opinion into consideration when initiating actions that affect my work.*” v *Principal Gender. Results favor female principals 86% (N=35) over males 54% (N=54) in overall agreement. Conversely males have an overall higher disagreement 32% (N=29) compared to female principals 9% (N=4). Males may be more generally stereotyped as less likely to include all opinions or integrate full valued discourse compared to females. Research between the two sexes as well as the differences between their*

perceptions of the opposite sex may yield further information regarding the outcome of this question.

Table 2B-17

Survey of Chi-Square Analysis Results “*My principal takes my opinion into consideration when initiating actions that affect my work.*” v *Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	12% (11)	2% (1)			
Disagree	20% (18)	7% (3)			
Undecided	9% (8)	5% (2)			
Agree	37% (34)	40% (16)			
Strongly Agree	22% (20)	46% (19)	11.9	4	0.02

Note: Significance is = or < 0.05

As shown in Table 2B-18, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 12.64, p-value = 0.01) in Principal Leadership Qualities between teachers’ perceptions “*My principal behaves in a manner thoughtful of my personal needs*” v *Principal Gender*. Results favor female principals 84% (N=35) over males 64% (N=59) in overall *agreement*. Conversely *males* have an overall higher disagreement 22% (N=20) compared to *female* principals 6% (N=2). Reasons females were perceived higher may be related to family and or psychological philosophies. Research between the two sexes, as well as the differences between their perceptions of the opposite sex, may yield further information regarding the outcome of this question.

Table 2B-18

Survey of Chi-Square Analysis Results “*My principal behaves in a manner thoughtful of my*

*personal needs” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	9% (8)	3% (1)			
Disagree	13% (12)	3% (1)			
Undecided	14% (13)	10% (4)			
Agree	39% (36)	31% (13)			
Strongly Agree	25% (23)	53% (22)	12.64	4	0.01

Note: Significance is = or < 0.05

As shown in Table 2B-19, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 3.91, p-value = 0.04) in Principal Leadership Qualities between teachers’ perceptions “*My principal challenges me to reexamine some basic assumptions I have about my work in the school*” v *Principal Gender*. Results favor female principals 60% (N=24) over males 54% (N=50) in overall *agreement*. Conversely *males* have an overall higher disagreement 27% (N=25) compared to *female* principals 13% (N=5). Research assumptions as perceived by each sex about the different sexes may help further define statistics.

Table 2B-19

Survey of Chi-Square Analysis Results “*My principal challenges me to reexamine some basic assumptions I have about my work in the school*” v *Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	4% (4)	3% (1)			
Disagree	23% (21)	10 % (4)			
Undecided	18% (17)	27% (11)			
Agree	37% (34)	40% (16)			

Strongly Agree	17 % (16)	20 % (8)	3.91	4	0.04
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Note: Significance is = or < 0.05

As shown in Table 2B-20, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 11.28, p-value = 0.02) in Principal Leadership Qualities between the teachers' perceptions "*My principal stimulates me to think about what I am doing for the school's students*" v *Principal Gender*. Results favor female principals 75% (N=30) over males 70% (N=64) in overall *agreement*. Conversely *males* have an overall higher disagreement 21% (N=19) compared to *female* principals 10% (N=4). General stereotypes of nurturing and family oriented themes relating to females may be investigated to further explain these results.

Table 2B-20

Survey of Chi-Square Analysis Results "*My principal stimulates me to think about what I am doing for the school's students*" v *Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	6% (5)	5% (2)			
Disagree	15% (14)	5% (2)			
Undecided	10 % (9)	15% (6)			
Agree	49 % (45)	30% (12)			
Strongly Agree	21% (19)	45% (18)	11.28	4	0.02

Note: Significance is = or < 0.05

Table 2B-21 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 7.89, p-value = 0.10) when teachers rated Females (N=30) higher at 73% compared to Males (N=56) at 62% on *Agree* or *Strongly Agree* for the question "*My principal provides information that helps me think of ways to implement the school's program*".



Additional studies may help clarify and expound on these results.

Table 2B-21

*Survey of Chi-Square Analysis Results “My principal provides information that helps me think of ways to implement the school’s program” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	4% (4)	5% (2)			
Disagree	21 % (20)	10% (4)			
Undecided	13% (12)	12% (5)			
Agree	45% (41)	36.5% (15)			
Strongly Agree	17% (15)	36.5% (15)	7.89	4	0.10

Note: Significance is = or < 0.05

Table 2B-22 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 5.17, p-value = 0.27) when teachers rated Females (N=31) higher at 75% compared to Males (N=57) at 61% on *Agree* or *Strongly Agree* for the question “*My principal insists on only the best performance from the school’s faculty*”.

Table 2B-22

*Survey of Chi-Square Analysis Results “My principal insists on only the best performance from the school’s faculty” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	6% (6)	7% (3)			
Disagree	22% (20)	12% (5)			
Undecided	11% (10)	5% (2)			
Agree	37% (34)	34% (14)			

Strongly Agree	24% (23)	41% (17)	5.17	4	0.27
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Note: Significance is = or < 0.05

As shown in Table 2B-23, the null hypothesis was rejected. There was found a significant difference (Chi Square (4) = 14.46, p-value = 0.01) in Principal Leadership Qualities between the teacher perception results “*My principal shows us that there are high expectations for the school’s faculty as professionals*” v *Principal Gender*. Results favor female principals 73% (N=29) over males 68% (N=62) in overall *agreement*. Conversely *males* have an overall higher disagreement 25% (N=23) compared to *female* principals 12% (N=5).

Table 2B- 23

Survey of Chi-Square Analysis Results “*My principal shows us that there are high expectations for the school’s faculty as professionals*” v *Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	4% (4)	7% (3)			
Disagree	21% (19)	5% (2)			
Undecided	7 % (6)	15% (6)			
Agree	44% (40)	25% (10)			
Strongly Agree	24 % (22)	48% (19)	14.46	4	0.01

Note: Significance is = or < 0.05

Table 2B-24 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 10.18, p-value = 0.37) when teachers rated Females (N=30) higher at 73% compared to Males (N=54) at 58% on *Agree* or *Strongly Agree* for the question “*My principal insists on only the best performance from the school’s faculty*”.

Table 2B-24

*Survey of Chi-Square Analysis Results “My principal does not settle for second best in the performance of our work as the school’s faculty” v Principal Gender*

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Source	Male	Female	Chi-Square	df	p-value
Strongly Disagree	5% (5)	2% (1)			
Disagree	22% (20)	17% (7)			
Undecided	15% (14)	7% (3)			
Agree	40% (37)	29% (12)			
Strongly Agree	18% (17)	44% (18)	10.18	4	0.37

Note: Significance is = or < 0.05

Table 2B-25 Summary for Non-Significant Findings on the Principals Leadership Quality

Survey vs Gender

*“My principal commands respect from everyone on the faculty.”*

*“My principal leads by doing rather than by telling.”*

*“My principal provides for our participation in the process of developing school goals.”*

*“My principal encourages faculty members to work toward the same goals.”*

*“My principal uses problem solving with the faculty to generate school goals.”*

*“My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty.”*

*“My principal provides information that helps me think of ways to implement the school’s program.”*

*“My principal insists on only the best performance from the school’s faculty.”*

Note: Chi Square was > than 0.05

**Job Satisfaction Survey vs. Gender Tables and Write-ups**

Table 2C-1 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 3.56, p-value = 0.62) when teachers perceived Male principals (N=52) to rate higher in overall *Agreement* 69.3% compared to Females (N=40) at 66.6% on the Job Satisfaction question *“There is really too little chance for promotion on my job”*.

Table 2C-1

*Survey of Chi-Square Analysis Results “There is really too little chance for promotion on my job” v Principal Gender*

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Source	Male	Female	Chi-Square	df	p-value
Disagree very much	5.3% (4)	1.7% (1)			
Disagree moderately	13.3% (10)	18.3% (11)			
Disagree slightly	12% (9)	13.3% (8)			
Agree slightly	25.3% (19)	33.3% (20)			
Agree moderately	21.3% (16)	15% (9)			
<u>Agree very much</u>	<u>22.7% (17)</u>	<u>18.3% (11)</u>	<u>3.56</u>	<u>5</u>	<u>0.62</u>

Note: Significance is = or < 0.05

Table 2C-2 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 7.61, p-value = 0.18) when teachers perceived Male principals (N=63) to rate higher in overall *Agreement* 83% compared to Females (N=41) at 69.5% on the Job Satisfaction question “*My supervisor is quite competent in doing his/her job*”. Additional studies may help clarify and expound on why Male principals are perceived to be more competent in doing their jobs.

Table 2C-2

*Survey of Chi-Square Analysis Results “My supervisor is quite competent in doing his/her job” v Principal Gender*

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Source	Male	Female	Chi-Square	df	p-value
Disagree very much	2.6% (2)	3.4% (2)			
Disagree moderately	3.9% (3)	16.9 % (10)			
Disagree slightly	10.5% (8)	10.2 % (6)			

Agree slightly	10.5% (8)	10.2% (6)			
Agree moderately	34.2% (26)	22 % (13)			
Agree very much	38.2% (29)	37.3% (22)	7.61	5	0.18

Significance = or < 0.05

Table 2C-3 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 6.00, p-value = 0.31) when teachers perceived Male principals (N=45) to rate higher in overall *Disagreement* 58.5% compared to Females (N=45) at 75% on the Job Satisfaction question “*I am not satisfied with the benefits I receive.*”

Table 2C-3

*Survey of Chi-Square Analysis Results “I am not satisfied with the benefits I receive.” v*

*Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	18.2% (14)	26.7 % (16)			
Disagree moderately	29.9 % (23)	35 % (21)			
Disagree slightly	10.4 % (8)	13.3% (8)			
Agree slightly	15.6 % (12)	13.3% (8)			
Agree moderately	13% (10)	8.3% (5)			
Agree very much	13% (10)	3.3% (2)	6.00	5	0.31

Note: Significance is = or < 0.05

Table 2C-4 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 6.86, p-value = 0.23) when teachers perceived Male principals (N=47) to rate higher in overall *Agreement* 61% compared to Females (N=35) at 58% on the Job Satisfaction question “*When I do a good job, I receive the recognition for it that I should*

receive”.

Table 2C-4

*Survey of Chi-Square Analysis Results “When I do a good job, I receive the recognition for it that I should receive” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	15.6 % (12)	8.3% (5)			
Disagree moderately	15.6% (12)	20% (12)			
Disagree slightly	7.8 % (6)	13.3 % (8)			
Agree slightly	19.5 % (15)	21.7 % (13)			
Agree moderately	23.4% (18)	30 % (18)			
Agree very much	18.2% (14)	6.7 % (4)	6.86	5	0.23

Note: Significance is = or < 0.05

Table 2C-5 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 2.72, p-value = 0.74) when teachers perceived Female principals (N=31) to rate higher in overall *Agreement* 51.5% compared to Males (N=35) at 45.5% on the Job Satisfaction question “*Many of our rules and procedures make doing a good job difficult.*” A 10% higher difference resulted with a Female principal.

Table 2C-5

*Survey of Chi-Square Analysis Results “Many of our rules and procedures make doing a good job difficult.” v Principal Gender*

	Male	Female	Chi-Square	df	p-value
Disagree very much	13 % (10)	6.7% (4)			
Disagree moderately	26 % (20)	21.7% (13)			

Disagree slightly	15.6%	(12)	20 %	(12)			
Agree slightly	28.6 %	(22)	28.3%	(17)			
Agree moderately	10.4%	(8)	13.3%	(8)			
<u>Agree very much</u>	<u>6.5%</u>	<u>(5)</u>	<u>10%</u>	<u>(6)</u>	<u>2.72</u>	<u>5</u>	<u>0.74</u>

Note: Significance is = or < 0.05

Table 2C-6 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 5.04, p-value = 0.41) when teachers perceived Male principals (N=75) to rate higher in overall *Agreement* 97.4% compared to Females (N=57) at 95% on the Job Satisfaction question “*I like the people I work with*”. Additional studies may help clarify and expound on these statistically close results.

Table 2C-6

Survey of Chi-Square Analysis Results “I like the people I work with.” v Principal Gender

<u>Source</u>	<u>Male</u>		<u>Female</u>		<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	0%	(0)	1.7%	(1)			
Disagree moderately	0 %	(0)	1.7%	(1)			
Disagree slightly	2.6 %	(2)	1.7%	(1)			
Agree slightly	3.9 %	(3)	8.3%	(5)			
Agree moderately	31.2 %	(24)	36.7 %	(22)			
<u>Agree very much</u>	<u>62.3%</u>	<u>(48)</u>	<u>50%</u>	<u>(30)</u>	<u>5.04</u>	<u>5</u>	<u>0.41</u>

Note: Significance is = or < 0.05

Table 2C-7 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 8.31, p-value = 0.14) when teachers perceived Female principals (N=43) to rate higher in overall *Disagreement* 73% compared to Males (N=66) at 85.5% on the

Job Satisfaction question “*I sometimes feel my job is meaningless*”.

Table 2C-7

*Survey of Chi-Square Analysis Results “I sometimes feel my job is meaningless.” v Principal*

*Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	51.9% (40)	50.8 % (30)			
Disagree moderately	27.3% (21)	13.6% (8)			
Disagree slightly	6.5% (5)	8.5 % (5)			
Agree slightly	7.8 % (6)	16.9 % (10)			
Agree moderately	2.6% (2)	8.5 % (5)			
Agree very much	3.9% (3)	1.7 % (1)	8.31	5	0.14

Note: Significance is = or < 0.05

Table 2C-8 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 6.48, p-value = 0.26) when teachers perceived Male principals (N=50) to rate higher in overall *Agreement* 66% compared to Females (N=32) at 53% on the Job Satisfaction question “*Communications seem good within this organization*”. Interesting is the fact that many teachers *Disagree* and perceive communication is not good in the organization regardless of the principals’ gender.

Table 2C-8

*Survey of Chi-Square Analysis Results “Communications seem good within this organization” v*

*Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	10.5 % (8)	13.3% (8)			



Disagree moderately	11.8 % (9)	15 % (9)			
Disagree slightly	11.8 % (9)	18.3 % (11)			
Agree slightly	30.3% (23)	13.3% (8)			
Agree moderately	26.3% (20)	33.3% (20)			
<u>Agree very much</u>	<u>9.2% (7)</u>	<u>6.7% (4)</u>	<u>6.48</u>	<u>5</u>	<u>0.26</u>

Note: Significance is = or < 0.05

Table 2C-9 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) =9.33, p-value = 0.10) when teachers perceived Male principals (N=50) to rate higher in overall *Disagreement* 67% compared to Females (N=33) at 55% on the Job Satisfaction question “*Those who do well on the job stand a fair chance of being promoted*”. Many teachers perceive they do not stand a fair chance of being promoted regardless of the gender of the principal.

Table 2C-9

*Survey of Chi-Square Analysis Results “Those who do well on the job stand a fair chance of being promoted” v Principal Gender*

<u>Source</u>	<u>Male</u>	<u>Female</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	18.7 % (14)	11.7% (7)			
Disagree moderately	28% (21)	20 % (12)			
Disagree slightly	20 % (15)	23.3 % (14)			
Agree slightly	24 % (18)	20% (12)			
Agree moderately	8% (6)	25 % (15)			
<u>Agree very much</u>	<u>1.3 % (1)</u>	<u>0 % (0)</u>	<u>9.33</u>	<u>5</u>	<u>0.10</u>

Note: Significance is = or < 0.05

Table 2C-10 indicates there was not a significant difference (Chi Square (5) =9.10, p-value = 0.11) when teachers perceived Female principals (N=54) to rate higher in overall *Disagreement* 90% compared to Males (N=63) at 82% on the Job Satisfaction “*My supervisor is unfair to me.*” Many teachers felt their principal was unfair to them regardless of principal gender.

Table 2C-10

Survey of Chi-Square Analysis Results “My supervisor is unfair to me” v Principal Gender

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	48.1 % (37)	61.7% (37)			
Disagree moderately	24.7% (19)	13.3 % (8)			
Disagree slightly	9.1% (7)	15% (9)			
Agree slightly	9.1% (7)	8.3% (5)			
Agree moderately	7.8% (6)	0% (0)			
<u>Agree very much</u>	<u>1.3% (1)</u>	<u>1.7% (1)</u>	<u>9.10</u>	<u>5</u>	<u>0.11</u>

Note: Significance is = or < 0.05

Table 2C-11 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 1.56, p-value = 0.91) when teachers perceived Male principals (N=58) to rate higher in overall *Agreement* 76.5% compared to Females (N=45) at 75% on the Job Satisfaction question “*The benefits we receive are as good as most other organizations offer.*” It is interesting the results are similar as the benefits package is usually out of the hands of the principal.

Table 2C-11

*Survey of Chi-Square Analysis Results “The benefits we receive are as good as most other*

*organizations offer” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	6.6% (5)	6.7% (4)			
Disagree moderately	5.3% (4)	5% (3)			
Disagree slightly	11.8% (9)	13.3% (8)			
Agree slightly	14.5% (11)	13.3% (8)			
Agree moderately	30.3% (23)	38.3% (23)			
Agree very much	31.6% (24)	23.3% (14)	1.56	5	0.91

Note: Significance is = or < 0.05

Table 2C-12 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = .36, p-value = 1.0) when teachers perceived Male principals (N=35) to rate higher in overall *Agreement* 45.5% compared to Females (N=26) at 43.5% on the Job Satisfaction question “*I do not feel that the work I do is appreciated.*”

Table 2C-12

*Survey of Chi-Square Analysis Results “I do not feel that the work I do is appreciated” v*

*Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	19.5% (15)	20% (12)			
Disagree moderately	23.4% (18)	26.7% (16)			
Disagree slightly	11.7% (9)	10 % (6)			
Agree slightly	18.2 % (14)	16.7% (10)			
Agree moderately	18.2 % (14)	16.7 % (10)			
Agree very much	9.1% (7)	10% (6)	0.36	5	1.00

Note: Significance is = or < 0.05

Table 2C-13 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 2.37, p-value = 0.80) when teachers perceived Male principals (N=45) to rate higher in overall *Agreement* 56.5% compared to Females (N=30) at 50% on the Job Satisfaction question “*My efforts to do a good job are seldom blocked by red tape.*” Additional studies may help clarify and expound on these closely similar results.

Table 2C-13

*Survey of Chi-Square Analysis Results “My efforts to do a good job are seldom blocked by red tape” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	7.9% (6)	8.3% (5)			
Disagree moderately	21.1% (16)	18.3% (11)			
Disagree slightly	14.5% (11)	23.3% (14)			
Agree slightly	18.4% (14)	18.3% (11)			
Agree moderately	31.6% (24)	28.3% (17)			
Agree very much	6.6% (5)	3.3% (2)	2.37	5	0.80

Note: Significance is = or < 0.05

Table 2C-14 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 4.82, p-value = 0.44) when teachers perceived Male principals (N=23) to rate higher in overall *Agreement* 30% compared to Females (N=14) at 23.5% on the Job Satisfaction question “*I find I have to work harder at my job because of the incompetence of people I work with.*”

Table 2C-14

*Survey of Chi-Square Analysis Results “I find I have to work harder at my job because of the incompetence of people I work with” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	31.2% (24)	26.7% (16)			
Disagree moderately	18.2% (14)	31.7% (19)			
Disagree slightly	20.8% (16)	18.3% (11)			
Agree slightly	15.6% (12)	15% (9)			
Agree moderately	11.7% (9)	8.3% (5)			
<u>Agree very much</u>	<u>2.6% (2)</u>	<u>0% (0)</u>	<u>4.82</u>	<u>5</u>	<u>0.44</u>

Note: Significance is = or < 0.05

Table 2C-15 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 5.57, p-value = 0.23) when teachers perceived Male principals (N=77) to rate higher in overall *Agreement* 100% compared to Females (N=57) at 95% on the Job Satisfaction question “*I like doing the things I do at work.*”

Table 2C-15

*Survey of Chi-Square Analysis Results “I like doing the things I do at work” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	0% (0)	1.7% (1)			
Disagree moderately	0% (0)	3.3% (2)			
Disagree slightly	0% (0)	0% (0)			
Agree slightly	7.8% (6)	6.7% (4)			
Agree moderately	41.6% (32)	50% (30)			
<u>Agree very much</u>	<u>50.6% (39)</u>	<u>38.3% (23)</u>	<u>5.57</u>	<u>5</u>	<u>0.23</u>

Note: Significance is = or < 0.05

Table 2C-16 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 8.35, p-value = 0.14) when teachers perceived Female principals (N=15) to rate higher in overall *Agreement* 25.5% compared to Males (N=16) at 20% on the Job Satisfaction question “*The goals of this organization are not clear to me*” Additional studies may help clarify and expound on why Female principals are perceived to convey less organizational goals to their teachers.

Table 2C-16

*Survey of Chi-Square Analysis Results “The goals of this organization are not clear to me” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	37.7% (29)	50.8% (30)			
Disagree moderately	27.3% (21)	16.9% (10)			
Disagree slightly	14.3% (11)	6.8 % (4)			
Agree slightly	11.7 % (9)	15.3 % (9)			
Agree moderately	5.2% (4)	10.2% (6)			
Agree very much	3.9% (3)	0% (0)	8.35	5	0.14

Note: Significance is = or < 0.05

Table 2C-17 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 5.73, p-value = 0.33) when teachers perceived Female principals (N=24) to rate higher in overall *Agreement* 40% compared to Males (N=24) at 33% on the Job Satisfaction question “*People get ahead as fast here as they do in other places*”.

Table 2C-17

*Survey of Chi-Square Analysis Results “People get ahead as fast here as they do in other places” v Principal Gender*

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Source	Male	Female	Chi-Square	df	p-value
Disagree very much	19.2% (14)	15 % (9)			
Disagree moderately	21.9 % (16)	15 % (9)			
Disagree slightly	26% (19)	30% (18)			
Agree slightly	16.4 % (12)	15 % (9)			
Agree moderately	11 % (8)	23.3% (14)			
<u>Agree very much</u>	<u>5.5 % (4)</u>	<u>1.7% (1)</u>	<u>5.72</u>	<u>5</u>	<u>0.33</u>

Note: Significance is = or < 0.05

Table 2C-18 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 7.21, p-value = 0.21) when teachers perceived Male principals (N=35) to rate higher in overall *Agreement* 46% compared to Females (N=23) at 38.5% on the Job Satisfaction question “*My supervisor shows too little interest in the feelings of subordinates.*”

Table 2C-18

*Survey of Chi-Square Analysis Results “My supervisor shows too little interest in the feelings of subordinates” v Principal Gender*

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Source	Male	Female	Chi-Square	df	p-value
Disagree very much	25% (19)	26.7% (16)			
Disagree moderately	15.8% (12)	21.7% (13)			
Disagree slightly	13.2 % (10)	13.3% (8)			
Agree slightly	26.3% (20)	13.3% (8)			

Agree moderately	6.6%	(5)	16.7%	(10)			
Agree very much	13.2%	(10)	8.3%	(5)	7.21	5	0.21

Note: Significance is = or < 0.05

Table 2C-19 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 3.19, p-value = 0.67) when teachers perceived Male principals (N=58) to rate higher in overall *Agreement* 75.5% compared to Females (N=41) at 68.5% on the Job Satisfaction question “*The benefit package we have is equitable.*” Interesting is this result, since the benefits package is usually decided on by the school board instead of the principal.

Table 2C-19

*Survey of Chi-Square Analysis Results “The benefit package we have is equitable” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	5.2% (4)	1.7% (1)			
Disagree moderately	7.8% (6)	3.3% (2)			
Disagree slightly	11.7 % (9)	15% (9)			
Agree slightly	15.6% (12)	20% (12)			
Agree moderately	36.4% (28)	33.3% (20)			
Agree very much	23.4% (18)	26.7% (16)	3.19	5	0.67

Note: Significance is = or < 0.05

Table 2C-20 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 9.88, p-value = 0.08) when teachers perceived Male principals (N=33) to rate higher in overall *Agreement* 44% compared to Females (N=26) at 44% on the Job Satisfaction question “*There are few rewards for those who work here.*”



Table 2C-20

*Survey of Chi-Square Analysis Results “There are few rewards for those who work here” v*

*Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	16% (12)	5% (3)			
Disagree moderately	25% (19)	22% (13)			
Disagree slightly	16% (12)	30% (18)			
Agree slightly	24% (18)	25% (15)			
Agree moderately	12% (9)	17% (10)			
Agree very much	8% (6)	2% (1)	9.88	5	0.08

Note: Significance is = or < 0.05

Table 2C-21 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 9.88, p-value = 0.08) when teachers perceived Female principals (N=45) to rate higher in overall *Agreement* 75% compared to Males (N=51) at 65.5% on the Job Satisfaction question “*I have too much to do at work.*” Additional studies may help clarify and expound on why female principals are perceived to give teachers more paperwork.

Table 2C-21

*Survey of Chi-Square Analysis Results “I have too much to do at work.” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	2.6% (2)	1.7% (1)			
Disagree moderately	15.6% (12)	10% (6)			
Disagree slightly	15.6% (12)	13.3% (8)			
Agree slightly	24.7% (19)	28.3% (17)			

Agree moderately	20.8%	(16)	25%	(15)		
Agree very much	20.8%	(16)	21.7%	(13)	1.50	5 0.91

Note: Significance is = or < 0.05

Table 2C-22 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 3.02, p-value = 0.70) when teachers perceived Male principals (N=75) to rate higher in overall *Agreement* 97% compared to Females (N=56) at 95% on the Job Satisfaction question “*I enjoy my coworkers*”.

Table 2C-22

Survey of Chi-Square Analysis Results “I enjoy my coworkers” v Principal Gender

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	0% (0)	1.7% (1)			
Disagree moderately	0% (0)	1.7% (1)			
Disagree slightly	2.6% (2)	1.7% (1)			
Agree slightly	6.5 % (5)	8.5% (5)			
Agree moderately	37.7 % (29)	37.3% (22)			
Agree very much	53.2% (41)	49.2% (29)	3.02	5	0.70

Note: Significance is = or < 0.05

Table 2C-23 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 1.20, p-value = 0.95) when teachers perceived Female principals (N=27) to rate higher in overall *Agreement* 45% compared to Males (N=28) at 37% on the Job Satisfaction question “*I often feel that I do not know what is going on with the organization.*” Additional studies may help clarify and expound on why teachers perceive Female principals convey this attitude and feeling.

Table 2C-23

*Survey of Chi-Square Analysis Results “I often feel that I do not know what is going on with the organization” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	10.5% (8)	10% (6)			
Disagree moderately	27.6% (21)	25% (15)			
Disagree slightly	25% (19)	20% (12)			
Agree slightly	19.7% (15)	21.7% (13)			
Agree moderately	13.2% (10)	18.3% (11)			
Agree very much	3.9% (3)	5% (3)	1.20	5	0.95

Note: Significance is = or < 0.05

Table 2C-24 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (3) = , p-value = 0.40) when teachers perceived Male principals (N=77) to rate higher in overall *Agreement* 100% compared to Females (N=58) at 97% on the Job Satisfaction question “*I feel a sense of pride in doing my job.*”

Table 2C-24

*Survey of Chi-Square Analysis Results “I feel a sense of pride in doing my job.” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	0 % (0)	0 % (0)			
Disagree moderately	0% (0)	0% (0)			
Disagree slightly	0% (0)	3.3 % (2)			
Agree slightly	3.9 % (3)	3.3% (2)			

Agree moderately	33.8% (26)	28.3% (17)		
Agree very much	62.3% (48)	65% (39)	3	0.40

Note: Significance is = or < 0.05

Table 2C-25 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 4.45, p-value = 0.49) when teachers perceived Male principals (N=46) to rate higher in overall *Agreement* 60% compared to Females (N=33) at 55% on the Job Satisfaction question “*There are benefits we do not have which we should have.*” These similar results are usually in the control of the school board and not the principals.

Table 2C-25

*Survey of Chi-Square Analysis Results “There are benefits we do not have which we should have.” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	8% (6)	2% (1)			
Disagree moderately	14% (11)	18% (11)			
Disagree slightly	17% (13)	25% (15)			
Agree slightly	38% (29)	32% (19)			
Agree moderately	14% (11)	13% (8)			
Agree very much	8% (6)	10% (6)	4.45	5	0.49

Note: Significance is = or < 0.05

Table 2C-26 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 3.56, p-value = 0.62) when teachers perceived Female principals (N=51) to rate higher in overall *Agreement* 95.5% compared to Males (N=64) at 83% on the Job Satisfaction question “*I like my supervisor.*” Female principals rated over 12% higher than Male

principals.

Table 2C-26

*Survey of Chi-Square Analysis Results “I like my supervisor.” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	3.9% (3)	3.4% (2)			
Disagree moderately	5.2% (4)	1.7 % (1)			
Disagree slightly	7.8% (6)	8.5% (5)			
Agree slightly	13% (10)	16.9% (10)			
Agree moderately	36.4% (28)	30.5% (18)			
Agree very much	33.8% (26)	30.9% (23)	2.10	5	0.83

Note: Significance is = or < 0.05

Table 2C-27 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 3.56, p-value = 0.62) when teachers perceived Female principals (N=51) to rate higher in overall *Agreement* 95.5% compared to Males (N=64) at 83% on the Job Satisfaction question “*I have to much paperwork.*” Female principals rated over 12% higher than Male principals.

Table 2C-27

*Survey of Chi-Square Analysis Results “I have too much paperwork” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	2.6% (2)	0% (0)			
Disagree moderately	10.5 % (8)	8.5 % (5)			
Disagree slightly	14.5 % (11)	10.2% (6)			
Agree slightly	25 % (19)	30.5% (18)			

Agree moderately	22.4% (17)	22 % (13)			
<u>Agree very much</u>	<u>25% (19)</u>	<u>28.8% (17)</u>	<u>2.74</u>	<u>5</u>	<u>0.74</u>

Note: Significance is = or < 0.05

Table 2C-28 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 9.28, p-value = 0.10) when teachers perceived Male principals (N=43) to rate higher in overall *Agreement* 56% compared to Females (N=30) at 50% on the Job Satisfaction question “*I don't feel my efforts are rewarded the way they should be.*” As this question was negatively worded, Male principals rated 6% lower than Female principals by teachers regarding perceived rewards for effort.

Table 2C-28

*Survey of Chi-Square Analysis Results “I don't feel my efforts are rewarded the way they should be” v Principal Gender*

<u>Source</u>	<u>Male</u>	<u>Female</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	7.8% (6)	5% (3)			
Disagree moderately	15.6% (12)	25 % (15)			
Disagree slightly	20.8% (16)	20% (12)			
Agree slightly	31.2% (24)	15% (9)			
Agree moderately	13% (10)	26.7% (16)			
<u>Agree very much</u>	<u>11.7% (9)</u>	<u>8.3% (5)</u>	<u>9.28</u>	<u>5</u>	<u>0.10</u>

Note: Significance is = or < 0.05

Table 2C-29 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 6.32, p-value = 0.28) when teachers perceived Female principals (N=36) to rate higher in overall *Agreement* 47.5% compared to Males (N=33) at 45% on the Job

Satisfaction question “*I am satisfied with my chances for promotion.*” Both principal genders rated below 52% in overall Dissatisfaction by teachers, indicating this facet of job satisfaction in important to consider.

Table 2C-29

*Survey of Chi-Square Analysis Results “I am satisfied with my chances for promotion” v*

*Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	11 % (8)	3.4% (2)			
Disagree moderately	13.7% (10)	13.6% (8)			
Disagree slightly	30.1% (22)	35.6% (21)			
Agree slightly	24.7% (18)	27.1% (16)			
Agree moderately	12.3% (9)	18.6% (11)			
Agree very much	8.2% (6)	1.7 % (9)	6.32	5	0.28

Note: Significance is = or < 0.05

Table 2C-30 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 3.57, p-value = 0.61) when teachers perceived Female principals (N=28) to rate higher in overall *Agreement* 57% compared to Males (N=28) at 37% on the Job Satisfaction question “*There is too much bickering and fighting at work.*” Why Female principals rated 20% higher may be an important aspect of individuals’ feelings of safety and security at the workplace.

Table 2C-30

*Survey of Chi-Square Analysis Results “There is too much bickering and fighting at work” v*

*Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	14.5% (11)	16.7 % (10)			
Disagree moderately	27.6% (21)	18.3% (11)			
Disagree slightly	21.1% (16)	18.3% (11)			
Agree slightly	26.3% (20)	26.7% (16)			
Agree moderately	9.2% (7)	26.7 % (10)			
Agree very much	1.3% (1)	3.3 % (2)	3.57	5	0.61

Note: Significance is = or < 0.05

Table 2C-31 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 2.53, p-value = 0.77) when teachers perceived Male principals (N=74) to rate higher in overall *Agreement* 96% compared to Females (N=57) at 95% on the Job Satisfaction question “*My job is enjoyable.*” Both principal genders rated similarly and highly on this perception of job satisfaction.

Table 2C-31

Survey of Chi-Square Analysis Results “My job is enjoyable.” v Principal Gender

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	0% (0)	1.7% (1)			
Disagree moderately	2.6% (2)	3.3% (2)			
Disagree slightly	1.3% (1)	0% (0)			
Agree slightly	15.6% (12)	15% (9)			
Agree moderately	46.8 % (36)	41.7% (25)			
Agree very much	33.8% (26)	38.3% (23)	2.53	5	0.77

Note: Significance is = or < 0.05



Table 2C-32 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (5) = 2.29, p-value = 0.81) when teachers perceived Male principals (N=28) to rate higher in overall *Agreement* 37% compared to Females (N=21) at 35.5% on the Job Satisfaction question “*Work assignments are not fully explained.*” Both principal genders rated similarly on this perception of teacher job satisfaction.

Table 2C-32

*Survey of Chi-Square Analysis Results “Work assignments are not fully explained” v Principal Gender*

Source	Male	Female	Chi-Square	df	p-value
Disagree very much	15.8% (12)	10.2 % (6)			
Disagree moderately	30.3 % (23)	33.9% (20)			
Disagree slightly	17.1 % (13)	20.3% (12)			
Agree slightly	26.3% (20)	20.3% (12)			
Agree moderately	6.6 % (5)	8.5% (5)			
Agree very much	3.9 % (3)	6.8% (4)	2.29	5	0.81

Note: Significance is = or < 0.05

Table 2C-33 Summary for Non-Significant Findings on Job satisfaction vs Gender

- “*There is really too little chance for promotion on my job.*”
- “*My supervisor is quite competent in doing his/her job.*”
- “*I am not satisfied with the benefits I receive.*”
- “*When I do a good job, I receive the recognition for it that I should receive.*”
- “*Many of our rules and procedures make doing a good job difficult.*”
- “*I like the people I work with.*”
- “*I sometimes feel my job is meaningless.*”
- “*Communications seem good within this organization.*”
- “*Those who do well on the job stand a fair chance of being promoted.*”
- “*My supervisor is unfair to me.*”
- “*The benefits we receive are as good as most other organizations offer.*”

*"I do not feel that the work I do is appreciated."*  
*"My efforts to do a good job are seldom blocked by red tape."*  
*"I find I have to work harder at my job because of the incompetence of people I work with."*  
*"I like doing the things I do at work."*  
*"The goals of this organization are not clear to me."*  
*"People get ahead as fast here as they do in other places."*  
*"My supervisor shows too little interest in the feelings of subordinates."*  
*"The benefit package we have is equitable."*  
*"There are few rewards for those who work here."*  
*"I have too much to do at work."*  
*"I enjoy my coworkers."*  
*"I often feel that I do not know what is going on with the organization."*  
*"I feel a sense of pride in doing my job."*  
*"There are benefits we do not have which we should have."*  
*"I like my supervisor."*  
*"I have too much paperwork."*  
*"I don't feel my efforts are rewarded the way they should be."*  
*"I am satisfied with my chances for promotion."*  
*"There is too much bickering and fighting at work."*  
*"My job is enjoyable."*  
*"Work assignments are not fully explained."*

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Note: Chi Square Significance > than 0.05

APPENDIX M

TEACHER YEARS OF EXPERIENCE VS. THE THREE SURVEYS

TABLES AND WRITE-UPS

**Leadership Styles Survey vs. Teachers Years of Experience Tables and Write-ups**

Table 3A-1 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.19, p-value = 0.78) between teachers' Years of Experience and perceptions of their principal's Leadership Style. 100% of beginning teachers (N=10), 90% of 4-10 years teachers (N=20), and 100% of 11 plus years teachers (N=17) perceived their principal as *Often* or *Always* under the question "*My leader thinks very clearly and logically.*" Principals received high ratings from each group.

Table 3A-1

*Survey of Chi-Square Analysis Results "My leader thinks very clearly and logically" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	0% (0)			
Sometimes	0% (0)	5% (1)	0% (0)			
Often	40% (4)	50% (11)	47% (8)			
<u>Always</u>	<u>60% (6)</u>	<u>40% (9)</u>	<u>53% (9)</u>	<u>3.19</u>	<u>6</u>	<u>0.78</u>

Note: Significance = or < 0.05

Table 3A-2 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 1.98, p-value = 0.74) between teachers' Years of Experience and perceptions "*My leader shows high levels of support and concern for others.*" Beginning

teachers (N=10) perceived 100% principal support possibly due to the fact they are not aware of the parameters of what full support is. 86% of 4-10 years teachers (N=19), and 88% of 11 plus years teachers (N=15) perceived their principal as *Often* or *Always*. Principals did received high ratings from each group.

Table 3A-2

*Survey of Chi-Square Analysis Results “My leader shows high levels of support and concern for others” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)			
Sometimes	0% (0)	14% (3)	12% (2)			
Often	30% (3)	36% (8)	29% (5)			
Always	70% (7)	50% (11)	59% (10)	1.98	4	0.74

Note: Significance = or < 0.05

Table 3A-3 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 1.69, p-value = 0.79) between teachers’ Years of Experience and perceptions “*My leader shows exceptional ability to mobilize people and resources to get things done.*” Beginning teachers (N=6) perceived 60%, 4-10 year teachers (N=9) perceived 41%, and 11 plus years teachers (N=9) perceived 53% their principal as *Always*. All groups rated 0% under the *Never* or *Occasionally* choice. Principals received ratings over 86% from the combined *Often* or *Always* from each group.

Table 3A-3

*Survey of Chi-Square Analysis Results “My leader shows exceptional ability to mobilize people*

*and resources to get things done” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)			
Sometimes	10% (1)	14% (3)	18% (3)			
Often	30% (3)	45% (10)	29% (5)			
Always	60% (6)	41% (9)	53% (9)	1.69	4	0.79

Note: Significance = or < 0.05

Table 3A-4 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 8.22, p-value = 0.22) between teachers’ Years of Experience and perceptions “*My leader inspires others to do their best*” Beginning teachers (N=10) perceived 100% principal inspiration under the *Often* or *Always* choices. This could be due to the fact they are not aware of the parameters of what inspiration is, or have few or no other examples with which to compare. Teachers with 4-10 years (N=18) rated their principals at 82%, followed by teachers with 11 plus years (N=13) at 76%. This may be due to having more experience with a wider variety of principals in which to compare inspiration to. Principals did received fairly high ratings from each group under these two choices.

Table 3A-4

*Survey of Chi-Square Analysis Results “My leader inspires others to do their best” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	9% (2)	0% (0)			

Sometimes	0% (0)	9% (2)	24% (4)			
Often	40% (4)	41% (9)	18% (3)			
Always	60% (6)	41% (9)	58% (10)	8.22	6	0.22

Note: Significance = or < 0.05

Table 3A-5 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.07, p-value = 0.80) between teachers' Years of Experience and perceptions "*My leader strongly emphasizes careful planning and clear time lines.*" Teachers (N=15) with 11 plus years perceived their principal as *Often* or *Always* the highest of the three groups at 96%. Beginning teachers (N=9) ranked next at 90% followed last by teachers with 4-10 years (N=18) at 86%. Principals received high ratings from each group under these two choices.

Table 3A-5

*Survey of Chi-Square Analysis Results "My leader strongly emphasizes careful planning and clear time lines" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	0% (0)			
Sometimes	10% (1)	9% (2)	6% (1)			
Often	50% (5)	38% (8)	29% (5)			
Always	40% (4)	48% (10)	65% (11)	3.07	6	0.80

Note: Significance = or < 0.05

Table 3A-6 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.76, p-value = 0.83) between teachers' Years of Experience and perceptions "*My leader builds trust through open and collaborative relationships.*" Beginning

teachers (N=10) perceived their principals under the *Often* or *Always* choices 100% of the time. This could be due to the fact they have few or no other examples with which to compare this facet. Additionally, maybe these teachers are given more attention and face time with their principal. Teachers (N=19) with 4-10 years perceived their principal as *Often* or *Always* next at 86%, with 11-or More year teachers (N=14) last at 82% . This may be due to having more experience with a wider variety of principals in which to compare this aspect of leadership. Principals did received fairly high ratings from each group under these two choices.

Table 3A-6

*Survey of Chi-Square Analysis Results "My leader builds trust through open and collaborative relationships" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	6% (1)			
Sometimes	0% (0)	9% (2)	12% (2)			
Often	30% (3)	32% (7)	18% (3)			
<u>Always</u>	<u>70% (7)</u>	<u>54% (12)</u>	<u>64% (11)</u>	<u>2.76</u>	<u>6</u>	<u>0.83</u>

Note: Significance = or < 0.05

Table 3A-7 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.60, p-value = 0.73) between teachers' Years of Experience and perceptions "*My leader is a very skillful and shrewd negotiator.*" Teachers (N=17) with 4-10 years perceived their principal as *Often* or *Always* the highest of the three groups at 77%. Beginning teachers (N=7) and teachers with 11 plus years (N=12) both rated principals at 70%.

Table 3A-7

*Survey of Chi-Square Analysis Results “My leader is a very skillful and shrewd negotiator” v  
Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	9% (2)	12% (2)			
Sometimes	30% (3)	17% (3)	18% (3)			
Often	40% (4)	59% (13)	41% (7)			
Always	30% (3)	18% (4)	29% (5)	3.60	6	0.73

Note: Significance = or < 0.05

Table 3A-8 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 7.98, p-value = 0.23) between teachers’ Years of Experience and perceptions “*My leader is highly charismatic.*” Beginning teachers (N=10) rated their principal at 100% under the *Often* or *Always* choice. This may be due to face time, attention, and title status. The other two groups of more experienced teachers both rated their principals at 81% under *Often* or *Always*. Additional research should to be considered to investigate this finding.

Table 3A-8

*Survey of Chi-Square Analysis Results “My leader is highly charismatic” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	6% (1)			
Sometimes	0% (0)	19% (4)	13% (2)			
Often	70% (7)	45% (10)	25% (4)			



Always	30% (3)	36% (8)	56% (9)	7.98	6	0.23
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Note: Significance = or < 0.05

Table 3A-9 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 2.72, p-value = 0.60) between teachers' Years of Experience and perceptions "*My leader approaches problems through logical analysis and careful thinking.*"

Beginning teachers (N=10) rated their principal at 100% under the *Often* or *Always* choice. This may be due to beginning teachers not having multiple examples with which to compare.

Teachers with 4-10 years (N=21) rated their principals at 95%, followed by teachers (N=16) with 11 or More years at 94% under the *Often* or *Always* choice. Results indicate as teachers gain years of experience they rated their principals lower.

Table 3A-9

*Survey of Chi-Square Analysis Results "My leader approaches problems through logical analysis and careful thinking" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)			
Sometimes	0% (0)	5% (1)	6% (1)			
Often	50% (5)	59% (13)	35% (6)			
Always	50% (5)	38% (8)	59% (10)	2.72	4	0.60

Note: Significance = or < 0.05

Table 3A-10 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.18, p-value = 0.90) between teachers' Years of Experience and "*My leader shows high sensitivity and concern for others' needs and feelings.*" Teachers with 1-

3 years (N=9) perceived their principal as *Often* or *Always* the highest of the three groups at 100%. Teachers with 11 or More years (N=14) rated their principals at 87% similar to teachers with 4-10 years (N=18) at 86%.

Table 3A-10

*Survey of Chi-Square Analysis Results “My leader shows high sensitivity and concern for others’ needs and feelings” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	9% (2)	6% (1)			
Sometimes	0% (0)	9% (2)	6% (1)			
Often	44% (4)	38% (8)	31% (5)			
Always	56% (5)	48% (10)	56% (9)	2.18	6	0.90

Note: Significance = or < 0.05

Table 3A-11 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 4.57, p-value = 0.60) between teachers’ Years of Experience and “*My leader is unusually persuasive and influential.*” Teachers with 1-3 years (N=7) perceived their principal as *Often* or *Always* the highest of the three groups at 70%. This could be due to the fact they have few or no other examples with which to compare this facet. Teachers with 11 or More years (N=11) rated their principals at 64% similar to teachers with 4-10 years (N=13) at 65%.

Table 3A-11

*Survey of Chi-Square Analysis Results “My leader is unusually persuasive and influential” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	12% (2)			
Sometimes	30% (3)	30% (6)	24% (4)			
Often	40% (4)	55% (11)	35% (6)			
Always	30% (3)	10% (2)	29% (5)	4.57	6	0.60

Note: Significance = or < 0.05

Table 3A-12 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (8) = 4.66, p-value = 0.79) between teachers' Years of Experience and "My leader is an inspiration to others." Teachers with 1-3 years (N=9) perceived their principal as *Often* or *Always* the highest of the three groups at 90%. This could be due to the fact they have few or no other examples with which to compare this facet, as compared to teachers with more years of experience. Teachers with 4-10 years (N=17) rated their principals at 77%. Teachers with 11 or More years (N=12) rated their principals at 70%. Results indicate as teachers gain years of experience they rated their principals lower.

Table 3A-12

*Survey of Chi-Square Analysis Results "My leader is an inspiration to others" v Years of*

*Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	6% (1)			
Occasionally	0% (0)	5% (1)	0% (0)			
Sometimes	10% (1)	18% (4)	24% (4)			
Often	50% (5)	50% (11)	35% (6)			

Always	40% (4)	27% (6)	35% (6)	4.66	8	0.79
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Note: Significance = or < 0.05

Table 3A-13 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 3.34, p-value = 0.50) between teachers' Years of Experience and the question *"My leader develops and implements clear, logical policies and procedures."* Teachers with 1-3 years (N=9) and teachers with 4-10 years (N=19) both perceived their principal as *Often* or *Always* at 90%. Teachers with 11 or More years (N=14) rated their principals at 87%. This question rated high for all principals by all three groups.

Table 3A-13

*Survey of Chi-Square Analysis Results "My leader develops and implements clear, logical policies and procedures" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)			
Sometimes	10% (1)	10% (2)	13% (2)			
Often	30% (3)	52% (11)	25% (4)			
Always	60% (6)	38% (8)	62% (10)	3.34	4	0.50

Note: Significance = or < 0.05

Table 3A-14 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 3.34, p-value = 0.50) between teachers' Years of Experience and the question *"My leader fosters high levels of participation and involvement in decisions."* Teachers with 11 or More years of experience (N=14) perceived their principals to rate the highest at 92%. Teachers with 1-3 years (N=9) along with teachers with 4-10 years (N=17) both

perceived their principals to rate at 90%. Principals among all three groups rated similarly and highly.

Table 3A-14

*Survey of Chi-Square Analysis Results “My leader fosters high levels of participation and involvement in decisions” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	10% (2)	6% (1)			
Sometimes	10% (1)	10% (2)	12% (2)			
Often	40% (4)	42% (9)	29% (5)			
Always	50% (5)	38% (8)	53% (9)	2.00	6	0.91

Note: Significance = or < 0.05

Table 3A-15 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (8) = 3.59, p-value = 0.89) between teachers’ Years of Experience and the question “*My leader anticipates and deals adroitly with organizational conflict.*” Beginning teachers (N=9) perceived their principals under the *Often* or *Always* choices at 90%. This could be due to the fact they have few or no other examples with which to compare this facet, or they may not fully understand the definition of the question. Teachers with 4-10 years (N=16) perceived their principal as *Often* or *Always* next at 72%, with 11-or More year teachers (N=11) last at 64%. This may be due to having more experience with a wider variety of principals in which to compare this aspect of leadership. Results indicate as teachers gain years of experience they rated their principals lower.

Table 3A-15

*Survey of Chi-Square Analysis Results “My leader anticipates and deals adroitly with organizational conflict” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	5% (1)	0% (0)			
Occasionally	0% (0)	5% (1)	6% (1)			
Sometimes	10 % (1)	18% (4)	29% (5)			
Often	50% (5)	40% (9)	35% (6)			
Always	40% (4)	32% (7)	29% (5)	3.59	8	0.89

Note: Significance = or < 0.05

Table 3A-16 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.46, p-value = 0.87) between teachers’ Years of Experience and the question “*My leader is highly imaginative and creative.*” Teachers with 4-10 years (N=17) perceived their principals to rate the highest at 80%. Teachers with 11 plus years (N=12) rated their principals at 70%, followed by teachers with 1-3 years (N=6) at 60%.

Table 3A-16

*Survey of Chi-Square Analysis Results “My leader is highly imaginative and creative” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	6% (1)			
Sometimes	40% (4)	18% (4)	24% (4)			
Often	30% (3)	48% (10)	35% (6)			
Always	30% (3)	32% (7)	35% (6)	2.46	6	0.87

Note: Significance = or < 0.05

Table 3A-17 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.14, p-value = 0.79) between teachers' Years of Experience and "My leader approaches problems with facts and logic." Teachers with 1-3 years (N=10) perceived their principals as *Often* or *Always* the highest of the three groups at 100%. This may possibly due to the fact they may not be fully aware of the parameters or definition of the question. Teachers with 11 or More years (N=15) rated their principals at 94%, followed by teachers with 4-10 years (N=18) at 82%. These two groups may have rated principals lower due to experience and having more principals with which to compare.

Table 3A-17

*Survey of Chi-Square Analysis Results "My leader approaches problems with facts and logic" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	0% (0)			
Sometimes	0% (0)	14% (3)	6% (1)			
Often	40% (4)	32% (7)	38% (6)			
Always	60% (6)	50% (11)	56% (9)	3.14	6	0.79

Note: Significance = or < 0.05

Table 3A-18 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = .23, p-value = 0.99) between teachers' Years of Experience and "My leader is consistently helpful and responsive to others." All three groups perceived to rate their principals highly. Teachers with 11 plus years (N=15) rated principals the highest at 94%,

followed by 4-10 years (N=20) and 1-3 years (N=9) both of whom rated their principals at 90%.

Table 3A-18

*Survey of Chi-Square Analysis Results “My leader is consistently helpful and responsive to others” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)			
Sometimes	10% (1)	9 % (2)	6% (1)			
Often	40% (4)	40% (9)	38% (6)			
Always	50% (5)	50% (11)	56% (9)	.23	4	.099.

Note: Significance = or < 0.05

Table 3A-19 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 2.10, p-value = 0.71) between teachers’ Years of Experience and “My leader is very effective in getting support from people with influence and power.” Teachers with 1-3 years (N=8) perceived their principals as *Often* or *Always* the highest of the three groups at 89%. This may possibly due to the fact they may not be fully aware of the parameters or definition of the question. Teachers with 11 or More years (N=14) rated their principals at 82%, followed by teachers with 4-10 years (N=17) at 80%. These two groups may have rated principals lower due to experience and having more principals with which to compare.

Table 3A-19

*Survey of Chi-Square Analysis Results “My leader is very effective in getting support from people with influence and power” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
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Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)			
Sometimes	11% (1)	23% (5)	12% (2)			
Often	33% (3)	48% (10)	47% (8)			
<u>Always</u>	<u>56% (5)</u>	<u>32% (7)</u>	<u>35% (6)</u>	<u>2.10</u>	<u>4</u>	<u>0.71</u>

Note: Significance = or < 0.05

Table 3A-20 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.84, p-value = 0.69) between teachers' Years of Experience and perceptions "*My leader communicates a strong and challenging vision and sense of mission.*" Teachers 1-3 years (N=9) perceived their principals the highest under the choice *Always* or *Often* at 90%. This may possibly be due to the fact they are not aware of what strong and challenging or a sense of mission is. They may also have not had many principals with which to compare. Teachers 4-10 years (N=18) rated their principals at 84%, followed by teachers 11 plus years (N=14) at 83%. Results indicate as teachers gain years of experience they rated their principals lower. Principals rated highly in the perceptions of teachers from each of the three groups. Table 3A-20

*Survey of Chi-Square Analysis Results "My leader communicates a strong and challenging vision and sense of mission" v Years of Teaching Experience*

<u>Source</u>	<u>1- 3</u>	<u>4- 10</u>	<u>11- or more</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	0% (0)			
Sometimes	10% (1)	14% (3)	18% (3)			
Often	40% (4)	48% (10)	24% (4)			

Always	50% (5)	36% (8)	59% (10)	3.84	6	0.69
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Note: Significance = or < 0.05

Table 3A-21 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 1.24, p-value = 0.87) between teachers' Years of Experience and perceptions "*My leader sets specific, measurable goals and holds people accountable for results.*" Teachers 1-3 years (N=9) perceived their principals the highest under the choice *Always* or *Often* at 90%. They may not have had many principals with which to compare these qualities. Teachers 4-10 years (N=18) rated their principals at 82%, followed by teachers 11 plus years (N=12) at 76%. Results indicate as teachers gain years of experience they rated their principals lower.

Table 3A-21

*Survey of Chi-Square Analysis Results "My leader sets specific, measurable goals and holds people accountable for results" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)			
Sometimes	10% (1)	18 % (4)	25% (4)			
Often	40% (4)	46% (10)	38% (6)			
Always	50% (5)	36% (8)	38% (6)	1.24	4	0.87

Note: Significance = or < 0.05

Table 3A-22 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 9.75, p-value = 0.13) between teachers' Years of Experience and perceptions "*My leader listens well and is unusually receptive to other people's ideas and input.*" Teachers 1-3 years (N=10) perceived their principals the highest under the choice *Always*

or *Often* at 100%. They may not have had many principals or the time with which to compare these qualities. Teachers 4-10 years (N=18) rated their principals at 84%, followed by teachers 11 plus years (N=13) at 76%. Results indicate as teachers gain years of experience principals were rated lower.

Table3A- 22

*Survey of Chi-Square Analysis Results “My leader listens well and is unusually receptive to other people's ideas and input” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	9% (2)	0% (0)			
Sometimes	0% (0)	9% (2)	24% (4)			
Often	30% (3)	48% (10)	17% (3)			
Always	70% (7)	36% (8)	59% (10)	9.75	6	0.13

Note: Significance = or < 0.05

Table 3A-23 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.97, p-value = 0.67) between teachers’ Years of Experience and perceptions *“My leader is politically very sensitive and skillful.” v Years of Teaching Experience.* Teachers 1-3 years (N=10) perceived their principals the highest under the choice *Always* or *Often* at 100%. They may not have had many principals or the time with which to compare these qualities. Teachers with 11 plus years (N=14) perceived their principals at 82%, followed by teachers with 4-10 years (N=17) at 77%.

Table 3A-23

*Survey of Chi-Square Analysis Results “My leader is politically very sensitive and skillful” v*

*Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	6% (1)			
Sometimes	0% (0)	18% (4)	12% (2)			
Often	40% (4)	45% (10)	47% (8)			
Always	60% (6)	32% (7)	35% (6)	3.97	6	0.67

Significance = or < 0.05

Table 3A-24 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.25, p-value = 0.89) between teachers' Years of Experience and perceptions "*My leader sees beyond current realities to create exciting new opportunities.*"

Teachers 1-3 years (N=9) perceived their principals the highest under the choice *Always* or *Often* at 90%. They may not have had many principals or the time with which to compare these qualities. Teachers with 4-10 years (N=17) and 11 plus years (N=13) both perceived their principals at 76%.

Table 3A-24

*Survey of Chi-Square Analysis Results "My leader sees beyond current realities to create exciting new opportunities" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	0% (0)			
Sometimes	10 % (1)	18% (4)	24% (4)			
Often	40% (4)	40% (9)	35% (6)			

Always	50% (5)	36% (8)	41% (7)	2.25	6	0.89
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Note: Significance = or < 0.05

Table 3A-25 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 4.62, p-value = 0.59) between teachers' Years of Experience and perceptions "*My leader has extraordinary attention to detail.*" Teachers 1-3 years (N=9) perceived their principals the highest under the choice *Always* or *Often* at 90%. They may not have had many principals or the time with which to compare these qualities. Teachers with 11 plus years (N=15) perceived their principals at 88%, followed by teachers with 4-10 years (N=17) at 77%.

Table 3A-25

Survey of Chi-Square Analysis Results "*My leader has extraordinary attention to detail*" v Years of Teaching Experience

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	9% (2)	0% (0)			
Sometimes	10% (1)	14% (3)	12% (2)			
Often	30% (3)	45% (10)	35% (6)			
Always	60% (6)	32% (7)	53 % (9)	4.62	6	0.59

Note: Significance = or < 0.05

Table 3A-26 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 4.75, p-value = 0.57) between teachers' Years of Experience and perceptions "*My leader gives personal recognition for work well done.*" Teachers 1-3 years (N=9) perceived their principals the highest under the choice *Always* or *Often* at 100%. They

may not have had many principals or the time with which to compare these qualities. Teachers with 11 plus years (N=16) perceived their principals at 94%, followed by teachers with 4-10 years (N=20) at 91%.

Table 3A-26

*Survey of Chi-Square Analysis Results “My leader gives personal recognition for work well done” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	9% (2)	0% (0)			
Sometimes	0% (0)	0% (0)	6% (1)			
Often	44% (4)	36% (8)	29% (5)			
Always	56% (5)	55% (12)	65% (11)	4.75	6	0.57

Note: Significance = or < 0.05

Table 3A-27 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 6.01, p-value = 0.42) between teachers’ Years of Experience and perceptions “*My leader develops alliances to build a strong base of support.*” Teachers with 4-10 years perceived their principals (N= 20) at 91% under the *Always* or *Often* choice. Teachers with 1-3 years (N=9) perceived their principals at 90%, followed by 11 plus year teachers (N=15) at 88%.

Table 3A-27

*Survey of Chi-Square Analysis Results “My leader develops alliances to build a strong base of support” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
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Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	6% (1)			
Sometimes	10% (1)	9% (2)	6% (1)			
Often	30% (3)	64% (14)	41% (7)			
Always	60% (6)	27% (6)	47% (8)	6.01	6	0.42

Note: Significance = or < 0.05

Table 3A-28 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (8) = 8.92, p-value = 0.34) between teachers' Years of Experience and perceptions "*My leader generates loyalty and enthusiasm.*" Teachers with 1-3 years (N=10) perceived their principals at 100% under the *Always* or *Often* choice. This may be due to less time and exposure to multiple principals, compared to teachers with more experience. Teachers with 4-10 years (N=19) perceived their principals at 86%, followed by 11 plus year teachers (N=13) at 78%. All three groups did rate fairly high, thus making it an important principal quality.

Table 3A-28

*Survey of Chi-Square Analysis Results "My leader generates loyalty and enthusiasm" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	6% (1)			
Occasionally	0% (0)	5% (1)	0% (0)			
Sometimes	0% (0)	9% (2)	18% (3)			
Often	30% (3)	40% (9)	13% (2)			
Always	70% (7)	46% (10)	65% (11)	8.92	8	0.34

Note: Significance = or < 0.05

Table 3A-29 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.92, p-value = 0.68) between teachers' Years of Experience and perceptions "*My leader strongly believes in clear structure and a chain of command.*" Teachers with 1-3 years (N=10) perceived their principals at 100% under the *Always* or *Often* choice. This perception may be due to less time and exposure to multiple principals with which to compare. Teachers with 11 plus years (N=15) perceived their principals at 88%, followed by 4-10 year teachers (N=18) at 81%. All three groups did rate fairly high, thus making it an important perceived principal quality.

Table 3A-29

*Survey of Chi-Square Analysis Results "My leader strongly believes in clear structure and a chain of command" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	0% (0)			
Sometimes	0% (0)	14% (3)	12% (2)			
Often	40% (4)	45% (10)	53% (9)			
Always	60% (6)	36% (8)	35% (6)	3.92	6	0.68

Note: Significance = or < 0.05

Table 3A-30 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 3.14, p-value = 0.49) between teachers' Years of Experience and perceptions "*My leader is a highly participative manager.*" Teachers with 4-10 years (N=20) perceived their principals at 91% under the *Always* or *Often* choice. Teachers with 1-3 years



(N=9) perceived their principals at 90%, followed by 11 plus year teachers (N=14) at 82%. All three groups rated principals fairly high, thus making it an important perceived principal quality.

Table 3A-30

*Survey of Chi-Square Analysis Results “My leader is a highly participative manager” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)			
Sometimes	10% (1)	9% (2)	18% (3)			
Often	30% (3)	50% (11)	23% (4)			
Always	60% (6)	41% (9)	59% (10)	3.41	4	0.49

Note: Significance = or < 0.05

Table 3A-31 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.17, p-value = 0.78) between teachers’ Years of Experience and perceptions “*My leader succeeds in the face of conflict and opposition.*” Teachers with 1-3 years (N=10) perceived their principals at 100% under the *Always* or *Often* choice. This perception may be due to less time and exposure to multiple principals and the time in which to compare. Teachers with 11 plus years (N=14) perceived their principals at 82%, followed by 4-10 year teachers (N=17) at 77%.

Table 3A-31

*Survey of Chi-Square Analysis Results “My leader succeeds in the face of conflict and opposition” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
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Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	5% (1)	6% (1)			
Sometimes	0% (0)	18% (4)	12% (2)			
Often	60% (6)	45% (10)	41% (7)			
Always	40% (4)	32% (7)	41% (7)	3.17	6	0.78

Note: Significance = or < 0.05

As shown in Table 3A-32, the null hypothesis was rejected. A significant difference (Chi Square (4) = 10.41, p-value = 0.03) between years of experience and teachers’ perceptions of their principal “*Serves an influential model of organizational aspirations and values*” was found by 100% of beginning teachers, 86% by vested teachers, and 82% by heavily vested teacher.

This may indicate a decline in perceptions of *always* to *sometimes* as years of experience increase. Newer teachers may not have as many other principals to compare this statement to as experienced teachers may have. No perceptions were made in any group of *never* or *occasionally*.

Table 3A-32

Survey of Chi-Square Analysis Results “*My leader serves as an influential model of organizational aspirations and values*” v *Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)			
Sometimes	0% (0)	14% (3)	18% (3)			
Often	40% (4)	57% (12)	12% (2)			

Always	60% (6)	29% (6)	70% (12)	10.41	4	0.03
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Note: Significance is = or < 0.05

Table 3A-33 Summary for Non-Significant Findings on Teachers' Years of Experience vs Leadership Style

- "My leader thinks very clearly and logically."*
- "My leader shows high levels of support and concern for others."*
- "My leader shows exceptional ability to mobilize people and resources to get things done."*
- "My leader inspires others to do their best."*
- "My leader strongly emphasizes careful planning and clear time lines."*
- "My leader builds trust through open and collaborative relationships."*
- "My leader is a very skillful and shrewd negotiator."*
- "My leader is highly charismatic."*
- "My leader approaches problems through logical analysis and careful thinking."*
- "My leader shows high sensitivity and concern for others' needs and feelings."*
- "My leader is unusually persuasive and influential."*
- "My leader is an inspiration to others."*
- "My leader develops and implements clear, logical policies and procedures."*
- "My leader fosters high levels of participation and involvement in decisions."*
- "My leader anticipates and deals adroitly with organizational conflict."*
- "My leader is highly imaginative and creative."*
- "My leader approaches problems with facts and logic."*
- "My leader is consistently helpful and responsive to others."*
- "My leader is very effective in getting support from people with influence and power."*
- "My leader communicates a strong and challenging vision and sense of mission."*
- "My leader sets specific, measurable goals and holds people accountable for results."*
- "My leader listens well and is unusually receptive to other people's ideas and input."*
- "My leader is politically very sensitive and skillful."*
- "My leader sees beyond current realities to create exciting new opportunities."*
- "My leader has extraordinary attention to detail."*
- "My leader gives personal recognition for work well done."*
- "My leader develops alliances to build a strong base of support."*
- "My leader generates loyalty and enthusiasm."*
- "My leader strongly believes in clear structure and a chain of command."*
- "My leader is a highly participative manager."*
- "My leader succeeds in the face of conflict and opposition."*

Note: Chi Square was > than 0.05

### **Principal Leadership Qualities vs. Teachers Years of Experience Tables and Write-ups**

As shown in Table 3B-1, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 8.03, p-value = 0.43) in the Principal Leadership Qualities survey between

teachers' Years of Experience and their perception "*My principal has both the capacity and the judgment to overcome most obstacles.*" Beginning teachers with 1-3 years of experience (N=8) perceived their principals to rate at 100% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, or the wisdom or full understanding of the totality of the statement, unlike the other two groups due to their years of experience. Teachers with 11 or More years (N=72) perceived their principals at 72% in overall *Agreement*, followed by teachers with 4-10 years (N=24) who perceived their principals at 66%.

Table 3B-1

*Survey of Chi-Square Analysis Results "My principal has both the capacity and the judgment to overcome most obstacles" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	8% (3)	3% (3)			
Disagree	0% (0)	11% (4)	11% (10)			
Undecided	0% (0)	14% (5)	5% (6)			
Agree	75% (6)	33% (12)	47% (43)			
Strongly Agree	25% (2)	33% (12)	32% (29)	8.03	8	0.43

Note: Significance = or < 0.05

As shown in Table 3B-2, there was no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 7.57, p-value = 0.48) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal commands respect from everyone on the faculty.*" Beginning teachers with 1-3 years of experience (N=7) perceived their principals to rate at 87.5% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, or the wisdom or full understanding of the

totality of the statement, unlike the other two groups due to their years of experience. Teachers with 11 or More years (N=54) perceived their principals at 60% in overall *Agreement*, followed by teachers with 4-10 years (N=19) who perceived their principals at 53%.

Table 3B-2

*Survey of Chi-Square Analysis Results “My principal commands respect from everyone on the faculty” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	11% (4)	4% (4)			
Disagree	0% (0)	19% (7)	23% (21)			
Undecided	12.5% (1)	17% (6)	13% (12)			
Agree	75% (6)	39% (14)	40% (36)			
Strongly Agree	12.5% (1)	14% (5)	20% (18)	7.57	8	0.48

Note: Significance = or < 0.05

As shown in Table 3B-3, there was no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 12.13, p-value = 0.15) in the Principal Leadership Qualities survey between teachers’ Years of Experience and their perception “*My principal excites faculty with visions of what we may be able to accomplish if we work together as a team.*” Teachers with 11 or More years of experience (N=60) perceived their principals the highest rating at 66% in overall *Agreement*. Teachers with 1-3 years (N=5) perceived their principals next at 62.5% in overall *Agreement*, followed by teachers with 4-10 years (N=22) who perceived their principals at 61%. Interesting is the fact teachers with 1-3 years rated their principals 0% in overall *Disagreement*. They also had by far the highest in *Undecided* at 37.5% (N=3).

Table 3B-3

*Survey of Chi-Square Analysis Results “My principal excites faculty with visions of what we may be able to accomplish if we work together as a team” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	11% (4)	5% (5)			
Disagree	0% (0)	25% (9)	14% (13)			
Undecided	37.5% (3)	3% (1)	14% (13)			
Agree	37.5% (3)	42% (15)	43% (39)			
Strongly Agree	25% (2)	19% (7)	23% (21)	12.13	8	0.15

Note: Significance = or < 0.05

As shown in Table 3B-4, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 7.34, p-value = 0.50) in the Principal Leadership Qualities survey between teachers’ Years of Experience and their perception “*My principal makes faculty members feel and act like leaders.*” Beginning teachers with 1-3 years of experience (N=6) perceived their principals to rate at 75% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, or the wisdom or full understanding of the totality of the statement, unlike the other two groups due to their years of experience. Teachers with 4-10 years (N=24) rated their principals at 67% in overall *Agreement*. Next, were teachers with 11 or More years (N=52) who perceived their principals at 57% in overall *Agreement*.

Table3B- 4

*Survey of Chi-Square Analysis Results “My principal makes faculty members feel and act like leaders” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0 % (0)	14% (5)	5% (5)			

Disagree	12.5% (1)	14% (5)	21% (19)			
Undecided	12.5% (1)	5% (2)	16% (15)			
Agree	50% (4)	45% (16)	34% (31)			
<u>Strongly Agree</u>	<u>25% (2)</u>	<u>22% (8)</u>	<u>23% (21)</u>	<u>7.34</u>	<u>8</u>	<u>0.50</u>

Note: Significance = or < 0.05

As shown in Table 3B-5, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 4.53, p-value = 0.80) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal gives the faculty a sense of overall purpose for its leadership role.*" Beginning teachers with 1-3 years of experience (N=6) perceived their principals to rate at 75% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons. Also, they may not have wisdom to full understanding of the totality of the statement, unlike the other two groups due to their years of experience. Teachers with 11 or More years (N=62) perceived their principals at 68% in overall *Agreement*. Teachers with 4-10 years (N=21) rated their principals at 58% in overall *Agreement*. Additional studies may clarify and add to research results.

Table 3B-5

*Survey of Chi-Square Analysis Results "My principal gives the faculty a sense of overall purpose for its leadership role" v Years of Teaching Experience*

<u>Source</u>	<u>1- 3</u>	<u>4- 10</u>	<u>11- or more</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Strongly Disagree	0 % (0)	8% (3)	4% (4)			
Disagree	0% (0)	14% (5)	15% (14)			
Undecided	25% (2)	19% (7)	12% (11)			
Agree	50% (4)	36% (13)	44% (40)			

Strongly Agree	25% (2)	22% (8)	24% (22)	4.53	8	0.80
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Note: Significance = or < 0.05

As shown in Table 3B-6, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 7.23, p-value = 0.51) in the Principal Leadership Qualities survey between teachers’ Years of Experience and their perception “*My principal leads by “doing” rather than simply by “telling.”*” Beginning teachers with 1-3 years of experience (N=5) perceived their principals to rate at 62.5% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, unlike the other two groups due to their years of experience. Teachers with 11 plus years (N=55) perceived their principals at 50% in overall *Agreement*. Teachers with 4-10 years (N=14) rated their principals at 29% in overall *Agreement*.

Table 3B-6

*Survey of Chi-Square Analysis Results “My principal leads by “doing” rather than simply by “telling” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0 % (0)	14% (5)	11% (10)			
Disagree	12.5% (1)	19% (7)	19% (17)			
Undecided	25% (2)	28% (10)	14% (13)			
Agree	25% (2)	17% (6)	33% (30)			
<b>Strongly Agree</b>	<b>37.5% (3)</b>	<b>22% (8)</b>	<b>22% (20)</b>	<b>7.23</b>	<b>8</b>	<b>0.51</b>

Note: Significance = or < 0.05

As shown in Table 3B-7, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 4.04, p-value = 0.85) in the Principal Leadership Qualities survey between teachers’ Years of Experience and their perception “*My principal symbolizes success and*



*accomplishment within the profession of education.*” Beginning teachers with 1-3 years of experience (N=7) perceived their principals to rate at 87.5% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, unlike the other two groups due to their years of experience. They may also not be fully aware of what real or long term success in the educational field is or represents. Teachers with 11 plus years (N=59) perceived their principals at 67% in overall *Agreement*. Teachers with 4-10 years (N=22) rated their principals at 61% in overall *Agreement*.

Table 3B-7

*Survey of Chi-Square Analysis Results “My principal symbolizes success and accomplishment within the profession of education” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	11% (4)	8% (7)			
Disagree	0% (0)	11% (4)	12.5% (11)			
Undecided	12.5% (1)	17% (6)	12.5% (11)			
Agree	62.5% (5)	39% (14)	37.5% (33)			
Strongly Agree	25% (2)	22% (8)	29.5% (26)	4.04	8	0.85

Note: Significance = or < 0.05

As shown in Table 3B-8, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 6,98, p-value = 0.54) in the Principal Leadership Qualities survey between teachers’ Years of Experience and their perception “*My principal provides good models for faculty members to follow.*” Beginning teachers with 1-3 years of experience (N=6) perceived their principals to rate at 75% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, unlike the other two groups due to their

years of experience. Teachers with 11 plus years (N=60) perceived their principals at 65% in overall *Agreement*, followed by teachers with 4-10 years (N=20) at 56%. Beginning teachers (N=0) rated their principals 0% in overall *Disagreement*.

Table 3B-8

*Survey of Chi-Square Analysis Results “My principal provides good models for faculty members to follow” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0 % (0)	11% (4)	7% (6)			
Disagree	0% (0)	25% (9)	19% (17)			
Undecided	25% (2)	8% (3)	9% (8)			
Agree	50% (4)	28% (10)	39% (36)			
Strongly Agree	25% (2)	28% (10)	26% (24)	6.98	8	0.54

Note: Significance = or < 0.05

As shown in Table 3B-9, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 4.13, p-value = 0.84) in the Principal Leadership Qualities survey between teachers’ Years of Experience and their perception “*My principal provides for our participation in the process of developing school goals.*” Beginning teachers with 1-3 years of experience (N=8) perceived their principals to rate at 100% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, unlike the other two groups due to their years of experience. Teachers with 4-10 years (N=32) perceived their principals at 91% in overall *Agreement*, followed by teachers with 11 plus years (N=72) at 82%. This quality of principals was rated highly by all three groups showing importance in measuring.

Table 3B-9

*Survey of Chi-Square Analysis Results “My principal provides for our participation in the process of developing school goals” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	3% (1)	2% (2)			
Disagree	0% (0)	6% (2)	10% (9)			
Undecided	0% (0)	0% (0)	5% (4)			
Agree	62.5% (5)	51% (18)	49% (43)			
Strongly Agree	37.5% (3)	40% (14)	33% (29)	4.13	8	0.84

Significance = or < 0.05

As shown in Table 3B-10, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 5.76, p-value = 0.67) in the Principal Leadership Qualities survey between teachers’ Years of Experience and their perception “*My principal encourages faculty members to work toward the same goals.*” Beginning teachers with 1-3 years of experience (N=8) perceived their principals to rate at 100% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, unlike the other two groups due to their years of experience. Teachers with 4-10 years (N=33) perceived their principals at 92% in overall *Agreement*, followed by teachers with 11 plus years (N=76) at 84%. This quality of principals was rated highly by all three groups showing importance in measuring.

Table 3B-10

*Survey of Chi-Square Analysis Results “My principal encourages faculty members to work toward the same goals” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	3% (1)	1% (1)			

Disagree	0% (0)	5% (2)	7% (7)			
Undecided	0% (0)	0% (0)	8% (7)			
Agree	62.5% (5)	64% (23)	52% (47)			
<u>Strongly Agree</u>	<u>37.5% (3)</u>	<u>28% (10)</u>	<u>32% (29)</u>	<u>5.76</u>	<u>8</u>	<u>0.67</u>

Note: Significance = or < 0.05

As shown in Table 3B-11, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 6.57, p-value = 0.58) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal encourages faculty members to work toward the same goals.*" Beginning teachers with 1-3 years of experience (N=8) perceived their principals to rate at 100% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, unlike the other two groups due to their years of experience. Teachers with 4-10 years (N=28) perceived their principals at 78% in overall *Agreement*, followed by teachers with 11 plus years (N=70) at 63%.

Table 3B-11

*Survey of Chi-Square Analysis Results "My principal uses problem solving with the faculty to generate school goals" v Years of Teaching Experience*

<u>Source</u>	<u>1- 3</u>	<u>4- 10</u>	<u>11- or more</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Strongly Disagree	0% (0)	5% (2)	3% (3)			
Disagree	0% (0)	14% (5)	13% (12)			
Undecided	0% (0)	3% (1)	13% (12)			
Agree	62.5% (5)	50% (18)	43% (39)			
<u>Strongly Agree</u>	<u>37.5% (3)</u>	<u>28% (10)</u>	<u>27% (24)</u>	<u>6.57</u>	<u>8</u>	<u>0.58</u>

Note: Significance = or < 0.05

As shown in Table 3B-12, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 5.78, p-value = 0.67) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal works toward whole faculty consensus in establishing priorities for school goals.*" Beginning teachers with 1-3 years of experience (N=7) perceived their principals to rate at 87.5% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, unlike the other two groups due to their years of experience. Teachers with 4-10 years (N=23) perceived their principals at 67% in overall *Agreement*, followed by teachers with 11 plus years (N=55) at 60%. These same two groups perceived their principals to rate 25% (N=9) and 26% (N=23) respectively in overall *Disagreement*.

Table 3B-12

*Survey of Chi-Square Analysis Results "My principal works toward whole faculty consensus in establishing priorities for school goals" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0 % (0)	3% (1)	9% (8)			
Disagree	12.5% (1)	22% (8)	17% (15)			
Undecided	0% (0)	8% (3)	14% (13)			
Agree	62.5% (5)	39% (14)	37% (34)			
<u>Strongly Agree</u>	<u>25% (2)</u>	<u>28% (10)</u>	<u>23% (21)</u>	<u>5.78</u>	<u>8</u>	<u>0.67</u>

Note: Significance = or < 0.05

As shown in Table 3B-13, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 2.11, p-value = 0.98) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal regularly encourages*

*faculty members to evaluate our progress toward achievement of school goals.”* Beginning teachers with 1-3 years of experience (N=7) perceived their principals to rate at 87.5% in overall *Agreement*. This may be due to them not having more than one principal with which to make comparisons, unlike the other two groups due to their years of experience. Teachers with 4-10 years (N=29) perceived their principals at 81% in overall *Agreement*, followed by teachers with 11 plus years (N=71) at 80%. These results indicate as teaching experience is gained in years, perceptions of principals’ qualities are rated lower.

Table 3B-13

*Survey of Chi-Square Analysis Results “My principal regularly encourages faculty members to evaluate our progress toward achievement of school goals” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0 % (0)	3% (1)	2% (2)			
Disagree	12.5% (1)	11% (4)	8% (7)			
Undecided	0% (0)	6% (2)	10% (9)			
Agree	50% (4)	50% (18)	49% (44)			
Strongly Agree	37.5% (3)	31% (11)	30% (27)	2.11	8	0.98

Note: Significance = or < 0.05

As shown in Table 3B-14, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 4.35, p-value = 0.82) in the Principal Leadership Qualities survey between teachers’ Years of Experience and their perception *“My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty.”* Beginning teachers with 1-3 years of experience (N=7) perceived their principals to rate at 87.5% in overall *Agreement*. This may be due to them not having more than one principal with

which to make comparisons, unlike the other two groups due to their years of experience. Teachers with 4-10 years (N=26) perceived their principals at 72% in overall *Agreement*, followed by teachers with 11 plus years (N=62) at 70%. These results indicate as teaching experience is gained in years, perceptions of principals' qualities are rated lower.

Table 3B-14

*Survey of Chi-Square Analysis Results "My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0 % (0)	6% (2)	7% (6)			
Disagree	12.5% (1)	14% (5)	12% (11)			
Undecided	0% (0)	8% (3)	11% (10)			
Agree	75% (6)	61% (22)	49% (44)			
<u>Strongly Agree</u>	<u>12.5% (1)</u>	<u>11% (4)</u>	<u>20% (18)</u>	<u>4.35</u>	<u>8</u>	<u>0.82</u>

Note: Significance = or < 0.05

As shown in Table 3B-15, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 4.11, p-value = 0.85) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal provides the necessary resources to support my implementation of the school's program.*" Beginning teachers with 1-3 years of experience (N=7) perceived their principals to rate at 87.5% in overall *Agreement*. This may be due to them not having years of experience or more than one principal with which to make comparisons. Teachers with 4-10 years (N=29) perceived their principals at 80% in overall *Agreement*, followed by teachers with 11 plus years (N=68) at 76%. These results

indicate as teaching experience is gained in years, perceptions of principals' qualities are rated lower.

Table 3B-15

*Survey of Chi-Square Analysis Results "My principal provides the necessary resources to support my implementation of the school's program" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	8% (3)	6% (5)			
Disagree	12.5% (1)	6% (2)	9% (8)			
Undecided	0% (0)	6% (2)	10% (9)			
Agree	62.5% (5)	61% (22)	49% (44)			
Strongly Agree	25% (2)	19% (7)	27% (24)	4.11	8	0.85

Note: Significance = or < 0.05

As shown in Table 3B-16, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 4.11, p-value = 0.85) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "My principal treats me as an individual with unique needs and expertise." Teachers with 4-10 years of experience (N=27) perceived their principals to rate highest of the three groups at 74% in overall Agreement. Teachers with 11 plus years (N=65) perceived their principals to rate at 71%, followed by 1-3 year teachers (N=5) at 62.5%.

Table 3B-16

*Survey of Chi-Square Analysis Results "My principal treats me as an individual with unique needs and expertise" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
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Strongly Disagree	0% (0)	17% (6)	9% (8)			
Disagree	0% (0)	6% (2)	12% (11)			
Undecided	37.5% (3)	3% (1)	8% (7)			
Agree	37.5% (3)	31% (11)	34% (31)			
Strongly Agree	25% (2)	43% (16)	37% (34)	15.02	8	0.06

Note: Significance = or < 0.05

As shown in Table 3B-17, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 8.57, p-value = 0.38) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "My principal takes my opinion into consideration when initiating actions that affect my work." Beginning teachers with 1-3 years of experience (N=6) and 4-10 years teachers (N=27) both perceived their principals to rate at 75% in overall *Agreement*. Teachers with 11 plus years (N=48) perceived their principals at 54%.

Table 3B-17

*Survey of Chi-Square Analysis Results "My principal takes my opinion into consideration when initiating actions that affect my work" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	11% (4)	9% (8)			
Disagree	25% (2)	11% (4)	17% (15)			
Undecided	0% (0)	3% (1)	10% (9)			
Agree	62.5% (5)	33% (12)	27% (24)			
Strongly Agree	12.5% (1)	42% (15)	27% (24)	8.57	8	0.38

Note: Significance = or < 0.05

As shown in Table 3B-18, there is no significant difference, affirming the Null

Hypothesis, (Chi Square (8) = 5.84, p-value = 0.67) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal behaves in a manner thoughtful of my personal needs.*" Beginning teachers with 1-3 years of experience (N=7) perceived their principals to rate at 87.5% in overall *Agreement*. This may be due to them not having years of experience or more than one principal with which to make comparisons. Teachers with 4-10 years (N=27) perceived their principals at 75% in overall *Agreement*, followed by teachers with 11 plus years (N=61) at 68%. These results indicate as teaching experience is gained in years, perceptions of principals' qualities are rated lower.

Table 3B-18

*Survey of Chi-Square Analysis Results "My principal behaves in a manner thoughtful of my personal needs" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	8% (3)	7% (6)			
Disagree	0% (0)	8% (3)	11% (10)			
Undecided	12.5% (1)	8% (3)	14% (13)			
Agree	62.5% (5)	31% (11)	37% (33)			
Strongly Agree	25% (2)	44% (16)	31% (28)	5.84	8	0.67

Note: Significance = or < 0.05

As shown in Table 3B-19, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 4.26, p-value = 0.83) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal challenges me to reexamine some basic assumptions I have about my work in the school*". Beginning teachers with 1-3 years of experience (N=6) perceived their principals to rate at 75% in overall

*Agreement.* Teachers with 11-or more years (N=48) perceived their principals at 69% in overall *Agreement*, followed by teachers with 4-10 years (N=21) at 58%.

Table 3B-19

*Survey of Chi-Square Analysis Results “My principal challenges me to reexamine some basic assumptions I have about my work in the school” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	5% (2)	3% (3)			
Disagree	0% (0)	19% (7)	20% (18)			
Undecided	25% (2)	17% (6)	22% (20)			
Agree	62.5% (5)	39% (14)	51% (32)			
Strongly Agree	12.5% (1)	19% (7)	18% (16)	4.26	8	0.83

Note: Significance = or < 0.05

As shown in Table 3B-20, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 10.76, p-value = 0.22) in the Principal Leadership Qualities survey between teachers’ Years of Experience and their perception “*My principal stimulates me to think about what I am doing for the school’s students.*” Beginning teachers with 1-3 years of experience (N=7) perceived their principals to rate at 87.5% in overall *Agreement*. This may be due to them not having years of experience, or more than one principal with which to make comparisons. Teachers with 11 plus years (N=66) perceived their principals at 74%, followed by teachers with 4-10 years (N=22) at 63% in overall *Agreement*.

Table 3B-20

*Survey of Chi-Square Analysis Results “My principal stimulates me to think about what I am doing for the school’s students” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	6% (2)	6% (5)			
Disagree	0% (0)	23% (8)	9% (8)			
Undecided	12.5% (1)	9% (3)	12% (11)			
Agree	75% (6)	29% (10)	46% (41)			
Strongly Agree	12.5% (1)	34% (12)	28% (25)	10.76	8	0.22

Note: Significance = or < 0.05

As shown in Table 3B-21, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 15.20, p-value = 0.06) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal provides information that helps me think of ways to implement the school's program.*" Teachers with 11 plus years of experience (N=61) perceived their principals to rate at 67%. Teachers with 4-10 years (N= 22) rated their principals at 61%, followed by 1-3 year teachers (N=4) at 50%.

Table 3B-21

*Survey of Chi-Square Analysis Results "My principal provides information that helps me think of ways to implement the school's program" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	8% (3)	3% (3)			
Disagree	0% (0)	25% (9)	17% (15)			
Undecided	50% (4)	6% (2)	12% (11)			
Agree	37.5% (3)	39% (14)	44% (40)			
Strongly Agree	12.5% (1)	22% (8)	23% (21)	15.20	8	0.06

Note: Significance = or < 0.05

As shown in Table 3B-22, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 7.53, p-value = 0.48) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal insists on only the best performance from the school's faculty.*" Teachers with 1-3 years of experience (N=8) perceived their principals to rate at 100%. This may be due to few years of experience or few principals with which to compare. Teachers with 11 plus years (N= 61) rated their principals at 64%, followed by 4-10 year teachers (N=19) at 51%.

Table 3B-22

*Survey of Chi-Square Analysis Results "My principal insists on only the best performance from the school's faculty" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0 % (0)	11% (4)	5% (5)			
Disagree	0% (0)	25% (9)	18% (16)			
Undecided	0% (0)	11% (4)	10% (9)			
Agree	50% (4)	28% (10)	37% (34)			
Strongly Agree	50% (4)	23% (9)	27% (27)	7.53	8	0.48

Note: Significance = or < 0.05

As shown in Table 3B-23, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 8.14, p-value = 0.42) in the Principal Leadership Qualities survey between teachers' Years of Experience and their perception "*My principal shows us that there are high expectations for the school's faculty as professionals.*" Teachers with 1-3 years of experience (N=8) perceived their principals to rate at 100%. This may be due to few years of experience or few principals with which to compare. Teachers with 11 plus years (N= 65) rated

their principals at 73%, followed by 1-3 year teachers (N=19) at 54%.

Table 3B-23

*Survey of Chi-Square Analysis Results “My principal shows us that there are high expectations for the school’s faculty as professionals” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	9% (3)	4% (4)			
Disagree	0% (0)	23% (8)	15% (13)			
Undecided	0% (0)	14% (5)	8% (7)			
Agree	50% (4)	31% (11)	39% (35)			
Strongly Agree	50% (4)	23% (8)	34% (30)	8.14	8	0.42

Note: Significance = or < 0.05

As shown in Table 3B-24, there is no significant difference, affirming the Null Hypothesis, (Chi Square (8) = 6.75, p-value = 0.56) in the Principal Leadership Qualities survey between teachers’ Years of Experience and their perception “*My principal does not settle for second best in the performance of our work as the school’s faculty.*” Teachers with 1-3 years of experience (N=7) perceived their principals to rate the highest at 87.5%. This may be due to few years of experience or few principals with which to compare. Teachers with 11 plus years (N=59) rated their principals at 64%, followed by 1-3 year teachers (N=19) at 53%.

Table 3B-24

*Survey of Chi-Square Analysis Results “My principal does not settle for second best in the performance of our work as the school’s faculty” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Strongly Disagree	0% (0)	6% (2)	4% (4)			

Disagree	0% (0)	31% (11)	18% (16)			
Undecided	12.5% (1)	11% (4)	13% (12)			
Agree	62.5% (5)	28% (10)	37% (34)			
<u>Strongly Agree</u>	<u>25% (2)</u>	<u>25% (9)</u>	<u>27% (25)</u>	<u>6.75</u>	<u>8</u>	<u>0.56</u>

Note: Significance = or < 0.05

Table 3B-25 Summary for Non-Significant Findings on the Principals Leadership Quality

Survey vs Teachers' Years of Experience

- "My principal has both the capacity and the judgment to overcome most obstacles."*
- "My principal commands respect from everyone on the faculty."*
- "My principal excites faculty with visions of what we may be able to accomplish if we work together as a team."*
- "My principal makes faculty members feel and act like leaders."*
- "My principal gives the faculty a sense of overall purpose for its leadership role."*
- "My principal leads by 'doing' rather than simply by 'telling'."*
- "My principal symbolizes success and accomplishment within the profession of education."*
- "My principal provides good models for faculty members to follow."*
- "My principal provides for our participation in the process of developing school goals."*
- "My principal encourages faculty members to work toward the same goals."*
- "My principal encourages faculty members to work toward the same goals."*
- "My principal works toward whole faculty consensus in establishing priorities for school goals."*
- "My principal regularly encourages faculty members to evaluate our progress toward achievement of school goals."*
- "My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty."*
- "My principal provides the necessary resources to support my implementation of the school's program."*
- "My principal treats me as an individual with unique needs and expertise."*
- "My principal takes my opinion into consideration when initiating actions that affect my work."*
- "My principal behaves in a manner thoughtful of my personal needs."*
- "My principal challenges me to reexamine some basic assumptions I have about my work in the school."*
- "My principal stimulates me to think about what I am doing for the school's students."*
- "My principal provides information that helps me think of ways to implement the school's program."*
- "My principal insists on only the best performance from the school's faculty."*
- "My principal shows us that there are high expectations for the school's faculty as professionals."*
- "My principal does not settle for second best in the performance of our work as the school's*

*faculty.*”

Note: Chi Square was > than 0.05

### **Job Satisfaction vs. Teachers Years of Experience Tables and Write-ups**

Table 3C-1 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 4.59, p-value 0.92) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “*There is really too little chance for promotion on my job.*” Teachers with 11 plus years (N=58) *Agreed*, overall, with the highest percentage at 70%. Next were teachers with 4-10 years (N=23) at 68%, followed by teachers with 1-3 years (N=10) ranking lowest in overall *Agreement* at 59%. Results might indicate as teachers gain years of experience they may feel less chances for promotion, which limits individuals’ perception of growth and job satisfaction.

Table 3C-1

*Survey of Chi-Square Analysis Results “There is really too little chance for promotion on my job” vs. Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	5.9 % (1)	2.9% (1)	3.6% (3)			
Disagree moderately	23.5 % (4)	17.6% (6)	13.3% (11)			
Disagree slightly	11.8 % (2)	11.8% (4)	13.3% (11)			
Agree slightly	35.3% (6)	35.5% (12)	25.3% (21)			
Agree moderately	11.8% (2)	14.7% (5)	20.5% (17)			
<u>Strongly Agree</u>	<u>11.8% (2)</u>	<u>17.6% (6)</u>	<u>24.1% (20)</u>	<u>4.59</u>	<u>10</u>	<u>0.92</u>

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Note: Significance is = or < 0.05

Table 3C-2 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 11.6, p-value 0.31) between teachers’ Years of Experience and their Job



Satisfaction perceptions for the question “*My supervisor is quite competent in doing his/her job.*” Teachers with 11 plus years (N=63) and Teachers with 1-3 years (N=14) tied in overall *Agreement* at 78%. Teachers with 4-10 years (N=27) followed closely with 77%. Results indicate all three groups perceived and rated their principals high on competence.

Table 3C-2

*Survey of Chi-Square Analysis Results “My supervisor is quite competent in doing his/her job.”*  
*v* *Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	11.1% (2)	0% (0)	2.5% (2)			
Disagree moderately	0% (0)	8.6% (3)	11.1% (9)			
Disagree slightly	11.1% (2)	14.3% (5)	8.6% (7)			
Agree slightly	0% (0)	11.4% (4)	12.3% (10)			
Agree moderately	27.8% (5)	34.3% (12)	27.2% (22)			
<u>Agree very much</u>	<u>50% (9)</u>	<u>31.4% (11)</u>	<u>38.3% (31)</u>	<u>11.6</u>	<u>10</u>	<u>0.31</u>

Significance = or < 0.05

Table 3C-3 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 12.10, p-value 0.28) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “*I am not satisfied with the benefits I receive.*” Teachers with 11 plus years (N=35) *Agreed*, overall, with the highest percentage at 42.5%. Next were teachers with 4-10 years (N=12) at 34.5%, followed by teachers with 1-3 years (N=3) ranking lowest in overall *Agreement* at 17%. Results might indicate as teachers gain years of experience they may feel less satisfied with benefits received. Teachers with less years of experience may have had less experience with multiple schools and comparable situations.

Table 3C-3

*Survey of Chi-Square Analysis Results “I am not satisfied with the benefits I receive” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	38.9% (7)	25.7% (9)	16.9% (14)			
Disagree moderately	38.9% (7)	31.4% (11)	31.3% (26)			
Disagree slightly	5.6% (1)	2.9% (1)	15.7% (13)			
Agree slightly	5.6% (1)	22.9% (8)	13.3% (11)			
Agree moderately	5.6% (1)	8.6% (3)	13.3% (11)			
<u>Agree very much</u>	<u>5.6% (1)</u>	<u>8.6% (3)</u>	<u>9.6% (8)</u>	<u>12.10</u>	<u>10</u>	<u>0.28</u>

Note: Significance is = or < 0.05

Table 3C-4 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 13.3, p-value 0.21) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “*When I do a good job, I receive the recognition for it that I should receive.*” Teachers with 1-3 years of experience (N=13) had the highest overall *Agreement* at 72.5%. This may be due to having more principal face time and attention because they are newer teachers. These teachers may also have had fewer principals with which to compare this aspect. Principals may recognize and motivate this group to keep them satisfied and retained. Teachers with 11 plus years (N=52) had the second highest overall *Agreement* at 62.5%, followed by teachers with 4-10 years (N=17) at 43%.

Table 3C-4

*Survey of Chi-Square Analysis Results “When I do a good job, I receive the recognition for it that I should receive” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	5.6% (1)	17.1 % (6)	10.8% (9)			
Disagree moderately	16.7% (3)	28.6% (10)	13.3% (11)			
Disagree slightly	5.6% (1)	5.7% (2)	13.3% (11)			
Agree slightly	16.7% (3)	14.3% (5)	24.1% (20)			
Agree moderately	38.9% (7)	14.3% (5)	28.9% (24)			
Agree very much	16.7% (3)	14.3% (7)	9.6% (8)	13.3	10	0.21

Note: Significance is = or < 0.05

Table 3C-5 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 13.07, p-value 0.22) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*Many of our rules and procedures make doing a good job difficult.*" Teachers with 11 plus years (N=46) were highest in overall *Agreement* at 55.5%. Next, were teachers with 4-10 years (N=14) at 40%, followed by 1-3 years teachers (N=2) at 27%. Results might indicate as teachers gain years of experience they may feel less freedom in doing their job. Conversely, newer teachers may have fewer or no other schools and principals with which to compare this job aspect.

Table 3C-5

*Survey of Chi-Square Analysis Results "Many of our rules and procedures make doing a good job difficult" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	16.7% (3)	14.3 % (5)	7.2% (6)			
Disagree moderately	33.3% (6)	17.1% (6)	25.3% (21)			
Disagree slightly	22.2% (4)	28.6% (10)	12% (10)			

Agree slightly	16.7% (3)	28.6% (10)	31.3% (26)			
Agree moderately	11.1% (2)	8.6% (3)	12% (10)			
Agree very much	0% (0)	2.9% (1)	12 % (10)	13.07	10	0.22

Note: Significance is = or < 0.05

Table 3C-6 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 15.27, p-value 0.12) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*I like the people I work with.*" Teachers with 11 plus years had the highest overall *Agreement* at 97.5%. They were followed by both 4-10 years teachers (N=33) and 1-3 years teachers (N=17) with 94.5%. These results indicate high amounts of perceived job satisfaction when measuring this aspect. This aspect might be considered important, since it relates to feelings of safety and belongingness.

Table 3C-6

*Survey of Chi-Square Analysis Results "I like the people I work with" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	0% (0)	0% (0)	1.2% (1)			
Disagree moderately	5.6% (1)	0% (0)	0% (0)			
Disagree slightly	0% (0)	5.7% (2)	1.2% (1)			
Agree slightly	11.1% (2)	2.9% (1)	6% (5)			
Agree moderately	50% (9)	28.6% (10)	31.3% (26)			
Agree very much	33.3% (6)	62.9% (22)	60.2% (50)	15.27	10	0.12

Note: Significance is = or < 0.05

Table 3C-7 shows there was not a significant difference, affirming the Null Hypothesis,

(Chi Square (10) = 15.27, p-value 0.12) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*I sometimes feel my job is meaningless.*" Teachers with 1-3 years (N=4) were highest in overall *Agreement* with 23.5%, followed closely by teachers with 11 plus years (N=19) at 23%. Teachers with 4-10 years (N=3) had the lowest overall *Agreement* with 8.5%.

Table 3C-7

*Survey of Chi-Square Analysis Results "I sometimes feel my job is meaningless" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	58.8% (10)	48.6% (17)	51.8% (43)			
Disagree moderately	17.6% (3)	37.1% (13)	15.7% (13)			
Disagree slightly	0% (0)	5.7% (2)	9.6% (8)			
Agree slightly	17.6% (3)	2.9% (1)	14.5% (12)			
Agree moderately	5.9% (1)	5.7% (2)	3.6% (3)			
<u>Agree very much</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>4.8% (4)</u>	<u>13.8</u>	<u>10</u>	<u>0.18</u>

Note: Significance is = or < 0.05

Table 3C-8 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 9.09, p-value 0.52) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*Communications seem good within this organization.*" Teachers with 1-3 years of experience (N=12) were highest in overall *Agreement* at 67%. This may be due to having fewer schools and principals with which to compare. They were followed by 11 plus years teachers (N=51) with 62%, and 4-10 years teachers (N=19) with 54.5%.

Table 3C-8

*Survey of Chi-Square Analysis Results “Communications seem good within this organization” v  
Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	16.7% (3)	11.4% (4)	11% (9)			
Disagree moderately	11.1% (2)	14.3% (5)	12.2% (10)			
Disagree slightly	5.6% (1)	20% (7)	14.6% (12)			
Agree slightly	22.2% (4)	17.1% (6)	25.6% (21)			
Agree moderately	27.8% (5)	22.9% (8)	32.9% (27)			
<u>Agree very much</u>	<u>16.7% (3)</u>	<u>14.3% (5)</u>	<u>3.7% (3)</u>	<u>9.09</u>	<u>10</u>	<u>0.52</u>

Note: Significance is = or < 0.05

Table 3C-9 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 8.59, p-value 0.57) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “*Those who do well on the job stand a fair chance of being promoted.*” Teachers with 1-3 years (N=8) had the highest overall *Agreement* with 47%. This may be due to fewer years and/ or naivety regarding an ideal versus real work reality. Teachers with 11 plus years (N=31) Agreed overall 39%, followed by 4-10 years teachers (N=13) at 38%..

Table 3C-9

*Survey of Chi-Square Analysis Results “Those who do well on the job stand a fair chance of  
being promoted” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	5.9% (1)	8.8% (3)	19.3% (16)			
Disagree moderately	29.4% (5)	32.4 % (11)	20.5% (17)			

Disagree slightly	17.6% (3)	20.6 % (7)	22.9% (19)			
Agree slightly	23.5 % (4)	23.5% (8)	23.5% (18)			
Agree moderately	23.5% (4)	11.8% (4)	15.7% (13)			
<u>Agree very much</u>	<u>0% (0)</u>	<u>2.9% (1)</u>	<u>0% (0)</u>	<u>8.59</u>	<u>10</u>	<u>0.57</u>

Note: Significance is = or < 0.05

Table 3C-10 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 7.15, p-value 0.71) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*My supervisor is unfair to me.*" Teachers with 11 plus years (N=10) had the highest overall *Agreement* at 12%. This may be due to having more experience and multiple principals with which to compare. Teachers with 4-10 years teachers (N=8) rated at 17%, followed by 1-3 years teachers (N=1) at 6%. The 1-3 years group of teachers *Disagreed* overall by 94%, possibly due to not being fully aware of situations of fairness and/or having multiple principals with which to compare.

Table 3C-10

*Survey of Chi-Square Analysis Results "My supervisor is unfair to me" v Years of Teaching Experience*

<u>Source</u>	<u>1- 3</u>	<u>4- 10</u>	<u>11- or more</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	66.7% (12)	48.6% (17)	54.2% (45)			
Disagree moderately	22 % (4)	17.1% (6)	20.5% (17)			
Disagree slightly	5.6% (1)	11.4% (4)	13.3% (11)			
Agree slightly	5.6% (1)	11.4% (6)	6% (5)			
Agree moderately	0% (0)	2.9% (1)	4.8% (4)			
<u>Agree very much</u>	<u>0% (0)</u>	<u>2.9% (1)</u>	<u>1.2% (1)</u>	<u>7.15</u>	<u>10</u>	<u>0.71</u>

Note: Significance is = or < 0.05

Table 3C-11 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 13.01, p-value 0.22) between teachers' Years of Experience and their Job Satisfaction perceptions for the question *"The benefits we receive are as good as most other organizations offer."* Teachers with 1-3 years (N=16) had the highest overall *Agreement* at 89%. This may be due to having less experience and fewer schools with which to compare. Teachers with 4-10 plus years (N=26) rated at 74%, followed closely by 11 plus years teachers (N=60) at 73%.

Table 3C-11

*Survey of Chi-Square Analysis Results "The benefits we receive are as good as most other organizations offer" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	0 % (0)	2.9 % (1)	9.8% (8)			
Disagree moderately	0% (0)	11.4% (4)	3.7% (3)			
Disagree slightly	11.1% (2)	11.4% (4)	13.4% (11)			
Agree slightly	0% (0)	14.3% (5)	17.1% (14)			
Agree moderately	50% (9)	34.3% (12)	29.3% (24)			
Agree very much	38.9% (7)	25.7% (9)	26.8 % (22)	13.01	10	0.22

Note: Significance is = or < 0.05

Table 3C-12 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 13.47, p-value 0.20) between teachers' Years of Experience and their Job Satisfaction perceptions for the question *"I do not feel that the work I do is appreciated."* Teachers with 11 plus years (N=39) and 4-10 years (N=16) both had the same percentage of



overall *Agreement* at 46%. Teachers with 1-3 years (N=6) had the lowest overall *Agreement* at 33.5% This may be due to having less experience and fewer schools with which to compare.

More attention by the principal due to being newer and retention issues might possible relate to perceptions.

Table 3C-12

*Survey of Chi-Square Analysis Results “I do not feel that the work I do is appreciated” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	38.9% (7)	28.6% (10)	10.8% (9)			
Disagree moderately	22.2% (4)	14.3% (5)	30.1% (25)			
Disagree slightly	5.6% (1)	11.4% (4)	12% (10)			
Agree slightly	11.1% (2)	20% (7)	16.9% (15)			
Agree moderately	16.7% (3)	20% (7)	16.9% (14)			
<u>Agree very much</u>	<u>5.6% (1)</u>	<u>5.7% (2)</u>	<u>12% (10)</u>	<u>13.47</u>	<u>10</u>	<u>0.20</u>

Note: Significance is = or < 0.05

Table 3C-13 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 9.24, p-value 0.51) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “*My efforts to do a good job are seldom blocked by red tape.*” Teachers with 1-3 years (N=12) had the highest overall *Agreement* at 66.5%. This may be due to having less experience and fewer schools with which to compare. These teachers may also perceive the principal affords them most opportunities requested. Teachers with 4-10 plus years (N=19) rated at 54.5%, followed closely by 11 plus years teachers (N=42) at 51.5%.

Table 3C-13

*Survey of Chi-Square Analysis Results “My efforts to do a good job are seldom blocked by red tape” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	11.1% (2)	11.4% (4)	6.1% (5)			
Disagree moderately	16.7% (3)	11.4% (4)	23.2% (19)			
Disagree slightly	5.6% (1)	22.9% (8)	19.5% (16)			
Agree slightly	33.3% (6)	17.1% (6)	15.9% (13)			
Agree moderately	33.3% (6)	28.6% (10)	30.5 % (25)			
<u>Agree very much</u>	<u>0% (0)</u>	<u>8.6% (3)</u>	<u>4.9% (4)</u>	<u>9.24</u>	<u>10</u>	<u>0.51</u>

Note: Significance is = or < 0.05

Table 3C-14 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 6.86, p-value 0.64) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “*I find I have to work harder at my job because of the incompetence of people I work with.*” Teachers with 1-3 years (N=6) had the highest overall Agreement at 33.5%. This may be due to having less experience and fewer schools with which to compare. These teachers may also perceive they may have newer knowledge thus giving them an air of conceit. Teachers with 11 plus years teachers (N=23) rated at 27.5% in overall agreement, followed by 4-10 years teachers (N=7) at 20%.

Table 3C-14

*Survey of Chi-Square Analysis Results “I find I have to work harder at my job because of the incompetence of people I work with” v Years of Teaching Experience*

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Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	27.8% (5)	28.6% (10)	30.1% (25)			

Disagree moderately	27.8% (5)	20% (7)	25.3% (21)			
Disagree slightly	11.1% (2)	31.4% (11)	16.9% (14)			
Agree slightly	22.2% (4)	8.6% (3)	15.7% (13)			
Agree moderately	11.1% (2)	11.4% (4)	9.6% (8)			
<u>Agree very much</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>2.4% (2)</u>	<u>6.86</u>	<u>10</u>	<u>0.74</u>

Note: Significance is = or < 0.05

Table 3C-15 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (8) = 6.9, p-value 0.55) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*I like doing the things I do at work.*" Both teachers with 1-3 years (N=18) and 4-10 years (N= 35) had an overall *Agreement* of 100%. Teachers with 11 plus years teachers (N=80) rated at 96.5% in overall agreement. Teachers may like their activities because their vocation was of their own choosing. 11 plus years teachers may start to feel burn out or become desensitized to their work environment over time.

Table 3C-15

*Survey of Chi-Square Analysis Results "I like doing the things I do at work" v Years of Teaching Experience*

<u>Source</u>	<u>1- 3</u>	<u>4- 10</u>	<u>11- or more</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	0% (0)	0% (0)	1.2% (1)			
Disagree moderately	0% (0)	0% (0)	2.4% (2)			
Disagree slightly	0% (0)	0% (0)	0% (0)			
Agree slightly	11.1 % (2)	5.7% (2)	7.2% (6)			
Agree moderately	22.2 % (4)	48.6% (17)	48.2% (40)			
<u>Agree very much</u>	<u>66.7% (12)</u>	<u>45.7% (16)</u>	<u>41% (34)</u>	<u>6.9</u>	<u>8</u>	<u>0.55</u>

Note: Significance is = or < 0.05

Table 3C-16 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 4.90, p-value 0.90) between teachers' Years of Experience and their Job Satisfaction perceptions for the question *"The goals of this organization are not clear to me."* Teachers with 11 plus years (N=19) had the highest overall *Agreement* at 23%. 1-3 years teachers (N=4) rated a close second at 22.5%, followed by 4-10 years teachers (N=7) at 20%. This may be due to dynamic changes being implemented constantly over time and/or administration changes.

Table 3C-16

*Survey of Chi-Square Analysis Results "The goals of this organization are not clear to me" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	44.4 % (8)	48.6% (17)	41.5% (34)			
Disagree moderately	27.8% (5)	20% (7)	23.2% (19)			
Disagree slightly	5.6% (1)	11.4% (4)	12.2% (10)			
Agree slightly	16.7% (3)	8.6% (3)	13.4% (11)			
Agree moderately	5.6% (1)	11.4% (4)	6.1% (5)			
Agree very much	0% (0)	0% (0)	3.7% (3)	4.90	10	0.90

Note: Significance is = or < 0.05

Table 3C-17 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 5.34, p-value 0.87) between teachers' Years of Experience and their Job Satisfaction perceptions for the question *"People get ahead as fast here as they do in other places."* Teachers with 1-3 years (N=8) had the highest overall *Agreement* at 47%. This may

possibly be due to generalized basic assumptions, fewer principals and/or schools worked, or naivety of politics in the workplace. Teachers with 11 plus years (N=29) rated at 36%, followed by 4-10 years teachers (N=11) at 32.5%.

Table 3C-17

*Survey of Chi-Square Analysis Results “People get ahead as fast here as they do in other places” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	11.8% (2)	17.6% (6)	18.5% (15)			
Disagree moderately	11.8% (2)	20.6% (7)	18.5% (15)			
Disagree slightly	29.4% (5)	29.4 % (10)	27.2% (22)			
Agree slightly	29.4% (5)	14.7% (5)	13.6% (11)			
Agree moderately	11.8% (2)	11.8% (4)	19.8 % (16)			
Agree very much	5.9% (1)	5.9% (2)	2.5% (2)	5.34	10	0.87

Note: Significance is = or < 0.05

As shown in Table 3C-18, the null hypothesis was rejected. There was found a significant difference (Chi Square (10) = 11.29, p-value = 0.02) between teacher Job Satisfaction and teachers’ perceptions “*My supervisor shows too little interest in the feelings of subordinates*” v *Years of Teaching Experience*. Results show a high percentage for disagreement in each of the three categories. Teachers with 1-3 years of experience rated highest at 78% (N=15), followed by teachers with 4-10 years 56% (N=19), and last by those with 11-or more years at 54% (N=45). This could be due to the fact that beginning teachers may get more support, or one on one time, with the principal as may be illustrated by the decline in percentages over time. Conversely there is a similar incline in agreement as years of experience increase 1-3, 22% (N=4), 4-10 44%

(N=15), and 46% (N=38). One might infer the longer teachers teach, the less they perceive their principal shows interest in their feelings overall.

Table 3C-18

Survey of Chi-Square Analysis Results “My supervisor shows too little interest in the feelings of subordinates” v Years of Teaching Experience

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	38.9% (7)	17.6% (6)	26.5% (22)			
Disagree moderately	22.2% (4)	14.7% (5)	19.3% (16)			
Disagree slightly	16.7% (3)	23.5% (8)	8.4% (7)			
Agree slightly	5.6% (1)	17.6% (6)	25.3% (21)			
Agree moderately	5.6% (1)	11.8% (4)	12% (10)			
Agree very much	11.1% (2)	14.7% (5)	8.4 % (7)	11.29	10	0.02

Note: Significance is = or < 0.05

Table 3C-19 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 8.12, p-value 0.62) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “The benefit package we have is equitable.” Teachers with 1-3 years of experience (N=17) rated overall *Agreement* at 94.5%, followed by 4-10 years teachers (N=27) at 77%, and next by 11 plus years teachers (N=61) at 73.5%. The results may indicate as years go by teachers may have more examples by which to compare their present situation. Newer teachers may be unaware of what a good benefits package may really be.

Table 3C-19

Survey of Chi-Square Analysis Results “The benefit package we have is equitable” v Years of Teaching Experience

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	0% (0)	2.9% (1)	4.8% (4)			
Disagree moderately	5.6% (1)	8.6% (3)	4.8% (4)			
Disagree slightly	0% (0)	11.4% (4)	16.9% (14)			
Agree slightly	27.8% (5)	11.4% (4)	18.1% (15)			
Agree moderately	38.9% (7)	42.9% (15)	30.1% (25)			
Agree very much	27.8% (5)	22.9 % (8)	25.3% (21)	8.12	10	0.62

Note: Significance is = or < 0.05

Table 3C-20 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 5.8, p-value 0.83) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*There are few rewards for those who work here.*" Teachers with 4-10 years of experience (N=16) rated overall *Agreement* at 51.5%, followed by 11 plus years teachers (N=36) at 44%, and next by 1-3 years teachers (N=6) at 33.5%.

Table 3C-20

*Survey of Chi-Square Analysis Results "There are few rewards for those who work here" v*

*Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	11.1% (2)	17.1% (6)	8.5% (7)			
Disagree moderately	33.3% (6)	14.3% (5)	25.6% (21)			
Disagree slightly	22.2% (4)	22.9% (8)	22% (18)			
Agree slightly	16.7 % (3)	28.6 % (10)	24.4 % (20)			
Agree moderately	16.7% (3)	11.4% (4)	13.4% (11)			
Agree very much	0% (0)	5.7% (2)	6.1% (5)	5.8	10	0.83

Note: Significance is = or < 0.05

Table 3C-21 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 6.63, p-value 0.76) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*I have too much to do at work.*" Teachers with 11 plus years of experience (N=62) rated overall *Agreement* at 74.5%, followed by 4-10 years teachers (N=22) at 63%, and next by 1-3 years teachers (N=11) at 61%. Results indicate as years of experience increase, teachers perceive they have more paperwork to do at school. Beginning teachers may not be knowledgeable or aware of how much paperwork is appropriate under their job description.

Table 3C-21

*Survey of Chi-Square Analysis Results "I have too much to do at work" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	0% (0)	2.9% (1)	2.4% (2)			
Disagree moderately	22.2% (4)	14.3% (5)	10.8% (9)			
Disagree slightly	16.7% (3)	20% (7)	12% (10)			
Agree slightly	22.2% (4)	31.4% (11)	25.3% (21)			
Agree moderately	22.2% (4)	11.4% (4)	27.7% (23)			
<u>Agree very much</u>	<u>16.7% (3)</u>	<u>20% (7)</u>	<u>21.7% (18)</u>	<u>6.63</u>	<u>10</u>	<u>0.76</u>

Note: Significance is = or < 0.05

Table 3C-22 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 15.13, p-value 0.13) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*I enjoy my coworkers.*" Teachers with 11 plus years



of experience (N=80) rated highest in overall *Agreement* at 97.5%, followed by 4-10 years teachers (N=33) and 1-3 years teachers (N=17) both at a close 94.5%. Results show high agreement in this aspect of job satisfaction by all three groups. This may show most teachers enjoy their vocation due to the relationships on the job providing belongingness and cooperation.

Table 3C-22

Survey of Chi-Square Analysis Results “I enjoy my coworkers” v Years of Teaching Experience

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	0% (0)	0% (0)	1.2% (1)			
Disagree moderately	0% (0)	0% (0)	1.2% (1)			
Disagree slightly	5.6% (1)	5.7% (2)	0% (0)			
Agree slightly	22.2% (4)	2.9% (1)	6.1% (5)			
Agree moderately	44.4% (8)	34.3% (12)	36.6% (30)			
Agree very much	27.8% (5)	57.1% (20)	54.9% (45)	15.13	10	0.13

Note: Significance is = or < 0.05

Table 3C-23 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 10.29, p-value 0.22) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “*I often feel that I do not know what is going on with the organization.*” Teachers with 4-10 years of experience (N=12) rated the highest in overall *Agreement* with 34.5%, followed by 11 plus years teachers (N=38) at 27%. Teachers 1-3 years teachers (N=4) rated lowest with 22.5%. This may possibly be due to not being completely aware of the totality of the organization and its components. Their newness or naivety may shield them from many aspects needed in concert to make the operation complete. They may have only been told what their principals feel they need to know. The other two teacher groups might have

more experience and wisdom with which to fully understand the question.

Table 3C-23

*Survey of Chi-Square Analysis Results “I often feel that I do not know what is going on with the organization” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	11.1% (2)	20% (7)	6.1 % (5)			
Disagree moderately	33.3% (6)	25% (9)	25.6% (21)			
Disagree slightly	33.3% (6)	20% (7)	22% (18)			
Agree slightly	16.7% (3)	17.1% (6)	22% (18)			
Agree moderately	0% (0)	14.3% (5)	19.5% (16)			
Agree very much	5.6% (1)	2.9% (1)	4.9% (4)	10.29	10	0.42

Note: Significance is = or < 0.05

Table 3C-24 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 4.04, p-value 0.67) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “*I feel a sense of pride in doing my job.*” Teachers with 1-3 years of experience (N=17) and teachers with 4-10 years (N=25) both rated at 100% in overall *Agreement*. Teachers with 11 plus years (N=81) followed closely at 97.5%. This aspect of job satisfaction is important in that it rated so highly for all groups and that it is an important measure of attitude. If teachers feel no pride in their work there may be little growth, cooperation, or collaboration affecting work environment and communication.

Table 3C-24

*Survey of Chi-Square Analysis Results “I feel a sense of pride in doing my job” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	0% (0)	0% (0)	0% (0)			
Disagree moderately	0% (0)	0% (0)	0% (0)			
Disagree slightly	0% (0)	0% (0)	2.4% (2)			
Agree slightly	5.6 % (1)	0% (0)	4.8% (4)			
Agree moderately	38.9 % (7)	34.3% (12)	27.7% (23)			
Agree very much	55.6% (10)	65.7% (23)	65.1% (54)	4.04	6	0.67

Note: Significance is = or < 0.05

Table 3C-25 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 17.29, p-value 0.07) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*There are benefits we do not have which we should have.*" Teachers with 4-10 years of experience (N=19) had the highest rating in overall *Agreement* at 56%, followed by teachers with 11 plus years (N=52) at 52.5%. The lowest group was 1-3 year teachers (N=7) rating at 39%. This may possibly be due to not having many districts or knowledgeable experiences with which to compare benefits. The other two groups rated above 50% indicating this is an important aspect of job satisfaction regarding equality in compensation and fairness.

Table 3C-25

*Survey of Chi-Square Analysis Results "There are benefits we do not have which we should have" v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	11.1% (2)	11.8% (4)	1.2% (1)			
Disagree moderately	5.6 % (1)	17.6 % (6)	18.1% (15)			

Disagree slightly	44.4% (8)	14.7% (5)	18.1% (15)			
Agree slightly	27.8% (5)	38.2% (13)	36.1% (30)			
Agree moderately	11.1% (2)	11.8% (4)	14.5% (12)			
<u>Agree very much</u>	<u>0 % (0)</u>	<u>5.9% (2)</u>	<u>12% (10)</u>	<u>17.29</u>	<u>10</u>	<u>0.07</u>

Note: Significance is = or < 0.05

Table 3C-26 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 12.60, p-value 0.25) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*I like my supervisor.*" Teachers with 1-3 years of experience (N=15) rated the highest at 94.5% in overall *Agreement*. This may be due to extra attention given to them as new teachers involving satisfaction and retention. Teachers with 11 plus years (N=71) rated at 88%, followed by 4-10 years teachers (N=28) at 80%.

Table3C-26

Survey of Chi-Square Analysis Results "I like my supervisor" v Years of Teaching Experience

<u>Source</u>	<u>1- 3</u>	<u>4- 10</u>	<u>11- or more</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	5.6% (1)	2.9% (1)	3.7% (3)			
Disagree moderately	0% (0)	2.9% (1)	4.9% (4)			
Disagree slightly	11.1% (2)	14.3% (5)	3.7% (3)			
Agree slightly	16.7% (3)	5.7% (2)	18.3% (15)			
Agree moderately	16.7% (3)	45.7% (16)	32.9% (27)			
<u>Agree very much</u>	<u>50% (9)</u>	<u>28.6% (10)</u>	<u>36.6% (30)</u>	<u>12.60</u>	<u>10</u>	<u>0.25</u>

Note: Significance is = or < 0.05

As shown in Table 3C-27, the null hypothesis was rejected. There was found a significant difference (Chi Square (10) = 25.66, p-value = 0.00) between teacher Job Satisfaction and their

perception “*I have too much paperwork*” v *Years of Teaching Experience*, which shows an increase between the three groups as years of experience increase in *overall agreement* choices: 1-3 years 29% (N=5), 4-10 years 43% (N=27), and 11-or more years 55% (N=45). For these groups as years of teaching experience increase, so does the perception there is more paperwork to do. This may partially to the fact beginning teachers are not sure how much paperwork is normal.

Table 3C-27

Survey of Chi-Square Analysis Results “*I have too much paperwork*” v *Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	0% (0)	5.7% (2)	0% (0)			
Disagree moderately	35.3% (6)	5.7% (2)	6.1% (5)			
Disagree slightly	0% (0)	11.4% (4)	15.9% (13)			
Agree slightly	35.3% (6)	34.3% (12)	23.2% (19)			
Agree moderately	17.6% (3)	20% (7)	24.4% (20)			
Agree very much	11.8% (2)	22.9% (8)	30.5% (25)	25.66	10	0.00

Note: Significance is = or < 0.05

Table 3C-28 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 9.35, p-value 0.50) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “*I don't feel my efforts are rewarded the way they should be.*” Teachers with 11 plus years (N=48) rated highest with 58%. They were followed by 4-10 years teachers (N=18) with 56% and then 1-3 years teachers (N=7) at 39%. These results indicate the more years of experience by teachers, the higher the overall *Agreement*, and the

fewer years the less.

Table 3C-28

*Survey of Chi-Square Analysis Results “I don't feel my efforts are rewarded the way they should be” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	11.1% (2)	8.6% (3)	4.8% (4)			
Disagree moderately	33.3% (6)	17.1% (6)	18.1% (15)			
Disagree slightly	22.2% (4)	22.9% (8)	19.3% (16)			
Agree slightly	22.2% (4)	14.3% (5)	28.9% (24)			
Agree moderately	5.6% (1)	28.6% (10)	18.1% (15)			
Agree very much	5.6% (1)	8.6% (3)	10.8% (9)	9.35	10	0.50

Note: Significance is = or < 0.05

Table 3C-29 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 11.73, p-value 0.30) between teachers’ Years of Experience and their Job Satisfaction perceptions for the question “*I am satisfied with my chances for promotion.*” Teachers with 1-3 years of experience (N=9) had the highest rating in overall *Agreement* with 53%. This may be due to assumed perceptions, inexperience, or fewer principals worked for with which to make comparisons. Teacher with 11 plus years (N=49) rated next at 49%, followed by 4-10 years (N=12) who rated at 35.5%.

Table 3C-29

*Survey of Chi-Square Analysis Results “I am satisfied with my chances for promotion” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
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Disagree very much	0% (0)	5.9% (2)	10% (8)			
Disagree moderately	0% (0)	20.6% (7)	13.8% (11)			
Disagree slightly	47.1% (8)	38.2% (13)	27.5% (22)			
Agree slightly	35.3% (6)	14.7% (5)	27.5% (22)			
Agree moderately	11.8% (2)	11.8% (4)	17.5% (14)			
<u>Agree very much</u>	<u>5.9% (1)</u>	<u>8.8% (3)</u>	<u>3.8% (3)</u>	<u>11.73</u>	<u>10</u>	<u>0.30</u>

Note: Significance is = or < 0.05

Table 3C-30 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 12.83, p-value 0.23) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*There is too much bickering and fighting at work.*" Teachers with 1-3 years (N=11) rated highest with 61% in overall *Agreement*. Next, were teachers with 11 plus years (N=32) rating at 39%, followed by 4-10 years (N=12) at 34%. Possible explanation for the 1-3 years group may be a misperception of what bickering is and/or fewer situations, due to locations and principals with which to compare by.

Table 3C-30

*Survey of Chi-Square Analysis Results "There is too much bickering and fighting at work" v  
Years of Teaching Experience*

<u>Source</u>	<u>1- 3</u>	<u>4- 10</u>	<u>11- or more</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	5.6% (1)	14.3% (5)	18.3% (15)			
Disagree moderately	5.6% (1)	37.1% (13)	22% (18)			
Disagree slightly	27.8% (5)	14.3% (5)	20.7% (17)			
Agree slightly	33.3% (6)	17.1% (6)	28% (23)			
Agree moderately	22.2% (4)	14.3% (5)	9.8% (8)			

Agree very much	5.6% (1)	2.9% (1)	1.2% (1)	12.83	10	0.23
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Note: Significance is = or < 0.05

Table 3C-31 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 12.72, p-value 0.24) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*My job is enjoyable.*" All three groups scored highly indicating the value of this aspect of job satisfaction. Teachers with 11 plus years (N=80) rated highest in overall Agreement at 96.5%, followed by 4-10 years teachers (N=33) and 1-3 years teachers (N=17) both at 94.5%.

Table 3C-31

Survey of Chi-Square Analysis Results "My job is enjoyable" v Years of Teaching Experience

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	5.6% (1)	0% (0)	0% (0)			
Disagree moderately	0% (0)	2.9% (1)	3.6% (3)			
Disagree slightly	0% (0)	2.9% (1)	0% (0)			
Agree slightly	11.1% (2)	8.6% (3)	18.1% (15)			
Agree moderately	38.9% (7)	51.4% (18)	43.4% (36)			
Agree very much	44.4% (8)	34.3% (12)	34.9% (29)	12.72	10	0.24

Note: Significance is = or < 0.05

Table 3C-32 shows there was not a significant difference, affirming the Null Hypothesis, (Chi Square (10) = 9.33, p-value 0.50) between teachers' Years of Experience and their Job Satisfaction perceptions for the question "*Work assignments are not fully explained.*" Teachers with 4-10 years (N=16) rated overall highest in *Agreement*, followed next by 11 plus years teachers (N=30) at 37%. Teachers with 1-3 years of experience (N=2) rated lowest with 11%.



This might be due to any extra attention they may receive from principals and mentor teachers.

Table 3C-32

*Survey of Chi-Square Analysis Results “Work assignments are not fully explained” v Years of Teaching Experience*

Source	1- 3	4- 10	11- or more	Chi-Square	df	p-value
Disagree very much	22.2 % (4)	8.6% (3)	13.6% (11)			
Disagree moderately	44.4% (8)	25.7% (9)	32.1% (26)			
Disagree slightly	22.2 % (4)	20% (7)	17.3% (14)			
Agree slightly	0% (0)	28.6% (10)	25.9% (21)			
Agree moderately	5.6% (1)	8.6% (3)	7.4% (6)			
Agree very much	5.6% (1)	8.6% (3)	3.7% (3)	9.33	10	0.50

Note: Significance is = or < 0.05

Table 3C-33 Summary for Non-Significant Findings on the Job Satisfaction Survey vs Teachers' Years of Experience

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*"There is really too little chance for promotion on my job."*  
*"My supervisor is quite competent in doing his/her job."*  
*"I am not satisfied with the benefits I receive."*  
*"When I do a good job, I receive the recognition for it that I should receive."*  
*"Many of our rules and procedures make doing a good job difficult."*  
*"I like the people I work with."*  
*"I sometimes feel my job is meaningless."*  
*"Communications seem good within this organization."*  
*"Those who do well on the job stand a fair chance of being promoted."*  
*"My supervisor is unfair to me."*  
*"The benefits we receive are as good as most other organizations offer."*  
*"I do not feel that the work I do is appreciated."*  
*"My efforts to do a good job are seldom blocked by red tape."*  
*"I find I have to work harder at my job because of the incompetence of people I work with."*  
*"I like doing the things I do at work."*  
*"The goals of this organization are not clear to me."*  
*"People get ahead as fast here as they do in other places."*  
*"The benefit package we have is equitable."*  
*"There are few rewards for those who work here."*  
*"I have too much to do at work."*  
*"I enjoy my coworkers."*  
*"I often feel that I do not know what is going on with the organization."*  
*"I feel a sense of pride in doing my job."*  
*"There are benefits we do not have which we should have."*  
*"I like my supervisor."*  
*"I don't feel my efforts are rewarded the way they should be."*  
*"I am satisfied with my chances for promotion."*  
*"There is too much bickering and fighting at work."*  
*"My job is enjoyable."*  
*"Work assignments are not fully explained."*

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(Chi Squared was > than 0.05)

APPENDIX N

TEACHER RETENTION VS. THE THREE SURVEYS TABLES AND WRITE-UPS

**Leadership Styles Survey vs. Retention Tables and Write-ups**

Table 4A-1 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.17, p-value = 0.90) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Thinks very clearly and logically.*” Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=46) rated their principals at 96% *Always* or *Often* and 4% (N=2) under *Sometimes* or *Occasionally*. Leaders who think clearly and logically tend to garner the respect of subordinates and become role models.

Table 4A-1

Survey of Chi-Square Analysis Results “Thinks very clearly and logically” v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	2% (1)	0% (0)	0% (0)	0% (0)			
Sometimes	2% (1)	0% (0)	0% (0)	0% (0)			
Often	48% (23)	100% (1)	0% (0)	0% (0)			
Always	48% (23)	0 % (0)	0% (0)	100% (1)	2.17	6	0.90

Note: Significance = or < 0.05

Table 4A-2 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 1.50, p-value = 0.82) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Shows high levels of support and concern for others.*” Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their

principal at *Always* or *Often* 100%. Teachers staying (N=43) rated their principals at 90% under *Always* or *Often* and 10% (N=5) under *Sometimes* or *Occasionally*. Leaders who show support and concern for subordinates tend to create more trusting collaborative relationships.

Table 4A-2

*Survey of Chi-Square Analysis Results “Shows high levels of support and concern for others” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)	0% (0)			
Sometimes	10% (5)	0% (0)	0% (0)	0% (0)			
Often	33% (16)	0% (0)	0% (0)	0% (0)			
Always	57% (27)	100% (1)	0% (0)	100% (1)	1.50	4	0.82

Note: Significance = or < 0.05

Table 4A-3 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 2.72, p-value = 0.60) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Shows exceptional ability to mobilize people and resources to get things done.*” Leaders with these qualities may motivate subordinates and be good role models. Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=40) rated their principals at 83% under *Always* or *Often* and 17% (N=8) under *Sometimes* or *Occasionally*.

Table 4A-3

*Survey of Chi-Square Analysis Results “Shows exceptional ability to mobilize people and resources to get things done” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	4% (2)	0% (0)	0% (0)	0% (0)			
Sometimes	13% (6)	0% (0)	0% (0)	0% (0)			
Often	31% (15)	100% (1)	0% (0)	0% (0)			
Always	52% (25)	0% (0)	0% (0)	100% (1)	2.72	4	0.60

Note: Significance = or < 0.05

Table 4A-4 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.06, p-value = 0.80) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader "*Inspires others to do their best*" Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=40) rated their principals at 83% *Always* or *Often* and 17% (N=8) under *Sometimes* or *Occasionally*. Leaders who think inspire others tend to garner the respect and bring out the best of subordinates and encourage transformational attributes and growth.

Table 4A-4

Survey of Chi-Square Analysis Results "*Inspires others to do their best*" v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	4% (2)	0% (0)	0% (0)	0% (0)			
Sometimes	13% (6)	0% (0)	0% (0)	0% (0)			
Often	31% (15)	100% (1)	0% (0)	0% (0)			
Always	52% (25)	0% (0)	0% (0)	100% (1)	3.06	6	0.80

Note: Significance = or < 0.05

Table 4A-5 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.61, p-value = 0.85) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Strongly emphasizes careful planning and clear time lines*”. Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=42) rated their principals at 89% *Always* or *Often* and 11% (N=5) under *Sometimes* or *Occasionally*. Leaders who emphasize planning and timelines are role models and motivate with efficiency.

Table 4A-5

*Survey of Chi-Square Analysis Results “Strongly emphasizes careful planning and clear time lines” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	2% (1)	0% (0)	0% (0)	0% (0)			
Sometimes	9% (4)	0% (0)	0% (0)	0% (0)			
Often	36% (17)	100% (1)	0% (0)	0% (0)			
Always	53% (25)	0% (0)	0% (0)	100% (1)	2.61	6	0.85

Note: Significance = or < 0.05

Table 4A-7 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.08, p-value = 0.91) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Is a very skillful and shrewd negotiator.*” Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=35) rated their principals at 73% *Always* or *Often*

and 13% (N=8) under *Sometimes* or *Occasionally*. Leaders who are skillful and good negotiators may tend to persuade and bring stakeholders into their vision. Additional studies with less disproportionate numbers in each group may help expound and clarify results.

Table 4A-7

Survey of Chi-Square Analysis Results “Is a very skillful and shrewd negotiator” v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	8% (4)	0% (0)	0% (0)	0% (0)			
Sometimes	19% (9)	0% (0)	0% (0)	0% (0)			
Often	48% (23)	100% (1)	0% (0)	100 % (1)			
Always	25% (12)	0% (0)	0% (0)	0% (0)	2.08	6	0.91

Note: Significance = or < 0.05

Table 4A-8 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.02, p-value = 0.80) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Is highly charismatic.*” Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=40) rated their principals at 85% *Always* or *Often* and 15% (N=7) under *Sometimes* or *Occasionally*. Leaders who are charismatic usually garner followers.

Table 4A-8

Survey of Chi-Square Analysis Results “Is highly charismatic” v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	2% (1)	0% (0)	0% (0)	0% (0)			

Sometimes	13% (6)	0% (0)	0% (0)	0% (0)			
Often	47% (22)	0% (0)	0% (0)	0% (0)			
Always	38% (18)	100% (1)	0% (0)	100% (1)	3.02	6	0.80

Note: Significance = or < 0.05

Table 4A-9 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 2.25, p-value = 0.68) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader "*Approaches problems through logical analysis and careful thinking.*" Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=46) rated their principals at 96% *Always* or *Often* and 4% (N=2) under *Sometimes* or *Occasionally.*" Leaders who analyze and use logical approaches to problems are good role models. They garner stakeholders by listening to many sides, encouraging input, collaboration, and shared success.

Table 4A-9

*Survey of Chi-Square Analysis Results "Approaches problems through logical analysis and careful thinking" v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)	0% (0)			
Sometimes	4% (2)	0% (0)	0% (0)	0% (0)			
Often	46% (22)	100% (1)	0% (0)	100% (1)			
Always	50% (24)	0% (0)	0% (0)	0% (0)	2.25	4	0.68

Note: Significance = or < 0.05

Table 4A-10 indicates there was not a significant difference, affirming the Null



Hypothesis, (Chi Square (6) = 1.92, p-value = 0.92) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Shows high sensitivity and concern for others’ needs and feelings.*” Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=40) rated their principals at 86% *Always* or *Often* and 14% (N=6) under *Sometimes* or *Occasionally.*” Leaders who show concern and sensitivity to others encourage, motivate, and share in successes. They garner stakeholders by allowing growth, belongingness, and security.

Table 4A-10

*Survey of Chi-Square Analysis Results “Shows high sensitivity and concern for others’ needs and feelings” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	7% (3)	0% (0)	0% (0)	0% (0)			
Sometimes	7% (3)	0% (0)	0% (0)	0% (0)			
Often	36% (17)	0% (0)	0% (0)	0% (0)			
<u>Always</u>	<u>50% (23)</u>	<u>100% (1)</u>	<u>0% (0)</u>	<u>100% (1)</u>	<u>1.92</u>	<u>6</u>	<u>0.92</u>

Note: Significance = or < 0.05

As shown in Table 4A-11, the null hypothesis was rejected. A significant difference (Chi Square (3) = 15.31, p-value = 0.00) between Retention and teachers’ perceptions of their principal as “*usually persuasive and influential*” v Retention was found *often* or *always* by 68% of teachers who reported *staying* as compared to 32% *occasionally* or *sometimes*. None perceived the response indicated as *never*. However, the small sample size of teachers (planning to go *elsewhere* 1, *quit* 0, and *retire* 0), may limit the study significance of the results. It must be

pointed out the timing of the survey coincided with city-wide layoffs or no new hiring of teachers in most districts due to economic constraints which may have affected transfers and/or other job considerations teachers may have normally perceived available to them during normal or average economic times.

Table 4A-11

Survey of Chi-Square Analysis Results “Is unusually persuasive and influential” v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	4% (2)	100% (1)	0% (0)	0% (0)			
Sometimes	28% (13)	0% (0)	0% (0)	0% (0)			
Often	47% (22)	0% (0)	0% (0)	0% (0)			
Always	21% (10)	0% (0)	0% (0)	0% (0)	15.31	3	0.00

Note: Significance is = or < 0.05

Table 4A-12 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (8) = 2.44, p-value = 0.19) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “Is an inspiration to others.” Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=37) rated their principals at 77% *Always* or *Often* and 23% (N=11) under *Sometimes* or *Occasionally*.” Principals who inspire others are usually good role models, as subordinates who wish to emulate them give more loyalty and feel more secure.

Table 4A-12

Survey of Chi-Square Analysis Results “Is an inspiration to others” v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
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Never	2% (1)	0% (0)	0% (0)	0% (0)			
Occasionally	2% (1)	0% (0)	0% (0)	0% (0)			
Sometimes	19% (9)	0% (0)	0% (0)	0% (0)			
Often	44% (21)	100% (1)	0% (0)	100% (1)			
Always	33% (16)	0% (0)	0% (0)	0% (0)	2.44	8	0.19

Note: Significance = or < 0.05

Table 4A-13 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 2.08, p-value = 0.71) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Is an inspiration to others.*” Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=37) rated their principals at 77% *Always* or *Often* and 23% (N=11) under *Sometimes* or *Occasionally.*” Principals who inspire others are usually good role models, as subordinates who wish to emulate them give more loyalty and feel more secure.

Table 4A-13

*Survey of Chi-Square Analysis Results “Develops and implements clear, logical policies and procedures” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)	0% (0)			
Sometimes	11% (5)	0% (0)	0% (0)	0% (0)			
Often	41% (19)	0% (0)	0% (0)	0% (0)			
Always	48% (22)	100% (1)	0% (0)	100% (1)	2.08	4	0.71

Note: Significance = or < 0.05

Table 4A-14 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.82, p-value = 0.83) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader "*Fosters high levels of participation and involvement in decisions.*" Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=39) rated their principals at 83% *Always* or *Often* and 17% (N=8) under *Sometimes* or *Occasionally*. Leaders who foster participation and involvement in decisions tend to garner the respect and support of subordinates. This allows all stakeholders to feel a part of the process and share in any successes.

Table 4A-14

*Survey of Chi-Square Analysis Results "Fosters high levels of participation and involvement in decisions" v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	6% (3)	0% (0)	0% (0)	0% (0)			
Sometimes	11% (5)	0% (0)	0% (0)	0% (0)			
Often	38% (18)	100% (1)	0% (0)	0% (0)			
Always	45% (21)	0% (0)	0% (0)	100% (1)	2.82	6	0.83

Note: Significance = or < 0.05

Table 4A-15 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (8) = 6.21, p-value = 0.62) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader "*Anticipates and deals adroitly with organizational conflict*". Teachers retiring (N=1) rated their principal at *Always* or *Often* 100%. Teachers hoping to go elsewhere (N=1) rated *Sometimes* (100%). Teachers staying (N=36) rated

their principals at 75% under *Always* or *Often*, 23% (N=11) under *Sometimes* or *Occasionally*, and *Never* (N=1) at 2%. Leaders who deal with problems and conflicts quickly and professionally may display a tighter grip on organizational command and efficiency.

Table 4A-15

*Survey of Chi-Square Analysis Results “Anticipates and deals adroitly with organizational conflict” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	2% (1)	0% (0)	0% (0)	0% (0)			
Occasionally	4% (2)	0% (0)	0% (0)	0% (0)			
Sometimes	19% (9)	100% (1)	0% (0)	0% (0)			
Often	44% (21)	0% (0)	0% (0)	0% (0)			
Always	31% (15)	0 % (0)	0% (0)	100% (1)	6.21	8	0.62

Note: Significance = or < 0.05

Table 4A-16 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 5.36, p-value = 0.49) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Is highly imaginative and creative*”. Teachers retiring (N=1) rated their principal at *Always* or *Often* 100%. Teachers hoping to go elsewhere (N=1) rated *Sometimes* (100%). Teachers staying (N=35) rated their principals at 73% under *Always* or *Often*, and under *Sometimes* or *Occasionally* 27% (N=13). Leaders who are imaginative help others to think differently, and as role models inspire transformational qualities and growth.

Table 4A-16

*Survey of Chi-Square Analysis Results “Is highly imaginative and creative” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	4% (2)	0% (0)	0% (0)	0% (0)			
Sometimes	23% (11)	100% (1)	0% (0)	0% (0)			
Often	42% (20)	0% (0)	0% (0)	0% (0)			
Always	31% (15)	0% (0)	0% (0)	100% (1)	5.36	6	0.49

Significance = or < 0.05

Table 4A-17 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.61, p-value = 0.85) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader "*Approaches problems with facts and logic*". Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=42) rated their principals at 89% *Always* or *Often* and 11% (N=5) under *Sometimes* or *Occasionally*. Leaders who approach problems with logic and facts are role models who show proper actions and impulse control.

Table 4A-17

Survey of Chi-Square Analysis Results "Approaches problems with facts and logic" v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	2% (1)	0% (0)	0% (0)	0% (0)			
Sometimes	9% (4)	0% (0)	0% (0)	0% (0)			
Often	36% (17)	100% (1)	0% (0)	0% (0)			
Always	53% (25)	0% (0)	0% (0)	100% (1)	2.61	6	0.85

Note: Significance = or < 0.05

Table 4A-18 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 1.84, p-value = 0.76) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader *"Is consistently helpful and responsive to others"*. Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=43) rated their principals at 91% *Always* or *Often* and 9% (N=4) under *Sometimes* or *Occasionally*. Leaders who are helpful and responsive to others gain followers because of the care and understanding they show to others' needs. They allow others to grow and feel secure in their job.

Table 4A-18

*Survey of Chi-Square Analysis Results "Is consistently helpful and responsive to others" v*

*Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)	0% (0)			
Sometimes	9% (4)	0% (0)	0% (0)	0% (0)			
Often	40% (19)	0% (0)	0% (0)	0% (0)			
Always	51% (24)	100% (1)	0% (0)	100% (1)	1.84	4	0.76

Note: Significance = or < 0.05

Table 4A-19 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 2.46, p-value = 0.65) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader *"Is very effective in getting support from people with influence and power"*. Teachers retiring (N=1) rated 100% under the *Sometimes* or *Occasionally* choice. Teachers hoping to go elsewhere (N=1) rated 100% under the *Sometimes* or

*Often* choice. Teachers staying (N=38) rated their principals at 82% *Always* or *Often* and 18% (N=8) under *Sometimes* or *Occasionally*. Principals who are effective getting support from those with power are usually convincing and have some charisma. This quality can garner support from subordinates and involve them in cooperatively in visions as stakeholders.

Table 4A-19

*Survey of Chi-Square Analysis Results “Is very effective in getting support from people with influence and power” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)	0% (0)			
Sometimes	18% (8)	0% (0)	0% (0)	100% (1)			
Often	43% (20)	100% (1)	0% (0)	0% (0)			
Always	39% (18)	0% (0)	0% (0)	0% (0)	2.46	4	0.65

Note: Significance = or < 0.05

Table 4A-20 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.52, p-value = 0.83) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Communicates a strong and challenging vision and sense of mission*”. Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=40) rated their principals at 83% under *Always* or *Often* and 17% (N=8) under *Sometimes* or *Occasionally*. Leaders who communicate a strong vision with a mission are usually persuasive and tend to garner subordinates who follow. This may be due to buy-in from stakeholders.

Table 4A-20



*Survey of Chi-Square Analysis Results “Communicates a strong and challenging vision and sense of mission” v Retention*

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Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	2% (1)	0% (0)	0% (0)	0% (0)			
Sometimes	15% (7)	0% (0)	0% (0)	0% (0)			
Often	37% (18)	0% (0)	0% (0)	100% (1)			
Always	46% (22)	100% (1)	0% (0)	0% (0)	2.52	6	0.83

Note: Significance = or < 0.05

Table 4A-21 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 2.93, p-value = 0.57) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Sets specific, measurable goals and holds people accountable for results*”. Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=38) rated their principals at 81% under *Always* or *Often* and 19% (N=9) under *Sometimes* or *Occasionally*. Leaders who follow these traits make subordinates responsible for themselves to the organization.

Table 4A-21

*Survey of Chi-Square Analysis Results “Sets specific, measurable goals and holds people accountable for results” v Retention*

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Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	0 % (0)	0% (0)	0% (0)	0% (0)			

Sometimes	19% (9)	0% (0)	0% (0)	0% (0)			
Often	43% (20)	100% (1)	0% (0)	0% (0)			
Always	38% (18)	0% (0)	0% (0)	100% (1)	2.93	4	0.57

Note: Significance = or < 0.05

Table 4A-22 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.08, p-value = 0.91) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader "*Sets specific, measurable goals and holds people accountable for results*". Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=40) rated their principals at 82% under *Always* or *Often* and 17% (N=8) under *Sometimes* or *Occasionally*. Leaders who listen to others garner more support due to concern, discord, and collaboration from subordinates.

Table 4A-22

*Survey of Chi-Square Analysis Results "Listens well and is unusually receptive to other people's ideas and input" v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	4% (2)	0% (0)	0% (0)	0% (0)			
Sometimes	13% (6)	0% (0)	0% (0)	0% (0)			
Often	35% (17)	0% (0)	0% (0)	0% (0)			
Always	47% (23)	100% (1)	0% (0)	100% (1)	2.08	6	0.91

Note: Significance = or < 0.05

Table 4A-23 indicates there was not a significant difference, affirming the Null

Hypothesis, (Chi Square (6) = 3.12, p-value = 0.79) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Sets specific, measurable goals and holds people accountable for results*”. Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=40) rated their principals at 84% under *Always* or *Often* and 16% (N=8) under *Sometimes* or *Occasionally*. Leaders who are politically skillful and sensitive may show less perceived support to subordinates than a human resource style leader.

Table 4A-23

Survey of Chi-Square Analysis Results “Is politically very sensitive and skillful” v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	4% (2)	0% (0)	0% (0)	0% (0)			
Sometimes	12% (6)	0% (0)	0% (0)	0% (0)			
Often	46% (22)	0% (0)	0% (0)	0% (0)			
<u>Always</u>	<u>38% (18)</u>	<u>100% (1)</u>	<u>0% (0)</u>	<u>100% (1)</u>	<u>3.12</u>	<u>6</u>	<u>0.79</u>

Note: Significance = or < 0.05

Table 4A-24 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 3.02, p-value = 0.80) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Sees beyond current realities to create exciting new opportunities*”. Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=38) rated their principals at 80% under *Always* or *Often* and 20% (N=10) under *Sometimes* or *Occasionally*. Leaders who see beyond current realities usually have a vision that is shared, which encourages growth and brings

out the best in people and organizations.

Table 4A-24

*Survey of Chi-Square Analysis Results “Sees beyond current realities to create exciting new opportunities” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	2% (1)	0% (0)	0% (0)	0% (0)			
Sometimes	18% (9)	0% (0)	0% (0)	0% (0)			
Often	40% (19)	100% (1)	0% (0)	0% (0)			
Always	40% (19)	0% (0)	0% (0)	100% (1)	3.02	6	0.80

Note: Significance = or < 0.05

Table 4A-25 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 8.74, p-value = 0.18) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Has extraordinary attention to detail*”. Teachers retiring (N=1) rated at 100% under the *Always* choice. Teachers hoping to go elsewhere (N=1) rated 100% under the *Sometimes* choice. Teachers staying (N=41) rated 86% under the *Always* or *Often* choices, and at 14% under the *Sometimes* or *Occasionally* choices (N=7). Leaders with attention to detail usually run a tighter ship and allow less flexibility for subordinates.

Table 4A-25

*Survey of Chi-Square Analysis Results “Has extraordinary attention to detail” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	4% (2)	0% (0)	0% (0)	0% (0)			

Sometimes	10% (5)	100% (1)	0% (0)	0% (0)			
Often	42% (20)	0% (0)	0% (0)	0% (0)			
Always	44% (21)	0% (0)	0% (0)	100% (1)	8.74	6	0.18

Note: Significance = or < 0.05

Table 4A-26 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 49.68, p-value = 5.4) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader "*Gives personal recognition for work well done*". Teachers retiring (N=1) rated at 100% under the *Always* choice. Teachers hoping to go elsewhere (N=1) rated 100% under the *Sometimes* choice. Teachers staying (N=45) rated 96% under the *Always* or *Often* choices, and at 4% under the *Sometimes* or *Occasionally* choices (N=2). Leaders who give recognition to subordinates garner followers due to the care and concern for their labor and input. This allows subordinates to feel appreciated and secure in their work environment which may encourage growth.

Table 4A-26

*Survey of Chi-Square Analysis Results "Gives personal recognition for work well done" v*

*Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	4% (2)	0% (0)	0% (0)	0 % (0)			
Sometimes	0% (0)	100% (1)	0% (0)	0% (0)			
Often	36% (17)	0% (0)	0% (0)	0% (0)			
Always	60% (28)	0% (0)	0% (0)	100% (1)	49.68	6	5.4

Note: Significance = or < 0.05

Table 4A-27 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.51, p-value = 0.86) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader "*Develops alliances to build a strong base of support*". Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=43) rated their principals at 90% *Always* or *Often* and 10% (N=5) under *Sometimes* or *Occasionally*." Principals who build alliances for base support may appear more political and use a transactional theory to achieve goals and acquire resources.

Table 4A-27

*Survey of Chi-Square Analysis Results "Develops alliances to build a strong base of support" v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	2% (1)	0% (0)	0% (0)	0% (0)			
Sometimes	8% (4)	0% (0)	0% (0)	0% (0)			
Often	50% (24)	100% (1)	0% (0)	0% (0)			
Always	40% (19)	0% (0)	0% (0)	100% (1)	2.51	6	0.86

Note: Significance = or < 0.05

Table 4A-28 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (8) = 1.63, p-value = 0.99) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader "*Generates loyalty and enthusiasm*". Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=41) rated their principals at 85% *Always* or *Often*, 12% (N=6)

under *Sometimes* or *Occasionally*”, and 2% (N=1) under the *Never* choice. Principals who generate loyalty and enthusiasm garner subordinates who are excited about their leader and work climate.

Table 4A-28

Survey of Chi-Square Analysis Results “Generates loyalty and enthusiasm” v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	2% (1)	0% (0)	0% (0)	0% (0)			
Occasionally	2% (1)	0% (0)	0% (0)	0% (0)			
Sometimes	10% (5)	0% (0)	0% (0)	0% (0)			
Often	31% (15)	0% (0)	0% (0)	0% (0)			
<u>Always</u>	<u>54% (26)</u>	<u>100% (1)</u>	<u>0% (0)</u>	<u>100% (1)</u>	<u>1.63</u>	<u>8</u>	<u>0.99</u>

Note: Significance = or < 0.05

Table 4A-29 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 10.34, p-value = .11) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Strongly believes in clear structure and a chain of command*”. Teachers retiring (N=1) rated at 100% under the *Always* choice. Teachers hoping to go elsewhere (N=1) rated 100% under the *Sometimes* choice. Teachers staying (N=43) rated 90% under the *Always* or *Often* choices, and at 10% under the *Sometimes* or *Occasionally* choices (N=5). Leaders who believe in a structured chain of command tend to garner less followers. Subordinates feel more like parts of a machine with less value as compared to the freedom and recognition given from a human resource style. This allows subordinates to feel appreciated and secure in their work environment which may encourage growth.

Table 4A-29

*Survey of Chi-Square Analysis Results “Strongly believes in clear structure and a chain of command” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	2% (1)	0% (0)	0% (0)	0% (0)			
Sometimes	8% (4)	100% (1)	0% (0)	0% (0)			
Often	46% (22)	0% (0)	0% (0)	100% (1)			
Always	44% (21)	0% (0)	0% (0)	0% (0)	10.34	6	0.11

Note: Significance = or < 0.05

Table 4A-30 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 2.71, p-value = 0.60) between teachers’ perceptions of Leadership Styles and Retention in the aspect their leader “*Is a highly participative manager*”. Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=42) rated their principals at 87% *Always* or *Often*, 13% (N=6) under *Sometimes* or *Occasionally*”, and 2% (N=1) under the *Never* choice. Principals who are highly participative are more involved with their subordinates. They may garner more support because of the collaboration, discord, recognition given, and stakeholder buy-in they encourage.

Table 4A-30

*Survey of Chi-Square Analysis Results “Is a highly participative manager” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)	0% (0)			
Sometimes	13% (6)	0% (0)	0% (0)	0% (0)			



Often	35% (17)	100% (1)	0% (0)	0% (0)			
Always	52% (25)	0% (0)	0% (0)	100% (1)	2.71	4	0.60

Note: Significance = or < 0.05

Table 4A-31 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (6) = 2.8, p-value = 0.82) between teachers' perceptions of Leadership Styles and Retention in the aspect their leader "*Succeeds in the face of conflict and opposition*". Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=40) rated their principals at 83% *Always* or *Often*, and 17% (N=8) under the *Sometimes* or *Occasionally*" choice. Principals who succeed in the face of conflict and opposition may garner support from subordinates because of their skill to remain calm, listen to facts, and persuade.

Table 4A-31

*Survey of Chi-Square Analysis Results "Succeeds in the face of conflict and opposition" v*

*Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	4% (2)	0% (0)	0 % (0)	0% (0)			
Sometimes	13% (6)	0% (0)	0% (0)	0% (0)			
Often	48% (23)	0% (0)	0% (0)	100% (1)			
Always	35% (17)	100% (1)	0% (0)	0% (0)	2.8	6	0.82

Note: Significance = or < 0.05

Table 4A-32 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (4) = 2.17, p-value = 0.70) between teachers' perceptions of Leadership

Styles and Retention in the aspect their leader “*Shows high sensitivity and concern for others’ needs and feelings.*” Teachers retiring (N=1) and teachers hoping to go elsewhere (N=1) both rated their principal at *Always* or *Often* 100%. Teachers staying (N=41) rated their principals at 87% *Always* or *Often* and 13% (N=6) under *Sometimes* or *Occasionally.*” Leaders who show concern and sensitivity to others encourage, motivate, and share in successes. They garner stakeholders by allowing growth, belongingness, and security. Additional studies with less disproportionate numbers in each group may help expound and clarify results.

Table 4A-32

*Survey of Chi-Square Analysis Results “Serves as an influential model of organizational aspirations and values” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Never	0% (0)	0% (0)	0% (0)	0% (0)			
Occasionally	0% (0)	0% (0)	0% (0)	0% (0)			
Sometimes	13% (6)	0% (0)	0% (0)	0% (0)			
Often	40% (19)	0% (0)	0% (0)	0% (0)			
<u>Always</u>	<u>47% (22)</u>	<u>100% (1)</u>	<u>0% (0)</u>	<u>100% (1)</u>	<u>2.17</u>	<u>4</u>	<u>0.70</u>

Significance = or < 0.05

**Principal Leadership Qualities vs. Retention Tables and Write-ups**

Table 4B-1 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (12) = 53.3, p-value = 3.55) between teachers’ perceptions of Principal Leadership Qualities and Retention in the statement “*My principal has both the capacity and the judgment to overcome most obstacles.*” Teachers staying had the highest combined overall *Agreement* (N=95) at 86%. Those hoping to teach elsewhere had the highest combined overall

*Disagreement* (N=9) at 53%. Teachers dissatisfied with their principal may tend to leave as compared to those who are satisfied desiring to stay. This is related to personal feelings of security, self-worth, growth, and satisfaction with job environment.

Table 4B-1

*Survey of Chi-Square Analysis Results “My principal has both the capacity and the judgment to overcome most obstacles” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	1% (1)	18% (3)	40% (2)	0% (0)			
Disagree	7% (8)	35% (6)	0% (0)	0% (0)			
Undecided	5% (6)	18% (3)	20% (1)	66% (1)			
Agree	47% (52)	29% (5)	40% (2)	33% (2)			
Strongly A	39% (43)	0% (0)	0% (0)	0% (0)	53.3	12	3.55

Note: Significance = or < 0.05

As shown in Table 4B-2, the null hypothesis was rejected. There was, a significant difference (Chi Square (12) = 45.5, p-value = 0.00) in Principal Leadership Qualities between the teacher perception results “*My principal commands respect from everyone on the faculty*” v *Retention*. Teachers who choose to *stay* ranked the highest at 68% (N=75) in overall *agreement*. 76% (N=13) of teachers who hope to *teach elsewhere* ranked the highest in overall *disagreement*, compared with those choosing to *quit teaching* at 60% (N=3), and *retiring* at 66% (N=2). Teachers unhappy with their principal’s actions are usually not satisfied with their work environment and may try to reach fulfillment by teaching elsewhere or quitting.

Table 4B-2

*Survey of Chi-Square Analysis Results “My principal commands respect from everyone on the*

*faculty” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	2% (2)	29% (5)	20% (1)	0% (0)			
Disagree	15% (16)	47% (8)	40% (2)	66% (2)			
Undecided	15% (17)	12% (2)	0% (0)	0% (0)			
Agree	46% (51)	12% (2)	40% (2)	33% (1)			
Strongly A	22% (24)	0% (0)	0% (0)	0% (0)	45.5	12	0.00

Note: Significance is = or < 0.05

Table 4B-3 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (12) = 60.7, p-value = 1.66) between teachers’ perceptions of Principal Leadership Qualities and Retention in the statement “*My principal excites faculty with visions of what we may be able to accomplish if we work together as a team.*” Teachers choosing to stay (N=82) had the highest combined overall *Agreement* with 74%. Teachers hoping to teach elsewhere (N=14) had the highest combined overall *Disagreement* at 82%. Results seem to indicate teachers who feel their principal excites with visions and teamwork seem more inclined to stay while those who don’t hope to teach elsewhere.

Table 4B-3

*Survey of Chi-Square Analysis Results “My principal excites faculty with visions of what we may be able to accomplish if we work together as a team” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	110% (1)	35% (6)	40% (2)	0% (0)			
Disagree	12% (13)	47% (8)	20% (1)	0% (0)			
Undecided	13% (14)	6% (1)	20% (1)	33% (1)			

Agree	47% (52)	12% (2)	20% (1)	66% (2)			
Strongly A	27% (30)	0% (0)	0 % (0)	0% (0)	60.7	12	1.66

Note: Significance = or < 0.05

As shown in Table 4B-4, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 45.78, p-value = 0.00) in Principal Leadership Qualities between the teacher perception results “*My principal makes faculty members feel and act like leaders*” v *Retention*. Teachers choosing to *stay* ranked highest at 71% (N=78) in overall agreement. 100% (N=5) of *quitting teachers* ranked the highest in overall *disagreement* Teachers hoping to *teach elsewhere* ranked second highest at 76% (N=13). Teachers unhappy with their principal’s actions are usually not satisfied with their work environment and may try to reach fulfillment by teaching elsewhere or quitting. Individuals who are happy with their principal may be more satisfied with their work environment.

Table 4B-4

*Survey of Chi-Square Analysis Results “My principal makes faculty members feel and act like leaders” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	4% (4)	24% (4)	40% (2)	0% (0)			
Disagree	14% (15)	41% (7)	60% (3)	0% (0)			
Undecided	12% (13)	17% (3)	0% (0)	66% (2)			
Agree	43% (47)	17% (3)	0% (0)	33% (1)			
Strongly A	28% (31)	0% (0)	0% (0)	0% (0)	45.78	12	0.00

Note: Significance is = or < 0.05

Table 4B-5 indicates there was not a significant difference, affirming the Null

Hypothesis, (Chi Square (12) = 63.0, p-value = 6.46) between teachers' perceptions of Principal Leadership Qualities and Retention in the statement *"My principal gives the faculty a sense of overall purpose for its leadership role"*. Teachers staying (N=85) had the highest overall combined *Agreement* with 77%. Teachers quitting (N=4) had the highest combined overall *Disagreement* at 80%, followed by those hoping to teach elsewhere (N=12) rated at 71%. Teachers who feel their principal gives a sense of purpose for its leadership role tend to stay as compared to those who do not feel the same and choose to go. Individuals may not feel satisfied with their job if there is little or no purpose creating feelings of stagnation, no challenges, and non-growth.

Table 4B-5

*Survey of Chi-Square Analysis Results "My principal gives the faculty a sense of overall purpose for its leadership role" v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	2% (2)	18% (3)	40% (2)	0% (0)			
Disagree	7% (8)	53% (9)	40% (2)	0% (0)			
Undecided	14% (15)	18% (3)	0% (0)	66% (2)			
Agree	48% (53)	12% (2)	20% (1)	33% (1)			
Strongly A	29% (32)	0% (0)	0% (0)	0% (0)	63.00	12	6.46

Note: Significance = or < 0.05

Table 4B-6 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (12) = 56.29, p-value = 1.06) between teachers' perceptions of Principal Leadership Qualities and Retention in the statement *"My principal leads by "doing" rather than simply by "telling."* Teachers staying (N=67) had a combined overall *Agreement* of 61%.

Teachers quitting (N=5) had a combined overall *Disagreement* at 100%, and those hoping to go elsewhere (N=14) rated at 82%. It may appear teachers who feel their principal leads by doing tend to stay, while those who don't feel that way may choose to leave.

Table 4B-6

*Survey of Chi-Square Analysis Results "My principal leads by "doing" rather than simply by "telling" v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	4% (4)	47% (8)	60% (3)	0% (0)			
Disagree	16% (16)	35% (6)	40% (2)	50% (1)			
Undecided	21% (23)	6% (1)	0% (0)	50% (1)			
Agree	34% (37)	6% (1)	0% (0)	0% (0)			
Strongly A	27% (30)	6% (1)	0% (0)	0% (0)	56.29	12	1.06

Note: Significance = or < 0.05

Table 4B-7 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (12) = 55.6, p-value = 1.41) between teachers' perceptions of Principal Leadership Qualities and Retention in the statement "*My principal symbolizes success and accomplishment within the profession of education.*" Teachers staying (N=82) had the highest combined overall *Agreement* at 76%. Teacher quitting (N=4) had the highest combined overall *Disagreement* at 80%, followed by teachers hoping to go elsewhere (N=10) at 63%. Teachers who feel their principal symbolizes success and accomplishment tend to stay. Those who don't feel that way may tend to leave or quit.

Table 4B-7

*Survey of Chi-Square Analysis Results "My principal symbolizes success and accomplishment*

*within the profession of education.” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	2% (2)	38% (6)	60% (3)	0% (0)			
Disagree	8% (9)	25% (4)	20% (1)	33% (1)			
Undecided	14% (15)	25% (4)	0% (0)	0% (0)			
Agree	43% (46)	19% (3)	20% (1)	66% (2)			
Strongly A	33% (36)	0% (0)	0% (0)	0% (0)	55.6	12	1.41

Note: Significance = or < 0.05

Table 4B-8 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (12) = 55.12, p-value = 1.67) between teachers’ perceptions of Principal Leadership Qualities and Retention in the statement *“My principal provides good models for faculty members to follow.”* Teachers staying (N=81) had the highest combined overall *Agreement* at 74%. Teachers choosing to quit (N=4) had the highest in combined overall *Disagreement* at 80%, followed by those hoping to teach elsewhere (N=13) at 76%, and retiring (N=2) at 66%. Teachers who feel their principals are good role models appear to stay at a higher rate than those who do not and choose or hope to leave.

Table 4B-8

*Survey of Chi-Square Analysis Results “My principal provides good models for faculty members to follow” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	2% (2)	41% (7)	20% (1)	0% (0)			
Disagree	14% (15)	35% (6)	60% (3)	66% (2)			
Undecided	11% (12)	6% (1)	0% (0)	0% (0)			



Agree	42% (46)	12% (2)	20% (1)	33% (1)			
Strongly A	32% (35)	6% (1)	0 % (0)	0% (0)	55.12	12	1.67

Note: Significance = or < 0.05

As shown in Table 4B-9, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 42.01, p-value = 0.00) between Principal Leadership Qualities and the teacher perception results “*My principal provides for our participation in the process of developing school goals*” v *Retention*. Teachers choosing to *stay* ranked highest at 93% (N=98) in overall agreement. Teachers hoping to *teach elsewhere* ranked highest 44% (N=7) in overall *disagreement*. Teachers unhappy with discourse, participation, and ideas may not have buy-in to the principal's vision for the school and faculty. If there is no value felt by teachers, there may be little satisfaction in their job and vice versa.

Table 4B-9

*Survey of Chi-Square Analysis Results “My principal provides for our participation in the process of developing school goals” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	0% (0)	13% (2)	20% (1)	0% (0)			
Disagree	5% (6)	31% (5)	0% (0)	0% (0)			
Undecided	2% (2)	6% (1)	20% (1)	0% (0)			
Agree	52% (55)	44% (7)	20% (1)	100% (3)			
Strongly A	41% (43)	6% (1)	40% (2)	0% (0)	42.01	12	0.00

Significance = or < 0.05

As shown in Table 4B-10, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 41.37, p-value = 0.00) between Principal Leadership Qualities and

the teacher perception results “*My principal encourages faculty members to work toward the same goals*” v *Retention*. Teachers *retiring* 100% (N=3) ranked highest with teachers *staying* at 93% (N=101). Teachers hoping to *teach elsewhere* ranked highest in overall *disagreement* 29% (N=5). Teachers unhappy with discourse, participation, and ideas may not have buy-in to the principal's vision for the school and faculty. If there is no value felt by teachers, there may be little satisfaction in their job and vice versa.

Table 4B-10

*Survey of Chi-Square Analysis Results “My principal encourages faculty members to work toward the same goals” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	0% (0)	12% (2)	0% (0)	0% (0)			
Disagree	5% (6)	17% (3)	0% (0)	0% (0)			
Undecided	3% (3)	12% (2)	40% (2)	0% (0)			
Agree	55% (60)	59% (10)	40% (2)	100% (3)			
Strongly A	37% (41)	0% (0)	20% (1)	0% (0)	41.37	12	0.00

Note: Significance is = or < 0.05

As shown in Table 4B-11, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 48.28, p-value = 0.00) between Principal Leadership Qualities and the teacher perception results “*My principal uses problem solving with the faculty to generate school goals*” v *Retention*. Teachers *staying* ranked highest with 80% (N= 88) in overall *agreement*. Teachers *quitting* the profession ranked the highest 60% (N=9) in *disagreement* followed closely by those hoping to *teach elsewhere* at 56% (N=9). Teachers unhappy with discourse, participation, and input of ideas may not have buy-in to the principal's vision for the

school and faculty. If there is no value felt by teachers, there may be little satisfaction in their job and vice versa.

Table 4B-11

*Survey of Chi-Square Analysis Results “My principal uses problem solving with the faculty to generate school goals” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	0% (0)	25% (4)	20% (1)	0% (0)			
Disagree	9% (10)	31% (5)	40% (2)	0% (0)			
Undecided	11% (12)	0% (0)	0% (0)	33% (1)			
Agree	46% (51)	44% (7)	40% (2)	66% (2)			
Strongly A	34% (37)	0% (0)	0% (0)	0% (0)	48.28	12	0.00

Significance = or < 0.05

As shown in Table 4B-12, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 48.42, p-value = 0.00) between Principal Leadership Qualities and the teacher perception results “My principal works toward whole faculty consensus in establishing priorities for school goals” v Retention. Teachers *staying* ranked highest with 40% (N=33) under the *strongly agree* choice compared to 0% in each of the other three categories. Overall *agreement* ranked teachers *staying* at 70% (N=77) compared to those hoping to *go elsewhere* at 35% (N=6), *quitting* 40% (N=2), and *retiring* at 33% (N=1). Teachers hoping to *go elsewhere* ranked highest in overall disagreement with 60% (N=10), while those *quitting* the profession rated 40% (N=2). Teachers unhappy with discourse, participation, and input of ideas may not have buy-in to the principals’ vision for the school and faculty. If there is no value felt by teachers, there may be little satisfaction in their job and vice versa. Principals who cannot

resolve conflicts and promote cooperation have less overall staff satisfaction.

Table 4B-12

*Survey of Chi-Square Analysis Results “My principal works toward whole faculty consensus in establishing priorities for school goals” v Retention*

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Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	2% (2)	30% (5)	40% (2)	0% (0)			
Disagree	17% (19)	30% (5)	0% (0)	0% (0)			
Undecided	11% (12)	6% (1)	20% (1)	66% (2)			
Agree	40% (44)	35% (6)	40% (2)	33% (1)			
Strongly A	30% (33)	0% (0)	0% (0)	0% (0)	48.42	12	0.00

Note: Significance is = or < 0.05

As shown in Table 4B-13, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 36.00, p-value = 0.00) between Principal Leadership Qualities and the teacher perception results *“My principal regularly encourages faculty members to evaluate our progress toward achievement of school goals” v Retention*. Teachers staying ranked highest 84% (N=91) in overall *agreement*. Teachers hoping to *teach elsewhere* ranked highest 42% (N=7) in overall *disagreement*. *Retiring* teachers were 100% (N=3) undecided. Those seeking more of a challenge or fulfillment may not feel the principal evaluates well or pushes toward goal achievement. They may not buy into the vision or feel appreciated for the work they do. More research may help explain parameters of question and its definition.

Table 4B-13

*Survey of Chi-Square Analysis Results “My principal regularly encourages faculty members to evaluate our progress toward achievement of school goals” v Retention*

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Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	0% (0)	18% (3)	0% (0)	0% (0)			
Disagree	6% (7)	24% (4)	20% (1)	0% (0)			
Undecided	9% (10)	0% (0)	20% (1)	100% (3)			
Agree	48% (52)	53% (9)	40% (2)	0% (0)			
Strongly A	36% (39)	6% (1)	20% (1)	0% (0)	36.00	12	0.00

Note: Significance is = or < 0.05

As shown in Table 4B-14, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 36.57, p-value = 0.00) between Principal Leadership Qualities and the teacher perception results “*My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty*” v *Retention*. Teachers *staying* rated highest 21% (N=23) under the *strongly agree* choice with all other categories at 0%). Teachers *staying* ranked highest in overall *agreement* with 78% (N=85), compared to teachers hoping to *go elsewhere* 38% (N=6), teachers *quitting* 40% (N=2), and *retiring* teachers at 66% (N=2). *Quitting* the profession teachers ranked highest in overall *disagreement* with those hoping to *go elsewhere* at 56% (N=9). Staff may feel more satisfied with continual training and updated resource training promoting a dynamic workplace worthy of enthusiasm.

Table 4B-14

*Survey of Chi-Square Analysis Results “My principal provides for extended training to develop my knowledge and skills relevant to being a member of the school faculty” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	2% (2)	25% (4)	40% (2)	0% (0)			
Disagree	9% (10)	31% (5)	20% (1)	33% (1)			

Undecided	11% (12)	6% (1)	0% (0)	0% (0)			
Agree	57% (62)	38% (6)	40% (2)	66% (2)			
Strongly A	21% (23)	0% (0)	0% (0)	0% (0)	36.57	12	0.00

Note: Significance is = or < 0.05

Table 4B-15 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (12) = 60.81, p-value = 1.60) between teachers' perceptions of Principal Leadership Qualities and Retention in the statement *"My principal provides the necessary resources to support my implementation of the school's program"* Teachers quitting (N=3) had the highest combined overall *Agreement* at 100%, followed by teachers staying (N=93) at 85%. Teachers choosing to quit (N=3) had the highest in combined overall *Disagreement* at 60%, followed by those hoping to teach elsewhere (N=9) at 53%. Teachers who feel their principals provide resources and support tend to garner teachers who stay. Principals who aren't perceived to possess these qualities may cause teachers to choose to leave.

Table 4B-15

*Survey of Chi-Square Analysis Results "My principal provides the necessary resources to support my implementation of the school's program" v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	2% (2)	18% (3)	60% (3)	0% (0)			
Disagree	5% (5)	35% (6)	0% (0)	0% (0)			
Undecided	8% (9)	4% (1)	20% (1)	0% (0)			
Agree	55% (60)	41% (7)	20% (1)	100% (3)			
Strongly A	30% (33)	0% (0)	0% (0)	0% (0)	60.81	12	1.60

Note: Significance = or < 0.05

Table 4B-16 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (12) = 70.08, p-value = 3.08) between teachers' perceptions of Principal Leadership Qualities and Retention in the statement *“My principal treats me as an individual with unique needs and expertise.”* Teachers staying (N=90) had the highest combined overall *Agreement* at 82%. Teachers quitting (N=5) had the highest combined overall *Disagreement* at 100%, followed by teachers hoping to teach elsewhere (N=12) with 71%. Individuals who do not feel they are being treated fairly or with respect to their expertise may tend to feel unappreciated and look for validation elsewhere.

Table 4B-16

*Survey of Chi-Square Analysis Results “My principal treats me as an individual with unique needs and expertise” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	3% (3)	53% (9)	40% (2)	0% (0)			
Disagree	6% (7)	18% (3)	60% (3)	0% (0)			
Undecided	9% (10)	0% (0)	0% (0)	33% (1)			
Agree	37% (41)	18% (3)	0% (0)	33% (1)			
Strongly A	45% (49)	12% (2)	0% (0)	33% (1)	70.08	12	3.08

Note: Significance = or < 0.05

As shown in Table 4B-17, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 48.47, p-value = 0.00) between Principal Leadership Qualities and the teacher perception results *“My principal takes my opinion into consideration when initiating actions that affect my work” v Retention.* 100% (N=5) of teachers *quitting* overall *disagreed* with the question as did 63% (N=10) of teachers hoping to *teach elsewhere.* 76% (N=83) of teachers

*staying* were in overall *agreement*. Teachers unhappy with discourse, participation, and input of ideas may not have buy-in to the principal's vision for the school and faculty. If there is no value felt by teachers, there may be little satisfaction in their job and vice versa.

Table 4B-17

*Survey of Chi-Square Analysis Results “My principal takes my opinion into consideration when initiating actions that affect my work” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	3% (3)	38% (6)	60% (3)	0% (0)			
Disagree	13% (14)	25% (4)	40% (2)	33% (1)			
Undecided	8% (9)	6% (1)	0% (0)	0% (0)			
Agree	40% (44)	25% (4)	0% (0)	66% (2)			
Strongly A	36% (39)	6% (1)	0% (0)	0% (0)	48.47	12	0.00

Note: Significance is = or < 0.05

Table 4B-18 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (12) = 59.32, p-value = 3.00) between teachers’ perceptions of Principal Leadership Qualities and Retention in the statement “*My principal behaves in a manner thoughtful of my personal needs.*” Teachers staying (N=87) had the highest in combined overall *Agreement* with 79%. Teachers quitting (N=60) had the highest combined overall *Disagreement* at 60%, followed by those hoping to teach elsewhere (N=10) at 59%. Principals who are not perceived to behave in manners thought of teachers and their needs appear to retain teachers compared to those who do. Teachers like to feel appreciated and respected.

Table 4B-18

*Survey of Chi-Square Analysis Results “My principal behaves in a manner thoughtful of my*



*personal needs” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	1% (1)	41% (7)	20% (1)	0% (0)			
Disagree	7% (8)	18% (3)	40% (2)	0% (0)			
Undecided	12% (13)	6% (1)	20% (1)	66% (2)			
Agree	40% (44)	12% (2)	20% (1)	0% (0)			
Strongly A	39% (43)	6% (1)	0% (0)	33% (1)	59.32	12	3.00

Note: Significance = or < 0.05

As shown in Table 4B-19, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 37.60, p-value = 0.00) between Principal Leadership Qualities and the teacher perception results “*My principal challenges me to reexamine some basic assumptions I have about my work in the school*” v Retention. Teachers choosing to *stay* 63% (N=67) ranked highest in overall *agreement*. 65% (N=11) of teachers hoping to *teach elsewhere* ranked highest in overall *disagreement* with 40% (N=2) of teachers *quitting* ranking second highest. Principals who challenge individuals and inspire them to change their ways of thinking allow a dynamic reflection promoting progress, growth, and vision compared to those who do not.

Table 4B-19

*Survey of Chi-Square Analysis Results “My principal challenges me to reexamine some basic assumptions I have about my work in the school” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	1% (1)	24% (4)	0% (0)	0% (0)			
Disagree	15% (16)	41% (7)	40% (2)	0% (0)			
Undecided	22% (24)	6% (1)	20% (1)	66% (2)			

Agree	41% (44)	29% (5)	20% (1)	33% (1)			
Strongly A	22% (23)	0% (0)	20% (1)	0% (0)	37.60	12	0.00

Note: Significance is = or < 0.05

Table 4B-20 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (12) = 55.83, p-value = 1.29) between teachers’ perceptions of Principal Leadership Qualities and Retention in the statement “*My principal stimulates me to think about what I am doing for the school’s students.*” Teachers retiring (N=3) had the highest combined overall *Agreement* with 100%, followed by teachers staying (N=85) at 78%, and quitting teachers (N=2) at 50%. Teachers hoping to teach elsewhere (N=11) had the highest combined overall *Disagreement* at 65%, followed by teachers quitting (N=2) with 50%. Principals who challenge and stimulate teachers appear to have higher retention than those who do not. Teachers want to feel challenged and stimulated so there is growth and purpose with meaning for them and their students.

Table 4B-20

*Survey of Chi-Square Analysis Results “My principal stimulates me to think about what I am doing for the school’s students” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	1% (1)	24% (4)	50% (2)	0% (0)			
Disagree	8% (9)	41% (7)	0% (0)	0% (0)			
Undecided	13% (14)	6% (1)	0% (0)	0% (0)			
Agree	44% (48)	29% (5)	25% (1)	100% (3)			
Strongly A	34% (37)	0% (0)	25% (1)	0% (0)	55.83	12	1.29

Note: Significance = or < 0.05

As shown in Table 4B-21, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 44.17, p-value = 0.00) between Principal Leadership Qualities and the teacher perception results “*My principal provides information that helps me think of ways to implement the school’s program*” v *Retention*. 80% (N=4) of teachers *quitting* and 65% (N=11) of teachers hoping to *teach elsewhere disagree* overall with the statement. Teachers *staying* had the highest ranking with 72% (N=78) in overall *agreement*. Principals who challenge individuals and inspire them to change their ways of thinking allow a dynamic reflection promoting progress, growth, and vision compared to those who don’t. Principals who provide information, resources, and training allow teachers to change giving them self-respect and value.

Table 4B-21

*Survey of Chi-Square Analysis Results “My principal provides information that helps me think of ways to implement the school’s program” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	1% (1)	24% (4)	20% (1)	0% (0)			
Disagree	13% (14)	41% (7)	60% (3)	0% (0)			
Undecided	15% (16)	0% (0)	0% (0)	33% (1)			
Agree	44% (48)	35% (6)	40% (1)	66% (2)			
Strongly A	28% (30)	0% (0)	20% (1)	0% (0)	44.17	12	0.00

Note: Significance is = or < 0.05

As shown in Table 4B-22, the null hypothesis was rejected. There was found a significant difference (Chi Square (12) = 31.22, p-value = 0.00) between Principal Leadership Qualities and the teacher perception results “*My principal insists on only the best performance from the school’s faculty*” v *Retention*. *Retiring* teachers ranked highest 100% (N=3) with teachers

*staying* 70% (N=77) ranking next. Teachers *quitting* ranked highest 60% (N=3) in overall *disagreement*, with those hoping to teach elsewhere next at 59% (N=10). Principals who demand the best may achieve promising results if their approach is staff friendly. Demanding mechanical principals do not allow much freedom or value for teachers.

Table 4B-22

*Survey of Chi-Square Analysis Results “My principal insists on only the best performance from the school’s faculty” v Retention*

Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	3% (3)	24% (4)	40% (2)	0% (0)			
Disagree	16% (18)	35% (6)	20% (1)	0% (0)			
Undecided	11% (12)	0% (0)	20% (1)	0% (0)			
Agree	35% (39)	35% (6)	20% (1)	66% (2)			
Strongly A	35% (38)	6% (1)	0% (0)	33% (1)	31.22	12	0.00

Note: Significance is = or < 0.05

As shown in Table 4B-23, the null hypothesis was rejected. A significant difference (Chi Square (12) = 36.73, p-value = 0.00) exists between Principal Leadership Qualities and the teacher perception results *“My principal shows us that there are high expectations for the school’s faculty as professionals” v Retention*. Teachers *retiring* ranked highest with 100% (N=2) in overall *agreement* with teachers *staying* next at 77% (N=83). Teachers *quitting* 75% (N=3) had the highest overall *disagreement* with teachers hoping to *teach elsewhere* next at 43% (N=9). Principals who demand the best, may achieve promising results if their approach is staff-friendly. Demanding mechanical principals does not allow much freedom or value for teachers.

Table 4B-23

*Survey of Chi-Square Analysis Results “My principal shows us that there are high expectations for the school’s faculty as professionals” v Retention*

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Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	2% (2)	18% (3)	50% (2)	0% (0)			
Disagree	13% (14)	35% (6)	25% (1)	0% (0)			
Undecided	9% (10)	12% (2)	0% (0)	0% (0)			
Agree	39% (42)	35% (6)	25% (1)	50% (1)			
Strongly A	38% (41)	0% (0)	0% (0)	50% (1)	36.73	12	0.00

Note: Significance is = or < 0.05

As shown in Table 4B-24, the null hypothesis was rejected. A significant difference (Chi Square (12) = 41.59, p-value = 0.00) exists between Principal Leadership Qualities and the teacher perception results “My principal does not settle for second best in the performance of our work as the school’s faculty” v Retention. 33% (N=36) of teachers *staying strongly agree* with the statement while the other three categories are all 0%. Overall *retiring* teachers *agree* 100% (N=3) while *staying* teachers *agree* 69%. *Quitting* teachers 80% (N=4) disagree overall as do 53% (N=9) of teachers hoping to teach elsewhere. Principals who demand the best may achieve promising results if their approach is staff-friendly. Demanding mechanical principals does not allow much freedom or value for teachers. Principals who are patient and allow teachers to change and make mistakes are better role models than those who do not. Teachers will follow and respect leaders who allow growth without condemning judgment.

Table 4B-24

*Survey of Chi-Square Analysis Results “My principal does not settle for second best in the performance of our work as the school’s faculty” v Retention*

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Source	Stay	Teach elsewhere	Quit teaching	Retire	Chi-Square	df	p-value
Strongly D	1% (1)	18% (3)	40% (2)	0% (0)			
Disagree	17% (19)	35% (6)	40% (2)	0% (0)			
Undecided	13% (14)	18% (3)	0% (0)	0% (0)			
Agree	36% (40)	29% (5)	20% (1)	100% (3)			
Strongly A	33% (36)	0% (0)	0% (0)	0% (0)	41.59	12	0.00

Note: Significance = or < 0.05

### Job Satisfaction Survey vs. Retention Tables and Write-ups

Table 4C-1 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 10.21, p-value = 0.81) between teachers' perceptions of Job Satisfaction and Retention in the aspect "*There is really too little chance for promotion on my job.*" Teachers staying (N=26) had the highest combined overall *Disagreement* with this statement at 33.5%. Teachers quitting (N=1) had the highest combined overall *Agreement* at 100%, followed by those retiring (N=3) at 75%, and then those hoping to go elsewhere (N=5) at 83.5%. It may appear those dissatisfied with chances of promotion choose to leave for whatever reason. Without growth or hope for advancement certain needs are stifled or not met.

Table 4C-1

*Survey of Chi-Square Analysis Results "There is really too little chance for promotion on my job." v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	4.1% (5)	0% (0)	0% (0)	0% (0)			
Disagree moderately	17.1% (21)	0% (0)	0% (0)	0% (0)			
Disagree slightly	12.2% (15)	16.7% (1)	0% (0)	25% (1)			

Agree slightly	30.1% (37)	33.3% (2)	0% (0)	0% (0)			
Agree moderately	17.9% (22)	16.7% (1)	0% (0)	25% (1)			
Agree very much	18.7% (23)	33.3% (2)	100 % (1)	50% (2)	10.21	15	0.81

Note: Significance is = or < 0.05

As shown in Table 4C-2, the null hypothesis was rejected. There was found a significant difference (Chi Square (15) = 38.81, p-value = 0.00) between teacher job satisfaction and their perception "My supervisor is quite competent in doing his/her job" v Retention. Teachers staying rated highest at 80% (N=98) in overall agreement in some form. Teachers hoping to go elsewhere disagreed with the statement 66% (N=4) compared to those who agree 33% (N=2). It may be generalized teachers who hope or choose to leave have a conflict with their principal or working climate thus rating them low, while teachers choosing to stay have little or no conflict. Three of the four teachers retiring agree in some form with the statement respectively. Additional research should to be considered to investigate this finding as the numbers for teach elsewhere (N=6), quit (N=1), and retire (N=4) were low.

Table 4C-2

Survey of Chi-Square Analysis Results "My supervisor is quite competent in doing his/her job" v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	3.3% (4)	0% (0)	0% (0)	0% (0)			
Disagree moderately	8.9% (11)	0% (0)	100% (1)	25% (1)			
Disagree slightly	8.1% (10)	66.7% (4)	0% (0)	0% (0)			
Agree slightly	8.9% (11)	33.3% (2)	0% (0)	0% (0)			
Agree moderately	30.9% (38)	0% (0)	0% (0)	25% (1)			

Agree very much    39.8% (49)    0% (0)    0% (0)    50% (2)    38.81    15    0.00

Note: Significance is = or < 0.05

Table 4C-3 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 21.7, p-value = 0.12) between teachers' perceptions of Job Satisfaction and Retention in the aspect *"I am not satisfied with the benefits I receive."* Teachers hoping to go elsewhere (N=3) had the highest combined overall *Agreement* with 50%. Teachers retiring (N=4) and Quitting (N=1) both had 100% in *Disagreement* with their choices, followed by teachers staying (N=80) with 64.5%. If individuals have fair or competitive wages or benefits they may not be as satisfied with aspects of their employment and seek more advantageous prospects elsewhere.

Table 4C-3

*Survey of Chi-Square Analysis Results "I am not satisfied with the benefits I receive" v*

Retention

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	23.4% (29)	16.7% (1)	0% (0)	0% (0)			
Disagree moderately	30.6% (38)	33.3% (2)	100% (1)	25% (1)			
Disagree slightly	10.5% (13)	0% (0)	0% (0)	75% (3)			
Agree slightly	14.5% (18)	33.3% (2)	0% (0)	0% (0)			
Agree moderately	12.1% (15)	0% (0)	0% (0)	0% (0)			
<u>Disagree very much</u>	<u>8.9% (11)</u>	<u>16.7% (1)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>21.7</u>	<u>15</u>	<u>0.12</u>

Note: Significance is = or < 0.05

Table 4C-4 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 21.7, p-value = 0.12) between teachers' perceptions of Job



Satisfaction and Retention in the aspect “*When I do a good job, I receive the recognition for it that I should receive.*” Teachers hoping to go elsewhere (N=5) had the highest combined overall *Disagreement* with 83.5%. This may help explain one of many possible factors these teachers may have for hoping to find employment elsewhere with more positive recognition and appreciation for their labors. Teachers staying (N=78) had 63% combined overall *Agreement* with this statement.

Table 4C-4

*Survey of Chi-Square Analysis Results “When I do a good job, I receive the recognition for it that I should receive” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	11.3% (14)	33.3% (2)	0% (0)	0% (0)			
Disagree moderately	14.5% (18)	50% (3)	0% (0)	50% (2)			
Disagree slightly	11.3% (14)	0% (0)	0% (0)	0% (0)			
Agree slightly	21% (26)	16.7% (1)	100% (1)	0% (0)			
Agree moderately	27.4% (34)	0% (0)	0% (0)	50% (2)			
Agree very much	14.5% (18)	0% (0)	0% (0)	0% (0)	19.4	15	0.19

Note: Significance is = or < 0.05

Table 4C-5 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 22.3, p-value = 0.10) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*Many of our rules and procedures make doing a good job difficult.*” Teachers staying (N=67) had the highest combined overall *Disagreement* at 71%. Teachers who feel there are too many rules and procedures may try to find an environment less restrictive providing more freedom and creativity. Teachers quitting (N=1) had the highest

combined overall *Agreement* with this aspect of their job at 100%, followed by teachers retiring (N=3) at 75%, then by those hoping to go elsewhere (N=4) at 67%.

Table 4C-5

*Survey of Chi-Square Analysis Results “Many of our rules and procedures make doing a good job difficult” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	11.3% (14)	0 % (0)	0% (0)	0% (0)			
Disagree moderately	24.2% (30)	16.7% (1)	0% (0)	25% (1)			
Disagree slightly	18.5% (23)	16.7% (1)	0% (0)	0% (0)			
Agree slightly	28.2% (35)	50% (3)	0% (0)	25% (1)			
Agree moderately	11.3% (14)	0% (0)	0% (0)	50% (2)			
Agree very much	6.5% (8)	16.7% (1)	100% (1)	0% (0)	22.3	15	0.10

Note: Significance is = or < 0.05

Table 4C-6 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 11.16, p-value = 0.74) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*I like the people I work with.*” Teachers hoping to go elsewhere (N=1) had a combined overall *Disagreement* of 16.7%, followed by teachers staying (N=4) at 3%. The rest of all other groups rated very high with combined overall *Agreement* with this aspect. Individuals who do not like people they work with may not feel secure or relaxed in their job, which may inhibit growth, cooperation, and collaboration.

Table 4C-6

*Survey of Chi-Square Analysis Results “I like the people I work with” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
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Disagree very much	0.8% (1)	0% (0)	0% (0)	0% (0)			
Disagree moderately	0.8% (1)	0% (0)	0% (0)	0% (0)			
Disagree slightly	1.6% (2)	16.7% (1)	0% (0)	0% (0)			
Agree slightly	4% (5)	0% (0)	0% (0)	25% (1)			
Agree moderately	34.7% (43)	33.3% (2)	0% (0)	25% (1)			
<u>Agree very much</u>	<u>58.1% (72)</u>	<u>50% (3)</u>	<u>100% (1)</u>	<u>50% (2)</u>	<u>11.16</u>	<u>15</u>	<u>0.74</u>

Note: Significance is = or < 0.05

As shown in Table 4C-7, the null hypothesis was rejected. A significant difference (Chi Square (15) = 30.04, p-value = 0.01) between teacher job satisfaction and their perception "I sometimes feel my job is meaningless" v Retention show 82% (N=101) of teachers staying disagreed in some form with the question possibly indicating they feel they make a difference as teachers. This may be due to the enthusiasm or motivation by the principal. The six teachers hoping to go elsewhere were split between agree and disagree statements, while three of the four teachers retiring disagreed with the statement in some form. A larger amount of surveyed teachers quitting or retiring may help further research.

Table 4C-7

Survey of Chi-Square Analysis Results "I sometimes feel my job is meaningless" v Retention

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	55.3% (68)	16.7% (1)	0% (0)	25% (1)			
Disagree moderately	19.5% (24)	33.3% (2)	0% (0)	50% (2)			
Disagree slightly	7.3% (9)	0% (0)	0% (0)	0% (0)			
Agree slightly	11.4% (14)	16.7% (1)	0% (0)	25% (1)			
Agree moderately	4.1% (5)	16.7% (1)	100% (1)	0% (0)			

Agree very much	2.4% (3)	16.7% (1)	0% (0)	0% (0)	30.04	15	0.01
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Note: Significance is = or < 0.05

Table 4C-8 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 15.19, p-value = 0.43) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*Communications seem good within this organization.*” Teachers staying (N=77) had the highest combined overall *Agreement* with 62.5%. Teachers hoping to leave (N=4) had the highest combined overall *Disagreement* with 66.5%. Individuals who feel poor communications at work may try to find an environment where they are better understood and feel more comfortable with recognition, collaboration, input, and cooperation.

Table 4C-8

*Survey of Chi-Square Analysis Results “Communications seem good within this organization” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	11.4% (14)	33.3% (2)	0% (0)	0% (0)			
Disagree moderately	11.4% (14)	16.7% (1)	0% (0)	50% (2)			
Disagree slightly	14.6% (18)	16.7% (1)	100% (1)	0% (0)			
Agree slightly	22.8% (28)	16.7% (1)	0% (0)	25% (1)			
Agree moderately	30.9% (38)	16.7% (1)	0% (0)	25% (1)			
<u>Agree very much</u>	<u>8.9% (11)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>15.19</u>	<u>15</u>	<u>0.43</u>

Note: Significance is = or < 0.05

Table 4C-9 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 9.27, p-value = 0.86) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*Those who do well on the job stand a fair chance of*

*being promoted.*” Teachers staying (N=49) had the highest combined overall *Agreement* at 40%. Teachers hoping to go (N=8) elsewhere were second highest at 33%. Teachers quitting (N=1) had the combined overall highest in *Disagreement*, followed next by those retiring (N=3) at 75%, and then those hoping to quit (N=4) with 66.5%. Teachers who do not feel there is a good chance of being promoted with a job well done may find dissatisfaction with their job and possibly try to find an environment where more appreciation and recognition follows promotion.

Table 4C-9

*Survey of Chi-Square Analysis Results “Those who do well on the job stand a fair chance of being promoted” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	15.4% (19)	16.7% (1)	100% (1)	0% (0)			
Disagree moderately	24.4% (30)	33.3% (2)	0% (0)	25% (1)			
Disagree slightly	20.3% (25)	16.7% (1)	0% (0)	50% (2)			
Agree slightly	23.6% (29)	16.7% (1)	0% (0)	0% (0)			
Agree moderately	15.4% (19)	16.7% (1)	0% (0)	25% (1)			
Agree very much	0.8% (1)	0% (6)	0% (0)	0% (0)	9.27	15	0.86

Note: Significance is = or < 0.05

As shown in Table 4C-10, the null hypothesis was rejected. A significant difference (Chi Square (15) = 24.6, p-value = 0.05) between teacher job satisfaction and their perception “*My supervisor is unfair to me*” v *Retention* shows teachers *staying* agree 10% (N=13) in one form or another compared to those 90% (N= 111) in disagreement. For teachers hoping to *go elsewhere* 66% (N=4) agree in one form or another while 33% (N=2) disagreed. One unique statement is the one teacher *quitting* disagreed with the statement. Teachers who feel their principal is unfair

to them may feel less enthusiastic to work for that principal, while those feeling fairness is present may give more input, buy-in, and increase self-respect.

Table 4C-10

*Survey of Chi-Square Analysis Results “My supervisor is unfair to me” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	57.3% (71)	0% (0)	100% (1)	50% (2)			
Disagree moderately	20.2% (25)	16.7% (1)	0% (0)	25% (1)			
Disagree slightly	12.1% (15)	16.7% (1)	0% (0)	0% (0)			
Agree slightly	5.6% (7)	33.3% (2)	0% (0)	25% (1)			
Agree moderately	3.2% (4)	33.3% (2)	0% (0)	0% (0)			
Agree very much	1.6% (2)	0% (0)	0% (0)	0% (0)	24.6	15	0.05

Note: Significance is = or < 0.05

Table 4C-11 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 11.26, p-value = 0.73) between teachers’ perceptions of Job Satisfaction and Retention in the aspect *“The benefits we receive are as good as most other organizations offer.”* Teachers from each group rated this aspect with more than a majority, with the lowest of the four groups at 75%. The staying teachers (N=30) had the highest combined overall *Disagreement* at 24.5%.

Table 4C-11

*Survey of Chi-Square Analysis Results “The benefits we receive are as good as most other organizations offer” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	7.3% (9)	0 % (0)	0% (0)	0% (0)			

Disagree moderately	4.1% (5)	16.7% (1)	0% (0)	0% (0)			
Disagree slightly	13% (16)	0% (0)	0% (0)	25% (1)			
Agree slightly	13% (16)	16.7% (1)	0% (0)	50% (2)			
Agree moderately	33.3% (41)	33.3% (2)	100% (1)	25% (1)			
<u>Agree very much</u>	<u>29.3% (36)</u>	<u>33.3% (2)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>11.26</u>	<u>15</u>	<u>0.73</u>

Note: Significance is = or < 0.05

Table 4C-12 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 11.26, p-value = 0.73) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*I do not feel that the work I do is appreciated.*” Teachers staying (N=74) had the combined overall highest *Disagreement* at 60%. Teachers quitting (N=1) had the over highest *Agreement* with 100%, followed by teachers retiring (N=3) at 75%, and then teachers hoping to go elsewhere (N=5) at 83.5%. Teachers who do not feel appreciated for their work through recognition may tend to seek environments where they are recognized and rewarded.

Table 4C-12

*Survey of Chi-Square Analysis Results “I do not feel that the work I do is appreciated” v Retention*

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	21.7% (27)	0% (0)	0% (0)	0 % (0)			
Disagree moderately	26.6% (33)	0% (0)	0% (0)	25% (1)			
Disagree slightly	11.2% (14)	16.7% (1)	0% (0)	0% (0)			
Agree slightly	16.9% (21)	0% (0)	100% (1)	50% (2)			
Agree moderately	14.5% (18)	50% (3)	0% (0)	25% (1)			

Agree very much	8.8% (11)	33.3% (2)	0% (0)	0% (0)	21.06	15	0.13
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Note: Significance is = or < 0.05

Table 4C-13 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 8.22, p-value = 0.91) between teachers' perceptions of Job Satisfaction and Retention in the aspect "*My efforts to do a good job are seldom blocked by red tape.*" Teachers hoping to go elsewhere (N=4) had the highest combined overall *Agreement* rating at 66.5%, followed by teachers staying (N=66) at 53.5%, and then teachers retiring (N=2) at 50%. Individuals who think there are too many rules and red tape may feel restricted and not allowed to be as creative as they may be. This may affect perceptions of growth and freedom in the work environment causing them to investigate other locations.

Table 4C-13

*Survey of Chi-Square Analysis Results "My efforts to do a good job are seldom blocked by red tape" v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	8.1% (10)	0% (0)	0% (0)	0% (0)			
Disagree moderately	20.3% (25)	16.7% (1)	0% (0)	25% (1)			
Disagree slightly	17.9% (22)	16.7% (1)	100% (1)	25% (1)			
Agree slightly	19.5% (24)	16.7% (1)	0% (0)	0% (0)			
Agree moderately	28.5% (35)	50% (3)	0% (0)	50% (2)			
Agree very much	5.7% (7)	0% (0)	0% (0)	0% (0)	8.22	15	0.91

Note: Significance is = or < 0.05

Table 4C-14 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 22.3, p-value = 0.11) between teachers' perceptions of Job



Satisfaction and Retention in the aspect “*I find I have to work harder at my job because of the incompetence of people I work with.*” Teachers hoping to go elsewhere (N=4) had the highest combined overall *Agreement* with 67%. Teachers retiring (N=4) or quitting (N=1) each had a combined overall *Disagreement* with 100%, followed by teachers staying (N=92) who rated at 74.5%. Teachers who feel they work with incompetent coworkers may seek other avenues to provide the proper balance of cooperation and collaboration of friendships and job responsibilities.

Table 4C-14

*Survey of Chi-Square Analysis Results “I find I have to work harder at my job because of the incompetence of people I work with” v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	31.5% (39)	16.7% (1)	0% (0)	0% (0)			
Disagree moderately	23.4% (29)	16.7% (1)	0% (0)	75% (3)			
Disagree slightly	19.4% (24)	0% (0)	100% (1)	25% (1)			
Agree slightly	15.3% (19)	16.7% (1)	0% (0)	0% (0)			
Agree moderately	8.9% (11)	50% (3)	0% (0)	0% (0)			
Agree very much	1.6% (2)	0% (0)	0% (0)	0% (0)	22.3	15	0.11

Note: Significance is = or < 0.05

As shown in Table 4C-15, the null hypothesis was rejected. There was a significant difference (Chi Square (12) = 46.64, p-value = 0.05) between teacher job satisfaction and their perception “*I like doing the things I do at work*” v *Retention*. Teachers *staying* overall agree 99% (N=123). Teachers hoping to *go elsewhere* 83% (N=5) agreed overall. Individuals who do not like doing the things they do at work may reach burnout or try to find another principal who has

a different style. Some principals are more demanding of lesson plans and teaching actions compared to others. Teachers who like doing what they do at their school are more satisfied and have a happier work environment.

Table 4C-15

Survey of Chi-Square Analysis Results “I like doing the things I do at work” v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	0% (0)	0 % (0)	0% (0)	25% (1)			
Disagree moderately	0.08% (1)	16.7% (1)	0% (0)	0% (0)			
Disagree slightly	0% (0)	0% (0)	0% (0)	0% (0)			
Agree slightly	6.5% (8)	16.7% (1)	0% (0)	0% (0)			
Agree moderately	44.4% (55)	50% (3)	100% (1)	50% (2)			
Agree very much	48.8% (60)	16.7% (1)	0% (0)	25% (1)	46.64	12	0.00

Note: Significance is = or < 0.05

Table 4C-16 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 14.86, p-value = 0.46) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*The goals of this organization are not clear to me.*” Teachers quitting (N=1) rated highest with 100% in overall *Disagreement*. Teachers going elsewhere (N=5) rated next at 83% followed by teachers staying (N=95) with 77.5%, and those retiring (N=3) at 75%. This would indicate the major majority of each group understands the goals of the organization, thus being an important indicator aspect of job satisfaction. Additional studies and less disproportionate group numbers may expound on and clarify results.

Table 4C-16

*Survey of Chi-Square Analysis Results “The goals of this organization are not clear to me” v*

*Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	46.3% (57)	0% (0)	100% (1)	25% (1)			
Disagree moderately	20.3% (25)	66.7% (4)	0% (0)	50% (2)			
Disagree slightly	10.6% (13)	16.7% (1)	0% (0)	0% (0)			
Agree slightly	13.8% (17)	16.7% (1)	0% (0)	0% (0)			
Agree moderately	6.5% (8)	0% (0)	0% (0)	25% (1)			
Agree very much	2.4% (3)	0% (0)	0% (0)	0% (0)	14.86	15	0.46

Note: Significance is = or < 0.05

Table 4C-17 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 12.97, p-value = 0.60) between teachers' perceptions of Job Satisfaction and Retention in the aspect "*People get ahead as fast here as they do in other places.*" Teachers Quitting (N=1) had the highest overall combined rating of *Disagreement* with 100%, followed by Teachers retiring (N=3) at 75%, teachers hoping to go elsewhere (N=4) at 66.5%, then teachers staying (N=76) with 63%. This would indicate the majority of each group does not agree people get ahead equally compared to other places, thus being an important aspect of job satisfaction.

Table 4C-17

*Survey of Chi-Square Analysis Results "People get ahead as fast here as they do in other places" v Retention*

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	17.4% (21)	0% (0)	100% (1)	25% (1)			
Disagree moderately	19% (23)	33.3% (2)	0% (0)	0% (0)			

Disagree slightly	26.4% (32)	33.3% (2)	0% (0)	50% (2)			
Agree slightly	17.4% (21)	0% (0)	0% (0)	0% (0)			
Agree moderately	16.5% (20)	16.7% (1)	0% (0)	25% (1)			
<u>Agree very much</u>	<u>3.3% (4)</u>	<u>16.7% (1)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>12.97</u>	<u>15</u>	<u>0.60</u>

Note: Significance is = or < 0.05

As shown in Table 4C-18, the null hypothesis was rejected. There was a significant difference (Chi Square (15) = 27.65, p-value = 0.02) between teacher job satisfaction and their perception “*My supervisor shows too little interest in the feelings of subordinates*” v Retention. Results show 62% (N=76) of teachers *staying disagree* in some form as opposed to the 38% (N=47) who agree. The teachers hoping to *go elsewhere* show 100% (N=6) agreement in some form possibly indicating why they may hope to transfer. 75% (N=3) of those *retiring* agree in some form. Principals who show little interest in teachers may alienate them and make the workplace environment less satisfying, and possibly hostile, with little buy-in and input.

Table 4C-18

Survey of Chi-Square Analysis Results “*My supervisor shows too little interest in the feelings of subordinates*” v Retention

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	26.8 % (33)	0% (0)	100% (1)	25% (1)			
Disagree moderately	20.3% (25)	0% (0)	0% (0)	0% (0)			
Disagree slightly	14.6% (18)	0% (0)	0% (0)	0% (0)			
Agree slightly	21.1% (26)	16.7% (1)	0% (0)	25% (1)			
Agree moderately	7.3% (9)	33.3% (2)	0% (0)	50% (2)			
<u>Agree very much</u>	<u>9.8% (12)</u>	<u>50% (3)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>27.65</u>	<u>15</u>	<u>0.02</u>

Note: Significance is = or < 0.05

Table 4C-19 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 4.93, p-value = 0.99) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*The benefit package we have is equitable.*” Teachers in all four groups rated the benefits package at 75% or higher. This aspect of job satisfaction may be important for teachers to feel self-worth and pride in their organization.

Table 4C-19

Survey of Chi-Square Analysis Results “The benefit package we have is equitable” v Retention

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	4% (5)	0% (0)	0% (0)	0% (0)			
Disagree moderately	5.6% (7)	0% (0)	0% (0)	0% (0)			
Disagree slightly	12.9% (16)	16.7% (1)	0% (0)	25% (1)			
Agree slightly	17.7% (22)	16.7% (1)	0% (0)	25% (1)			
Agree moderately	33.9% (42)	33.3% (2)	100% (1)	50% (2)			
<u>Agree very much</u>	<u>25.8% (32)</u>	<u>33.3% (2)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>4.93</u>	<u>15</u>	<u>0.99</u>

Note: Significance is = or < 0.05

Table 4C-20 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 16.90, p-value = 0.32) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*There are few rewards for those who work here.*” 100% of quitting teachers (N=1), 66.5% of teachers hoping to teach elsewhere (N=4) and 50% of retiring teachers (N=2) *Agreed* overall with the statement. Teachers staying (N=73) disagreed overall at 59.5%. Teachers who feel there are few rewards may seek others locations to achieve the appreciation, recognition, and advancement opportunities.

Table 4C-20

*Survey of Chi-Square Analysis Results “There are few rewards for those who work here” v*

Retention

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	11.4% (14)	16.7% (1)	0% (0)	0% (0)			
Disagree moderately	24.4% (30)	0% (0)	0% (0)	50% (2)			
Disagree slightly	23.6% (29)	16.7% (1)	0% (0)	0% (0)			
Agree slightly	22.8% (28)	66.7% (4)	0% (0)	25% (1)			
Agree moderately	13% (16)	0% (0)	100% (1)	25% (1)			
<u>Agree very much</u>	<u>4.9% (6)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>16.90</u>	<u>15</u>	<u>0.32</u>

Note: Significance is = or < 0.05

Table 4C-20 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 17.71, p-value = 0.27) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*I have too much to do at work.*” The majority of all four groups rated this high in combined overall *Agreement*; Teachers retiring (N=4) and teachers quitting (N=1) both rated 100%, teachers staying (N=75) rated 68.5%, and teachers hoping to go elsewhere (N=4) rated 67.7%. This aspect of job satisfaction may indicate importance for leaders considering subordinate perceptions. Teachers who may feel there is too much paperwork might seek environments with less work and more freedom.

Table 4C-21

Survey of Chi-Square Analysis Results “I have too much to do at work” v Retention

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	2.4% (3)	0% (0)	0% (0)	0% (0)			

Disagree moderately	12.9% (16)	33.3% (2)	0% (0)	0% (0)			
Disagree slightly	16.1% (20)	0% (0)	0% (0)	0% (0)			
Agree slightly	27.4% (34)	16.7% (1)	0% (0)	0% (0)			
Agree moderately	21.8% (27)	0% (0)	100% (1)	75% (3)			
<u>Agree very much</u>	<u>19.4% (24)</u>	<u>50% (3)</u>	<u>0% (0)</u>	<u>25% (1)</u>	<u>17.71</u>	<u>15</u>	<u>0.27</u>

Note: Significance is = or < 0.05

As shown in Table 4C-22, the null hypothesis was rejected. There was a significant difference (Chi Square (15) = 8.92, p-value = 0.05) between teacher job satisfaction and their perception “*I enjoy my coworkers*” v Retention. Results show 97% (N=109) of teachers *staying* agreed in some form, which may indicate one reason why they may choose to stay. 83% (N=5) of teachers hoping to *go elsewhere* and 100% (N=1) and (N=4) of teachers *quitting or retiring* also agreed in some form indicating that principals may help in cultivating an environment and help resolve disputes among coworkers. Overall 129 teachers out of 134 agreed (96%) they enjoyed their coworkers. This may be in part to the work environment created and maintained by the principal. Cooperation, resolving conflict, and harmony among staff members keep teachers more satisfied and prevent desire to leave.

Table 4C-22

Survey of Chi-Square Analysis Results “*I enjoy my coworkers*” v Retention

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	0.8% (1)	0% (0)	0% (0)	0% (0)			
Disagree moderately	0.8% (1)	0% (0)	0% (0)	0% (0)			
Disagree slightly	1.6% (2)	16.7% (1)	0% (0)	0% (0)			
Agree slightly	7.3% (9)	0% (0)	0% (0)	0% (0)			

Agree moderately	37.4% (46)	50% (3)	0% (0)	25% (1)			
<u>Agree very much</u>	<u>52% (64)</u>	<u>33.3% (2)</u>	<u>100% (1)</u>	<u>75% (3)</u>	<u>8.92</u>	<u>15</u>	<u>0.05</u>

Note: Significance is = or < 0.05

Table 4C-23 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 13.00, p-value = 0.60) between teachers' perceptions of Job Satisfaction and Retention in the aspect *"I often feel that I do not know what is going on with the organization."* Teachers quitting (N=1) rated 100% in combined overall *Agreement*, followed by those retiring (N=2) at 50%, those Staying (N=48) at 39%, and then those hoping to go elsewhere (N=2) at 33.5%.

Table 4C-23

*Survey of Chi-Square Analysis Results "I often feel that I do not know what is going on with the organization" v Retention*

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	10.6% (13)	16.7% (1)	0% (0)	0% (0)			
Disagree moderately	27.6% (34)	16.7% (1)	0% (0)	25% (1)			
Disagree slightly	22.8% (28)	33.3% (2)	0% (0)	25% (1)			
Agree slightly	20.3% (25)	33.3% (2)	0% (0)	0% (0)			
Agree moderately	13.8% (17)	0% (0)	100% (1)	50% (2)			
<u>Agree very much</u>	<u>4.9% (6)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>13.00</u>	<u>15</u>	<u>0.60</u>

Note: Significance is = or < 0.05

As shown in Table 4C-24, the null hypothesis was rejected. A significant difference (Chi Square (9) = 29.14, p-value = 0.00) between teacher Job Satisfaction and their perception *"I feel a sense of pride in doing my job"* v Retention shows high rates of overall agreement in some



form 98.5% (N=134). Results for the four groups show those *staying* at 96%, those *going elsewhere* at 83%, those *quitting* at 100%, and those *retiring* at 75%. Pride may be an important factor due to their principal's ethics, morals, and actions reflected within staff. Individuals take pride in doing a good job and being recognized for it. The two single choices in disagreement 1.5% (N=2) may help explain why they may hope to *go elsewhere or retire*.

Table 4C-24

Survey of Chi-Square Analysis Results “I feel a sense of pride in doing my job” v Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	0% (0)	0% (0)	0% (0)	0% (0)			
Disagree moderately	0% (0)	0% (0)	0% (0)	0% (0)			
Disagree slightly	0% (0)	16.7% (1)	0% (0)	25% (1)			
Agree slightly	4% (5)	0% (0)	0% (0)	0% (0)			
Agree moderately	30.6% (38)	33.3% (2)	100% (1)	25% (1)			
<u>Agree very much</u>	<u>65.3% (81)</u>	<u>50% (3)</u>	<u>0% (0)</u>	<u>50% (2)</u>	<u>29.14</u>	<u>9</u>	<u>0.00</u>

Note: Significance is = or < 0.05

Table 4C-25 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 20.99, p-value = 0.13) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*There are benefits we do not have which we should have.*” Teachers quitting (N=1) had the highest overall *Agreement* with 100%, followed by teachers retiring (N=3) at 75%, those hoping to go elsewhere (N=3) at 50%, and finally teachers staying (N=71) with 42.5%. Individuals who feel they do not get comparable or fair treatment may seek to find more equitable work places elsewhere.

Table 4C-25

*Survey of Chi-Square Analysis Results “There are benefits we do not have which we should have” v Retention*

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Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	4.1% (5)	33.3% (2)	0% (0)	0% (0)			
Disagree moderately	17.1% (21)	0% (0)	0% (0)	0% (0)			
Disagree slightly	21.1% (26)	16.7% (1)	0% (0)	25% (1)			
Agree slightly	35.8% (44)	50% (3)	0% (0)	25% (1)			
Agree moderately	13.8% (17)	0% (0)	100% (1)	25% (1)			
<u>Agree very much</u>	<u>8.1% (10)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>25% (1)</u>	<u>20.99</u>	<u>15</u>	<u>0.13</u>

Note: Significance is = or < 0.05

As shown in Table 4C-26, the null hypothesis was rejected. There was a significant difference (Chi Square (15) = 34.8, p-value = 0.00) between teacher job satisfaction and their perception “*I like my supervisor*” v *Retention*. Results show 13% (N=16) of teachers *staying*, 67% (N=4) of those hoping to *go elsewhere*, and 25% (N=1) of those *retiring* do not like their principal to some degree. This shows overall 10% (N=12) do not like their principal compared to 90% (N=113) those who do like their principal to some degree. Many explanations may account for this attributable to the principal’s actions, behavior, or leadership style.

Table 4C-26

*Survey of Chi-Square Analysis Results “I like my supervisor” v Retention*

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Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	4.1% (5)	0% (0)	0% (0)	0% (0)			
Disagree moderately	4.1% (5)	0% (0)	0% (0)	0% (0)			
Disagree slightly	4.9% (6)	66.7% (4)	0% (0)	25% (1)			

Agree slightly	14.6% (18)	16.7% (1)	0% (0)	0% (0)			
Agree moderately	33.3% (41)	16.7% (1)	100% (1)	50% (2)			
<u>Agree very much</u>	<u>39% (48)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>25% (1)</u>	<u>34.8</u>	<u>15</u>	<u>0.00</u>

Note: Significance is = or < 0.05

Table 4C-27 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 9.96, p-value = 0.82) between teachers' perceptions of Job Satisfaction and Retention in the aspect *"I have too much paperwork."* Teachers from all groups are in *Agreement* of least 75% or more. Individuals who might feel there is too much paperwork may investigate other work options which allow more freedom and less restricting environments regarding time and efforts.

Table 4C-27

Survey of Chi-Square Analysis Results "I have too much paperwork" v Retention

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	1.6% (2)	0% (0)	0% (0)	0% (0)			
Disagree moderately	10.7% (13)	0% (0)	0% (0)	0% (0)			
Disagree slightly	13.1% (16)	16.7% (1)	0% (0)	0% (0)			
Agree slightly	28.7% (35)	33.3% (2)	0% (0)	0% (0)			
Agree moderately	22.1% (27)	16.7% (1)	0% (0)	25% (1)			
<u>Agree very much</u>	<u>23.8% (29)</u>	<u>33.3% (2)</u>	<u>100 % (1)</u>	<u>75% (3)</u>	<u>9.96</u>	<u>15</u>	<u>0.82</u>

Note: Significance is = or < 0.05

Table 4C-28 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 14.67, p-value = 0.47) between teachers' perceptions of Job Satisfaction and Retention in the aspect *"I don't feel my efforts are rewarded the way they should"*

be.” Teachers quitting (N=1) rated in combined overall *Agreement* at 100%. They were followed by teachers retiring (N=3) rated at 75%, teachers hoping to go elsewhere (N=5) at 83.5%, and finally those staying (N=62) at 49.5%. Individuals who do not feel they are appropriately rewarded for their efforts may seek other employment environments with better perceived rewards, appreciation, and recognition.

Table 4C-28

*Survey of Chi-Square Analysis Results “I don't feel my efforts are rewarded the way they should be” v Retention*

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	7.3% (9)	0% (0)	0% (0)	0% (0)			
Disagree moderately	21% (26)	0% (0)	0% (0)	25% (1)			
Disagree slightly	21.8% (27)	16.7% (1)	0% (0)	0% (0)			
Agree slightly	24.2% (30)	33.3% (2)	0% (0)	25% (1)			
Agree moderately	15.3% (19)	50% (3)	100% (1)	50% (2)			
<u>Agree very much</u>	<u>10.5% (13)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>0% (0)</u>	<u>14.67</u>	<u>15</u>	<u>0.47</u>

Note: Significance is = or < 0.05

Table 4C-29 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 19.80, p-value = 0.18) between teachers’ perceptions of Job Satisfaction and Retention in the aspect *“I am satisfied with my chances for promotion.”* Teachers quitting (N=1) *Disagreed* 100% of the time, followed by teachers retiring (N=3) at 75%, those staying (N=63) at 52.5%, and finally, teachers hoping to go elsewhere (N=3) with 50%. All four groups had 50% or higher disagreement concerning this aspect of job satisfaction. Individuals who may feel little or no chance for promotion might have little motivation and

effort in their work. This may cause them to investigate other options for opportunities beneficial to them and give less of themselves and loyalty to their present environment.

Table 4C-29

*Survey of Chi-Square Analysis Results “I am satisfied with my chances for promotion” v*

Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	6.7% (8)	16.7% (1)	100% (1)	0% (0)			
Disagree moderately	12.5% (15)	33.3% (2)	0% (0)	25% (1)			
Disagree slightly	33.3% (40)	0% (0)	0% (0)	50% (2)			
Agree slightly	26.7% (32)	33.3% (2)	0% (0)	0% (0)			
Agree moderately	15% (18)	16.7% (1)	0% (0)	25% (1)			
Agree very much	5.8% (7)	0% (0)	0% (0)	0% (0)	19.80	15	0.18

Note: Significance is = or < 0.05

Table 4C-30 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 15.00, p-value = 0.45) between teachers’ perceptions of Job Satisfaction and Retention in the aspect “*There is too much bickering and fighting at work.*” Teachers quitting (N=1) rated at 100% followed by teachers hoping to go elsewhere (N=5) at 83.5%, teachers retiring (N=3) at 75%, and then by teachers staying (N=46) at 37.5%. Individuals who feel there is too much conflict and non-cooperation in the work environment may choose to investigate less tumultuous climates creating more job satisfaction.

Table 4C-30

*Survey of Chi-Square Analysis Results “There is too much bickering and fighting at work” v*

Retention

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	17.1% (21)	0% (0)	0% (0)	0% (0)			
Disagree moderately	25.2% (31)	16.7% (1)	0% (0)	0% (0)			
Disagree slightly	20.3% (25)	16.7% (1)	0% (0)	25% (1)			
Agree slightly	25.2% (31)	33.3% (2)	0% (0)	50% (2)			
Agree moderately	9.8% (12)	33.3% (2)	100% (1)	25% (1)			
Agree very much	2.4% (3)	0% (0)	0% (0)	0% (0)	15.00	15	0.45

Note: Significance is = or < 0.05

As shown in Table 4C-31, the null hypothesis was rejected. There was a significant difference (Chi Square (15) = 30.09, p-value = 0.01) between teacher job satisfaction and their perception “*My job is enjoyable*” v *Retention*. Results show 97% (N=131) of teachers overall, regardless of Retention, find their job enjoyable to some degree compared to not enjoyable. This high overall agreement may indicate even though some teachers may not like certain actions or behaviors of their principals, there are enough things in the workplace and environment that make the job satisfying to the extent that it is enjoyable. Such factors may include co-workers, job security, resources, pay, advancement, etc.

Table 4C-31

Survey of Chi-Square Analysis Results “*My job is enjoyable* v *Retention*”

Source	Stay	Go Elsewhere	Quit	Retire	Chi-Square	df	p-value
Disagree very much	0.8% (1)	0% (0)	0% (0)	0% (0)			
Disagree moderately	2.4% (3)	0% (0)	0% (0)	0% (0)			
Disagree slightly	0% (0)	16.7% (1)	0% (0)	0% (0)			
Agree slightly	13.7% (17)	50% (3)	0% (0)	25% (1)			

Agree moderately	45.2% (56)	16.7% (1)	100% (1)	50% (2)			
Agree very much	37.9% (47)	16.7% (1)	0% (0)	25% (1)	30.09	15	0.01

Note: Significance is = or < 0.05

Table 4C-32 indicates there was not a significant difference, affirming the Null Hypothesis, (Chi Square (15) = 24.29, p-value = 0.60) between teachers' perceptions of Job Satisfaction and Retention in the aspect "*Work assignments are not fully explained.*" Teachers staying (N=82) had a combined overall *Disagreement* of 66.5%. This may account for a rationale to stay in a work environment that has satisfactory assignment explanations. Teachers who *Agreed* with the aspect of assignments not being explained as a majority were those quitting (N=1) at 100%, those retiring (N=3) at 75%, and finally those hoping to go elsewhere (N=3) at 50%.

Table 4C-32

Survey of Chi-Square Analysis Results "*Work assignments are not fully explained*" v Retention

<u>Source</u>	<u>Stay</u>	<u>Go Elsewhere</u>	<u>Quit</u>	<u>Retire</u>	<u>Chi-Square</u>	<u>df</u>	<u>p-value</u>
Disagree very much	14.8% (18)	0% (0)	0% (0)	0% (0)			
Disagree moderately	32.8% (40)	16.7% (1)	0% (0)	25% (1)			
Disagree slightly	18.9% (23)	33.3% (2)	0% (0)	0% (0)			
Agree slightly	23.8% (29)	33.3% (2)	0% (0)	25% (1)			
Agree moderately	6.6% (8)	0% (0)	100% (1)	25% (1)			
Agree very much	3.3% (4)	16.7% (1)	0% (0)	25% (1)	24.29	15	0.60

Note: Significance is = or < 0.05

APPENDIX O

THE THREE SURVEY SUBSCALES VS. GENDER TABLES AND WRITE-UPS

**Leadership Styles Subscales Tables and Write-ups**

Table 5A-1 results, for the subscale *Analytic* component of Structural Leadership, show males (95%) were rated much higher than females (76%) under the often/always choice. The subscale *Organized* component rated as basically even, males (97%) to females (96%) showing little to no difference in perceptions by teachers between the two genders. The overall average for the two combined subscale percentages indicate males (96%) are rated higher than females (86%) in using or showing a Structural leadership Style. Male stereotype paradigms may account for this aspect.

Table 5A-1

Leadership Style Subscale “Structural”

<i>Structural Leadership Style</i>		<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
(subscale descriptions)			
<i>Analytic</i>	Male	5%	95%
	Female	24%	76%
<i>Organized</i>	Male	3%	97%
	Female	4%	96%
Average	Male	4%	96%
	Female	14%	86%

Table 5A-2 results, for the subscale *Supportive* component of the Human Resource Leadership style, show males (90%) were rated much higher than females (70%) under the often/always choice. This may go against conventional beliefs held that females are more



supportive than males. The subscale *Participative* component also rated higher for males (89%) compared to females (73%), also going against conventional beliefs females are more supportive. The overall average for the two combined subscale components indicates males (89.5%) rated higher than females (71.5%) in using or showing the Human Resource Leadership style in the workplace.

Table 5A-2

Leadership Style Subscale “Human Resource”

<i>Human Resource Leadership Style</i>		<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
<i>Supportive</i>	Male	10%	90%
	Female	30%	70%
<i>Participative</i>	Male	11%	89%
	Female	27%	73%
Average	Male	21.5%	89.5%
	Female	28.5%	71.5%

Table 5A-3 results for the subscale *Powerful* component of the Political Leadership Style show males (92%) were rated much higher than females (71%) under the often/always choice. This may affirm stereotypes held in feminist theories where males are perceived to have more power than females. Under the *Adroit* subscale component, females (94%) rated slightly higher than males (92%). The overall average combined subscales resulted in males (92%) rating higher than females (82.5%) in the Political Leadership Style.

Table 5A-3

Leadership Style Subscale “Political”

<i>Political Leadership Style</i>		<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
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<i>Powerful</i>	Male	8%	92%
	Female	29%	71%
<i>Adroit</i>	Male	8%	92%
	Female	6%	94%
Average	Male	8%	92%
	Female	17.5%	82.5%

Table 5A-4 results for the subscale *Inspirational* component of the Symbolic Leadership Style show Males (92%) tied with Females (92%) under the often/always choice. Results for the *Charismatic* subscale component indicate males (92%) rated higher than females (84%). The overall average combined subscales resulted in males (92%) rating higher than females (88%) in the Symbolic Leadership Style.

Table 5A-4

Leadership Style Subscale “Symbolic”

<i>Symbolic</i>		<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
<i>Inspirational</i>	Male	8%	92%
	Female	8%	92%
<i>Charismatic</i>	Male	8%	92%
	Female	16%	84%
Average	Male	8%	92%
	Female	12%	88%

**Principal Leadership Qualities Subscale Tables and Write-ups**

Table 5B-1 indicates teachers perceived female principals (75%) rated higher overall in showing more qualities of the subscale component *Vision* than did males (61%).

Table 5B-1

PLQ Subscale and “Vision”

Vision	Gender	Disagree	Undecided	Agree
	Male	26%	13%	61%
	Female	14%	11%	75%

Table 5B-2 indicates teachers perceived female principals (70%) rated higher overall in showing more qualities of the subscale component *Role Model* than males (51%).

Table 5B-2

PLQ and Subscale “Role Model”

Role Model	Gender	Disagree	Undecided	Agree
	Male	35%	14%	51%
	Female	16%	15%	70%

Table 5B-3 indicates teachers perceived female principals (87%) rated higher overall in showing more qualities of the subscale component *Group Goals* than males (74%).

Table 5B-3

PLQ and Subscale “Group Goals”

Group Goals	Gender	Disagree	Undecided	Agree
	Male	17%	9%	74%
	Female	7.5%	5.5%	87%

Table 5B-4 indicates female principals rated higher (83%) overall in showing the subscale component *Support* compared to males who rated (67%).

Table 5B-4

PLQ and Subscale “Support”

Support	Gender	Disagree	Undecided	Agree
	Male	23%	10%	67%
	Female	9%	8%	83%

Table 5B-5 indicates teachers perceived female principals to rated higher (70%) overall in showing the subscale component *Stimulation* compared to males who rated (61%). The stimulating principal positively motivates, arouses, encourages, and incentivizes teachers to act, instead of enabling static actions and practices, which may contribute to non-transforming or lethargic actions.

Table 5B-5

PLQ and Subscale “Stimulation”

Stimulation	Gender	Disagree	Undecided	Agree
	Male	25%	14%	61%
	Female	12%	18%	70%

Table 5B-6 indicates teachers perceived females principals (74%) to rate higher overall than males (62%) under the subscale component *Expectations*. This component may be described to as mentally looking forward to or anticipating the prospect of a good or profitable future.

Table 5B-6

PLQ and Subscale “Expectations

Expectations	Gender	Disagree	Undecided	Agree
	Male	27%	11%	62%
	Female	17%	9%	74%

Table 5B-7 indicates teachers perceived overall male principals did not show specific

leadership qualities 25.5% (disagree) overall about twice as much as females 12.5% (disagree). Teachers also perceived overall female principals showed specific leadership qualities 76.5% (agree) compared to males 63% (agree).

Table 5B-7 PLQ and Overall Averages

Overall Averages	Gender	Disagree	Undecided	Agree
	Male	25.5%	12%	63%
	Female	12.5%	11%	76.5%

### Job Satisfaction Subscales Tables and Write-ups

Table 5C-1 indicated teachers perceived female principals (41%) to create more satisfaction relating to the subscale component promotion as compared to males (35%). It is noted both genders had a majority of dissatisfaction among teachers compared to satisfaction relating to their work environment.

Table 5C-1

#### Job Satisfaction and Subscale “Promotion”

Subscale Descriptor		<i>Overall Disagree (Dissatisfaction)</i>	<i>Overall Agree (Satisfaction)</i>
Promotion	Male	65%	35%
(Questions 2, 11, 20, 33)	Female	59%	41%

Table 5C-2 indicates teachers perceived female principals (77%) to rate slightly higher than males (75%) on the subscale component supervision relating to job satisfaction at their work environment. Over three fourths of teachers from both genders were satisfied with their principal’s supervision aspects.

Table 5C-2

Job Satisfaction and Subscale “Supervision”

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<u>Subscale Descriptor</u>		<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Supervision (Questions 3, 12, 21, 30)	Male	25%	75%
	Female	23%	77%

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Table 5C-3 indicates teachers perceived female principals (69%) rated higher than males (62%) on the subscale component *Fringe Benefits* relating to Job Satisfaction at their work environment.

Table 5C-3

Job Satisfaction and Subscale “Fringe Benefits”

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<u>Subscale Descriptor</u>		<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Fringe Benefits (Questions 4, 13, 22, 29)	Male	38%	62%
	Female	31%	69%

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Table 5C-4 indicates teachers perceived female principals (55%) rated slightly higher than males (54%) relating to the subscale component Contingent Rewards in the work environment. Satisfaction and dissatisfaction were similar in both genders. Also, it should be noted both genders perceived contingent rewards to rate around fifty percent in dissatisfaction and satisfaction.

Table 5C-4

Job Satisfaction and Subscale “Contingent Rewards”

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<u>Subscale Descriptor</u>		<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Contingent Rewards (Questions 5, 14, 23, 32)	Male	46%	54%
	Female	45%	55%

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Table 5C-5 indicates teachers perceived male principals (43%) rated higher than females (36%) relating to the subscale component Operating Conditions in the work environment. Also, both male and female principals received higher dissatisfaction than satisfaction percentages. Operating conditions appear to be an important factor in the workplace environment greatly affecting climate.

Table 5C-5

Job Satisfaction and Subscale “Operating Conditions”

<u>Subscale Descriptor</u>		<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Operating Conditions (Questions 6, 15, 24, 31)	Male	57%	43%
	Female	64%	36%

Table 5C-6 indicates male Principals (82%) rated higher in teacher perceptions for the subscale *Coworkers* in overall satisfaction compared to females (80%). This subscale had high satisfaction for both genders, indicating it may be a valued component of the workplace environment.

Table 5C-6

Job Satisfaction and Subscale “Coworkers”

<u>Subscale Descriptor</u>		<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Coworkers (Questions 7, 16, 25, 34)	Male	18%	82%
	Female	20%	80%

Table 5C-7 indicated male principals (95%) rated higher than females (90%) in overall satisfaction with the subscale Nature of Work. This component had high percentages for both genders, indicating it may be a valued highly in the workplace environment.

Table 5C-7

Job Satisfaction and Subscale “Nature of Work

<u>Subscale Descriptor</u>		<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Nature of Work	Male	5%	95%
(Questions 8, 17, 27, 35)	Female	10%	90%

Table 5C-8 indicates male principals rated higher (68%) than females (62%) for the subscale component Communication. Both genders overall agreed they were more satisfied than dissatisfied with this component.

Table 5C-8

Job Satisfaction and Subscale “Communication”

<u>Subscale Descriptor</u>		<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Communication	Male	32%	68%
(Questions 9, 18, 26, 36)	Female	38%	62%

Table 5C-9 is most interesting in the fact that both male and female principals rated exactly the same, percentage wise, regarding teacher perceptions of workplace satisfaction (64%) and dissatisfaction (36%). These percentages show both genders were overall satisfied almost two-thirds of the time.

Table 5C-9

Job Satisfaction Combined Averages

<u>Subscale Descriptor</u>		<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Combined Overall Averages	Male	36%	64%
	Female	36%	64%



APPENDIX P

THE THREE SURVEYS SUBSCALES VS. TEACHERS YEARS OF EXPERIENCE

**Leadership Styles Survey vs. Years of Experience Subscales**

Table 6A-1 indicates that for the Structural Leadership Style subscale components *Analytic* and *Organized*, teachers with 1-3 years of experience rated often/always (97%), slightly more than the other two groups. Teachers with 1-3 years of experience also had the highest combined often/always average (94.75%) of these two subscale components compared to the other two groups. Teachers with 11 or more years had the lowest combined often/always average (90%). The averages of all three groups were all above (90%), indicating the Structural Leadership Style is important to teachers Job. The null hypothesis was rejected.

Table 6A-1

Leadership Styles and Subscale “Structural”

Structural Leadership Style		<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
<i>Analytic</i>	1-3 Years	3%	97%
	4-10 Years	4%	96%
	11-More Years	6%	94%
<i>Organized</i>	1-3 Years	7.5%	92.5%
	4-10 Years	15%	85%
	11-More Years	14%	86%
Average	1-3 Years	5.25%	94.75%
	4-10 Years	9.5%	90.5%
	11-More Years	10%	90%

Table 6A-2 indicates, for the Human Resource Leadership Style, *Supportive* and

*Participative* teachers with 1-3 years of experience rated often/always the most regarding both the *Supportive* (97%) and *Participative* subscale components (95%). Teachers with 1-3 years also rated often/always the highest combined average (96%) of these two subscale components compared to the other two groups. Teachers with 11 or more years (86%) rated lowest in overall average often/always. This could be due to the fact they have been around longer and may have been exposed to a wider variety of principals and situations in which they might compare their present scenario. The null hypothesis was rejected.

Table 6A-2

Leadership Styles and Subscale “Human Resource”

Human Resource Leadership Style		<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
<i>Supportive</i>	1-3 Years	3%	97%
	4-10 Years	12.5%	87.5%
	11-More Years	9%	91%
<i>Participative</i>	1-3 Years	5%	95%
	4-10 Years	15%	85%
	11-More Years	19%	81%
Average	1-3 Years	4%	96%
	4-10 Years	13.75%	86.25%
	11-More Years	14%	86%

Table 6A-3 indicates for the Political Leadership Style, *Powerful* and *Adroit*, Teachers with 1-3 years of experience rated often/always the highest regarding both the *Powerful* (85%) and *Adroit* (90%) subscale components. Teachers with 1-3 years also rated often/always the highest combined average (87.5%) of these two subscale components compared to the other two

groups. Teachers with 11 or more years (78%) rated lowest in often/always. This could be due to the fact they have been around longer and may have been exposed to a wider variety of principals and situations in which they might compare their present scenario. The null hypothesis was rejected.

Table 6A-3

Leadership Styles and Subscales “Political”

<u>Political Leadership Style</u>		<u>Occasionally/Sometimes</u>	<u>Often/Always</u>
<i>Powerful</i>	1-3 Years	15%	85%
	4-10 Years	20%	80%
	11-More Years	19%	81%
<i>Adroit</i>	1-3 Years	10%	90%
	4-10 Years	23%	77%
	11-More Years	25%	75%
Average	1-3 Years	22.5%	87.5%
	4-10 Years	21.5%	78.5%
	11-More Years	22%	78%

Table 6A-4 indicates for the Symbolic Leadership Style, *Inspirational* and *Charismatic*, teachers with 1-3 years of experience rated often/always the most regarding both the *Inspirational* (95%) and *Charismatic* (87.5%) subscale components. Teachers with 1-3 years also rated the highest often/always combined average (91.25%) of these two subscale components compared to the other two groups. Teachers with 11 or more years (78.5%) rated often/always slightly lowest in overall average. This could be due to the fact they have been around longer and may have been exposed to a wider variety of principals and situations in

which they might compare their present scenario. The null hypothesis was rejected.

Table 6A-4

Leadership Styles and Subscale “Symbolic”

Symbolic		<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
<i>Inspirational</i>	1-3 Years	5%	95%
	4-10 Years	20.5%	79.5%
	11-More Years	21%	79%
<i>Charismatic</i>	1-3 Years	12.5%	87.5%
	4-10 Years	19.5%	80.5%
	11-More Years	22%	78
Average	1-3 Years	8.75%	91.25%
	4-10 Years	20%	80%
	11-More Years	21.5%	78.5%

**Principal Leadership Qualities vs. Years of Experience Subscales**

Table 6B-1, indicated in the subscale component *Vision*, years of experience between the three groups. Teachers with 1-3 year teachers rated highest at 80%, followed by teachers with 11- or more years with 66%, and last by teachers with 4-10 years with 61%. Totals may appear skewed since the numbers reporting by each group differed greatly.

Table 6B-1

PLQ and Subscale “Vision”

Vision	(Questions 1-5)	Disagree	Undecided	Agree
1-3 Years	(N=8)	3%	18%	80%
4-10 Years	(N=36)	27%	12%	61%

11-More Years (N=91)	19%	13%	66%
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Table 6B-2 indicated, in the subscale component *Role Model*. Teachers with 1-3 year teachers rated highest at 75%, followed by teachers with 11- or more years with 63%, and last by teachers with 4-10 years with 52%. Totals may appear skewed since the numbers reporting by each group differed greatly.

Table 6B-2

PLQ and Subscale “Role Model”

Role Model (Questions 6-8)	Disagree	Undecided	Agree
1-3 Years (N=8)	4%	21%	75%
4-10 Years (N=36)	31%	18%	52%
11-More Years (N=90)	25%	12%	63%

Table 6B-3 indicated teachers with 1-3 years of experience rated their principals in overall agreement the highest (95%) under the sub-component *Group Goals*. They also had the lowest percentage for undecided (0%). Teachers with 4-10 years rated their principals their principals at 82%, followed by those with 11-or more years with 75%. Totals may appear skewed since the numbers reporting by each group differed greatly.

Table 6B-3

PLQ and Subscale “Group Goals”

Group Goals (Questions 9-13)	Disagree	Undecided	Agree
1-3 Years (N=8)	5%	0%	95%
4-10 Years (N=36)	15%	3%	82%
11- More Years (N=90)	15%	10%	75%

Table 6B-4 indicated teachers with 1-3 years of experience were in overall agreement

(80%) and perceived their principal to rate the highest in the subscale component *Support*.

Teachers with 4-10 years of experience teachers perceived their principals next at 75%, followed by those with 11-or more years at 70%. Totals may appear skewed since the numbers reporting by each group differed greatly.

Table 6B-4

PLQ and Subscale “Support”

Support	(Questions 14-18)	Disagree	Undecided	Agree
1-3 Years	(N=8)	10%	10%	80%
4-10 Years	(N=27)	19%	6%	75%
11-More Years	(N=90)	20%	11%	70%

Table 6B-5 indicated teachers with 1-3 years of experience agreed in their overall perception rating their principal highest (71%) in the subscale component *Stimulation*, followed by 11-or more years at 65%, then 4-10 with 61%. Totals may appear skewed since the numbers reporting by each group differed greatly.

Table 6B-5

PLQ and Subscale “Stimulation”

Stimulation	(Questions 19-21)	Disagree	Undecided	Agree
1-3 Years	(N=8)	0%	29%	71%
4-10 Years	(N=36)	29%	10%	61%
11-More Years	(N=90)	19%	16%	65%

Table 6B-6 indicates teachers with 1-3 years of experience agreed in their overall perception rating their principal highest at 96%, followed by those with 11-or more years with 68%, and last by those with 4-10 years at 53% in the subscale component *Expectations*. Totals

may appear skewed since the numbers reporting by each group differed greatly.

Table 6B-6

PLQ and Subscale “Expectations”

Expectations		Disagree	Undecided	Agree
1-3 Years	(N=8)	0%	4%	96%
4-11 Years	(N=36)	35%	12%	53%
11-More Years	(N=90)	21%	10%	68%

**Job Satisfaction Survey vs. Years of Experience Subscales**

Table 6C-1 indicated all three groups overall perceived more dissatisfaction in the workplace regarding the subscale component *Promotion* than satisfaction. Teachers with 1-3 years of experience rated principals the highest (48%) on overall satisfaction. This could be due to the fact that newer teachers may not be aware of what the norm for satisfaction and dissatisfaction is defined as. Teachers with 4-10 years of experience were the most dissatisfied (65%).

Table 6C-1

Job Satisfaction and Subscale “Promotion”

Subscale Descriptors	<i>Overall Disagree</i>	<i>Overall Agree</i>
Promotion (Questions 2, 11, 20, 33)	(Dissatisfaction)	(Satisfaction)
1-3 Years	52%	48%
4-10 Years	65%	35%
11-More Years	62%	38%

Table 6C-2 indicates all three groups overall perceived more satisfaction in the workplace regarding the subscale component *Supervision* than dissatisfaction. Teachers with 1-3 years of

experience perceived the highest overall Satisfaction (83%). This could be due to the fact newer teachers may not be aware of what the norm for satisfaction and dissatisfaction is defined as.

Teachers with 4-10 Years were the most dissatisfied (27%).

Table 6C-2

Job Satisfaction and Subscale “Supervision”

<u>Subscale Descriptors</u>	<u>Overall Disagree</u>	<u>Overall Agree</u>
Supervision (Questions 3, 12, 21, 30)	(Dissatisfaction)	(Satisfaction)
1-3 Years	17%	83%
4-10 Years	27%	73%
11-More Years	25%	75%

Table 6C-3 indicates teachers of all three groups perceived more overall satisfaction regarding the subscale component *Fringe Benefits* in the workplace than dissatisfaction.

Teachers with 1-3 years of experience rated satisfaction the highest (82%). This could be due to the fact newer teachers may not be aware of what the norm for satisfaction and dissatisfaction is defined as. Teachers with 11 or more years were the most dissatisfied (38%).

Table 6C-3

Job Satisfaction and Subscale “Fringe Benefits”

<u>Subscale Descriptors</u>	<u>Overall Disagree</u>	<u>Overall Agree</u>
Fringe Benefits (Questions 4, 13, 22, 29)	(Dissatisfaction)	(Satisfaction)
1-3 Years	18%	82%
4-10 Years	36%	64%
11-More Years	38%	62%

Table 6C-4 indicates the highest perceived overall satisfaction (68%) was from teachers



with 1-3 years of experience for the subscale component *Contingent Rewards*. This could be due to the fact newer teachers may not be aware of what the norm for satisfaction and dissatisfaction is defined as. Teachers with 4-10 years rated highest in dissatisfaction.

Table 6C-4

Job Satisfaction and Subscale “Contingent Rewards”

<u>Subscale Descriptors</u>	<u>Overall Disagree</u>	<u>Overall Agree</u>
Contingent Rewards (Questions 5, <b>14, 23, 32</b> ) (Dissatisfaction)		(Satisfaction)
1-3 Years	32%	68%
4-10 Years	49%	51%
11-More Years	47%	53%

Table 6C-5 indicates the highest perceived overall satisfaction (54%) was from teachers with 1-3 years of experience for the subscale component *Operating Conditions*. This could be due to the fact newer teachers may not be aware of what the norm for satisfaction and dissatisfaction is. Teachers with 11 or more years rated the highest in dissatisfaction. This could be due to the fact they have been around longer and may have been exposed to a wider variety of locations in which to compare their present situation.

Table 6C-5

Job Satisfaction and “Operating Conditions”

<u>Subscale Descriptors</u>	<u>Overall Disagree</u>	<u>Overall Agree</u>
Operating Conditions (Questions <b>6, 15, 24, 31</b> ) (Dissatisfaction)		(Satisfaction)
1-3 Years	46%	54%
4-11 Years	56%	44%
11-More Years	64%	36%

Table 6C-6 indicates teachers with 4-10 years of experience rated the subscale component *Coworkers* the highest (84%) in satisfaction. Teachers with 11 or more years rated dissatisfaction the highest.

Table 6C-6

Job Satisfaction and Subscale “Coworkers”

<u>Subscale Descriptors</u>	<u>Overall Disagree</u>	<u>Overall Agree</u>
Coworkers (Questions 7, 16, 25, 34)	(Dissatisfaction)	(Satisfaction)
1-3 Years	26%	74%
4-10 Years	16%	84%
11-More Years	29%	71%

Table 6C-7 indicates teachers with 4-10 years of experience rated the subscale component *Nature of Work* the highest (96%) in satisfaction. All three groups rated this component very high. This factor should be viewed as highly influential concerning teacher job satisfaction.

Table 6C-7

Job Satisfaction and Subscale “Nature of Work”

<u>Subscale Descriptors</u>	<u>Overall Disagree</u>	<u>Overall Agree</u>
Nature of Work (Questions 8, 17, 27, 35)	(Dissatisfaction)	(Satisfaction)
1-3 Years	7%	93%
4-10 Years	4%	96%
11-More Years	8%	92%

Table 6C-8 indicates the highest perceived overall satisfaction (78%) was from teachers with 1-3 years of experience for the subscale component *Communication*. This could be due to

the fact newer teachers may not be aware of what the norm for satisfaction and dissatisfaction is. The other two groups both rated satisfaction at (64%).

Table 6C-8

Job Satisfaction and Subscale “Communication”

<u>Subscale Descriptors</u>	<u>Overall Disagree</u>	<u>Overall Agree</u>
Communication (Questions 9, 18, 26, 36)	(Dissatisfaction)	(Satisfaction)
1-3 Years	22%	78%
4-10 Years	36%	64%
11-More Years	36%	64%

Table 6C-9 indicates the highest perceived combined overall average for *Job Satisfaction* (72.5%) was from teachers with 1-3. This could be due to the fact newer teachers may not be aware of what the norm for satisfaction and dissatisfaction is defined as. Teachers 11 or more years were the least satisfied. This could be due to the fact they have been around longer and may have been exposed to a wider variety of locations and situations in which they might compare their present scenario.

Table 6C-9

Job Satisfaction Combined Overall Averages

<u>Subscale Descriptors</u>	<u>Overall Disagree</u>	<u>Overall Agree</u>
Combined Overall Averages	(Dissatisfaction)	(Satisfaction)
1-3 Years	27.5%	72.5%
4-10 Years	36%	64%
11-More Years	39%	61%

APPENDIX Q

THE THREE SURVEY SUBSCALES VS. RETENTION TABLES AND WRITE-UPS

**Leadership Styles Survey Subscales vs. Retention**

Table 7A-1 indicates teachers hoping to stay at their present location perceived their principal as demonstrating *Analytic* subscale type behaviors 93% of the time under the choice often or always, and the *Organized* subscale behavior 87% often or always under the Structural Leadership Style. The *Analytic* subscale rated higher than the *Organized* subscale. Their average was 90%. The retiring teacher perceived the principal 100% often or always in each of the eight questions between the two subscale groups. The go elsewhere teacher perceived the principal 75% often or always six out of eight questions between the two subscale groups. Table 7A-1

Leadership Styles and Subscale “Structural”

(subscale descriptions)	Occasionally/Sometimes	Often/Always
(Questions: 1,9,17,25) <i>Analytic</i>		
(N=48,48,47,48) Stay	7%	93%
(N=1,1,1,1,) Go Elsewhere	25%	75%
(N=1,1,1,1,) Retire	0%	100%
(Questions: 5,13,21,29) <i>Organized</i>		
(N=47,46,47,48) Stay	13%	87%
(N=1,1,1,1) Go Elsewhere	25%	75%
(N=1,1,1,1,) Retire	0%	100%
Average		
Stay	10%	90%
Go Elsewhere	25%	75%

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Retire

0%

100%

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Table 7A-2 indicates teachers hoping to stay at their present location perceived their principal as demonstrating *Supportive* subscale type behaviors 91% of the time under the choice often or always, and the subscale *Participative* behavior 85% often or always under the Human Resource Leadership Style. The *Supportive* subscale rated higher than the *Participative*. Their average was 88%. The retiring teacher perceived the principal 100% often or always in each of the seven questions. The go elsewhere teacher perceived the principal 87.5% often or always six out of seven questions. Please note question #6, Builds trust through open and collaborative relationships” v Retention, on the researchers Chi-Squared statistics was not used as it listed: 10 stay, 22 go elsewhere, and 17 retire for some unknown reason.

Table 7A-2 Leadership Styles and Subscale “Human Resource”

(subscale descriptions)	<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
(Questions: 2,10,18,26) <i>Supportive</i>		
(N=48,46,47,47) Stay	9%	91%
(N=1,1,1,1)) Go Elsewhere	25%	75%
(N=1,1,1,1) Retire	0%	100%
*(Questions: 14,22,30) <i>Participative</i>		
(N= 39, 40, 42) Stay	15%	85%
(N=1,1,1) Go Elsewhere	0%	100%
(N=1,1,1) Retire	0%	100%
Average		
Stay	12%	88%
Go Elsewhere	12.5%	87.5%

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Retire	0%	100%
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Table 7A-3 indicates teachers hoping to stay at their present location perceived their principal as demonstrating *Powerful* subscale type behaviors 84% of the time under the choice often or always, and the *Adroit* subscale behavior 79% often or always under the Political Leadership Style. The *Powerful* subscale had a higher perceived rating than the *Adroit* subscale by staying teachers. Their average was 81.5% out of the eight questions. The go elsewhere teacher perceived the principal 75% often or always in six of the eight questions between the two subscale groups. The retiring teacher perceived the principal 100% often or always six out of seven questions (one question was not answered) between the two subscale groups.

Table 7A-3

Leadership Styles and Subscales “Political”

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(subscale descriptions)	<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
<i>(Questions: 3,11,19,27) Powerful</i>		
(N= 48, 47, 46, 48) Stay	16 %	84 %
(N=1, 1, 1, 1) Go Elsewhere	25%	75%
(N=1, 0, 1, 1) Retire	0%	100%
<i>(Questions: 7,15,23,31) Adroit</i>		
(N=48, 47, 48, 48) Stay	21%	79%
(N= 1, 1, 1, 1) Go Elsewhere	25%	75%
(N=1, 1, 1, 1) Retire	0%	100%
Average Stay	18.5%	81.5%
Go Elsewhere	25%	75%
Retire	0%	100%

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Table 7A-4 indicates teachers hoping to stay at their present location perceived their principal as demonstrating *Inspirational* subscale type behaviors 83% of the time under the choice often or always, and the *Charismatic* subscale behavior 81% often or always under the Symbolic Leadership Style. The *Inspirational* subscale rated higher than the *Charismatic* subscale. Their average was 82%. The retiring teacher perceived the principal 100% *often or always* in each of the eight questions between the two subscale groups. The go elsewhere teacher perceived the principal 87.5% at *often or always* in seven out of eight questions between the two subscale groups.

Table 7A-4

Leadership Styles and Subscales “Symbolic”

(subscale descriptions)	<i>Occasionally/Sometimes</i>	<i>Often/Always</i>
<i>(Questions:4,12,20,28 ) Inspirational</i>		
(N=48, 47, 48, 47) Stay	17%	83%
(N=1, 1, 1, 1) Go Elsewhere	0%	100%
(N=1, 1, 1, 1) Retire	0%	100%
<i>(Questions:8,16,24,32) Charismatic</i>		
(N=47, 48, 48, 47) Stay	19%	81%
(N=1, 1, 1, 1) Retire	0%	100%
Average		
Stay	18%	82%
Go Elsewhere	12.5%	87.5%
Retire	0%	100%

### Principal Leadership Qualities Subscales vs. Retention

Table 7B-1 indicated 75% (N=110) of teachers staying agreed overall in the perception their principal demonstrated the leadership quality Vision. Those teachers hoping to go elsewhere (N=17) disagreed 69% and those choosing to quit (N=5) disagreed 68% in their overall perceptions their principal demonstrated *Vision* as a leadership quality. This may account for the decisions of those hoping to go elsewhere and those desiring to quit. The null hypothesis was rejected.

Table 7B-1

#### PLQ and Subscale “Vision”

Vision	(Questions 1-5)	Disagree	Undecided	Agree
Stay	(N=110)	13%	12%	75%
Go Elsewhere	(N=17)	69%	14%	16%
Quit	(N=5)	68%	8%	24%
Retire	(N=3)	13%	40%	47%

Table 7B-2 indicated 70% (N=109) of teachers staying agreed overall in the perception their principal demonstrated the leadership quality of being a *Role Model*. Those teachers hoping to go elsewhere (N=17) disagreed 74% and those choosing to quit (N=5) disagreed 87% in their overall perceptions their principal demonstrated the leadership quality of being a role model. This lack of perceived leadership quality may account for the decisions of those hoping to go elsewhere and those desiring to quit. The null hypothesis was rejected.

Table 7B-2

#### PLQ and Subscale “Role Model”

Role Model	(Questions 6-8)	Disagree	Undecided	Agree
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Stay	(N=110, 108, 110)	15%	15%	70%
Go Elsewhere	(N=17, 16, 17)	74%	10%	16%
Quit	(N=5)	87%	0%	13%
Retire	(N=2, 3, 3)	50%	12.5%	37.5%

Table 7B-3 indicates 84% (N=109) of teachers staying and 80% (N=3) of teachers retiring agreed overall with the highest percentage in the perception their principal demonstrated the leadership quality of *Group Goals*. Those hoping to go elsewhere (N=17), quit (N=5), or retire (N=3) also had a majority in overall agreement respectively 47%, 52%, and 80% that their principal demonstrated group goals importance as a leader. The null hypothesis was rejected.

Table 7B-3

PLQ and Subscale “Group Goals”

Group Goals (Questions 9-13)	Disagree	Undecided	Agree
Stay (N=106, 110, 110, 110, 108)	9%	7%	84%
Go Elsewhere (N=16, 17, 16, 17, 17)	43%	10%	47%
Quit (N=5)	28%	20%	52%
Retire (N=3)	0%	20%	80%

Table 7B-4: indicated 80% (N=109) of teachers staying and 67% (N=3) of retiring teachers agreed overall in the perception their principal demonstrated the leadership quality of *Support*. Those teachers hoping to go elsewhere (N=17) disagreed 59% and those choosing to quit (N=5) disagreed 76% in their overall perceptions their principal demonstrated support as a leadership quality. This may account for the decisions of those hoping to go elsewhere and those desiring to quit. The null hypothesis was rejected.

Table 7B-4

PLQ and Subscale “Support”

Support (Questions 14-18)	Disagree	Undecided	Agree
Stay (N=109, 109, 110, 109, 109)	10%	10%	80%
Go Elsewhere (N=16, 17, 17, 16, 17)	59%	5%	36%
Quit (N=5, 5, 5, 5, 5)	76%	8%	16%
Retire (N=3, 3, 3, 3, 3)	13%	20%	67%

Table 7B-5 indicated 70.5% (N=109) of teachers staying and 66% (N=3) of retiring teachers agreed overall in the perception their principal demonstrated the leadership quality *Stimulation*. Those teachers hoping to go elsewhere (N=17) disagreed 63% and those choosing to quit (N=5) disagreed 57% in their overall perceptions their principal demonstrated the leadership quality stimulation. This may account for the decisions of those hoping to go elsewhere and those desiring to quit. The null hypothesis was rejected.

Table 7B-5

PLQ and Subscale “Stimulation”

Stimulation (Questions 19-21)	Disagree	Undecided	Agree
Stay (N=108, 109, 109)	13%	16.5%	70.5%
Go Elsewhere (N=17, 17, 17)	63%	4%	33%
Quit (N=5, 4, 5)	57%	7%	36%
Retire (N=3, 3, 3)	0%	33%	66%

Table 7B-6 indicates 72% (N=110) of teachers staying and 100% (N=3) of retiring teachers agreed overall in the perception their principal demonstrated the leadership quality of *Expectations*. Those teachers hoping to go elsewhere (N=17) disagreed 55% and those choosing

to quit (N=5) disagreed overall 71.5% in their overall perceptions their principal demonstrated the leadership quality expectations. This may account for the decisions of those hoping to go elsewhere and those desiring to quit. The null hypothesis was rejected.

Table 7B-6

PLQ and Subscale “Expectations”

<u>Expectations</u>		<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>
Stay	(N=110, 109, 110)	17%	11%	72%
Go Elsewhere	(N=17, 17, 17)	55%	10%	35%
Quit	(N=5, 4, 5)	71.5%	7%	21.5%
Retire	(N=3, 2, 3)	0%	0%	100%

**Job Satisfaction Survey Subscales vs. Retention**

Table 7C-1 indicates the majority in each of the above cases perceived *Promotion* as overall dissatisfying in subscale component relating to job satisfaction. If individuals feel there is not a good or fair chance in advancing, there is less likelihood for workplace happiness and growth. This subscale component is important for future consideration.

Table 7C-1

Job Satisfaction and Subscale “Promotion”

<u>Subscale Descriptor</u>		<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Promotion (Questions 2, 11, 20, 33)			
(N= 123, 123, 121, 120)	Stay	61%	39%
(N= 6, 6, 6, 6)	Go Elsewhere	66%	33%
(N= 0, 1, 1, 1)	Quit	100%	0%
(N= 4, 4, 4, 4)	Retire	75%	25%

Table 7C-2 indicates only the teachers hoping to go elsewhere (N=6) were not satisfied by a majority 23% for the subscale *Supervision*. The other three groups had a 60% or higher satisfaction rate, however, results were still 75% or less showing full satisfaction may be a difficult task for the subscale of supervision.

Table 7C-2

Job Satisfaction and Subscale “Supervision”

<u>Subscale Descriptors</u>	<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Supervision (Questions 3, 12, 21, 30)		
(N= 123, 124, 123, 123) Stay	40%	60%
(N= 6, 6, 6, 6) Go Elsewhere	77%	23%
(N= 1, 1, 1, 1) Quit	25%	75%
(N= 4, 4, 4, 4) Retire	37.5%	62.5%

Table 7C-3 indicates all four groups rated this subscale 65% or higher in overall satisfaction, but no higher than 75%. Possible explanations could be *Fringe Benefits* may not be fully attributable to the principal and possibly compare to the pay subscale component, previously explained, and not used by this researcher. Another explanation may be teachers from all four groups may indeed perceive their principals as highly rated if responsible for this component. Regardless, this component rates highly in the satisfaction for surveyed teachers.

Table 7C-3

Job Satisfaction and Subscale “Fringe Benefits”

<u>Subscale Descriptors</u>	<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Fringe Benefits (Questions 4, 13, 22, 29)		
(N= 124, 123, 124, 123) Stay	35%	65%

(N= 6, 6, 6, 6)	Go Elsewhere	33%	66%
(N= 1, 1, 1, 1)	Quit	25%	75%
(N= 4,4,4,4)	Retire	31%	69%

Table 7C-4 indicates the subscale component *Contingent Rewards* rated high in dissatisfaction for teachers hoping to go elsewhere (N=6) 79%, Quitting (N=1) 75%, and those retiring (N=4) 62.5%. Only 58% of those staying (N=124) were satisfied. Teachers planning to go elsewhere rated dissatisfaction the highest which may account for their desire to leave. If individuals do not feel they are rewarded for positive and productive behaviors, it may reflect on their esteem, self-worth, and respect. Rewards are important in the processes of sharing, collaborating, and recognition of individuals. The component contingent rewards is important in that the surveyed teachers perceived it high to average in dissatisfaction.

Table 7C-4

Job Satisfaction and Subscale “Contingent Rewards”

<u>Subscale Descriptor</u>	<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
<b>Contingent Rewards (Questions 5, 14, 23, 32)</b>		
(N= 124, 124, 123, 124)	Stay	42% 58%
(N= 6, 6, 6, 6)	Go Elsewhere	79% 21%
(N= 1, 1, 1, 1)	Quit	75% 25%
(N= 4, 4, 4, 4)	Retire	62.5% 37.5%

Table 7C-5 indicates teachers in all four groups perceived and rated the subscale component *Operating Conditions* high in dissatisfaction. Teachers staying (N=123) rated the highest in satisfaction, but with a 41%. This appears to be an important component involved in overall job satisfaction affecting all groups regardless of retention. Principals have much

responsibility in operating conditions and therefore teacher job satisfaction.

Table 7C-5

Job Satisfaction and Subscale “Operating Conditions”

<u>Subscale Descriptor</u>	<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Operating Conditions (Questions <b>6, 15, 24, 31</b> )		
(N= 124, 123, 124, 122)	Stay	59% 41%
(N= 6, 6, 6, 6)	Go Elsewhere	62.5% 37.5%
(N= 1, 1, 1, 1)	Quit	100% 0%
(N= 4, 4, 4, 4)	Retire	81% 19%

Table 7C-6 indicates the subscale of *Coworkers* to be an important component in teachers’ perceptions of job satisfaction. All four groups rated it 58% or higher in satisfaction. Teachers staying (N=123) rated it the highest at 83%. The workplace environment is important to individuals for assimilating, feelings of belongingness, and safety. If those needs are met, then it helps make for higher job satisfaction. Teachers hoping to go elsewhere (N=6) had the highest dissatisfaction of 42%. Feelings of an unhappy workplace due to other individuals might account for their desire to try to become happier elsewhere.

Table 7C-6

Job Satisfaction and Subscale “Coworkers”

<u>Subscale Descriptor</u>	<u>Overall Disagree (Dissatisfaction)</u>	<u>Overall Agree (Satisfaction)</u>
Coworkers (Questions <b>7, 16, 25, 34</b> )		
(N= 124, 124, 123, 123)	Stay	17% 83%
(N= 6, 6, 6, 6)	Go Elsewhere	42% 58%
(N= 1, 1, 1, 1)	Quit	25% 75%

(N= 4, 4, 4, 4)	Retire	19%	81%
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Table 7C-7 indicates *Nature of Work* had the highest overall satisfaction ratings for any subscale of the Job Satisfaction Survey. Those hoping to go elsewhere (N=6) tied with the individuals quitting with 75% for satisfaction. The component nature of work is least indicative of a teacher to be dissatisfied in the teaching profession. This seems rational since being a teacher is the vocation chosen.

Table 7C-7

Job Satisfaction and Subscale “Nature of Work”

Subscale Descriptor		<i>Overall Disagree (Dissatisfaction)</i>	<i>Overall Agree (Satisfaction)</i>
Nature of Work (Questions 8, 17, 27, 35)			
(N= 123, 124, 124, 124)	Stay	5%	95%
(N= 6, 6, 6, 6)	Go Elsewhere	25%	75%
(N= 1, 1, 1, 1)	Quit	25%	75%
(N= 4, 4, 4, 4)	Retire	19%	81%

Table 7C-8 indicates teachers staying (N=123) had the highest satisfaction 67% rate for the subscale component *Communication*. Teachers hoping to go elsewhere (N=6) rated second highest with 58%. Communication is facilitated in part by principals and their practices in the work environment. School climate can improve with open lines of communication between all stakeholders allowing input, exchanges of ideas, and collaboration. This component might be reviewed for intents of improving situations for increased satisfaction.

Table 7C-8

Job Satisfaction and Subscale “Communication”

Subscale Descriptor		<i>Overall Disagree (Dissatisfaction)</i>	<i>Overall Agree (Satisfaction)</i>
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Communication (Questions 9, **18, 26, 36**)

(N= 123, 123, 123, 122)	Stay	33%	67%
(N= 6, 6, 6, 6)	Go Elsewhere	42%	58%
(N= 1, 1, 1, 1)	Quit	50%	50%
(N= 4, 4, 4, 4)	Retire	50%	50%

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APPENDIX R

TABLES OF FINDINGS OF THE THREE SURVEYS BY RESEARCH QUESTION

Table 8A

*Summary Describing Teacher Perceptions of Principals as Measured by the Three Survey Instruments*

Survey	Findings
LSS	Teachers perceived principals used the Structural leadership style the most often.
PLQ	Teachers agreed overall principals used transformational qualities a majority of time.
JSS	A majority of teachers perceived job satisfaction in the workplace.

Table 8B

*Teachers' Perceptions of Leadership Style, Qualities, and Job Satisfaction Based on Principal's Gender*

Survey	Findings
LSS	Teachers perceived male principals to be rated higher on most every question.
PLQ	Teachers perceived female principals to be rated higher on most every question.
JSS	No significant results. Non-significant results rated male principals slightly higher.

Table 8C

*Teachers' Years of Experience Influence on Teachers' Perceptions of Principal Leadership Style, Qualities, and Job Satisfaction*

Survey	Findings
LSS	The one significant result showed teachers with 1-3 years rated principals highest, next were 4-10 years, last were 11-more years. Non-significant average overall results were similar.
PLQ	No significant results. Non-significant results showed teachers with 1-3 years rated principals highest, followed by 4-10 years, and last by 11-or more year teachers.
JSS	Two significant questions show job satisfaction was highest with 1-3 year teachers, followed by 4-10 years, and last by 11-or more years. Non-significant averages were similar.

Table 8D

*Teachers' Retention Influences on Teachers' Perceptions of Leadership Style, Practices, and Job Satisfaction*

Survey	Findings
LSS	1 significant result. Poor sample return caused skewed and disproportionate results.
PLQ	Poor sample return (teachers retiring and quitting were dropped). 14 significant results indicated teachers staying agreed the most for highest principal ratings, compared to teachers hoping to teach elsewhere scoring the most for lowest. Non-significant results reflected the same.
JSS	9 significant questions showed teachers staying had highest job satisfaction. Teachers quitting or going elsewhere rated highest job dissatisfaction. Non-significant results were similar.

Table 8F

*Years of Teaching Experience Influence on Subscale Scores for the Three Survey Instruments*

Survey	Findings
LSS	Teachers with 1-3 years of experience rated principals highest in all six subscales.
PLQ	Teachers with 1-3 years of experience rated principals the highest on every subscales. Teachers with 11-or more years of experience rated principals higher on 4 of the 6 subscales than teachers with 4-10 years.
JSS	Teachers with 1-3 years of experience rated job satisfaction highest on 6 of 8 subscales.

Table 8G

*Retention Influence on Subscale Scores for the Three Survey Instruments*

Survey	Findings
LSS	The survey had poor sample turn out and results and was therefore not used.
PLQ	Due to poor sampling, quitting and retiring teachers were dropped. However, teachers staying reported principals demonstrated these leadership qualities the highest of all groups. Conversely, those teachers hoping to go elsewhere to teach rated their principals low.
JSS	Due to poor sampling, quitting and retiring teachers were dropped. However, teachers staying rated higher job satisfaction in most every subscale.

Table 8E

*Principal Gender Influence Subscale Scores for the Three Survey Instruments*

Survey	Findings
LSS	Teachers with 1-3 years of experience rated principals highest in all six subscales.
PLQ	Teachers with 1-3 years of experience rated principals the highest on every subscales. Teachers with 11-or more years of experience rated principals higher on 4 of the 6 subscales than teachers with 4-10 years.
JSS	Teachers with 1-3 years of experience rated job satisfaction highest on 6 of 8 subscales.

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## VITA

Gregg Eddins was born in Wyandotte County, Kansas in 1963. He has a twin brother named Craig and a sister named Kimberly. His parents, Ron and Carol Eddins, moved the family to Platte Woods, Missouri, two years later. Gregg's parents pushed each of the children to appreciate the value of education throughout their lives. All three children went on to receive degrees in higher education. Gregg received three Bachelor's degrees from Missouri State University in Springfield, Missouri. He received an Elementary Teaching certificate grades 1-8 along with a Bachelor's degree in Psychology and another in Sociology. After teaching the fifth grade for four years in southern Missouri, Gregg moved back to Kansas City, Missouri, where his family still resided. He continued teaching the fifth grade while earning his M.S. degree in Leadership. Seven years later, Gregg began teaching middle school Science while attending the University of Missouri-Columbia and obtained an Ed.D. in Educational Leadership and Policy Analysis. This accomplishment ended a long and rigorous journey. This higher education accomplishment will allow him to achieve more success and improvement of his life. The effect of the education received throughout his journey has and will continue to change his attitudes, mindsets and motivations throughout his lifelong learning experiences.