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A Study of the Relationship between Transformational Leadership and Teacher Attitudes

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**A STUDY OF THE RELATIONSHIP BETWEEN
TRANSFORMATIONAL LEADERSHIP AND
TEACHER ATTITUDES**

by

Scott Palczewski

**A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership**

**Western Michigan University
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A STUDY OF THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHER ATTITUDES

Scott Palczewski, Ed.D.

Western Michigan University, 1999

One hundred Michigan public high schools were randomly selected to participate in a study of the relationship between transformational leadership and teacher attitudes. Forty-eight high schools with enrollments ranging from 237 students to 1,730 students responded, a response rate of 48%. The study required that each building principal complete the Multifactor Leadership Questionnaire. Designed by Bass and Avolio (1990), the instrument uses 45 questions to identify the relative level of transformational leadership exhibited by the building principal.

Five dependent variables including teacher motivation, teacher satisfaction with administration, follower identification with work, teacher willingness to disagree with administration and teacher attitudes toward change were measured using staff responses to the twenty-two question Teacher Motivation Survey.

The Teacher Motivation Survey was constructed based on the research of Patchen (1975), and the Teacher Satisfaction Survey developed by Schmitt and Loher (1986) for the National Association of Secondary School Principals.

Pearson correlations were used to compare individual principal responses to the responses of his/her staff. No evidence was found to support a positive relationship between transformational leadership, as reported by the building principal, and the five dependent variables reported by staff. Post hoc analyses comparing five transformational leadership behaviors with teacher attitudes produced similar results.

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With love and appreciation to my wife Lisa, who offered patience, guidance and support through six long years.

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Scott Palczewski

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CHAPTER I

INTRODUCTION

Transformational leadership, first identified by Burns (1978), is described by Leithwood (1992) as a power that is consensual and facilitative in nature--a form of power manifested through other people, not over other people. Transformational leadership is a process that involves shaping, expressing and mediating conflict among groups of people in addition to motivating (Yukl, 1989).

Burns (1978) may have captured the essence of transformational leadership when he described that it, "occurs when one or more persons engage others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). While the qualities of transformational leaders have been described by Bass (1985), Sergiovanni (1990), Tichy and Devanna (1986), and many others, few studies focus on the impact transformational leaders have on teachers. In fact, Leithwood (1992) insists that little empirical evidence exists about the nature and consequence of transformational leadership in the school context. He found that most studies have focused on the impact of transformational leadership in the armed forces, medical profession and private industry. A recent publication, *Transformation Leadership: Industry, Military, and Educational Impact* (Bass, 1998) makes only fleeting reference to the impact of transformational leadership in schools, and those studies were conducted in New Zealand.

The behavior of the supervisor is an important determinant of an employee's job satisfaction, but the reaction of employees to their supervisor is often dependent on

the characteristics of the employee and the supervisor. This relationship between leader characteristics and subordinate satisfaction is complex and inconsistent. These inconsistencies tend to reflect the various job situations, the clear definition of work roles, and the relationship between supervisor and employee (Haezebroucke, 1989).

Purpose of the Study

While the effects of transformational leadership have been widely described, there is little quantitative and consistent documentation which support its impact on followers in an educational setting. The purpose of this study is to investigate the relationship between the transformational leadership behaviors reported by public high school principals and its relationship to teacher attitudes. For the purposes of this study, transformational leadership will be defined as the process of carrying out the combined purposes of leaders and followers such that leaders address themselves to followers' wants, needs and other motivations, as well as to their own, and thus serve to change the motive base of followers (Burns, 1978).

Conceptual Hypotheses

Specifically, this study will test the following conceptual hypotheses:

1. A relationship between transformational leadership behaviors and teacher motivation exists, such that an increase in the level of transformational leadership will reflect in an increase in teacher motivation.
2. A relationship between transformational leadership behaviors and teacher satisfaction with administration exists, such that an increase in the level of transformational leadership will reflect in an increase in teacher satisfaction with administration.

3. A relationship between transformational leadership behaviors and the level of follower identification with the work organization exists, such that an increase in the level of transformational leadership will reflect in an increase in the level of follower identification with the work organization.

4. A relationship between transformational leadership behaviors and the willingness of followers to express disagreement with administration exists, such that an increase in the level of transformational leadership will reflect in an increase in the willingness of followers to express disagreement with administration.

5. A relationship between transformational leadership behaviors and follower attitudes toward changes introduced into the job situation exists, such that an increase in the level of transformational leadership will reflect in a more positive follower attitude toward changes introduced into the job situation.

The results of this study could have ramifications for leader behavior, professional preparation, and leaders' relationships to followers in a school.. Leaders are expected to achieve complex goals, but to do this requires social competencies and the ability to manage emotions. Cherniss (1998) suggests that successful leaders must rely on forging working relationships rather than formal authority.

When Lovell and Wiles (1983) defined motivation as, "the level of effort an individual is willing to expend toward the achievement of a certain goal" (p. 42), they failed to acknowledge the relationship that exists between leadership and the motivation that drives followers to expend that individual level of effort. In fact, motivating others may be the most important and challenging issue confronting leaders today. When an organization makes tremendous gains or goals accomplished, it is often the leader who is credited with providing the motivation that inspired success. Therefore, this study examines transformational leadership and the relationship it has with teacher attitudes in public schools.

Transformational Leadership and Motivation

In a changing world, leadership is a key and necessary ingredient. How to motivate members of an organization to work toward common goals is arduous and presents challenges to the leaders of tomorrow. However, effective leadership can have a dramatic impact on the motivational level within an organization. Bass (1998) reports that a study involving teachers and principals in Singapore demonstrated that commitment to the organization and related citizenship behavior and job satisfaction were significantly greater when teachers described school leaders as more transformational.

James McGregor Burns in his revolutionary book *Leadership* (1978) further describes this relationship when he states that transformational leaders raise the level of human conduct and ethical aspiration of both leader and led, and thus have a transforming effect on both.

When examining this relationship between leadership and motivation, Daresh (1989, p. 78) recommended that three essential questions be answered:

1. What makes some people work hard, while other people hardly work at all?
2. How can leaders positively influence the performance of the people who work for them?
3. Why do some people leave organizations, show up late for work, refuse to be committed, or generally “tune out” of their job responsibilities; while other people get to work early, stay late, and engage in all types of behavior indicative of a strong commitment?

These questions, posed by Daresh, are addressed by the transforming impact leaders may have on employee motivation. Ingram (1997) found that teachers were more highly motivated under the leadership of principals whom they perceived to be

transformational leaders. When she explored the leadership behavior of principals, she found them to exhibit more transformational than transactional behaviors, with transactional behaviors related to exchanging goods, money or power for services and allegiance.

Sweeney (1992) described what he believes to be key values and beliefs that motivate and influence faculty in a school setting. These qualities, commonly associated with transformational leaders include respect for the individual, self-esteem, sense of efficacy, control, achievement orientation, collegiality, trust and caring.

Staff must believe administrators value the needs of each individual in the school. This respect for the individual begins with the school's leadership and is incorporated into each relationship in the school. Bass (1998) found that individualized consideration found at all levels enhances the commitment followers have to the organization. When teachers feel they are valued by school administrators, they experience an increased sense of self-esteem resulting in a higher level of motivation.

Transformational Leadership and Satisfaction With Administration

This study poses the question of whether the reported transformational leadership behaviors of a building principal have any relationship to the level of satisfaction the staff expresses toward the principal. Shamir, House, and Arthur (1993) found that the commitment of followers is enhanced by transformational leaders. When these leaders increase the sense of self-worth among followers, and the followers internalize a favorable attitude toward achieving a collective success, they develop a desire to emulate the leader. By their commitment, these followers show support for the leader.

Maslow (1970, p. 56) described human beings as “wanting creatures” who are constantly motivated by their desire to satisfy certain needs. Maslow’s model is hierarchical in nature, requiring that needs be attained before an individual will be motivated toward the next level. When school administrators recognize the specific needs of followers and are able to provide the appropriate recognition, feedback or challenge, followers will respond with increased motivation and improved job performance.

Frederick Herzberg (1966) also described the motivation of individuals in terms of needs-satisfaction. When present, the positive attitudes and policies of supervisors are often factors that lead to worker satisfaction, but do not necessarily lead to dissatisfaction if they are not present. Factors influenced by leaders that can impact employee satisfaction include achievement, responsibility, personal growth, responsibility, recognition, and the nature of the work itself.

Sweeney (1992) described three values, collegiality, trust, and caring, that, when held by leaders, may influence the level of motivation in the organization. Motivation is often dependent on the extent to which teachers work with one another and with their supervisors. Teachers are more likely to experience a greater sense of satisfaction when they share and help each other, and when there is support and assistance from their supervisors.

Sweeney argued that the extent to which teachers feel they and the school make a difference has a dramatic impact on the level of satisfaction found within the staff.

There is also an increased motivation level when teachers feel they have sufficient influence on the events and activities that occur in the school. The resulting sense of empowerment and ownership by the staff leads to achievement orientation, the extent to which teachers strive for results. When staff members believe their efforts

will result in tangible change, they are more likely to be involved and satisfied with the results.

Leaders who model confidentiality, honesty, expertise, and fairness within their school can expect to see the same behaviors exhibited by staff. This positive, caring climate where people have a genuine concern for one another is certainly conducive to increasing “the level of effort an individual is willing to expend toward the achievement of a certain goal” (Lovell & Wiles, 1983).

Transformational leadership, a process, a power, has the effect of increasing the quality and learning within an organization, while promoting a shared vision and team approach to decision-making. Transformational leadership creates a collaborative culture and improves group problem solving, while encouraging individual growth.

Burns (1978) described transformational leadership as a process in which, “leaders and followers raise one another to higher levels of morality and motivation” (p. 20). He maintains that leadership is a process rather than a set of discrete acts. He attempts to describe the dynamic nature of transformational leadership as, “a stream of evolving interrelationships in which leaders are continuously evoking motivational responses from followers and modifying their behavior as they meet responsiveness or resistance, in a ceaseless process of flow and counterflow” (p. 440).

Burns (1978) asserted that transformational leadership is not isolated to any one level in an organization’s hierarchy, but may involve the influence peers have over each other or that followers have over leaders. Burns noted that great leaders do more than satisfy their followers’ wants in exchange for support; they win allegiance by sensing and articulating followers’ deeper needs.

Transformational leadership is summarized by Burns as arousing human potential, satisfying higher level needs, raising the expectations of the leader and led in such a way that it motivates both to higher levels of commitment and performance.

This human potential described by Burns is not unlike the self-actualized worker characterized in Maslow's hierarchy of needs.

Peter Senge, in his book *The Fifth Discipline: The Art and Practice of the Learning Organization* (1990), described the role of the transformational leader in creating a shared vision as:

Never imposed, but emerges from people who care about one another and their work. In creating the shared vision, the leader must have a strong sense of personal vision, yet can see the collective vision as one that can encompass the personal visions of all (p. 299).

Transformational leadership has the effect of creating this shared vision within the organization. Bennis and Nanus (1985) examined the impact shared vision may have on an organization. They found that when organizations have a clear sense of purpose that is widely shared by individuals, there is a definition of roles and, therefore, a greater sense of importance and self-worth. People are, "transformed from robots blindly following instructions to human beings engaged in a creative and purposeful venture" (p. 85). When this energy is directed toward a common goal, Bennis and Nanus found that a major precondition for success has been met. There is greater identification with the work organization and reaffirmation of both individual and organizational goals.

Transformational Leadership and Follower Identification With Work

The goal of transformational leadership according to Burns (1978) is to "transform" people and organizations. To change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make employee behavior congruent with the beliefs, principles, or values of the organization. Transformational leaders bring about changes that are permanent, self-perpetuating, and momentum building.

The strategic alignment of school employees is at the heart of transformational leadership. People are unlikely to change unless they have a concrete picture of what the change will look like for them personally (Schwahn & Spady, 1998). Because transformational leaders are able to help followers internalize the changes in the work environment, and to align the followers' personal growth with the goals of the organization, the followers have a greater identification with the work environment.

In her book, *The Deming Management System* (1986), Mary Walton described how organizations must have a constancy of purpose for improvement to occur. Employees must focus on maximizing their potential through continuous improvement. Every job must have a focus to ensure student learning. Teachers and administrators must adopt and fully support the new philosophy of continuous improvement through empowerment. Employees must believe that through personal involvement and continuous improvement, student learning will benefit.

A quality school cannot exist without leadership that empowers employees and strives toward improvement. The transformational leader shares a vision of quality with the organization and empowers workers to make the decisions necessary for positive change. Leaders address the higher level needs of the followers, while recognizing and rewarding significant contributions. Most importantly, the transformational leader causes all members of the organization to reach their highest potential. This is accomplished through delegation, support and by encouraging risk taking within the organization.

Reep and Grier (1992) found that transformational leaders send signals to their followers that encourages them to take on responsibilities and leadership roles. The principal dedicated to risk-taking efforts must provide a safety net for those teachers who are willing to take chances. The transformational leader views the failure of experiments as temporary setbacks and adequately communicates this to staff. By

initiating new programs, monitoring their success and recognizing failure, the leader models risk-taking strategies for the staff. The traditional role of the leader changes to facilitator.

Transformational leaders promote individual growth through delegation of administrative responsibilities. Reep and Grier (1992) described several examples of leaders delegating responsibilities with increased efficiency. Rather than tackling problems with mandates, the transformational leader allows members of the organization to accept the charge. Most skilled administrators have saved themselves valuable time and have created tremendous ownership by practicing the art of delegation.

Bennis and Nanus (1985) noted that “transformational leadership, reflects the community of interests of both leaders and followers; indeed it frees up and pools the collective energies in pursuit of a common goal” (p. 107).

The leader attempts to understand the collective needs and wants of the followers through what is described as a “symbiotic relationship.” This relationship merges the leader’s capacity to understand the needs of individuals within the established goals of the organization. The ultimate intent is to create goals that address the combined aspirations of all, leading to the collective growth of the organization.

Transformational leaders are described by Bennis and Nanus as “causative.” Leaders have the ability to create institutions that empower followers to satisfy their individual needs through meaningful and productive positions in the organization. Bennis and Nanus add that leadership is morally purposeful and should be elevating. Leaders can, by utilizing their talents, choose purposes and visions that support the key values of individuals and the organization.

The transformational leader builds on the individual’s need for meaning within the organization. This focus on releasing the potential of each individual and focusing

on the full use of human resources increases the follower's identification with the work environment.

Transformational Leadership and Willingness to Disagree

This study examines how willing teachers are to disagree with the building principal. Research by Chemers (1997) indicates that transformational leaders encourage followers to question past ideas and support their independent and creative thinking. Modern era leaders address follower needs for growth and independence by allowing followers to question the status quo. Bass (1998) found that transformational leaders stimulate followers to be innovative and creative by questioning assumptions and approaching old situations in new ways. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leader's ideas.

Transformational leaders create a work environment where the opinions of others are a valuable part of the team concept. Employees feel safe in expressing themselves and are comfortable disagreeing with management without the fear of reprisal.

Tichy and Devanna (1986) suggested that transformational leaders often challenge current assumptions regarding the organization by encouraging dissenting opinions and objective critique. Members of the organization must feel secure in knowing "their voice will be heard." Patchen (1975) also found that the willingness to express disagreement with supervisors is a reliable indicator of job satisfaction and motivation within the organization.

Foster (1990) determined that a "slow but sure approach" to teacher empowerment was most successful in achieving shared decision-making within an

organization. She concluded that, “while the laissez-faire principal merely tells each teacher to do what he or she thinks best, the principal moving toward empowerment charges a group of teachers with coming up with the best decision for all” (p. 86).

In a review of literature, Pajak (1993) pronounced that the images of the transformational leader overlap as they relate to democratic ideals in the school. Pajak maintained that transformational leaders promote an empowerment of self and others through cooperative effort, including a collective application of knowledge to practical problems. Supervision in education, long associated with the tenets of democracy, goes beyond representative governance. The democracy in a learning organization is action-oriented with direct participation by all members on problem-solving teams. Important decisions are based on group consensus achieved through dialogue, not majority rule.

Pajak asserted that allowing people time to discuss concerns and solve problems is in itself a form of empowerment. Administrators and teachers have worked in isolation for so long that training will be necessary to fully realize the power of working cooperatively with colleagues.

The transformational leader creates opportunities for shared decision-making and the opportunity to offer dissenting opinions. These opportunities may take the form of faculty elected leadership teams, staff councils, and suggestion boxes. In each case, the teaching staff must genuinely believe their research and recommendations will be seriously considered for implementation, even when it may be contrary to the beliefs of the school administration.

Transformational Leadership and Change

This study examines the relationship between the transformational leadership reported by the guiding principal and the attitudes expressed by teaching staff toward change. Bass (1998) found that transformational leadership is likely to emerge and be effective in organizations when leaders face an unstable, uncertain, turbulent environment. These circumstances require the leader to become more anticipatory and transformational in nature. Bass cited the example of Theodore Roosevelt who bemoaned the fact the United States was not in a war during his presidency because it would have maximized the use of his charismatic and inspirational talents.

Transformational leaders are effective because they create a shared vision for change. The needs of the individual are recognized and acknowledged, while promoting the necessity for learning within the organization. Miles and Louis (1990) argued, "We are not only a school for kids, but a university for teachers" (p. 57). The transformational leader nurtures the positive attitude toward organizational learning by facilitating building consensus on proposed staff inservice, creating a new understanding and appreciation for learning, and by encouraging experimentation within the organization. It is clear that members of the organization are more likely to accept change when they have been actively involved in the process and have shared similar goals.

Sergiovanni (1990) explained that higher-level goals frequently associated with restructuring are more easily attained when a transformative style of leadership unites leaders and followers in a pursuit of goals common to both. Sergiovanni stated that, "When moral authority transcends bureaucratic leadership in a school, the outcomes in terms of commitment and performance far exceed expectations" (p. 53).

The initiatives that are associated with school restructuring and reform become real only when they are institutionalized as part of the everyday life of the school. Evans (1996) applied Bass' conceptualization of transformational leadership to the change in schools associated with school improvement. He found the successful school improvement and restructuring strategies for school change used by building principals were identical to transformational leadership strategies described by Bass.

The goals of transformational leadership according to Burns (1978) are to "transform" people and organizations, to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building. According to Schwahn and Spady (1998), transformational leaders model change for their followers. Staff members know their leader values a new vision, will stand for it and will take risks to support it. People will not change unless they share a compelling reason to change. Transformational leaders are successful in communicating that compelling vision of change and easing the apprehension followers have toward change.

In summary, by focusing on the higher level needs of followers described by Maslow and Herzberg, and by involving them in the decision-making process as advocated by Deming, transformational leaders not only increase the level of motivation followers experience, they experience an improved attitude toward any change introduced into the job situation. In addition, because transformational leaders promote an atmosphere that encourages followers to voice their opinion without reprisal, there is an increased willingness by followers to express disagreement with supervisors.

Lastly, by creating a shared vision for change that acknowledges both the needs of the follower and the organization, transformational leaders improve the identification followers have as members in the organization.

CHAPTER II

METHODOLOGY

This chapter presents the design and methodology used to examine the relationship between transformational leadership behaviors reported by secondary school principals and the level of teacher motivation. This chapter is organized into four sections: (1) the population and sample, (2) the instrumentation used to obtain the data, (3) the design and methodology, and (4) the hypotheses and data analysis.

Population and Sample

The accessible population of this research study was all public high schools in the state of Michigan. For the purpose of this study, public high schools are defined as public educational institutions housing grades 9-12. Alternative educational programs, charter schools, public academies and schools housing grades K-12 were not included in this study because of the wide variation in their instructional programs and the specific interest of the researcher in public high schools, other than charter schools and public academies. Charter schools and public academies were also excluded from the study because of state guidelines which impact their teaching staff differently than other public high schools in Michigan. Michigan high schools are typically characterized by strong organized labor among teacher groups, a funding system in which schools are dependent on tax revenue sharing from the state government and mandatory achievement testing for all students in eleventh grade. While charter schools and public academies are funded in a manner consistent with other public high schools, many are

managed by for-profit corporations (Dykgraaf & Lewis, 1998). This management difference has contributed to differences in student transportation and the availability of special education services for students. Dykgraaf and Lewis (1998) found that only 1 in 11 charter schools provide transportation for their students while receiving the same per pupil allocation from the state as their other public school counter-parts. They argue that the private management groups are essentially receiving funding for services they don't provide. This difference in transportation hinders the access that poor, urban students have for attending charter schools and may lead to a "skimming" of the easy-to-educate students from the population, leaving a higher concentration of at-risk students in the noncharters. This factor could certainly contribute to differences in teacher attitudes between charter and noncharter schools.

Charter schools and public academies are also not characterized by the strong organized labor found among teacher groups found in other public high schools. An inquiry to the Michigan Education Association, the largest teacher labor group in the state, found that fewer than 10% of charter schools and public academies have any form of organized labor among their teaching staff, while over 90% of noncharter schools have some form of organized labor. This has ramifications for differences in the salaries, benefits and working conditions experienced in charter and noncharter schools.

The Michigan Education Directory 1996 lists 17 charter schools and public academies across the state of Michigan which serve grades 9-12. The majority of charter schools listed in the directory were devoted to specific curriculum areas such as the arts, sciences, manufacturing and technology.

A sampling frame of 574 high schools was obtained for the study using the *Michigan Education Directory 1996*. The directory represents all schools in the State of Michigan, both public and private. Application was made to the Human Subjects

Institutional Review Board in October 1996 and approval for the project was granted (See Appendix F).

Instrumentation

The purpose of this study was to examine teacher attitudes as a dependent variable and its relationship with transformational leadership behaviors as the independent variable. Two survey instruments were employed: the Multifactor Leadership Questionnaire (Form 5x-Short), and the Teacher Motivation Survey (TMS), found in Appendix E. The rationale for selecting the Multifactor Leadership Questionnaire (MLQ) was based on past research, validity and reliability data. It is also the only instrument designed to specifically target transformational leadership behaviors in a self-reporting format. The rationale for constructing the Teacher Motivation Survey (TMS) was to address teacher attitudes related to the principal's leadership level only and not teacher satisfaction related to climate, compensation, and community. It was the intent to reduce variables to the point of focusing on the relationship between leadership and teacher attitudes only.

The instrument used to measure transformational leadership behaviors was the Multifactor Leadership Questionnaire (Form 5x-Short), copyrighted by Bass and Avolio (1990) and revised in January 1994. This instrument has been used predominantly in the private sector, but recent studies by Jensen (1995), Evans (1996) and Ingram (1997) have applied it to educational settings as well. According to Jensen (1995) the MLQ was originally developed to measure the extent to which leaders demonstrate transformational and transactional leadership behaviors. The survey tests for five transformational factors, including inspirational leadership, individual consideration and intellectual stimulation and two transactional factors (contingent reward and management by exception). The reliabilities reported for the survey by

Bass (1985) as coefficient alphas ranged from .60 (management by exception) to .83 (charisma). These results were supported by Bass and Yammarino (1991) and Hoover (1991).

The principals of the 100 selected high schools were asked to self report how frequently they demonstrate behaviors identified on the MLQ with a range of five responses: (1) frequently, if not always; (2) fairly often; (3) sometimes; (4) once in a while; and (5) not at all.

Several instruments are available to measure teacher satisfaction and school climate. These include the Teacher Satisfaction Survey (Schmitt & Loher, 1986), the Connecticut Correlate Survey (1978), and the Organizational Climate Descriptor Questionnaire (OCDQ) developed by Halpin and Croft (1963). These instruments focus on teacher satisfaction as it relates to compensation, opportunities for advancement, student interaction, curriculum and job tasks, co-workers, parents, community, and school resources. While these variables undoubtedly impact the level of satisfaction experienced by teachers, it was the goal of the researcher to narrow the relationship to teacher attitudes as they relate to the level of transformational leadership reported in a building.

The Teacher Motivation Survey (TMS) was constructed by this researcher using the work of Martin Patchen conducted through the Institute for Social Research at the University of Michigan, and published in the work *Some Questionnaire Measures of Employee Motivation and Morale: A Report on Their Reliability and Validity*. Patchen (1975) found reliabilities ranging from .35 to as high as .76 for individual survey questions. Indexes for group scores had reliabilities that ranged from .78 to .83. A second component of the Teacher Motivation Survey (TMS) draws from the Teacher Satisfaction Survey produced for the National Association of Secondary

School Principals by Schmitt and Loher in 1986. This portion of the survey seeks information on the level of satisfaction teachers express with administration.

The Teacher Satisfaction Survey was developed by Schmitt and Loher (1986) at Michigan State University. The survey is part of the National Association of Secondary School Principals' Comprehensive Assessment of School Environments (CASE). The Teacher Satisfaction Survey contains 9 scales, each measuring a distinct construct. For the purposes of this study, only questions 1-8 from the Teacher Satisfaction Survey which address the Administration construct were utilized as part of the survey given to teachers. The reliability of the Teacher Satisfaction Survey was evaluated by the National Association of Secondary School Principals' (NASSP) Task Force. Internal consistency coefficients (Cronbach's alpha) were calculated for each scale of the survey based on data from the validation study. This provided estimations of the degree to which items on each scale were similar in their meaning to the survey respondents. The eight items in the Administration scale used in this study produced a Cronbach's alpha value of .92 when originally tested in the validation study (Halderson, Kelley, Howard, Miller, Schmitt, & Keefe, 1987).

The Comprehensive Assessment of School Environments (CASE) also tested the instrument for construct validity. Factor analysis was used to investigate the underlying dimensions of the constructs. This analysis also served as a template for instrument revision. Items which did not load strongly with a particular factor were either rewritten or dropped as part of the survey.

Sampling Procedure

One hundred high schools were selected for participation through a simple random sampling procedure. Each public high school in the sampling frame was assigned a number from 1 through 574. One hundred numbers were selected using a

random number table. The selected numbers were matched with the corresponding high school from the Michigan Educational Directory 1996. Member schools were included in the sample if their identification numbers matched the list of random numbers. The simple random sampling methodology used in the study was designed to provide a representative sample of the population of Michigan public high schools.

Data Collection

Once the sample was selected, the principal of each building received a letter seeking permission to conduct the survey and explaining the purpose of the study (See Appendix B). The letter also contained a self-addressed, stamped postcard requesting a participatory or nonparticipatory response. Once the principals of the participating schools gave permission to conduct the research, they received one envelope containing two separate packets and a cover letter to the principal (See Appendix C). The principal's packet contained a Multifactor Leadership Questionnaire (MLQ) to be completed by the principal, and a self-addressed, stamped, return envelope.

The second packet for the teaching staff contained enough Teacher Motivation Surveys (TMS) for the entire staff, a cover letter for a staff member designated to proctor the administration of the staff survey (See Appendix D), and a self-addressed, stamped, return envelope. One member of the instructional staff was asked to administer the TMS survey to the staff, collect the surveys, place them in the self-addressed envelope and mail them from a location away from the school. The principal was given the latitude to select a responsible staff member to administer the survey.

All materials remained confidential by coding the return envelope for each school. The return envelopes supplied to the staff and the building principal were marked with the same code. Once received, the contents of the envelopes were separated and code numbers were used to identify who responded. It was necessary to

align the responses of staff with the responses of the corresponding principal by code number for data analysis purposes.

Scoring the MLQ

The MLQ survey was adapted for this study and contained 45 questions rated on a Likert-type scale from 0 to 4. Each survey item was scored using a point total of 0 through 4. Values for each response were designated by the test authors in scoring procedures accompanying the permission packet. Transformational leadership behaviors identified on the survey included intellectual stimulation, idealized influence, inspirational leadership, individual consideration and extra effort/effectiveness. The aspects of transformational leadership and the corresponding questions from the Multifactor Leadership Questionnaire are presented in Table 1.

Table 1
Multifactor Leadership Questionnaire

Transformational Leadership Behavior	Corresponding Survey Questions
Intellectual Stimulation	2, 8, 30, 32
Idealized Influence	6, 10, 14, 18, 21, 23, 25, 34
Inspirational Leadership	9, 13, 26, 36
Individual Consideration	15, 19, 29, 31
Extra Effort/Effectiveness	37, 39, 40, 42, 43, 44, 45

The principals' reported transformational leadership score was derived by averaging the score of each response relating to transformational leadership. The mean score of all items was then reported as the transformational behavior level for that building

principal. In the event of missing data, the item was not included. The transformational behavior level for the building was calculated using items with responses only.

Scoring the TMS

Subscales of the TMS were used to define five dimensions of teacher attitudes including satisfaction with administration, teacher motivation, level of follower identification with the work organization, willingness to express disagreement with administration, and follower attitudes toward change. The specific item numbers for each subscale are presented in Table 2. Each questionnaire was scored individually with the school scores for the items in each subscale averaged to derive a mean for each of the five dimensions for each school.

Table 2
Teacher Motivation Survey

Teacher Attitude Subscale	Corresponding Survey Questions
Satisfaction with Administration	1-8
Motivation	9,10
Identification with Work	11-14
Willingness to Disagree	15-17
Attitude toward Change	19-22

The various subscales of the TMS were scored using the scale values suggested by the authors. Questions 1-8, which were left unnumbered to avoid confusion with the number scale provided at the top of the survey, were scored with values of 1-5.

The question numbers were intentionally omitted because the researcher did not wish to have a vertical scale of choices 1 through 6 adjacent to questions 1 through 6 on the survey. The scales for the other survey questions are shown in Appendix E, and are indicated in parentheses. These scales were not shown on the original surveys administered in the study. It is possible this variation in scales used to score the test items may have led to differences in the summary statistics of the variables in the study. On the first eight questions of the TMS, if the teacher selected “6” as a response, it was not included in the scoring because it was not part of the interval scale. The response of “6” indicated the teachers did not know how they felt about that aspect of the school or didn’t know if the statement fit the school. To address missing data, the mean for each variable was determined using only those items with responses. The sum of all responses for each index was divided by the number of respondents for each school to determine the final subscale for each of the five variables reported by building. The school was the unit of analysis for the study. The means for each variable were compared against the reported level of transformational leadership behaviors for the building.

Hypotheses

Five conceptual hypotheses were tested in the study. The level of transformational leadership as reported by the building principal on the MLQ was compared to teacher attitudes reported by staff on the TMS. Variables reported by staff on the TMS and compared to the leader’s perception of exhibited transformational leadership behaviors included the staff’s level of satisfaction with administration, staff’s motivation level, the degree to which staff identified with work, how willing the staff was to disagree with administration and the staff’s attitudes toward change.

The hypotheses were operationalized by determining if:

1. There was a positive relationship between the mean level of teacher motivation in the building as measured by the TMS and the principal's reported transformational leadership score on the MLQ that could be measured by a Pearson correlation coefficient greater than zero.

2. There was a positive relationship between the mean level of teacher satisfaction with administration in the building as measured by the TMS and the principal's reported transformational leadership score on the MLQ that could be measured by a Pearson correlation coefficient greater than zero.

3. There was a positive relationship between the mean level of teacher identification with the school as measured by the TMS and the principal's reported transformational leadership score on the MLQ that could be measured by a Pearson correlation coefficient greater than zero.

4. There was a positive relationship between the mean level of teacher willingness to express disagreement with administration as measured by the TMS and the principal's reported transformational leadership score on the MLQ that could be measured by a Pearson correlation coefficient greater than zero.

5. There was a positive relationship between the mean level of teacher attitudes toward change in the workplace as measured by the TMS and the principal's reported transformational leadership score on the MLQ that could be measured by a Pearson correlation coefficient greater than zero.

Each of the null hypotheses used in the inferential procedures were tested to determine if a relationship existed between the principal's reported level of transformational leadership and the five attitudinal factors reported by the teaching staff. The analysis of the null hypotheses required calculating the Pearson correlation coefficient and its probability value for each of the hypotheses. The inferential

procedures used to test the null hypotheses were directional, testing a correlation coefficient greater than zero. An alpha level of .05 was used in all tests.

Additional analyses were conducted as post hoc analyses to determine if a relationship existed between the five transformational leadership behaviors reported on the Multifactor Leadership Questionnaire by the building principal and the five attitudinal factors reported by the staff on the Teacher Motivation Survey. It was necessary to conduct the post hoc analyses to further explore why no support could be found for the existence of relationships between transformational leadership and teacher attitudes, when the literature suggests such a relationship. Another purpose of the post hoc analyses was to eliminate the possibility of low correlation values because the research model combined the five subscale variables into one composite value for transformational leadership.

The post hoc analyses involved separating the composite transformational leadership score from the MLQ into the five subscales of intellectual stimulation, idealized influence, inspirational leadership, individual consideration, and extra effort/effectiveness reported by the building principal. The subscales and related questionnaire items are presented in Table 1. The Pearson correlation coefficients were calculated using the transformational leadership subscale values reported by each building principal and the attitudinal factors of satisfaction with administration, motivation, identification with work, willingness to disagree, and attitude toward change reported by staff. The inferential procedures used in the post hoc analyses were consistent with procedures used to test the other hypotheses.

CHAPTER III

RESULTS

The purpose of this study was to investigate the relationship between a transformational style of leadership and teacher attitudes in a high school setting. The Multifactor Leadership Questionnaire (Bass & Avolio, 1991) was used to measure transformational leadership behaviors as self-reported by high school principals. The Teacher Motivation Survey (Patchen, 1975; Schmitt & Loher, 1986) measured the level of satisfaction teachers expressed toward the high school principal and other variables including teacher motivation, teacher attitudes toward change, and follower identification with work. A random sample of 100 public high schools was selected for the study, from a population of 574 public high schools in the state of Michigan.

To determine if there were relationships between the transformational leadership behaviors reported by high school principals and teacher attitudes, Pearson correlations were used. The Pearson correlation coefficient determines the correlation of the means of two groups (Hinkle, Wiersman, & Jurs, 1988). In this study those groups were the building principal and his/her respective staff.

Description of Sample

An initial pilot of the study was conducted in the fall of 1996. The purpose of the pilot was to check all procedures that would be used in the final study. Twenty-five high school principals were contacted by mail requesting their cooperation in the study. Principals were asked to complete and return a postcard to the researcher indicating the building staff and administration were willing to participate. Those schools that did not

respond were contacted by telephone. Follow-up calls to principals who elected not to participate were used to ascertain their reasons. These included they were not interested; their schools were involved in accreditation visits; and they had no time because of a commitment toward school improvement. In all, the staff and principals from 17 schools of 25 selected for the pilot elected to participate in the study, a response rate of 68%.

In January of 1997, seventy-five additional schools were randomly selected and the principals contacted by letter, consistent with the pilot study (See Appendix B). Thirty-one principals agreed to participate in the study after follow-up phone calls were made. Reasons for not participating included they were too busy in the spring; there were too many survey requests; and the results would not be valid because of the interim status of the principal. A summary of the principal responses are presented in Table 3.

In February 1997, the principals were mailed a copy of the Multifactor Leadership Questionnaire, and in a separate envelope enough Teacher Motivation Surveys for their entire staff to complete. Principals received clear instructions (See Appendix C) and a cover letter for a staff member designated to proctor the administration of the staff survey (See Appendix D). The principal was given the latitude to select a responsible staff member to administer the survey. Principals were encouraged to have staff complete the survey within a two week period and immediately following a staff meeting.

In the event that responses were not received from schools which had committed to participate in the study, a follow-up telephone call was made to the building principal. In two instances, it was necessary to forward additional materials to schools. All schools that agreed to participate in the study forwarded responses.

The teacher response rates within the schools generated a mean of 85%.

Table 3
Summary of Principal Reasons for Nonparticipation

Reason for Not Nonparticipation	Number of Responses
Springtime Too Busy	15
Too Many Survey Requests	10
Survey Responses Would be Invalid Due to Interim Status of Principal	2
Survey Responses Would be Invalid Due to Short Tenure of the Principal	6
Not Interested in Participating	19

Responses rates ranged from a high of 93% to a low of 70%. No data were collected to determine reasons for the disparity in teacher response rates.

A random sample of 100 high schools was used to represent the population of Michigan public high schools. The high schools in the sample reflected urban, suburban and rural areas across the state. The relative sizes of the schools participating in the study are presented in Table 4. The sample schools accurately reflected state high schools such that larger schools responding to the survey were centered around suburban and urban areas while the smaller schools in the sample came predominantly from rural areas. The schools participating in the study were located from across the state, but had greater representation from southwest lower Michigan. Two schools from Michigan's upper peninsula participated in the study. The size of sample schools ranged from 185 students to 2,100 students.

Overall, forty-eight schools of the one hundred selected for the study participated. The forty-eight schools ranged in size from 237 students to 1,730

Table 4
Distribution of Sample Schools by Enrollment

	Class A 976 students or greater	Class B 975-508 students	Class C 507-255 students	Class D 254-0 students
Number of Schools in Population (Percentage)	162 (28.2%)	187 (32.6%)	181 (31.5%)	44 (7.7%)
Number of Schools Participating	6	19	19	4
Percentage of the Sample	12.5%	39.6%	39.6%	8.3%
Number of Schools Not Responding	16	15	16	5
Percentage of the Sample	30.8%	28.8%	30.8%	9.6%

students. The Michigan High School Athletic Association separates all high schools in Michigan into four equal classes: A, B, C, and D. Table 4 shows the distribution of sample schools that participated in the study and those schools which chose not to participate in the study. The percentage numbers are based on the raw total number of schools that participated or chose not to participate in the study.

A comparison of respondent and nonrespondent schools shown in Table 4 indicates that principals from the largest public high schools were less likely to participate in the study than their counterparts in smaller high schools. This may have been because of the rigors of supervising a larger program. No data were collected to verify this. The data in Table 4 also indicates that Class B, Class C, and Class D schools were over-represented while Class A schools were

under-represented in their level of participation when compared to the overall distribution of schools by size across the population. The distribution of nonrespondent schools more closely approximated the size distribution in the population.

Tests of the Hypotheses

This section presents the results of the hypotheses tests and is organized in the same fashion the hypotheses were originally proposed. In each of the hypotheses, the independent variable was transformational leadership behaviors reported by the high school principal. The dependent variables were teacher motivation, satisfaction with administration, level of follower identification with the work organization, willingness to express disagreement with administration, and follower attitudes toward change. Descriptive statistics for all measures are presented in Table 5.

The first hypothesis proposed a positive relationship exists between the mean level of teacher motivation and the principal's reported transformational leadership score on the MLQ. This hypothesis was tested using the Pearson correlation and produced a value of .00, implying that no relationship exists. The second hypothesis proposed a similar relationship between the mean level of teacher satisfaction with administration and the principal's reported transformational leadership score on the MLQ with a Pearson correlation coefficient of -.06, indicating no relationship. A test of the relationship between the principal's reported transformational leadership and teacher identification with work in the third hypothesis produced a Pearson correlation coefficient value of .08. This value suggests no relationship exists between the two variables. The fourth hypothesis examined the relationship between teacher willingness to express disagreement with administration and the principal's reported transformational leadership score. A test of the hypothesis using the Pearson

Table 5
Examination of Variable Distribution

Variable	Mean	Median	Standard Deviation	Range [Max Min Diff]		
Principal's Transformational Leadership (Composite)	3.08	3.01	.34	3.78	2.52	1.26
Teacher Motivation	3.97	4.05	.26	4.33	3.50	.83
Satisfaction with Administration	3.54	3.55	.48	4.48	2.61	1.87
Follower Identification with Work	3.78	3.89	.47	4.52	2.86	1.66
Willingness to Disagree	3.42	3.38	.51	4.41	2.50	1.91
Attitude Toward Change	3.33	3.26	.37	4.16	2.60	1.56

correlation produced a coefficient value of .10. This value does not support the existence of a relationship between the level of transformational leadership and a teacher's willingness to disagree. The final hypothesis proposed a positive relationship between mean measurement of teacher attitude toward change and the principal's reported transformational leadership. The test of this hypothesis using the Pearson correlation produced a coefficient value of .06, which does not imply a relationship exists.

Table 6 presents the correlation coefficients with the probabilities resulting from the testing of the null hypotheses with a one-tailed test.

Table 6
Correlation Coefficients of Transformational Leadership
and Measures of Teacher Attitudes

	Correlation Coefficient	p Value
Teacher Attitudes	.00	.49
Teacher Satisfaction	-.06	.34
Work Identification	.08	.29
Willingness to Disagree	.10	.25
Attitude Toward Change	.06	.34

Additional analyses were conducted as post hoc analyses to determine if a relationship exists between the five transformational leadership behaviors reported on the Multifactor Leadership Questionnaire by the building principal and the five attitudinal factors reported by the staff on the Teacher Motivation Survey. These analyses were necessary to further explore why no support could be found for the existence of relationships between transformational leadership and teacher attitudes. A second purpose of the post hoc analyses was to eliminate the possibility of low correlation values that resulted from the research model.

The post hoc analyses involved separating the composite transformational leadership score from the MLQ into the five subscales of intellectual stimulation, idealized influence, inspirational leadership, individual consideration, and extra effort/effectiveness reported by the building principal. An examination of the subscales and their descriptive statistics are presented in Table 7.

Pearson correlation coefficients were calculated in the post hoc analyses using the transformational leadership subscale values reported by each building principal and

Table 7

**Examination of Variable Distribution Post Hoc Analyses of
Transformational Leadership Behaviors**

Subscale of Transformational Leadership	Mean	Median	Standard Deviation	Range		
				[Max	Min	Diff]
Intellectual Stimulation	3.08	3.00	.45	4.00	2.00	2.00
Idealized Influence	3.10	3.13	.40	3.88	2.38	1.50
Inspirational Leadership	3.05	3.00	.47	4.00	2.25	1.75
Individual Consideration	3.02	3.00	.47	3.75	2.00	1.75
Extra Effort/ Effectiveness	3.06	3.00	.36	3.71	2.29	1.42

the attitudinal factors of satisfaction with administration, motivation, identification with work, willingness to disagree, and attitude toward change reported by staff. The Pearson correlation coefficients and probabilities resulting from a directional test of the correlation coefficient being greater than zero are reported in Table 8.

The results of the post hoc analyses were slightly higher than the analyses using the composite score for transformational leadership, but they offer little, if any, support for the existence of a relationship between transformational leadership behaviors and attitudes expressed by staff.

Table 8
Post Hoc Analysis Correlation Coefficients of
Transformational Leadership Behaviors
and Teacher Attitudes

Teacher Attitudes	Transformational Leadership Behaviors				
	Intellectual Stimulation	Idealized Influence	Inspirational Leadership	Individual Consideration	Extra Effort Effectiveness
Teacher Motivation	.01(p=.46)	.05(p=.37)	.02(p=.45)	-.08(p=.30)	-.04(p=.39)
Teacher Satisfaction	-.18(p=.11)	.04(p=.40)	.16(p=.15)	.05(p=.37)	-.22(p=.06)
Work Identification	-.05(p=.37)	.17(p=.12)	.14(p=.17)	.07(p=.31)	-.07(p=.30)
Willingness to Disagree	.01(p=.48)	.13(p=.20)	.19(p=.10)	.24(p=.05)	-.08(p=.30)
Attitude Toward Change	-.12(p=.22)	.15(p=.15)	.31(p=.02)	.17(p=.12)	-.23(p=.06)

CHAPTER IV

SUMMARY AND DISCUSSION

Summary

The purpose of this study was to determine if a relationship exists between transformational leadership as reported by high school principals and teacher attitudes expressed by their staff. The independent variable was transformational leadership. The dependent variables were teacher motivation, satisfaction with administration, work identification, willingness to disagree with administration, and teacher attitudes toward change.

The study examined the relationship between transformational leadership and teacher attitudes in Michigan public high schools. One hundred high schools were selected using a simple random selection process. The building principals were contacted by letter and asked to return a self-addressed, stamped post card indicating their willingness to participate. Follow-up telephone calls were made to principals failing to respond. The final sample consisted of forty-eight schools with student enrollments ranging from 237 students to 1,730 students.

Principals in each of the schools were asked to report on their leadership style using the Multifactor Leadership Questionnaire developed by Bass and Avolio (1990). The staff of each building was asked to complete the Teacher Motivation Survey to determine teacher attitudes toward satisfaction with administration, motivation, identification with work, willingness to disagree with administration, and attitudes toward change. The Teacher Motivation Survey was constructed by the researcher,

based on similar instruments designed by Patchen (1975) and Schmitt and Loher (1986). The responses of the principals and their staff were compared using Pearson correlations. Data analysis revealed no support for any of the five hypotheses proposed in the study.

Additional analyses were conducted as post hoc analyses to determine if a relationship existed between the five transformational leadership behaviors reported on the Multifactor Leadership Questionnaire by the building principal and the five attitudinal factors reported by the staff on the Teacher Motivation Survey. These analyses were necessary to further explore why no support could be found for the existence of relationships between transformational leadership and teacher attitudes, when the body of literature suggests such a relationship. A second purpose of the post hoc analyses was to eliminate the possibility of low correlation values that were the result of the research model. The post hoc analyses did not provide support for the existence of a relationship between the transformational leadership behaviors reported by building principals and teacher attitudes reported by their staff.

Discussion

Since Burns' introduction of transformational leadership (1978) with support both conceptually and empirically (Bass, 1985), there has been wide-spread acceptance that transformational leadership, when compared to transactional leadership has a greater impact on associates' motivation, self-efficacy, and individual, group and organizational performance (Avolio & Bass, 1995; Bass & Avolio, 1993). Meta-analyses of military and broader organizational psychology literature have confirmed the relationships between transformational leadership and measured performance as being stronger and more positive than the transactional styles of leadership (Gaspar, 1992; Patterson, Fuller, Kester, & Stringer, 1995).

While previous literature cited in this study supports the relationship between transformational leadership and employee attitudes, this study differed from those conducted by other researchers in that it: (a) focused on a public high school setting where performance measurements are much more subjective than in the private sector, and (b) attempted to draw correlations between leadership and employee attitudes in a number of organizations and not in a single institution.

The relationship between transformational leadership behaviors and teacher motivation was the first hypothesis tested in the study. A Pearson correlation of .00 did not support the existence of a relationship between the two variables. Specifically, this would seem to indicate the level of teacher motivation in the sample schools was not dependent on or related to the level of transformational leadership behaviors reported by the building principal. While this does not support the vast body of literature offered by Bass and Avolio (1994) and many others, it might be explained by closer examination of the research model. Building principals were asked to report transformational leadership behaviors using the Multifactor Leadership Questionnaire. Staff were asked to respond to questions using the Teacher Motivation Survey. Using the perceptions of two different groups with two different instruments may have stretched the reliability of the model beyond realistic expectations. Are the perceptions of building principals about themselves compatible with the perceptions reported by staff? While there will always be differences, were these differences exacerbated by using two instruments? It may have been advisable to have staff complete both surveys, thus gaining a single perspective on the relationship between transformational leadership behaviors they observe and the impact those behaviors have on their attitudes.

The second hypothesis proposed a positive relationship between transformational leadership and teacher satisfaction with administration. Literature

supports that transformational leaders involve members of the organization in decision-making, offer generous opportunities for professional growth and make every effort at providing staff with meaningful work, thus leading to increased satisfaction. The Pearson correlation for this hypothesis was $-.06$, which did not support the existence of any relationship between the two variables. While it is surprising that a low degree of support was found for the relationship between leadership style and teacher satisfaction with administration, one goal of this study was to reduce the impact of climate factors that often influence overall teacher satisfaction. Issues of salary, instructional resources, and class size are frequently cited by teachers as impacting their level of satisfaction. It would be unrealistic to expect that these factors and others were completely filtered in the study and that respondents could focus specifically on their satisfaction with administration. As with the first hypothesis, the research model may have also influenced the result. It is possible that leader perceptions and staff perceptions were drawn even further apart through the use of two instruments.

The third hypothesis proposed a positive relationship between transformational leadership and followers' identification with work. The premise here being that employees who are valued and feel like contributing members of the organization will have a higher degree of identification with the workplace. The test of the hypothesis produced a Pearson correlation value of $.08$. The data analysis does not support the hypothesis that any relationship exists between the two variables. Previous discussion of the research model and its possible impact on the results also apply for the testing of this hypothesis. Any discrepancy between how the principal reported his/her behavior and how the staff responds to the behavior is an inherent and possibly flawed portion of the study.

The fourth hypothesis proposed a positive relationship between transformational leadership and the mean level of teacher willingness to disagree with

administration. The test of the hypothesis produced a Pearson correlation value of .10. The data analysis does not provide sufficient support for concluding any relationship exists between the two variables. While these study results are quite different than the literature, which indicates transformational leaders create an environment supportive of employee expression of dissenting opinions, the results may be explained by an incongruence in the perceptions of leaders and followers. Haezebroucke (1989) found the relationship between leadership style and subordinate attitudes to be dependent on the characteristics of both the employee and the supervisor. He described this relationship as complex and inconsistent, but certainly related to the individual relationship between teacher and principal. This again speaks to a possible flaw in the research model which attempted to compare the perceptions of the building principal using one tool with the perceptions of staff using another tool.

The fifth hypothesis proposed a positive relationship between transformational leadership and the mean level of teacher attitude toward change. This hypothesis was based on the supposition that transformational leaders involve followers intimately in organizational change and create stakeholders. As part of the change process, employees are more apt to respond positively to any change introduced into the organization. The test of this hypothesis produced a Pearson correlation value of .06, insufficient support to draw a conclusion that a positive relationship exists between the two variables.

Additional post hoc analyses were conducted to further explore why no support could be found for the existence of relationships between transformational leadership and teacher attitudes, when the body of literature would seem to support the existence of such a relationship. One possible explanation for the low correlations in the study was the research model, which combined the five transformational behavior subscales into a composite score used to describe the level of transformational leadership for the

building principal. The post hoc analyses separated each of the transformational behaviors reported by the principal and compared them with the teacher attitudes reported by staff. The resulting correlation coefficients were slightly higher than the coefficients calculated using the composite score for transformational leadership, but offered little, if any, support for the existence of a relationship between transformational leadership behaviors and teacher attitudes.

The overall results of this study including post hoc analyses, did not provide sufficient support for any of the five hypotheses designed to address the relationship between a transformational leadership style and teacher attitudes. These results may be explained by Yukl (1989) who found that a high degree of transformational leadership comes from the perceptions followers have of leader qualities and behavior. These perceptions are influenced by the context of the situation and the individual needs of the followers. This suggests that the perceptions of a principal's behavior differs among subordinates, possibly leading to variable and inconclusive results. Studies by Bass (1998) and Chemers (1997) also suggest that transformational leadership is more likely to emerge in settings that are unstable, uncertain and turbulent in nature. When public schools in Michigan are compared to the military settings frequently used in the research of Bass, it becomes apparent that the homogeneous nature of the school setting may have been a factor which contributed to the low correlations in the study. Anytime a group is homogeneous, the range of scores on either or both variables is restricted and as the homogeneity increases, the variance decreases. When such a group is increasingly homogeneous, the correlation coefficient decreases (Hinkle et al., 1988). Through the state school code, all public schools are staffed, maintained and evaluated by criteria that make them accountable to similar standards. This homogeneity among public schools, their staff and administration may have been a contributing factor in the low correlations of the study.

To explain further, because public schools are staffed by individuals who possess college degrees, and have similar training and backgrounds, there is a tendency toward similar values. These similar values increase the likelihood of homogeneous responses on the survey which may have led to low correlations. This is compounded by the forty-eight principals who agreed to participate in the study. The homogeneity of the sample may have been increased artificially by the selection process if only positive, confident principals agreed to the research study, thus leading to a narrow representation of schools.

Another factor which may have influenced the correlation coefficients is the situational nature of transformational leadership. As described earlier, transformational leadership is more likely to emerge in settings that are unstable and uncertain. If the relationship between transformational leadership and teacher attitude is not linear in nature, but is somehow tied to the surrounding environment, the use of Pearson correlations may have underestimated the relationship leading to lower values. Further research is required to establish the presence of such a relationship in high school settings.

The majority of practical research on transformational leadership and its impact on employees has taken place in the private sector or within the military. According to Leithwood's 1992 article, little research has been directed to the effects of transformational leadership in an educational setting. Certainly additional research in public schools will assist school administrators interested in achieving the maximum level of motivation with staff.

A second recommendation involves the limited sample used in the study. It would be presumptuous on the part of the researcher to assume that a better return rate and larger sample may have led to more definitive results in the study. However, the study did uncover several strategies that may be helpful for future researchers who are

targeting public school populations. School administrators are much more open to surveys, questionnaires and other forms of data collection early in the school year. It was this researcher's experience that as the school year progressed, there was much less tolerance on the part of school personnel to any intrusion on their busy schedule. It is recommended that research be conducted in the fall months whenever possible to gain the greatest return possible.

The review of literature and other research studies point to a relationship between transformational leadership and employee attitudes. While the data analysis in this study did not support such a relationship, it did produce one key recommendation. It is important to investigate the correlation between transformational leadership and teacher attitudes using data from either teachers or administrators. Adjustments in the research model that reduce the possible disparity between teacher and administrator perceptions would lead to more conclusive results.

Appendix A
Permission to Use the MLQ

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:**

September 11, 1996

by Bernard Bass and Bruce Avolio

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Appendix B
Letter Requesting Participation

KENTWOOD PUBLIC SCHOOLS

EAST KENTWOOD FRESHMAN CAMPUS

6170 VALLEY LANE, S.E. KENTWOOD, MICHIGAN 49508
Phone (616) 698-9292

SCOTT PALCZEWSKI
Principal

JOHN W. SAMPSON, Ph.D.
Assistant Principal

DR. MARY LEIKER
Superintendent of Schools

GLENN A. NIENHUIS
Assistant Superintendent
for Business

LOIS E. SHEPARD
Assistant Superintendent
for Curriculum/Instruction

RON CIRANNA, J.D.
Assistant Superintendent
for Human Resources

January 1997

Dear Principal:

I am a doctoral student at Western Michigan University and a principal in the west Michigan area. Currently, I am conducting research on the relationship between teacher motivation and transformational leadership. Your school was selected in a random sample of public high schools from across the state of Michigan, and I am asking your cooperation in conducting the research for this study.

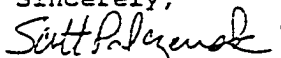
The participation of your school would involve the teaching staff completing a brief twenty-two question survey entitled the Teacher Motivation Survey. The responses to the survey would be completely anonymous and do not require the staff members to identify themselves. The staff responses will be summarized and reported as an aggregate with no individual responses available.

As the building principal, you will be asked to complete the Multifactor Leadership Questionnaire, a forty-five question survey which addresses the leadership style of the building principal. The responses of building principals will be compared with the responses of their staff to determine if a relationship exists between leadership style and staff motivation.

I am asking that you complete and mail the enclosed post card indicating your willingness to participate in the study. Participating schools will receive informational packets in mid-February.

If you have any questions regarding the study, please contact me at (616) 698-6700.

Sincerely,



Scott Palczewski

The Kentwood Public School staff, in partnership with the community, will educate all students. We are committed to excellence and equity in education. Our goal is for students to master essential skills and become successful, productive citizens.

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SCHOOL _____

PRINCIPAL _____

☐

YES, OUR SCHOOL WISHES TO
BE INCLUDED IN THIS STUDY

☐

NO, WE CANNOT PARTICIPATE
AT THIS TIME

SCOTT PALCZEWSKI
KENTWOOD PUBLIC SCHOOLS
6170 VALLEY LANE
KENTWOOD MI 49508

Appendix C
Letter to Participating Principals

KENTWOOD PUBLIC SCHOOLS

EAST KENTWOOD FRESHMAN CAMPUS
6170 VALLEY LANE, S.E. KENTWOOD, MICHIGAN 49508
Phone (616) 698-9292

SCOTT PALCZEWSKI
Principal

JOHN W. SAMPSON, Ph.D.
Assistant Principal

DR. MARY LEIKER
Superintendent of Schools

GLENN A. NIENHUIS
Assistant Superintendent
for Business

LOIS E. SHEPARD
Assistant Superintendent
for Curriculum/Instruction

RON CIRANNA, J.D.
Assistant Superintendent
for Human Resources

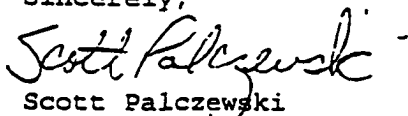
April 1997

Dear Principal:

Thank you for agreeing to participate in the study on leadership styles and its influence on teacher motivation. Included in this packet is an envelope with a survey to be completed and returned by you. A second envelope contains directions for the surveys to be completed and returned by staff. I would encourage you to have teachers complete the survey during the last 15 minutes of a staff meeting. The survey should be administered and returned by a designated staff member.

Thank you again for agreeing to participate in the study.

Sincerely,


Scott Palczewski
Principal

*The Kentwood Public School staff, in partnership with the community, will educate all students. We are committed to excellence and equity in education.
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Appendix D
Letter to Participating Teachers

KENTWOOD PUBLIC SCHOOLS

EAST KENTWOOD FRESHMAN CAMPUS
6170 VALLEY LANE, S.E. KENTWOOD, MICHIGAN 49508
Phone (616) 698-9292

SCOTT PALCZEWSKI
Principal

JOHN W. SAMPSON, Ph.D.
Assistant Principal

DR. MARY LEIKER
Superintendent of Schools

GLENN A. NIENHUIS
Assistant Superintendent
for Business

LOIS E. SHEPARD
Assistant Superintendent
for Curriculum/Instruction

RON CIRANNA, J.D.
Assistant Superintendent
for Human Resources

April 1997

Dear Colleagues:

Your high school has been randomly selected from all public high schools in the state of Michigan to participate in a research project through Western Michigan University. The purpose of the study is to investigate the relationships between leadership and teacher motivation.

Your honesty and accuracy when completing the survey will be greatly appreciated and important to the results of the study. Your confidentiality and anonymity will be maintained through the entire study. One of your staff members will be asked to collect the surveys, place them in an envelope and mail them from outside the building to ensure the data is used for research purposes only. If you are uncomfortable completing the survey you may opt to not participate.

The code number on the return envelope will be used to determine which schools have responded. When the surveys are received they will be separated from the envelope so respondents cannot be identified.

The survey should take less than 15 minutes to complete. Thank you for your cooperation in this study.

Sincerely,


Scott Palczewski

The Kentwood Public School staff, in partnership with the community, will educate all students. We are committed to excellence and equity in education. Our goal is for students to master essential skills and become successful, productive citizens.

Appendix E
Teacher Motivation Survey

Teacher Motivation Survey (TMS)

Directions: Use the scale below and circle the answer that best describes how you feel about each statement.

1=I am very dissatisfied with this aspect of the school.

2=I am dissatisfied with this aspect of the school

3=I am neither satisfied nor dissatisfied with this aspect of the school.

4=I am satisfied with this aspect of the school.

5=I am very satisfied with this aspect of the school.

6=I don't know how I feel about this aspect of the school, or I don't know whether this statement fits my school.

1=very dissatisfied

2=dissatisfied

3=neutral

4=satisfied

5=very satisfied

6=don't know

1 2 3 4 5 6 The degree to which the school administration deals tactfully with your problems.

1 2 3 4 5 6 The amount of input you have into administrative decisions that affect you and your classroom.

1 2 3 4 5 6 The quality of feedback you receive from administrators about your performance.

1 2 3 4 5 6 The amount of support provided to you by your administrators.

1 2 3 4 5 6 The level of interest shown by administrators about your concerns and problems.

1 2 3 4 5 6 The amount of recognition provided by administrators for your work.

1 2 3 4 5 6 The degree to which administrators supervise or control your work assignment.

1 2 3 4 5 6 Your overall level of satisfaction with your administrators.

Directions: Please mark the one item that best describes your response to the statement or question.

9. On most days on your job, how often does time seem to drag for you?

- (1) ☐ About half the day or more
- (2) ☐ About one-quarter of the day
- (3) ☐ About one-eighth of the day
- (4) ☐ Time never seems to drag

10. Some people are completely involved in their job, they are absorbed in it night and day. For other people, their job is simply one of several interests. How involved do you feel in your job?

- (1) ☐ Very little involved; my other interests are more absorbing.
- (2) ☐ Slightly involved
- (3) ☐ Moderately involved; my job and my other interests are equally absorbing to me
- (4) ☐ Strongly involved
- (5) ☐ Very strongly involved; my work is the most absorbing interest in my life.

11. If you could begin working over again, but in the same occupation as you're in now, how likely would you be to choose your current school as a place to work?

- (1) ☐ Definitely would choose another place over my current school
- (2) ☐ Probably would choose another place over my current school
- (3) ☐ Wouldn't care much whether it was my current school or some other place
- (4) ☐ Probably would choose my current school over another place
- (5) ☐ Definitely would choose my current school over another place

12. Following are two somewhat different statements about the relations between administration and teachers in your school:

A. The relations between administration and teachers at my school are much different than in other schools, because at my school both are working together toward the same goal of helping students

B. Relations between administration and teachers at my school are not really very different than in other schools; administration is looking out for the organization's interests, and teachers have to look out for their own interests.

Which of the two statements above comes closer to your own opinion?

- (5) ☐ Agree completely with A
- (4) ☐ Agree more with A than with B
- (2) ☐ Agree more with B than with A
- (1) ☐ Agree completely with B

13. How do you feel when you hear (or read about) someone criticizing your school, or students, or comparing your school unfavorably to other companies?

- (1) ☐ I mostly agree with the criticism
- (2) ☐ It doesn't really bother me; I don't care much what other people think of my school
- (4) ☐ It bothers me a little
- (5) ☐ It bothers me quite a bit; I'm anxious to have people think well of my school
- ☐ I never hear or read of such criticism

14. If you have or were to have a son, how would you feel if someone suggested that he work for the same school that you work for? (If you are a woman, answer for a daughter.)
- (5) ☐ Would completely approve
 - (4) ☐ Would generally approve with some reservations
 - (3) ☐ Would neither approve nor disapprove
 - (2) ☐ Would disapprove a little
 - (1) ☐ Would strongly disapprove
15. How free do you feel to disagree with your immediate supervisor to his/her face?
- (1) ☐ It's better not to disagree
 - (2) ☐ I'd hesitate some before disagreeing
 - (4) ☐ I'd hesitate only a little
 - (5) ☐ I wouldn't hesitate at all to disagree to his/her face
16. How many times during the past year have you told your supervisor about some policy or procedure on the job which you didn't like?
- (1) ☐ Never during the past year
 - (2) ☐ Once
 - (3) ☐ Twice
 - (4) ☐ Three times
 - (5) ☐ About five times
 - (6) ☐ Six to ten times
 - (7) ☐ More than ten times
17. When you don't like some policy or procedure on the job, how often do you tell your opinion to your supervisor?
- (1) ☐ Very rarely or never
 - (2) ☐ About a tenth of the time
 - (3) ☐ About a quarter of the time
 - (4) ☐ About half of the time
 - (5) ☐ About three-quarters of the time
 - (6) ☐ Almost always
18. Sometimes changes in the way a job is done are more trouble than they are worth because they create a lot of problems and confusion. How often do you feel that changes which have affected you and your job at your school have been like this?
- (1) ☐ 50% or more of the changes have been more trouble than they're worth
 - (2) ☐ About 40% of the changes
 - (3) ☐ About 25% of the changes
 - (4) ☐ About 15% of the changes
 - (5) ☐ Only 5% or fewer of the changes have been more trouble than they're worth
19. From time to time changes in policies, procedures, and equipment are introduced by the administration. How often do these changes lead to better ways of doing things?
- (1) ☐ Changes of this kind never improve things
 - (2) ☐ They seldom do
 - (3) ☐ About half of the time they do
 - (4) ☐ Most of the time they do
 - (5) ☐ Changes of this kind are always an improvement

20. How well do the various people in the school who are affected by these changes accept them?

- (1) ☐ Very few of the people involved accept the changes
- (2) ☐ Less than half do
- (3) ☐ About half of them do
- (4) ☐ Most of them do
- (5) ☐ Practically all of the people involved accept the changes

21. In general, how do you now feel about changes during the past year that affected the way your job is done?

- (1) ☐ Made things somewhat worse
- (2) ☐ Not improved things at all
- (3) ☐ Not improved things very much
- (4) ☐ Improved things somewhat
- (5) ☐ Been a big improvement
- ☐ There have been no changes in my job in the past year

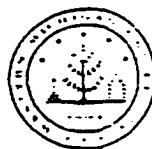
22. During the past year when changes were introduced that affected the way your job was done, how did you feel about them at first?

At first I thought the changes would:

- (1) ☐ Make things somewhat worse
- (2) ☐ Not improve things at all
- (3) ☐ Not improve things very much
- (4) ☐ Improve things somewhat
- (5) ☐ Be a big improvement
- ☐ There have been no changes in my job in the past year

Appendix F
Human Subjects Institutional Review Board Approval

Human Subjects Institutional Review Board



Kalamazoo, Michigan 49008-3999

WESTERN MICHIGAN UNIVERSITY

Date: 4 November 1996

To: Dr. Uldis Smidchens

From: Richard Wright, Chair

Re: HSIRB Project Number 96-10-27

Richard A. Wright

This letter will serve as confirmation that your research project entitled "A Study of the Relationship Between Transformational Leadership and Teacher Motivation" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you must seek specific approval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: 30 October 1997

xc: Scott Palczewski

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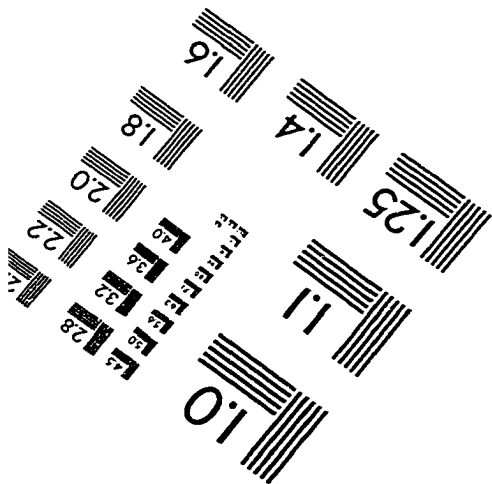
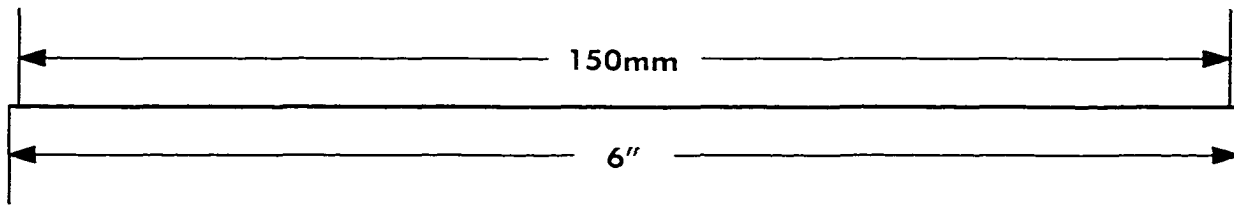
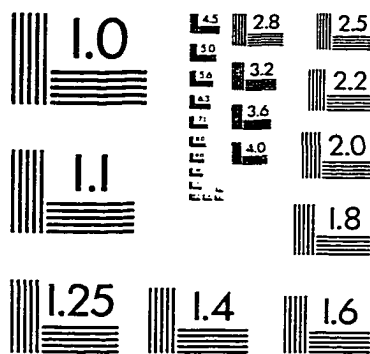
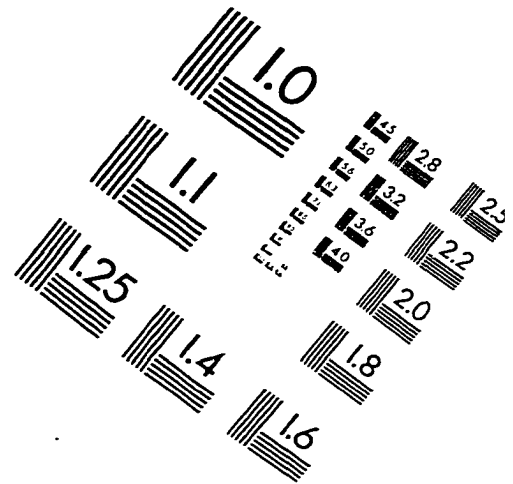
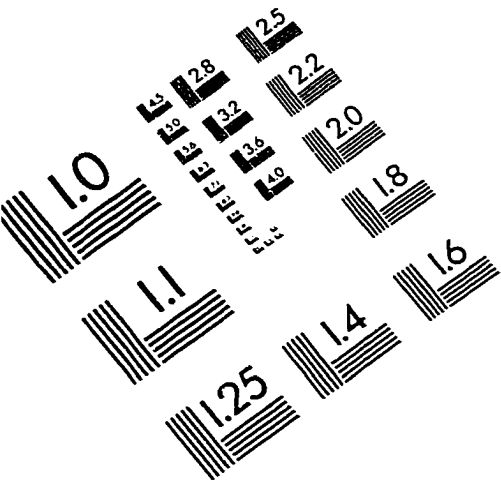
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IMAGE EVALUATION TEST TARGET (QA-3)



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