

2019

## **A Study Of The Relationship Between Authentic Leadership And Job Satisfaction In Public Education**

Todd Hitchcock  
*Indiana State University*

Follow this and additional works at: <https://scholars.indianastate.edu/etds>

---

### **Recommended Citation**

Hitchcock, Todd, "A Study Of The Relationship Between Authentic Leadership And Job Satisfaction In Public Education" (2019). *All-Inclusive List of Electronic Theses and Dissertations*. 1535.  
<https://scholars.indianastate.edu/etds/1535>

This Dissertation is brought to you for free and open access by Sycamore Scholars. It has been accepted for inclusion in All-Inclusive List of Electronic Theses and Dissertations by an authorized administrator of Sycamore Scholars. For more information, please contact [dana.swinford@indstate.edu](mailto:dana.swinford@indstate.edu).

A STUDY OF THE RELATIONSHIP BETWEEN AUTHENTIC LEADERSHIP AND  
JOB SATISFACTION IN PUBLIC EDUCATION

---

Dissertation

Presented to

The College of Graduate and Professional Studies

Department of Educational Leadership

Indiana State University

Terre Haute, Indiana

---

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

---

By

Todd Hitchcock

December 2019

© Todd Hitchcock, 2018

Keywords: Authentic, Leadership, Satisfaction, Public Education

ProQuest Number:27547090

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent on the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



ProQuest 27547090

Published by ProQuest LLC (2019). Copyright of the Dissertation is held by the Author.

All Rights Reserved.

This work is protected against unauthorized copying under Title 17, United States Code  
Microform Edition © ProQuest LLC.

ProQuest LLC  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

**Todd M. Hitchcock**

**ACADEMIC BACKGROUND**

Doctor of Philosophy in Educational Leadership, Indiana State University, anticipated 2019  
Educational Specialist Degree, Indiana Wesleyan University, 2010

**LICENSES & CERTIFICATIONS**

Indiana Superintendents License – Grades P-12, All Schools

**RESEARCH EXPERIENCE**

Doctoral Research experience, Dr. Terry McDaniel, PhD Indiana State University

**PROFESSIONAL EXPERIENCE**

***Assistant Superintendent, Great Jasper Community Schools Corporation 2016- Present***

Led curriculum development, professional development, assessment programming, and leadership development k-12, district wide.

***Adjunct Professor of Educational Leadership programs 2017 – Present***

Facilitate online classes in the Masters of Educational Administration Program and Principal Licensure Program. Courses Facilitated: Community/Cultural/Relational Leadership, Professional/Legal/Ethical Leadership, Organizational/Operational/Resource Management, Collaborative Vision & Instructional Leadership, Principal Internship

COMMITTEE MEMBERS

Committee Chair: Terry McDaniel, Ph. D.

Professor of Educational Leadership

Indiana State University

Committee Member: Brad Balch, Ph. D.

Dean Emeritus and Professor of Educational Leadership

Indiana State University

Committee Member: Tracy Lorey, Ph. D.

Superintendent, Greater Jasper Consolidated Schools

## ABSTRACT

This research study examined the relationship between authentic leadership and job satisfaction of certified teachers within the state of Indiana. In total, 171 complete responses to the survey were returned. The survey instrument collected some basic demographic information along with combining the Authentic Leadership Questionnaire to measure the perceived authenticity of the principal and the Abridged Job Descriptive Index to measure the job satisfaction of the teacher. Simple linear regression was used to investigate the relationship between the two variables. The study also checked to see if the relationship was the same or different based on the teachers' school size, setting, experience, grade assignment, and gender. The results of the study indicated a statistically significant relationship exists between the authenticity of the leader and the job satisfaction of the teacher. The study also found that this relationship does vary somewhat based on years of teaching experience, gender, and school setting. A discussion of the implications of this study, the limitations, and recommendations for future research is provided in Chapter 5.

## DEDICATION

I have been blessed beyond measure in this life and firmly believe God works for the good of those who love him, who have been called according to his purpose (Romans 8:28, New International Version). This does not mean that my life is a fairytale, but it does mean that I believe in the master plan that God has for my life. I believe that this work is part of that master plan.

This work is dedicated to my family. My wife, Trisha, and our four children, Elias, Adeline, Emery, and Easton, have been willing participants in this journey. Their patience as I have pursued what has now become an almost 20 year long dream has been beyond what a spouse or children should be asked to do. Time, money, and memories have been sacrificed in order for me to pursue my dream, and my hope is that by accomplishing this I am able to help better fulfill some of their dreams.

I would also like to dedicate this work to my parents who worked hard to support me and open doors for me early in life, when I didn't know I needed doors opened for me. Their parenting, guidance, and training set the foundation for any of the successes I have had professionally.

## ACKNOWLEDGMENTS

I have been blessed beyond measure to be surrounded by individuals who have supported my growth as both a professional educational leader and an individual person. Professionally, I would not have chosen this path if it weren't for my first principal, Jim Voelz, who encouraged me to first start down the path of educational leadership. Dr. Halik, who I did my superintendents internship with, taught me several valuable lessons about district-level leadership. As a building-level leader, I continued to be supported and encouraged by mentors such as Dr. Vic Combs, Casey Brewster, and Larry Hollan.

Four years ago, when I transitioned from building-level leadership to district-level leadership, I could not have possibly landed in a better situation working alongside Dr. Tracy Lorey. She has been encouraging, supportive, and most of all been an outstanding example of what an educational leader should look like. She introduced me to the Indiana State program and encouraged me to pursue a Ph.D. in Educational Leadership.

I greatly appreciate the support of Dr. Brad Balch serving on my dissertation committee. He has been a great sounding board for educational philosophy. Dr. Terry McDaniel served as my dissertation committee chair and I truly appreciate his support and guidance through this very difficult process. He was encouraging and guided me step by step to help ensure completion of the program.



## TABLE OF CONTENTS

ABSTRACT.....	iv
DEDICATION.....	v
ACKNOWLEDGMENTS.....	vi
CHAPTER 1 - INTRODUCTION AND BACKGROUND.....	1
Problem Statement.....	3
Purpose Statement.....	3
Significance of the Study.....	3
Methods.....	4
Research Questions and Hypothesis.....	5
Assumptions and Limitations.....	6
Definitions.....	7
Summary and Organization of Study.....	8
CHAPTER 2 - LITERATURE REVIEW.....	9
The Authentic Leadership Construct.....	9
A Brief History on Job Satisfaction.....	13
Job Satisfaction in the Field of Education.....	15
Leadership Styles and Job Satisfaction.....	17
The Impact of Authentic Leadership.....	21
Authentic Leadership in the Medical Field.....	21

Authentic Leadership in the Business Sector.....	25
Authentic Leadership in the Public Works Sector.....	27
Authentic Leadership in the Field of Education.....	28
CHAPTER 3 - METHODOLOGY.....	30
Null Hypothesis.....	31
The Instruments.....	32
Summary.....	34
CHAPTER 4 - RESULTS.....	35
Data Collection.....	35
Descriptive Statistics.....	36
Inferential Statistics.....	43
Summary.....	73
CHAPTER 5 - SUMMARY OF FINDINGS .....	74
Summary of Findings.....	74
Implications.....	76
Limitations.....	81
SUMMARY.....	82
REFERENCES.....	83
APPENDIX A: HUMAN RESEARCH TRAINING CERTIFICATE.....	93
APPENDIX B: PARTICIPANT REQUEST E-MAIL.....	94
APPENDIX C: ABRIDGED JOB INDEX SURVEY.....	95
APPENDIX D: PERMISSION TO USE ALQ SURVEY INSTRUMENT.....	96
APPENDIX E: AUTHENTIC LEADERSHIP QUESTIONNAIRE SURVEY.....	97

## CHAPTER 1

### INTRODUCTION AND BACKGROUND

There is leadership, and then there is authentic leadership. If you are not willing to engage from your heart, to passionately work to create a greater quality of work life for front-line staff every day, and to push yourself to the ultimate limit to make that happen, you might be a leader, but you will not be perceived as an authentic leader. (Kerfoot, 2006, p. 596)

Theories of leadership help to direct the way leadership is practiced in a particular setting (Northouse, 2012). The educational setting is no different. Leadership is defined by leaders who exemplify service, sacrifice, and selflessness to the people they are leading. A strong leader is someone who demonstrates consistently to those around him or her their interests are what most occupy his heart (MacArthur, 2004). The authenticity of the leader transcends leadership style in most circumstances. How the authenticity of the leader impacts employee job satisfaction has led to the intent to develop and conduct this research.

Leaders in all types of organizations want to retain their best employees. This is no different in the field of education. School leaders desire to retain their best and highest performing teachers. Unfortunately, the percentage of teachers choosing to leave the profession is increasing. There has been a dramatic increase in the percent of teachers who either left the profession (leavers) or transferred to another school (movers) in recent years (Yesil Dagli, 2012).

It is important for educational leaders to identify the reasons why teachers are leaving the profession and find ways to use that knowledge to encourage high-quality teachers to stay in the profession.

Public education is faced with many challenges. One of the largest challenges it faces is the retention of high-quality teachers. Teachers are choosing to leave the classroom of their own accord each year, and the number of teachers leaving the profession is high, particularly early on in their teaching career (Winters & Cowen, 2013). In the last 15 years, the attrition rate in the field rate has increased by 50% across the United States (Barnes, Crowe, & Schaefer, 2007). Furthermore, in 2007 the annual turnover rate of educators had risen to 17% across the nation. Barnes et al. (2007) estimated that in 2007 this turnover cost school districts approximately seven billion dollars across the United States. They suggest that the recent turnover and attrition has had a huge impact on the quality of education in the classroom as seen in decreases in standardized test scores. Teacher job satisfaction can predict retention, commitment level, and individual contributions to school effectiveness (Woods & Weasmer, 2002).

Discovering that a specific theory of leadership or the perceived authenticity level of the leader positively impacts the job satisfaction levels of organizational employees could be extremely valuable information for leaders. If organizations and leaders knew that a specific style of leadership or the authenticity of the leader could impact employee job satisfaction, this could help guide their leadership development training. Decreasing the number of employees who leave because they are dissatisfied with their job would be a benefit to all organizations, especially in the education field.

### **Problem Statement**

Teachers opting out of the profession is an issue and raises two important questions: (1) Why are teachers opting out of the profession at a greater rate than before? (2) Are there certain variables that can be identified to help increase the probability teachers will remain at their current school or in education in general?

### **Purpose Statement**

The need for quality leaders in the field of public education is just as demanding, if not more demanding now, as it ever has been. A belief that leaders who are authentic have the potential to be more successful in leading their organizations is the basis to which this study was derived. This study is quantitative in nature and examined the relationship of principles of authentic leadership and teacher job satisfaction in regards to the setting of public education. Independent variables studied were teaching experience, teaching assignment, school size, school setting, and gender. The dependent variables studied were the scores measured by the Authentic Leadership Questionnaire (ALQ) and the Abridged Job Descriptive Index (AJDI) surveys.

### **Significance of the Study**

Ensuring the job satisfaction of employees is one of the most essential tasks of management (Aydin, Sarier, & Uysal, 2013). Leaders must be able to determine what will help increase satisfaction among employees, and leaders are tasked with making changes to ensure employees remain satisfied. If successful, this study will provide some indications as to what tactics leaders can attempt to help improve teacher job satisfaction and hopefully retain teachers at higher rates than before. The setting for this study is in the field of education, but because of the nature of it focusing on job satisfaction and the authenticity of the leader, it has implications

for leaders in all fields. Improving employee job satisfaction is a common challenge for leaders, and this study suggests ways it can be improved, and it has benefits for leaders far beyond just the field of education.

### **Methods**

A quantitative approach was used to conduct research on the job satisfaction levels of teachers in the state of Indiana. The population of respondents was comprised from certified teachers in the state of Indiana. The research was done electronically through an online survey tool. The researcher utilized Qualtrics supported by Indiana State University to collect the survey data and SPSS Statistics v. 22 for data analysis.

Teachers at participating schools received an e-mail containing a link to a survey. The link to the survey included an informed consent statement acknowledging their willingness to respond to the questionnaire and participate in the research. The survey combined the ALQ, created by Mindgarden, and the AJDI, as it was developed by Russell et al. (2004). “The development of the Authentic Leadership Questionnaire (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008) was a conscious effort to incorporate an aspect of emotional intelligence called self-awareness into a model of leadership” (Duncan, Green, Gergen, & Ecung, 2017, p. 19).

The Job Descriptive Index (JDI) has been recognized as a valid measure of job satisfaction, used all around the world, and translated into numerous different languages to be applied to research studies in many foreign countries (Kinicki, McKee-Ryan, Schriesheim, & Carson, 2002). According to Smith, Kendall, and Hulin (1969), the JDI measures job satisfaction on five scales, which include work, pay, promotion, supervision, and co-workers.

Utilizing the JDI helped give the researcher an accurate measurement of the employee current job satisfaction in comparison to their ALQ score.

Teachers completed surveys that measured satisfaction levels on their own job as well as their perception of the authenticity of their building principal. The estimated time the participants spent answering survey questions was less than 10 minutes for the combined survey. After collecting the survey results, the researcher used SPSS to conduct detailed data analysis to see if there were any significant correlations between the perceived authenticity of the leader and job satisfaction levels of teachers.

### **Research Question and Hypothesis**

The following questions were studied to add to the literature related to this topic: Is there a significant relationship between perceived authenticity of the principal and the teachers' overall job satisfaction? The following sub-questions were also examined:

Research Sub-Question 1: Is there a significant relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction based on the size of the school?

Research Sub-Question 2: Is there a significant relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction based on the number of years of experience the teachers have?

Research Sub-Question 3: Is there a significant relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction based on the school setting (rural, urban, suburban)?

Research Sub-Question 4: Is there a significant relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction based on the teaching assignment (K-2, 3-5, 6-8, 9-12) of the teachers?

Research Sub-Question 5: Is there a significant relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction based on the gender of the teachers?

### **Assumptions, Limitations, Delimitations**

The public education sector brings its own unique set of limitations to this study. In public education, schools operate similar to not-for-profit organizations without earnings as a focus. This could lead to questions about the transferability of this study to for-profit business settings. Public school corporations also follow a very well-defined set of rules that apply only to the public education system. Those rules and guidelines can and do play a role in the leadership of schools. This could further raise questions about the transferability of this study into a free enterprise system under which businesses operate.

Another key limitation of the study is the region for which it was conducted. The region of study is made up of primarily rural areas and small towns in the state of Indiana. Participation was limited to schools within that region who agreed to be part of the process. The population is primarily Caucasian with only a few pockets of minorities across several counties. Most of the schools that were surveyed are small and contain student populations that have a low socio-economic status. Because of these factors, limitations to the study were created and could possibly have had an impact on the data. If the area surveyed were more diverse, it would create greater confidence that the results of the study could be replicated in other regions or states across the country. All of the schools in the region are public institutions. There are few



religious or parochial schools in the region of study. The type of school could also play a role in job satisfaction roles of the employees working there.

The survey was voluntary. Even though the survey was sent to thousands of teachers, the response to the survey was somewhat limited. Another limitation of the study is the countless number of variables that were not measured. Teachers may have had certain beliefs about their principals or certain job satisfaction levels based on factors that were not measured in this particular study.

### **Definitions**

*Authenticity*—This refers to characteristics outlined as “(a) transparency, openness, and trust; (b) guidance toward worthy objectives; and (c) an emphasis on follower development” (Gardner, Avolio, Luthans, May, & Walumbwa, 2005, p. 345).

*Authentic Leadership Questionnaire*—The ALQ was created by Mindgarden and allows for the assessment of authenticity levels of a leader by the employees of any given organization.

*Job satisfaction*—This refers to “the feelings a worker has about his or her job or job experience in relation to previous experiences, current expectations, or available alternatives” (Balzer et al. 1997, p. 10).

### **Summary and Organization of the Study**

This study was designed to understand how impactful leaders who demonstrate authentic leadership behaviors are on the teachers in their building. More specifically, this study sought to find out if authentic leaders are able to influence positively the levels of teacher job satisfaction in their buildings. The research answered the main research question in addition to several other sub-research questions exploring the impact of authentic leadership on classroom teachers.

The study contains five chapters. The first chapter included an introduction to the study, a statement of the problem, the purpose for which the study was completed, research questions, definition of terms, delimitations, and limitations. Chapter 2 is a collection of authentic leadership and job satisfaction literature from a variety of different fields. Chapter 3 outlines the research design and methods that were used to conduct the research for this study. Chapter 4 presents the findings from the study. Chapter 5 contains a summary of the data along with conclusions that can be drawn from the study.

## CHAPTER 2

### LITERATURE REVIEW

The literature review is organized to give the reader a history and knowledge base of the authentic leadership and the primary variable of job satisfaction that has been examined across several different organizational settings. Studies related to authentic leadership are organized by fields in which they were performed and were selected based on relevance to the topic of this study. Both authentic leadership principles and job satisfaction levels have been researched extensively as independent criteria. There have also been instances where they have been researched in association with each other. The following literature review aims to inform the reader of the background, research, and development of both job satisfaction and authentic leadership independently as well as provide the background knowledge to support the original research conducted in this dissertation.

#### **The Authentic Leadership Construct**

The development of authenticity and authentic leadership in many respects is a result of the unique issues facing a variety of organizations in the modern world today (Avolio & Gardner, 2005). The creators of the construct of authentic leadership showed an increasing interest in the subject because of the decrease in ethical leadership and the corresponding increase in societal challenges. The development drew from the disciplines of ethics, leadership, and positive organizational scholarship (Cooper, Scandura, & Schriesheim, 2005). The decrease

in ethical leadership has created the need for high ethical awareness, self-awareness, and organizational citizenship behavior (George, 2003). Authenticity is defined from the perspective of the individual, their understanding of the world around them, and how they live their life based on what they believe. Authentic leadership looks at how leaders use their beliefs, values, and experiences to lead in a way that is true to those ideas (Avolio, Gardner, Walumbwa, Luthans, & May, 2004).

Referring back to MacArthur's (2004) idea that true leaders are people who demonstrate to everyone around them their interests are what most occupy their heart, the focus now shifts to defining authentic leadership. To define authentic leadership, it is important to approach the topic from two perspectives: first, what an authentic leader is, and second, how the literature defines authentic leadership. Bass (2008) defined authentic leaders as leaders who are true to themselves and others and also pointed out that in not being true to themselves leaders can actually deceive others.

Bass (2008) suggested that authenticity and trust for a leader go hand in hand. "A leader caught in insincerity, duplicity, deceit, and double-dealing would be hard to trust" (Bass, 2008, p. 260). Authenticity, as it relates to leadership, was defined as the extent to which a leader is viewed by others as exhibiting a salience of self over role (Henderson & Hoy, 1982). In other words, the leader does not allow the role to determine or justify personal actions. This definition led to further development by Henderson and Brookhary (1996), where the Organizational Leader Authenticity Scales (OLAS) was developed. The OLAS has been used by organizations to measure the authenticity of the leader in organizations and how it relates to organizational climate and organizational health (Bass, 2008).

Authentic leadership considers those behaviors indicating leaders are self-aware and regulate themselves accordingly (Avolio & Gardner, 2005). Authentic leadership goes beyond just the authentic nature of the leader and also encompasses authentic relationships with followers and others. “These relationships are characterized by: (a) transparency, openness, and trust; (b) guidance toward worthy objectives; and (c) an emphasis on follower development” (Gardner et al., 2005, p. 345). When leaders are true to their own core beliefs and values, and exhibiting authentic behavior, there is a fostering of positive qualities that take place in their followers (Gardner et al., 2005).

Authentic leadership has been shown to create high levels of hope and positive emotions as well as to enhance trust, which in turn yields an increase in commitment level, engagement, and job satisfaction (Avolio et al., 2004). Hystad, Bartone, and Eid (2014) suggested a leadership type like authentic leadership has the ability to inspire positive behavior among employees. In its simplest form, authentic leadership can increase the level of trust in relationships between leaders and followers. It also includes a positive moral outlook characterized by high signs of ethics that guide leader behavior and decision making (Avolio & Gardner, 2005).

Michie and Gooty (2005) stated that authenticity stipulates that individual actions must be consistent with the individual’s thoughts and feelings. They emphasized the role that values and emotions play in authentic leadership and the influence of each. Authenticity promotes trust between the leader and the follower because of the knowledge of the individual’s strengths and weaknesses. This inner understanding creates a leader who is very consistent and transparent to his or her followers.

George (2003) has written about the need for authentic leaders in today's organizations. All organizations are in need of leaders who understand their purpose and hold fast to their core values. Authentic leaders such as these are committed to building enduring organizations and using integrity to do it (George, 2003). George went on to say that because authentic leaders are true to themselves, they identify and accept both their strengths and weaknesses.

### **Is Authentic Leadership the Same as Transformational Leadership?**

Authentic leadership has been examined and found to be closely related to transformational leadership (Duncan et al., 2017). Is it related to emotional intelligence? How does this fit in to the authentic leadership framework? A 2017 study with a sample of 1,028 working adults completed the ALQ along with the Schutte Self-Report Emotional Intelligence Test to investigate the relationship between the two variables. Duncan et al. (2017) went on to argue that the results of the study suggest that there is something different being measured with the ALQ than the Schutte Self-Report Emotional Intelligence Test, and more comparisons should be explored to help clearly define the differences.

Closely aligned to the research proposed in this study, a 2017 study attempted to measure the validity of authentic leadership, beyond the effects of transformational leadership in respect to their influence on job satisfaction (Rodriguez, Green, Sun, & Baggerly-Hinojosa, 2017). The results of their study showed, when holding all variables constant, authentic leadership was able to explain the variances when examining job satisfaction at a slightly higher rate than transformational leadership. The implications of the study suggest that while authentic leadership and transformational leadership are closely related, they also measure out differently when compared on empirical studies (Rodriguez et al., 2017). Rodriguez et al.

(2017) suggested further examination of both constructs to identify accurately what the specific differences between the two are.

### **A Brief History on Job Satisfaction**

Job satisfaction measures how an individual believes or feels his or her job-related needs are being met by the employment (Evans, 1997). The history on job satisfaction research and how it has been applied to organizations is extensive. Research related to job satisfaction first surfaced early in the 1900s when Frederick Winslow Taylor applied fundamentals of psychology to organizational settings to see what impact psychology had on production. His theory was that in order for employers to be successful, they have to keep their employees satisfied (Taylor, 1911).

In the 1960s Frederick Herzberg took Taylor's initial work a step further. He identified specific factors of hygiene, such as supervision, working conditions, company policies, salary, and other procedures, as influences on job satisfaction (Herzberg, 1966). He also distinguished between what he called hygiene factors and motivation factors. He identified hygiene factors as things that had a short-term influence on employee job satisfaction where motivators had long-term positive effects on the employees' level of job satisfaction. Motivational factors include achievement, recognition, and advancement (Herzberg, 1966).

Vroom (1964) added the expectancy theory to the literature on job satisfaction. The expectancy theory states that satisfaction comes from the perception the employees have of how their job benefits them. Therefore, the level of job satisfaction employees have is dictated by whether or not they believe their job benefits them and to what degree. This aligns somewhat with a transactional approach to employment, similar to a transactional leadership approach in

that both assume the main purpose of the work is to serve the employee's own self-interest (Burns, 1978).

Later into the 1960s and into the 1970s, Edwin Locke made some key contributions to the study of job satisfaction. Locke (1969, 1976) utilized different facets of employees' jobs to help measure and collect data about the individual perception of their job satisfaction. Job satisfaction facets are defined as individual components that collectively create an employee's experience at work, such as promotional opportunities, salary, and collegiality (Rice, Gentile, & McFarlin, 1991). Those facets are split into two different groups. Facet satisfactions look at specific facets of the employee's job as evaluated by the employer. Facet descriptions are the employees' descriptions of their experiences with those same facets (Rice et al., 1991).

The ideas about the construct of job satisfaction were further developed with a move toward the development of modern job satisfaction measurement tools. Smith et al. (1969) narrowed down the wide range of previously introduced job facets into five distinct categories. Those five components were (a) satisfaction with people on their present job, (b) work on their present job, (c) satisfaction with their pay, (d) satisfaction with their opportunities, and (e) satisfaction with their supervision (Smith et al., 1969).

A review of over 300 studies regarding job satisfaction and job performance revealed that there is a strong relationship between job satisfaction and performance (Judge, Bono, Thorsen, & Patton, 2001). In fact, Judge et al. (2001) stated that job performance can be a good indicator of job satisfaction. Job satisfaction is about more than just organizational facets. Ho and Au (2006) linked low job satisfaction levels to negative emotional aspects such as depression and anxiety. In this instance it is important for employees to be satisfied on the job not only for professional reasons but for personal reasons as well.



### **Job Satisfaction in the Field of Education**

Why is job satisfaction an important variable to examine when discussing issues such as employee retention and overall job performance? At this period in time, there are fewer and fewer new teachers entering the profession and retention rates of new graduates are not as high as they used to be. Is there a link between these identified issues and teacher job satisfaction? If there is, what steps can organizational leaders take to increase their employees' job satisfaction levels? Studies using teacher job satisfaction as a variable have been going on for decades, and those included in the literature review give credence to the notion that teacher job satisfaction levels are a valid predictor of stress levels, performance, and their willingness to stay in the field altogether.

Teacher job satisfaction includes teacher involvement, commitment, and motivation (Sargent & Hannum 2005). When employees have higher levels of job satisfaction, they are more likely to stay with their organization. Teachers' job satisfaction and burnout have been associated with teacher turnover (Yesil Dagli, 2012). According to a study utilizing the School and Staffing Survey, 25% of the teachers across the United States left teaching because they were dissatisfied with their job, and another 25% left the profession with a desire to pursue a better job or career (Ingersoll, 2003). Other studies have linked job satisfaction of teachers to morale, stress levels, and the desire to have high achievement in the classroom (Collie, Shapka, & Perry, 2012). According to Lynn (2002), two of the eight stages of teacher career development can have a major impact on teacher retention and job satisfaction. Enthusiasm and growth are when the individual feels as though he or she has reached a level of competence and is enjoying his or her job. Lynn further asserted that career frustration occurs when the teacher becomes dissatisfied in his or her job. This can lead to teachers leaving the profession

altogether. There is evidence that teacher job satisfaction can be influenced by the leader.

Chieffo (1991) reported two basic factors influencing school effectiveness: the leader's style and teachers' job satisfaction. Jackson (2013) conducted research using the MLQ and had findings that suggested the leadership style of the school principal does influence the job satisfaction level of the teachers employed in their building. Schulz and Teddlie (1989) wrote that teacher job satisfaction influences morale, motivation, as well as the general willingness to maximize their teaching potential.

Crane (2012) examined 13 different leadership competencies and evaluated how each of those competencies influenced teacher job satisfaction. His research supported a strong relationship between principal behaviors, and teacher effectiveness and job satisfaction. He found a strong correlation between teacher-principal relationship and teacher job satisfaction. Bullough, Hall-Kenyon, and MacKay (2012) conducted a survey among primary educators to determine which aspects of their job led them to be most dissatisfied. Those educators named low teacher pay, poor leadership, job-related stress, and underutilization as some of the main reasons they were dissatisfied with their current employment.

In 2008, Perrachione, Petersen, and Rosser sought to "explore teachers' perspectives regarding job satisfaction and retention and present school districts, boards, and administrators, with key information to form meaningful decisions and policies" (p. 25). Their study sampled over 200 teachers in the state of Missouri public education system. Their research presented some interesting themes in how intrinsic and extrinsic variables influenced teachers' levels of job satisfaction (Perrachione et al., 2008). They found that intrinsic variables such as feelings about working with students, self-efficacy, and teacher job satisfaction were most closely related to teachers who cited an overall high level of satisfaction with the profession, while extrinsic

variables such as role overload, low salary, and parental support were cited as key influences for teachers who identified an overall low satisfaction level with the profession. Overall, their findings supported a trend from previous research that overall satisfaction with the profession was a stronger indicator of the possibility of retention than simple teaching job satisfaction (Perrachione et al., 2008).

Improving teachers' sense of job satisfaction can help to reduce expenses associated with high levels of teacher stress that include factors such as teacher absenteeism and teacher illness (Billingsley & Cross, 1992). If improved job satisfaction can lead to less absenteeism and illness, perhaps it could also lead to less turnover and greater retention rates. Teacher job satisfaction appears to be an important factor in determining whether or not teachers stay in the field of education. This promotes the question of what factors can improve or influence teacher job satisfaction. Is there a specific leadership style or set of characteristics that could help increase overall job satisfaction related to teaching?

### **Leadership Styles and Job Satisfaction**

Other related research has been conducted related to the leadership style of the leader. Kouzes and Posner (2002) produced findings that suggest doing the job well and having a leader who is able to make people feel like they have a role are two keys to overall job satisfaction of employees. Webb (2009) conducted a study surveying presidents of Christian universities and employees job satisfaction levels.

By combining the transformational leadership behaviors of Attributed Charisma and Individual Consideration with the transactional leadership behavior of Contingent Reward, presidential leaders at colleges and universities can implement leadership

behaviors that enhance followers' satisfaction, motivate followers to work harder, and increase followers' perceptions of presidential effectiveness. (Webb, 2009, p. 28)

Packard and Kuappi (1999) conducted a study of employees who worked for rehabilitation agencies. Their study focused on the impact of leadership style on rehabilitation worker's job satisfaction and perceptions of work environment. "The results of the study show that different leadership styles do contribute to different perceptions of work environments and different levels of job satisfaction among employees of rehabilitation services" (Packard & Kuappi, 1999, p. 9). Nir and Kranot (2006) studied how personal teacher efficacy varies across leadership styles and the added value of the principal's leadership style:

The findings suggest that the relation between the principal's leadership style and PTE (Personal Teacher Efficacy) is mediated by the positive experiences that teachers undergo on the job, mainly, their satisfaction. Therefore, transformational leadership that affects the intra-school circumstances by promoting teachers' satisfaction on the job is likely to indirectly contribute to PTE. (p. 211)

A 2015 study was conducted in India among five catholic schools. The purpose of the study was to investigate overall job satisfaction and its relationship to the leadership style of the principal. The study rated the perceptions of the teachers and asked them to evaluate the leadership styles of their building leader using a Likert format as well as rate their own level of job satisfaction with their current role (Shila & Sevilla, 2015). The study utilized the Multifactor Leadership Questionnaire form. The findings suggest the perceived leadership style of the principal had a significant influence on teachers' job satisfaction:

The findings also show that transformational leadership of principals has a great influence on teachers' job satisfaction. Principals are influential in bringing about change

in teachers by encouraging them to take part in decision making, which gives them importance and motivates them to improve their job related attitudes. (Shila & Sevilla, 2015, p. 42)

A similar study investigating job satisfaction and its relationship to the style of the leader took place in a university setting in Ethiopia. Kebede and Demeke (2017) surveyed 382 university faculty members to gather their perceptions about the leadership style of their administrators and gauge their own level of job satisfaction. This study utilized the Multifactor Leadership Questionnaire form. The study measured three different leadership style possibilities against the perceived levels of job satisfaction among employees. “Transformational, transactional, and passive/avoidant leadership styles were identified by participants in correlations with their own perceptions of job satisfaction level” (Kebede & Demeke, 2017, p. 172). According to the results of the study, only transformational leadership style showed a positive correlation when compared to job satisfaction scores. In summary, Kebede and Demeke (2017) suggested, “Leadership style does have an impact on employees’ levels of job satisfaction and leaders should align with a model of transformational leadership style to maximize the autonomy of the academic staff” (p. 174).

A 2017 Turkish study conducted by Tas further investigated the influence leadership had on teachers. In the study 21 technical school directors’ leadership abilities were examined by the teachers with whom they worked. According to Tas, teachers directly influence the achievement of the organizational objectives, and therefore, school administrators must be aware of their satisfaction levels. The study surveyed teachers to find out which of three different leadership approaches they perceived their administrator to use most frequently. The three approaches were institution-oriented leadership, individual-oriented leadership, and change-oriented leadership.

Participants were then asked to rate their own level of job satisfaction. The results of the study identified individual-oriented leadership as the most frequently observed leadership behavior among the vocational school administrators. “The research conducted showed a meaningful relationship between leadership behaviors and job satisfaction” (Tas, 2017, p. 2098). Individual-oriented leadership behavior was associated with the highest levels of job satisfaction among teachers.

Barnett (2018) examined the relationship between leadership styles and job satisfaction levels among adjunct faculty at the university level and the directors of their programs. Barnett claimed that as the workforce at the collegiate level has shifted from mostly full-time faculty to more part-time adjunct faculty, it is important to see how leadership style influences job satisfaction through an online setting. His study took place at one for-profit university and had a sample size of 84 surveys returned. Participants were asked to give their perceptions of the leadership style of their leader using several different Likert-scale items and then rate their own perceived levels of job satisfaction in their current role. The findings of the study suggested that transactional leadership style was the most prominently displayed leadership style among administrators in the university, which was also associated with lower job satisfaction scores. Conversely, transformational leadership was the second most frequently identified leadership style, which demonstrated a positive correlation with higher job satisfaction scores (Barnett, 2018).

### **The Impact of Authentic Leadership**

The following studies are related to authentic leadership and its impact on employee trust, commitment, altruism, self-efficacy, and overall satisfaction. These studies have taken place in both the public and private sectors that have started to build the case for the level of influence

authentic leadership can have on several different characteristics of employees, including their overall job satisfaction. The studies looked at instances where the perceived authenticity of leaders was examined in contrast to a variety of variables, including and leading up to overall job satisfaction, which is the focus of this study.

### **Authentic Leadership Studies in the Medical Field**

The following studies took place in the medical field and examined authentic leadership as a construct. These studies have explored relationships between authentic leadership and other variables, not limited to employee retention, empowerment, self-efficacy, and job satisfaction. It is worthy to note that some of the studies included in this literature review reveal the identified problem is employee burnout or high turnover. The theme of burnout and low retention of new employees is consistent with the identified problems of this study and could provide further evidence to support the idea that authentic leaders can have influence on these factors across multiple disciplines.

A 2012 study looked to investigate the phenomena of high rates of burnout and turnover among new nurses. Spence Laschinger, Wong, and Grau (2012) argued this lack of retention and burnout is putting an additional strain on the finances in healthcare organizations and can contribute to a lack of quality in care patients receive. They examined the authentic leadership of health care administrators as it related to workplace bullying, job satisfaction, intention of turnover, and burnout among employees in their first two years in the health care setting. Their findings suggested that authentic leadership was a significant factor because it influenced nursing retention outcomes by decreasing the likelihood of bullying and burnout. In so doing, an overall improvement of new nurses' job satisfaction was observed. The big picture implications of the study highlight the importance of authentic leadership for creating "healthy work environments

that may discourage workplace bullying and the development of burnout, that lead to negative work attitudes that threaten new graduate retention” (Spence Laschinger et al., 2012, p. 1274).

Wong and Laschinger (2013) looked to measure nurses’ current levels of job satisfaction with their perceptions about the authenticity of the leader. The researchers sampled 600 nurses in Ontario, Canada, using an instrument to measure authentic leadership as well as an instrument that measured job satisfaction. The study’s results showed that authentic leadership is significantly related to job satisfaction. The results of the study further suggested that authentic leadership played a role not only in job satisfaction but in job performance as well. The authors of the study suggested another factor, empowerment, as an element that translated into higher levels of performance and related job satisfaction. Wong and Laschinger contended that leaders who are perceived as authentic by their employees create a sense of empowerment which directly leads to the feelings of increased job satisfaction and performance.

Rahimnia and Sharifirad (2015) investigated the relationship between authentic leadership and three different aspects of employee well-being. Those three components were perceived work stress, stress symptoms, and job satisfaction. The study took place in an Iran health care setting and surveyed 212 health care professionals to gather their perceptions about their direct supervisors. The study found authentic leadership behaviors enhanced job satisfaction and decreased perceived stress and stress symptoms related to employee well-being.

The results underscore the value of devoting further research attention to authentic leadership, antecedents and outcomes of attachment security, and the indirect role attachment security plays in contributing to important individual and organizational outcomes such as job satisfaction, perceived stress and stress symptoms. (Rahimnia & Sharifirad, 2015, p. 373)



Another recent study took place in a hospital setting and examined the perceived authenticity level of hospital leaders on the performance of nurses working under their direction. Leigh (2014), asked 600 nurses to complete the ALQ, designed to measure the authenticity of their leader and compare that to their own identified levels of empowerment, performance, and job satisfaction in the workplace. The summary of the findings showed statistically significant findings for all three variables. The findings suggest that the more authentic the leader is does have influence on empowerment, performance, and job satisfaction in the workplace (Leigh, 2014).

Recognizing that maintaining a stable nursing workforce is essential to high-quality health care, Read and Laschinger (2015) examined the impact authentic leadership traits had on new graduate nurses in their first year on the job. The study examined how mental health and job satisfaction of new nurses were impacted by their perceptions of the authenticity of their leaders. Their study included over 100 nurses, and the authors surveyed them immediately after graduation to gather baseline data and then again after their first year on the job. Their conclusion was that authentic leaders create empowering work environments, allowing new graduate nurses to experience a stronger sense of community, fewer mental health symptoms, and a higher job satisfaction after being on the job for one year (Read & Laschinger, 2015).

In a related study, Boamah, Read, and Spence Laschinger (2017) explored the issue of burnout in newly graduated nurses in a hospital setting. “Short staffing was fostering high levels of burnout, which in turn was leading to low levels of job satisfaction, increasing the possibility of a departure from the profession” (Boamah, et al., 2017, p. 1183). Their hypothesis was that perceptions of their supervisor’s authentic leadership behaviors would have a positive effect on perceived structural empowerment. More specifically, the study observed the impact the

perceived authenticity levels of the leaders had on the nurse. The results of the study showed a significant indirect link between the authentic behaviors of the leader and burnout rates among the nurses surveyed. Boamah et al. (2017) wrote the findings support authentic leadership practices because they suggest authentic leaders create “inclusive, ethical, and caring work environments that foster positive organizational outcomes” (p. 1190). The results emphasize the need for authentic leadership to help mitigate work–life interference and subsequent burnout.

Giallonardo, Wong, and Iwasiw (2010) explored how the perceived authenticity of the leader can impact the overall job satisfaction and engagement of graduate nurses. Their study focused on nurses with three years or less experience in the field. “The findings showed new graduate nurses who reported higher preceptor authentic leadership also reported greater work engagement” (Giallonardo et al., 2010, p. 1001). The increased work engagement also resulted in greater job satisfaction, by mediating the relationship between authentic leadership and job satisfaction.

### **Authentic Leadership in the Business Sector**

The business sector has greatly enhanced the body of work in support of the authentic leadership theory and its influence in large for-profit organizations. Perhaps the increased interest in the authentic leadership construct is derived from what Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008) classified as an increase in the number of corporate scandals, incidents of unethical behavior, and new societal issues facing organizations. The following studies, extracted from the business sector, build a case for further study of the authentic leadership.

Men and Stacks (2014) conducted research investigating the relationship between authentic leadership and two different factors: communication and employee relationships within

the organization. They surveyed 402 employees across a variety of organizations in the business field. Participants completed a survey measuring their perceptions of their leader's or supervisor's authenticity as well as an assessment of different factors measuring communication levels and relationships within the organization. According to Men and Stacks, the findings from the research were, in fact, significant in terms of relationship quality within the organization. "Employees tend to perceive a better relationship with the organization when they perceive their managers as authentic, ethical, balanced, fair, transparent, and consistent in what they say and do" (Men & Stacks, 2014, p. 318).

Another example of authentic leadership's possible impact on job satisfaction comes from a study conducted in the Spanish business sector. The study surveyed over 500 employees from several private businesses. According to Azanza, Moriano, and Molero (2013), human capital is of extreme value to organizations, and finding ways to ensure the investments made in human capital are not wasted has appeal to many different types of organizations. The study measured the employees' perceptions of the leaders' authenticity using the ALQ adapted to the Spanish language. "The findings confirm that flexibility-oriented cultures exert their positive effects on employees' job satisfaction through partially authentic leadership" (Azanza et al., 2013, p. 48).

In Southeast Asia a study was conducted among off-shore oil company employees to measure the impact the perceived authenticity of the leader had on the job satisfaction and willingness to quit (Olaniyan & Hystad, 2016). Employees filled out questionnaires measuring their perceptions of the leader's authenticity level as well as their levels of job satisfaction. The study found the employees' perceived authenticity of the leader directly predicted levels of job satisfaction and willingness to stay with the organization (Olaniyan & Hystad, 2016). "Our

results show in line with previous research, that having a leader that is perceived as authentic is essential” (Olaniyan & Hystad, 2016, p. 169).

Authentic leadership has been compared to job satisfaction and project outcomes among technology professionals. Fischer (2014) measured employees serving in information technology roles to see what, if any, impact their perceptions of their leaders had on their overall job satisfaction and performance. Fischer utilized the ALQ to have employees evaluate their supervisors’ leadership qualities. He then compared those scores to a variety of other Likert-scale type items such as job satisfaction to check for correlation. Fischer (2014) wrote, “Authentic leadership reflects the ability of leaders to demonstrate self-awareness, relational transparency, internalized moral perspective, and balanced processing” (p. xiii). Fischer hoped his study would further illustrate a significant relationship between authentic leadership, technology managers, and the projects they are working on. The results of the study, as they pertain to this body of research, were that authentic leadership behavior exhibited by the leader were significant predictors of satisfaction with supervision. As a point of discussion, Fischer (2014) added, “Authentic leaders, whose decisions are based on the corporate value system, endear themselves to employees who want to be a reflection of their leaders, to mirror these qualities and deliver quality project outcomes” (p. 99).

### **Authentic Leadership in the Public Works Sector**

In the public works sector, attributes of authentic leadership have been applied and studied in regards to variables such as employee citizenship and employee job satisfaction. Citizenship behavior of employees was recently studied to examine what influence the perceived authenticity of the leader had on aspects of employee behaviors such as courtesy, sportsmanship, altruism, conscientiousness, and civic virtue. Yesilkaya and Aydin (2016) sampled 400 public

works employees to gauge perceptions of authenticity in their leader and their assessment of levels of citizenship behavior within their organizations. According to the findings, “Employees who work with managers who exhibit characteristics of authentic leadership, in turn exhibited increased levels of conscientiousness, loyalty, civic virtue, and courtesy” (Yesilkaya & Aydin, 2016).

Also in the public works sector, Norris (2013) surveyed 436 employees in the City of Houston’s public parks department. The purpose of this study was to measure several different variables against reported levels of employee job satisfaction. One of the variables compared to job satisfaction was authentic leadership. This study utilized two survey tools, the AJDI to measure job satisfaction and the ALQ which measures employees’ perceived authentic leadership characteristics of their leader/supervisor. According to Norris, the results from the study did not show a significant relationship between perceived authenticity of the leader and employee job satisfaction. Norris (2013) stated, “This was surprising considering that the City of Houston parks and recreation department is a governmental entity and one would expect that ethics and moral character and transparency would be important qualities of a governmental leader” ( p. 158).

### **Authentic Leadership in the Field of Education**

Bird, Wang, Watson, and Murray, (2012) looked to measure teachers' levels of engagement, trust, and intent to return in comparison to how they perceived their principals’ level of authenticity. The quantitative study was administered via a survey to 633 teachers who recorded their perceptions of 28 building-level leaders. The results of the study suggested strong correlations between engagement, trust, and intention to return to the perceived authenticity score. The study showed trust as the strongest correlation. “These strong relationships suggest

that the more positively teachers rated their principals' authentic leadership skills, the more they trust their principals and the more they are engaged in school activities” (Bird et al., 2012, 446). To illustrate further their findings, Bird et al. (2012) concluded, “Building principals who have demonstrated authentic leadership behaviors, such as strong self-awareness, relational transparency, balanced processing, and moral integrity, had faculties that have more trust, engagement, and intent to return” (p. 446).

A study of over 400 teachers in Taiwan was conducted to measure the impact the authentic leadership of the principal had on teachers’ psychological capital (Feng, 2016). The study measured four components of psychological capital, including the teachers’ levels of hope, self-efficacy, resiliency, and optimism. The author of the study hypothesized the principal would have a direct influence on the levels these teachers reported. The results of the study showed “statistically significant relationships between teachers’ psychological capital and how they perceived the authenticity of their building leader” (Feng, 2016, p. 251). When teachers had higher perceptions of their leader’s authenticity, they also reported higher levels of psychological capital.

Authentic leadership as a construct has also been measured against school culture. Karadag and Oztekin-Bayir (2018) studied authentic leadership behaviors of school principals and what relationship those behaviors had on school culture. Karadag and Oztekin-Bayir (2018) hypothesized that “there is a positive relationship between school principals’ authentic leadership behaviors and teachers’ perceptions of school culture” (p. 49). The results of the study affirmed the authors’ hypothesis in that as the teachers’ perceptions about the level of authenticity the leader possessed increased, so, too, did their perceptions about the positivity of the school culture (Karadag & Oztekin-Bayir, 2018)

Finally, altruism, or this sense of willingness of employees to want to do good or help others, has been studied as linked to authentic leadership in at least one school setting. A recent Turkish study surveyed 356 teachers to explore if and how the two concepts may be related. Teachers were administered a survey to record their perceptions about the authenticity of their principal as well as their own self-reflection on their level of altruism, such as their willingness to help a teacher who was previously absent or help others who have heavy workloads (Sagnak & Kurüoz, 2017). The study found that more authentic leadership was related to altruistic behavior of teachers through meaningfulness. It is indicated that authentic leadership raises altruism, and it causes meaningfulness. A conclusion that could be drawn from these findings is that altruism influenced by the authenticity of the leader could also positively impact an employee's level of job satisfaction (Sagnak & Kurüoz, 2017).

## CHAPTER 3

### METHODOLOGY

A quantitative research approach was used to conduct research on teacher job satisfaction levels. The targeted population was teachers in Indiana. By sampling all teachers in the state of Indiana, I hoped to get a strong respondent rate. The research I conducted entirely electronically through an online survey tool. I utilized teacher e-mail listservs available through the Indiana Department of Education and Educational Service Centers throughout the state of Indiana to gain access to as many active teachers as possible. I utilized Qualtrics provided by Indiana State University for the online survey. After collecting the data, I used SPSS to do data analysis and conduct tests on the data. In preparation, I successfully completed the Collaborative Institutional Training Initiative CITI course on human research and received IRB approval (Appendix A).

Main Research Question: Is there a significant relationship between perceived authenticity of the principal and the teachers' overall job satisfaction?

Research Sub-Question 1: Is there a significant relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction based on the size of the school?



Research Sub-Question 2: Is there a significant relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction based on the number of years of experience the teachers have?

Research Sub-Question 3: Is there a significant relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction based on the school setting (rural, urban, suburban)?

Research Sub-Question 4: Is there a significant relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction based on the teaching assignment (k-2, 3-5, 6-8, 9-12) of the teachers?

Research Sub-Question 5: Is there a significant relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction based on the gender of the teachers?

### **Null Hypotheses**

1. There is no relationship between perceived authenticity of the principal and teachers' overall job satisfaction.
2. There is no relationship between perceived levels of authenticity of the principal and the teacher's overall job satisfaction and the size of the school.
3. There is no relationship between perceived levels of authenticity of the principal and the teacher's years of experience in the classroom.
4. There is no relationship between perceived levels of authenticity of the principal and the teacher's overall job satisfaction and the school setting.
5. There is no relationship between perceived levels of authenticity of the principal and the teacher's overall job satisfaction and the teaching assignment.

6. There is no relationship between perceived levels of authenticity of the principal and the teachers' overall job satisfaction and the gender of the teacher.

### **The Instruments**

Teachers across the state of Indiana received an e-mail (Appendix B) with a link to the survey. This e-mail included an informed consent statement acknowledging their willingness to participate in the study if they chose to proceed to the survey. The survey included the ALQ, developed by Mindgarden, and the AJDI, developed by Russell et al. (2004). In responding to both instruments, the researcher was able to gauge perceptions from participants of both their current job satisfaction levels and their beliefs about the authenticity of their building leader.

The JDI has been recognized as a valid measure of job satisfaction, used all around the world, and translated into numerous different languages to be applied to research studies in many foreign countries (Kinicki et al., 2002). It was developed by Smith et al. (1969) and is still maintained by Bowling Green University. According to Smith et al. (1969), the JDI measures job satisfaction on five scales, which are work, pay, promotion, supervision, and co-workers. The work indicator measures job satisfaction of the work itself. The pay indicator measures feelings about how employees are compensated for their work. The promotion indicator measures employees' perceptions of where their employment will lead them and if they are satisfied with the opportunities for promotion within the organization. The supervision indicator measures the perceived levels of satisfaction employees have of how and by whom they are supervised. The co-workers' indicator refers to the level of satisfaction employees have with the interactions they have with their colleagues in the workplace.

This study will utilize an updated version of the JDI, referred to as the aJDI. The full and original version of the aJDI can be found in Appendix C. The aJDI consists of 30 adjectives

instead of 72 from the full version and is calculated in the same manner as the JDI. Utilizing this shortened version when combined with the ALQ helped reduce respondent fatigue as participants completed the survey.

The ALQ was developed by Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa to measure the theoretical constructs of the authentic leadership theory, as developed by Walumbwa et al. (2008). The full version of the ALQ can be found in Appendix E. The ALQ consists of four main components and elements it examines and measures:

1. Self-awareness describes leaders who are aware of their strengths and weaknesses; it also refers to how others see the leader as well as how the leader impacts or influences others (Walumbwa et al., 2008).
2. Transparency is a component of authentic leadership that characterizes leaders that reinforce a high level of openness with their followers. Authentic leaders safely allow a means of communication for the followers to be forthcoming with their ideas, opinions, and opposing viewpoints (Walumbwa et al., 2008).
3. Ethical/moral is a component of authentic leadership that describes leaders who maintain an elevated standard of practicing moral and ethical conduct (Walumbwa et al., 2008).
4. Balanced processing is the final aspect of authentic leadership that characterizes leaders who seek opinions and satisfactory input from others, prior to making critical decisions (Walumbwa et al., 2008).

The Qualtrics survey sent to teachers included all components of the aJDI, all components of the ALQ, and a brief demographic section to help give background information related to the employment setting of the participant. The ALQ consisted of 16 Likert-scale questions. The job satisfaction survey consisted of 38 items rated by the use of a Likert scale.

The demographic section of the survey included five questions. All three components of the survey were blended together into an online survey using Qualtrics. The estimated participant completion time according to the estimator provided by Qualtrics was 10 minutes. The researcher believed the relatively short length of time it took participants to complete the survey helped to mitigate the factor of receiving partially completed surveys.

After collecting the survey results, the researcher used SPSS to conduct detailed data analysis to see if there were any significant correlations between the perceived authenticity of the leader and job satisfaction levels of teachers. A simple linear regression was run comparing the results of each participant's aJDI and ALQ scores, looking for a statistically significant correlation. *T* tests comparing ALQ scores with each of the demographic questions helped determine if the teacher setting, experience, or gender had any statistically significant impact on the results of the surveys they completed. The results of the study were shared with building principals as a thank you for participating in the research.

### **Summary**

The process in developing this research relied on clearly identified problems, an assumption about a potential solution to those problems, and clearly defined research questions to measure the variables associated with the assumption. In outlining the methods in which the research was conducted, I believed a strong sampling of teachers in the state of Indiana would participate by using the listservs provided by the Indiana Education Service Centers. I believed the relatively short amount of time (10 minutes) it took participants to complete the survey increased the likelihood that participants would start and complete the survey. The aJDI survey instrument can be seen in its original format in Appendix C. The ALQ approval form and the survey instrument can be found in its original format in Appendix D and E, respectively.

## CHAPTER 4

### RESULTS

The purpose of this study was to examine the presence and significance of the relationship between authentic leadership and job satisfaction in the public education setting. Independent variables studied were teaching experience, teaching assignment, school size, school setting, and gender. This chapter describes the data collection process, statistics related to the research, hypothesis tested, and the results of the data analysis.

#### **Data Collection**

Teachers across the state of Indiana received e-mails containing a link to an online survey containing demographic questions, the ALQ, and the aJDI. The e-mails were distributed by nine different regional educational centers in Indiana and sent out to teachers who have registered for their corresponding teacher listservs. The survey sample was random in the selection of participants as well as the response in that the researcher had no control over which teachers chose to respond to the survey. Only certified teachers in the state of Indiana were asked to respond to the survey.

Participants who responded were directed to a survey hosted by the Indiana State University Qualtrics. The first page of the survey consisted of a consent and disclosure statement and gave the reader the opportunity to agree to participate in the study or exit the survey. After agreeing to participate, the participants were directed to the second page of the

survey which included the demographic questions. After completing the demographic questions, the participants were directed to the aJDI portion of the survey. The scale consisted of 38 “yes,” “no,” or “?” selections (Appendix E). The questions were broken up into the following categories: (1) people on your present job, (2) job in general, (3) work on present job, (4) pay, (5) opportunities for promotion, (6) and supervision. Upon completion of the aJDI, participants were directed to the ALQ. The ALQ consisted of 16 items participants responded to based on the perceptions of the leader they currently work under. The responses included “not at all,” “once in a while,” “sometimes,” “fairly often,” and “frequently, if not always” (Appendix E). Completing the ALQ finalized the survey and the submission was recorded. The estimated participation time for each respondent was 10 to 15 minutes.

The data housed in the Qualtrics evaluation instrument were exported to Microsoft Excel and then imported into SPSS for analysis. All analysis was conducted and tables were generated through IBM SPSS.

## **Descriptive Statistics**

### **Demographics**

The first portion of the descriptive data is related to the demographic questions in the first section of the survey. Of the 171 teachers who responded to the survey, 153 (89.5%) were from rural educational settings, 11 (6.4%) were from suburban educational settings, and seven (4.1%) were from urban educational settings. When respondents were asked to select the category of their current teaching assignment, 32 (18.7%) selected Grades K-2, 36 (21.1%) selected Grades 3-5, 33 (19.3%) selected Grades 6-8, and 70 (40.9%) selected Grades 9-12. When asked approximately how many certified teachers were present in their school, 31 (18.1%) selected less than 20, 87 (50.9%) selected 21-40, 37 (21.6%) selected 41-60, seven (4.1%) selected 61-80, and

nine (5.3%) selected more than 81 certified teachers in their building. When asked how many years of teaching experience respondents have, 22 (12.9%) selected 0-5 years, 39 (22.8%) selected 6-10 years, 31 (18.1%) selected 11-15 years, 28 (16.4%) selected 16–20 years, 20 (11.7%) selected 21-25 years, and 31 (18.1%) selected 26 years or more experience. When asked to identify their gender, 34 (19.9%) responded as male and 137 (80.1%) responded as female.

### **Job Descriptive Index**

In the aJDI respondents had the option of selecting “yes,” “no,” or “?” to questions related to their current job satisfaction. When teachers were asked if they consider the people on their present job “boring,” 13 (7.6%) responded “yes,” 154 (90.1%) responded “no,” and four (2.3%) responded “?” When teachers were asked if they consider the people on their present job to be “slow,” 10 (5.8%) responded “yes,” 153 (89.5%) responded “no,” and eight (4.7%) responded “?” When teachers were asked if they consider the people on their present job to be “responsible,” 161 (94.2%) responded “yes,” 4 (2.3%) responded “no,” and six (3.5%) responded “?” When teachers were asked if they consider the people on their present job “smart,” 157 (91.8%) responded “yes,” 5 (2.9%) responded “no,” and nine (5.3%) responded “?” When teachers were asked if they consider the people on their present job “lazy,” 26 (15.2%) responded “yes,” 135 (78.9%) responded “no,” and 10 (5.8%) responded “?” When teachers were asked if they consider people on their present job “frustrating,” 44 (25.7%) responded “yes,” 105 responded “no,” and 10 (12.9%) responded “?”

When teachers were asked if job in general felt “good,” 157 (91.8%) responded “yes,” eight (4.7%) responded “no,” and six (3.5%) responded “?” When teachers were asked if their job in general felt “undesirable,” 20 (11.7%) responded “yes,” 141 (82.5%) responded “no,” and

10 (5.8%) responded “?” When teachers were asked if their job in general felt “better than most,” 124 (72.5%) responded “yes,” 31 (18.1%) responded “no,” and 16 (9.4%) responded “?”

When teachers were asked if their job in general felt “disagreeable,” 22 (12.9%) responded “yes,” 134 (78.4%) responded “no,” and 15 (8.8%) responded “?”

When teachers were asked if their job in general felt “makes me content,” 114 (66.7%) responded “yes,” 42 (24.6%) responded “no,” and 15 (8.8%) responded “?”

When teachers were asked if their job in general felt “excellent,” 59 (34.5%) responded “yes,” 75 (43.9%) responded “no,” and 37 (21.6%) responded “?”

When teachers were asked if their job in general felt “enjoyable,” 129 (75.4%) responded “yes,” 16 (9.4%) responded “no,” and 26 (15.2%) responded “?”

When teachers were asked if their job in general felt “poor,” 14 (8.2%) responded “yes,” 148 (86.5%) responded “no,” and 9 (5.3%) responded “?”

When teachers were asked if their job in general felt “fascinating,” 68 (39.8%) responded “yes,” 87 (50.9%) responded “no,” and 16 (9.4%) responded “?”

When teachers were asked if their job in general felt “satisfying,” 131 (76.6%) responded “yes,” 26 (15.2%) responded “no,” and 14 (8.2%) responded “?”

When teachers were asked to describe if they felt the work on their present job was “good,” 153 (89.5%) responded “yes,” 12 (7.0%) responded “no,” and 6 (3.5%) responded “?”

When teachers were asked to describe if they felt the work on their present job was “exciting,” 75 (43.9%) responded “yes,” 78 (45.6%) responded “no,” and 18 (10.5%) responded “?”

When teachers were asked to describe if they felt the work on their present job was “rewarding,” 135 (78.9%) responded “yes,” 16 (9.4%) responded “no,” and 20 (11.7%) responded “?”

When teachers were asked to describe if they felt the work on their present job was “uninteresting,” 5 (2.9%) responded “yes,” 158 (92.4%) responded “no,” and 8 (4.7%) responded “?”



When teachers were asked to describe if they felt the pay at their present job was “barely enough to live on,” 65 (38%) responded “yes,” 88 (51.5%) responded “no,” and 18 (10.5%) responded “?” When teachers were asked to describe if they felt the pay at their present job was “bad,” 79 (46.2%) responded “yes,” 80 (46.8%) responded “no,” and 12 (7.0%) responded “?” When teachers were asked to describe if they felt the pay at their present job was “well paid,” 13 (7.6%) responded “yes,” 147 (86.0%) responded “no,” and 11 (6.4%) responded “?” When teachers were asked to describe if they felt the pay at their present job was “underpaid,” 136 (79.5%) responded “yes,” 27 (15.8%) responded “no,” and eight (4.7%) responded “?” When teachers were asked to describe if they felt the pay at the present job was “comfortable,” 58 (33.9%) responded “yes,” 94 (55.0%) responded “no,” and 19 (11.1%) responded “?” When teachers were asked to describe if they felt the pay at their present job was “enough to live on,” 91 (53.2%) responded “yes,” 61 (35.7%) responded “no,” and 19 (11.1%) responded “?”

When teachers were asked to describe if they felt the opportunities for promotion at their present job were “good,” nine (5.3%) responded “yes,” 151 (88.3%) responded “no,” and 11 (6.4%) responded “?” When teachers were asked to describe if they felt the opportunities for promotion at their present job were “somewhat limited,” 155 (90.6%) responded “yes,” nine (5.3%) responded “no,” and seven (4.1%) responded “?” When teachers were asked to describe if their job was a “dead-end job,” 68 (39.8%) responded “yes,” 73 (42.7%) responded “no,” and 30 (17.5%) responded “?” When teachers were asked to describe if they felt the opportunities for promotion at their present job were “good chance,” three (1.8%) responded “yes,” 155 (90.6%) responded “no,” and 13 (7.6%) responded “?” When teachers were asked to describe if they felt the opportunities for promotion at their present job were “fairly good,” 14 (8.2%) responded “yes,” 146 (85.4%) responded “no,” and 11 (6.4%) responded “?” When teachers

were asked to describe if they felt the opportunities for promotion at their present job were “regular,” five (2.9%) responded “yes,” 155 (90.6%) responded “no,” and 11 (6.4%) responded “?”

When teachers were asked if they felt the supervision at their current job “praises good work,” 85 (49.7%) responded “yes,” 78 (45.6%) responded “no,” and 8 (4.7%) responded “?”

When teachers were asked if they felt the supervision at their current job was “Tactful,” 114 (66.7%) responded “Yes,” 49 (28.7%) responded “No,” and eight (4.7%) responded “?”

When teachers were asked if they felt the supervision at their current job was “influential,” 70 (40.9%) responded “yes,” 86 (50.3%) responded “no,” and 15 (8.8%) responded “?”

When teachers were asked if they felt the supervision at their current job was “up to date,” 101 (59.1%) responded “yes,” 56 (32.7%) responded “no,” and 14 (8.2%) responded “?”

When teachers were asked if they felt the supervision at their current job was “annoying,” 26 (15.2%) responded “yes,” 124 (72.5%) responded “no,” and 21 (12.3%) responded “?”

When teachers were asked if they felt their supervisor at their current job “knows job well,” 92 (53.8%) responded “yes,” 56 (32.7%) responded “no,” 23 (13.5%) responded “?”

When analyzing the sample as a whole the overall scores for each portion of the aJDI ranged from 0 to 24. The maximum score for how teachers felt about the “people” they worked with was 18 with a mean score of 15.52 and standard deviation of 3.60. The maximum score for how teachers felt about the “job in general” was 24 with a mean score of 18.43 and standard deviation of 6.14. The maximum score for how teachers felt about the “work” was 18 with a mean score of 13.11 and standard deviation of 4.58. The maximum score for how teachers felt about the “pay” was 18 with a mean score of 6.77 and standard deviation of 5.57. The maximum score for how teachers felt about the “promotion” was 15 with a mean score of 2.47 and standard

deviation of 3.13. The maximum score for how teachers felt about the “supervision” was 18 with a mean score of 10.80 and standard deviation of 6.12.

### **Authentic Leadership Questionnaire**

The third and final portion of the survey was the Authentic Leadership Questionnaire (ALQ). In the ALQ portion of the survey, teachers were asked to rate their building principals based on their perceptions of the authentic leadership characteristics they possess. The responses included “not at all,” “once in a while,” “sometimes,” “fairly often,” and “frequently, if not always.”

When teachers were asked if they believe their leader “says exactly what he or she means,” 102 (59.6%) responded “fairly often or frequently, if not always.” When teachers were asked if they believe their leader “admits mistakes when they are made,” 87 (50.9%) responded “fairly often or frequently, if not always.” When teachers were asked if they believe their leader “encourages everyone to speak their mind,” 23 (13.5%) responded “not at all,” 29 (17.0%) responded “once in a while,” 36 (21.1%) responded “sometimes,” 47 (27.5%) responded “fairly often,” and 36 (21.1%) responded “frequently, if not always.” When teachers were asked if they believe their leader “tells you the hard truth,” 93 (54.4%) responded “sometimes” or “fairly often.” When teachers were asked if they believe their leader “displays emotions exactly in line with feelings,” 107 (62.5%) responded “sometimes” or “fairly often.” When teachers were asked if they believe their leader “demonstrates beliefs that are consistent with actions,” 92 (53.8%) responded “fairly often or frequently, if not always.” When teachers were asked if they believe their leader “makes decisions based on his or her core values,” 119 (69.6%) responded “fairly often” or “frequently, if not always.” When teachers were asked if they believe their leader “asks you to take positions that support your core values,” 102 (59.7%) responded “sometimes or

fairly often.” When teachers were asked if they believe their leader “makes difficult decisions based on high standards of ethical conduct,” 101 (59.1%) responded “fairly often or frequently, if not always.” When teachers were asked if they believe their leader “solicits views that challenges his or her deeply held positions,” 38 (22.2%) responded “not at all,” 33 (19.3%) responded “once in a while,” 47 (27.5%) responded “sometimes,” 35 (20.5%) responded “fairly often,” and 18 (10.5%) responded “frequently, if not always.” When teachers were asked if they believe their leader “analyzes relevant data before coming to a decision,” 101 (59.0%) responded “fairly often or frequently, if not always.” When teachers were asked if they believe their leader “listens carefully to different points of view before coming to a conclusion,” 88 (51.5%) responded “sometimes” or “fairly often.” When teachers were asked if they believe their leader “seeks feedback to improve interaction with others,” 32 (18.7%) responded “not at all,” 40 (23.4%) responded “once in a while,” 26 (15.2%) responded “sometimes,” 34 (19.9%) responded “fairly often,” and 39 (22.8%) responded “frequently, if not always.” When teachers were asked if they believe their leader “accurately describes how others view his or her abilities,” 99 (57.8%) responded “sometimes or fairly often.” When teachers were asked if they believe their leader “knows when it is time to reevaluate his or her position on important issues,” 97 (56.7%) responded “sometimes” or “fairly often.” When teachers were asked if they believe their leader “shows he or she understands how specific actions impact others,” 92 (53.8%) responded “sometimes” or “fairly often.”

When analyzing the overall scores from respondents on the ALQ portion of the survey, the scores ranged from a minimum of 1 to a maximum of 5. The scores represent the teachers' perceptions of their leaders in regards to each characteristic. Teachers rated their leaders with an ALQ “transparency” score maximum of 5 ( $M = 3.31$ ,  $SD = 1.04$ ). Teachers rated their leaders

with an ALQ “moral/ethical” score maximum of 5 ( $M = 3.57$ ,  $SD = 1.09$ ). Teachers rated their leaders with an ALQ “balanced processing” score maximum of 5 ( $M = 3.16$ ,  $SD = 1.17$ ).

Teachers rated their leaders with an ALQ “self-awareness” score maximum of 5 ( $M = 3.06$ ,  $SD = 1.19$ ). Teachers rated their leaders with an ALQ “overall” score maximum of 5 ( $M = 3.29$ ,  $SD = 1.05$ ).

### **Inferential Statistics**

Null Hypothesis 1 focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers’ overall job satisfaction. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicates the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals are equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had

the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated medium to strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .39. The coefficient of determination was .154, indicating that 15.4% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 14.9% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.67, as indicated by the standard error of the estimate.

A linear regression model was significant,  $F(1,169) = 30.67, p < .001$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondents' ALQ score, the respondents' Job in General scores is predicted to increase by 2.30 units. This could be interpreted as when teachers reported higher values within their leadership, they tended to be more satisfied with their job in general. With the significant findings within this inferential test, this null hypothesis was rejected.

Null Hypothesis 2 was split up into five parts to determine if a significant relationship was present for each of the variables related to school size. Null Hypothesis 2a focused on whether there was a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction in school sizes of less than 20 certified teachers. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicates the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals are equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .62. The coefficient of determination was .386, indicating that 38.6% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 36.5% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.22, as indicated by the standard error of the estimate.

A linear regression model was significant,  $F(1,29) = 18.27, p < .001$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score for schools with less than 20 certified teachers. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score,

the respondent's job in general scores is predicted to increase by 3.7 units. This could be interpreted as when teachers reported higher values within their leadership, they tended to be more satisfied with their job in general for schools with less than 20 certified teachers. With the significant findings within this inferential test, this null hypothesis was rejected.

Null Hypothesis 2b focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction in schools with a range of 21-40 certified teachers. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicates the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals are equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.



The model summary statistics indicated a medium correlation between the predictor variable and the criterion variable with a correlation coefficient value of .296. The coefficient of determination was .087, indicating that 8.7% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 7.7% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.41, as indicated by the standard error of the estimate.

A linear regression model was significant,  $F(1,85) = 8.14$ ,  $p = .005$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score in schools with 21-40 certified teachers. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's Job in General score is predicted to increase by 1.60 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general in schools with 21-40 certified teachers. With the significant findings within this inferential test, this null hypothesis was rejected.

Null Hypothesis 2c focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction in a school setting with 41-60 certified teachers. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The

assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicates the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals are equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a medium to strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .40. The coefficient of determination was .156, indicating that 15.6% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 13.2% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.35, as indicated by the standard error of the estimate.

A linear regression model was significant,  $F(1,35) = 6.47, p = .016$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score in schools with 41-60 certified teachers. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general score is predicted to increase by 2.26 units. This could be interpreted as when teachers reported higher values within their leadership, they tended to be more satisfied

with their job in general in schools with 41-60 certified teachers. With the significant findings within this inferential test, this null hypothesis was rejected.

Null Hypothesis 2d focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction in a school setting of between 61-80 certified teachers. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicates the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals are equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a medium correlation between the predictor variable and the criterion variable with a correlation coefficient value of .25. The coefficient of

determination was .063, indicating that 6.3% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 12.4% when sample size was considered. The average residual distance of each data point from the line of best fit was 11.28 as indicated by the standard error of the estimate. A linear regression model was significant,  $F(1,5) = .34, p = .587$ . With the non-significant findings within this inferential test, this null hypothesis was retained. The power of these findings may be compromised due to the low sample size.

Null Hypothesis 2e focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction in school settings with 81 or more certified teachers. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals are equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of

residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .74. The coefficient of determination was .543, indicating that 54.3% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 47.8% when sample size was considered. The average residual distance of each data point from the line of best fit was 3.70, as indicated by the standard error of the estimate.

A linear regression model was significant with  $F(1,7) = 8.33, p = .023$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score for schools with 81 or more certified teachers. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general score is predicted to increase by 3.67 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general in schools with 81 or more certified teachers. With the significant findings within this inferential test, this null hypothesis was rejected. The power of these findings may be compromised due to the low sample size.

Null Hypothesis 3 was split up into six parts to determine if a significant relationship was present for each of the variables related to years of teaching experience. Null Hypothesis 3a focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers with 0-5 years of teaching experience. A simple linear regression was utilized to determine the significance of the

relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .449. The coefficient of determination was .202, indicating that 20.2% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 16.2% when sample size was considered. The average residual distance of each data point from the line of best fit was 7.97, as indicated by the standard error of the estimate.

The linear regression model was significant,  $F(1,20) = 5.06, p = .036$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general

composite score among teachers with 0-5 years of experience. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general score is predicted to increase by 3.89 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general among teachers with 0-5 years of experience. With the significant findings within this inferential test, this null hypothesis was rejected. The power of these findings may be compromised due to the low sample size.

Null Hypothesis 3b focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers with 6-10 years of teaching experience. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of

residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a medium to strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .39. The coefficient of determination was .154, indicating that 15.4% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 13.1% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.46, as indicated by the standard error of the estimate.

The linear regression model was significant,  $F(1,37) = 6.71, p = .014$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score among teachers with 6-10 years of experience. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general score is predicted to increase by 2.23 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general among teachers with 6-10 years of experience. With the significant findings within this inferential test, this null hypothesis was rejected.

Null Hypothesis 3c focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers with 11-15 years of teaching experience. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.



The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .46. The coefficient of determination was .210, indicating that 21.0% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 18.3% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.05, as indicated by the standard error of the estimate.

A linear regression model was significant,  $F(1,29) = 7.70, p = .010$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score among teachers with 11-15 years of experience. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score,

the respondent's job in general scores is predicted to increase by 2.51 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general among teachers with 11-15 years of experience. With the significant findings within this inferential test, this null hypothesis was rejected.

Null Hypothesis 3d focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers with 16-20 years of teaching experience. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a medium to strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .41. The coefficient of determination was .165, indicating that 16.5% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 13.2% when sample size was considered. The average residual distance of each data point from the line of best fit was 4.92, as indicated by the standard error of the estimate.

The linear regression model was significant,  $F(1,26) = 5.12, p = .032$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score among teachers with 16-20 years of experience. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general score is predicted to increase by 2.0 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general among teachers with 16-20 years of experience. With the significant findings within this inferential test, this null hypothesis was rejected. The power of these findings may be compromised due to the low sample size.

Null Hypothesis 3e focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers with 21-25 years of teaching experience. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin

Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals are equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .51. The coefficient of determination was .255, indicating that 25.5% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 21.4% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.44, as indicated by the standard error of the estimate.

The linear regression model was significant,  $F(1,18) = 6.17, p = .023$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score among teachers with 21-25 years of experience. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general scores is predicted to increase by 3.26 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more

satisfied with their job in general among teachers with 21-25 years of experience. With the significant findings within this inferential test, this null hypothesis was rejected. The power of these findings may be compromised due to the low sample size.

Null Hypothesis 3f focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers with 26 years or more experience. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a medium correlation between the predictor variable and the criterion variable with a correlation coefficient value of .35. The coefficient of determination was .123, indicating that 12.3% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 9.3% when sample size was considered. The average residual distance of each data point from the line of best fit was 4.07, as indicated by the standard error of the estimate.

The linear regression model was significant,  $F(1,29) = 4.07, p = .053$ . This indicates that the ALQ composite score does not explain a significant amount of variance within the job in general composite score. With the non-significant findings within this inferential test, this null hypothesis was retained.

Null Hypothesis 4 was split up into three parts to determine if a significant relationship was present for each of the variables related to school setting. Null Hypothesis 4a focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction in rural school settings. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to

ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a medium to strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .39. The coefficient of determination was .150, indicating that 15.0% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 14.4% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.71 as indicated by the standard error of the estimate.

A linear regression model was significant,  $F(1,151) = 26.56, p < .001$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score among teachers in rural settings. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general score is predicted to increase by 2.26 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general among teachers in rural settings. With the significant findings within this inferential test, this null hypothesis was rejected.

Null Hypothesis 4b focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction in suburban

settings. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .51. The coefficient of determination was .260, indicating that 26.0% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 17.8% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.10, as indicated by the standard error of the estimate.



A linear regression model was not significant,  $F(1,9) = 3.16, p = .109$ . This does not indicate a significant amount of variance within the job in general composite score. With the non-significant findings within this inferential test, this null hypothesis is retained.

Null Hypothesis 4c focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction in an urban setting. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a medium to strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .42. The

coefficient of determination was .176, indicating that 17.6% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 12.0% when sample size was considered. The average residual distance of each data point from the line of best fit was 6.98, as indicated by the standard error of the estimate.

A linear regression model was not significant,  $F(1,5) = 1.07, p = .348$ . This indicates that the ALQ composite score does not explain a significant amount of variance within the job in general composite score. With the non-significant findings within this inferential test, this null hypothesis was retained.

Null Hypothesis 5 was split up into four parts to determine if a significant relationship was present for each of the variables related to teaching assignment. Null Hypothesis 5a focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers who teach in a grade K-2 classroom setting. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this

assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a medium to strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .37. The coefficient of determination was .136, indicating that 13.6% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 10.7% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.62, as indicated by the standard error of the estimate.

The linear regression model was significant,  $F(1,30) = 4.72, p = .038$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score among teachers in a K-2 classroom setting. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general scores is predicted to increase by 1.9 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general among teachers in a K-2 classroom setting. With the significant findings within this inferential test, this null hypothesis is rejected.

Null Hypothesis 5b focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers who teach in a grade 3-5 classroom setting. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I

have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .52. The coefficient of determination was .271, indicating that 27.1% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 25.0% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.10, as indicated by the standard error of the estimate.

The linear regression model was significant,  $F(1,34) = 12.7, p = .001$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general

composite score among teachers in a 3-5 classroom setting. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general scores is predicted to increase by 2.73 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general among teachers in a 3-5 classroom setting. With the significant findings within this inferential test, this null hypothesis is rejected.

Null Hypothesis 5c focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers who teach in a grade 6-8 classroom setting. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had

the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .50. The coefficient of determination was .249, indicating that 24.9% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 22.4% when sample size was considered. The average residual distance of each data point from the line of best fit was 6.48, as indicated by the standard error of the estimate.

The linear regression model was significant,  $F(1,31) = 10.26, p = .003$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score among teachers in a 6-8 classroom setting. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general scores is predicted to increase by 3.74 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general among teachers in a 6-8 classroom setting. With the significant findings within this inferential test, this null hypothesis was rejected.

Null Hypothesis 5d focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers who teach in a grade 9-12 classroom setting. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a small to medium correlation between the predictor variable and the criterion variable with a correlation coefficient value of .29. The coefficient of determination was .081, indicating that 8.1% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 6.8% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.51, as indicated by the standard error of the estimate.

The linear regression model was significant,  $F(1,68) = 6.02, p = .017$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score among teachers in a 9-12 classroom setting. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score,

the respondent's job in general scores is predicted to increase by 1.64 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general among teachers in a 9-12 classroom setting. With the significant findings within this inferential test, this null hypothesis was rejected.

Null Hypothesis 6 was split up into two parts to determine if a significant relationship was present for each of the variables related to gender. Null Hypothesis 6a focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers who were male. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had



the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a medium correlation between the predictor variable and the criterion variable with a correlation coefficient value of .32. The coefficient of determination was .100, indicating that 10.0% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 7.2% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.75, as indicated by the standard error of the estimate.

The linear regression model was not significant,  $F(1,32) = 3.56, p = .068$ . This indicates that the ALQ composite score does not explain a significant amount of variance within the job in general composite score. With the non-significant findings within this inferential test, this null hypothesis was rejected.

Null Hypothesis 6b focused on whether there is a statistically significant relationship between perceived authenticity of the principal and teachers' overall job satisfaction among teachers who were female. A simple linear regression was utilized to determine the significance of the relationship. This is the correct inferential test to utilize since I have one predictor variable attempting to explain a significant amount of variance within one criterion variable.

The assumptions of a simple linear regression were tested to ensure the validity of the inferential findings. The assumption of independence of residuals was met with the Durbin Watson test results returning a value of approximately two; thus, this assumption was met. The assumption of linearity was analyzed to determine whether there was a linear relationship between these two variables. Examination of a scatterplot indicated the presence of a linear relationship, so this assumption was met. The assumption of heteroscedasticity was analyzed to

ensure the residuals were equal for all predicted values. The plot of standardized residuals versus predicted values indicated no evidence of residual spreading as X increased; thus, this assumption was met. The assumption of detecting outliers was analyzed to ensure all data points fell inside the normal range. This assumption was also met. The assumption of the normality of residuals was analyzed to ensure a normal distribution of the residuals. The normal P-P plot had the residuals around the diagonal line, so this assumption was met. With all of the assumptions for the linear regression test met, the inferential findings are presented.

The model summary statistics indicated a medium to strong correlation between the predictor variable and the criterion variable with a correlation coefficient value of .40. The coefficient of determination was .163, indicating that 16.3% of the variance within the job in general composite score was being explained by the overall ALQ score. This explained variance was adjusted to 15.7% when sample size was considered. The average residual distance of each data point from the line of best fit was 5.68, as indicated by the standard error of the estimate.

The linear regression model was significant,  $F(1,135) = 26.30, p < .001$ . This indicates that the ALQ composite score explains a significant amount of variance within the job in general composite score among female teachers. The unstandardized partial regression coefficient indicates that for every one unit increase on the respondent's ALQ score, the respondent's job in general score is predicted to increase by 2.33 units. This could be interpreted as when teachers reported higher values with their leadership, they tended to be more satisfied with their job in general among female teachers. With the significant findings within this inferential test, this null hypothesis was rejected.

### **Summary**

This chapter described the data collection process, statistics related to the research, hypotheses tested, and the results of the data analysis. Teachers across the state of Indiana received e-mails containing a link to an online survey containing demographic questions, the ALQ, and the aJDI. The survey sample was random in the selection of participants as well as the response in that the researcher had no control over which teachers chose to respond to the survey. Only certified teachers in the state of Indiana were asked to respond to the survey.

The data from the statistics were analyzed and simple linear regression tests were run to determine if statistically significant relationships were present in regards to the research questions. Statistically significant findings were present for the main research question and also present in part or all of each of the sub-question categories. In Chapter 5 I will summarize and interpret the significant findings from this study. Chapter 5 will also outline implications for leaders, future research on this topic, and the limitations of this study.

## CHAPTER 5

### SUMMARY OF FINDINGS, IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH

This study examined the presence and significance of the relationship between authentic leadership and job satisfaction in the public education setting. Independent variables, such as teaching experience, teaching assignment, school size, school setting, and gender were also examined to see if there was a significant relationship present. This chapter presents the findings of the study and compares them with other findings in related literature. This chapter will also examine limitations of this study and discuss the implications of the findings and how they could be enhanced by future research.

#### **Summary of Findings**

Inferential data were used to determine if the first null hypothesis would be retained. To ensure the validity of the findings of the inferential data, the assumptions of a simple linear regression were tested. The findings of the first null hypothesis showed a statistical significance relationship between the respondents' ALQ score and their Job in General score from the AJDI survey. The significance of the relationship suggests the more authentic the teacher perceives their principal, the greater satisfaction they have with their job. Each of the subsequent null hypotheses looked to measure if the above findings remained significant based on the size of the school, educational experience, educational setting, teaching assignment, and gender.

Null Hypothesis 2 was rejected. The significant relationship between perceived levels of authenticity of the teacher and their job satisfaction remained significant when teachers worked in schools of 20 or fewer certified teachers, 21-40 certified teachers, 41-60 certified teachers, 61-80 certified teachers, and schools with 81 or more certified teachers. The size of school did not impact how teachers value the authenticity of their building principals.

Null Hypothesis 3 was not fully rejected. The significant relationship between perceived levels of authenticity of the teachers and their job satisfaction remained significant for teachers with 0-25 years of experience. However, teachers with 26 or more years experience did not demonstrate a significant relationship between perceived authenticity of the principal and their job satisfaction. This could be explained due to the longevity of their career by year 26 or greater in that confidence in their job may not be swayed as easily as a less veteran teacher.

Null Hypothesis 4 was rejected. The significant relationship between perceived levels of authenticity of the teachers and their job satisfaction remained significant for teachers regardless of their current setting (rural, suburban, urban). The setting of the school did not impact how teachers value the authenticity of their building principals.

Null Hypothesis 5 was rejected. The significant relationship between perceived levels of authenticity of the teachers and their job satisfaction remained significant for teachers regardless of their current grade level teaching assignment. The teaching assignment of the teacher (K-2, 3-5, 6-8, 9-12) did not impact how teachers value the authenticity of their building principals.

Null Hypothesis 6 was not fully rejected. The significant relationship between perceived levels of authenticity of the teachers and their job satisfaction was significant for female teachers and non-significant among male teachers. A total of 137 female teachers and 34 male teachers participated in the research.

## **Implications**

The findings from the study are significant and do have implications for school leaders. The findings build upon other research suggesting the value of authentic leadership behaviors exhibited by leaders, demonstrate a significant relationship between the leaders' behavior and job satisfaction of employees, and lastly provide some immediate guidance for leaders who may be looking to improve the manner in which they lead their buildings. The findings are relevant for principals and should serve as a reminder that as leaders of their building, principals do have the ability to influence teacher job satisfaction levels of their teachers regardless of school setting, teaching assignment, or other factors that could potentially drive down job satisfaction levels. These findings should be empowering for school principals and encourage them to lead their buildings in such a way that will improve teaching job satisfaction instead of contributing to low job satisfaction levels.

### **Overall Implications**

The findings from this study support and further build the case for the value of authentic leadership in the realm of public education. The findings from this study contradict the findings from Norris (2013), which did not find a significant relationship between authentic leadership and job satisfaction. The findings from this study support the findings from other work related to the field of authentic leadership in the field of education. These findings support the work Kulophas et al. (2018) who found significant correlations between principals authentic leadership and the optimism and engagement of the teachers in the building. The findings also support the work of Sagnak and Kuruöz (2017) who found that the authenticity of the principal has positive influences on teacher job satisfaction through meaningfulness.

At a time when attrition by teachers away from the field education is as high as it has been in recent history (Winters & Cowen, 2013), it is important for leaders to do everything they can to not only help maintain their current staff but also recruit new staff to replace them as they retire or leave the profession. The findings of this study suggest one thing principals can do to help increase the job satisfaction of their teachers is to be authentic in the leading of their building. More specifically, principal's need to align their beliefs, values, and experiences to lead in a way that is true to those ideas and who they are as a person (Avolio et al., 2004). Ensuring satisfaction of the employees is one of the most important tasks of management (Aydin et al., 2013). Leaders must be able to determine what will help increase satisfaction among employees, and leaders are tasked with making changes to ensure employees remain satisfied.

The findings suggest that when leaders are transparent, self-aware, ethical, moral, and balanced in the way they process the thoughts and opinions of their staff, they can influence the levels of job satisfaction among their employees. In a time when teacher morale is perceived by many to be low, these are significant changes leaders can make to try and improve satisfaction. These findings, at a minimum, give leaders a new understanding of how their actions can impact the job satisfaction of their employees.

### **Implications for School Size**

The findings suggest the relationship between the authenticity of the principal and teacher job satisfaction remains significant regardless of school size. Teachers from small schools all the way up through large schools showed significance in the value placed on the authenticity of the principal in regards to their own job satisfaction. This is significant because by sheer numbers it would appear harder for principals to influence staff in the same way as in a smaller setting. The

assumption comes primarily from the sheer size and number of teachers who populate those buildings and the principal's inability to connect individually to every single teacher. However, based on this research, the authenticity of the principal remained influential on the job satisfaction of teachers, even in those large school settings. Due to a low response rate from teachers in larger school settings, additional research in schools with large numbers of teachers would further validate the significance of these findings.

### **Implications of the Overall Authentic Leadership Questionnaire Score**

The results of the study give insight to the overall perceptions teachers make to the authentic behaviors of their principals. Principals who were surveyed should take solace in the fact that for the most part their teachers believe them to be moral/ethical people. Self-awareness as a characteristic of authentic leadership scored the lowest among all of the characteristics among leaders. This result is interesting and raises several additional questions. Why do teachers believe their principals are not self-aware? One possible answer could be the isolated nature of the position. In many schools the principal is the only school administrator and operates as the employer for all other employees in the building. This creates obstacles as principals try to understand perceptions of their staff and gain insight into those perceptions about their leadership.

### **Implications for the Overall Adjusted Job Descriptive Index Score**

The overall job satisfaction score from the survey suggests that in general teachers enjoy their jobs and are satisfied with their jobs. The two lowest scored components of job satisfaction were related to the teachers' satisfaction with their pay and their satisfaction with opportunities for promotion. While building leaders do not typically have any control over the pay their teachers receive, they could potentially help with the promotion aspect of the teacher's job.



Giving teachers opportunities to become teacher leaders within the building could help with this satisfaction score. Allowing teachers to serve on committees, delegating responsibilities, and making them part of the decision-making process are all ways to promote teacher leadership within a building and perhaps improve their perceptions about the available opportunities for promotion.

### **Implications for School Setting**

The findings from this study suggest the authenticity of the principal influences teacher job satisfaction regardless of school setting (rural, suburban, urban). This finding is significant given the vast differences that are present in schools in each of these three settings. Schools in these settings have different demographics, different cultures, different desired outcomes, and very different histories. These findings indicate that teachers in all settings value the authenticity of their principal, and it does have an impact on their job satisfaction. The response rate for suburban and urban settings was low, which warrants additional research to validate the findings related to school setting.

### **Implications on Teaching Experience**

The findings from this research suggest the individual experience level of the teachers did have an impact on how their perceptions of the authenticity of the principal influenced their job satisfaction levels. Teachers with 0-25 years of experience who participated in the study did show a significant relationship between the authentic leadership of their principal and their own job satisfaction. However, teachers with 26 or more years of experience did not show a significant relationship between their perceptions of the authentic leadership of the principal and their own job satisfaction. This could be attributed to the idea that more veteran teachers (26 years experience or more) have had a number of principals in their career and have become less

impacted by their perceptions of the leadership characteristics/style of each individual principal as they advance in their careers. It is also possible that as teachers near the end of their teaching career, their job satisfaction levels are more concrete due to their experience and are not as easily influenced by the leadership characteristics/style of their principal.

### **Implications for Gender**

The findings of the study suggest that female teachers' perceptions of how authentic their principal is have an influence on their job satisfaction levels, while their male counterparts are not influenced by the same factor. This finding could lead to additional discussion about the impact gender has on teachers in the classroom. Why are female teachers' job satisfaction levels more influenced by the authenticity of their principal? Are female teachers more perceptive about the leadership style of the principal? Are female teachers more easily influenced than male teachers? Are male teachers more apathetic to the authenticity of their principal? Further research could be conducted to investigate the reasons why male and female teachers are influenced differently by the authentic leadership levels of their building principal. In addition to the questions raised by this research in regards to the differences between male and female teachers, the findings also suggest that teacher gender is a significant variable in our field. While performance expectations for male and female teachers should be equal, the findings speak to the idea that male and female teachers respond differently to different leadership types and may have different perceptions of their leaders. The implications for sitting principals suggest they should take those differences into consideration when leading their buildings.

### **Implications for Teaching Assignment**

The findings of the study suggest that teaching assignment has no implication for how the perceived authenticity levels of the principal influences teacher job satisfaction. This is an

interesting finding because teaching assignments vary so greatly within the field of education. Teaching in Grades K-2 is vastly different than teaching in Grades 9-12. These findings strengthen the idea that all teachers, regardless of the grade level they are assigned to, have the ability to be influenced by the authenticity of their principal. Further research could be conducted to see if the content area of the teacher influences their perceptions of how authentic leadership relates to their job satisfaction levels. The comparison of core areas (math, English, science, social studies) with non-core areas or elective subject areas has not yet been done.

### **Implications for Leadership Development**

The findings from the study have implications for future leaders and leadership development in the field of education. Authentic leadership as a construct is not difficult, but it does require consistency in practice. Authentic leadership consists of behaviors associated with relationships. Developing leaders need to learn how to develop relationships with their followers and have mentor leaders who model solid relationship building with them. “These relationships are characterized by: (a) transparency, openness, and trust; (b) guidance toward worthy objectives; and (c) an emphasis on follower development” (Gardner et al., 2005, p. 345). If aspiring leaders can be developed to value and emphasize relationships in this manner and be given the opportunity to practice developing relationships across a variety of settings, they will be more prepared to be authentic with their employees when they assume the role of leader.

### **Limitations of the Study and Opportunities for Future Research**

The study represented a very small sample of certified teachers in Indiana. It is estimated there are close to 60,000 teachers in Indiana in 2019. With only 171 teachers submitting surveys, additional research on a larger scale should be conducted to see if a similar finding is found. The majority of the responses came from teachers in rural schools. Suburban and urban

school settings were under-represented. Additional research could be conducted in suburban and urban districts to see if the relationship between authenticity and job satisfaction remains significant. The researcher is aware that teacher job satisfaction can be influenced by other factors outside of leadership such as pay, demographics of students, and culture of the building. A follow-up study could look to replicate this study in schools that demonstrate similarity in school demographic criteria to validate these findings further. An opportunity for qualitative research presents itself in looking at the reasons veteran teachers may not have a significant relationship between the authenticity of the principal and their job satisfaction levels.

### **Summary**

Chapter 5 consisted of an introduction to the chapter which was followed by a summary of the findings in Chapter 4. The implications of the study were then discussed with possible reasoning as to why certain results were achieved. Suggested actions for school leaders were discussed to utilize their own authenticity in leadership to influence job satisfaction.

This quantitative study helped to determine the significance of authentic leadership and its influence on teacher job satisfaction. It also demonstrated the significant relationship between the authenticity of the building principal and the job satisfaction levels of the teachers is very consistent despite changes in school size, setting, and teaching assignment. This study furthers the research suggesting the value of authentic leadership and has implications for current leaders. It sets the stage for future research to entrench authentic leadership as a valuable consideration in the leadership literature. Lastly, it serves as a reminder that leaders do have the ability to influence significant items, like employees' job satisfaction, through both their actions and inactions.

## REFERENCES

- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, *16*, 315–338.  
<http://dx.doi.org/10.1016/j.leaqua.2005.03.001>
- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, *15*, 801-823.  
<https://doi.org/10.1016/j.leaqua.2004.09.003>
- Aydin, A., Sarier, Y., & Uysal, S. (2013). The effect of school principal's leadership style on teachers organizational commitment and job satisfaction. *Educational Sciences: Theory and Practice*, *13*(2), 806-811. Retrieved from  
<https://files.eric.ed.gov/fulltext/EJ1017309.pdf>
- Azanza, G., Moriano, J. A., & Molero, F. (2013). Authentic leadership and organizational culture as drivers of employees' job satisfaction. *Revista De Psicologia Del Trabajo Y De Las Organizaciones*, *29*(2), 45-50. doi:10.5093/tr2013a7
- Balzer, W., Kihm, P., Smith, J., Irwin, P., Bachiochi, P., & Robie, C. (1997). *User's manual for the Job Descriptive Index (JDI; 1997 revision) and the Job in General scales*. Bowling Green, OH: Bowling Green State University, Department of Psychology.

- Barnes, G., Crowe, E., & Schaefer, B. (2007). *The cost of teacher turnover in five school districts*. Washington, DC: National Commission on Teaching and America's Future. Retrieved from <https://files.eric.ed.gov/fulltext/ED497176.pdf>
- Barnett, D. E. (2018). Online adjunct faculty: A quantitative examination of the predictive relationship between leadership and job satisfaction. *International Journal of Research in Education And Science*, 4(1), 226-236. Retrieved from <https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1169839>
- Bass, B. (2008). *The bass handbook of leadership: Theory, research, and managerial applications*. New York, NY: Free Press.
- Billingsley, B. S., & Cross, L. H. (1992). Predictors of commitment, job satisfaction, and intent to stay in teaching: A comparison of general and special educators. *Journal of Special Education*, 25, 453. doi:10.1177/ 002246699202500404
- Bird, J. J., Wang, C., Watson, J., & Murray, L. (2012). Teacher and principal perceptions of authentic leadership: Implications for trust, engagement, and intention to return. *Journal of School Leadership*, 22(3), 425-461. <https://doi.org/10.1177/105268461202200302>
- Boamah, S. A., Read, E. A., & Spence Laschinger, H. K. (2017). Factors influencing new graduate nurse burnout development, job satisfaction and patient care quality: A time-lagged study. *Journal of Advanced Nursing*, 73(5), 1182-1195. doi:10.1111/jan.13215
- Bullough, R., Hall-Kenyon, K., & MacKay, K. (2012). Head start teacher well-being: Implications for policy and practice. *Early Childhood Education Journal*, 40(6), 323-331. <https://doi.org/10.1007/s10643-012-0535-8>
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper and Row.

- Chieffo, A. M. (1991). Factors contributing to job satisfaction and organizational commitment of community college leadership teams. *Community College Review*, 19(2), 15-25.  
<https://doi.org/10.1177/009155219101900204>
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189-1204. <http://dx.doi.org/10.1037/a0029356>
- Cooper, C. D., Scandura, T. A., & Schriesheim, C. A. (2005). Looking forward but learning from our past: Potential challenges to developing authentic leadership theory and authentic leaders. *The Leadership Quarterly*, 16(3), 475–493.  
<http://dx.doi.org/10.1016/j.leaqua.2005.03.008>
- Crane, D. N. (2012). *The relationship between leadership behavior, the thirteen core competencies, and teacher job satisfaction*. Available from Proquest Dissertations and Theses database. (UMI No. 1077984569).
- Duncan, P., Green, M., Gergen, E., & Ecung, W. (2017). Authentic leadership--Is it more than emotional intelligence? *Administrative Issues Journal: Connecting Education, Practice, and Research*, 7(2), 11-22. Retrieved from <https://dc.swosu.edu/aij/vol7/iss2/3>
- Erdogan, B., & Enders, J. (2007). Support from the top: Supervisors' perceived organizational support as a moderator of leader-member exchange to satisfaction and performance relationships. *Journal of Applied Psychology*, 92(2), 321-330.  
<http://dx.doi.org/10.1037/0021-9010.92.2.321>
- Evans, L. (1997). Understanding teacher morale and job satisfaction. *Teaching and Teacher Education*, 13, 831–845. doi:10.1016/S0742- 051X(97)00027-9

- Feng, F. (2016). School principals' authentic leadership and teachers' psychological capital: Teachers' perspectives. *International Education Studies, 9*(10), 245-255.  
doi:10.5539/ies.v9n10p245
- Fischer, M. A. (2014). *Exploring the relationship between authentic leadership and project outcomes and job satisfaction with information technology professionals*. San Antonio, TX: Our Lady of the Lake University.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *The Leadership Quarterly, 16*, 343-372. doi:10.1016/j.leaqua.2005.03.003
- George, B. (2003). *Authentic leadership*. San Francisco, CA: Jossey-Bass.
- Giallonardo, L. M., Wong, C. A., & Iwasiw, C. L. (2010). Authentic leadership of preceptors: Predictor of new graduate nurses' work engagement and job satisfaction. *Journal of Nursing Management, 18*(8), 993-1003. doi:10.1111/j.1365-2834.2010.01126.x
- Henderson, J., & Brookhary, S. (1996). Leader authenticity: Key to organizational climate, health and perceived leader effectiveness. *Journal of Leadership Studies, 3*(4), 87-103.  
<https://doi.org/10.1177/107179199600300409>
- Henderson, J., & Hoy, W. (1982). Leader authenticity: The development and test of an operational measure. *Educational and Psychological Research, 3*, 63-75. Retrieved from <https://files.eric.ed.gov/fulltext/ED219408.pdf>
- Herzberg, F. (1966). *Work and the nature of man*. Cleveland, OH: World Publishing.
- Ho, C. L., & Au, W. (2006). Teaching satisfaction scale: Measuring job satisfaction of teachers. *Educational and Psychological Measurement, 66*, 172-185.  
<https://doi.org/10.1177/0013164405278573>



- Hystad, S. W., Bartone, P. T., & Eid, J. (2014). Positive organizational behavior and safety in the offshore oil industry: Exploring the determinants of positive safety climate. *The Journal of Positive Psychology, 9*, 42–53. <http://dx.doi.org/10.1080/17439760.2013.831467>
- Ingersoll, R. (2003). *Is there really a teacher shortage? A research report* (Document No. R-03-4). Seattle, WA: University of Washington, Center for the Study of Teaching and Policy.
- Jackson, K. A. (2013). *Principals' leadership styles and ESL teachers' job satisfaction*. Available from Proquest Dissertations and Theses database. (UMI No. 1436982356)
- Judge, T. A., Bono, J. E., Thorsen, C. J., & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin, 127*(3), 376-407. <http://dx.doi.org/10.1037/0033-2909.127.3.376>
- Karadag, E., & Oztekin-Bayir, O. (2018). The effect of authentic leadership on school culture: A structural equation model. *IJELM, 6*(1), 40-75. doi:10.17853/ijelm.2018.2858
- Kebede, A. M., & Demeke, G. W. (2017). The influence of leadership styles on employees' job satisfaction in Ethiopian public universities. *Contemporary Management Research, 13*(3), 165-176. doi:10.7903/cmr.17668
- Kerfoot, K. (2006). Authentic leadership. *Dermatology Nursing, 18*(6), 595-596.
- Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=23659813&site=ehost-live>
- Kinicki, A.J., McKee-Ryan, F.M., Schriesheim, C.A., & Carson, K. P. (2002). Assessing the construct validity of the job descriptive index: A review and meta-analysis. *Journal of Applied Psychology, 87*(1), 14-32. <https://doi.org/10.1037/0021-9010.87.1.14>

- Kouzes, J. M., & Posner, B. Z. (2002). *The leadership challenge*. San Francisco, CA: Wiley.
- Kulophas, D., Hallinger, P., Ruengtrakul, A., & Wongwanich, S. (2018). Exploring the effects of authentic leadership on academic optimism and teacher engagement in Thailand. *International Journal Of Educational Management*, 32(1), 27-45. doi:10.1108/IJEM-10-2016-0233/full/html
- Leigh, J. (2014). Modeling suggests authentic leadership from managers influences structural empowerment, job satisfaction and self-rated performance among nurses. *Evidence Based Nursing*, 17(2), 55-56. doi:10.1136/eb-2013-101424
- Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance*, 4(4), 309-336. [https://doi.org/10.1016/0030-5073\(69\)90013-0](https://doi.org/10.1016/0030-5073(69)90013-0)
- Locke, E. A. (1976). The nature and causes of job satisfaction. In *Handbook of industrial and organizational psychology* (pp. 1297-1349). Retrieved from <https://ci.nii.ac.jp/naid/10016045566/en/>
- Lynn, S. K. (2002). The winding path: Understanding the career cycle of teachers. *The Clearing House*, 75, 179-182. <https://doi.org/10.1080/00098650209604926>
- MacArthur, J. (2004). *The book on leadership*. Nashville, TN: Nelson Books.
- Men, L. R., & Stacks, D. (2014). The effects of authentic leadership on strategic internal communication and employee-organization relationships. *Journal Of Public Relations Research*, 26(4), 301-324. doi:10.1080/1062726X.2014.908720
- Michie, S., & Gooty, J. (2005). Values, emotions, and authenticity: Will the real leader please stand up? *Leadership Quarterly*, 16(3), 441-457. <http://dx.doi.org/10.1016/j.leaqua.2005.03.006>



- Nir, A. E., & Kranot, N. (2006). School principal's leadership style and teachers' self-efficacy. *Planning and Changing, 37*(3-4), 205-218. Retrieved from <https://eric.ed.gov/?id=EJ756251>
- Norris, H. T. (2013). *A study of the relationships between authentic leadership and job satisfaction in a parks and recreation organization*. Available from Proquest Dissertations and Theses database. (UMI No. 1522812230).
- Northouse, P. (2012). *Leadership: Theory and practice* (6th ed). Los Angeles, CA: Sage.
- Olaniyan, O. S., & Hystad, S. W. (2016). Employees' psychological capital, job satisfaction, insecurity, and intentions to quit: The direct and indirect effects of authentic leadership. *Revista De Psicologia Del Trabajo Y De Las Organizaciones, 32*(3), 163-171. doi:10.1016/j.rpto.2016.09.003
- Packard, S. H., & Kauppi, D. R. (1999). Rehabilitation agency leadership style: Impact on subordinates' job satisfaction. *Rehabilitation Counseling Bulletin, 43*(1), 5-11. <https://doi.org/10.1177/003435529904300103>
- Perrachione, B. A., Petersen, G. J., & Rosser, V. J. (2008). Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *Professional Educator, 32*(2), 25-41. Retrieved from <https://files.eric.ed.gov/fulltext/EJ862759.pdf>
- Rahimnia, F., & Sharifirad, M. (2015). Authentic leadership and employee well-being: The mediating role of attachment insecurity. *Journal of Business Ethics, 132*(2), 363-377. doi:10.1007/s10551-014-2318-1

- Read, E. A., & Laschinger, H. K. (2015). The influence of authentic leadership and empowerment on nurses' relational social capital, mental health and job satisfaction over the first year of practice. *Journal of Advanced Nursing*, *71*(7), 1611-1623.  
doi:10.1111/jan.12625
- Rice, R. W., Gentile, D. A., & McFarlin, D. B. (1991). Facet importance and job satisfaction. *Journal of Applied Psychology*, *1*, 31-39. <http://dx.doi.org/10.1037/0021-9010.76.1.31>
- Rodriguez, R. A., Green, M. T., Sun, Y., & Baggerly-Hinojosa, B. (2017). Authentic leadership and transformational leadership: An incremental approach. *Journal of Leadership Studies*, *11*(1), 20-35. doi:10.1002/jls.21501
- Russell, S. S., Spitzmuller, C., Lin, L. F., Stanton, J. M., Smith, P. C., & Ironson, G. H. (2004). Shorter can also be better: The abridged job in general scale. *Educational and Psychological Measurement*, *64*(5), 878-893.  
<https://doi.org/10.1177/0013164404264841>
- Sagnak, M., & Kuruöz, M. (2017). Authentic leadership and altruism: The mediating role of meaningfulness. *Universal Journal Of Educational Research*, *5*(3), 447-452.  
Retrieved from <https://files.eric.ed.gov/fulltext/EJ1134540.pdf>
- Sargent, T., & Hannum, E. (2005). Keeping teachers happy: Job satisfaction among primary school teachers in rural Northwest China. *Comparative Education Review*, *49*, 173–204.  
<https://doi.org/10.1086/428100>

- Schulz, I. L., & Teddlie, C. (1989). The relationship between teacher's job satisfaction and their perceptions of principals' use of power and school effectiveness. *Education, 109*(4), 461-468. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=a9h&AN=4709394&site=ehost-live>
- Shila, J. M., & Sevilla, A. V. (2015). The impact of the principals' leadership style on teachers' job satisfaction and organizational commitment: An Indian perspective. *Indian Journal of Positive Psychology, 6*(1), 37-43. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=aph&AN=101882194&site=ehost-live>
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Chicago, IL: Rand McNally.
- Spence Laschinger, H. K., Wong, C. A., & Grau, A. L. (2012). The influence of authentic leadership on newly graduated nurses' experiences of workplace bullying, burnout and retention outcomes: A cross-sectional study. *International Journal of Nursing Studies, 49*(10), 1266-1276. doi:10.1016/j.ijnurstu.2012.05.012
- Taylor, F. W. (1911). *The principles of scientific management*. New York, NY: Harper.
- Tas, S. (2017). The effect of vocational high school administrators' leadership behaviors on teacher job satisfaction. *Universal Journal of Educational Research, 5*(11), 2092-2100. doi:10.13189/ujer.2017.051126
- Vroom, V. H. (1964). *Work and motivation*. San Francisco, CA: Jossey-Bass.

- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008, February). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, *34*, 89–126. <https://doi.org/10.1177/0149206307308913>
- Webb, K. S. (2009). Creating satisfied employees in Christian higher education: Research on leadership competencies. *Christian Higher Education*, *8*(1), 18-31. <https://doi.org/10.1080/15363750802171073>
- Winters, M. A., & Cowen, J. M. (2013). Would a value-added system of retention improve the distribution of teacher quality? A simulation of alternative policies. *Journal of Policy Analysis and Management*, *32*(3), 634-654. <https://doi.org/10.1002/pam.21705>
- Wong, C. A., & Laschinger, K. (2013). Authentic leadership, performance, and job satisfaction: The mediating role of empowerment. *Journal of Advanced Nursing*, *69*(4), 947-959. doi:10.1111/j.1365-2648.2012.06089.x
- Woods, A., & Weasmer, J. (2002). Maintaining job satisfaction: Engaging professionals as active participants. *Clearing House*, *75*(4), 186. <https://doi.org/10.1080/00098650409601242>
- Yesil Dagli, U. (2012). America's public school kindergarten teachers' job turnover and associated factors. *Educational Sciences: Theory and Practice*, *12*(4), 3121-3134. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1003004.pdf>
- Yesilkaya, M., & Aydin, P. (2016). Do employees' perceptions on authentic leadership affect the organizational citizenship behavior?: Turkish context. *Journal of International Education And Leadership*, *6*(1), 1-13. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1135218.p>

APPENDIX A: HUMAN RESEARCH TRAINING CERTIFICATE



Completion Date 17-Jul-2018  
Expiration Date 16-Jul-2021  
Record ID 27875006

This is to certify that:


**Todd Hitchcock**

Has completed the following CITI Program course:

**Human Research** (Curriculum Group)  
**Group 2. Social / Behavioral** (Course Learner Group)  
**1 - Basic Course** (Stage)

Under requirements set by:

**Indiana State University**



Collaborative Institutional Training Initiative

Verify at [www.citiprogram.org/verify/?wcd1b6dbf-8dd0-4b5a-b3c6-b55f1a8319da-27875006](http://www.citiprogram.org/verify/?wcd1b6dbf-8dd0-4b5a-b3c6-b55f1a8319da-27875006)

## APPENDIX B: PARTICIPANT REQUEST E-MAIL

### **Invitation to participate in Dissertation Research**

Many young teachers choose to leave the field of education because of what they cite as low levels of job satisfaction. This is a trend that as educators we don't want to see continue.

Greetings, I am a Ph.D student in the field of Educational Leadership at Indiana State University is examining the issue of teacher job satisfaction. My doctoral research will have teachers report their perceptions of the authenticity of their building principal and compare that with their own self-rated level of job satisfaction. I hope to gain insight into what influence, if any the authenticity of the building principal has on the job satisfaction level of the teachers in their building.

This brief survey will take approximately ten minutes to complete. By clicking the Qualtrics survey link below, you will enter this survey. You will be asked to give your informed consent to complete the survey. Please carefully read the informed consent. By clicking, "I agree" you will then will have given your consent to participate. As a participant you have the ability to exit this survey at anytime without any penalty.

Thank you so much for choosing to participate!



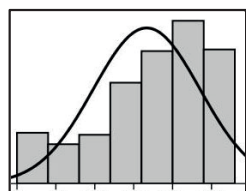
APPENDIX C: ABRIDGED JOB INDEX SURVEY

People on Your Present Job	Job in General
<p>Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write</p> <p>Y for "Yes" if it describes the people with whom you work                      N for "No" if it does not describe them                      ? for "?" if you cannot decide</p> <p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Boring</li> <li><input type="checkbox"/> Slow</li> <li><input type="checkbox"/> Responsible</li> <li><input type="checkbox"/> Smart</li> <li><input type="checkbox"/> Lazy</li> <li><input type="checkbox"/> Frustrating</li> </ul>	<p>Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write</p> <p>Y for "Yes" if it describes your job                      N for "No" if it does not describe it                      ? for "?" if you cannot decide</p> <p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Good</li> <li><input type="checkbox"/> Undesirable</li> <li><input type="checkbox"/> Better than most</li> <li><input type="checkbox"/> Disagreeable</li> <li><input type="checkbox"/> Makes me content</li> <li><input type="checkbox"/> Excellent</li> <li><input type="checkbox"/> Enjoyable</li> <li><input type="checkbox"/> Poor</li> </ul>

The Job Descriptive Index  
 © Bowling Green State University  
 1975-2009

The Job in General Scale  
 © Bowling Green State University  
 1982-2009

**ABRIDGED  
 JOB DESCRIPTIVE  
 INDEX**



2009 Revision

including

**Abridged Job in General Scale**



**Bowling Green State University**

Work on Present Job	Pay
<p>Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write</p> <p>Y for "Yes" if it describes your work                      N for "No" if it does not describe it                      ? for "?" if you cannot decide</p> <p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fascinating</li> <li><input type="checkbox"/> Satisfying</li> <li><input type="checkbox"/> Good</li> <li><input type="checkbox"/> Exciting</li> <li><input type="checkbox"/> Rewarding</li> <li><input type="checkbox"/> Uninteresting</li> </ul>	<p>Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write</p> <p>Y for "Yes" if it describes your pay                      N for "No" if it does not describe it                      ? for "?" if you cannot decide</p> <p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Barely live on income</li> <li><input type="checkbox"/> Bad</li> <li><input type="checkbox"/> Well paid</li> <li><input type="checkbox"/> Underpaid</li> <li><input type="checkbox"/> Comfortable</li> <li><input type="checkbox"/> Enough to live on</li> </ul>

(Go on to next page)

Opportunities for Promotion	Supervision
<p>Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write</p> <p>Y for "Yes" if it describes your opportunities for promotion                      N for "No" if it does not describe them                      ? for "?" if you cannot decide</p> <p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Good opportunities for promotion</li> <li><input type="checkbox"/> Opportunities somewhat limited</li> <li><input type="checkbox"/> Dead-end job</li> <li><input type="checkbox"/> Good chance for promotion</li> <li><input type="checkbox"/> Fairly good chance for promotion</li> <li><input type="checkbox"/> Regular promotions</li> </ul>	<p>Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write</p> <p>Y for "Yes" if it describes the supervision you get on the job                      N for "No" if it does not describe it                      ? for "?" if you cannot decide</p> <p>.....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Praises good work</li> <li><input type="checkbox"/> Tactful</li> <li><input type="checkbox"/> Influential</li> <li><input type="checkbox"/> Up to date</li> <li><input type="checkbox"/> Annoying</li> <li><input type="checkbox"/> Knows job well</li> </ul>

(Go on to back page)

APPENDIX D: PERMISSION TO USE ALQ SURVEY

Todd Hitchcock

15



To whom it may concern,

This letter is to grant permission for Todd Hitchcock to use the following copyright material for his/her research:

Instrument: ***Authentic Leadership Questionnaire (ALQ)***

Authors: ***Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa***

Copyright: ***2007 by Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa***

Three sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Hitchcock".

Mind Garden, Inc.  
[www.mindgarden.com](http://www.mindgarden.com)