RELATIONSHIP OF TEACHER PERCEPTION OF PRINCIPAL LEADERSHIP PRACTICES AND JOB SATISFACTION IN THE SOUTHEAST REGION OF THE ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL

by

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Liberty University

A Dissertation Presented in Partial Fulfillment Of the Requirements for the Degree Doctor of Education

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ABSTRACT

Many studies have been conducted on principal leadership and employee perceptions in the corporate and public sector. However, there are gaps in the research regarding the relationship between the perception of principal leadership practices and one dimension of person-organization fit, job satisfaction, in the specific demographic of teachers in the Southeast Region of the Association of Christian Schools International. This study was conducted to begin the process of understanding this phenomenon. Kouzes and Posner’s (2012) five practice of exemplary leadership and the theoretical framework of person-organization fit supported the development of this study (Kristof-Brown & Guay, 2011). Teachers from the population of accredited Christian schools in the Southeast Region of the Association of Christian Schools International completed Likert-style surveys using the Leadership Practices Inventory (Observer) and Job Satisfaction Survey. A multiple linear regression was conducted to test the hypotheses concerning the relationship between teacher perceptions of leadership practices and job satisfaction. The results demonstrated a relationship between the combination of the five leadership practices, the specific Enable Others to Act practice and teacher job satisfaction. Further research would include similar studies that examine leadership practices and other dimensions of person-organization fit utilizing quantitative and qualitative research designs. The implication of this study provides a basis for Christian schools to implement training and mentoring programs for school leaders with a focus on the Five Practices of Exemplary Leadership to intentionally lead with a Biblical worldview.

Keywords: Leadership, Job Satisfaction, Principals, Christian School, Person-organization fit
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Association of Christian Schools International (ACSI)
Attraction, selection, and attrition theory (ASA)
Do What You Say You Will Do (DWYSYWD)
Interstate School Leaders Licensure Consortium (ISLLC)
Job Satisfaction Survey (JSS)
Knowledge, skills and abilities (KSA)
Leadership Practices Inventory Observer (LPI Observer)
Statistical Package for the Social Science (SPSS).
Variance Inflation Factor (VIF)
CHAPTER ONE: INTRODUCTION

There is a significant body of research on effective leadership practices, primarily in corporate and public institutions (Kouzes & Posner, 2012). The vast majority of the research in elementary and secondary education has been conducted in public school settings (Berck, 2010; Hearn, 2013; Leech & Fulton, 2008; Kabler, 2013; Moore, 2012; Pulleyn, 2012). Few studies have been conducted to establish a relationship between principal leadership practices and dimensions of person-organization fit in Christian schools. This research seeks to address this research gap by examining teacher perceived leadership practices and self-reported levels of job satisfaction, one dimension of person-organization fit (Yu, 2013; Kristof-Brown & Guay, 2011).

Recently, MetLife released The MetLife Survey of the American Teacher with some very startling data concerning teacher job satisfaction. From a 2008 high of 62% of teachers stating that they were very satisfied with the job, there has been a steep decline of teachers who describe themselves as very satisfied. The most recent 2012 survey reports that only 39% of teachers indicated that they were very satisfied. In addition to this drop in teacher job satisfaction, the MetLife survey revealed that principals’ job satisfaction had dropped from a high of 76% in 2004-2005 to 59% in 2012 and that 32% of principals were likely to leave their current position (Markow, Marcia, & Lee, 2013). Two potential causes for this decrease in job satisfaction were more frequent times of stress and budget decreases, but the survey also identified differences in the level of job satisfaction depending on the demographics of the school where the teachers served. The MetLife survey was summarized under the title of Challenges for School Leadership, and it focused on public school teachers (Markow et al., 2013). It is unknown what impact the challenges for leadership would have on teacher satisfaction in the specific
demographic of accredited schools in the Southeast Region of the Association of Christian Schools International.

The mission and purpose of schools accredited by the Association of Christian Schools International must demonstrate a clear understanding of and adherence to ten accreditation standards developed by the association. Each accredited school is to provide evidence of compliance with these standards. Within these standards, schools are allowed to cultivate a unique identity to address the specific communities to which the school has chosen to serve. The standards are fashioned with flexibility to ensure that each school’s identity can be locally developed and maintained. However, the association has highlighted critical indicators within the standard that are identified as non-negotiable. The association defines these as critical in completing the accreditation process. Most of the 27 non-negotiable indicators are to be visible through a mission focused on Biblical truth and the Christian faith that is demonstrated by observable practice within the organization. Principal leadership and effective teaching is essential to achieving these standards (Association of Christian Schools International, 2010).

This chapter will provide a background for the study, frame the problem being researched, and explain the purpose and potential significance of the study. The research question will be presented with the specific hypotheses being tested. This chapter will conclude with an identification of the variables and key definitions for the study.

**Background**

In the magazine produced by the Association of Christian Schools International, Palmer (2012/2013) proposes that perceptive people are able to identify effective leadership when they experience it. Kouzes and Posner (2012) have researched this experience for over 30 years, collecting data from both leaders and those being lead. From the data collected from leaders
around the world, they identified five practices of exemplary leadership: model the way, inspire a
shared vision, challenge the process, enable others to act, and encourage the heart. The literature
demonstrates similarities between followers’ experiences with exemplary leaders and their
individual sense of belonging within the organization. This has been identified as person-
organization fit. Person-organization fit research has sought to determine the extent to which an
organization and its members share values and characteristics and meet needs (Kristof-Brown &
Guay, 2011). In a meta-analysis of the literature on person-organization fit, Sutarjo (2011) noted
several characteristics that complement the five practices of exemplary leadership: determining
shared values in the hiring process, intentional communication of organizational values in both
the hiring process and socialization of current employees, the importance of organizational
culture, and the role of the leader.

A relationship between a teacher’s sense of belonging (person-organization fit) and their
intention to leave their teaching position has been identified (Skaalvik & Skaalvik, 2011).
Shkaalvik and Skaalvik’s (2011) research determined a positive correlation between supervisor
support and a sense of belonging, and sense of belonging was positively correlated to job
satisfaction. They concluded that school leaders should pay attention to teachers’ sense of
belonging and level of job satisfaction.

**Problem Statement**

The problem is that little research has been conducted concerning the relationship
between teachers’ perceptions of principal leadership practices and teacher job satisfaction levels
in accredited Christian schools. Kouzes and Posner (2012) state that no matter the size or age of
an organization, leadership presents itself the observable skills that anyone can learn to apply to
their situation. Studies have been conducted that positively relate certain leadership attributes to
job satisfaction (Skaalvik & Skaalvik, 2011) and teacher morale (Moore, 2012). Studies within the Christian school community have focused on teacher perception of induction programs (Leonor, 2010), teacher perception of professional learning communities (Marley, 2010), and teacher longevity in Christian Schools (Hardman, 2010). However, there is a lack of research concentrating on the relationship between principal leadership practices and teacher job satisfaction in Christian schools accredited by the Association of Christian Schools International.

From 1984 to 2012, the MetLife Foundation and Harris Interactive, a research organization, conducted the annual MetLife Survey of the American Teacher. Each year the focus of the survey would address contemporary issues in education. The report released following the 2012 survey described a troubling shift in the level of teacher satisfaction in the last few years. This report was appropriately titled Challenges for School Leadership. The report indicated that the 2008 MetLife Survey reported 62% of the teachers’ surveyed reported being very satisfied with their jobs, however the 2012 survey revealed a decline of 23 percentage points to a 25 year low of 39% being very satisfied (Markow, Macia, & Lee, 2013). The MetLife study lacked two elements that are essential to this proposed study: a focus on whether decreased job satisfaction is a result of teacher perceived leadership practices and a focus on a unique demographic of teachers serving in Christian schools accredited by the southeast region of the Association of Christian Schools International.

**Purpose Statement**

The purpose of this correlation study is to examine the relationship between teachers’ perceptions of their principal’s leadership practices using the Leadership Practices Inventory (Observer) and teacher job satisfaction using the Job Satisfaction Survey in accredited Christian schools in the southeast region of the Association of Christian Schools International. The
predictor variables will be the five teacher perceived leadership practices called model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. The criterion variable will be teacher job satisfaction. In a simple correlation, non-experimental study, the predictor variables and the criterion variable can be best identified as variables of interest (Rockinson-Szapkiw, 2014). Teachers serving in accredited schools in the southeast region of the Association of Christian Schools International will be asked to complete the Leadership Practices Inventory Observer and the Job Satisfaction Survey. The data will be analyzed utilizing bivariate correlation and regression analysis. It is essential for school administrators to understand the impact of their behavior on teacher job satisfaction (Palmer, 2012/2013; Skaalvik & Skaalvik, 2011; Kouzes & Posner, 2012).

**Significance of the Study**

This correlation study seeks to contribute to an understanding of the relationship between teachers’ perceptions of their principal’s leadership practices and teacher job satisfaction in Christian schools. There is a limited research on the relationship between leadership practices and job satisfaction within Christian school education. Fullan (2010) declares that progress is finally being made in defining the leadership role of the principal in an educational institution. This study seeks to expand upon this progress focusing attention on a small but important demographic within the educational community, accredited Christian schools in the southeast region of the Association of Christian Schools International. Within this demographic there is a demand for competent leadership. The independent school boards of these accredited schools can utilize this research to improve their selection and professional development of the principals that are hired. The Association of Christian Schools International can utilize this research to be more intentional about providing professional development and mentoring opportunities for
principals. The creators of the Leadership Practices Inventory provide professional development opportunities and other resources for leadership development including aspects that target faith-based organizations (Kouzes & Posner, 2004). The findings of this research seek to advance the knowledge of Christian school leadership practices.

**Research Questions**

**RQ1:** What is the relationship between teachers’ perceptions of their principal’s leadership practices as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**RQ2:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of model the way as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**RQ3:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of inspire a shared vision as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**RQ4:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of challenge the process as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**RQ5:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of enable others to act as measured by the Leadership Practices Inventory Observer (LPI
Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

RQ6: What is the relationship between teachers’ perceptions of their principal’s leadership practice of encourage the heart as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

Null Hypotheses

H01: There is no significant correlation between teachers’ perceptions of principals’ leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS).

H02: There is no significant correlation between teachers’ perceptions of principals’ model the way leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when inspire a shared vision, challenge the process, enable others to act, and encourage the heart are controlled.

H03: There is no significant correlation between teachers’ perceptions of principals’ Inspire a shared vision leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, challenge the process, enable others to act, and encourage the heart are controlled.

H04: There is no significant correlation between teachers’ perceptions of principals’ challenge the process leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, enable others to act, and encourage the heart are controlled.
**H₀5:** There is no significant correlation between teachers’ perceptions of principals’ enable others to act leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, challenge the process, and encourage the heart are controlled.

**H₀6:** There is no significant correlation between teachers’ perceptions of principals’ encourage the heart leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, challenge the process, and enable others to act are controlled.

**Identification of Variables**

Model the way is the leadership practice of clarifying “values by finding your voice and affirming shared values” (Kouzes & Posner, 2012, p. 29) and setting “the example by aligning actions with shared values” (Kouzes & Posner, 2012, p. 29). Model the way will be one of the predictor variables. The score range for this variable is 1-10 for the following statements numbers in the LPI Observer: 1, 6, 11, 16, 21, and 26, with four or less considered a negative perception and five or more considered a positive perception.

Inspire a shared vision is the leadership practice of envisioning “the future by imagining exciting and ennobling possibilities” (Kouzes & Posner, 2012, p. 29) and enlisting “others in a common vision by appealing to shared values” (Kouzes & Posner, 2012, p. 29). Inspire a shared vision will be one of the predictor variables. The score range for this variable is 1-10 for the following statement numbers in the LPI Observer: 2, 7, 12, 17, 22, and 27, with four or less considered a negative perception and five or more considered a positive perception.

Challenge the process is the leadership practice searching “for opportunities by seizing the initiative and looking outward for innovative ways to improve” (Kouzes & Posner, 2012, p.
29) and experimenting and taking “risks by constantly generating small wins and learn from experience” (Kouzes & Posner, 2012, p. 29). Challenge the process will be one of the predictor variables. The score range for this variable is 1-10 for the following statement numbers in the LPI Observer: 3, 8, 13, 18, 23, and 28, with four or less considered a negative perception and five or more considered a positive perception.

Enable others to act is the leadership practice of fostering “collaboration by building trust and facilitating relationship” (Kouzes & Posner, 2012, p. 29) and strengthening “others by increasing self-determination and developing competence” (Kouzes & Posner, 2012, p. 29). Enable others to act will be one of the predictor variables. The score range for this variable is 1-10 for the following statement numbers in the LPI Observer: 4, 9, 14, 19, 24, and 29, with four or less considered a negative perception and five or more considered a positive perception.

Encourage the heart is the leadership practice of recognizing “contributions by showing appreciation for individual excellence” (Kouzes & Posner, 2012, p. 29) and celebrating “the values and victories by creating a spirit of community” (Kouzes & Posner, 2012, p. 29). Encourage the heart will be one of the predictor variables. The score range for this variable is 1-10 for the following statement numbers in the LPI Observer: 5, 10, 15, 20, 25, and 30, with four or less considered a negative perception and five or more considered a positive perception.

Job satisfaction is the numerical representation of teacher job satisfaction as reported on the Job Satisfaction Survey developed by Spector (2011) for human service organizations such educational institutions (Spector, 2011). The Job Satisfaction Survey will be the criterion variable in this study. The possible scores range from 36 to 216; the ranges are 36 to 108 for job dissatisfaction, 144 to 216 for job satisfaction, and between 108 and 144 for ambivalent.
**Definitions**

1. *Person-organization fit* - Kristof-Brown and Guay (2011) provides a broad definition of person-organization fit as a compatible relationship between an organization and an individual. Specifically, the concept of supplementary fit within the context of person-organization fit will be the focus of the research. Supplementary fit is evident in the workplace when a person the values of the organization and the individual are in congruence.

2. *Attraction-selection-attrition* - Schneider’s attraction, selection, and attrition (ASA) theory contends that organizations resist change due to the type of people that the organization attracts and retains. People tend to stay within an organization in which there is a fit among the organizational culture. ASA theory recognizes that cultures develop within organizations when the individuals in organization share a common set of beliefs and values. Culture grows in organizations through shared meanings from the stories and myths that define the common values and beliefs (Schneider, 1987).

3. *Knowledge, skills and abilities* - An aspect of person-organization fit is person-job fit. Employee selection has traditionally stressed the importance of matching an employee’s knowledge, skills and abilities (KSA) with the job task expectations. This is known as complementary fit (Kristof-Brown & Guay, 2011). This research will not focus on knowledge, skills, and abilities; however, it is important to understand that an assumption will be made that the teachers surveyed will meet these requirements based on their certification by the Association of Christian Schools International.
4. **Organizational culture** - Organizational culture is the interaction of people, situations, and behaviors in organizations that share a common set of values, assumptions, and beliefs (Gardner, Reithel, Cogliser, Walumbwa, & Foley, 2012).

5. **Values** - Values are a belief that guides the actions of a person based on preferences and manifest cognitive, affective, and behavioral components (Rokeach, 1973).

6. **Values congruence** - When a group of people has a high level of agreement on the values that control thoughts, emotions, and actions, these individuals are said to have a high level of value congruence and an increased level of trust within the members of the organization (Kristof-Brown & Guay, 2011).

7. **Job satisfaction** - Job satisfaction is a positive attitude that results from a reaction to certain aspects of a job or to the job itself (Spector, 1985).

8. **Association of Christian Schools International accredited school** - An established spiritual and educational protocol for early education programs through 12th grade that address the essential aspects of the school for quality and integrity (Association of Christian Schools International, 2010).

**Organization of the Study**

The relationship between the leadership practices of leadership and teacher job satisfaction within accredited schools in the southeast region of the Association of Christian Schools International was addressed through the organization of this research. Chapter Two provided a literature review that traced the value congruence that was emphasized in the concept of supplemental fit within construct of person-organization fit. Job satisfaction and organizational culture are viewed through the five practices of exemplary leadership. Chapter
Three described the correlational research design. Chapters Four and Five describe the results of the study and discuss the implications of the study.
CHAPTER TWO: LITERATURE REVIEW

The following is a review and synthesis of related literature relevant to leadership practices and person-organization fit leading to high level of job satisfaction of accredited Christian schools in the southeast region of the Association of Christian Schools International. This chapter focuses on the applicable matters within the following categories: (a) the theory of person-organization fit, (b) organizational values, (c) organizational culture, (d) leadership credibility, and (e) practices of exemplary leadership. The literature suggests the competent educational leaders, who are perceived by teachers to practice the principles of exemplary leadership, demonstrate the core values that allow teachers to determine a sense of fit within accredited Christian schools, leading to a high level of job satisfaction.

Person-Organization Fit

Mission statements define the organizational values and purpose in a written form, but those values are revealed in the daily interface of the members of that organization internally and externally. For the mission of the organization to be fulfilled, the members of the organization must share the values of the organization. Person-organization fit research has sought to determine the extent to which an organization and its members share values and characteristics or meet the knowledge, skills, and abilities needs of the organization (Kristof-Brown & Guay, 2011).

Person-organization fit is a theory that highlights the organizational aspects of person-environment fit. Person-environment fit broadly seeks to understand the congruence, match, and similarity between individuals and their environment (Yu, 2009). Despite being a central topic in managerial psychology, person-environment fit research still faces questions in regards to the fundamental nature of the construct. Because the word “fit” has multiple definitions, the concept
of person-environment fit has been difficult to define because it has been studied as person-vocation fit, person-group fit, person-job fit, and person-individual fit (Kristof-Brown & Guay, 2011). For the purpose of this study, person-organization fit is defined as the congruence between the goals, norms, and values of the individual and the organization from the perspective of the individual (Sutarjo, 2011). Person-organization fit has demonstrated to have an impact on organizational outcomes and be a determining factor in the attraction to and retention in an organization (Saleem, Adnan, & Ambreen, 2011).

Person-organization fit has several conceptualizations that influence the factors in this study. Fit has been viewed as both complementary and supplementary. Complementary fit describes how a member of the organization contributes to the wholeness of the organization by adding to the organization a set of complementary skills. This has an impact on the knowledge, skills, abilities (KSAs) that each employ brings to the organization. This is a common focus of employee recruitment. Supplementary fit occurs in the workplace when a person, the values of the organization, and the individual are in congruence. The study of fit has a focus on two domains: the organization and the individual. The interaction that occurs between these two domains is the key elements of person-organization fit (Kristof-Brown & Guay, 2011). This study will focus on supplementary fit and how that fit is experienced from the perspective of the individual within the organization.

The challenge in understanding an individual’s sense of fit is that it is not generally held in their consciousness. Since it is not a concept about which an individual is openly thinking, it may be an issue that is difficult to measure using quantitative terms. There is also an assumption in the person-organization fit research that job applicants will actively seek to establish person-organization fit (Johnson, Taing, Chang, & Kawamoto, 2013). Little connection has been made
between how people synthesize an understanding of themselves and their environment into their own personal perception of person-organization fit (De Goede, Van Vianen, & Klehe, 2013; Seong & Kristof-Brown, 2012).

**Attraction-Selection-Attrition Theory**

Schneider’s (1987) attraction-selection-attrition stages provide a framework for much of the research regarding person-organization fit (Saleem, Adnan, & Ambreen, 2011). The stages suggest that individuals and organizational leaders are attracted to each other based on perceived similarities and may mutually select each other. If the perceived congruence does not continue to be evident to both the individual and the organizational leader, a separation from the organization will occur. This separation of the individual from the organization may be voluntary or involuntary (Van Vianen, Stoelhorst, & DeGoode, 2013).

In regards to supplemental fit based on shared values, the attraction-selection-attrition cycle contributes both positive and negative consequences on the organizational climate based on the homogeneity that results. Schneider (2001) states the positive consequences as “harmony, cooperation, high levels of morale, a climate for well-being, and low levels of turnover and absenteeism” (p. 150). However, the resulting homogeneity can also be dangerous for the long-term health of an organization by making it resistant to necessary organizational adaptation (Sutarjo, 2011). Schneider (1987) advises organizations that seek to maintain core organizational values should practice selection and socialization strategies that focus on these core values even when seeking to bring about organizational change through the skills of the newcomers.

This research will focus on the supplemental fit conceptualization of person-organization fit since it is the most related to the sharing of core values between the organization and an
individual. Within the scope of attrition is the process of socialization by which an individual chooses to stay in an organization. Socialization is the process by which organizations transmit the values, behavior expectations, and essential knowledge necessary for the individual to be a successful part of the organizational culture (Kristof-Brown & Guay, 2011).

**Supplementary Fit**

Supplementary fit has served as the basis for much of the research in fit theory. The literature proposed that an individual’s perception of person-organization fit is based on the similarities that are observed between the individual and the organization. Supplemental fit is directly correlated to value congruence between the individual and the organization. This occurs when the individual possesses or embellishes the characteristics of the organization (Mitchell, Parker, Giles, Joyce, & Chiang, 2012).

Although the literature distinguishes between supplemental and complementary fit, these two conceptualizations of fit are important in matching an individual and organization. Complementary fit has been referred to as person-job fit. Organizations expect individuals to bring certain knowledge, skills, and abilities to their organization (Kristof-Brown & Guay, 2011). Seeking supplemental fit does not ignore complementary fit. The simultaneous use of both constructs of person-organization fit has a strong correlation to an individual’s level of job satisfaction (Kasimati, 2011). A focus on both facets appears to have some benefits in addressing the dangers of homogeneity that are inherent in Schneider’s attraction-selection-attrition theory (Kristof, 1996). Some organizations have such organizational specific knowledge, skills, and abilities that it is unlikely that an incoming individual will possess these in advance; therefore, supplementary fit will be the primary focus upon organizational entry into these organizations (Kristof-Brown & Guay, 2011).
A central tenet of the research has stated that congruence between an individual and the organization will produce positive outcomes, and a lack of congruence will produce a negative outcome. Supplemental fit has been demonstrated to have strong correlation with both job satisfaction and organizational commitment (Yu, 2013; Kristof-Brown & Guay, 2011). Individuals whose values are more closely associated with those of the organization will tend to become even more similar to the organization over time (Gardner et al., 2012). A sense of supplemental fit reduces the individual’s intent to quit (Kasimati, 2011; Mitchell, Parker, Giles, Joyce, & Chiang, 2012). There is a distinct advantage for leadership in an organization to consider utilizing person-organization fit as a tool to reduce turnover among employees (Gardner et al., 2012).

**Organizational entry.**

Schneider refers to organizational entry as the attraction-selection phase of his attraction-selection-attrition theory. Since the teachers interviewed for this study where attracted to and selected by their current organization, the study refers to this experience as organizational entry. It will focus on the individual’s experiences of a sense of supplemental fit in the process. Supplemental fit has been found to predict organizational preferences (DeCooman, et al., 2009). However, organizational values may be difficult for a prospective employee to identify, so the recruitment process must communicate these values (Sutarjo, 2011). DeCooman, et al. (2009) explained that an accurate portrayal of value-related characteristics “both reduces unrealistic expectations and allows applicants to self-select out of incongruent environments” (p. 106).

Established organizations can utilize their reputations to prompt positive attitudes and behaviors from applicants (Coldwell, Billsberry, van Meurs, & Marsh, 2008). The effective role of the organization in communicating these values enhances the applicant’s ability to actively
establish supplemental fit because value congruence at this stage of the applicant’s association with the organization is based on their interpretation of perceived congruence (Van Vianen et al., 2013). Organizations can influence attraction levels by providing tailored feedback to applicants regarding the organization’s perceived supplemental fit of the applicant (Dineen, Ash, & Noe, 2002).

An individual may struggle to perceive supplemental fit during the organizational entry phase of their job search. However, individuals may enhance their supplemental fit in their future organization by utilizing their own personal values as they assess their sense of fit (Kammeyer-Mueller, Schilpzand, & Rubenstein, 2013). This highlights the need for the individuals to have a clear sense of their own core values. This observation was made in an environment where the organizations had demonstrated considerable effort to promote their organizational values.

Socialization.

The sense of fit must continue beyond organizational entry to the socialization process. Organizational socialization describes the processes, both formal and informal, by which organizations transmit the organizations values and expected behaviors needed to be successful within that organization (Cooper-Thomas, Anderson, & Cash, 2012). Communicating the core values of the organization begins in the attraction and selection phase, yet continues through the training and socialization process. Both processes should be viewed as complimentary antecedents to person-organization fit (Kristof-Brown & Guay, 2011).

The socialization process is linked with the theoretical foundations of this research. Schneider’s attraction-selection-attrition theory posits that a homogeneous group will develop over time because incompatible individuals will tend to leave the organization. Socialization
aids in the identification of incompatibility by attempting to alter the values and behaviors of individual members of the organization (Van Vianen et al., 2013). Person-organization fit has been used to explain the essential psychological development of routine experiences of individuals within an organization (Wheeler, Gallagher, Brouer, & Sablynski, 2007).

Socialization in person-organization fit serves an essential purpose because the sense of fit cannot be fully realized in the attraction-selection phase of organizational entry (Bauer & Erdogan, 2011). Socialization is utilized to prepare individuals with the necessary flexibility and organizational commitment so that the work can be efficient and productive. Several researchers have identified socialization as a crucial aspect in the continual promotion of a sense of fit (Kristof-Brown & Guay, 2011; Da Silva, Hutcheson, & Wahl, 2010; Meyer, Hecht, Gill, & Toplonytsky, 2010).

Research conducted by DeCooman et al. (2009) found that individuals with a high sense of fit at organizational entry deepened their sense of fit in the socialization process. Even though socialization process brought only slight changes in the individual’s work values, these changes appeared to enhance the sense of fit (Coldwell et al., 2008). This process should have implications related to the individual’s sense of fit and the mission of the organization. The core values of a Christian educational institution are likely to be apparent to an individual at the organization entry stage; however, socialization has outcomes related the values expressed in the organization’s mission (Sutarjo, 2011).

Socialization has an impact beyond the orientation process of new employees (Sutarjo, 2011). The person-organization fit that is nurtured in the socialization process has a positive relationship with organizational tenure (Da Silva et al., 2010). An understanding of the purpose in socialization is important for managers as they seek to cultivate employees with a long-term
commitment (Gardner et al., 2012) and that are less likely to have an intention to quit (Lee & Bang, 2012; Meyer et al., 2010).

The literature relating to the process of socialization focuses on three main aspects: the role of the leader, the formal orientation, and informal development of relationships. Although intertwined, the three aspects are briefly examined separately.

There are three important leadership behaviors that influence the leader’s role in the socialization process. The leader is to influence others to seek a particular objective of the organization. The leader guides the individuals through the process that transforms potential into reality. The leader interacts with individuals within the organization, developing a greater level of motivation, commitment, and trust (Newstrom, 2010; Sutarjo, 2011). These behaviors of the leader function to emphasize the leader’s role as an example to those in the organization that are experiencing the socialization process (Kouzes & Posner, 2012).

The leader’s guidance of socialization programs requires that there is an understanding of the concepts of satisfaction, commitment, and turnover by those developing a socialization program (Bauer & Erdogan, 2011). These constructs are important to a sense of fit by an individual; therefore, the leader must seek to manage the sense of fit with the same emphasis as the other organizational behaviors (Kammeyer-Mueller et al., 2013). The leader’s role in the socialization process must be intentional and active (Sutarjo, 2011). The multidimensional aspects of fit require that leaders concentrate on each aspect of the socialization process (Kristof-Brown & Guay, 2011).

Because intentionality is such an important aspect of the leader’s role in socialization, formal processes must be implemented to insure that appropriate organizational values are being presented to the employees on a regular basis. The formal training should focus on particular
types of fit (Cooper-Thomas et al., 2012). While some training may focus on complimentary fit or person-job fit, supplementary fit within the values of the organization should be a major purpose of orientation and training programs. The emphasis on such training is on the newcomers to the organization, but it does not neglect members with a longer tenure (Sekiguchi, 2006). The newcomers benefit when the orientation experience is in a group setting that will build relationships and increases the value of organizational socialization (Bauer & Erdogan, 2011). With the focus of this research on supplementary fit, it is important to note that the literature places high value on organizational mission by emphasizing the importance of values and goals in the socialization process (Shuck, Rocco, & Albornoz, 2011).

Informal aspects of socialization have an impact on socialization (Cooper-Thomas et al., 2012). The literature indicated that the time an individual spends in an organization tends to increase the acceptance of the organization’s values and the sense of fit (Jansen & Shipp, 2013). Non-job related functions, although they may be formally planned, benefit the relationship development that is key in informal socialization. The impact of the informal socialization process provides an opportunity to reinforce personal values and brings individual and organization values into greater congruence (Kammeyer-Mueller et al., 2013).

The impact on the socialization process in an organization is well established in the literature. Research demonstrated “that employees who fit with their jobs, their work groups, and their organizations are more committed and more satisfied” (Kammeyer-Mueller et al., 2013, p. 50). Because fit matters, the socialization process may reveal a mismatch between the organization and the individual (Coldwell, Billsberry, van Meurs, & Marsh, 2008).

Research has indicated that in such circumstances, the socialization process makes an individual more compatible with the organization, if they choose to stay (Kammeyer-Mueller et
A recent study revealed that after completing two years in an organization, employees reported a better match between their values and those of the organization (DeCooman et al., 2009). However, misfit may also increase the individual’s intent to leave the organization (Sutarjo, 2011; DeCooman et al., 2009).

Intent to leave does not always result in an individual actually leaving an organization. Individuals may choose to stay in an organization even if they sense a poor fit or dissatisfaction if the individual feels that there are no alternatives. This would be an issue when economic or industry conditions make it difficult to find other options (Kristof-Brown & Guay, 2011). This has been described as job embeddedness, where the individual is willing to make certain sacrifices to receive the benefits that come from the organization (Clinton, Knight, & Guest, 2012). Job embeddedness is not a focus of this research; however, it could be a direction for further study.

Overall, the impact of socialization on an individual’s sense of fit within the values of an organization is an important aspect that demands the attention of the leader (Newstrom, 2010; Sutarjo, 2011). In addition to the benefits already addressed, the socialization process yields a positive cost benefit, serves as support to person-job fit, and influences work attitudes such as stress and job satisfaction (Bauer & Erdogan, 2011).

Values

Values Defined

Mission statements are a reflection of the collective values of an institution that address the purpose and priorities of the organization. However, values affect the utilization of resources (Powers, 2012). Both individual values and institutional values can be defined as “a concept, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable
which influence the selection from available modes, means, and ends of action” (Kluckhohn, 1954, p. 395). From an institutional perspective, values provide validation for acceptable organizational behavior by its members and for appropriate uses of the resources available to the organization (Van Vianen et al., 2013).

Values have been described as fundamental and enduring, resulting in a direct impact on the mission focus of the organization (Powers, 2012). However, the enduring quality of values is balanced by Rokeach’s (1973) observation of both the stability and instability of values. Individual and organizational changes would be impossible if values remained stable, and organizational culture would be impossible if values were completely unstable. “A concept of human values, if it is to be fruitful, must be able to account for the enduring character of values as well as their changing character” (Rokeach, 1973, p. 6). Institutional transitions can occur even within the context of a well-defined mission.

**Value congruence.**

Individuals that are part of an institution can represent a variety of backgrounds and yet can share common values. Value congruence has been described as isomorphic because, despite differences, individual within organizations can still display similar values and beliefs (Bourne & Jenkins, 2013). These values go beyond mere preferences. In order for value congruence to have a significant, positive effect on employee attitudes, it must be based on higher level of values held deeply by the individual, such as a worldview (Ostroff, Shin, & Kinicki, 2005). Job satisfaction has been directly associated with value congruence (Kouzes & Posner, 2012). Value congruence has been linked to positive work attitudes, prosocial behavior, and organizational commitment (Gehman, Trevino, & Garud, 2013). Absolute congruence is not necessary in job
satisfaction; however, the higher the level of importance of the values has been demonstrated to promote greater satisfaction (Kouzes & Posner, 2012).

**Organizational Culture**

The interaction of individual and organizational values within the context of the organizational structure creates the organizational culture. Organizational culture is the worldview of a particular workplace; a worldview based on shared assumptions, beliefs, and values (deRoche, 2010). The culture is communicated to members through symbols, stories, and myths (Kouzes & Posner, 2012; Bourne & Jenkins, 2013). When the meanings of these myths are shared, a culture exists within the organization (Schein, 2010). This connection with the language within an organization’s culture tends to develop stronger as an individual’s tenure increases in the organization (Kouzes & Posner, 2011).

A measurement tool was developed to measure objective person-organization fit. O’Reilly, Chapman and Caldwell (1991) proposed a Q-sort tool called the Organizational Culture Profile, which was designed to identify individual preferences for aspects of organizational culture. A more recent revision of the Organizational Culture Profile was developed utilizing a Likert-scale and reduced the number of items from 54 to 28 (Sarros, Gray, Densten, & Cooper, 2005). Since leadership has been demonstrated to influence organizational culture, the concepts presented in the Organizational Culture Profile were utilized to examine the Five Practices of Exemplary Leadership (Kouzes & Posner, 2012). Exemplary leadership increases the moral intensity of those experiencing person-organization fit. Andrews, Baker, and Hunt (2010) stated that moral intensity highlights characteristics that impact the ability to detect the core ethical issues, make judgments, and behave appropriately. A sense of fit with the organizational culture had a positive correlation with feeling of belonging, organizational
commitment, job satisfaction, and reduced turnover (Skaalvik & Skaalvik, 2011; Andrews et al., 2010; Sutarjo, 2011). A strong sense of fit has also been associated with lower occurrence of counterproductive work behavior and intent to leave the organization (Sharkawi, Rahim, & AzuraDahalan, 2013; Skaalvik & Skaalvik, 2011).

**Organizational Mission Development**

Mission statements are an institution’s more tangible reflection of its general worldview. The current model for mission statement development stems from the formative work of Drucker (1974). These statements have been assumed to provide coherence of purpose, serve as a control mechanism, and contain a guide for organizational development (Braun, Wesche, Frey, Weisweiler, & Peus, 2012). Powers (2012) describes the organizational mission as a tool to focus decision-making and to allocate resources. Mission statements, when properly developed, contribute to diverse organizational outcome benchmarks with a specific outcome that influences individual and collective behavior (Braun et al., 2012; Khalifa, 2012). Decision-making arranges the social structure of the organization around the organizational culture and worldview of the members of the organization. Stewardship of resources involves the utilization of human capital and other natural resources to meet the organizational mission. Faculty of a Christian school, as they experience the attraction to and socialization in the organization, is a key resource that must be nurtured within that statement of purpose revealed within the organizational mission (Fayad, 2011).

Within the context of worldview and mission; organizational purpose, in particular, the moral purpose of the organization provides the fuel that energizes the mission of the school (Fullan, 2011). McGuigan (2008) emphasizes the importance of clearly communicating mission to teachers in an educational setting by stating, “The most powerful assumption driving any
organizational culture is the participants understanding of the real purpose of the organization” (p. 104). This purpose or mission of an organization serves to reinforce the reason for existence (Lyons, Townsend, Sullivan, & Drago, 2010; Outlar, 2009), provides a basis for what get done (Braun, Wesche, Frey, Weisweiler, & Peus, 2012), and, ultimately, provides the organization’s moral imperative (Fullan, 2011). “An organizational mission statement – one that truly reflects the deep shared vision and values of everyone within that organization – creates a great unity and a tremendous commitment” (Kouzes & Posner, 2012, p. 143). Khalifa (2012) boldly concluded that if there is no sense of organizational mission then a mission statement is unnecessary.

The purpose of mission statement development is to distinguish an organization from others of the same type. The mission statement must be more than a plaque on a wall; management practices that relate to the socialization of the employee also impact the implementation of the mission (Powers, 2012). In an educational setting, Sergiovanni (1992) proposes essential practices for educational leaders to promote the core mission of the school. This mission statement must be more than a plaque on a wall; the leader must speak the core values frequently and diligently communicate the values to the organization (Williamson & Blackburn, 2009; Edwards & Chapman, 2009). The educational leader practices the core values by modeling the mission within the organization and establishing priorities based on those values (Kouzes & Posner, 2012). The educational leader utilizes the mission and core values as a guide for evaluating the principles, procedures, and practices of the organization (Drexler, 2011). The educational leader enforces the mission by identifying and commending practices that typify the mission (Williamson & Blackburn, 2009) and confronting practices that do not match the organizational mission (Khalifa, 2012).
Job Satisfaction

Job satisfaction has been directly associated with value congruence (Kouzes & Posner, 2012). Spector (1985) conceived job satisfaction as an attitudinal or affective reaction to a job or an aspect of a job. Spector (1985) also developed a survey to measure job attitudes based on nine identified components job satisfaction to gain a measure of overall satisfaction. Leadership factors affecting job satisfaction include both encouragement and enablement (Ghasemi, 2013). Encouragement is based on tangible factors such as pay and benefits and intangible factors such as opportunity for promotion and recognition. Enablement consists of supportive work environment, clarity of job roles, collaborative decision-making, and available resources. Values congruence has been associated with job satisfaction and is positively related to organizational commitment and reduced turnover (Posner, 2010). Work climate is also associated with job satisfaction (Kuenzi & Schminke, 2009).

Effective educational leaders can impact their followers by nurturing their needs, empowering them, giving them a sense of mission, and giving them objectives that exceed their own personal goals (Eyal & Roth, 2011). Leadership encouragement has been demonstrated to support fundamental need of teachers to feel a sense of belonging and lower their intention to leave (Skaalvik & Skaalvik, 2011).

Credibility: Key to Leadership

Leaders have been described as ambassadors of the organization’s shared values and have been tasked with representing and communicating the organizational mission to all stakeholders. In order to effectively fulfill this leadership role of persuading others to follow the organizational mission, the leader must be perceived as credible (Kouzes & Posner, 2012). In rhetorical terms, Aristotle referred to this as ethos. As a means of persuasion, ethos is the audience’s perception
of the speaker’s honesty and moral character both in the words used and previous reputation. In addition to ethos, which Aristotle considered as the most potent method of persuasion, he proposed two methods of achieving persuasion: ethos, pathos, and logos. Pathos is the emotional connection between the speaker and audience. Logos refers to the internal consistency of the message and messenger (Sloane, 2012).

The current leadership research corroborates these characteristics. Ethos has been described as source credibility that is a dimension for evaluating the acceptability of the message (Berlo, Lemert, & Mertz, 1969). Source credibility is developed through the trustworthiness, expertise, and dynamism of the leader. The emotional context of credibility, pathos, is demonstrated in that credibility is built through interaction and feedback. Leadership is relational. Listening is essential to relationship building. Listening, as opposed to telling, has been demonstrated as an effective tool in developing credibility. The internal consistency of logos earns credibility as leaders are observed consistently promoting the organizational values over time (Kouzes & Posner, 2011).

Building credibility requires discipline on the part of the leader. The discipline begins with self-awareness on the part of the leader by being clear concerning personal values and beliefs as they communicate and develop a foundation for a common vision (Kouzes & Posner, 2011). This foundation is laid when there is congruence between leadership goals and the tasks promoted and between the leaders principles and practice. Honesty and integrity are established on this foundation as the leader becomes known through a consistent communication of personal and organizational values (Kouzes & Posner, 2011). Dr. Lance Secretan states “the alignment of head, mouth, heart, and feet – thinking, saying, feeling, and doing the same thing consistently. This builds trust and followers love leaders they can trust” (Credibility and trust on the agenda,
Kouzes and Posner (2012) describe this as DWYSYWD or Do What You Say You Will Do. Hurley (2012) continues this thought by stating if a leader does not do what they said they would, an explanation must be given to the followers. This connection between what a leader says and does creates a ripple effect throughout the organizational culture (Kouzes & Posner, 2011). The leader’s credibility has identifiable characteristics that can be perceived by others. Perceived high credibility has a relationship to person-organization fit and job satisfaction. High credibility increases the employee’s sense of fit by leading them to act according to the shared values and vision of the organization, to believe that their personal values are consistent with the values of the organization, and to feel a strong sense of team spirit. Job satisfaction is enhanced as employees feel more committed and a sense of ownership in the organization. This extends the outside influence of the organization, as these employees are more likely to be proud to tell others of their connection to the organization (Kouzes & Posner, 2011). The concepts essential to person-organization fit and job satisfaction will be explored through Kouzes and Posners’ five practice of exemplary leadership: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart (Kouzes & Posner, 2012).

**Exemplary Leadership: Model the Way**

The credible leader’s greatest asset is the example that they provide for their employees. Sergiovanni (1992) identified practices for educational leaders to promote the core values of the school: model it, say it, and support it. The leader needs to live by or model the core values they are seeking to support in the organization. The core values need to be clearly defined and communicated (Williamson & Blackburn, 2009; Edwards & Chapman, 2009), and resources to support the core values must be prioritized. The values discussed within the model the way
practice represents what Rokeach (1973) considered means values or those that relate to the here and now (Rokeach, 1973; Kouzes & Posner, 2012).

Reflect

The literature presented the importance of a leader desiring to model effective organizational culture should begin with internal reflection on personal values (Kouzes & Posner, 2012; Gardner, Cogliser, Davis, & Dickens, 2011). Consciously reflective practices of leaders include developing a clear philosophy (Kouzes & Posner, 2012) and describing how that philosophy drives the behavior of the leader (Hurley, 2012). Asking purposeful questions and listening to feedback demonstrates the leaders’ reflective practices and enhances self-awareness (DeRue & Wellman, 2009). Exemplary leadership conducts an ongoing appraisal of actions or inactions impact on others in the organization helping become aware of shortcomings and modeling how to admit to the shortcomings (Credibility and trust on the agenda, 2012; Kouzes & Posner, 2011). Self-reflection provides the leader with the right knowledge to clarify the leader’s voice as the organizational values are communicated (Kouzes & Posner, 2012). One measure of objective person-organization fit, the Revised Organizational Culture Profile, identifies these characteristics as important in determining a sense of fit within an organization. Social responsibility within the culture of an organization is measured by the organizational member’s perception of the extent to which the organization is recognized for being reflective, having a good reputation, being socially responsible, and having a clear guiding philosophy (Sarros, Gray, Densten, & Cooper, 2005).

Affirm

The Job Satisfaction Survey measures, in part, an employee’s level of satisfaction concerning the nature of the work they perform (Spector, 1985). Leadership provides a
perspective on the meaning and nature of the work. Meaning is communicated to employees by building relationships and forging consensus around shared values (Rowold, 2011; Kouzes & Posner, 2011). Organizational values are forged by the leader through credos, codes, and personal declarations of values; values that are forged even in an environment where some disagreement is present (Carmeli, Tishler, & Edmondson, 2011). Leaders appreciate these differences by choosing to build bridges by actively involving others within the organizational culture (Kouzes & Posner, 2011). Exemplary leaders work to weave together values of high performance (excellence), values of caring (respect), and values of uniqueness (differences) (Kouzes & Posner, 2012). Leadership creates the focus of the organizational culture by reflecting internally on personal values, listening to feedback, and forging consensus around shared values; however, exemplary leadership that desires to model the way for the organization must extend beyond personal reflection and rhetoric. Organizational culture must be evident in the actions of the organization and the lives of the leader and must be taught to all who represent the organization.

Action

Aligning organizational values with the actions and performance of the organization requires a commitment by the leader to be intentional (Kristof-Brown, Zimmerman, & Johnson, 2005). As the leader develops a guiding philosophy through reflection and feedback, the opportunity grows for right knowledge that is acquired to become manifested through right actions. Organizational objectives are important; however, the focus must be on the common values that shape the objectives (Kouzes & Posner, 2011). This fosters positive outcomes such as a higher organizational commitment, a more successfully performing organization, more motivated employees, and an organization that is perceived as ethical (Posner, 2010; Rowold,
Without the foundation of shared values, objectives become a potential source of division. Shared values point to the heart of the organization (Kouzes & Posner, 2012).

Live

Exemplary leaders are not only concerned with the organizational values aligning with the shared values, but also that the leader provides a living example of those shared values. The Revised Organization Culture Profile measures perceptions that can be directly modeled by the leader such as calmness, organization, innovation, risk-taking, collaboration, recognition, fairness, and high expectations (Sarros, Gray, Densten, & Cooper, 2005). The Job Satisfaction Survey also addresses behaviors that can be perceived by members of the organization and modeled by the leader such as competence, fairness, communication, clear goals/expectations, appreciation of others, and empathy (Spector, 2011).

Exemplary leaders take the first step (Kouzes & Posner, 2011). Leadership has been conceptualized in positive terms such as transformational, emphasizing the organization changes that are inspired (Rowold, 2011); transactional, emphasizing the relational perceptions of the followers (Kouzes & Posner, 2011); and authentic, emphasizing the internal character that a leader must possess (Gardner et al., 2011). No matter how leadership is conceptualized, leadership begins by being an example to others (Yaffe & Kark, 2011). Modeling the way is providing a tangible and visible example of the shared values of the organization. Leaders should demonstrate professionalism, capability, and competence in fulfilling the operational tasks of the organization (Hurley, 2012). Leaders must model confidence in their capabilities. Confidence provides a basis for expressing ideas clearly, making decisions, and taking charge without the need to impersonate others (Kouzes & Posner, 2011). A leader demonstrates personal values by how they utilize their time: time equals values (Kouzes & Posner, 2012).
Leaders are responsible to model a love for continuing education (Ackerman, 2009/2010) and hope and optimism (Fullan, 2010). The leader who provides an example of personal and organization values with consistency and integrity has been described as practicing predictability (Hurley, 2012).

**Teach**

The role of the leader extends beyond modeling acceptable personal and organizational values. The Job Satisfaction Survey has identified that clearly communicated expectations have a positive relationship on an employee’s satisfaction at work (Spector, 2011) while the Organizational Culture Profile indicates that these communicated expectations result in greater sense of fit when there is an emphasis on quality work and high expectations (Sarros et al., 2005). Values must be taught intentionally. Hurley (2012) emphasizes the need for values to be embedded in the culture, signifying the effort necessary to cement the organization values into the organizational culture. Exemplary leadership teaches values tangibly and humbly (Kouzes & Posner, 2012).

Teaching begins with communication of values through creeds, codes and direct instruction in the core values of the organization. Much like cultural values have been communicated to children through stories and myths, exemplary leaders are organizational storytellers. They utilize stories to break down barriers and communicate high expectations (Kouzes & Posner, 2012). The moral of each story further embeds the organizational values into the organizational culture. Through observation the leader can conduct a constant appraisal of how the communication is impacting others (Credibility and trust on the agenda, 2012). From an educational perspective, Fullan (2010) states that there must be a compelling moral imperative lead by the leader for excellence in all that organization represents and that member is learning.
Building on the communication and feedback, the leader continues to bring the necessary transformation in the organization through education. Research indicates that this process is intensified when conflict arises in an organization, and that these moments are essential in communicating organizational values. Exemplary leaders recognize that conflict is inevitable, even within organizations with members that share similar personal values. The leader teaches by example how to apologize when actions hurt others, resolve conflict by appealing to shared values, and reconcile by rebuilding trust through integrity (Kouzes & Posner, 2011).

**Exemplary Leadership: Inspire a Shared Vision**

The mission statement of an organization pronounces the purpose and goals of the organization in broad terms. The research of Kouzes and Posner (2012) has identified the second practice of exemplary leadership as inspiring a shared vision. Leadership provides definition and detail to the organizational mission. Values provide foundation for the organization and vision places those values into action in the pursuit of organization growth and change. These values in action correlate to what Rokeach (1973) described as “ends” values. These are the values exemplary leader inspires the members of the organization to aspire to attain; it is casting vision for the organizations future (Kouzes & Posner, 2012). In an educational setting, the Interstate School Leaders Licensure Consortium (ISLLC) describes an educational leader as one who “promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community” (Council of Chief State School Officers, 2008).

**Development**

An exemplary leader leading a reflective organization is guiding the process of evaluation of past activities and core values to create a shared vision. This process has an impact on both
job satisfaction and a sense of fit within the organizational culture (Elpers & Westhuis, 2008). Leadership has a strong role the bringing members into the culture. Person-organization fit literature refers to this a socialization (Sutarjo, 2011). As a member enters an organization, there is likely to be some level of agreement with the organizational mission statement and a presence of common goals (Ackerman, 2009/2010). The leader can leverage these initial shared values to align the members’ values and aspirations (Hurley, 2012). The leader influences the organizational culture that impacts the level of engagement within the organization (Shuck, Rocco et al., 2011).

Articulation

Leaders must communicate a clear vision. Organizations must constantly be changing to better align with the ideals of the organizational values and shared vision for the future. The process is never static. Exemplary leadership consistently articulates the organizational vision in contrast to the status quo. The shared aspects of the vision require that communication with members include humbly listening with a teachable demeanor. Aligning individuals with a common vision that is truly a vision that each member can embrace requires the freedom of the individual accept the shared values. The exemplary leader understands this dynamic by actively soliciting feedback and actively listening to members (Kouzes & Posner, 2011). By gaining understanding through this communication, the leader can begin to articulate the organization values through a common organizational story. Stories are used to give meaning to the shared vision through symbolism and myths. Symbolism is useful for establishing organizational order by drawing to specific symbols and their meanings in organization. Symbols are both pictures and words that represent the organization’s vision of its ideals. In words, an organizational story serves as a map for sense making and guiding behavior. These stories can become
organizational myths to communicate the unique qualities of the organization. These serve as valuable tools for leaders socializing the members in the shared organizational vision (Kouzes & Posner, 2012).

**Implementation**

The shared vision must move beyond mission statements, stories, and words. The exemplary leader intentionally uses communication to lead to the members of the organization to a change of mind and learn from the past (Carmeli et al., 2011). Kouzes and Posner (2012) describe this process as animating the vision or breathe life into the vision. The first two practices of exemplary leadership, model the way and inspire a shared vision, have laid the foundation for the implementation of the organizational vision. These two practices correlate with the development and articulation aspects of the Interstate School Leaders Licensure Consortium. The implementation and stewardship of the consortium correlate with the remaining three practices of exemplary leaders: challenge the process, enable others to act and encourage the heart (Council of Chief State School Officers, 2008; Kouzes & Posner, 2012). The literature demonstrates that leaders must build up from the foundation of organizational values and shared vision to create an organization that visibly represents the foundation.

**Exemplary Leadership: Challenge the Process**

Organizational change has been described as a chaotic process (Soparnot, 2011). It is especially an issue when transformation involves people. The direction of the transformation toward positive or negative results brings leadership to the forefront of any transformation requiring “an investment in people to create capability in the organization to change” (Morgan, 2008, p. 28). Exemplary leaders lead their organizations to initiate change based on the core values and shared vision of the organization.
**Seize The Initiative**

In an educational setting, the principal is the leader that becomes critical lever in creating school success that leads to positive results in student achievement (Rigby, 2013). The lever creates motion that must be appropriately directed for organizational growth. Both the Job Satisfaction Survey and Organizational Culture Profile identify desirable attributes with organizational initiative, lack of red tape (Spector, 1985) and the ability to take advantage of opportunities (Sarros et al., 2005). Exemplary leaders are proactive in providing intellectual stimulation to encourage critical and strategic thinking. Storytelling by leaders has been demonstrated to positively influence organizational innovation (Kouzes & Posner, 2011). Parry and Hansen (2007) describe this process as creating novelty through defamiliarization by making it acceptable to consider innovative ideas. In a culture of innovation, leaders encourage experimentation by make resources available for risk-taking (Kouzes & Posner, 2011). These resources should be tangible, such as finances and workspace, and intangible, such as emotional support (Hurley, 2012). Leaders can move their organization towards the shared vision by recognizing the opportunities that arise through the inevitable conflict that occurs within the organization. Confronting and assisting in the resolution of conflict provides unplanned but necessary opportunities for the organization to grow. The exemplary leader seizes these moments to challenge the status quo of an organization (Kouzes & Posner, 2011; Hurley, 2012).

**Exercise Outsight**

The exemplary leader does not just look within their organization for resources and information to inspire change. The Organizational Culture Profile recognizes two qualities when determining a sense of fit in an organization that intentionally challenges the process (Sarros et al., 2005). Other organizations are observed to determine what makes their organization distinct
from others. It does not necessarily need to be a comparison between organizations to determine superiority; the purpose is to identify uniqueness. Professional growth through education and observation stimulates critical thinking and introduces innovative ideas into the organization (Parry & Hansen, 2007). Within the hiring practices, leaders can demonstrate a strong appreciation for diversity of backgrounds and perspectives. Individuals with diverse backgrounds and perspectives can, in fact, hold to the core values and shared vision of the organization. Kouzes and Posner (2011) describe the process of bringing together diverse constituencies with a shared vision as constructive controversy. Utilizing diversity in this manner encourages organizational innovation.

**Transformation**

Organizational transformation can occur in two manners, positive or negative. Leadership is the key factor in any type of transformation. This leadership places people into the positions to provide influence that will lead to transformation even when aspects of the ASA stages are resisting the change (Guay, 2013). Those who are placed by leadership will spur the changes. Leaders will face challenges as individuals lack the desire, ability or tenacity to implement the organizational transformation (Erwin, 2009).

**Learn From Experience**

Organizations that are willing to take risks allow members to find opportunities to learn from the gains and from the mistakes created from risk-taking. The Organizational Culture Profile measures members’ perception of the extent for which an organization is known for taking risks (Sarros et al., 2005). Risk taking can be unsettling for any member of an organization; however, the literature indicates that exemplary leaders support appropriate risk-taking and the learning that occurs through the process. Leaders promote a climate for learning
by encouraging and supporting new ideas and listening to diverse points of view (Kouzes & Posner, 2011). Organizations and individuals demonstrate grit and a growth mindset when they learn from experience and make progress despite facing failure and adversity (Duckworth & Eskreis-Winkler, 2013). Mistakes are accepted as an opportunity to learn as the leadership models risk-taking and members become more willing to take risks (Kouzes & Posner, 2011).

**Resilience/Hardiness**

There are two factors in challenging the process that leaders model and teach so that members weather the challenges that occur when taking risks, hardiness and grit. Bartone, Kelly, and Matthews (2013) attribute psychological hardiness a predictor of one’s ability to bring about effective change or responding to changing conditions. The factors identified in hardiness were commitment and control. Control is identified as the attitude that there is a direct relationship between the effort given and the outcome of a situation. Hardiness is identified as impacting exemplary leaders through increased social engagement, learning from stressful situations, and remaining positive while under stress (Maddi, 2013). The other factor, grit, is defined the ability to pursue long-term goals with perseverance and passion (Duckworth & Eskreis-Winkler, 2013). Exemplary leaders displaying these factors influence their organization by building credibility and trust (Kouzes & Posner, 2011). This demonstrates a willingness to share in the organizational risks allowing the leader to build the member’s capacity to execute the strategies necessary for organizational growth (Hurley, 2012). Members become willing to engage in long-term calculated risks that are necessary for growth (Kouzes & Posner, 2012).

**Exemplary Leadership: Enable Others to Act**

The fourth Practice of exemplary leadership is enable others to act. Leaders need others who are committed to accomplishing the extraordinary in organizations. Leadership is built on
relationships. Both the Organizational Culture Profile and the Job Satisfaction survey identify factors that influence relationships in the workplace. The Organizational Culture Profile measures the perceived supportiveness and stability of the organization through these relational items, being team-oriented, sharing information freely, being people-oriented, limited conflict, and collaboration (Sarros et al., 2005). The Job Satisfaction Survey measures similar items, relationship with the supervisor and coworkers, communication, and organizational pride (Spector, 1985). By investing in relationships, leaders can create a climate of trust, facilitate relationships, enhance autonomy, and develop competence and confidence (Kouzes & Posner, 2012).

**Climate of Trust**

Trust is defined as “the degree of confidence you have that another party can be relied on to fulfill commitments, be fair, be transparent, and not take advantage of your vulnerability” (Hurley, 2012, p. 1). A leader has challenges developing trust in organizations where involvement is voluntary; yet achieving a high trust level increases the likelihood that the organization will survive in a crisis (Kouzes & Posner, 2011). Exemplary leaders develop trust with the members by creating a climate of reciprocity. The leader validates the contribution and value of each member by demonstrating that the organizational interactions center on mutuality (Göbel, Vogel, & Weber, 2013). Cunliffe and Eriksen (2011) emphasized the relational aspects of reciprocity by conceptualizing it as the ethic of living well with others. Leaders build trust by trusting others, behaving consistently, being available and visible, and emphasizing a shared sense of history (Kouzes & Posner, 2011).
Facilitate Relationships

Trust is by-product of relationship. A leader develops trust by interacting with the organizational members and soliciting feedback on relevant issues. Relationships are developed through shared experiences. Shared experiences may be shared organizational history, but it can also be forged by the leader utilizing storytelling to draw new members into the organizational experience. The exemplary leader recognizes that relationship involves the whole person (Kouzes & Posner, 2011), and that relationship-based conflict can have deep roots with strong emotions. These relational conflicts must be address with active interventions to clarify perceptions, build positive perceptions of others, and improve communication (Carmeli et al., 2011). Since miscommunication and misperception are common in relational conflicts, truthful communication is essential in high-trust organizations. Communication must continue beyond conflict as the leader listens to, consults with, and supports the members of the organization (Hurley, 2012).

Enhance Autonomy

In addition to building trust through a shared history, storytelling can release the members of the organization to do their work with more purpose and energy. The exemplary leader empowers the members to work toward the achievement of the organizational vision. This process of empowerment is essential as the leader enables the members of the organization to act and demonstrates trust that results in decentralization (Kouzes & Posner, 2012). Providing autonomy for members includes providing necessary resources and support (Fullan, 2010; Kouzes & Posner, 2011), freedom to develop new skills, and a system of accountability to ensure that actions are consistent with the core values and shared vision (DeRue & Wellman, 2009;
Kouzes & Posner, 2011). Within that framework, the exemplary leader displays influence and voice in determining what and how the members believe they need to do.

**Develop competence and confidence.**

Exemplary leaders demonstrate trust in the members of the organization by investing in current and long-term skill development (Kouzes & Posner, 2012). This investment demonstrates that the member is valuable and increases the level of competence that is brought to the organization. Developing the capacity of others through professional development and membership in professional communities enhances competence (Kouzes & Posner, 2011). Leaders demonstrate confidence in members by enabling each one to see themselves as part of a community and giving specific and clear feedback concerning performance related to the core values and shared values (DeRue & Wellman, 2009).

**Exemplary Leadership: Encourage the Heart**

The fourth practice of exemplary leadership is encourage the heart. The Organizational Culture Profile and the Job Satisfaction survey identify factors that provide encouragement in the workplace. The Organizational Culture Profile measures the perceived level of the organization within the organization through these items: being team-oriented, offering praise for good performance, achievement oriented, being people-oriented, being team-oriented, and demonstrating fairness (Sarros et al., 2005). The Job Satisfaction Survey measure similar items: recognition, appreciation, rewards, and perceived fairness (Spector, 1985). Leaders encourage the members of the organization by visibility and verbally recognizing the contributions of members of the organization to the shared vision (Kouzes & Posner, 2012).
Recognize Contributions

“Exemplary leaders bring others to life” (Kouzes & Posner, 2012, p. 276). The first four practices of exemplary leadership laid the foundation and built the structure for organizational success. The fifth practice awakens the organization vision by energizing the members and sustaining the organization’s vision by emboldening the members to proceed past the challenges. This process requires high expectations for organizational and individual performance. The heart of the individual needs to be given hope that the high standards are possible and that the leader believes that the member can achieve that standard. This hope is necessary for each member to sustain high levels of performance (Kouzes & Posner, 2011). The clear goals and vision focuses the attention of the members on the appropriate task, and timely and personal feedback keep the members of organization engaged in mission appropriate activities. Leaders create conditions for success by providing the support and resources necessary to implement the organizational vision (Fullan, 2010).

The exemplary leader understands that effective recognition of contributions should be specific and personal. Leadership has already been described as relational. Kouzes and Posner (2012) proposed that this requires the leader to get close to people. By building relationships in an intentional manner, it allows the recognition given to be purposefully personal. The leader uses this connection to be creative with the incentives offered. A personalized reward that makes a clear link between the shared values of the organization and the recognition offered has shown to be a powerful strategy (Kouzes & Posner, 2011). Appreciation does not always have to be demonstrated tangibly. The exemplary leader creates a culture of appreciation by modeling saying thank you in creative ways. This thoughtfulness extends to both commendation and criticism. Hurley (2012) explains that leaders should praise in high performance in public and
criticize performance that does not make the shared vision in private. Leaders attack ideas, not the person, that are contrary to the shared values of the organization.

**Celebrate Values**

Exemplary leadership begins with a leader who has clarified personal values and communicated those values with the members of the organization. Celebrating values closes the circle of organizational values by encouraging a recognizing the contributions made by members of the organization by fulfilling the shared mission and vision. The closing of this circle creates a spirit of community. Organizational culture emerges from the connection of celebration, community, and commitment. Exemplary leaders foster community by awakening positive thoughts and images through organizational stories and myth (Kouzes & Posner, 2011) and a commitment to celebrating and building on success (Fullan, 2010). Exemplary leaders are not perceived as seeking primarily personal interests. “Leaders who are clearly interested in their own agenda, their own advancement, and their own well-being will not be followed willingly” (Kouzes & Posner, 2011, p. 64). Rather, the leader recognizes what can be learned by showing appreciation for the contribution of others to the facilitating of the shared organizational vision. Kouzes and Posner (2011) could not have chosen a stronger concept to illustrate the depth that an exemplary leader would go to encourage the hearts of the members of the community. An exemplary leader loves the individuals on the team.

**Association of Christian Schools International Core and Shared Values**

The accrediting agency that each of the schools in this study represents a set of core and shared values that are expected to be evident in the schools accredited by the Association of Christian Schools International (ACSI). The literature from ACSI demonstrated a strong correlation with the five practices of exemplary leadership that has been previously discussed.
Leadership has a key role in the literature in the input or socialization of the core values of the organization. This input investment draws a strong correlation with model the way and inspire a shared vision. The ACSI accreditation standards are ultimately designed to provide accountability concerning expected student outcomes that correlate with challenge the process, enable others to act, and encourage the heart. Exemplary principals in Christian schools intentionally invest in the input of the core values and shared vision to the teachers and courageously lead the teachers to intentionally invest in the children and school community.

Educational leaders in Christian schools are the “keepers of the culture” (Palmer, 2012/2013, p. 24). The ACSI Reach Accreditation Protocol describes ten nonnegotiable commitments that must be evident in each school. Commitment nine states that the culmination of the principal leadership’s input into the teachers yield “students who have a solidly developed biblical worldview” (ACSI, 2009, para. 10). The foundation from which an exemplary Christian school principal leads is a Biblical worldview. A worldview is defined as “cognitive and perceptual maps composed of belief systems and social values that frame how people interpret reality” (Knight, 2007, p. 1048). As humans use their perceptions to interpret reality in a collective sense, one can see the development of a culture. “It is the great ideas that inform the mind, fire the imagination, move the heart, and shape the culture” (Colson & Pearcey, 1999, p. 17). Organizational mission is based on the development of subculture that shares a common worldview (Saks & Ashforth, 1997).

The development of a Biblical worldview is fundamental in the discussion of any aspect of Christian education. An understanding of this crucial aspect to the application of hiring principles within such ministries will affect the overall mission of the educational institution (Watson, 2007). A Biblical worldview is developed in the mind.
If all we give them (children) is a ‘heart’ religion, it will not be strong enough to counter the lure of attractive but dangerous ideas. Young believers also need a ‘brain’ religion—training in worldview and apologetics—to equip them to analyze and critique the competing worldviews they will encounter when they leave home. (Pearcey, 2005, p. 19)

Worldviews affect the attitudes one has and decisions one makes: it engages at the level of life. Christian teaching operates at the level of life. Anything less is sub-Christian. The Christian life, fullness of life, the abundant life, embraces the whole man and has implications for the whole of life here and now as well as for eternity. (LeBar, 1989, pp. 20-21)
CHAPTER THREE: METHODOLOGY

This chapter contains a description of the approach used to determine the predictive relationship of the teacher’s observation of leadership practices and self-reported levels of teacher job satisfaction in accredited Christian schools in the southeast region of the Association of Christian Schools International. The research design and a description of the setting and participants are included in this chapter. The instruments used to collect the data are described. The procedures used for collecting and analyzing the data is also presented.

Research Design

The primary purpose of this correlation study was to examine the relationship between principal leadership practices and teacher job satisfaction using a survey research or descriptive research method (Ary, Jacobs, Razavieh, & Sorensen, 2006). Evidence of a relationship may indicate that changes in leadership practices may result in changes in teacher job satisfaction. This is a quantitative study that tests hypotheses to determine possible relationships between principal leadership practices and job satisfaction. This study used a survey to collect quantitative data with the purpose of investigating this relationship. The survey consisted of two instruments: the Leader Practices Inventory Observer (LPI Observer) and the Job Satisfaction Survey (JSS). A survey design is suitable for a correlation study because surveys are frequently utilized instruments in non-experimental studies to measure behaviors, attitudes, and beliefs of the subjects (Patton, 2012). Other researchers have used survey design to measure employee perceptions (Royal, 2012; Moore, 2012; Marley, 2010; Leonor, 2010).

Research Questions

The study addressed the following research questions:
RQ1: What is the relationship between teachers’ perceptions of their principal’s leadership practices as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

RQ2: What is the relationship between teachers’ perceptions of their principal’s leadership practice of model the way as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

RQ3: What is the relationship between teachers’ perceptions of their principal’s leadership practice of inspire a shared vision as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

RQ4: What is the relationship between teachers’ perceptions of their principal’s leadership practice of challenge the process as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

RQ5: What is the relationship between teachers’ perceptions of their principal’s leadership practice of enable others to act as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

RQ6: What is the relationship between teachers’ perceptions of their principal’s leadership practice of encourage the heart as measured by the Leadership Practices Inventory Observer (LPI
Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**Null Hypotheses**

**H₀1:** There is no significant correlation between teachers’ perceptions of principals’ leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS).

**H₀2:** There is no significant correlation between teachers’ perceptions of principals’ model the way leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when inspire a shared vision, challenge the process, enable others to act, and encourage the heart are controlled.

**H₀3:** There is no significant correlation between teachers’ perceptions of principals’ Inspire a shared vision leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, challenge the process, enable others to act, and encourage the heart are controlled.

**H₀4:** There is no significant correlation between teachers’ perceptions of principals’ challenge the process leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, enable others to act, and encourage the heart are controlled.

**H₀5:** There is no significant correlation between teachers’ perceptions of principals’ enable others to act leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, challenge the process, and encourage the heart are controlled.
**H06:** There is no significant correlation between teachers’ perceptions of principals’ encourage the heart leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, challenge the process, and enable others to act are controlled.

**Setting**

This study will focus on schools accredited by the Association of Christian Schools International located within southeast region of the organization. The Association of Christian Schools International accredits over 1000 schools in the United States. There are 160 accredited schools in the southeast region of the Association of Christian Schools International. Each school is an independent institution that has met the accreditation standards established by the Association of Christian Schools International. The southeast regional office trains and assigns the accreditation teams that conduct the on-site visits to these schools. This may account for minor differences in the philosophical application of the accreditation standards, resulting in a unique demographic representation for the research questions. These accredited schools were invited to participate in the research by sending an introductory email to the administrators that requests that the link to the survey be forwarded to the teachers serving in their schools.

**Participants**

Teachers at these accredited schools within the southeast region of the Association of Christian Schools International were asked to participate to complete the Leadership Practices Inventory and the Job Satisfaction Survey. These teachers had the first-hand knowledge necessary to respond to the questions concerning leadership and job satisfaction. Permission to contact the accredited schools in the region was sought through the southeast region of the Association of Christian Schools International. An introductory email was sent to the leadership
of each school to introduce the study and seek their cooperation in disseminating the link to the
survey to their teachers. The researcher did not have access to the individual email addresses of
all the teachers in schools accredited by the Association of Christian Schools International in the
southeast region. Participation in this research was at the discretion of each principal. The
sample for this study was drawn from the population of all teachers in accredited schools in the
Southeast Region of the Association of Christian Schools International. The sample was limited
by two factors, the principal forwarding the invitation to the teachers and the teachers choosing
to participate.

**Instruments**

The two survey instruments that were utilized in this study are the Leadership Practices
Inventory Observer (Kouzes & Posner, 2002) and the Job Satisfaction Survey (Spector, 2011). The
Leadership Practices Inventory Observer was used to determine the teachers’ perceptions of
principal leadership practices. The Job Satisfaction Survey was used to analyze aspects of the
teachers’ self-reported levels of job satisfaction. The following paragraphs confirm the
reliability and validity of the LPI Observer and JSS instruments.

**The Leadership Practices Inventory Observer**

The LPI Observer was appropriate for this study of teachers’ perceptions of principal
leadership practices as it has been developed based on 30 years of research. It has been used in
previous studies measuring teachers’ perception of principal leadership practices (Swett, 2006;
Wincey, 2009). The LPI Observer survey contains 30 items that are ranked on a 10-point Likert
scale. This survey measured the responses of teachers concerning the principal’s perceived
leadership practices. The LPI Observer is divided into five categories: model the way, inspire a
shared vision, challenge the process, enable others to act, and encourage the heart. The survey
was scored utilizing the corresponding number for each level of the Likert scale: (1) almost never – 1, (2) rarely – 2, (3) seldom – 3, (4) once in a while – 4, (5) occasionally – 5, (6) sometimes – 6, (7) fairly often – 7, (8) usually – 8, (9) very frequently – 9, (10) always – 10. The range for the total score is 30-300. This study utilized the composite score and subscale scores from this survey. The reliability coefficients range from .88 to .92 (Kouzes & Posner, 2002). Permission was obtained from the producer of this prior to using it in this research study.

**Job Satisfaction Survey**

Spector (2001) developed the JSS for use with human service organizations, but it has also been used in research for both private and public organizations. This instrument has been used with LPI Observer in previous research (Martin, 2006). The JSS contains 36 items that are ranked on a 6-point Likert scale. This survey will measure the responses of teachers concerning their self-reported level of job satisfaction. The JSS is divided into nine subscales: pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication. The survey was scored utilizing the corresponding number for each level of the Likert scale: (1) disagree very much – 1, (2) disagree moderately - 2, (3) disagree slightly – 3, (4) agree slightly – 4, (5) agree moderately – 5, (6) agree very much – 6. Nineteen of the statements are negatively worded, requiring that this scale be reversed. The reliability coefficients for the subscales range from .60 to .82. The reliability coefficient for the composite score is .91 (Spector, 1985). This study utilized the composite score from this survey.

**Data Collection Procedures**

The opportunity to participate in the study was extended to the teachers in accredited schools in the southeast region of the Association of Christian Schools International. Upon approval of this proposal by the committee and Liberty University’s Institutional Review Board,
permission was sought through the southeast region of the Association of Christian Schools International to contact these schools. An introductory email was sent to the leadership of each school to introduce the study and seek their cooperation in disseminating the link to the surveys to their teachers. This email will contain the appropriate information from Liberty University and the southeast region of the Association of Christian Schools International. Participation in this research was at the discretion of each principal.

The survey included the LPI Observer, JSS, and the following demographic questions: are you a full or part time teacher, name of your school, and name of direct supervisor whom they used as the subject of the LPI Observer. The complete survey required between 20 and 30 minutes to complete. The teachers were assured that answers would remain confidential since the collection of that data will be for statistical purposes only. The research records and results were stored for as long as needed, but not to exceed six years in a locked safe located in the researcher’s residence. After six years, the surveys will be shredded and discarded. All participants were instructional teachers and were capable of providing informed consent (Ary et al., 2006). Informed consent was obtained through the first question in the survey through the informed consent statement. This question required the participant to answer, “I have read the above consent information. I agree to participate in this survey voluntarily, and I understand that I can withdraw at anytime without penalty.” If the teacher agreed to this statement, the participant was directed to the survey. If the participant did not agree to the statement, the participant was directed to a Thank you page and the survey was concluded. The participants responded to the LPI Observer and JSS through the online survey system, Survey Monkey. The survey remained open for two weeks with two additional reminder emails sent to the heads of school so that they could be forwarded to the teaching staff.

One accredited school in the southeast region of the Association of Christian Schools International was approached to participate in a pilot study. The principal received the same
introductory email used in the full study. The principal was asked to distribute the survey to the teachers. This survey will include to open-ended questions: “Was there any information in the instructions or was there questions on the survey that you did not understand? Please use the available space to explain.” And “Is there any additional information that you think would be helpful to assist those completing the survey? Please use the available space to explain.” The participants in the pilot study did not indicate any concerns, therefore the survey was utilized without modifications.

Data Analysis

This study utilized statistical software to conduct a bivariate correlation and standard multiple regression procedures to test the hypotheses: to determine the extent the five teacher perceived leadership practices will reliably predict teacher job satisfaction. Before performing the regression analysis, the assumptions of multiple linear regression analysis were tested including extreme outliers, normality, linearity, homoscedasticity, and multicollinerity (Osborne & Waters, 2002). The research hypotheses were then tested using standard multiple linear regression analysis. Correlation research examines the relationship between two or more variables to determine the extent of either a negative or positive relationship. If a relationship is determined, the result can use the predictor variable to predict the criterion variable (Ary et al., 2006).

All data collected was entered into Microsoft Excel. Analysis utilized the Statistical Package for the Social Science (SPSS). Descriptive statistics was processed for the LPI Observer total score, LPI Observer subscales, and the JSS total score including mean, range, and standard deviation. For each of the research questions, Pearson’s correlations were computed to determine the relationship between the teachers’ perceptions of their principal’s leadership practices and the teachers’ reported job satisfaction levels. The statistics were utilized to determine possible relationships between the perception of leadership practices and job
satisfaction. Pearson’s correlation is the measure of the linear relationship between two variables. It describes the strength of the positive or negative relationship between the variable. The correlations can range from +1, indicating a perfect positive relationship between two variables, to -1, indicating a perfect negative relationship between two variables.

Summary of Research Methods

Chapter Three provides a description of the quantitative research methodology that was utilized in this study designed to examine the relationship between the teachers’ perceptions of their principal’s leadership practices and the teachers’ reported job satisfaction levels. The instruments that were used are the Leadership Practices Inventory Observer (LPI Observer) and the Job Satisfaction Survey (JSS). Both instruments have established validity and reliability. Data collection and data analysis procedures were also discussed.
CHAPTER FOUR: RESULTS

Palmer (2012/2013) proposed that perceptive people are able to identify effective leadership when they experience it. Kouzes and Posner (2012) have researched this experience for over 30 years, collecting data from both leaders and those being lead. From the data collected from leaders around the world, they identified five practices of exemplary leadership: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. The literature demonstrated similarities between the followers’ experience with exemplary leaders and their individual sense of belonging within the organization. The previous chapters of this study provided a review of research that has been conducted on employee perception of leadership practices and their correlation to job satisfaction of employees. Similar research has been conducted in educational settings. However, this researcher sought to address the specific demographic of accredited Christian schools in the southeast region of the Association of Christian Schools International to examine whether the teachers’ perception of the five exemplary leadership practices, proposed by Kouzes and Posner (2012), exhibited a significant correlation with teacher job satisfaction.

The results of this survey or descriptive design were derived from a sample of teachers in the southeast region of the Association of Christian Schools International. This chapter will provide descriptive statistics for the data collected from the two instruments used in this research: the predictor variables in the Leadership Practices Inventory Observer and the criterion variable in the Job Satisfaction Survey. Utilizing SPSS, descriptive statistics were calculated including z-scores to determine the presence of univariate and multivariate outliers. The data resulting from the multiple linear regression in SPSS allowed the researcher to examine these assumptions of multiple linear regression of normality, linearity, homoscedasticity, and
multicollinearity (Boslaugh, 2012; Osborne & Waters, 2002). The procedures for each will be
discussed in this chapter. Each research question and hypothesis will be analyzed and a
summary of the major findings will be included in this chapter.

**Descriptive Statistics of Participants**

The distribution of this survey research depended on the administrators of the accredited
Christian schools. One accredited school was approached to serve as a pilot school. The
principal received the same introductory email used in the full study. The principal distributed the
survey to the teachers. This survey asked additional open-ended questions that were not present in
the full study such as, “Was there any information in the instructions or was there questions on the
survey that you did not understand? Please use the available space to explain,” and “Is there any
additional information that you think would be helpful to assist those completing the survey?” Please
use the available space to explain.” Eight survey responses were received with either no comments or
positive remarks. The decision was made to proceed with the full survey. The surveys in the pilot
study were not included in the results discussed in this chapter.

An introductory email was sent to the administrators of each school to introduce the study
and seek their cooperation in disseminating the link to the survey to their teachers. There were
160 accredited schools in the southeast region of the Association of Christian Schools
International at the time of this survey; however, two schools were excluded from this survey,
the pilot school and a school with whom the researcher was once an employee. The number of
teachers to whom the survey was forwarded needs to be estimated since the research depended
on the administrators to forward the survey. If the 160 schools average 15 full or part-time
teachers, then the potential participant level could have been as high as 2400. However, if the
same average teacher per school were considered for the approximately 85 administrators
identified by the teachers in the survey (allowing for duplicate names), the potential participant
level would be approximately 1275. This research depended on a secondary connection with the teachers in the schools, as administrators were asked to forward the email invitation to their faculty. Following the procedure to distribute the survey to teachers in accredited schools in the southeast region of the Association of Christian Schools International described in the previous chapter, the study resulted in 270 surveys that were completed according to the instructions provided in the email communication. The complete response rate is estimated between 11% and 21%. The teachers were asked to self-report the last name of the supervisor being evaluated by the LPI Observer instrument. That data collected from the 270 completed surveys were entered into SPSS to determine the descriptive statistics. The survey score means and standard deviations of the variables of interest before outliers in the data were addressed are presented in Tables 1 and 2.
Table 1

*Descriptive Statistics for Leadership Practices Subscales*

<table>
<thead>
<tr>
<th>Leadership Practices Subscales</th>
<th>Questions relating to each subscale</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>1, 6, 11, 16, 21, 26</td>
<td>49.3407</td>
<td>10.29864</td>
</tr>
<tr>
<td>Inspire a shared vision</td>
<td>2, 7, 12, 17, 22, 17</td>
<td>48.3000</td>
<td>11.19126</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>3, 8, 13, 18, 23, 28</td>
<td>47.2333</td>
<td>11.36392</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>4, 9, 14, 19, 24, 29</td>
<td>51.3222</td>
<td>9.17508</td>
</tr>
<tr>
<td>Encourage the heart</td>
<td>5, 10, 15, 20, 25, 30</td>
<td>46.9444</td>
<td>12.66617</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>243.1407</td>
<td>50.68324</td>
</tr>
</tbody>
</table>

*Note. N = 270*
Table 2

*Descriptive Statistics for Job Satisfaction and Leadership Practices*

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>159.4889</td>
<td>25.01639</td>
</tr>
<tr>
<td>Leadership Practices</td>
<td>243.1407</td>
<td>50.68324</td>
</tr>
</tbody>
</table>

*Note. N = 270.*

**Assumption Testing**

Before conducting regression analysis, the assumptions of multiple linear regression analysis were addressed. These assumptions included outliers, normality, linearity, homoscedasticity, and multicollinearity (Boslaugh, 2012; Osborne & Waters, 2002).

**Univariate Outliers**

Univariate outliers were determined by standardizing the variables of interest in SPSS to determine the z-score of each variable. There were three different scales for the variables of interest. Converting each score into a z-score allowed each variable to be compared with the same mean (Boslaugh, 2012), allowing an easier identification of univariate outliers. It was determined that two LPI Observer total, one model the way, four inspire a shared vision, one challenge the process, and five enable others to act cases exceeded the absolute threshold value of +/- 3.29 for z-scores (Mertler & Vannatta, 2013). Each outlier was removed from the data set. Due to duplication, a total of seven cases were removed.

**Multivariate Outliers**

Mahalanobis distances were calculated in the preliminary regression procedure in SPSS for all the variables of interest. A chi-square table of critical values was used to evaluate the preliminary data for multivariate outliers using parameters of five degrees of freedom and a significance level of .001. It was determined that ten cases in the preliminary data had
Mahalanobis distances exceeding the critical values of 20.515 based on the stated parameters (Boslaugh, 2012). These cases were deleted. After of the univariate and multivariate outliers, 253 cases remained for data analysis representing a 6% reduction from the original surveys.

After the removal of the outliers, the descriptive statistics of the survey score means and standard deviations for the variables of interest were recalculated in SPSS. Tables 3 and 4 represent the described statistics of the remaining 253 survey responses.
Table 3

Descriptive Statistics Following the Removal of Outliers

<table>
<thead>
<tr>
<th>Leadership Practices Subscales</th>
<th>Questions relating to each subscale</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>1, 6, 11, 16, 21, 26</td>
<td>50.6719</td>
<td>8.74864</td>
</tr>
<tr>
<td>Inspire a shared vision</td>
<td>2, 7, 12, 17, 22, 17</td>
<td>49.7470</td>
<td>9.46292</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>3, 8, 13, 18, 23, 28</td>
<td>48.5178</td>
<td>9.83377</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>4, 9, 14, 19, 24, 29</td>
<td>52.5810</td>
<td>7.21759</td>
</tr>
<tr>
<td>Encourage the heart</td>
<td>5, 10, 15, 20, 25, 30</td>
<td>48.5771</td>
<td>10.9003</td>
</tr>
<tr>
<td>LP Subscales Total</td>
<td></td>
<td>250.0949</td>
<td>42.58398</td>
</tr>
</tbody>
</table>

Note. N = 253

Table 4

Descriptive Statistics for Job Satisfaction and Leadership Practices Following the Removal of Outliers

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>162.1542</td>
<td>23.0886</td>
</tr>
<tr>
<td>Leadership Practices</td>
<td>250.0949</td>
<td>42.58398</td>
</tr>
</tbody>
</table>

Note. N = 253

Normality

Normality was assessed by the examination of a normal P-P plot of regression-standardized residuals generated by multiple linear regression in SPSS. The expected cumulated probabilities were plotted against the observed cumulated probability. As seen in Figure 1, the observed data points generally follow a straight line meeting expectations of the assumption of normality (Tabachnick & Fidell, 2007).
Figure 1. Normal probability plot of regression standardized residuals with Job Satisfaction as the dependent variable.

**Linearity**

The assumption of linearity between the predictor variables, based on the LPI Observer, and the criterion variable, based on the JSS, were tested through the use of scatterplots generated for each pair of variables in the multiple linear regression analysis conducted in SPSS (Boslaugh, 2012). The scatterplot matrix is presented in Figure 7. The bivariate relationships are demonstrated to be linear.
Figure 2. Scatterplots of the relationship between pairs of variables.

Hosomcedasticity

Hosomcedasticity was evaluated by graphing the regression standardized residual against the regression standardized predicted values in a scatterplot that was generate in SPSS during the multiple linear regression analysis. The results produced a data cloud that clustered around a horizontal line in Figure 3. The residual plot implied that the assumption of hosomcedasticity
was not violated (Boslaugh, 2012).

Figure 3. Residual plot of regression standardized residuals against regression standardized predicted value.

Multicollinearity

To determine whether the assumption of the lack of multicollinearity has been met, the level of bivariate correlations between the predictor variables and the tolerance and Variance Inflation Factor (VIF) were examined coefficient statistics produced in the multiple linear regression data in SPSS. The Pearson correlation indicated that one pair of dependent variables, inspire a shared vision and challenge the process, were strongly correlated at .918. However, further evaluation of collinearity statistics indicated that no predictor variable was outside of cut-
off value for tolerance or VIF. Tolerance should be no less than 0.10 and VIF should be no
greater than 10 (Boslaugh, 2012; Mertler & Vannatta, 2013). Table 5 displays the collinearity
statistics for analyzed data.
Table 5

Collinearity Statistics for JSS with Leadership Practices

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>Tolerance</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>.162</td>
<td>6.168</td>
</tr>
<tr>
<td>Inspire a shared vision</td>
<td>.144</td>
<td>6.927</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>.123</td>
<td>8.125</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>.237</td>
<td>4.212</td>
</tr>
<tr>
<td>Encourage the heart</td>
<td>.252</td>
<td>3.961</td>
</tr>
</tbody>
</table>

Results from Linear Regression

Once the assumptions of multiple linear regression analysis (outliers, normality, linearity, homoscedasticity, and multicollinearity) were addressed, the statistical program SPSS produced an analysis that was utilized to consider each of research questions and hypotheses in this study. The results of the data analysis concerning each research question and hypotheses are reported below according to the guidance provided by Rockinson-Szapkiw (2015).

Hypothesis One

RQ1: What is the relationship between teachers’ perceptions of their principal’s leadership practices as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

H₀₁: There is no significant correlation between teachers’ perceptions of principals’ leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS).

A Pearson product-moment correlation coefficient was conducted to evaluate the null hypothesis that there is no relationship between teachers’ perceptions of their principal’s
leadership practices, as measured by the LPI Observer and teachers’ reported job satisfaction levels, as measured by the JSS ($N = 253$). In Figure 4, the histogram for the LPI Observer Total presented data that was left skewed due to generally high responses in the teacher perception of principal leadership practices. Preliminary analysis showed that there were no violations in the assumptions of normality, linearity, or homoscedasticity. There was a strong, positive association between teachers’ perceptions of their principal’s leadership practices ($M = 250.10$, $SD = 42.58$) and teachers’ reported job satisfaction levels ($M = 162.15$, $SD = 23.09$), $r (253) = .632, p < .001$. According to Cohen (1992), a Pearson product-moment $r$ of .63 is evidence of a large effect size. Effect size measures the strength of the relationship between the phenomena being measured in a quantitative study.

The overall model significantly predicted teacher job satisfaction in accredited Christians schools in the southeast region of the Association of Christian Schools International, $R = .645$, $R^2 = .417$, $R^2_{adj.} = .405$, $F(5, 247) = 35.29, p < .001$. Teacher perception of a principal’s leadership practices in combination accounts for 40.5% of the variation in teacher job satisfaction. It was determined that higher levels of teacher perception of principal’s leadership practices reliably predicted higher levels of teacher reported job satisfaction levels. The null hypothesis was rejected based on the significance level being less than the threshold of $p > .05$ and the large effect size (Cohen, 1992; Boslaugh, 2012).
Figure 4. Histogram for LPI observer total.

**Hypothesis Two**

RQ2: What is the relationship between teachers’ perceptions of their principal’s leadership practice of model the way as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

H₀₂: There is no significant correlation between teachers’ perceptions of principals’ Model the Way leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when inspire a shared vision, challenge the process, enable others to act, and encourage the heart are controlled.
A Pearson product-moment correlation coefficient was conducted to evaluate the null hypothesis that there is no relationship between teachers’ perceptions of their principal’s leadership practices of model the way and teachers’ reported job satisfaction levels ($N = 253$). In Figure 5, the histogram for the model the way presented data that was left skewed due to generally high responses in the teacher perception of this principal leadership practice. Preliminary analysis showed that there were not violations in the assumptions of normality, linearity, or homoscedasticity. There was a strong, positive association between teachers’ perceptions of their principal’s leadership practice of model the way ($M = 50.67$, $SD = 8.75$) and teachers’ reported job satisfaction levels ($M = 162.15$, $SD = 23.09$), $r(253) = .61$, $p < .001$. However, the relationship between model the way and job satisfaction was not significant when the other leadership practices where controlled, $\beta = .204$, $t(247) = 1.69$, $p = .092$. The null hypothesis was not rejected at the $p > .05$ threshold (Boslaugh, 2012).
Figure 5. Histogram for model the way.

**Hypothesis Three**

**RQ3:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of inspire a shared vision as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**H_03:** There is no significant correlation between teachers’ perceptions of principals’ inspire a shared vision leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, challenge the process, enable others to act, and encourage the heart are controlled.
A Pearson product-moment correlation coefficient was conducted to evaluate the null hypothesis that there is no relationship between teachers’ perceptions of their principal’s leadership practices of inspire a shared vision and teachers’ reported job satisfaction levels ($N = 253$). In Figure 6, the histogram for inspire a shared vision presented data that was left skewed due to generally high responses in the teacher perception of this principal leadership practice. Preliminary analysis showed that there were not violations in the assumptions of normality, linearity, or homoscedasticity. There was a moderate, positive association between teachers’ perceptions of their principal’s leadership practice of inspire a shared vision ($M = 49.75$, $SD = 9.46$) and teachers’ reported job satisfaction levels ($M = 162.15$, $SD = 23.09$), $r(253) = .54$, $p < .001$. However, the relationship between inspire a shared vision and job satisfaction was not significant when the other leadership practices were controlled, $\beta = -0.39$, $t(247) = -0.31$, $p = .759$. The null hypothesis was not rejected at the $p > .05$ threshold (Boslaugh, 2012).
**Figure 6.** Histogram for inspire a shared vision.

**Hypothesis Four**

**RQ4:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of challenge the process as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**H_04:** There is no significant correlation between teachers’ perceptions of principals’ challenge the process leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, enable others to act, and encourage the heart are controlled.
A Pearson product-moment correlation coefficient was conducted to evaluate the null hypothesis that there is no relationship between teachers’ perceptions of their principal’s leadership practices of challenge the process and teachers’ reported job satisfaction levels (N = 253). In Figure 7, the histogram for the challenge the process presented data that was left skewed due to generally high responses in the teacher perception of this principal leadership practice. Preliminary analysis showed that there were no violations in the assumptions of normality, linearity, or homoscedasticity. There was a moderate, positive association between teachers’ perceptions of their principal’s leadership practice of challenge the process (M = 48.52, SD = 9.46) and teachers’ reported job satisfaction levels (M = 162.15, SD = 23.09), r (253) = .57, p < .001. However, the relationship between challenge the process and job satisfaction was not significant when the other leadership practices were controlled, β = .107, t(247) = .77, p = .441. The null hypothesis was not rejected at the p > .05 threshold (Boslaugh, 2012).
Figure 7. Histogram for challenge the process.

**Hypothesis Five**

**RQ5:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of enable others to act as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**H₀5:** There is no significant correlation between teachers’ perceptions of principals’ Enable Others to Act leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, challenge the process, and encourage the heart are controlled.
A Pearson product-moment correlation coefficient was conducted to evaluate the null hypothesis that there is no relationship between teachers’ perceptions of their principal’s leadership practices of enable others to act and teachers’ reported job satisfaction levels ($N = 253$). In Figure 8, the histogram for enable others to act presented data that was left skewed due to generally high responses in the teacher perception of this principal leadership practice. Preliminary analysis showed that there were not violations in the assumptions of normality, linearity, or homoscedasticity. There was a moderate, positive association between teachers’ perceptions of their principal’s leadership practice of enable others to act ($M = 52.58$, $SD = 7.22$) and teachers’ reported job satisfaction levels ($M = 162.15$, $SD = 23.09$), $r (253) = .62$, $p < .001$. The relationship between enable others to act and job satisfaction was determined to be significant when the other leadership practices were controlled, $\beta = .270$, $t(247) = 2.71$, $p = .007$. The null hypothesis was rejected at the $p > .05$ threshold (Boslaugh, 2012).
Hypothesis Six

RQ6: What is the relationship between teachers’ perceptions of their principal’s leadership practice of encourage the heart as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

Hₐ6: There is no significant correlation between teachers’ perceptions of principals’ Encourage the Heart leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, challenge the process, and enable others to act are controlled.
A Pearson product-moment correlation coefficient was conducted to evaluate the null hypothesis that there is no relationship between teachers’ perceptions of their principal’s leadership practices of encourage the heart and teachers’ reported job satisfaction levels ($N = 253$). In Figure 9, the histogram for encourage the heart presented data that was left skewed due to generally high responses in the teacher perception of this principal leadership practice. Preliminary analysis showed that there were not violations in the assumptions of normality, linearity, or homoscedasticity. There was a moderate, positive association between teachers’ perceptions of their principal’s leadership practice of encourage the heart ($M = 48.58$, $SD = 10.90$) and teachers’ reported job satisfaction levels ($M = 162.15$, $SD = 23.09$), $r (253) = .59$, $p < .001$. However, the relationship was between encourage the heart and job satisfaction was not significant when the other leadership practices where controlled, $\beta = .146$, $t(247) = 1.51$, $p = .133$. The null hypothesis was not rejected at the $p > .05$ threshold (Boslaugh, 2012).
Figure 9. Histogram for Encourage the Heart

A summary of regression coefficients used in this analysis is included in Table 6.
Table 6

Contributions of Predictor Variables

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>( \beta )</th>
<th>( t )</th>
<th>( p )</th>
<th>Bivariate ( r )</th>
<th>Partial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>.204</td>
<td>1.692</td>
<td>.092</td>
<td>.610**</td>
<td>.107</td>
</tr>
<tr>
<td>Inspire a shared vision</td>
<td>-.039</td>
<td>-.308</td>
<td>.759</td>
<td>.538**</td>
<td>-.020</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>.107</td>
<td>.772</td>
<td>.441</td>
<td>.572**</td>
<td>.049</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>.270</td>
<td>2.707</td>
<td>.007</td>
<td>.615**</td>
<td>.170</td>
</tr>
<tr>
<td>Encourage the heart</td>
<td>.146</td>
<td>1.509</td>
<td>.133</td>
<td>.590**</td>
<td>.096</td>
</tr>
</tbody>
</table>

Note. \( N = 253 \)

** p<.001

Summary of Results

This study explored six research questions examining the relationship between five leadership practices as identified by Kouzes and Posner (2012) and job satisfaction. Multiple linear regression methods were utilized to explore the influence of the perception of leadership practices by teachers in accredited schools in the southeast region of the Association of Christian Schools International on teacher reported job satisfaction. Preliminary data analysis indicated that the statistical assumptions of multiple linear regression analysis were met. A total of 17 univariate and multivariate outliers excluded from the data that was analyzed.

The analysis of the survey provided a statistical basis to support the hypothesis that Kouzes and Posner’s (2012) five practices of exemplary leadership are related to teacher job satisfaction to a significant degree. In combination, the five practices accounted for 40.5% of the variance in teacher job satisfaction. Independently, the four leadership practices of model the way, inspire a shared vision, challenge the process, and encourage the heart did not significantly predict teacher job satisfaction when analyzed in a multiple linear regression model. The leadership practice of enable others to act was a statistically significant predictor of teacher job satisfaction when considered in the multiple linear regression model. Chapter Five will discuss the findings in this chapter based on the relevant literature.
CHAPTER FIVE: DISCUSSION

This chapter presented the summary of the findings related to leadership practices and job satisfaction including a restatement of the purpose of the study, a summary of the primary findings, a discussion of the findings in relationship to current literature, study limitations, recommendation for further study, and practical recommendations.

Statement of Purpose

The purpose of this study was to quantitatively examine the relationship of teachers’ perception of five leadership practices and job satisfaction in accredited schools in the southeast region of the Association of Christian Schools International. Based on the review of current literature on organizational culture, job satisfaction, and leadership, six research questions were proposed to examine this relationship. The research questions were developed into six null hypotheses that examined the teachers’ perceptions of their principal’s leadership practices per the Leadership Practices Inventory (Observer) (Kouzes & Posner, 2002) and the teachers’ job satisfaction per the Job Satisfaction Survey (Spector, 2011). The predictor variables were the five teacher-perceived leadership practices called model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. The criterion variable was teacher job satisfaction. Teachers were asked to complete the Leadership Practices Inventory Observer and the Job Satisfaction Survey, resulting in 270 completed surveys. As stated in the previous chapter, this research depended upon the principals in the accredited schools forwarding the survey to the teachers in the respective schools. The estimated rate of return was between 11% and 21%. The data collected from these surveys was analyzed utilizing bivariate correlation and multiple linear regression statistics in SPSS. The research questions and null hypotheses are as follows:
**RQ1:** What is the relationship between teachers’ perceptions of their principal’s leadership practices as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**H₀¹:** There is no significant correlation between teachers’ perceptions of principals’ leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS).

**RQ2:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of model the way as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**H₀²:** There is no significant correlation between teachers’ perceptions of principals’ model the way leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when inspire a shared vision, challenge the process, enable others to act, and encourage the heart are controlled.

**RQ3:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of inspire a shared vision as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**H₀³:** There is no significant correlation between teachers’ perceptions of principals’ Inspire a shared vision leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, challenge the process, enable others to act, and encourage the heart are controlled.
**RQ4:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of challenge the process as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**H04:** There is no significant correlation between teachers’ perceptions of principals’ challenge the process leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, enable others to act, and encourage the heart are controlled.

**RQ5:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of enable others to act as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**H05:** There is no significant correlation between teachers’ perceptions of principals’ enable others to act leadership practice (as measured by the LPI Observer) and teachers’ reported job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, challenge the process, and encourage the heart are controlled.

**RQ6:** What is the relationship between teachers’ perceptions of their principal’s leadership practice of encourage the heart as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS)?

**H06:** There is no significant correlation between teachers’ perceptions of principals’ encourage the heart leadership practice (as measured by the LPI Observer) and teachers’ reported
job satisfaction levels (as measured by the JSS) when model the way, inspire a shared vision, challenge the process, and enable others to act are controlled.

**Summary of Findings**

The six null hypotheses were analyzed utilizing multiple linear regression in SPSS. Multiple linear regression is designed to determine the combined influence of multiple predictor variables, LPI Observer subscales, on a single criterion variable, Job Satisfaction Survey. Assumption testing for multiple linear regression was conducted resulting in 17 univariate and multivariate outliers begin removed from the study before the analysis of the data began. The analysis revealed that a significant relationship existed between the teacher’s perceptions of the leadership practices of the administrator and teacher reported levels of job satisfaction. The combination of the five practices of exemplary leaders accounts for 40.5% of the variance in the teacher reported job satisfaction levels.

When the other predictor variables were controlled, four of the practices of exemplary leadership, model the way, inspire a shared vision, challenge the process, and encourage the heart, did not indicate the practice was a significant predictor of teacher job satisfaction. However, one predictor variable representing the LPI Observer subscale, enable others to act, did indicate that the practice was a significant predictor of teacher job satisfaction.

The survey results of each of the predictor variables indicated a left-skewed distribution in the normal distribution curve as illustrated in the histograms in Chapter 4. This observation suggests that the teachers participating in the study generally reported that their principals were demonstrating the five practices of exemplary leadership consistently. This contradicts a previous study (Lawal, 2011) that indicated mean score between 4.86 (challenge the process) to 5.23 compared to mean score averages of 8.09 (challenge the process and encourage the heart) to
8.76 (enable others to act). This is a positive observation for the leadership in the accredited schools of the southeast region of the Association of Christian Schools International; however, it may also represent one of the limitations of the study. There is a possibility that a principal that perceived a morale issue in the school may not have forwarded the survey to the faculty. Overall, this finding is positive for the schools represented in the survey and will be discussed in following section.

**Discussion of the Findings in Light of the Relevant Literature**

The results of this study support the finding of previous studies concerning school leadership practices and job related attitudes such as culture, organizational commitment, and morale (Berck, 2010; Leech & Fulton, 2008; Moore, 2012; Kabler, 2013). The results of this study contradict findings a recent study concerning school leadership practices and teacher moral (Hearn, 2013). Existing research has been conducted primarily in public school settings, providing opportunities to examine the relationship between a teacher’s perception of leadership practices and job satisfaction in accredited schools in the Association of Christian Schools International.

Kouzes and Posner (2012) expanded on the educational leadership principles by Sergiovanni (1992) which include model it, say it, and support it. Leadership must be perceived as credible (Posner, 2010; Sloane, 2012). Based on the relatively high mean scores in each of the practices in the LPI Observer, the teachers surveyed appeared to perceive that their principals were credible.

Job satisfaction was measured utilizing Spector’s (1985) Job Satisfaction Survey. Job satisfaction has been demonstrated to have a strong correlation to an individual’s sense of fit (person-organization fit) in an organization (Kasimati, 2011; Kristof-Brown & Guay, 2011; Yu,
The Job Satisfaction Survey asked questions concerning nine areas related to an individual's job: pay, promotion, supervision, benefits, rewards, procedures, co-workers, nature of work, and communication (Spector, 1985). Within the context of these different aspects of a teacher’s job, the educational leader in Christian education has the opportunity to communicate the core values and mission that drive the educational activities of the school and support the teachers who transmit those values and mission to their students (Williamson & Blackburn, 2009; Edwards & Chapman, 2009; Drexler, 2011). The data collected from the Job Satisfaction Survey revealed that the teachers surveyed showed concern for the level of pay and benefits, but still rated their supervision, on average, high in competency, fairness, interest, and likability.

**Research Question One**

The first research question was composed to guide the inquiry as to the relationship between teachers’ perceptions of their principal’s leadership practices as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS). The purpose of this question was to determine the possible correlation between the five practices of exemplary leadership as a whole on job satisfaction of the teachers surveyed. In analyzing the data between LPI Observer (Total) and the JSS ($N = 253$), a Pearson’s $r$ of .63 (large effect size) with $p < .01$ was determined. The results indicated strong, positive correlation between the combination of the five leadership practices and job satisfaction. The teachers’ perception of the leadership practices of their principal significantly predicted teacher job satisfaction by explaining 40.5% of the variance in teacher job satisfaction.

These results support the findings of previous research. Employee perception of what the leader communicates through organizational socialization processes impacts job satisfaction,
organizational commitment, and turnover (Bauer & Erdogan, 2011; Gardner et al., 2012; Lee & Bang, 2012). Within an educational setting, Moore (2012), researching the relationship of high school teachers’ perception of leadership practices and teacher morale, found that four of the five leadership practices (inspire a shared vision, challenge the process, enable others to act, and encourage the heart) significantly predicted teacher morale levels. One study did contradict the other findings. In a study conducted in elementary schools in Mississippi, Hearn (2013) found no statistically significant relationship between teacher perceived leadership practices, faculty morale, and job satisfaction.

**Research Question Two**

The second research question was created to examine the relationship between teachers’ perceptions of their principal’s leadership practice of model the way as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS). The purpose of this question was to determine the possible correlation between the model the way leadership practice and the job satisfaction of the teachers surveyed. In analyzing the data between model the way subscale and the JSS ($N = 253$), a Pearson’s $r$ of .61 (large effect size) with $p < .01$ was determined. The results indicated a strong, positive correlation between this leadership practice and job satisfaction. However, further analysis revealed that the model the way subscale on its own is not a predictor of the criterion variable of job satisfaction.

Even though model the way on its own is not predictor of job satisfaction, the evaluation of a teacher’s perception of model the way did contribute to the LPI Observer (Total). Specifics of the data from model the way were examined in light of relevant literature. Six of the LPI Observer questions measured teacher perceptions of the leadership practice of model the way.
The teachers evaluated each survey statement on a 10-point Likert scale. For the statement, “Sets a personal example of what he/she expects of others” (Kouzes & Posner, 2013, p. 3), teachers scored their principals with a mean of 9.31. This was the highest mean score for any statement in the model the way subscale. The high mean score demonstrates that the principals evaluated are perceived as setting the example for others to follow. This supports the conclusions of other researchers in the areas of personal example (Yaffe & Kark, 2011), professional demeanor (Hurley, 2012), and professional development (Ackerman, 2009/2010).

Another interesting result from the model the way subscale was for the statement, “Asks for feedback on how his/her actions affect other people’s performance” (Kouzes & Posner, 2013, p. 3). This statement received the lowest of mean score of all the statements on the LPI Observer. The average mean was 6.84. Exemplary leaders conduct an ongoing appraisal the impact of actions or inactions on the part of leadership helping the leader become aware of shortcomings, modeling how to admit shortcomings (Kouzes & Posner, 2011), asking questions, and listening to feedback to enhance reflective practices and self-awareness (DeRue & Wellman, 2009). It is evident that seeking and listening to feedback concerning the impact of leadership decisions is an area in which these administrators need to improve to meet the expectations of their teachers.

**Research Question Three**

The third research question was posed to guide inquiry around the relationship between teachers’ perceptions of their principal’s leadership practice of inspire a shared vision as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS). The purpose of this question was to determine the possible correlation between the inspire a
shared vision leadership practice and the job satisfaction of the teachers surveyed. In analyzing the data between inspire a shared vision subscale and the JSS ($N = 253$), a Pearson’s $r$ of .54 (large effect size) with $p < .01$ was determined. The results indicated moderate, positive correlation between this leadership practice and job satisfaction. However, further analysis revealed that the inspire a shared vision subscale on its own is not a predictor of the criterion variable of job satisfaction.

Even though inspire a shared vision on its own was not predictor of job satisfaction, the evaluation of a teacher’s perception of inspire a shared vision did contribute to the LPI Observer (Total). Specifics of the data from inspire a shared vision will be examined in light of relevant literature. Six of the LPI Observer questions measured teacher perceptions of the leadership practice of inspire a shared vision. The teacher evaluated each survey statement on a 10-point Likert scale. For the statement “Speaks with genuine conviction about the higher meaning and purpose of our work” (Kouzes & Posner, 2013, p. 4), teachers scored their principals with a mean of 9.28. This was the highest mean score for any statement in the inspire a shared vision subscale. The high mean score demonstrates that the principals evaluated are perceived as setting the example for others to follow. This result is very encouraging for the mission of the Association of Christian Schools International and the non-negotiable accreditation standards (ACSI, 2009). Christian education seeks to invest in the lives of young people an understanding of who Jesus Christ is and how to develop a relationship with Jesus Christ. Christian education seeks to teach the students to evaluate creation from a Biblical worldview perspective. The end results of this have eternal value that can have no higher meaning. Kouzes and Posner (2012) described this observed leadership practice as animating or breathing life into the vision. This
illustration alludes to the creation of man made in the image of God (Genesis 1) and further supports the importance of this element of this leadership practice.

The lowest mean score from the inspired a shared vision subscale was for the statement, “Shows others how their long-term interests can be realized by enlisting in a common vision” (Kouzes & Posner, 2013, p. 4). The average mean for this statement was 7.61. The common vision of most organizations is the organizational mission statement. The mission statement speaks the “ends” values described by Rokeach (1973). Exemplary school leaders inspire the teachers to attain to the ideals of the mission statements. Kouzes and Posner (2012) recommended that leaders give meaning to the shared vision of the organization through symbolism and stories. Administrators in Christian education have at their disposal stories both Biblical and experiential that can illustrate the organizational vision. Much like students, teachers respond to stories and word pictures with a clear picture of organizations goals and objectives.

**Research Question Four**

The fourth research question was designed to guide the inquiry around the relationship between teachers’ perceptions of their principal’s leadership practice of challenge the process as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS). The purpose of this question was to determine the possible correlation between the challenge the process leadership practice and the job satisfaction of the teachers surveyed. In analyzing the data between the challenge the process subscale and the JSS ($N = 253$), a Pearson’s $r$ of .57 (large effect size) with $p < .01$ was determined. The results indicated a moderate, positive correlation between this leadership practices and job satisfaction. However, further analysis
revealed that the challenge the process subscale on its own is not a predictor of the criterion variable of job satisfaction.

Even though challenge the process on its own is not predictor of job satisfaction, the evaluation of a teacher’s perception of challenge the process did contribute to the LPI Observer (Total). Specifics of the data from challenge the process will be examined in light of relevant literature. Six of the LPI Observer questions measured teacher perceptions of the leadership practice of challenge the process. The teachers evaluated each survey statement on a 10-point Likert scale. The challenge the process subscale, along with encourage the heart, had the lowest average means score (8.09) for each of the six statements in the subscale. For the statement, “Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the programs that we work on” (Kouzes & Posner, 2013, p. 4), teachers scored their principals with a mean of 8.31. Although this is lower than the high mean score of the other four subscales, it is still relatively high. Administrators in Christian schools have many competing responsibilities, and schools have curriculum guides and accreditation self-studies to set organizational goals. However, tracking and measuring progress toward organizational goals and milestones can get pushed aside in the daily pursuit of the goals. In such a situation, Kouzes and Posner (2012) recommended exercising outsight to face this challenge. Observing other organizational best practices can enhance professional growth, develop better critical thinking in solving challenges, and introduce innovative ideas to solve challenges in measuring goals and milestones (Parry & Hansen, 2007).

The lowest mean score from the challenge the process subscale was for the statement, “Experiments and takes risks, even when there is a chance of failure” (Kouzes & Posner, 2002). The average mean for this statement was 7.62. Not taking risks in Christian education when
parents are paying tuition to have their children educated in an excellent spiritual and academic environment is understandable. Mistakes can result in a loss of students and educational reputation. However, this statement is connected to the challenge the process statement discussed in the previous paragraph. Organizations must have procedure to measure outcomes of new initiatives, so that ineffective strategies are identified quickly. Leaders can promote a climate of learning by promote acceptable risk-taking and the learning that occurs in the process when mistakes are accepted as an opportunity to learn (Kouzes & Posner, 2011). Leaders promote organizational grit and a growth mindset when they model learning from experience and making progress despite facing failure and adversity (Duckworth & Eskreis-Winkler, 2013).

**Research Question Five**

The fifth research question was designed to guide the inquiry around the relationship between teachers’ perceptions of their principal’s leadership practice of enable others to act, as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS). The purpose of this question was to determine the possible correlation between the enable others to act leadership practice and the job satisfaction of the teachers surveyed. In analyzing the data between the enable others to act subscale and the JSS (N = 253), a Pearson’s r of .62 (large effect size) with p < .01 was determined. The results indicated a strong, positive correlation between this leadership practice and job satisfaction. This research question was the only subscale where the multiple linear regression analysis revealed that the enable others to act subscale significantly predicted teacher job satisfaction.

Enable others to act is, according to the literature, a bi-product of trust. Trust has its foundation in relationship. By investing in relationships, educational leaders create a climate of
trust, facilitated relationship, enhanced autonomy, and developed confidence in their teachers (Kouzes & Posner, 2012). Trust is the degree of confidence that shared organizational commitments will be fulfilled, leadership will be fair and transparent, and the vulnerable will be protected (Hurley, 2012). Leaders build trust by trusting others, behaving consistently, being available and visible, and sharing a sense of organizational history (Kouzes & Posner, 2011). It is a positive indication for the principals evaluated in this survey that this leadership practice received the highest average mean score of any of the five leadership practice subscales at 8.76. The statement, “Treats others with respect and dignity” (Kouzes & Posner, 2013, p. 3) received a remarkable mean score of 9.53. Relationship building develops resiliency and community that can increase organization commitment and job satisfaction even in the midst of conflict (Carmeli, Tishler, & Edmondson, 2011; Hurley, 2012).

The lowest mean score from the enable others to act subscale was for the statement, “Ensures that people grow in their jobs by learning new skills and developing themselves” (Kouzes & Posner, 2013, p. 4). The average mean for this statement was a respectable 8.19. Professional development enhances competence and confidence in the teachers. Exemplary leaders demonstrate trust by investing in current and long-term skill development by providing the resources and support the growth of new skills (DeRue & Wellman, 2009; Fullan, 2010; Kouzes & Posner, 2011).

Further study of this specific phenomenon to determine the nature of the relationship of enable others to act in this group of administrators would be beneficial. In a similar studies conducted by Moore (2012) and Hearn (2013), the enable others to act subscale did not account for a statistically significant variance in teacher morale levels. A qualitative study could be
developed to understand the attitudes and strategies that contribute to the significance in this study.

**Research Question Six**

Research question six guided the inquiry around the relationship between teachers’ perceptions of their principal’s leadership practice of encourage the heart, as measured by the Leadership Practices Inventory Observer (LPI Observer) and teachers’ reported job satisfaction levels within the organization as measured by the Job Satisfaction Survey (JSS). The purpose of this question was to determine the possible correlation between encourage the heart leadership practice and the job satisfaction of the teachers surveyed. In analyzing the data between the encourage the heart subscale and the JSS ($N = 253$), a Pearson’s $r$ of .59 (large effect size) with a $p < .01$ was determined. The results indicated a moderate, positive correlation between this leadership practice and job satisfaction. However, further analysis revealed that the encourage the heart subscale on its own is not a predictor of the criterion variable of job satisfaction.

Even though encourage the heart on its own is not predictor of job satisfaction, the evaluation of a teacher’s perception of encourage the heart did contribute to the LPI Observer (Total). Specifics of the data from encourage the heart will be examined in light of relevant literature. Six of the LPI Observer questions measured teacher perceptions of the leadership practice of challenge the process. The teachers evaluated each survey statement on a 10-point Likert scale. The encourage the heart subscale, along with challenge the process, had the lowest average mean score (8.09) for each of the six statements in the subscale. For the statement, “Praised people for a job well done” (Kouzes & Posner, 2002), teachers scored their principals with a mean of 8.63. Proverbs 25:11 states that “a word fitly spoken is like apples of gold in settings of silver.” Kouzes and Posner (2012, p. 276) express a similar thought, “Exemplary
leaders brings others to life.” Hurley (2012) provides guidance for the Christian school administrator to better understand how to use appropriate praise and encourage teachers: praise high performance in public and criticize performance that does not meet the shared organizational vision in private.

The lowest mean score from the encourage the heart subscale was for the statement, “Makes sure that people are creatively rewarded for their contributions to the success of projects” (Kouzes & Posner, 2013, p. 3). The average mean for this statement was 7.60. Christian school budgets create a limitation on monetary or even tangible rewards for contributions. Kouzes and Posner (2011) described exemplary leaders as one that create a culture of appreciation by modeling saying “thank you” in creative ways. Relationship building has already been highlighted by the enable others to act subscale results; however, leaders can build on relationships by tailoring recognition to each teacher’s individual personality. This can be accomplished at little or no cost through public recognition, a hand-written note, or by covering recess duty.

**Study Implications, Limitations, and Recommendations**

There is a limited quantity of research that has been conducted that examines the relationship between teacher perceptions of principal leadership practices and job satisfaction within the context of accredited Christian schools. The findings of this study were based on the results of a survey of teachers in accredited schools in the southeast region of the Association of Christian Schools International utilizing two survey instruments, the LPI Observer and the JSS. The LPI Observer measured teacher perceptions of the five practices of exemplary leadership developed by Kouzes and Posner (2002): model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. The JSS, developed by Spector (1985),
measured one aspect of person-organization fit, general job satisfaction. The demographics of the schools that participated are similar in that all were accredited by the Association of Christian Schools International and were located in the same geographic region. This section includes the theoretical implication, limitations, recommendations for further research, and practical recommendations.

**Theoretical Implications**

The results of this research supported the relationship between the five practices of exemplary leadership and one aspect of person-organization fit, job satisfaction. Other studies have revealed the five practices to correlate positively to organizational commitment, morale, and culture. Administrators are the “keepers of the culture” in Christian schools (Palmer, 2012/2013). Ultimately, the practices of the administrators must result in “students who have a solidly developed biblical worldview,” as stated in the ACSI Reach Accreditation Protocol Commitment Nine (ACSI, 2009).

The Five Practices of Exemplary Leadership are consistent with the core values of Christian education in that each practice mirrors the leadership example of Jesus Christ. John 1:1 declares, “In the beginning was the Word, and the Word was with God, and the Word was God.” The noun “Word” comes from the Greek word, λόγος. This word refers to the internal consistency between the message and the messenger (Sloane, 2012) in addition to its declaration that Jesus Christ was the living Word of God. The five practices are observed in Jesus Christ’s leadership in the following ways.

Jesus Christ called others to follow Him and His example. “If anyone desires to come after Me, let him deny himself, and take up his cross daily, and follow Me” (Luke 9:23). The leadership practice of model the way was central to the life of Jesus Christ with His followers.
He did not ask His followers to go where He was unwilling to go. The sermon on the mount in Matthew 5-7 is an example of Jesus Christ demonstrating the leadership practice of inspire a shared vision. This sermon cast the vision of what a life dedicated to serving God and others would look like. Jesus Christ consistently demonstrated the practice of challenge the process. Whether confronting external threats to His mission by chasing the money changers from the courtyard of the Temple (Matthew 21:12) to confronting internal threats to His mission through loving but direct challenges of the apostle Peter when he did not see the big picture (Matthew 16:23; John 18:10-11). The practice of enable others to act is found in Jesus Christ equipping and sending out His disciples to teach and continue His work (Matthew 10:5-9; Acts 1:4-8). Jesus Christ exhibited the practice of encourage the heart by assuring His presence in the midst of difficulty (Matthew 28:20) and recognition of faithful service the mission (Matthew 25:21).

The apostle Paul implies the necessity of these leadership practices in an educational setting that seeks to develop a biblical worldview in the lives of the students. He encouraged his readers, “Imitate me, just as I also imitate Christ” (I Corinthians 11:1). The five practices of exemplary leadership are uniquely suited to influence the development of an organizational and educational culture based on a biblical worldview as the administrators encourage “the great ideas that inform the mind, fire the imagination, move the heart, and shape the culture” (Colson & Pearcey, 1999, p. 17).

Limitations

This study has several limitations. It is impossible to assume that these results would be applicable to other educational organizations that do not share the demographics of the teachers surveyed for this study. The Association of Christian Schools International has many member schools that have not progressed through the accreditation process, and the results cannot be
generalized to other geographical regions. ACSI has several regional offices in the United States and throughout the world. Variables such economics, community dynamics, and cultural uniqueness may yield different results.

The researcher did not have direct access to communicate with the teachers who represent the population being surveyed. The distribution of this survey occurred at the discretion of the administrator at each Christian School. The communication from the researcher to the administrators encouraged participation but was unable to extend that encouragement directly to the teachers. It is possible that an administrator who sensed a morale issue among his or her faculty may have chosen to not participate in the research.

Even with the safeguards in place and with clear, written assurance of anonymity, the direct invitation to participate in this study came from the administrator in their Christian school. This has the potential alter the manner in which a teacher may have answered the questions, or it may have resulted in their unwillingness to participate at all. This may have also contributed to the relatively low response rate based on the total number of teachers in accredited schools in the southeast region of the Association of Christians Schools International. Due to this potential sampling error, the findings of this study may not represent the entire population.

**Recommendations for Future Research**

This research is a starting point for further research concerning the phenomenon of person-organization fit in Christian schools. Job satisfaction is one measure of a teacher’s sense of fit within their school. Other instruments that quantitatively measure various aspects of personal-organization fit such as organizational culture, teacher morale, embeddness, and retention are available to utilize. Many of these instruments are longer and would be better suited to a more direct method of administration.
This study did not seek to differentiate other demographic factors such as age, gender, or length of service. This study was sent to accredited schools in the southeast region of the Association of Christian Schools International. These schools represent all community demographics such as urban, suburban, and rural. Future studies to seek to identify the relationship of the five practices to job satisfaction based the types of community would be merited.

Future studies could seek to determine how the relationship between a teacher’s perceptions of the leadership practices of the principal and job satisfaction correlates to student achievement in accredited Christian schools. In addition, qualitative studies involving interviews with teachers and the principal would expand on this data by giving voice and clarity to the phenomenon assessed in this study.

**Practical Recommendations**

The relevant literature review from Chapter Two and the results of this study suggest that leadership training utilizing the five practices of exemplary leaders would be beneficial. There are practical recommendations derived from this study directed at three levels of Christian education: the Association of Christian Schools International, independent Christian school Board of Directors, and individual leaders and aspiring leaders.

The Association of Christian Schools International currently provides training and mentoring of school leadership through regional administrative meetings, the ACSI Leadership Academy, and ACSI Leadership U. It is recommended that coaching in the five leadership practices be integrated into the existing training and mentoring programs. ACSI has an online professional development system called ConNEXUS. It is recommended that ACSI produce a
series of courses that teach these practices to provide continuing education units in leadership for current and aspiring school leaders.

Many Christian schools have limited professional development budgets. Much of these limited resources are focused on the development of the classroom teachers. The importance of the role of the leader in a school has been clearly demonstrated in the literature and this study. It is recommended that the Board of Directors of the independent Christian schools commit to provide the necessary funds so that all levels of the school’s leadership can benefit from training in the five practices of exemplary leaders.

Administrators and principals of the independent Christian schools are encouraged to seek the resources that are available concerning the Five Practices of Exemplary Leaders. These leaders can model the way in their schools by pursuing professional development that will enhance their ability to inspire a shared vision as the school fulfills its mission. Along the way, the leaders can challenge the process so that the school can effectively meet the spiritual and academic needs of the students. The leaders can enable others to act by empowering the teachers to use their God-given talents and gifts to inspire students to become passionate followers of Jesus Christ and life-long learners. Along the way, the leader can encourage the heart through the recognition of excellence.

**Conclusion**

The teachers surveyed in this study provided data that demonstrated that their perception of their principal’s leadership practices was a significant predictor of their self-reported job satisfaction. The teachers’ perception of their principal’s leadership practices was measured by the Leadership Practice Inventory Observer developed by Kouzes and Posner (2002). Job satisfaction was measured utilizing an instrument developed by Spector (1985). Similar findings
in public school settings occurred in studies conducted by Moore (2012) and Kabler (2013) on issues related to person-organization fit including job satisfaction, teacher morale, and school culture.

The Five Practices of Exemplary Leaders, when considered together, did account for about 40.5% of the variance in teacher reported levels of job satisfaction. Only one of the five practices, enable others to act, was demonstrated to be a significant predictor of job satisfaction when the other practices were controlled. This research is only a beginning in understanding the connection between leadership practices and different aspects of person-organization fit. Additional research measuring other aspects of person-organization fit such as school culture, teacher embeddedness, and morale, utilizing both qualitative and quantitative methods, need to be conducted to better understand the phenomenon in the context of schools accredited by the Association of Christian Schools International. Christian educators have a task with eternal consequences. There task needs to be understood and encouraged. Lebar (1989) states,

   Christian teaching operates at the level of life. Anything less is sub-Christian. The Christian life, fullness of life, the abundant life, embraces the whole man and has implication for the whole of life here and now as well as for eternity. (pp. 20-21)

The teachers, and ultimately the students, benefit from the comprehensive implementation of the five practices of exemplary leaders by their principals.
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Appendix A

April 16, 2014

John Barlow
1206 Keezletown Road
Weyers Cave, VA 24480

Dear Mr. Barlow:

Thank you for your request to use the LPI®: Leadership Practices Inventory® in your dissertation. This letter grants you permission to use either the print or electronic LPI [Self/Observer/Self and Observer] instrument[s] in your research. You may reproduce the instrument in printed form at no charge beyond the discounted one-time cost of purchasing a single copy; however, you may not distribute any photocopies except for specific research purposes. If you prefer to use the electronic distribution of the LPI, you will need to separately contact Marisa Kelley (mkelley@wiley.com) directly for further details regarding product access and payment. Please be sure to review the product information resources before reaching out with pricing questions.

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Best wishes for every success with your research project.

Cordially,

Ellen Peterson
Permissions Editor

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Appendix B

Job Satisfaction Survey – Paul Spector available at
http://shell.cas.usf.edu/~pspector/scales/jsspag.html
Appendix C

INFORMED CONSENT FORM FOR THE FOLLOWING RESEARCH:

Relationship of Teacher Perception of Principal Leadership Practices and Job Satisfaction in the Southeast Region of ACSI

John W Barlow
Liberty University
School of Education

You are invited to be in a research study of the relationship between job satisfaction and teacher perceived principal leadership practices in schools accredited by the Association of Christian Schools International in the Southeast Region. You were selected as a possible participant because you are currently teaching full or part time in an accredited ACSI school in the Southeast Region. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

John Barlow, a doctoral candidate in the School of Education at Liberty University is conducting this study.

Background Information:

The purpose of this study is to expand the body of research so the Association of Christian Schools International may be intentional about providing professional development and mentoring opportunities for principals.

Procedures:

If you agree to be in this study, I would ask you to do the following: Respond to each survey statement based on your experience with your current principal to whom you report. This will take approximately 20-30 minutes.

Risks and Benefits of being in the Study:

The study has minimal risk. The risks involved in this research are no more than you would experience in your every day interactions at school. Your responses will be confidential. The researcher will not be able to nor will he attempt to specifically identify your responses.

The benefits to society are contributing to the body of research that may assist the Association of Christian Schools International and institutional boards as they train, recruit, support the educational leaders within the Christian School movement.

Compensation:

Your participation in this survey is greatly appreciated. The research cannot be extended with out the assistance of teachers who are willing to offer their time to respond to this survey. There is no
compensation for completing this survey; however, you are contributing to the Body of Christ and the Christian School movement.

Confidentiality:

The records of this study will be kept private. In any report that is published, it will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records. Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University, ACSI or accredited schools. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is John Barlow. You may ask any questions you have now. If you have questions later, you are encouraged to contact him at [ ] or his advisor, Dr. Lisa Reason at [ ].

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd, Suite 1837, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

By choosing the selection, I agree, you are consenting to participate in the study and will be directed to the survey. By choosing the selection, I do not agree, the survey will end. Thank you.
Appendix D

My name is John Barlow. I am a Doctoral Candidate at Liberty University. I have been approved to conduct a quantitative research project seeking to discover a correlation between Principal Leadership Practices and Teacher Job Satisfaction. In mid-February, I will be sending a link to the survey for this research to the principals of accredited schools in the Southeast Region of the Association of Christian Schools International. I will be asking the principals to forward the survey to their instructional faculty and encouraging their participation in the research.

I am asking for your assistance in making this research a success. Please respond to this email with a short statement indicating your willingness to participate in this research when the surveys are distributed in February by forwarding the survey to your instructional faculty and encouraging them to participate. Your positive response is all that I need from you at this time. I have included letters from Dr. Derek Keenan, ACSI Vice President of Academic Affairs and Mr. Bill Wilson, ACSI Southeast Regional Director encouraging participation in this research.

Thank you in advance for your assistance in this research and for your ministry in the lives of the young people who have arrived back at your school for the new school year.

Partners In Christian Education,
John W. Barlow, Ed.S.
Office of the Vice President, Academic Affairs
July, 2014

Participation in Research Study

Dear School Administrator,

This letter is to urge your positive response to the request to complete a survey for this doctoral candidate. His topic is assessing the correlation between teacher’s perceptions of principals leadership practices and teacher job satisfaction. John Barlow is conducting this study to complete the requirements for his doctoral studies at Liberty University. The results will be published and will benefit the Christian school movement in the challenging days in which we are serving.

I am well assured of the professional standards and confidential manner in which this research will be conducted. The collection of data and the reporting of such data does meet the standards for academic research.

I would encourage you to participate in this study as a great value to your school; your own professional development, as well as making a significant contribution to the research base for the Christian school movement. ACSI heartily endorses this research project and we appreciate you giving it serious consideration.

Sincerely,

Derek J. Keenan Ed.D.
Vice President, Academic Affairs
Memo: Participation in Research Study

Dear School Administrator:

It is my honor to support Mr. John Barlow in his dissertation work. His topic is assessing the correlation between teachers’ perceptions of principals’ leadership practices and teacher job satisfaction. John is conducting this study to complete the requirements for his doctoral studies at Liberty University. Our school leaders need access to quality educational research in such areas so that they can make informed decisions with regard to the effectiveness of leadership styles within their schools. John needs your support in asking your teachers to participate also.

ACSI is looking forward to the completion of this study and getting the results. I know that the schedules of Christian school teachers and leaders are very busy, but I would encourage all our ACSI schools to participate in this worthy research for the benefit of the Christian school movement as a whole. It will only take a few minutes.

I want to thank John for his diligence in pursuing high quality education research. God expects that all His children have the opportunity for the best educational experiences to prepare them to be dynamic followers of Jesus Christ, able to lead the next generation to be sold-out disciples who can positively impact their culture for His glory.

In His Service,


William R. Wilson
Southeast Regional Director
Appendix G

To: Teachers at Accredited Schools in the Southeast Region of ACSI
From: John Barlow, Doctoral Candidate at Liberty University
Re: Request for Participants

You have been forwarded this email by your administrator to invite you to participate in a research project. I have received approval to conduct a doctoral research study concerning teacher perceptions of leadership practices and job satisfaction. I am sending this survey to each of the 160 accredited schools in the Southeast Region of the Association of Christian Schools International. I am requesting your participation in this research by completing the survey at the link included at the bottom of this email. I have attached letters from Dr. Derek Keenan, ACSI Vice President, and Mr. Bill Wilson, Southeast Regional Director, encouraging your participation. The survey should take 20 – 30 minutes to complete.

The survey will ask questions concerning your job satisfaction and your perception of the leadership practices of your direct supervisor. The results of this survey may provide data to support leadership training and development within Christian education. You will be asked to provide the last name of your direct supervisor for statistical purposes. That information will only be seen by myself and will be kept completely confidential on a secure server. No identifying information about any leaders or teachers will ever be disclosed. The results of this study will be made available in my completed dissertation. If you would like a copy of the completed research, please email me at j...2@liberty.edu.

Your participation is completely voluntary. If you are willing to participate in this study, please click the link below to begin. You will be directed to the Informed Consent page of the survey. Please respond by Tuesday, March 3rd. If you have any questions about this research, you may contact John W. Barlow at 540-xxx-xxxx or by e-mail at j...2@liberty.edu. Your time is greatly appreciated and valued. I am greatly blessed by your willingness to support this effort to enhance the ministry of Christian education in the Southeast Region of the Association of Christian Schools International.

Partners In Christian Education,
John W. Barlow

CLICK HERE TO BEGIN SURVEY