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AN ASSESSMENT OF FLORIDA PUBLIC SCHOOL DISTRICT
SUPERINTENDENTS' LEADERSHIP STYLES AND THE ORGANIZATIONAL
COMMITMENT OF DISTRICT PRINCIPALS'

By

Matt E. Skeese

A DISSERTATION

Submitted to the
Wayne Huizenga School of Business and Entrepreneurship
Nova Southeastern University

in partial fulfillment of the requirements
for the degree of

DOCTOR OF BUSINESS ADMINISTRATION

2002

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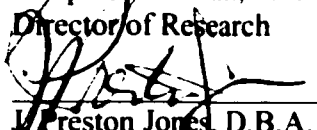
AN ASSESSMENT OF FLORIDA PUBLIC SCHOOL DISTRICT SUPERINTENDENTS' LEADERSHIP STYLES AND THE ORGANIZATIONAL COMMITMENT OF DISTRICT PRINCIPALS'

By

Matt E. Skeese

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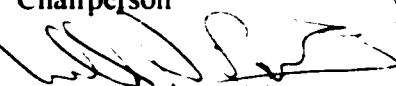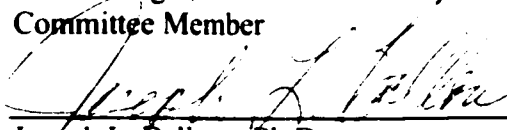
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2002

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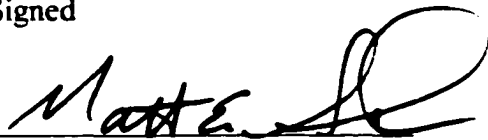I hereby certify that this paper constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions or writings of another.

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ABSTRACT

AN ASSESSMENT OF FLORIDA PUBLIC SCHOOL DISTRICT SUPERINTENDENTS' LEADERSHIP STYLES AND THE ORGANIZATIONAL COMMITMENT OF DISTRICT PRINCIPALS'

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The purpose of this study was to assess the influence of leadership practices of Florida public school district superintendents upon the organizational commitment of subordinate principals. A single research question was explored for testing the relationship between leadership practices and organizational commitment: "Is there a relationship between public school district superintendents' leadership styles and the level of organizational commitment of subordinate district principals?"

The study utilized the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995) and the Organizational Commitment Questionnaire (OCQ), developed by Mowday, Steers, and Porter (1979) to establish self-reported leadership practices and organizational commitment levels of respondents. The respondents for the study were public school district superintendents of the state of Florida and subordinate high school principals.

The leadership practices of superintendents were established using the MLQ developed by Bass & Avolio (1995). Furthermore, the OCQ developed by Mowday, Steers, and Porter (1979) was used for establishing the level of organizational commitment among high school principals. A demographic characteristic questionnaire was also included in the survey instrument.

CONCLUSIONS

Statistical analysis of the leadership practices, the organizational commitment levels, and the demographic questionnaire was conducted. Pearson product-moment correlation, multiple regression analysis, and ANOVA were used to establish the relationship between leadership practices and organizational commitment, and between the demographic information and organizational commitment.

An answer for the study's single research question of "Is there a relationship between public school district superintendents' leadership styles and the level of organizational commitment of subordinate district principals" was established. The results indicate a relationship between the transformational leadership practices of idealized influence (attributed), idealized influence (behavioral), inspirational motivation, and intellectual stimulation, and the transactional leadership practice of contingent reward; and the organizational commitment levels of district principals.

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Furthermore, this study recommends subsequent school district leadership and organizational commitment research.

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CHAPTER I

INTRODUCTION

Introduction

Public schools are organizations fraught with erratic sources of funding (Ehrenhalt,

1999; Anderson, 1997), caught in the whirlwind of balancing academic standards with

student safety (Cross, 1999), and facing the largest leadership crisis in modern history

(Lewis, 1996; Krug, 1993; Chalker, 1992). Some research has examined superintendent

leadership (Grogan, 2000; Crowson, 1987; Peel & McCary, 1999) and principal leadership

(Blase & Blase, 2000; Rinehart, Short, Short, & Eckley, 2000) in order to better understand

the role of superintendents and principals. Yet there are still unanswered questions. This

study assesses the influence of leadership practices of Florida public school district

superintendents upon the organizational commitment of their subordinate principals. This

study seeks to evaluate organizational commitment of principals as related to their

superintendents' leadership style in order to gain additional understanding of effective means

for dealing with the leadership challenges described above.

Background of the Problem

By its very nature, public school districts are public-service oriented organizations offering a complex web of service to others. Schools contain an intricate hierarchy of superintendents, principals, teachers, staff members and volunteers, possessing different levels of education and dedication for teaching students. Due to a rapidly changing society, there exists an extreme need for leaders in public schools (Krug, 1993; Chalker, 1992). This study explores the realm of leadership within the superintendency and its effects on organizational commitment of public school district principals in order to strengthen leadership in the superintendency.

There seems to be a consensus that reforms in American schools cannot be realized without school superintendents acting as catalysts (Auguste, 1986; Jenlink, Reigeluth, Carr, & Nelson, 1996; Lewis, 1996; Vail, 1991). Also, it is apparent given the complex demands government mandates, interest groups, boards of education, the community, parents, and students thrust upon schools, superintendents will have to assume a major leadership role in planning and implementing change programs (Lewis, 1996, Jenlink et al, 1996). To be successful, school leaders must be prime movers of ideas and facilitators of leadership, as well as those who can create climates which encourage the anticipation of and response to external pressures (Kanter, 1983; Walker, 1994). Their leadership establishes a culture, a climate for learning, and the level of professionalism and morale in teachers (U.S. Senate, as cited in Fiore, 2000).

Twenty-first century school superintendents work in far more complex environments than their predecessors of just fifty years ago. Simply making good decisions and issuing effective orders is not enough. They must persuade teachers, administrators [principals],

parents, and community leaders to join them in improving schools (Cohen, 1990; Elmore & Associates, 1990; Sizer, 1992; David, Purkey, & White, 1989; Weiss & Cambone, 1991; Sarason, 1982).

Justification of the Study

Several studies have identified organizational commitment as an important aspect in understanding the work behavior of employees in organizations (Porter, Steers, Mowday, and Boulian, 1974; Mowday, Steers, and Porter, 1979; Steers, 1975; Meyer and Allen, 1991). Additionally, several researchers (Carlson, D., and Perrewe, P., 1995; McNeese-Smith, D., 1996) report higher levels of organizational commitment when positive leadership is facilitated within the organization.

Schools provide an essential role in society: the education of youth (Sergiovanni, Burlingame, Coombs, and Thurston, 1999). Today's dynamic educational environment creates opportunities and challenges for administrators and students alike. The expectation is this study will provide additional research for assisting superintendents to better understand and manage their subordinates and school districts.

This study examines the relationship of superintendent leadership styles with the level of organizational commitment among subordinate principals. Specifically, the goals of this research are as follows:

1. To investigate the relationships between superintendent leadership styles and the level of organizational commitment among principals.

2. To determine the level of commitment of principals to their organizations.

3. To determine the effects of age, gender, and education on the level of leadership and organizational commitment.

This research is particularly timely for improving leadership in schools because shrinking operating revenues are making future operations very difficult. The National Education Association (NEA, 1998) reports,

> We should not be lulled into complacency by the current prosperity...because it conceals underlying fiscal problems that will become more acute over the next five years. These structural deficits reflect the difference between projected spending needed to maintain the current levels of services and anticipated tax revenues. As a result of these structural deficits, many of the nation's priorities for improving education may be in jeopardy (p.1).

As a result, superintendents must locate other methods of revenue for improving the quality and quantity of educational services in their districts. This search is dependent upon their subordinates' levels of organizational commitment.

Significance of the Study

Bridges (1982) review of educational administration literature led to the conclusion, "nothing of consequence is known about the impact of the occupants of [the superintendency]" (p. 12). In 1986, Murphy and Hallinger called research on the superintendency "remarkably thin," and Crowson (1987) observed "although ultimately responsible for the transition of policy into practice, the local superintendent's role in school effectiveness has been nearly neglected" (p. 49).

Despite the challenges and changes in education, few recent studies explore leadership styles in schools (Hoover, Petrosko, & Shultz, 1991; Konnert & Augenstein, 1990; Leithwood, 1993; Silins, 1994). Studies on school leadership raise concerns relating to

preparation and performance of superintendents (Glass, 1992; Hoyle, 1994). As problems in schools develop and must be dealt with, the leadership styles invoked by superintendents are critical in meeting and resolving these problems.

This study will contribute to the literature by expanding the empirical evidence regarding the relationships among leadership behaviors of public school district superintendents. Furthermore, this research expects to establish the level of correlation between the superintendents' self-perceptions of their leadership style and the subordinate principals' level or organizational commitment. Specifically, the study will add to the literature on the application of the Theory of Organizational Commitment (Mowday, Steers, and Porter, 1979) to educational administration. This research should be of interest to other levels of school relationships to include the principal-teacher relationship and the teacher-student relationship. The outcome of this research is to identify the specific leadership practices of public school district superintendents for improving the organizational commitment of the principals in their respective districts.

The leadership displayed by superintendents is of interest because these characteristics affect both the school district and the community (Silins, 1992). Superintendents, as chief executive officers and organizational leaders of the school district, are potentially the most influential members of the school district (Campbell, Cunningham, McPhee, & Nystrand, 1970). The aim of this research is to better understand the specific superintendent leadership practices for improving the organizational commitment of subordinate principals in district public schools. This identification process will occur by examining the following research question: "Is there a relationship between public school

district superintendents' leadership styles and the level of organizational commitment of subordinate district principals?"

Summary

The purpose of this study is to assess the influence of leadership practices of Florida public school district superintendents upon the organizational commitment of subordinate principals. Twenty-first century administrators work in far more complex environments than their predecessors. Goals of this study include an investigation of the relationships between superintendent leadership styles and the level of organizational commitment among principals; commitment of principals to their organizations; and the effects of certain demographic variables on the level of leadership and organizational commitment. Furthermore, the research seeks to measure levels of organizational commitment of principals as related to their superintendents' self-assessed leadership style. This chapter also contains the significance of the study, and the research question.

CHAPTER II

LITERATURE REVIEW

As discussed in Chapter I, this study aims to examine the influence of leadership

practices of Florida public school district superintendents upon the organizational

commitment of subordinate principals. Additionally, the research seeks to measure levels of

organizational commitment of principals as related to their superintendents' self-assessed

leadership style. Chapter II explores the literature relevant to leadership as well as

organizational commitment in public school districts. Furthermore, the chapter presents

relevant studies leading to the development of transformational leadership theory. The

research is designed to determine the influence of a public school district superintendent's

leadership qualities on the organizational commitment of subordinate district principals.

Leadership Theory

Throughout human evolution, mankind has spent countless hours developing a more

thorough understanding of what makes leaders successful. Numerous theories on leadership,

researched and espoused, have appeared in the literature. Examples of leadership can be

traced as far back as the stories the Hebrews told in the Old Testament. The leaders of the

Hebrew people combined spiritual and secular powers. After these leaders passed away,

leadership was passed on to judges who led by virtue of their possession of spiritual power.

This power has come down through the ages to be known as "charisma" (Wren, 1994, p. 17).

Later, Plato described three types of leaders or classes in his ideal state. The merchant class

or businessman maintains the economic structure of the state. Security needs are met by the

military class and the political leadership is met by the philosopher-kings (Plato, 1979). Later

philosophers such as Machiavelli (1952) describe strategies used to gain and maintain control

over others.

The 20th century focused on an objective, scientific approach to leadership theory.

These theories sought to identify different types of leadership and to relate them to functional

demands of society. They did not consider the interaction between individuals and situations

(Bass, 1990). Modern leadership theory can be categorized into three areas of research: trait

theory (Stogdill, 1948; Kreitner & Kinicki, 2000), behavioral theory (Hersey, Blanchard, &

Dewey, 1996; Wren, 1994), and contingency or situational theory (Fiedler, 1978; Hersey,

Blanchard, & Johnson, 1996).

Transformational and Transactional Leadership

More recent studies on leadership styles shifted the focus from trait and behavioral

theories to predominant patterns of leadership (Bass, 1985; Burns, 1978; Leithwood, 1992,

1993, 1994; and Silins, 1993). Of the many leadership models, Bass' (1985) transformational

and transactional model receives much attention and support. Previous trait and behavioral

theories focus on first-order changes: an increase in quantity or quality of performance, a

shift of attention from one action to another, a substitution of one goal for another; or a

reduction in the resistance to particular actions or the implementation of decisions.

Using first-order changes causes subordinates to see leadership as an exchange

process: a transactional relationship in which followers' needs can be met when their

performance measures up to their leaders' expectations (Bass, 1985). First-order changes can be explained by several management theories, including transactional leadership.

Bass (1985) states high-order change involves a paradigm shift that transforms individuals and organizations into highly effective, highly satisfied beings. It is the premise of transformational leadership that transformational leaders possess characteristics highly regarded by others. Transformational leaders are inspirational, charismatic, and have consideration for others. Through their actions and words, leaders encourage and nurture people to be successful. Through their work with subordinates, transformational leaders are able to make organizations more effective and satisfying places to be associated with.

Transformational leadership was first distinguished from transactional leadership by Downton (1973) as applied to revolutionary military or political leaders, and became more popular after Burns (1978) applied the principles to political leaders. The application was further expanded to business (Zaleznik, 1977) and then to the military, industry, and education (Bass, 1985).

Burns (1978) identified three types of leadership: Transactional, transformational, and moral leadership. Transactional leadership, the most basic form, occurs when "...one person takes the initiative in making contact with others for the purpose of an exchange of valued things" (p. 19). In this form of leadership, the need for mutual dependence and the need to benefit materially from relationships are recognized. Burns' dichotomous perspective suggests leadership is either transactional or transformational. Transactional was characterized by rewards for good behavior and punishment for bad behavior. Transformational primarily dealt with charismatic, motivational behaviors. Burns saw transformational and transactional leadership as two ends of a continuum.

Bass (1985a) saw the two differently. Rather than dichotomous, they could be augmented dimensions, each composed of several empirically derived factors. Bass' model (1985) suggests transformational leadership builds on transactional leadership in contributing to subordinate effort, satisfaction, and effectiveness. Transformational leadership, therefore, could produce higher levels of effort and performance than what would occur with a purely transactional approach. Waldman and Bass (1985a) found support for this augmentation hypothesis.

Dimensions of Transformational Leadership Theory

Transformational leadership is much more intricate and beyond the need for material compensation. Burns (1978) defined transformational leadership in terms of the leader/follower relationship.

"Such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality... Transforming leadership becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both" (p. 20).

Transformational leadership is best characterized by recognizing the mutual benefit received by both leaders and the followers.

In introducing the concept transformational leadership, Burns (1978) described it as not a set of specific behaviors but rather a process by which "leaders and followers raise one another to higher levels of morality and motivation" (p. 20). Burns states transformational leaders are individuals who appeal to higher ideals and moral values such as justice and equality and can be found at various levels of an organization. Burns identifies leadership as

occurring "when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers" (p. 18). A thought critical to understanding the intimate relationship between leaders and followers and the manner in which leaders motivate followers has been summarized in Burns' statement "Leadership, unlike naked power-wielding, is inseparable from followers' needs and goals (p. 19).

Contrasting Transformational and Transactional Leadership

Burns (1978) contrasts transformational leaders with transactional leaders by describing transformational leaders motivate by appealing to followers' self interest. Working with Burns' (1978) definition of transformational leadership, Bass (1985a) asserts these leaders motivate followers by appealing to strong emotions. This is done regardless of the ultimate effects on the followers and does not necessary attend to positive moral values.

Burns (1978) bases his theory on the study of political leaders. He notes exchanges, or transactions, typify most relationships between leaders and followers, parties, or legislatures. Furthermore, Burns views leadership as a process of inter-relationships in which leaders persuade followers and are persuaded in turn to change their behavior as they meet responsiveness or opposition (Kuhnert & Lewis, 1987).

Burns' (1978) discussion of transformational leadership views transformational and transactional leadership as opposite ends of a continuum. While transactional leaders motivate followers "with an eye to exchanging one thing for another..." (p. 4), transformational leaders acknowledges subordinates' needs looking for potential motives. The leaders then engage the subordinates in an effort to meet a higher purpose and thereby raising the subordinates' awareness of consequential issues. This effort leads to results

beyond expectations (Bass, 1985a). Bass (1990) credits Burns' (1978) seminal work with the development of a comprehensive theory to distinguish the characteristics of transformational and transactional leaders.

Other Definitions of Transformational Leadership

Several other researchers provided comparable definitions of transformational leadership (Tichy & Ulrich, 1984; Bass, 1985a; Tichy & Devanna, 1986; and Konnert & Augenstein, 1990). Tichy and Ulrich (1984) assert transformational leaders must address the need for a vision, mobilize the organization, and institutionalize change (p. 59). Other researchers describe transformational leadership as going beyond individual needs, focusing on a common purpose, addressing intrinsic rewards and higher psychological needs such as self actualization, and developing commitment with and in the followers (AASA, 1986; Bass, 1985a; Bennis & Nanus, 1985; Coleman & La Roque, 1990; Kirby, Paradise, & King, 1992; Leithwood, 1992; Leithwood & Jantzi, 1990; Leithwood & Steinbach, 1991; Sergiovanni, 1989; 1990).

Bass and Transformational Leadership

Bass (1985a) defines transformational leadership as "motivating subordinates to do more than they ever expected to do by raising their level of awareness and consciousness about the importance and value of reaching designated outcomes...." (p. 69). Konnert and Augenstein describe characteristics of transformation leaders as "identifying themselves as change agents, being prudent risk-takers, believing in people, being value-driven, being lifelong learners, being able to deal completely with complexity, uncertainty, and ambiguity, and being visionaries" (1990, p. 68). The definitions supported by Burns' (1978) explanation

of transformational leadership support the concept change is the movement toward excellence and leadership is the driving force behind change.

Contrary to Burns' (1978) idea, Avolio and Bass (1991) suggest transformational and transactional leadership are interdependent and value-added. The two researchers suggest all leaders employ transactional and transformational leadership styles to a varying degree. It is the predominant style, which determines how successful leaders become. Leaders who engage predominantly in transformational leadership behaviors are being perceived most effective.

Silins (1993) supports this theory through a study of school personnel's perceptions about a mandated school reform policy. Results of this study supported the positive correlational nature of the relationship between transformational and transactional leadership. According to Silins, a transformational leader strongly influences transactional leadership, which, in turn, impacts on programming and student outcomes.

Non-transactional or laissez-faire leadership is basically a hands-off approach and is most often employed in cases of highly motivated and effective teams. It involves management practices that are essentially absent, avoiding decision-making activities, or not present when needed (Bass, 1997).

Like Burns, Bass' (1985a) interest was in the ability of some leaders to inspire subordinates to perform exceptionally well while other leaders elicit merely competent performance. The concepts of transformational and transactional leadership provide Bass with a model for studying the leaders' effects on subordinates. Bass's (1985b) review of transformational leadership theory led him to link several studies of world-class leaders with studies of leadership in small groups. In an effort to demystify the concept of

transformational leadership and its association with charismatic leaders, Bass attempts to rationalize Burns' (1978) model of leadership as an initial step towards understanding and differentiating between transactional and transformational leadership behaviors.

Factor analysis and response allocation by Bass (1985a) suggests transactional leadership is characterized by two very different factors: contingent reward and management-by-exception. The contingent reward factor is met when active transactional leaders emphasize the giving of rewards if subordinates meet agreed upon performance standards. Less active transactional leaders who practice avoidance of corrective action as long as standards are being met (Bass, 1985a; Bass, Waldman, Avolio, & Bebb, 1987) meets the management-by-exception factor.

According to Kuhnert and Lewis (1987), transactional leadership is best exerted when subordinates perceive their best interests are served be meeting leaders' expectations or accomplishing leaders' goals. Burns (1978) states reinforcement theory forms the foundation of this type of leadership, which involves a social exchange where leaders and followers give something and get something in return. Transactional leaders focus on the basic needs and extrinsic rewards as a source of motivation and basis for management. Transactional leaders approach followers with some transaction in mind and obtain compliance in exchange for expected rewards.

Transactional leaders recognize what subordinates want to get from their work and see subordinates get rewards when performance warrants it. Miner (1988) writes leaders exchange rewards for efforts. Work is *quid pro quo*; a transaction. Transformational leaders, conversely, inspire their subordinates to meet their developmental needs, and encourage new approaches and more effort toward problem solving (Seltzer & Bass, 1990). Tichy and

Devanna (1986) suggest transformational leaders bring about change, innovation, and entrepreneurship.

Transformational Leadership in Organizations

Transformational leadership is highly effective in organizations facing growing doubt where leadership is needed to meet the demands and challenges of a rapidly changing climate (Bass, 1985a). It is based in multidisciplinary literature. Downton (1973) applies the fundamental principles of transformational leadership theory on revolutionary, rebel, reform, and conventional behaviors as did Weber (1963) to his work on charismatic leadership (cited in Yammarino, Spangler, & Bass, 1993). Transformational leaders recognize followers' needs and attempts to raise those needs to higher levels of motivation and maturity while striving to fulfill potential (Silins, 1994). This overall engagement of emotional, intellectual, and morality of leaders and followers encourage followers to develop and perform beyond expectations (Bass, 1985a; Burns, 1978; Sergiovanni, 1991; Tichy, & Devanna, 1986; Zalezink, 1977). Transformational leaders work within the system preserving the status quo and, in times of change, respond with the proper intervention (Silins, 1994).

Transformational leaders further differ from the transactional leaders as defined by Burns (1978) in that transformational leaders attempt to elevate the needs of followers in line with the leaders' own goals and objectives. In a sense, transformational leaders create synergistic climate encompassing the individual, personal hierarchies of needs, and the organization's goals.

Transactional Leadership Components

Bass (1985a) describes transactional leaders as those who recognize what workers want to get from their work. If worker performance warrants it, transformational leaders attempt to get these wants. Transactional leaders exchange rewards and promises of reward for effort, and are responsive to workers self-interest if they can be met by getting work done.

Bass and Avolio (1990) state transactional leadership is results and goal oriented. Transactional leaders recognize the roles and tasks required for subordinates to reach desired outcomes. They authoritatively clarify requirements for subordinates, thus creating the confidence subordinates need and want. They also clarify how needs and wants will be satisfied if the subordinate does what is necessary to complete tasks.

The three transactional components of contingent reward, active management by exception, and passive management by exception are explained as follows. The distinction between active and passive management by exception is primarily based on the timing of leaders' intervention. Active and passive management by exception are not correlated with one another (Hater & Bass, 1988).

Component: Contingent Reward

Contingent Reward (CR) is generally viewed as being positively linked to follower performance and job satisfaction (Podsokoff, Todor, Grover, & Huber, 1984; Podsakoff, et. Al., 1990; Sims & Szilagyi, 1975) and is commonly associated with charisma (Bass & Avolio, 1994a). CR concentrates on clarifying goals, work standards, assignments, or working toward a desired outcome. It involves an interaction between leaders and

subordinates emphasizing an exchange: when subordinates meet their objectives, there is a reward.

According to Bass (1985a), the emphasis in the transaction is on facilitating the achievement of agreed-upon objectives by subordinates. For contingent reward to be demonstrated, two components need to be in place. First, a promise or goal must be communicated and agreed upon by leaders and subordinates. Secondly, a reward is given for those subordinates who achieve these previously agreed upon goals. Contingent rewards may involve money, incentives, promotion, praise, or public recognition.

Component: Management-by-Exception (Active)

According to Bass and Avolio (1996), active management-by-exception (MBE-A) is characterized by a process whereby the leader actively looks for opportunities to intervene and take corrective action for failure to meet standards or when error are made. As long as performance is proceeding as planned, the leader ignores activities. Here, the leader is characterized as more reactive than proactive and often uses threats and discipline to get results (Bass, 1990).

Component: Management by Exception (Passive)

In the passive form of management-by-exception (MBE-P), leaders intervene with criticism only after mistakes are made and standards are not met (Howell & Avolio, 1993). When performance duties are being achieved and operations run smoothly, leaders often ignore subordinates. This type of leadership behavior generally has a negative impact on performance and subordinate satisfaction (Howell & Avolio, 1993; Bass & Yammarino, 1991).

Transformational Leadership Components

Transformational leadership components include charisma, idealized influence, inspiration, intellectual stimulation and individualized consideration. Bass' model (1985a) differs from earlier conceptualizations of charismatic leadership (Weber, 1968; Tucker, 1970; House, 1977; Burns, 1978; Congo & Kanungo, 1987) with the addition of three additional leadership components: inspiration, intellectual stimulation and individualized consideration. The following is a description of the five transformational components.

Component: Charisma

Howell & Avolio (1993) report subordinates perceive transformational leaders as being charismatic as charisma is a key construct underlying transformational leadership behavior. Charismatic leadership is central to the transformational process and accounts for the largest percentage of variance in transformational leadership ratings (Bass, Avolio, & Goodhelm, 1987).

While definitions of charisma are ambiguous, Avolio and Bass (1988) define charisma as a quality through which "The leader instills pride, faith and respect; has a gift for seeing what is really important, and has a sense of mission (or visions) which is effectively articulated" (p. 34). The two researchers define charismatic leaders as articulating goals or visions, show confidence, are respected and trusted, turn threats into opportunities, effectively focus attention on the importance of the group's mission, and create a strong desire for identification on the part of followers (Bass & Avolio, 1990b).

Not all charismatic leaders however, are transformational leaders. Bass (1985a) states "Charisma is a necessary ingredient of transformational leadership, but by itself is not sufficient to account for the transformational process"(p. 31). Furthermore, whether a transformational leader has a transformational effect on subordinates depends on "how their charisma combines with the other transformational factors..." (Bass, 1985a, p. 51-52).

Component: Idealized Influence

Idealized Influence (II) addresses the degree to which transformational leaders use power to serve others, adjusts visions based on feedback from subordinates, fosters two-way communication and accepts negative feedback, shares recognition with subordinates, and relies on internal moral standards to satisfy organizational and societal interests (Howell & Avolio, 1992). In school districts, superintendents are accountable for expressing the values of the districts, for making values clear, and assuring subordinates the values will be supported in the way decisions are made and policies and procedures are created.

Component: Inspirational Motivation

Bass defines the process of inspiration motivation (IM) as "the arousal and heightening of motivation among followers that occurs primarily from charismatic leadership" (Bass, 1985a, p. 62). Inspirational leaders provide symbols and simplified emotional appeals to increase the awareness of subordinates and their understanding of mutually desired goals. Bass & Avolio (1990) states IM is the simple articulation of shared goals and mutual understanding of priorities.

Component: Intellectual Stimulation

Intellectually stimulated (IS) subordinates can challenge problems by being creative and innovative. Intellectually stimulating leaders encourage their subordinates to apply new concepts and paradigms to old problems and to even question leaders' ideas. Bass (1985a) defines IS as "the arousal and change in followers of problem awareness and problem solving, of thought and imagination, and of beliefs and values, rather than arousal and change in immediate action" (p. 99). Bass (1985b) states transformational leaders are less willing then transactional leaders to accept the status quo and are more likely to seek new ways to take advantage of opportunities.

Component: Individualized Consideration

Individualized consideration (IC) refers to leaders' ability to identify what distinguishes subordinates from each other. IC represents leaders' attempts to recognize and satisfy current needs of subordinates. It also attempts to arouse and elevate those needs in an attempt to further develop subordinates.

Laissez-Faire Leadership

Non-leadership describes leaders who do not possess leadership or management skills: leadership is absent (Bass & Avolio, 1994b). Individuals who exhibit this type of leadership are indecisive and reluctant to take responsibility. Their decisions are delayed; and feedback, rewards, and involvement are absent.

The laissez-faire leader avoids decision making and supervisory responsibility. This type of leader is inactive, rather than reactive or proactive. In a sense this extremely passive type of leadership indicates the absence of leadership. Bass (1990) reports laissez-faire leadership usually correlates negatively (-.3 to -.6) with other, more active leadership styles. Bass (1990) concludes there is a negative association between laissez-faire leadership and a variety of subordinate

performance, effort and attitudinal indicators. This implies laissez-faire leadership is always an inappropriate way to lead.

When by 'laissez-faire' it is meant leaders are not sufficiently motivated or adequately skilled to perform supervisory duties, this observation seems correct. However, one could probably define situations in which highly active leadership is not necessary and maybe not even desirable. For instance, in their substitutes for leadership theory Kerr and Jermier (1978) propose several subordinate, task, and, organization characteristics that could reduce the importance of leadership. A less active role of leaders could also lead to 'empowerment' of followers which could even make for a useful component of transformational leadership.

Component: Laissez-Faire

Laissez-Faire is indicative of the absence of leadership, the avoidance of goal-setting, development, intervention, and evaluation. With this avoidance behavior, decisions are delayed or not made; feedback, rewards, and involvement are absent; and there is no attempt to motivate subordinates or to recognize and satisfy their needs (Bass & Avolio, 1990). Bass and Avolio (1993) find laissez-faire leaders are seen as procrastinating and uncaring. This led to low levels of subordinate performance and environments with high conflict.

Transformational Leadership Theory and the Superintendency

The roles and responsibilities of the superintendency have evolved over the past

century and continue to evolve. Public school district superintendents have to face a variety

of situations in administering operations of school systems with the effective leadership that

is required and expected. Chief administrators are the most visible, vulnerable, and most

influential members of the educational process (Campbell, Cunningham, McPhee, &

Nystrand, 1970).

In the early 1980s, the United States began what is commonly known to educators as

the Education Reform Era. After the 1983 report, A Nation at Risk (National Commission on

Excellence in Education, 1983), the reform movement swept across the country. Since that

time, attention has been placed on the analysis of school leadership (Murphy, 1992).

The terms "transformational leadership" and "transactional leadership" have been

added to the literature on education (Leithwood, 1992; Sergiovanni, 1992). In school district

environments, these types of leadership styles involve articulating a vision of what school

systems can be, establishing goals aligned with their visions, and motivating all stakeholders

to work cooperatively toward achieving a mutual goals. Over the past dozen years,

transformational leadership has received extensive attention in the field of educational

administration (Liontos, 1992; Leithwood, 1993; Silins, 1994; Murray & Feitler, 1989;

Roueche, Baker, & Rose, 1989; Kirby, King, & Paradise, 1991; Hoover, et. al., 1991).

As early as 1985, researchers began focusing on the move from "instructional

leadership" to transformational leadership (Leithwood, 1992; Hallinger, 1992; Heck &

Hallinger; Leithwood & Jantzi, 1993). School administrators began focusing attention on

using facilitative power to make second-order changes in their school districts.

Transformational leadership provides such a focus. As Roberts (1985) explained:

> The collective action that transforming leadership generates empowers those who
> participate in the process. There is hope, there is optimism, there is energy. In
> essence, transforming leadership is a leadership that facilitates the redefinition of a
> people's mission and vision, a renewal of their commitment, and the restructuring of
> their systems for goal accomplishment (p. 1231).

The most developed model of Bass' transformational leadership model (1985a) in

schools has been provided by Leithwood et al (1994) at the Center for Leadership

Development in Toronto. Leithwood's conclusions are based on published and unpublished

empirical case studies conducted in school organizations in the mid-1990's. In their studies,

Leithwood et al provide evidence about specific dimensions of transformational leadership

relevant to an educational environment. Results suggest transformational school leaders are

in continuous pursuit of three fundamental goals: help staff members develop and maintain a

collaborative, professional school culture; foster staff development; and help staff solve

problems together more effectively.

Maintaining a Collaborative Culture

According to Little (1992) and Hargreaves (1990), school districts with collaborative

cultures have staff members who talk, observe, critique, and plan together. Collective

responsibility and continuous improvement are the norm. In a case study of 12 schools,

Leithwood and Jantzi (1991a) identified strategies used by school leaders to assist school

staff in building and maintaining collaborative professional cultures. These strategies involve

including staff members in collaborative goal setting and reducing staff isolation by creating

time for joint planning. In the study, bureaucratic mechanisms were used to support cultural

changes. Leaders, for example, selected new staff members who were already committed to the school's mission and priorities.

Strategies also include school leaders actively communicating the school's cultural norms, values, and beliefs in their day-to-day interpersonal contacts. Transformational school leaders also share power and responsibility with others through delegation of power to school improvement teams within the school (Leithwood & Jantzi, 1991a).

Fostering Staff Development

Staff development is enhanced when internalized goals for professional growth is adopted (Leithwood, Jantzi, & Dart, 1991). The process is facilitated when staff become involved in establishing a school mission they feel strongly committed too. Transformational school leaders help to ensure growth goals are clear, explicit, and ambitious enough to be challenging but not realistic. Feedback from professional colleagues concerning discrepancies between their goals for growth and their current practices is helpful. Transformational school leaders can further enhance staffs' development by giving them roles in solving nonroutine problems of school improvement within a school culture which values continuous professional growth.

Improving Group Problem Solving

Staff often want to and do work harder in order to bring about meaningful school improvement. Transformational leadership is valuable here as it stimulates staff to engage in new activities beyond classrooms and offices by putting forth extra effort (Sergiovanni, 1991). In another study of transformational school leaders, it was shown practices of this type of leadership style led to staff members working smarter, not harder (Leithwood &

Steinbach, 1991). The leaders also avoided narrowly biased perspectives on problems by keeping the staff on task, by not imposing their own perspectives, changing their views when warranted, and remaining calm and confident. Leithwood and Jantzi (1999) replicated their studies into transformational school leadership with a 1999 study. Similar results were found that demonstrated strong significant effects of such leadership on organizational conditions.

Section Summary

According to Johnson (1996), when superintendents demonstrate transformational leadership, traditional power relations between superiors and subordinates change, and the organization transforms from one focused on maintenance to one poised for improvement. Leithwood et al (1991, 1999) have expanded Bass' model (1985a) through coherent studies in the educational field. These studies demonstrate a sizable influence of transformational leadership in a school setting.

Organizational Commitment

Organizational commitment involves helping an organization succeed (Mowday et al., 1982). Two views of commitment have dominated the organizational behavior literature: attitudinal (or affective) commitment and behavioral (or continuance) commitment (Meyer, Allen, & Smith, 1993). Affective commitment is defined as an emotional attachment to an organization characterized by strong links (Mowday, Steers & Porter, 1982). Other studies describe affective commitment similarly (Buchanan, 1974; Etzioni, 1975).

Continuance commitment and the Side-Bet Theory of Commitment were popularized by Becker (1960). According to this theory, employees make certain investments or side-bets

in their organizations, for example, tenure toward pensions, promotions, and work relationships. These investments are sunk costs which reduce the attractiveness of other employment opportunities. Commitment is, therefore, an outcome of inducements or exchanges between an individual and an organization.

Meyer and Allen (1991) suggest continuance commitment reflects an employee's awareness of the costs associated with leaving an organization. Individuals with high continuance commitment believe the benefits of staying with an organization outweigh the consequences of leaving and stay with the organization because "they need to." This type of commitment is likely to be prevalent in today's downsized work environments. Normative commitment reflects an individual's sense of obligation for remaining in the organization.

Sethi, Meinhert, King, and Sethi (1996) state both types of commitment reflect links between an organization and an employee, and the presence of either reduces the chances of employee turnover. However, the nature of these links is quite different. Employees with strong affective relationships with an organization can be expected to not only remain in an organization, but also to exert considerable effort on behalf of the organization. Employees with continuance ties, those who feel compelled to stay in an organization are, on the other hand, more likely to put in the minimum required effort to retain their tenure.

Some researchers suggest a connection between organizational commitment and school structures and processes similar to those in the present study. Hoy and Ferguson (1985) find strong positive relationships between teacher organizational commitment and staff cohesiveness and attitudes toward innovation. Healthy school climates, and in particular, the role of principals are significantly related to teachers sense of organizational commitment. Principals who are constructive, who are achievement oriented, and who

demonstrate friendly, open, and collegial behavior towards their faculty, have more

committed teachers (Tarter, Hoy, & Bliss. 1989).

Organizational Commitment and Transformational Leadership

An important outcome for organizations is the employees' commitment. Meyer and

Allen (1991) state organizational commitment has been dichotomized into attitudinal and

behavioral components. Mowday, Porter, and Steers (1982) defined these distinctions as

follows:

> "Attitudinal commitment focuses on the process by which people come to think about
> their relationship with the organization...Behavioral commitment, on the other hand,
> relates to the process by which individuals become locked into a certain organization
> and how they deal with this problem" (p. 26).

This distinction has been augmented in the work of Meyer and Allen (1991; Allen &

Meyer, 1990). They expand the concept of commitment to include desire, need, and

obligation to remain in the organization. Because their definition falls outside the traditional

social psychological definition of attitude, they use the term commitment to refer to a

psychological state and the term behavioral commitment to refer to behavioral persistence.

According to their framework, commitment as a psychological state characterizes

employees' relationship with the organization and has implications for the decision to

continue membership in the organization. As previously discussed, commitment as a

psychological state can be divided into the components of affective and continuance (Meyer

& Allen, 1991). Meyer and Allen add a third distinction, that of normative commitment.

Normative commitment is rooted in employees' sense they ought to stay in the organization.

Normative commitment results from the internalization pressures exerted on individuals prior

to entry or following entry (as cited in Hackett, Bycio, & Hausdorf, 1994).

Given the strong emotional attachment of followers to leaders fostered by transformational leadership (Bass, 1985a), a relationship between transformational leadership behavior and organizational commitment seems logical. In a study involving registered nurses, Bycio et al. (1995) examines the relationship between transformational leadership and the three components of organizational commitment suggested by Meyer and Allen (1991). Bycio et al found the relationship between transformational leadership and affective commitment was significantly larger than the relationships between transformational leadership and both continuance and normative commitment. These results are consistent with the idea the emotional aspects of transformational leadership enhance the emotion-based affective facet of organizational commitment. Transformational leadership did not enhance the less emotional-based facets of organizational commitment, continuance commitment, and normative commitment.

Chapter Summary

The literature review began by providing an overview of leadership and found employees desire leaders who are honest, charismatic, and inspiring. An explanation and discussion regarding a historical perspective of leadership theories including the following was performed: Trait Theory (Stogdill, 1948); Behavioral Theories including the Michigan (as cited in Hersey, Blanchard, and Dewey, 1996; Wren, 1994)) and Ohio State (Stogdill and Startle, 1955) Models; Situational Models including Fieldler's model (1978) and House's Path-Goal Theory (1977). Leadership theory was concluded with Bass' Transformational Leadership Theory (1985).

A historical overview of organizational commitment was conducted and reviewed numerous definitions of organizational commitment found in the literature. Model developed by Becker (1960), Etzioni (1961, 1975), Kanter (1968), Staw (1977), Salancik (1977), Steers (1977), and Mowday, Porter, and Steers (1979) were explained and discussed.

Further explanation into the tie between organizational commitment and transformational leadership were explained and discussed. Studies discussed included Meyers and Allen (1990, 1991), Mowday, Porter, and Steers (1982), and Hackett, Bycio, and Hausdorf (1994).

Thus, this literature review has established the linkage between leadership practices of superintendents and organizational commitment of subordinates. Prior research studies have identified the need for further research between transformational leadership practices and organizational commitment. Recognizing the need for additional study, this research seeks to expand transformational leadership and organizational commitment in public school districts. The Leithwood, et al studies of the 1990s (Leithwood, 1992, 1993, 1994; Leithwood & Jantzi, 1993, 1999; Leithwood, Jantzi, & Dart, 1991; Leithwood & Steinbach, 1991; Leithwood, Timlonson, & Genge, 1996) provide empirical evidence transformational leadership is the preferred model of leadership for school administrators.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this research, as outlined in Chapter I, is to determine the relationship between leadership styles of public school district superintendents and organizational commitment of subordinate district principal's. The conceptual framework for this study is based on Bass's (1985a) model of transformational leadership theory and Mowday, Steers, and Porter (1979). Chapter two established the link between Bass's (1985a) model and leadership in a superintendent capacity. This chapter describes the population, research design, research hypotheses, instruments, data collection, and data analysis.

Research Question

The research will address the following single research question posed by combining the leadership research by Bass (1985a) and the organizational commitment model by Steers (1977): " Is there a relationship between public school district superintendents' leadership styles and the level of organizational commitment of subordinate district principals?"

<u>Research Instruments Rationale</u>

Multifactor Leadership Questionnaire

The first survey instrument to be used is the Multifactor Leadership Questionnaire

(MLQ) Form 5X-Short (Revised)(Bass & Avolio, 1995). The MLQ and scoring key are

found in Appendix B. The MLQ will be used to collect data regarding the independent

variables of transformational leadership, transactional leadership, and laissez-faire

leadership.

The MLQ is available in two forms, a Leader Form (superintendent) (see Appendix

B) and a Rater Form. The leader (superintendent), to assess his or her own leadership

preferences, uses the Leader Form. The Rater Form is used to evaluate other persons higher

in the organization, lower in the organization, or a peer. The form contents are identical with

the exception of the Leader Form, written in first person and the Rater Form, written in the

second person. For the purposes of this study, the superintendent will complete the Leader

Form. The Rater Form will not be used.

The MLQ (5X) (Revised) contains 45 items identifying and measuring leader

behaviors. Thirty-six of the items measure the independent variables of leadership behaviors

and nine items measure the dependent variables of outcome factors (Bass & Avolio, 1997).

The MLQ measures eight factors for types of leadership grouped within two dimensions:

transformational and transactional leadership. One factor measures non-leadership: laissez-

faire leadership. Leadership factors include: Idealized Influence (Attributed), Idealized

Influence (Behavioral), Inspirational Motivation, Intellectual Stimulation, Individual

Consideration, Contingent Reward, Management-by-Exception (Attributed), and

Management-by-Exception (Participative). Laissez-Faire is the non-leadership factor. There

are three components to measure outcomes: satisfaction, effectiveness, and extra effort (Bass & Avolio, 1997).

Completion of the MLQ requires approximately 15 minutes and requires an U.S. 9th grade reading ability. Respondents are asked to rate how frequently or to what extent they have observed their leader engaging in specific behaviors. The statements are evaluated on a five point Likert Scale. The values are as follows: ranging from 0 = not at all, 1 = once in a while, 2 – sometimes, 3 = fairly often, and 4 = frequently, if not always (Bass & Avolio, 1997). Lower scores indicate the leaders' behaviors were perceived to be inconsistent with the description of the leadership factor(s) whereas a higher score would indicate the perception of the presence of behaviors consistent with the leadership factor(s).

The MLQ has been widely disseminated for over 15 years both domestically and internationally in field and laboratory scenarios within public and private organizations to examine the full range of leadership styles from transformational to laissez-faire (Bass, & Avolio, 1997). The MLQ has been used to demonstrate a significant relationship between subordinate ratings of leader effectiveness and satisfaction with the leader (Bass, 1985b; Hater, & Bass, 1988).

A pilot survey based on the preliminary instrument was administered to 104 senior military officers. The MLQ, which originally consisted of 142 item responses, was lowered to 73 responses based on response allocation analysis. In order to validate the MLQ, principal factor analysis was conducted on the 73 items thus refining the three transformational and two transactional factors. Additionally, scales were developed that met internal consistency reliability with acceptable limits (Bass, 1985b; Waldman et al., 1987; Hater & Bass, 1988; Bass & Avolio, 1990).

Permission to use the MLQ was obtained from MindGarden, the company which distributes permission sets of the instrument for the instrument authors (see Appendix A). Two separate permission sets of 200 instruments were obtained. This amount of instruments allowed the researcher to poll the population sample described.

MLQ Outcome Factor Scores

There are three outcome scores associated with the transactional, transformational and laissez-faire leadership components: satisfaction, extra effort, and effectiveness. Using the MLQ, these provide an opportunity for "self" and "rater" to evaluate the affects of the leader's style of management and leadership. Transformational leaders produce higher levels of effort, effectiveness and satisfaction in subordinates through charisma, intellectual stimulation, individualized consideration, and inspirational motivation (Avolio, Waldman, Einstein, 1988; Bass, 1985a; Hater & Bass, 1988; Waldman, Bass & Einstein, 1987).

Outcome Factor: Effectiveness

Bass (1985a) depicts transformational leadership as the motivation to contribute more effort than originally anticipated. This benefit can be characterized as energizing the discretionary effort of organizational members (Ackerman, 1986). Discretionary effort is the extra effort people are capable of giving to some activity, but is above the level required (Daniels, 1994).

Outcome Factor: Satisfaction

Satisfaction reflects how satisfied both leaders and subordinates are with the leaders' style and method (Bass, 1990). By exhibiting inspirational/charismatic behaviors, transformational leaders motivate group members to high levels of collective performance and satisfaction (Shamir, House, & Arthur,1993). Furthermore, Bass & Avolio (1994) state high levels of satisfaction are achieved by the exhibition of transformational behaviors in leaders.

Outcome Factor: Extra Effort

Extra effort reflects the extent to which subordinates exert extra effort beyond the ordinary as a consequence of their superiors' leadership (Bass, 1990). Transformational leadership creates an atmosphere where subordinates produce more than they expected (Sosik, 1997).

Reliability

Descriptive statistics and reliabilities for the MLQ 5X (U.S. samples) are shown in Appendix I for all items in each scale. This scale is based on ratings by direct subordinates evaluating their leader. Reliabilities for the total items and for each leadership factor scale ranged from alpha coefficients .74 to .92. Appendix I represents the results of reliabilities from nine separate studies (N=2080) reported by Bass & Avolio (1995). All of the scales' reliabilities were generally high, however, the reliabilities within each data set generally indicated the instrument was reliably measuring each of the leadership variables across the nine data sets, with some minor deviations (Bass & Avolio, 1995, p. 9).

Appendix K also shows the intercorrelations among the MLQ 5X factor scores (Bass & Avolio, 1995, p. 12). The positive correlations among the five transformational leadership scales are consistent with previous studies obtained by Bass & Avolio (1990). The average intercorrelation among the five transformational scales is .83. The correlation matrix presented in Appendix K confirms earlier patterns and results with the MLQ 5R that transformational leadership scales are highly correlated with all criterion variables such as subordinates rated Extra Effort (EE), Effectiveness (EFF), and Satisfaction (SAT). Contingent Reward (CR) is less highly correlated to these same outcome measures. Management-by-Exception (Attributed) and Laissez-Faire scales are negatively correlated with the outcome measures. The hierarchical pattern of relationships is consistent with earlier results reported with the MLP 5R (Bass & Avolio, 1990).

Validity

Confirmatory Factor Analysis (CFA) was used to test the convergent and discriminant validity of each MLQ 5X scale. Appendix L shows the comparison of the Goodness of Fit index (GFI) as well as Adjusted Goodness of Fit (AGFI), the Root Mean Square Residuals (RMSR), and the Chi-square test results performed by the instruments authors (Bass & Avolio, 1995). All of the fit measures, as well as chi-square tests improved as the model progressed from one factor solution to the full range of leadership model solution (Bass & Avolio, 1995, p. 25). The comparison of overall fit measures in Appendix L includes the nine studies (N=2080) in Appendix H. Further referenced studies and univariate statistics are listed in Appendix I.

Organizational Commitment Questionnaire

Organizational commitment will be measured by the Organizational Commitment

Questionnaire (OCQ) developed by Porter (1974) and associates. This instrument was

designed to measure the relative "Strength of an individual's identification with an

involvement in a particular organization" (p. 604). According to this definition,

organizational commitment could be characterized by at least three variables: (1) a strong

belief and acceptance of the organization's goals and values; (2) a willingness to invest

considerable effort on behalf of the organization; and (3) a strong desire to maintain

membership in the organization (Mowday et al., 1982).

Reliability

Mowday et al. (1979) reported a median coefficient alpha of .90 with a range of .82 to

.93 for 2563 employees in nine different public and private work organizations. Mowday and

colleagues arrived at this reliability score through the use of seven statistical measures: (1)

means and standard deviation; (2) internal consistency reliability; (3) test-retest reliability;

(4) convergent validity; (5) discriminant validity; and (7) norms. Appendix J shows the OCQ

reliability matrix described by Mowday et al. (1979).

Validity

Mowday et al. (1979) examined the construct validity of the OCQ through factor

analyses. The analyses resulted in a single-factor solution and supported the conclusion that

the items are measuring a single common underlying construct. The researchers added the

questionnaire has demonstrated good psychometric properties and has been widely used by

other researchers. It has been used in at least 100 published studies, of which 17 were

international in scope (Mathieu & Zajac, 1990). Further, the popularity of the questionnaire led Reichers (1985) to suggest the OCQ has become the approach to organizational commitment.

Demographic Questionnaire

A demographic questionnaire (Appendix D) was administered to the subjects.

Hypotheses

The hypotheses for this study in the null and alternative forms are:

Hypothesis 1

Ho1: R^2 between superintendents' transformational leadership practices and principals' organizational commitment is zero.

Ha1: R^2 between superintendents' transformational leadership practices and principals' organizational commitment is greater than zero.

Hypothesis 2

Ho2: R^2 between superintendents' transactional leadership practices and principals' organizational commitment is zero.

Ha2: R^2 between superintendents' transactional leadership practices and principals' organizational commitment is greater than zero.

Hypothesis 3

Ho3: R2 between superintendents' laissez-faire leadership practices and principals'

organizational commitment is zero.

Ha3: R2 between superintendents' laissez-faire leadership practices and principals'

organizational commitment is greater than zero.

Hypothesis 4

Ho4: There is no positive difference between principals' demographic

characteristics of age, gender, and education with their self reported organizational

commitment.

Ha4: There is a positive or no difference between principals' demographic

characteristics of age, gender, and education with their self reported organizational

commitment.

Variables: Independent and Dependent

The conceptual framework suggested by this research represents an attempt to

identify the relationships between two types of variables: a single independent variable

containing nine dimensions and a single dependent variable. The framework seeks to

understand the interrelationships among variables essential to this study. The strategic

objective is an enhanced comprehension of the dynamics of leadership practices and

organizational commitment within public school districts.

The independent variables in this study are (1) transformational leadership, as

measured by idealized influence (attributed), idealized influence (behavioral), intellectual

stimulation, inspiration, and individualized consideration; (2) transactional leadership, as

measured by contingent reward, management-by-exception (active) and management-by-exception (passive); and (3) laissez-faire leadership. These variables are measured by the Multifactor Leadership Questionnaire developed by Bass & Avolio (1995).

The dependent variable of interest to this study is organizational commitment which will be measured using the Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers, and Porter (1979).

Population and Sample

For the purposes of this study, Florida public school district superintendents will be selected to participate (N=67). A representative sample (N=206) of Florida public school district principals will also be selected to participate. Each of the principals used in the survey will be a subordinate of one of the superintendents in the above sample. A random number table was used to select the subordinates (Trochim, 1997). The 67 county superintendents and their corresponding principals were located through an Internet search of the state education department of Florida for the superintendents, and a search of their respective districts for the principals. Assistance in obtaining surveys was obtained through the Florida Association of District School Superintendents (FADSS) (see Appendix G).

Operational Definitions

Multifactor Leadership Questionnaire

Bass & Avolio (1995) have shown transformational leadership is comprised of five variables: Idealized Influence (Attributed), Idealized Influence (Behavioral), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. These variables have

been shown to be measured by the MLQ 5X. From the survey instrument shown in Appendix B, and the model in Appendix M, the questions below measure these variables. Appendix B reflects "self" ratings of leaders. Questions in the tables shown in Appendix I represent the questions in Appendix B. The MLQ scale scores are average scores for items on the scale. The score is derived by summing the items and dividing by the number of items making up the scale. The items from which the MLQ measures idealized influence (attributed) are questions 10, 18, 21, and 25. These questions are shown in Table 19 of Appendix M. The items from which the MLQ measures idealized influence (behavioral) are questions 6, 14, 23, and 34. These questions are shown in Table 20 of Appendix M. The items from which the MLQ measures inspirational motivation are questions 9, 13, 26 and 36. These questions are shown in Table 21 of Appendix M. The items from which the MLQ measures intellectual stimulation are questions 2, 8, 30 and 32. These questions are shown in Table 22 of Appendix M. The items from which the MLQ measures individualized consideration are questions 15, 19, 29, and 31. These questions are shown in Table 23 of Appendix M.

Bass and Avolio (1995) also described transactional leadership. They have shown transactional leadership to be comprised of three variables: Contingent Reward, Management-by-Exception (Attributed), and Management-by-Exception (Participative). These variables have been shown to be measured by the MLQ 5X.

The items from which the MLQ measures contingent reward are questions 1, 11, 16, and 35. These questions are shown in Table 24 of Appendix M. The items from which the MLQ measures management-by-exception (attributed) are questions 4, 22, 24, and 27. These questions are shown in Table 25 of Appendix M. The items from which the MLQ measures

management-by-exception (participative) are questions 3, 12, 17, and 20. These questions are shown in Table 26 of Appendix M.

Bass and Avolio (1995) also described laissez-faire leadership. The items from which the MLQ measures laissez-faire leadership are questions 5, 7, 28, and 33. These questions are shown in Table 27 of Appendix M.

Bass and Avolio (1995) further defined three dependent variables measured by the MLQ: Satisfaction, Effectiveness, and Extra Effort. The items from which the MLQ measures the dependent variable satisfaction are questions 38 and 41. These questions are shown in Table 28 of Appendix M. The items from which the MLQ measures the dependent variable effectiveness are questions 37, 40, and 45. These questions are shown in Table 29 of Appendix M. The items from which the MLQ measures the dependent variable extra-effort are questions 39, 42, and 44. These questions are shown in Table 30 of Appendix M.

The MLQ's instructions specifically instruct respondents to omit any answers they are unsure of, do not know the answer to, or if the item was irrelevant (Bass & Avolio, 1995). Responses left blank will not be treated as part of the assessment. Average scores for the leadership variables will ignore blank questions.

In scoring the MLQ, each response for the nine leadership variables is assigned numerical values based on a five-tier Likert scale ranging from 1 = "not at all" to 5 = "frequently, if not always." In turn, the numerical value is assigned to the respondent's answer. For each response for a factor, the numerical values are summed and divided by the number of items for each factor. The factor scores are frequency indicators of behavior, characteristic, or leadership style (see Appendix B).

Organizational Commitment Questionnaire

The OCQ consists of 15 items, each being measured in a seven-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree). To reduce response bias, six items (items 3, 7, 9, 11, 12, and 15) in the instrument are negatively phrased and reverse scored. To arrive at a summary indicator of employee commitment, scores for all items are summarized and divided by 15. The higher the score, the greater the individual's commitment to the organization (Porter et al, 1974).

The OCQ was administered to employees working in a wide variety of jobs (n=2563) in nine different work organizations. Appendix J gives summary data and descriptive statistics for the nine studies. Permission to use the OCQ was obtained from one of the author's (see Appendix A).

Data Collection

Data collection will be conducted by a self-administered questionnaire to be mailed to each respective participant's school address by the researcher. Each subject will receive a packet containing a copy of the cooperation letter from the Florida Association of District School Superintendents (Appendix G), an instructional cover letter (Appendix E), a copy of the survey instruments, and a hand-stamped envelope addressed to the researcher.

In the cover letter to the subjects, anonymity was assured. Information was also provided as to the nature of the study. Participants were offered the ability to receive results of the completed study. Participants were asked to return the surveys within 14 days. Those not returning surveys were mailed a follow-up letter (Appendix F) and another survey.

Data Analysis

The quantitative data for the study was analyzed using SPSS 10.0 (1999) statistical software for MS Windows. A number of statistical tools were used. These included descriptive statistics to describe different characteristics of the respondents. Simple individual regression analysis was utilized to analyze the relationship between the dependent variable (organizational commitment) and each of the nine dimensions of the independent variable. Multiple regression analysis was used to determine the magnitude of the relationship between the dependent variable and all of the nine dimensions of the independent variable used in the study. Correlational statistics will be used to describe and explore the relationships between all the variables used in the study. These tests were chose based on a sampling of similar studies (see Appendix H). The statistical results from these measures were used to determine whether Florida superintendents are meeting the transformational leadership characteristics determined to be effective in the literature.

Summary

This chapter contains the methodology for this study to test rather there is or is not a statistically significant relationship between transformational, transactional, and laissez-faire leadership styles of public school district superintendents and the organizational commitment of suborindate principals. The chapter included a discussion of the following: research instrument rationales, reliability and validity of the research instruments, the research question, the hypothesis, the variables, the population and sample, operational definitions, and data collection and analysis. Chapter IV will present the results and analysis of the study.

CHAPTER IV

ANALYSIS AND PRESENTATION OF FINDINGS

Introduction

This research was designed to describe the relationship between the leadership

practices of public school district superintendents and the organizational commitment of

subordinate high school principals. The Multifactor Leadership Questionnaire (MLQ) (Bass,

1985a) and the Organizational Commitment Questionnaire (OCQ) (Mowday, Steers, and

Porter, 1979) were used to measure the variables.

This chapter includes results of the statistical analysis that answered the research

question: " Is there a relationship between public school district superintendents' leadership

styles and the level of organizational commitment of subordinate district principals?" A

description of the sample with an analysis of the demographic data, factor and reliability

analyses for both scales, summary statistics of the leadership scales, the organizational

commitment items, and the relationship of the variables in the sample are also included.

Response Rates

The sample consisted of public school district superintendents and principals

employed in each of the 67 counties in the state of Florida. The sample population consisted

of 297 participants: 67 county superintendents and 230 subordinate high school principals.

The number of subjects available within each county school district was dependent on the

size of the student population within each respective county. While each county has a

superintendent, some of the smaller counties in the state only have one or two high school

principals. In counties where more than five high school principals exist, a random sample of

only five were selected to participate.

The first set of mailings containing respondent questionnaires resulted in a return of

38 superintendent surveys and 110 principal surveys. A follow-up mailing to non-

respondents resulted in an additional seven superintendent surveys and nine principal

surveys. Any surveys not received by mail within six weeks were eliminated from the

sample. The total number of surveys returned was 163. Of these, 119 were from principals, a

51.8% response rate, and 45 were from superintendents, a 67.2% response rate. Table 1

presents the summary of response rate for superintendents and principals.

Table 1
Summary of Survey Response Rates

	N	%
Total Questionnaires Administered		
Superintendent	67	
Total Responses	45	67.2
Principal	230	
Total Responses	119	51.8

These return rates more than double those achieved in a similar studies (Jantzi &

Leithwood, 1996; Silins, 1994), and are slightly higher than another (Hartog, D., Muijen, J.,

& Koopman, P., 1997).

Respondent Characteristics

Demographic data regarding the respondents' ages, gender, education level, length of

time in position, political affiliation, and elected/appointed to office status were obtained.

The subjects were 45 public school district superintendents and 119 public school district

superintendents. Selected results in tabular form follow.

Table 2

Ages of Respondents

	Superintendents		Principals	
Age	Frequency	Percentage	Frequency	Percentage
18-29	0	0%	0	0%
20-35	0	0%	1	.8%
36-39	0	0%	4	3.4%
40-45	0	0%	15	12.6%
46-50	14	31.1%	34	28.6%
51+	31	68.9%	65	54.6%
	45	**100%**	**119**	**100%**

Figure 1

Combined Age of Respondents (n=164)

36-39 2% 18-29 0% 20-35 1% 40-45 9% 51+ 59% 46-50 29%
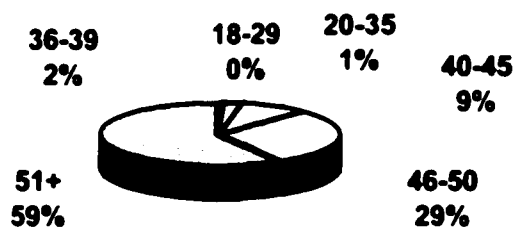
Another demographic characteristic of note is level of education which is displayed below.

Table 3

Level of Education of Respondents

Education	Superintendents		Principals	
	Frequency	Percentage	Frequency	Percentage
Associate	0	0%	0	0%
BA/BS	2	4.44%	0	0%
Master's	27	60%	86	72.3%
Ed. Spec.	2	4.44%	11	9.2%
Doctorate	14	31.11%	22	18.5%
	45	**100%**	**119**	**100%**

Figure 2

Combined Level of Education of Respondents

Doctorate 22% Associate 0% BA/BS 1%

Ed. Spec. 8%

Master's 69%
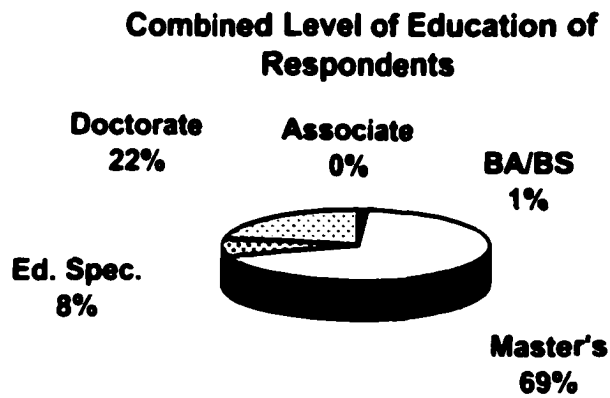
Another demographic characteristic of note is length in position which is shown below.

Table 4

Length in Position of Respondents

Length in Position	Superintendents		Principals	
	Frequency	Percentage	Frequency	Percentage
< 1 year	1	2.2%	15	12.6%
1 year but < 3 years	21	46.7%	21	17.6%
3 years but <5	4	8.9%	19	16.0%
5 or more years	19	42.2%	64	53.8%
	45	100%	119	100%

Figure 3

Length in Position of Respondents (n=164)

<1
10%   1 but <3
26%

5+
50%

3 but <5
14%
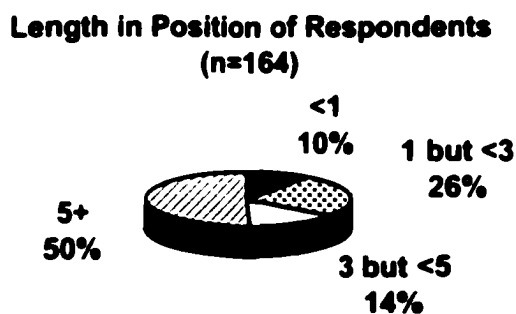
Table 5

Gender of Respondents

Gender	Superintendents		Principals	
	Frequency	Percentage	Frequency	Percentage
Female	5	11.1%	36	30.6%
Male	40	88.9%	83	69.7%
	45	100%	119	100%

Based on published information regarding gender of Florida superintendent and principals, the current sample is highly representative (Florida Information Resource Network, 2002). Information is not available on the other demographic variables.

Reliability Analysis

The reliability of the leadership and organizational commitment instruments were measured using Cronbach's alpha reliability coefficients. Alpha coefficients of .60 or higher are included in this study. Although this alpha level is low as compared to the desired level of significance (.80's and .90's) suggested by Anastasi (1997), Mitchell and Jolley (1998) asserted $\alpha > .60$ is acceptable. The internal consistency scores for the MLQ and the OCI are presented in Table 6 and Table 7.

Table 6

Internal Consistency Reliability for Multifactor Leadership Questionnaire
(MLQ) (Form 5X-Short) Scales

Scale / (number of items)	N	M	SD	α
Total MLQ / (45)	45	2.71	.29	.76
Transformational leadership / (20)	45	3.29	.59	.93
Idealized Influence (Attributed) / (4)	45	2.97	.70	.51
Idealized Influence (Behavioral) / (4)	45	3.47	.69	.55
Inspirational Motivation / (4)	45	3.53	.65	.59
Intellectual Stimulation / (4)	45	3.23	.66	.63
Transactional Leadership / (12)	45	1.85	.41	.42
Contingent reward / (4)	45	3.13	.74	.64
Management-by-Exception (Active) / (4)	45	1.41	.84	.76
Management-by-Exception (Passive) / (4)	45	.88	.54	.33
Laissez-Faire Leadership / (4)	45	.39	.49	.51

Table 7

Internal Consistency Reliability for Organizational Commitment
Questionnaire (OCQ) Scales

Scale / (number of items)	N	M	SD	α
Total OCQ / (15)	119	6.28	.45	.79

The reliability of the 45-item MLQ was .76, however coefficients for the total

transformational leadership subscale and the total transactional leadership subscale were .93

and .42 respectively. Cronbach's alpha coefficients for the transformational subscales ranged

from .51 to .63. The use of all transformational leadership subscales was therefore permitted

in the study.

Reliability coefficients were calculated for each of the three components of the

transactional leadership scale. Management-by-exception (active) was the only subscale with

a significant reliability coefficient (.76). The other two subscales, contingent reward and

management-by-exception (passive) had low reliability scores, .64 and .33 respectively.

Although the transactional subscales consisted of only four items each, reliability

coefficients were recalculated for one-item deletions to measure the validity of the scale.

Contingent reward had an alpha of .69 with one item deleted, while management-by-

exception (passive) had a score of .40 with one item deleted. With one-item deletions,

reliability coefficients for transactional leadership scales ranged from .55 to .71.

The reliability coefficient for the laissez-faire leadership subscale was .51. Alpha did

not increase when any one of the items was deleted. Internal consistency reliability

coefficients for all 15 OCQ items was .79 which conforms to Anastasi (1997) and Mitchell

and Jolley's (1998) criteria.

Factor Analysis

To further examine the homogeneity of the nine MLQ constructs, factor analysis was

performed on the sample and the results were rotated to Kaiser's (1958) varimax solution.

This analysis resulted in a single-factor solution and supports the findings of Bass & Avolio,

(1995). The factor solution can be viewed in Appendix P.

To further examine the homogeneity of the OCQ items, factor analysis was

performed on the sample and the results were rotated to Kaiser's (1958) varimax solution.

This analysis resulted in a single-factor solution and supports the findings of Mowday,

Steers, and Porter (1979). The factor solution can be viewed in Appendix P.

Superintendent Self-Reported Leadership Styles

Table 8 provides the means and standard deviations calculated for each self-reported

transformational, transactional, and laissez-faire leadership style of the superintendents.

Means were used to evaluate central tendency and standard deviations were used to evaluate

variance from the mean. When compared to the nine studies cited in Avolio, Bass, and Jung

(1995) (Appendix H), transformational leadership scores of the sample in this study are much

higher. This would indicate superintendents in the sample are more transformational in the

leadership. Contingent reward was the only transactional construct where this study's sample

scored higher than those in Avolio et al. (1995). This high mean score follows Bass and

Avolio's statement "MLQ leadership scores demonstrate empirical support for the theoretical

links between transformational and transactional leadership" (p. 37).

Table 8

Mean Self-Reported Superintendent Leadership Styles		
Leadership Style	Superintendent (n=45)	
Transformational	MEAN	STANDARD DEVIATION
Idealized Influence (Attributed)	2.967	.7002
Idealized Influence (Behavioral)	3.467	.6900
Inspirational Motivation	3.533	.6519
Intellectual Stimulation	3.233	.6623
Individual Consideration	3.250	.6657
Transactional	MEAN	STANDARD DEVIATION
Contingent Reward	3.133	.7397
Management-by-Exception (Attributed)	1.406	.8365
Management-by-Exception (Participative)	.8833	.5425
Non-Leadership	MEAN	STANDARD DEVIATION
Laissez-Faire	.3778	.4932

Principals Self-Reported Organizational Commitment Analysis

To determine their organizational commitment, respondents completed 15 statements

based on the Organizational Commitment Questionnaire (OCQ) (Mowday, Porter, & Steers,

1979). The 15 statements used a seven-point Likert scale with a range of: (a) strongly

disagree valued as a "1"; (b) moderately disagree valued as a "2"; (c) slightly disagree valued

as a "3"; (d) neither agree nor disagree valued as a "4"; (e) slightly agree valued as a "5"; (f)

moderately agree valued as a "6"; and (g) strongly agree valued as a "7". Six statements

(items 3, 7, 9, 11, 12, and 15) were negatively phrased, so the response values were reversed.

Table 9 provides the means and standard deviations calculated for the self-reported

organizational commitment of principals. The mean average of 4.539 is slightly lower than

the average of the nine studies reported in Appendix J.

Table 9

Self-Reported Principal Organizational Commitment Summary		
Principals (N=119)	MEAN	STANDARD DEVIATION
Organizational Commitment	4.539	.3993

Research Question and Statistical Hypotheses

This study investigates the research question: "Is there a relationship between public

school district superintendents' leadership styles and the level of organizational commitment

of subordinate district principals?" Four statistical hypotheses were

developed to examine the relationship between leadership practices and organizational

commitment.

Hypothesis 1

Ho1: R^2 between superintendents' transformational leadership practices and principals'

organizational commitment is zero.

Ha1: R^2 between superintendents' transformational leadership practices and

principals' organizational commitment is greater than zero.

Hypothesis 2

Ho2: R^2 between superintendents' transactional leadership practices and principals' organizational commitment is zero.

Ha2: R^2 between superintendents' transactional leadership practices and principals' organizational commitment is greater than zero.

Hypothesis 3

Ho3: R^2 between superintendents' laissez-faire leadership practices and principals' organizational commitment is zero.

Ha3: R^2 between superintendents' laissez-faire leadership practices and principals' organizational commitment is greater than zero.

Hypothesis 4

Ho4: There is no positive difference between principals' demographic characteristics of age, gender, and education with their self reported organizational commitment.

Ha4: There is a positive or no difference between principals' demographic characteristics of age, gender, and education with their self reported organizational commitment.

Data Analysis

In order to examine the validity of using regression techniques in this study, the Product-moment correlations among the independent variables and the dependent variable were computed. The results are presented in Appendix O. As might be expected, the correlations provide support for the validity of the measures of organizational commitment, transformational leadership, transactional leadership, and laissez-faire leadership. A high level of correlation occurred between the transformational leadership variables and the

transactional contingent reward leadership variable. This finding was consistent with

previous studies. According to Bass and Avolio (1995), highly positive correlations between

the transformational scales and transactional contingent reward leadership were expected.

Bass and Avolio (1995) mentioned three reasons for this phenomenon. They note:

> First, both transactional and transformational leadership represent active, positive
> forms of leadership. Second, leaders have been shown in repeated investigation to be
> both transactional and transformational. Third, as Shamir (1995) argues, the
> consistent honoring of transactional agreements builds trust, dependability, and
> perceptions of consistency with leaders by followers, which are each a basis for
> transformational leadership (p. 11).

Furthermore, the high correlations of the transformational factors are consistent with the

findings reported by Avolio et al. (1995, 1996) and Bass and Avolio (1997). Overall, the

results suggested the data were appropriate for regression techniques.

The data was organized to answer the following research question: "Is there a

relationship between public school district superintendents' leadership styles and the level of

organizational commitment of subordinate district principals?"

Hypothesis number one for this study in the null and alternative form is:

Ho1: R2 between superintendents' transformational leadership practices and principals'

organizational commitment is zero.

Ha1: R2 between superintendents' transformational leadership practices and

principals' organizational commitment is greater than zero.

Hypothesis one test results are presented in Table 10. The R^2 value is .059. Given this

value, one must fail to reject the null, thus providing support for the alternate hypothesis.

Rejection of Null Hypothesis One (Ho1), based on regression analysis, provides empirical

support for the alternate hypothesis (Ha1). These findings imply there is a relationship

between the transformational leadership style (attributed idealized influence, behavioral

idealized influence, inspirational motivation, intellectual stimulation, and individual

consideration) of school district superintendents and subordinate school district principals'

organizational commitment.

Table 10

Regression Results for Transformational Leadership Style on Organizational Commitment

Variable	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.951	.400		9.882	.000
Transformational Leadership	.144	.123	.243	1.176	.252

R	R Square	Adjusted R Square	Std. Error of the Estimate
.243	.059	.016	.4328

Hypothesis number two for this study in the null and alternative form is:

Ho2: R2 between superintendents' transactional leadership practices and principals'

organizational commitment is zero.

Ha2: R2 between superintendents' transactional leadership practices and principals'

organizational commitment is greater than zero.

Hypothesis two test results are presented in Table 11. The R^2 value is .006. Given this

value, one must fail to reject the null, thus providing support for the alternate hypothesis.

Rejection of Null Hypothesis Two (Ho2), based on regression analysis, provides empirical

support for the alternate hypothesis (Ha2). These findings imply there is a relationship

between the transactional leadership style (contingent reward, active management-by-

exception, and passive management-by-exception) of school district superintendents and

subordinate school district principals' organizational commitment.

Table 11

**Regression Results for Transactional Leadership Style on Organizational
Commitment**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.559	.385		11.848	.000
Transactional Leadership	-7.16E-02	.203	-.077	-.353	.728

	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.077	.006	-.041	.4462

Hypothesis number three for this study in the null and alternative form is:

Ho3: R2 between superintendents' laissez-faire leadership practices and principals'

organizational commitment is zero.

Ha3: R2 between superintendents' laissez-faire leadership practices and principals'

organizational commitment is greater than zero.

Hypothesis three test results are presented in Table 12. The R^2 value is .008. Given

this value, one must fail to reject the null, thus providing support for the alternate hypothesis.

Rejection of Null Hypothesis Three (Ho3), based on regression analysis, provides empirical

support for the alternate hypothesis (Ha3). This finding implies there is a significant

relationship between the laissez-faire leadership style of school district superintendents and

subordinate school district principals' organizational commitment.

Table 12

Regression Results for Laissez-Faire Leadership Style on Organizational Commitment

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.374	.124		35.311	.000
Laissez-Faire Leadership	7.614E-02	.184	.088	.414	.683

R	R Square	Adjusted R Square	Std. Error of the Estimate
.088	.008	-.037	.4445

Hypothesis number four for this study in the null and alternative form is:

Ho4: There is no positive difference between principals' demographic characteristics of age,

gender, and education with their self reported organizational commitment.

Ha4: There is a positive or no difference between principals' demographic characteristics of

age, gender, and education with their self reported organizational commitment.

The research hypothesis was tested using a one-way ANOVA. Tables 13-18 below

shows the descriptive results from the tests.

Table 13

Organizational Commitment by Gender

	N	Mean	Std. Deviation	Std. Error
Female	36	4.5297	.3737	6.228E-02
Male	83	4.5435	.4120	0.0452

From this table, it is clear any difference in organizational commitment is slight, at best. The

results of an ANOVA, shown in Table 14 below confirm this.

Table 14

ANOVA Results on Organizational Commitment by Gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.0048	1	4.762E-03	.030	.864
Within Groups	18.807	117	.161		
Total	18.852	118			

The results show neither group varied significantly from the other. Hence, the research

hypothesis was not supported.

Table 15

Organizational Commitment by Age

	N	Mean	Std. Deviation	Std. Error
30-35	1	4.2700	.	.
36-39	4	4.2675	.4019	0.1032
40-45	15	4.5207	.3998	6.621E-02
46-50	34	4.4900	.3861	5.035W-02
51+	65	4.5903	.4059	3.660E-02

From this table, it is also clear any difference in organizational commitment is slight, at best.

The results of an ANOVA, shown in Table 16 below confirm this.

Table 16

ANOVA Results on Organizational Commitment by Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.625	4	.156	.979	.422
Within Groups	18.186	114	.160		
Total	18.811	118			

The results show neither group varied significantly from the other. Hence, the research

hypothesis was not supported.

Table 17

Organizational Commitment by Education

	N	Mean	Std. Deviation	Std. Error
Masters/Ed. Spec.	86	4.5174	.3952	4.262E-02
Doctorate	33	4.5964	.4103	7.143E-02

From this table, it is also clear any difference in organizational commitment is slight, at best.

The results of an ANOVA, shown in Table 18 below confirm this.

Table 18

ANOVA Results on Organizational Commitment by Education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.149	1	.149	.931	.337
Within Groups	18.663	117	.160		
Total	18.811	118			

The results show neither group varied significantly from the other. Hence, the research

hypothesis was not supported.

The results of this study support the notion for the sample group, organizational

commitment does not vary significantly between different demographic groups full-time on-

line). Exploratory analysis using the demographic variables of age, gender, and education

produced findings of no significant difference in commitment.

Summary of Findings

The findings reported by this study based on a self-administered random survey

methodology supports the application of Bass's (1985a) conceptual framework of

transformational and transactional leadership theory to the public school district domain.

Empirical support was provided for rejection of the null hypotheses 1-4. The findings were

derived from analysis based on the multivariate technique of multiple regression and analysis

based on Product-moment correlation coefficients and ANOVA.

The hypotheses were tested at a significance level of alpha = .05. The calculated R^2 for the overall models in the three regression analyses were < 0. This indicates a rejection of null hypotheses 1-3 for any of the conventional levels of significance. In other words, there clearly is a linear association between the combination of leadership style dimensions and organizational commitment. The magnitude of r indicates a linear association, thus demonstrating a statistical relationship. These data indicate a relationship exists between the independent variables of transformational, transactional, and laissez-faire leadership and the dependent variable of organizational commitment.

The combined leadership factors measuring the dimension of transformational leadership style with the dependent variable of organizational commitment resulted in a R of .243, statistically significant for alpha 0.05, thus demonstrating a linear association (see Table 22). The R^2 is .059, which indicates 5.9% of the change in organizational commitment is associated with the combined transformational factors. The combined leadership factors measuring the dimension of transactional leadership style with the dependent variable of organizational commitment resulted in a R of .077, statistically significant for alpha 0.05, thus demonstrating a linear association (see Table 23). The R^2 is .006, which indicates .06% of the change in organizational commitment is associated with the combined transactional factors.

The combined leadership factors measuring the dimension of laissez-faire leadership style with the dependent variable of organizational commitment resulted in a R of .088, statistically significant for alpha .05, thus demonstrating a linear association (see Table 24). The R^2 is .008, which indicates .08% of the change in organizational commitment is associated with the combined transactional factors.

Multiple correlation analysis was conducted to determine the strength of the relationship between the independent variables and dependent variable. The findings of this examination are presented in Appendix O. Coefficients for the associations between leadership factors were higher for the transformational factors than for transactional and laissez-faire factors. Positive relationships were observed for the transformational factors of idealized influence (attributed), idealized influence (behavioral), inspirational motivation, and intellectual stimulation, whereas individual consideration, and the transactional and laissez-faire factors were not correlated with the dependent variable. This hierarchical order of the leadership factors has been supported by Avolio et al. (1995, 1996) and Bass and Avolio (1997).

As a result of the multivariate statistical techniques of multiple regression and Product-moment correlation coefficients, transformational factors were found significant and correlated positively with the dependent variable. The more the superintendent exhibited transformational behaviors, the greater the principals reported organizational commitment. The relationship between transformational leadership and the organization commitment was stronger and more positive than the transactional and laissez-faire styles. Contingent reward and management-by-exception (passive) were less positively correlated with organizational commitment as was laissez-faire. Management-by-exception (active) was negatively correlated with organizational commitment. These findings are consistent with patterns reported by Avolio et al. (1995, 1996), Bass (1985a), and Bass and Avolio (1997).

Further examination of variables in the form of respondents' demographic characteristics failed to demonstrate any had a significant impact on organizational commitment. Results fail to demonstrate the presence of an association and do not provide

support for the correlation of demographic variables to organizational commitment. These findings are associated with the failure to indicate age, gender, and education of the principal influence their organizational commitment.

Chapter Summary

This chapter has presented response rates, respondent characteristics, and the analysis and presentation of findings in the evaluation of the relationship of superintendent leadership behaviors to principals' organizational commitment. It was hypothesized the R^2 would be greater than zero for the transformational, transactional, and laissez-faire leadership styles of superintendents' on the organizational commitment of subordinate principals'. Empirical support was provided for rejection of the null hypotheses. This was found through multiple regression analysis based on Product-moment correlation coefficients and ANOVA analysis. The evidence of a correlation, while minimal, supports the relationship of superior leadership behaviors to subordinate outcomes and provides evidence of the applicability to Bass's (1985a) theory of transformational, transactional, and laissez-faire leadership in the public school district environment. These findings are consistent with studies reported from a variety of organizational contexts by Bass (1985a), Avolio, Bass, and Jung (1995, 1996), and Bass and Avolio (1997).

Chapter V will present a summary of the findings, and implications for future research and discussion.

CHAPTER V

SUMMARY AND CONCLUSION

Introduction

This chapter includes a summary of the findings, implications to the 21st century

school administrator, research implications for school administrators, limitations of the study,

and recommendations for future research and discussion. The purpose of this study is to

assess the influence of leadership practices (transformational, transactional, and laissez-faire

leadership) of Florida public school district superintendents upon the organizational

commitment of subordinate principals. The conceptual framework for discussion of this

study is based on the theory of transformational, transactional, and laissez-faire leadership

theory developed by Bass (1985a) and organizational commitment theory developed by

Mowday, Porter, and Steers (1979).

Leadership Implications for 21st Century School Administrators

Given the findings of the present study which indicate there is a connection in the

leadership of a district's superintendent and the organizational commitment of subordinate

principals', the preparatory programs for superintendents need to be examined and revised to

facilitate transformational leadership behaviors and attitudes. A tool to guide this attempt is

the assembling of recently revised standards published by the American Association for

School Administrators (AASA) for practicing administrators and for the professionals involved in training administrators. Entitled <u>Skills for Successful 21st Century School Leaders</u>, authors Hoyle, English, and Steffy (1998) linked the themes of transformational leadership: planning, empowerment, collaboration, modeling, ethics, diversity, and equity into each standard.

> It is the optimism of Hoyle et al. (1998) the
>
> ...professors and students in university graduate programs and other professionals involved in administrator training and licensure will use these standards and related skills and dispositions to stimulate thinking about the preparation and licensure of school leaders for the 21st century to ensure our school administrators are successful leaders of high-performing schools for all students (p. ix).

Hoyle et al. Believe, if implemented, the standards will change most preparation programs from course-driven, piecemeal requirements to problem-based, outcome-focused learning. The findings of this study support the conclusion administrative organizations, formal and informal, need to implement the newly revised AASA standards in order to assist in guiding and establishing parameters for future inservicing of all school administrators.

Leadership continues to be recognized as a complex enterprise. Effective leaders are more than managers. They have vision, develop a shared vision, and value the contributions and efforts of their co-workers in the organization. Transformational leadership holds promise to further an understanding of effective leadership, especially the leadership needed for changing organizations.

In the past, the influence of superintendents on schools and students received inadequate attention in the research-based literature. Bridges (1982) concluded in his review of 322 research reports:

> The superintendent stands at the apex of the organizational pyramid in education and manages a multi-million dollar enterprise charged with the moral and technical socialization of youth, aged 6-18. Despite the importance of this administrative role to education and society, less than a handful of studies analyzed in this review investigated the impact of the chief executive officer (p. 26).

In recent years, however, the developing concepts of transformational leadership and organizational commitment have provided a powerful lens for viewing the work of school superintendents and considering how their efforts influence school district success or failure. While much of the attention of school reformers is focused on accountability, test scores, and standards, much of the superintendent's job is actually shaped by issues that exist on a more macro level. This is where the superintendent of the 21st century should focus attention.

School leaders of every stripe must face a number of broad social challenges reshaping our society and the way children learn. These new changes will shape the future. They are realities like changing demographics and growing diversity. The shift in population to Sunbelt states, the generation divides created by baby booms and baby busts, and the changing complexion and accent of America's children all create real challenges for school leaders.

Transformational leaders have the ability to influence followers by activating their higher-order needs, increasing their commitment and encouraging them to transcend

their self-interests for the benefit of the organization. The results of research hypotheses one through three support these concepts. It was found higher levels of transformational leadership invoke increased levels of organizational commitment in principals.

Limitations and Directions for Future Research

The chief limitation of this study is its cross-sectional design. A longitudinal study design in this framework is useful when attempting to predict the organizational commitment cycles such as monitoring the impact of promotional opportunities and change within the school district. A related limitation is the absence of personal interviews with respondents. This leads to a lack of understanding the respondents' views of the variables. However, this was compensated for by ensuring the research variables were accurately operationalized.

Limitations of the research design included the survey population. The education system in the state of Florida is divided into 67 school districts, each representing one county in the state. Thus, only a population of 67 superintendents could be polled. The sample size for this study was sufficient to provide a high confidence level of the population from which the sample was taken, but a larger sample size would have enhanced the result's application and confidence. A limitation over which the researcher had no control was personnel not surveyed due to absence from the school for conferences, illnesses, and personal leaves. However, the enthusiasm and commitment of the sample returning surveys, evidenced by their good wishes and requests for survey results, was a significant factor in the high percentage of respondents and achieving 100 percent of usable surveys.

Further research in the school environment is recommended. Studies regarding leadership practices and organizational commitment in schools could focus on measurements of specific groups to include the principal/teacher relationship, the school

board/principal relationship, and teacher/student relationships. It is hoped this study

broadened both existing theoretical and practical knowledge and helps promote effectively

led school districts in the future.

Conclusion

A couple decades ago, the field of leadership was admittedly in disarray. Hunt (1991)

quoted an unknown author: "Once I was active in the leadership field. Then I left for about

ten years. When I returned, it was as if I had been gone only ten minutes" (p. 1). Now,

however, we are closer than ever to discovering the elusive concept of leadership, its

multidimensional elements, and their respective impact on individuals and social systems.

As evidenced by the results of this study, the MLQ and OCQ appear to be a valid and

reliable instruments that can adequately measure what has been labeled as transformational,

transactional, and laissez-faire leadership, and organizational commitment. This theoretical

framework has been found to prevail in a wide array of conditions, albeit in slightly different

factor structures, depending largely on sample conditions. Four of the five transformational

leadership factors and contingent reward was found to be positively related to organizational

commitment, while one transformational factor, two transactional leadership factors, and

laissez-faire leadership were not related. This suggests universal behavioral approaches of

leadership may not be valid, and leaders should vary their leadership style and elements of

behavior based on situational moderators.

It is hoped this dissertation will help build towards the reality and germinate some

new knowledge for the benefit of schools and society at large, for new knowledge will be

used for the greater good.

Appendix A

Permission/Usage Requests Response

m\nd garden

MLQ Multifactor Leadership Questionnaire

Permission Set

Leader Form, Rater Form, and Scoring Key for MLQ Form 5x-Short)

Permission to reproduce 200 copies in one year
From date of purchase:
November 10, 2001

by Bernard Bass and Bruce Avolio

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MLQ Multifactor Leadership Questionnaire

Permission Set

Leader Form, Rater Form, and Scoring Key for MLQ Form 5x-Short)

Permission to reproduce 200 copies in one year
From date of purchase:
February 21, 2001

by Bernard Bass and Bruce Avolio

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Matt E. Skeese
7841 Georgian Bay Circle #207
Fort Myers, FL. 33912-5615

August 19, 2001

Richard M. Steers
Professor of Management
University of Oregon
Charles H. Lundquist College of Business
219 Gilbert Hall
Eugene, OR. 97403

Dr. Steers,

I am a doctoral student at Nova Southeastern University in Fort Lauderdale, FL. I am
currently writing my dissertation titled: "AN ASSESSMENT OF FLORIDA PUBLIC
SCHOOL DISTRICT SUPERINTENDENT'S LEADERSHIP STYLES AND THE
ORGANIZATIONAL COMMITMENT OF DISTRICT PRINCIPAL'S FACING
CRISIS: A STUDY IN TRANSFORMATIONAL, TRANSACTIONAL, AND
LAISSEZ-FAIRE LEADERSHIP (BASS, 1985)."

I am writing to you to request permission to use the Organizational Commitment
Questionnaire. The questionnaire will be distributed to Florida public school district
principals (N=270).

I appreciate your consideration in approving this request.

Warmest regards,

Matt E. Skeese, MBA, MA

8-27-01

You have my permission to use the OCQ
for your research project. Best of luck.

Appendix B

Multifactor Leadership Questionnaire: Self-Rated Form (5X-Short)

and Scoring Sheet

Multifactor Leadership Questionnaire
Self-Rated Form (5X-Short)
Superintendent Leadership Questionnaire

This questionnaire is to describe your leadership style, as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, teachers, staff, and/or all of these individuals. Use the following rating scale:

Not at all	Once in a while	Sometime	Fairly often	Frequently, if not always
0	1	2	3	4

1. I provide others with assistance in exchange for their efforts....................................0 1 2 3 4
2. I re-examine critical assumptions to question whether they are appropriate...................0 1 2 3 4
3. I fail to interfere until problems become serious..0 1 2 3 4
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards..... 0 1 2 3 4
5. I avoid getting involved when important issues arise...0 1 2 3 4
6. I talk about my most important values and beliefs...0 1 2 3 4
7. I am absent when needed..0 1 2 3 4
8. I seek differing perspectives when solving problems..0 1 2 3 4
9. I talk optimistically about the future...0 1 2 3 4
10. I instill pride in others for being associated with me..0 1 2 3 4
11. I discuss in specific terms who is responsible for achieving performance targets............0 1 2 3 4
12. I wait for things to go wrong before taking action...0 1 2 3 4
13. I talk enthusiastically about what needs to be accomplished.....................................0 1 2 3 4
14. I specify the importance of having a strong sense of purpose....................................0 1 2 3 4
15. I spend time teaching and coaching..0 1 2 3 4
16. I make clear what one can expect to receive when performance goals are achieved..........0 1 2 3 4
17. I show that I am a firm believer in "if it ain't broke, don't fix it."............................0 1 2 3 4
18. I go beyond self-interest for the good of the group..0 1 2 3 4
19. I treat others as individuals rather than just a member of the group............................0 1 2 3 4
20. I demonstrate that problems must become chronic before I take action..........................0 1 2 3 4
21. I act in ways that build others' respect for me...0 1 2 3 4
22. I concentrate my full attention on dealing with mistakes, complaints, and failures...........0 1 2 3 4
23. I consider the moral and ethical consequences of decisions......................................0 1 2 3 4
24. I keep track of all mistakes...0 1 2 3 4
25. I display a sense of power and confidence..0 1 2 3 4
26. I articulate a compelling vision of the future...0 1 2 3 4
27. I direct my attention toward failures to meet standards...0 1 2 3 4

Not at all	Once in a while	Sometime	Fairly often	Frequently, if not always
0	1	2	3	4

28. I avoid making decisions...0 1 2 3 4
29. I consider an individual as having different needs, abilities, and aspirations from others 0 1 2 3 4
30. I get others to look at problems from many different angles.......................................0 1 2 3 4
31. I help others to develop their strengths..0 1 2 3 4
32. I suggest new ways of looking at how to complete assignments................................. 0 1 2 3 4
33. I delay responding to urgent questions... 0 1 2 3 4
34. I emphasize the importance of having a collective sense of mission...........................0 1 2 3 4
35. I express satisfaction when others meet expectations... 0 1 2 3 4
36. I express confidence that goals will be achieved...0 1 2 3 4
37. I am effective in meeting others' job-related needs.. 0 1 2 3 4
38. I use methods of leadership that are satisfying... 0 1 2 3 4
39. I get others to do more than they expected to do.. 0 1 2 3 4
40. I am effective in representing others to higher authority... 0 1 2 3 4
41. I work with others in a satisfactory way...0 1 2 3 4
42. I heighten others' desire to succeed...0 1 2 3 4
43. I am effective in meeting organizational requirements... 0 1 2 3 4
44. I increase others' willingness to try harder..0 1 2 3 4
45. I lead a group that is effective.. 0 1 2 3 4

MLQ   MULTIFACTOR LEADERSHIP QUESTIONNAIRE
SCORING KEY (5x) SHORT

My Name: _____   Date: _____

Organization ID#: _____   Leader ID#: _____

Scoring: The MLQ scale scores are average scores for the items on the scale. The score can be derived by summing the items and dividing by the number of items that make up the scale. All of the leadership style scales have four items, Extra Effort has three items, Effectiveness has four items, and Satisfaction has two items.

Not at all	Once in a while	Sometime	Fairly often	Frequently, if not always
0	1	2	3	4

Idealized Influence (Attributed) total/4 =   Management-by-Exception (Active) total/4 =
Idealized Influence (Behavior) total/4 =   Management-by-Exception (Passive) total/4 =
Inspirational Motivation total/4 =   Laissez-Faire leadership total/4 =
Intellectual Stimulation total/4 =   Extra Effort total/3 =
Individual Consideration total/4 =   Effectiveness total/4 =
Contingent Reward total/4 =   Satisfaction total/2 =

1.   **Contingent Reward......** 0 1 2 3 4
2.   **Intellectual Stimulation**...0 1 2 3 4
3.   **Management-by-Exception (Passive)**......0 1 2 3 4
4.   **Management-by-Exception (Active)**...........0 1 2 3 4
5.   **Laissez-Faire Leadership**.......................0 1 2 3 4
6.   **Idealized Influence (Behavior)**.................................0 1 2 3 4
7.   **Laissez-Faire Leadership**.......................0 1 2 3 4
8.   **Intellectual Stimulation**...0 1 2 3 4
9.   **Inspirational Motivation**...0 1 2 3 4
10.   **Idealized Influence (Behavior)**.................................0 1 2 3 4
11.   **Contingent Reward**.......................................0 1 2 3 4
12.   **Management-by-Exception (Passive)**.........0 1 2 3 4
13.   **Inspirational Motivation**..0 1 2 3 4
14.   **Idealized Influence (Behavior)**.................................0 1 2 3 4
15.   **Individual Consideration**.............................0 1 2 3 4

	Not at all	Once in a while	Sometime	Fairly often	Frequently, if not always
	0	1	2	3	4

16.	Contingent Reward	0 1 2 3 4
17.	Management-by-Exception (Passive)	0 1 2 3 4
18.	Idealized Influence (Attributed)	0 1 2 3 4
19.	Individual Consideration	0 1 2 3 4
20.	Management-by-Exception (Passive)	0 1 2 3 4
21.	Idealized Influence (Attributed)	0 1 2 3 4
22.	Management-by-Exception (Active)	0 1 2 3 4
23.	Idealized Influence (Behavior)	0 1 2 3 4
24.	Management-by-Exception (Active)	0 1 2 3 4
25.	Idealized Influence (Attributed)	0 1 2 3 4
26.	Inspirational Motivation	0 1 2 3 4
27.	Management-by-Exception (Active)	0 1 2 3 4
28.	Laissez-Faire Leadership	0 1 2 3 4
29.	Individual Consideration	0 1 2 3 4
30.	Intellectual Stimulation	0 1 2 3 4
31.	Individual Consideration	0 1 2 3 4
32.	Intellectual Stimulation	0 1 2 3 4
33.	Laissez-Faire Leadership	0 1 2 3 4
34.	Idealized Influence (Behavior)	0 1 2 3 4
35.	Contingent Reward	0 1 2 3 4
36.	Inspirational Motivation	0 1 2 3 4
37.	Effectiveness	0 1 2 3 4
38.	Satisfaction	0 1 2 3 4
39.	Extra Effort	0 1 2 3 4
40.	Effectiveness	0 1 2 3 4
41.	Satisfaction	0 1 2 3 4
42.	Extra Effort	0 1 2 3 4
43.	Effectiveness	0 1 2 3 4
44.	Extra Effort	0 1 2 3 4
45.	Effectiveness	0 1 2 3 4

Appendix C

Organizational Commitment Questionnaire

Dear Principal:

Your answers to the following questionnaire will be used in a research study concerning leadership and organizational commitment in public schools. Results of this study are expected to aid in improving the organizational commitment of school district administrators. There are no right or wrong answers, just your opinion. Your privacy will be carefully protected. All responses will be reported in the aggregate only, no responses are on an individual basis.

Thank you for your participation!

Listed below are a series of statements that represent possible feelings individuals might have about the organization for which they work. With respect to your own feelings about the district in which you work, please circle the degree of your agreement or disagreement with each statement by checking one of the following alternatives:	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
1. I am willing to put in a great deal of effort beyond what is normally expected in order to help this school district be successful.	1	2	3	4	5	6	7
2. I talk up this school district to my friends as a great district to work for.	1	2	3	4	5	6	7
3. I feel very little loyalty to this school district.	1	2	3	4	5	6	7
4. I would accept almost any type of job assignment in order to keep working for this school district.	1	2	3	4	5	6	7
5. I find my values and the school district's values are very similar.	1	2	3	4	5	6	7
6. I am proud to tell others I am part of this school district.	1	2	3	4	5	6	7
7. I could just as well be working for a different school district as long as the type of work was similar.	1	2	3	4	5	6	7
8. This school district really inspires my best job performance.	1	2	3	4	5	6	7
9. It would take very little change in my present circumstances to cause me to leave this school district.	1	2	3	4	5	6	7
10. I am extremely glad I chose this school district to work for over others I was considering at the time I joined.	1	2	3	4	5	6	7
11. There is not too much to be gained by sticking with the school district indefinitely.	1	2	3	4	5	6	7
12. Often, I find it difficult to agree with this school district's policies on important matters relating to its employees.	1	2	3	4	5	6	7
13. I really care about the fate of this school district.	1	2	3	4	5	6	7
14. For me, this is the best of all possible school districts for which to work.	1	2	3	4	5	6	7
15. Decision to work for this school district was a definite mistake on my part.	1	2	3	4	5	6	7

Appendix D

Demographic Questionnaire

Survey
Demographic Characteristics (Superintendent)

PLEASE CIRCLE YOUR RESPONSES

1. GENDER: FEMALE   MALE

2. AGE: 18-29   30-35   36-39   40-45   46-50   51+

3. WHAT IS THE HIGHEST DEGREE YOU HOLD?

          Associate   BA/BS   Masters   Doctorate

4. WHAT IS YOUR POLITICAL POSTURE?

          Liberal   Moderate   Conservative   No pref.

5. HOW MANY YEARS IN POSITION OF SUPERINTENDENT?

          Less than 1 year   1 year but less than 3 years

          3 years but less than 5 years   5 or more years

6. HOW LONG HAVE YOU BEEN IN YOUR CURRENT POSITION?

          Less than 1 year   1 year but less than 3 years

          3 years but less than 5 years   5 or more years

7. WERE YOU ELECTED OR APPOINTED TO YOUR POSITION?

          Elected   Appointed

THANK YOU FOR COMPLETING THIS DEMOGRAPHIC QUESTIONNAIRE.

Survey
Demographic Characteristics (Principal)

PLEASE CIRCLE YOUR RESPONSES

1. GENDER: FEMALE   MALE

2. AGE: 18-29   30-35   36-39   40-45   46-50   51+

3. WHAT IS THE HIGHEST DEGREE YOU HOLD?

      Associate   BA/BS   Masters   Doctorate

4. WHAT IS YOUR POLITICAL POSTURE?

      Liberal   Moderate   Conservative   No pref.

5. HOW MANY YEARS IN POSITION OF PRINCIPAL?

      Less than 1 year   1 year but less than 3 years

      3 years but less than 5 years   5 or more years

6. HOW LONG HAVE YOU BEEN IN YOUR CURRENT POSITION?

      Less than 1 year   1 year but less than 3 years

      3 years but less than 5 years   5 or more years

THANK YOU FOR COMPLETING THIS DEMOGRAPHIC QUESTIONNAIRE.

Appendix E

Instructions to Superintendents and Principals

Instructions to Superintendent

(Superintendent Name)
(Address)
(City, State, Zip)

(Date)

Dear Superintendent (Name),

I am conducting research for my dissertation titled: "AN ASSESSMENT OF FLORIDA PUBLIC SCHOOL DISTRICT SUPERINTENDENT'S LEADERSHIP STYLES AND THE ORGANIZATIONAL COMMITMENT OF DISTRICT PRINCIPALS'." The study involves gathering data via questionnaire from Florida public school superintendents and principals and will be used in conjunction with my Doctoral Dissertation at Nova Southeastern University. The study has the backing of the Florida Association of District School Superintendents (see enclosed letter).

Please consider assisting me in my research by answering the enclosed questionnaire relating to leadership in your public school district and the demographic questionnaire. Responses are confidential and results will be reported in the aggregate. Neither your name nor school district will be used in the study.

Your responses to the enclosed questionnaires will go a long way in helping me complete this study. If you would like a copy of the finished dissertation, please enclose a note or e-mail me at mskeese@earthlink.net. Thank you for your responses.

Warmest regards,

Matt E. Skeese
Doctoral Candidate
Nova Southeastern University
7841 Georgian Bay Circle #207
Fort Myers, FL. 33912-5615

Instructions to Superintendent

Dear Superintendent (Name):

Thank you in advance for participating in my doctoral dissertation titled: "AN ASSESSMENT OF FLORIDA PUBLIC SCHOOL DISTRICT SUPERINTENDENT'S LEADERSHIP STYLES AND THE ORGANIZATIONAL COMMITMENT OF DISTRICT PRINCIPALS'." which has received the cooperation of the Florida Association of District School Superintendents (see attached letter). Your responses will go a long way in helping me complete this project which will advance the literature on leadership in school crisis situations.

<div align="center">Instructions for Superintendent</div>

1. **Please complete the MLQ Leader Form 5x Short first and rate yourself.**
2. **Please complete the demographic questionnaire.**

    After you have completed the two questionnaires, please place them in the self-addressed stamped envelope and **mail them back to me within 14 days.**

    Anonymity and confidentiality are guaranteed. Your name and school district will not be mentioned in the study. Upon your request, results of the study will be made available to you. Please include an additional note requesting such with the survey response forms in the self-addressed stamped envelope provided.

    Thank you again for taking the time to participate in this dissertation.

Sincerely,

Matt E. Skeese
Doctoral Candidate
Nova Southeastern University
7841 Georgian Bay Circle #207
Fort Myers, FL. 33912-5615

Instructions to Principal

(Principal Name)
(Address)
(City, State, Zip)

(Date)

Dear Principal (Name),

I am conducting research for my dissertation titled: "AN ASSESSMENT OF FLORIDA PUBLIC SCHOOL DISTRICT SUPERINTENDENT'S LEADERSHIP STYLES AND THE ORGANIZATIONAL COMMITMENT OF DISTRICT PRINCIPALS'." The study involves gathering data via questionnaire from Florida public school superintendents and principals and will be used in conjunction with my Doctoral Dissertation at Nova Southeastern University. The study has the backing of the Florida Association of District School Superintendents (see enclosed letter).

Please consider assisting me in my research by answering the enclosed questionnaire relating to leadership in your public school district and the demographic questionnaire. Responses are confidential and results will be reported in the aggregate. Neither your name nor school district will be used in the study.

Your responses to the enclosed questionnaires will go a long way in helping me complete this study. If you would like a copy of the finished dissertation, please enclose a note or e-mail me at mskeese@earthlink.net. Thank you for your responses.

Warmest regards,

Matt E. Skeese
Doctoral Candidate
Nova Southeastern University
7841 Georgian Bay Circle #207
Fort Myers, FL. 33912-5615

Instructions to Principal

Dear Principal (Name):

Thank you in advance for participating in my doctoral dissertation titled: "AN ASSESSMENT OF FLORIDA PUBLIC SCHOOL DISTRICT SUPERINTENDENT'S LEADERSHIP STYLES AND THE ORGANIZATIONAL COMMITMENT OF DISTRICT PRINCIPALS'" which has received the cooperation of the Florida Association of District School Superintendents (see attached letter). Your responses will go a long way in helping me complete this project which will advance the literature on leadership in school crisis situations.

Instructions for Principal

1. **Please complete the Organizational Commitment Questionnaire.**
2. **Please complete the demographic questionnaire.**

After you have completed the two questionnaires, please place them in the self-addressed stamped envelope and **mail them back to me within 14 days.**

Anonymity and confidentiality are guaranteed. Your name and school name will not be mentioned in the study. Upon your request, results of the study will be made available to you. Please include an additional note requesting such with the survey response forms in the self-addressed stamped envelope provided.

Thank you again for taking the time to participate in this dissertation.

Sincerely,

Matt E. Skeese
Doctoral Candidate
Nova Southeastern University
7841 Georgian Bay Circle #207
Fort Myers, FL. 33912-5615

Appendix F

Follow-up Letters to Superintendents and Principals (If Needed)

(Superintendent Name)
(Address)
(City, State, Zip)

(Date)

Dear Superintendent (Name),

On (DATE), you were mailed a questionnaire as part of my doctoral dissertation titled: "AN ASSESSMENT OF FLORIDA PUBLIC SCHOOL DISTRICT SUPERINTENDENT'S LEADERSHIP STYLES AND THE ORGANIZATIONAL COMMITMENT OF DISTRICT PRINCIPALS'" which has received the cooperation of the Florida Association of District School Superintendents (see attached letter). If you have not had the opportunity to fill out the survey, please find enclosed another copy of the survey instruments. Your cooperation in this study will go a long way in helping me with my dissertation. Additionally, results gleaned from the dissertation will add to the literature on organizational leadership in schools. Again, thank you for your participation.

Instructions for Superintendent

1. **Please complete the MLQ Leader Form 5x Short first and rate yourself.**
2. **Please complete the demographic questionnaire.**

After you have completed the two questionnaires, please place them in the self-addressed stamped envelope and **mail them back to me within 7 days.**

Anonymity and confidentiality are guaranteed. Your name and school district will not be mentioned in the study. The envelopes are coded for return tally only. Upon your request, results of the study will be made available to you. Please include an additional note requesting such with the survey response forms in the self-addressed stamped envelope provided.

Thank you again for taking the time to participate in this dissertation.

Sincerely,

Matt E. Skeese
Doctoral Candidate
Nova Southeastern University
7841 Georgian Bay Circle #207
Fort Myers, FL. 33912-5615

(Principal Name)
(Address)
(City, State, Zip)

(Date)

Dear Principal (Name):

On (DATE), you were mailed a questionnaire as part of my doctoral dissertation titled: "AN ASSESSMENT OF FLORIDA PUBLIC SCHOOL DISTRICT SUPERINTENDENT'S LEADERSHIP STYLES AND THE ORGANIZATIONAL COMMITMENT OF DISTRICT PRINCIPALS'" which has received the cooperation of the Florida Association of District School Superintendents (see attached letter). If you have not had the opportunity to fill out the survey, please find enclosed another copy of the survey instruments. Your cooperation in this study will go a long way in helping me with my dissertation. Additionally, results gleaned from the dissertation will add to the literature on leadership in schools during crisis situations. Again, thank you for your participation.

Instructions for Principal

1. **Please complete the Organizational Commitment Questionnaire.**
2. **Please complete the demographic questionnaire.**

After you have completed the two questionnaires, please place them in the self-addressed stamped envelope and **mail them back to me within 7 days.**

Anonymity and confidentiality are guaranteed. Your name and school district will not be mentioned in the study. Upon your request, results of the study will be made available to you. Please include an additional note requesting such with the survey response forms in the self-addressed stamped envelope provided.

Thank you again for taking the time to participate in this dissertation.

Sincerely,

Matt E. Skeese
Doctoral Candidate
Nova Southeastern University
7841 Georgian Bay Circle #207

Appendix G

Letter from Florida Association of District School Superintendents

FADSS

Florida Association of
District School Superintendents

MR. THOMAS E. WEIGHTMAN
Chief Executive Officer

DR. DAVID MOSRIE
Associate Executive Officer

Ms. Joy Frank
Legislative Consultant &
General Counsel

Ms. Angela Freeland
Executive Secretary/Office Manager

Ms. Margaret Harvel
Fiscal Administrator

Dr. Luther O. Rogers
Consultant for Executive Services

Ms. Vicki Silver
Office Assistant

SUPERINTENDENT
DEVELOPMENT

FLORIDA ACADEMY FOR
SCHOOL EXECUTIVES

GOVERNMENTAL RELATIONS

ORGANIZATIONAL &
LEADERSHIP DEVELOPMENT

Mr. Jerry Copeland
Executive Assistant

Mailing Address
P.O. Box 1108
Tallahassee, FL 32302-1108

Florida Association of District School Superintendents

January 21, 2001

MEMORANDUM

TO: District School Superintendents

FROM: David Mosrie
Associate Executive Officer

SUBJECT Research Project

The Association was contacted by a doctoral student at Nova Southeastern University who is conducting research on superintendent's leadership styles in times of crisis. He asked the Association for assistance in his project.

According to Mr. Matt Skeese, the survey of information that he requires will take about 15 to 20 minutes for you to complete. Since this information might prove valuable to the Association in our training efforts, please consider giving 20 minutes of your time to complete the requested information.

Mr. Skeese has assured the Association that all responses will be confidential. Superintendents and school districts will not be identifiable.

Enclosure

Appendix H

Previous Studies Involving MLQ and Type of Statistical

Test Employed

Author	Study	Statistical Test Used on MLQ Outcomes
Wofford, Whittington, & Goodwin, 2001	Follower Motive Patterns as Situational Moderators for Transformational Leadership Effectiveness	Multiple Regression Analysis
Atwater & Yammarino, 1993	Personal Attributes as Predictors of Superiors' and Subordinates' Perceptions of Military Academy Leadership	Regression Analysis
Barnett, 1999	A Study of the Leadership Behavior of School Principals and School Learning Culture in Selected New South Wales State Secondary Schools	Multiple Regression Analysis
Chadwick, 2000	A Comparative Analysis of Transformational and Transactional Leadership in Public School Principals and Their Effects on School Culture	Pearson Correlations and Regression Analysis
Fuller, Morrison, & Jones, 1999	The Effects of Psychological Empowerment on Transformational Leadership and Job Satisfaction	Multiple Regression Analysis

Appendix I

Multifactor Leadership Questionnaire Instrument Reliability

MLQ Reliability of Measure Across Tests			
Author	Title	Institution	Sample
Sample 1: Ben Ting-Pang Huang (n=254)	Relationships Among The Values of Collectivism & Individualism and the Transformational and Transactional Leadership Factors	Illinois Institute of Technology	Americans & Taiwanese Students
Sample 2: Karen Maher (n=162)	Exploring the Relationship of Affect (Liking Toward the Supervisor) to Transformational and Transactional Leadership Ratings	University of Missouri-St. Louis	UM - St. Louis evening undergraduate students
Sample 3: Margaret Colyar (n=45)	Leadership Behaviors, Timing, Type, and Faculty Acceptance of Change Made in Nurse Education Executives in the First 24 Months of a Deanship	University of Alabama, School of Nursing	Deans of a Nursing Schools, been in position 2-5 years; and 4-10 of his/her faculty
Sample 4: Tom Kessler (n=66)	The Relationship Between Transformational, Transactional, and Laissez-Faire Leadership Behaviors and Job Satisfaction in a Research Environment	Nova Southeastern University	U.S. Government research organization
Sample 5: Linda Anthony (n=457)	The Relationship of Transformational and Transactional Leadership to Organizational Culture, Employee Job Performance, Employee Satisfaction, and Attrition	University of Miami	Subordinates of Executives, Middle-Managers, First-Level Supervisors
Sample 6: Mary Uhl-Bien (n=320)	Analyzing Employee Perceptions of the Current Organizational Environment (e.g., culture, leadership, teamwork, job design, etc.) as it Pertains to Quality Improvement	University of Alaska Anchorage	500 Employees and Managers
Sample 7: Mark Kilker (n=475)	Correlations of Transformational and Transactional Leadership Styles: An Empirical Investigation of Rogers' Principle of Integrality	Teachers College, Columbia University	National Sample of 400 Nurse Educators
Sample 8: Thomas Lokar (n=202)	Empowerment as a Leadership Tool and Process that has the Potential to Significantly Change Employees' Psychological Experience of Work and Their Subsequent Work Behaviors	Kansas State University	10 Platoons of 20-30 members each
Sample 9: David Carnegie (n=99)	Leadership in the Offshore Oil Industry	Robert Gordon University, Aberdeen, Scotland	Offshore Supervisor in the North Sea Oil and Gas Industry

Descriptive Statistics and Reliability Scores for MLQ 5X																	
	Total Sample (N=2080)			Sample 1 Ting-Pang Huang			Sample 2 Maher			Sample 3 Colyar			Sample 4 Kessler			Sample 5 Anthony		
Scale	Mean	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R	M	SD	R
II(A)	2.54	0.76	0.83	2.88	0.49	0.54	2.19	0.92	0.87	3.14	0.51	0.81	2.42	0.81	0.82	2.28	0.84	0.90
II(B)	2.55	0.71	0.84	2.89	0.49	0.69	2.03	0.86	0.89	3.48	0.40	0.76	2.03	0.85	0.88	2.56	0.85	0.89
IM	2.60	0.72	0.86	3.00	0.47	0.68	2.22	0.90	0.91	3.49	0.38	0.79	2.31	0.77	0.86	2.27	0.87	0.93
IS	2.46	0.73	0.86	2.88	0.49	0.70	1.85	0.85	0.89	3.36	0.43	0.81	2.42	0.90	0.92	2.28	0.86	0.88
IC	2.53	0.78	0.87	3.07	0.50	0.66	2.05	0.97	0.91	3.28	0.52	0.83	2.17	0.89	0.90	2.35	0.93	0.91
CR	2.14	0.79	0.81	2.63	0.63	0.87	1.85	0.91	0.89	2.63	0.55	0.61	2.08	0.93	0.89	1.83	0.89	0.85
MBEA	1.64	0.72	0.74	2.02	0.60	0.55	1.67	0.71	0.70	1.08	0.56	0.71	1.72	0.82	0.78	2.00	0.77	0.73
MBEP	1.15	0.76	0.77	1.12	0.66	0.66	1.63	0.92	0.84	0.71	0.41	0.52	1.04	0.80	0.84	1.09	0.82	0.85
LF	0.92	0.69	0.76	-	-	-	1.23	0.84	0.85	0.60	0.37	0.48	0.75	0.71	0.84	0.79	0.74	0.83
EE	2.41	1.00	0.85	-	-	-	1.81	1.28	0.91	3.10	0.65	0.74	2.38	1.16	0.91	-	-	-
EFF	2.55	0.78	0.87	-	-	-	2.39	0.88	0.88	-	-	-	-	-	-	-	-	-
SAT	2.39	1.32	0.92	-	-	-	2.18	1.34	0.90	-	-	-	-	-	-	-	-	-

	Sample 6 Uhl-Bien			Sample 7 Kilker			Sample 8 Lokar			Sample 9 Carnegie		
Scale	M	SD	R	M	SD	R	M	SD	R	M	SD	R
II(A)	2.22	0.94	0.90	3.00	0.43	0.68	2.53	0.89	0.86	2.22	0.94	0.90
II(B)	2.05	0.88	0.89	3.29	0.42	0.74	2.38	0.73	0.81	2.05	0.88	0.89
IM	2.16	0.91	0.92	3.26	0.42	0.78	2.51	0.79	0.85	2.16	0.91	0.92
IS	1.94	0.90	0.92	3.16	0.47	0.82	2.20	0.70	0.80	1.94	0.90	0.92
IC	2.09	0.91	0.91	3.43	0.41	0.78	2.35	0.83	0.84	2.09	0.91	0.91
CR	1.68	0.89	0.88	2.80	0.55	0.74	2.09	0.82	0.83	1.68	0.89	0.88
MBEA	1.48	0.83	0.80	1.44	0.64	0.76	2.06	0.70	0.67	1.48	0.83	0.80
MBEP	1.22	0.94	0.89	0.78	0.55	0.68	1.55	0.86	0.79	1.22	0.94	0.89
LF	0.99	0.79	0.85	0.71	0.50	0.68	1.39	0.88	0.82	0.99	0.79	0.85
EE	1.60	1.17	0.90	3.15	0.61	0.79	2.41	1.11	0.82	1.60	1.17	0.90
EFF	-	-	-	2.70	0.68	0.85	-	-	-	-	-	-
SAT	-	-	-	2.59	1.30	0.93	-	-	-	-	-	-

(Bass & Avolio, 1995, p. 10-11)

Appendix J

OCQ Reliability of Measure Across Tests

OCQ Reliability of Measure Across Tests			
Author	Title	Setting	Sample
Sample 1: Mowday (n=569)	Unpublished Study (reported in Mowday, Steers, & Porter, 1979)	N/A	Public Employees
Sample 2: Morris, Steers, & Koch (n=243)	Influence of Organization Structure on Role Conflict and Ambiguity for Three Occupational Groupings	Large West Coast University	Classified University Employees
Sample 3: Steers (n=382)	Antecedents and Outcomes of Organizational Commitment	Large Midwestern Hospital	Hospital Employees
Sample 4: Mowday, Porter, & Dubin (n=411)	Unit Performance, Situational Factors, and Employee Attitudes in Spatially Separated Work Units	Major West Coast Bank	Bank Employees (37 separate branches)
Sample 5: Stone & Porter; Dubin, Champoux, & Porter (n=605)	Job Characteristics and Job Attitudes: A Multivariate Study; Central Life Interests and Organizational Commitment of Blue-Collar and Clerical Workers	Western Telephone Company	White-Collar Workers (1st study) & Blue-Collar Workers (2nd Study)
Sample 6: Steers (n=119)	Antecedents and Outcomes of Organizational Commitment	Major Midwest Independent Research Laboratory	Scientists & Engineers
Sample 7: Steers & Spencer (n=115)	The Role of Achievement Motivation in Job Design	Major Automotive Manufacturing Firm	Managers of Various Engineering Departments
Sample 8: Porter, Steers, Mowday, & Boulian (n=60)	Organizational Commitment, Job Satisfaction, and Turnover Among Psychiatric Technicians	Major West Coast Hospital	Psychiatric Technician Trainees
Sample 9: Porter, Crampon, & Smith (n=212)	Organizational Commitment and Managerial Turnover: A Longitudinal Study	Large National Retail Sales Organization	Retail Management Trainees

Means, Standard Deviations, and Internal Consistencies for OCQ

Total Sample (N=2563)			Sample 1 Mowday			Sample 2 Morris et al.			Sample 3 Steers		
Mean	SD	a	M	SD	a	M	SD	a	M	SD	a
4.80	1.03	0.89	4.50	0.90	0.90	4.60	1.30	0.90	5.10	1.18	0.88

Sample 4 Mowday et al.			Sample 5 Dubin et al.			Sample 6 Steers			Sample 7 Steers & Spencer		
M	SD	a	M	SD	a	M	SD	a	M	SD	a
5.20	1.07	0.88	4.70	1.20	0.90	4.40	0.98	0.84	5.30	1.05	0.90

Sample 8 Porter et al. (1974)			Sample 9 Porter et al. (1976)		
M	SD	a	M	SD	a
3.70	0.99	0.88	6.10	0.64	N/A

(Mowday, Steers, & Porter, 1979, pp. 229-232)

Appendix K

Intercorrelations Among MLQ Factor Scores

Intercorrelations among MLQ Factor Scores (N=2080)											
	II(A)	II(B)	IM	IS	IC	CR	MBEA	MBEB	LF	EE	EFF	SAT
II(A)	-											
II(B)	.79**	-										
IM	.85**	.86**	-									
IS	.76**	.84**	.85**	-								
IC	.82**	.82**	.87**	.84**	-							
CR	.68**	.69**	.73**	.70**	.75**	-						
MBEA	-.12**	-.03**	-.10**	-.08**	-.12**	0.03	-					
MBEB	-.54**	-.54**	-.55**	-.52**	.54**	-.34**	.28**	-				
LF	-.53**	-.54**	-.51**	-.47**	-.49**	-.29**	.18**	.74**	-			
EE	.68**	.69**	.73**	.69**	.74**	.62**	0.03	-.36**	-.34**	-		
EFF	.51**	.44**	.46**	.41**	.44**	.32**	-.14**	-.35**	-.41**	.45**	-	
SAT	.25**	.22**	.21**	.18**	.27**	.19**	0.06	-.21**	-.25**	.23**	.15**	-

*p<.05 **p<.01 (Bass & Avolio. 1995)

Appendix L

Validity of the MLQ 5X

Bass and Avolio (1990) referenced further studies involving the MLQ provide

validity corroboration for the leadership factor scales. The authors cite numerous findings

supporting specific theoretical and hypothesized propositions. Study samples vary in size and

type from dozens of senior executives to MBA students. Furthermore, Avolio and Jung

(1996) performed convergent and discriminant validation studies with 3,750 cases involving

14 samples. These samples resulted in the 45 items of the MLQ 5X as the best measures of

their constructs for item development. By using CFA techniques, the survey instrument

represents each leadership concept within the full range of leadership model. The following

table shows the comparison of the Goodness of Fit index (GFI), the Adjusted Goodness of Fit

Index (AGFI), the Root Mean Square Residuals (RMSR), and the Chi-square test results. The

fit measures and the chi-square test improved as the factors increased from one factor

solution to the entire nine factor (including laissez-faire leadership) full range of leadership

model.

Comparison of overall fit measures among several factor models

Fit Measure	One Factor Model	Two Factor Model	Three Factor Model	Nine Factor Model
Chi-square/df	5,674/594	5,260/593	3,529/591	2,394/558
GFI*	0.75	0.77	0.86	0.91
AGFI**	0.72	0.74	0.84	0.89
RMSR***	0.07	0.08	0.05	0.04

* Goodness of Fit Index
** Adjusted Goodness of Fit Index
*** Root Mean Square Residuals
(Bass & Avolio, 1995)

Bass and Avolio (1990) have shown transformational leadership to be comprised of

five factors: idealized influence-attributed, idealized influence-behavioral, inspirational

motivation, intellectual stimulation, and individualized consideration. Transactional

leadership is comprised of three factors: management-by-exception (attributed).

Management-by-exception (participative), and contingent reward. The following table

provides univariate summary statistics ("other" form) for these five factors by question

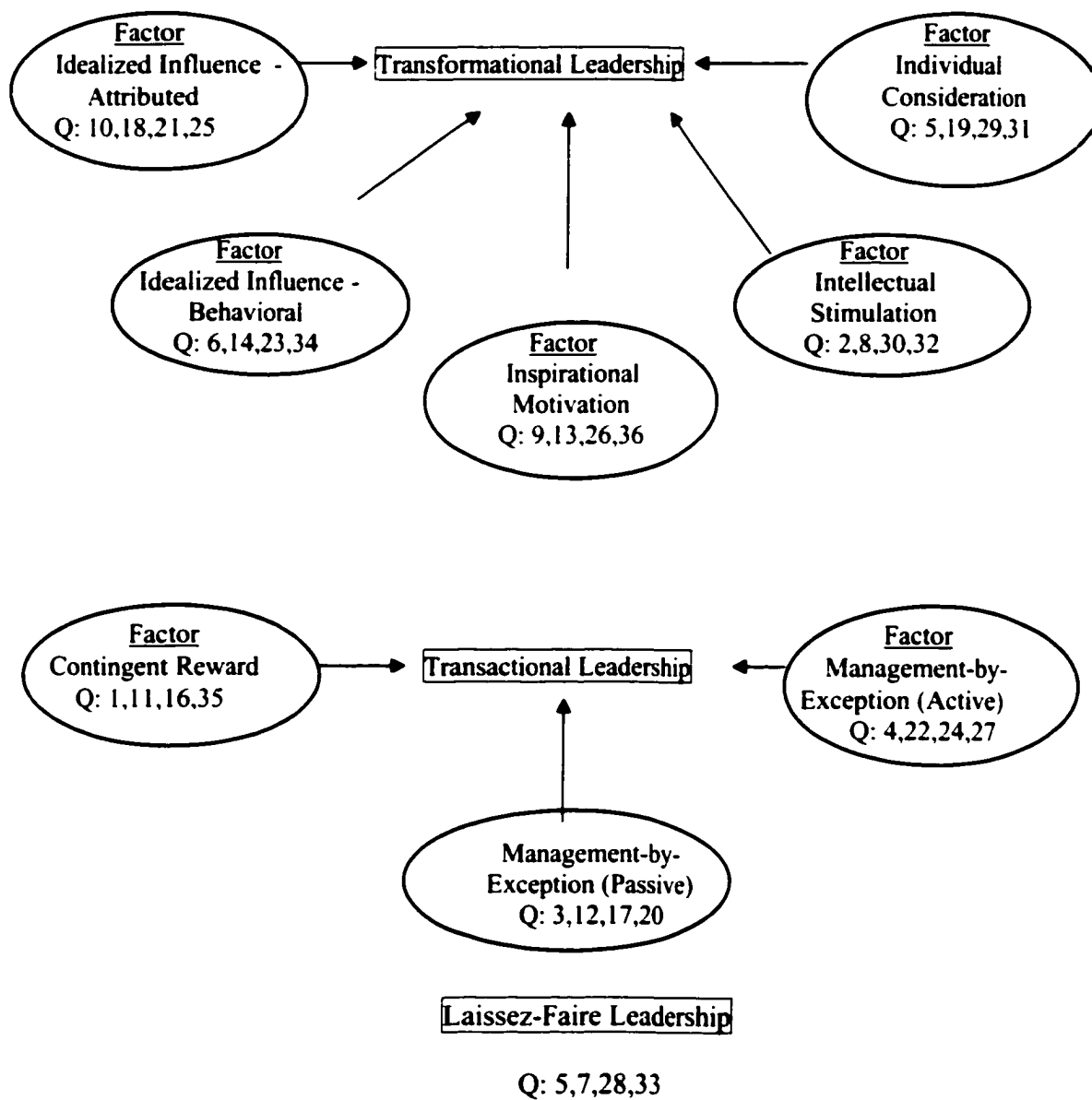number and the factor attributed to the question.

Univariate Summary Statistics for the MLQ 5X

Univariate Summary Statistics for MLQ 5X Leadership Items				
	Mean	SD	Skewness	Kurtosis
Idealized Influence - Attributed				
10 - Instills pride in being associated with him/her	2.72	1.17	-0.69	-0.36
18 - Goes beyond his/her own self-interest for the good of the group	2.87	1.05	-0.77	-0.03
21 - His/her actions build my respect for him/her	3.01	1.00	-0.88	0.21
25 - Displays a sense of power and confidence	2.98	0.96	-0.78	0.13
Idealized Influence - Behavioral				
6 - Talks to us about his/her most important values and beliefs	2.21	1.13	-0.21	-0.70
14 - Specifies the importance of having a strong sense of purpose	2.78	1.04	-0.69	-0.07
23 - Considers the moral and ethical consequences of his/her decisions	3.07	0.94	-0.90	0.35
34 - Emphasizes the importance of having a collective sense of mission	2.81	1.00	-0.67	-0.03
Inspirational Motivation				
9 - Talks optimistically about the future	2.92	0.99	-0.76	0.08
36 - Expresses his/her confidence that we will achieve our goals	3.06	0.89	-0.84	0.42
13 - Talks enthusiastically about what needs to be accomplished	3.00	0.93	-0.80	0.24
26 - Articulates a compelling vision of the future	2.61	1.08	-0.49	-0.42
Intellectual Stimulation				
2 - Re-examines critical assumptions to question whether they are appropriate	2.94	0.92	-0.66	0.03
8 - Seeks differing perspectives when solving problems	2.77	0.98	-0.59	-0.14
32 - Suggests new ways of looking at how we do our jobs	2.56	1.02	-0.39	-0.42
30 - Gets me to look at problems from many different angles	2.73	0.99	-0.56	-0.12
Individualized Consideration				
19 - Treats me as an individual rather than just a member of a group	3.17	1.03	-1.25	0.95
31 - Focuses me on deveoping my strengths	2.58	1.13	-0.49	-0.51
15 - Spends time teaching and coaching	2.36	1.16	-0.24	-0.84
29 - Treats each of us as individuals with different needs, abilities, and aspirations	2.78	1.06	-0.71	-0.81
Contingent Reward				
16 - Makes clear what I can expect to receive, if my performance meets designated standards	2.35	1.20	-0.35	-0.78
1 - Provides his/her assistance in exchange for my effort	3.07	0.97	-1.04	-0.73
11- Makes sure we receive appropriate rewards for achieving performance targets	2.68	1.04	-0.59	-0.23
35 - Expresses his/her satisfaction when I do a good job	3.09	0.97	-0.98	0.43
Management-by-Exception (Attributed)				
4 - Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	1.95	1.25	-0.01	-1.03
22 - Spends his/her time looking to "put out fires"	1.89	1.27	0.06	-1.06
24 - Keeps track of my mistakes	1.59	1.23	0.33	-0.93
27 - Directs his/her attention toward failure to meet standards	1.50	1.18	0.34	-0.80
Management-by-Exception (Participative)				
3 - Fails to intervene until problems become serious	1.15	1.16	0.76	-0.34
12 - Things have to go wrong for him/her to take action	0.79	0.98	1.23	1.00
17 - Shows he/she is a firm believer in "If it ain't broke, don't fix it"	1.42	1.22	0.45	-0.78
20 - Problems must become chronic before he/she will take action	0.74	1.01	1.37	1.20
Laissez-Faire				
5 - Avoids getting involved when important issues arise	0.54	0.92	1.88	3.17
7 - Is absent when needed	0.78	0.95	1.26	1.21
28 - Avoids making decisions	0.70	0.99	1.45	1.55
33 - Delays responding to urgent questions	0.72	0.98	1.41	1.50

(Center for Leadership Studies, 2001)

Appendix M

Factors of MLQ Measuring Independent Variables

Leadership Characteristics

Factor
Idealized Influence - Attributed
Q: 10,18,21,25

Transformational Leadership

Factor
Individual Consideration
Q: 5,19,29,31

Factor
Idealized Influence - Behavioral
Q: 6,14,23,34

Factor
Inspirational Motivation
Q: 9,13,26,36

Factor
Intellectual Stimulation
Q: 2,8,30,32

Factor
Contingent Reward
Q: 1,11,16,35

Transactional Leadership

Factor
Management-by-Exception (Active)
Q: 4,22,24,27

Management-by-Exception (Passive)
Q: 3,12,17,20

Laissez-Faire Leadership

Q: 5,7,28,33

Appendix N

Operational Definitions

Questions of the MLQ

Table 19

Items Comprising the Idealize Influence (Attributed) Scale

10. Instills pride in being associated with him/her.

18. Goes beyond his/her own self-interest for the good of the group.

21. His/her actions build my respect for him/her.

25. Displays a sense of power and confidence.

Table 20

Items Comprising the Idealize Influence (Behavioral) Scale

6. Talks to us about his/her most important values and beliefs.

14. Specifies the importance of having a strong sense of purpose.

23. Considers the moral and ethical consequences of his/her decisions.

34. Emphasizes the importance of having a collective sense of mission.

Table 21

Items Comprising the Inspirational Motivation Scale

9. Talks optimistically about the future.

13. Talks enthusiastically about what needs to be accomplished.

26. Articulates a compelling vision of the future.

36. Expresses his/her confidence that we will achieve our goals.

Table 22

Items Comprising the Intellectual Stimulation Scale

2. Re-examines critical assumptions to question whether they are appropriate.

8. Seeks differing perspectives when solving problems.

30. Gets me to look at problems from many different angles.

32. Suggests new ways of looking at how we do our jobs.

Table 23

Items Comprising the Individualized Consideration Scale

15. Spends time teaching and coaching.

19. Treats me as an individual rather than just a member of a group.

29. Treats each of us as individuals with different needs, abilities, and aspirations.

31. Focuses me on developing my strengths.

Table 24

Items Comprising the Contingent Reward Scale

1.   Provides his/her assistance in exchange for my effort.

11. Makes sure we receive appropriate rewards for achieving performance targets.

16. Makes clear what I can expect to receive, if my performance meets designated

    standards.

35. Expresses his/her satisfaction when I do a good job.

Table 25

Items Comprising the Management-by-Exception (Active) Scale

4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.

22. Spends his/her time looking to "put out fires."

24. Keeps track of my mistakes.

27. Directs his/her attention toward failure to meet standards.

Table 26

Items Comprising the Management-by-Exception (Passive) Scale

3. Fails to intervene until problems become serious.

12. Things have to go wrong for him/her to take action.

17. Shows he/she is a firm believer in "If it ain't broke, don't fix it."

20. Problems must become chronic before he/she will take action.

Table 27

Items Comprising Laissez-Faire Leadership

5. Avoids getting involved when important issues arise.

7. Is absent when needed.

28. Avoids making decisions.

33. Delays responding to urgent questions.

Table 28

Items Comprising Satisfaction

38. Uses methods of leadership that are satisfying.

41. Works with me in a satisfactory way.

Table 29

Items Comprising Effectiveness

37. Is effective in meeting my job-related needs.

40. Is effective is representing me to higher authority.

43. Effective in meeting organizational requirements.

45. Leads a group that is effective.

Table 30

Items Comprising Extra-Effort

39. Gets me to do more than I expected to do.

42. Heightens my desire to succeed.

44. Increases my willingness to try harder.

Appendix O

Product-moment Correlation Coefficients

Pearson Correlation Coefficients

	II-A	II-B	IM	IS	IC	CR	ME-A	ME-P	LF	ORG. COMM.
II-A	1.000									
II-B	.697**	1.000								
IM	.731**	.846**	1.000							
IS	.651**	.748**	.804**	1.000						
IC	.509**	.656**	.740**	.815**	1.000					
CR	.615**	.682**	.615**	.747**	.661**	1.000				
ME-A	.191	.098	.053	.043	-.074	.159	1.000			
ME-P	.147	.153	.152	.109	.051	.164	.304*	1.000		
LF	.087	.142	.168	.181	.108	.011	.281	.253	1.000	
ORG.	.294	.231	.318	.237	.026	.037	-.015	.180	.088	1.000

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

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix P

MLQ and OCQ Factor Solutions

MLQ Factor Solution

Component Matrix[a]

	Component
	1
Individual Stimulation	.915
Inspirational Motivation	.912
Individualized Influence (Behavioral)	.892
Individual Consideration	.831
Contingent Reward	.824
Individual Influence (Attributed)	.805
Management-by-Exception (Passive)	.213
Laissez-Faire	.197
Management-by-Exception (Active)	.144

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

A rotated solution was not possible as all constructs loaded on one factor.

OCQ Factor Solution

Component Matrix[a]

	Component
	1
Q6	.797
Q14	.748
Q8	.703
Q2	.690
Q10	.665
Q5	.592
Q15	.579
Q9	.515
Q12	.481
Q3	.438
Q13	.431
Q1	.389
Q11	.381
Q7	.379
Q4	9.565E-02

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

A rotated solution was not possible as all constructs loaded on one factor.

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