

University of Windsor

## Scholarship at UWindor

---

Electronic Theses and Dissertations

Theses, Dissertations, and Major Papers

---

9-21-2018

# A Study of the Relationship Between Teachers' Perceptions of Principals' Transformational Leadership Practices and Teacher Morale in Elementary Schools in Southern Ontario

Chinyere Saka  
*University of Windsor*

Follow this and additional works at: <https://scholar.uwindsor.ca/etd>

---

### Recommended Citation

Saka, Chinyere, "A Study of the Relationship Between Teachers' Perceptions of Principals' Transformational Leadership Practices and Teacher Morale in Elementary Schools in Southern Ontario" (2018). *Electronic Theses and Dissertations*. 7567.  
<https://scholar.uwindsor.ca/etd/7567>

This online database contains the full-text of PhD dissertations and Masters' theses of University of Windsor students from 1954 forward. These documents are made available for personal study and research purposes only, in accordance with the Canadian Copyright Act and the Creative Commons license—CC BY-NC-ND (Attribution, Non-Commercial, No Derivative Works). Under this license, works must always be attributed to the copyright holder (original author), cannot be used for any commercial purposes, and may not be altered. Any other use would require the permission of the copyright holder. Students may inquire about withdrawing their dissertation and/or thesis from this database. For additional inquiries, please contact the repository administrator via email ([scholarship@uwindsor.ca](mailto:scholarship@uwindsor.ca)) or by telephone at 519-253-3000ext. 3208.

A Study of the Relationship Between Teachers' Perceptions of Principals' Transformational  
Leadership Practices and Teacher Morale in Elementary Schools in Southern Ontario

By

Chinyere O. Saka

A Thesis

Submitted to the Faculty of Graduate Studies

through the Faculty of Education

in Partial Fulfillment of the Requirements for

the Degree of Master of Education

at the University of Windsor

Windsor, Ontario, Canada

2018

© 2018 Chinyere Saka

A Study of the Relationship Between Teachers' Perceptions of Principals' Transformational  
Leadership Practices and Teacher Morale in Elementary Schools in Southern Ontario

By

Chinyere O. Saka

APPROVED BY:

---

P. Boulos

Department of Philosophy

---

G. Rideout

Faculty of Education

---

D. Stanley, Advisor

Faculty of Education

September 11, 2018

## **DECLARATION OF ORIGINALITY**

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices. Furthermore, to the extent that I have included copyrighted material that surpasses the bounds of fair dealing within the meaning of the Canada Copyright Act, I certify that I have obtained a written permission from the copyright owner(s) to include such material(s) in my thesis and have included copies of such copyright clearances to my appendix.

I declare that this is a true copy of my thesis, including any final revisions, as approved by my thesis committee and the Graduate Studies office and that this thesis has not been submitted for a higher degree to any other University or Institution.

## **ABSTRACT**

This research seeks to find a relationship between teachers' perceptions of principals' transformational leadership practices and teacher morale in elementary schools. To this end, a correlational research design was conducted in this study to identify the strength and nature of the relationship between the two variables (teachers' perceptions of principal's transformational leadership practices and teacher morale). Two surveys were administered to elementary school teachers. The independent variable, teachers' perceptions of principals' transformational leadership behavior, was measured using the Leadership Practices Inventory (LPI). The dependent variable was teacher morale, and the Purdue Teacher Opinionnaire (PTO) was used to measure this variable. The population consisted of 1556 teachers from the 56 elementary schools. The results indicated a strong positive correlation between teachers' perceptions of principal's leadership practices and teacher morale. A multiple linear regression was also conducted to determine what kinds of transformational leadership practices influenced teacher morale most. The results showed that the practice "Model the way" correlated most strongly with teachers' morale.

## **DEDICATION**

This thesis is dedicated to Adewale Saka, a lovely husband.

## ACKNOWLEDGMENTS

I would like to express my gratitude to my supervisor Dr. Darren Stanley, whose enthusiasm, encouragement, and care helped me throughout this thesis. Dr. Stanley's constant feedback, coaching, and support throughout the thesis process have been invaluable, and the time he took out of his tight schedule to meet with me throughout the process is greatly appreciated. Thank you, Dr. Stanley!

I would like to thank Dr. Glenn Rideout for his insightful comments and encouragement throughout my study. In addition, my thankfulness goes to Dr. Pierre Boulos for being part of my committee.

I am very thankful to all the elementary school teachers in Greater-Essex District School Board (GECDSB) who completed the survey. I am very thankful to Mr. Jeff Hillman (GECDSB superintendent) and his assistant Beth Silverio for their supports, and a special thank you to the members of the Academic Data Center and the librarians of the University of Windsor.

My sincere thanks also goes to my loving husband (Adewale), who supported me in every ramification to get this done. My thanks go to my sons (Moshood and Sallam) for their great patience during my busy time.

## TABLE OF CONTENTS

DECLARATION OF ORIGINALITY .....	III
ABSTRACT.....	IV
DEDICATION.....	V
ACKNOWLEDGMENTS .....	VI
CHAPTER 1: INTRODUCTION.....	1
Purpose of the Study .....	3
Hypotheses .....	3
Significance of the Study .....	4
Problem Statement .....	4
Definition of Terms and Important Concepts .....	5
CHAPTER 2: LITERATURE REVIEW .....	8
The Significance of School Leadership .....	9
Leadership Practices.....	9
Types of Leadership Style.....	11
Dimensions of Transformational Leadership.....	16
High and Low Teacher Morale .....	20
Factors Affecting Teacher Morale .....	22
Relationship between Leadership Behavior and Teacher Morale.....	26
CHAPTER 3: METHODOLOGY .....	38
Introduction.....	38
Research Design.....	38
Participants .....	39
Instruments .....	39
Leadership Practices Inventory .....	40
Reliability. ....	40
Validity .....	41
Purdue Teacher Opinionaire.....	42
Reliability .....	44
Validity .....	44
CHAPTER 4: DATA ANALYSIS FINDINGS, AND IMPLICATIONS.....	46
Implications.....	53



Limitations .....	54
CHAPTER 5: DISCUSSIONS AND RECOMMENDATIONS.....	55
Recommendations.....	58
REFERENCES .....	60
APPENDICES .....	73
Appendix A .....	73
Appendix B .....	77
Appendix C .....	80
Appendix D.....	82
VITA AUCTORIS .....	86

## CHAPTER 1: INTRODUCTION

According to the Ministry of Education (2009), its highest priority was student achievement, and the Ministry intended to align all necessary resources to support this goal. Also, in 2014, the Ministry committed to cultivating a strong teaching profession and leadership. “The major concern of public education is student learning, which encompasses academic development, skills, and learning of important values and dispositions” (Leithwood and Riehl, 2003, p. 2). Leithwood (2006) stated that bettering student learning is a responsibility shared by administrators and teachers and emphasized that what teachers do to improve student learning is crucial. He stated further that teachers’ effectiveness is dependent on their sense of belongingness and morale, which, in turn, is shaped by the administrators with whom teachers work. Also, Sabin (2015) did a correlational study of teacher morale and student achievement; this researcher found a direct positive correlation between teacher morale and student achievement growth. In addition, White and Stevens (1988) in their study of teacher morale and student achievement noted, “Teacher morale as well as functional behaviors of principal were strongest predictors of students’ achievements in reading” (p. 12). Black (2001) reported, “Sinking teacher morale generally accompanies sinking student achievement” (p. 5). Thus, there is a need to develop an understanding of the leadership practices that enable teachers to perform at their best. Insights about how to best support teachers in developing their abilities are essential. School principals play a vital role in nurturing and maintaining positive teacher morale (Roosevelt & Hoyt, 1976).

**Figure 1.** Conceptual Framework

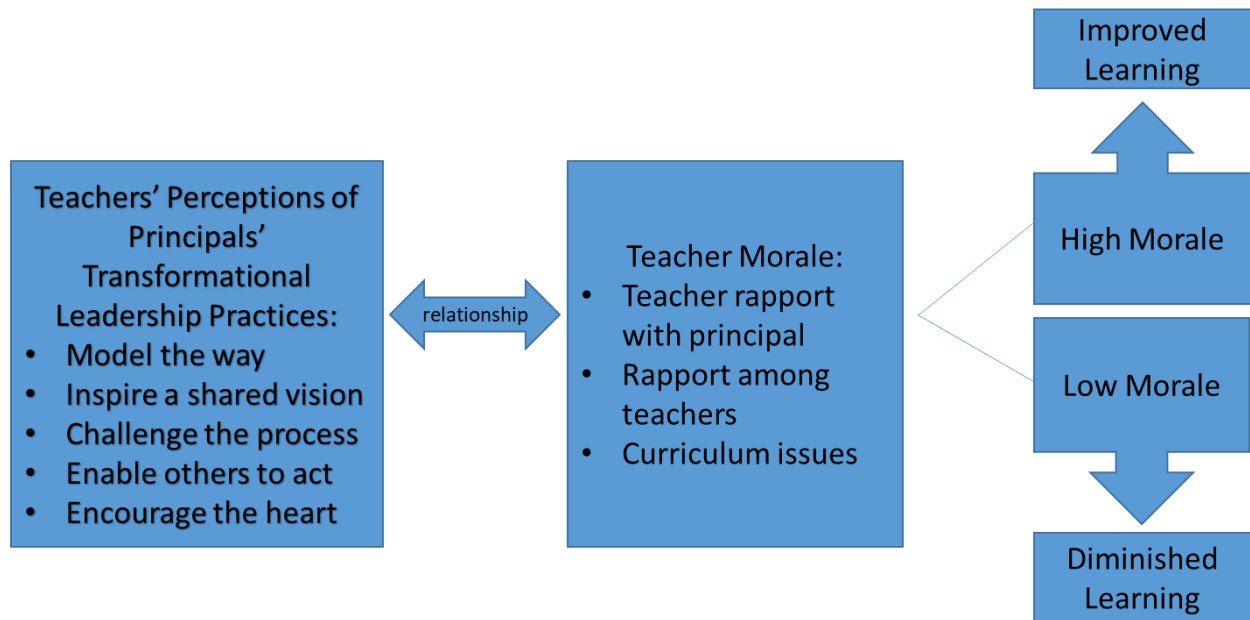


Figure 1 shows the conceptual framework based on leadership practices and teacher morale. The conceptual framework suggests how leadership behavior (independent variable), rooted in transformational leadership behavior, may influence teacher morale (dependent variable), which may be either high or low, affecting students' learning. As shown in the diagram above, leadership practices include five exemplary practices (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart). Teacher morale includes teacher rapport with principal, rapport among teachers, and curriculum issues. The relationship between these two concepts (leadership practices and teacher morale) may prompt either high teacher morale or low teacher morale. High teacher morale may lead to improved student learning, and low teacher morale may lead to poor student learning. As will be discussed in the literature review, leadership behavior may have a profound impact on teacher morale and, consequently, student learning.

For this study, Figure 1 represents the possible impacts of leadership practices on teacher morale in elementary schools. Leadership Practices Inventory (LPI, 2003) by Kouzes and Posner (2003) will be used to measure the presence of five practices of exemplary leadership behaviors, including:

1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Process
4. Enable Others to Act
5. Encourage the Heart

Lastly, teacher morale will be measured using the Purdue Teacher Opinionnaire (PTO, 1980) for examining the morale of teachers in elementary schools.

### **Purpose of the Study**

The purpose of this study is to examine the relationship between teachers' perceptions of principal transformational leadership practices and teacher morale in elementary schools.

### **Hypotheses**

H<sub>0</sub> : Teachers' perceptions of principal transformational leadership practices are not correlated with teacher morale.

H<sub>1</sub> : Teachers' perceptions of principal transformational leadership practices are correlated with teacher morale.

## **Significance of the Study**

This study examines the relationship between teachers' perceptions of principals' transformational leadership behaviors and the morale of teachers in elementary schools. The findings in this study might be significant for these reasons: The findings will serve as a guide to educators in improving leadership skills in educational institutions. Secondly, the findings in this study may help school leaders to improve the well-being of teachers, thereby improving student achievements. Thirdly, if findings indicate a relationship between teachers' perceptions of principals' transformational leadership practices and teacher morale, administrators may be able to address those skills that will help to nurture and maintain teacher morale. Lastly, colleges and universities that facilitate the learning of educational leadership and management can place further emphasis on morale during instructions and internships.

## **Problem Statement**

This quantitative study examines the relationship between teachers' perceptions of principals' transformational leadership behaviors and teacher morale in elementary schools. Morale of the teacher is considered an important internal state that affects what teachers do in the classroom (Leithwood & McAdie, 2007). Moreover, there is general agreement that morale is an integral part of any successful venture or endeavor (Bentley & Rempley, 1980). As such, it is imperative to advance knowledge on nurturing and maintaining teacher morale. Administrators and all stakeholders should be well equipped with the skills to nurture and maintain teacher morale. Bearing this in mind, why should we worry about teacher morale? The *Canadian Business and Current Affairs Database* (Anonymous, 2005) writes that teachers' workloads have increased from 47 hours per week to 52 hours per week, resulting in an increase in workload and

stress. Thus, there is evidence of an increase in teachers' stress. As such, there is the need to nurture teachers' morale.

### **Definition of Terms and Important Concepts**

To help the reader understand certain key terms, I have included the following list:

*Leadership Practices Inventory (LPI)*: The LPI (Kouzes & Posner, 2000) consists of 30 questions answered on a 10-point Likert scale and suggests five categories of practices of exemplary leaders. The observer form will be used in this study to enable teachers to report on their principal's daily practices.

*Model the Way*: Principals model the way if they apply their personal experiences to direct teachers' actions appropriately and lead by example.

*Inspire a Shared Vision*: Principals are expected to share their enthusiasm about the vision of the school with the teachers and engage them to reach set objectives.

*Challenge the Process*: Principals should face challenges and not shy away from them.

According to Kouzes and Posner (2003), leaders should be proud of small achievements and aim high.

*Enable Others to Act*: This practice implies that leaders should recognize the strength in teamwork; principals should encourage collaboration.

*Encourage the Heart*: In this practice, Kouzes and Posner (2003) conclude that principals should acknowledge every accomplishment of their teachers.

*Purdue Teacher Opinionnaire (PTO)*: Designed by Bentley and Rempel (1972), this survey instrument contains 100 questions ranked on a 4-point Likert scale to measure the morale of teachers.

*Morale:* Bentley and Rempel (1980) define morale as the level of commitment an individual display toward achieving personal and organizational goals.

*School climate:* According to Hoy and Miskel (2012), school climate is a relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools. A school climate can be open or close. When a school climate is open, principals and faculty act authentically, but when the school climate is close, everyone simply does what they have to do without dedication and commitment.

*Leadership styles:* According to Olagboye (2004), leadership styles are the various patterns of behaviors the principal exhibits in the process of directing the efforts of the faculty and staff towards the achievement of organizational goals.

*Transformational leadership:* “Transformational leadership is an expansion of transactional leadership that goes beyond simple exchanges and agreements. Transformational leaders are proactive, raise the awareness levels of followers about inspirational collective interests, and help followers achieve unusually high-performance outcomes” (Hoy & Miskel, 2012).

*National Blue Ribbon Schools:* A school is recognized as a National Blue Ribbon School if it achieves a very high learning standard or is making a remarkable improvement in closing the achievement gap among student subgroups (U. S. Department of Education, 2017).

This chapter includes an introduction to the study, conceptual framework, the purpose of the study, hypotheses, significance of the study, statement of the problem and definition of terms for a clearer understanding of the study. The following chapter is the review of related literature, and it is divided into five sections:

1. Leadership practices
2. Types of leadership styles
3. Teacher morale
4. Factors that affect teacher morale
5. Relationship between leadership behavior and teacher morale



## CHAPTER 2: LITERATURE REVIEW

“Scratch the surface of an excellent school and you are likely to find an excellent principal. Peer into a failing school, and you will find weak leadership” (Leithwood and Riehl, 2003, p. 1). Leadership is a central theme in the conversation about improving K–12 education. Researchers have oftentimes reported that school leadership, principal leadership in particular, is primary in developing and sustaining those school level frames of reference believed important for improving students learning (Hallinger & Heck, 1996; Rosenholtz, 1991). Furthermore, qualities of leadership have intrigued scholars, prompting extensive studies about the importance of leadership, defining its characteristics and types as well as methods that can help develop leadership skills (Short & Greer, 1997). Additionally, Leithwood and Riehl (2003) argue that leadership involves two roles: providing direction and exercising influence.

This chapter will review literature on topics that concern leadership behavior and teacher morale. To this end, this review will address the following five themes:

- Leadership behavior
- Types of leadership styles
- Teacher morale
- Factors that affect teacher morale
- Relationship between leadership behavior and teacher morale

## **The Significance of School Leadership**

Bush (2014) stated that it is widely agreed that leadership is second only to classroom teaching in its influence on student achievement. Leithwood, Harris, and Hopkins (2008) found that school leaders improve teaching and learning indirectly and effectively through their influence on staff encouragement, resolutions, and making the working environment conducive. Davis, Darling-Hammond, LaPointe, and Meyerson (2005) in their study revealed that principals play a vital and all-round role in setting the guidance for schools that are positive and rewarding workplaces for teachers and fruitful learning environment for children. Eberts and Stone (1998) noted principals also make a difference by setting clear values and goals that give priorities to basic skill acquisition, taking responsibility for the appraisal of the attainment of desired values and goals, arranging and taking part in staff development and in-service training programs, being a consistent, decisive disciplinarian, and working with teachers to achieve an agreed upon values and goals.

## **Leadership Practices**

Effective principals must display effective leadership skills. Deal and Peterson (1999), for instance, contend that a principal without good leadership skills will be unsuccessful. Kelly, Thornton, and Daugherty (2005) suggest that morale will suffer if teachers see inconsistent leadership practices from their principals because teachers and staff members yearn for a working environment that is challenging as well as supportive. In fact, Rammer (2007) argues that there are specific skills, traits, behaviors, and responsibilities that effective principals must possess, such as delegating tasks, honesty, commitment, creativity, and good communication.

The issue with prescribing effective leadership skills for principals is that the word “leadership” has been integrated into the technical vocabulary of organizational studies without

being precisely defined (Yukl, 1998). Accordingly, definitions of the concept are almost as numerous as the scholars who have engaged in its study, making it difficult for any principal to fulfill everybody's expectation of an effective leader. However, some generally accepted characteristics can be used as the foundation for defining an effective leader. Hoy and Miskel (2012), for instance, define leadership as a social process in which an individual or a group influences behavior toward a shared goal, and Northouse (2010) also argues that leadership is a method of influence, occurring in groups and including common goals. Thus, an effective leader is one who can influence individuals or a group to achieve a common goal.

Avolio and Bass (2004), building on Burns' (1978) work, identify three major types of leadership styles: laissez-faire, transactional, and transformational. The challenge facing modern organizations to meet with higher levels of performance, improved job-satisfaction, and increased morale in associates has led to the need for exceptional quality of leadership (Eboka, 2016). The most prominent among these three types of leadership is the transformational leadership style (Avolio & Bass, 2004; Burns, 1978). The transformational leadership style is the focus of the current study because it is most relevant to educational sector (Bass, 1998; Bass & Avolio, 1994; Burns, 1978; Leithwood, 1994). In addition, Nguni, Slegers, and Denessen (2006) studied the effects of transactional leadership and transformational leadership on teacher morale. They found transformational leadership behavior to have a positive correlation to teacher morale, whereas transactional did not.

Bass (1985) identifies four components of transformational leadership behavior: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These four components will be explained further under the transformational leadership style. Leithwood (1994) notes that these components are necessary skills for school principals if they

are to confront the challenges of the 21<sup>st</sup> century. Further, the 21<sup>st</sup>-century leadership role requires the principal to be patient, creative, and well-informed (Leithwood, 1994). For example, individualized consideration means that the school principal must mind the needs of the individual staff members, particularly those who seem left out. Intellectual stimulation requires principals to help staff members solve problems using new methods. Inspirational motivation is defined as using a skillful and high-spirited presence to effectively communicate high expectations for teachers and students. Lastly, idealized influence is characterized by using personal accomplishments and demonstrating character to provide a model for the behaviors of teachers (Marzano, Waters, & McNulty, 2005). With this in mind, this review will now look at the description of each type of leadership style and then focus on the transformational leadership style, for the purpose of this study.

### **Types of Leadership Style**

According to Olagboye (2004), leadership styles are the various patterns of behaviors principals exhibit in the process of directing the efforts of the faculty and staff towards the achievement of organizational goals. As stated earlier, this review will describe three leadership styles (laissez-faire leadership style, transactional leadership style, and transformational leadership style).

**Laissez-faire Leadership.** Bass (1998) describes this type of leadership as being void of any transactions with followers. For example, laissez-faire leaders dodge responsibilities, fail to make or even delay decisions, provide no feedback, and allow authority to remain inactive (Hoy & Miskel, 2012). Hoy and Miskel (2012) describe this type of principal as one who sits in the office, does not engage the staff and students, and demonstrates minimal concern for students’

learning and teachers' needs. One might wonder, is this type of leadership productive? Is it passive or not effective?

**Transactional Leadership.** For Burns (1985), transactional leaders “approach followers with an eye to exchanging one thing for another” (p. 11). Transactional leaders seek to propel followers through an exchange process for services rendered (Hoy & Miskel, 2012).

Transactional leadership, according to Antonakis, Avolio, and Sivasubramaniam (2003), consists of three components: (1) the contingent reward leadership, (2) active management by exception, and (3) passive management by exception. Contingent reward leadership is when a leader provides a tangible and intangible reward in exchange for subordinates' efforts and performance. In other words, this type of leadership behavior gives the subordinates things they want in exchange for things leaders want (Kuhnert & Lewis, 1987). Active management by exception refers to leaders' use of correction or punishment as a response to unacceptable performance or deviation from acceptable standards (Eboka, 2016). Sosik and Dionne (1997) suggest that leaders who set standards and carefully monitor behavior exhibit the active management by exception leadership style. Passive management by exception, according to Hoy and Miskel (2012), occurs when a leader takes a passive approach to leadership by intervening only when a problem becomes serious. Sosik and Dionne note that followers of this leadership style believe that their job is to maintain the status quo. Bass and Riggio (2006) affirm that transactional leadership is often the most effective in the majority of situations. Hoy and Miskel support this when they confirm that effective leaders perform better when contingent reward behavior is a basis for their leadership. However, Hoy and Miskel (2012) also note that when transactional leadership behaviors are supported with a transformational leadership behavior, the result is high organizational performance and job satisfaction.

**Transformational Leadership.** In 1978, Burns wrote about transformational leadership and defines it as ways in which one elevates, mobilizes, inspires, and uplifts followers. Bass (1985) argued that transformational leadership involves “proactive foresight, planning ahead, and taking steps when necessary in anticipation of perceived opportunities and threats” (p. 215). Transformational leadership is the leader’s ability to engage with followers in ways that raise them to a higher level of motivation, performance, or morality (Harrison, 2011).

Transformational leaders focus on setting and achieving long-term goals while increasing the intrinsic motivation of the individuals within the organization (Bass & Riggio, 2006). Howell and Avolio (1993) note that transformational leaders have a vision for the organization and project that vision to members of an organization. Kouzes and Posner (2007) list five items in their Leadership Practices Inventory, which exemplify effective leadership: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. These behaviors reflect the characteristics of a transformational and transactional leader, which is why the Leadership Practices Inventory is relevant to this study. Consequently, this review will now examine these behaviors in detail.

“Modelling the Way” requires leaders to exemplify and practice the principles and model the traits they expect their employees to uphold. Leaders must be models of the behavior they expect of others by clarifying their beliefs, values, standards, ethics, and ideals. They must not only be clear about their own personal values but also ensure a connection to a set of shared values among the followers. Leaders who “Model the Way” should also reward and recognize key values displayed by followers to emphasize the values leaders want to see (Kouzes & Posner, 2007).

Kouzes and Posner (2007) argue that leaders “Inspire a Shared Vision” by exhibiting the desire to make things happen in the organization. Exemplary leaders are forward-looking and believe firmly in their vision. Such leaders offer their vision and share a strategic plan with their staff to meet this shared vision. These leaders are interested in doing something significant and enlist their followers by also sharing the aspirations of the followers.

Leaders who “Challenge the Process” see themselves as innovators who are always ready to step out into the unknown to search for opportunities to improve, develop, and create new ideas that can move an organization and its members forward (Kouzes & Posner, 2007). These leaders upset the status quo to dive into new possibilities. They are proactive and resilient. They do not give in to objections or adversities. Exemplary leaders take risks with bold ideas because nothing can be achieved by doing things the same way. They learn from mistakes and believe that learning happens when people can discuss their successes and failures, share what went wrong, and move up.

The same study established that leaders who “Enable Others to Act” build trust and facilitate collaboration in an organization (Kouzes & Posner, 2007). They are passionate about teamwork and see cooperation as the interpersonal route to success. Exemplary leaders consider ideas from other people’s expertise and abilities. They are open to influence, which helps to build trust and enables the staff to be more open to the leader's influence as well: trust begets trust. When leaders enable others to act, followers feel powerful and confident enough to face challenges. Leaders should also invest in staff training and development because it fosters employee commitment.

Exemplary leaders are also able to “Encourage the Heart” according to Kouzes and Posner (2007). Leaders should acknowledge good results and give words of encouragements to

replenish staff strength (Kouzes & Posner, 2007). In addition, teamwork, trust, and empowerment are unique features of leaders who “encourage the heart.” Leaders should make sure to celebrate extraordinary accomplishments of individuals and teams in public. Doing this helps to renew staff commitment and create a spirit of community.

More on transformational leadership, Hackman and Johnson (2003) reported that transformational leaders are creative, interactive, empowering, and passionate. Transformational leadership occurs when leaders are able to raise awareness and interests of employees to accept the mission of the group, and the teachers are motivated to look beyond their own self-interest for the good of the group (Avolio & Bass, 2004; Bass, 1990). Transformational leaders are collaborative, goal-oriented, innovative, and committed to building leadership capacity (Bass, 1985). A transformational leader is able to help followers establish and understand goals and provide focus on shared decision-making, collaboration, and collegiality (Pepper, 2010).

Leithwood and Beatty (2008) state that leadership success depends on using a clear set of practices that allow teachers to become accomplished. Such practices include the principal routinely visiting classrooms, monitoring student work, meeting with students, discussing academics problems and progress, publicly and privately acknowledging student academic success (Waters, Marzano, & McNulty, 2004). According to Spillane (2009), transformational leaders must develop interactive relationships with faculty and staff to be an effective leader. He further states that building positive relationships with followers assists in advancing leaders’ effectiveness. Transformational leaders should also enhance relationships with followers by being transparent and avoiding favoritism. Rosenberg (2013) reports that there is a correlation between principals who embrace transformational leadership and high teacher morale. With this in mind, we move next to exploring the different dimensions of transformational leadership.



## **Dimensions of Transformational Leadership**

Leithwood (1994) frames his transformational model of school leadership using the work of Burns (1978), Bass (1985), and Bass and Avolio (1994). The model includes three leadership dimensions:

**Setting directions.** Setting directions includes building a shared vision, developing consensus about goals and priorities, and setting high expectations for teachers and students (Leithwood, 1994). Leithwood, Louis, Anderson, and Wahlstrom (2004) explain that people are motivated by goals that they find personally compelling as well as challenging but achievable. They add that such goals will enable individuals in the work place to have a sense of belonging (morale).

**Developing people.** Developing people includes providing support, intellectual stimulation, and modeling important values and practices considered fundamental to the organization (Leithwood, 1994). Leithwood et al. (2004) report that the experience the individual staff have with the leader influences their motivation, adding that the impact of this set of practices in an organization is substantial.

**Redesigning the organization.** Redesigning the organization includes building a collaborative process, creating and maintaining shared decision-making culture, modifying organizational structures, and managing the environment (Leithwood, 1994). Leithwood et al. (2004) claim that the contribution of schools to student learning rests on the motivation and capacities of teachers and administrators, acting individually and collectively. Leithwood and Riehl (2003) note that “while mastery of these leadership dimensions provides no guarantee that a leaders’s work will be successful in a particular school context, lack of mastery likely guarantees failure” (p. 5).

Hoy and Miskel (2012) explained that transformational leadership is an extension of transactional leadership because the transformational leadership goes beyond simple exchanges and agreement. In a transformational leadership style, the leader is proactive, enlightens followers about inspirational collective goals and objectives, and helps followers to reach exceptional performance outcomes. To help the readers understand more about the transformational leadership, this literature review will outline four categories of transformational leadership behavior, drawing upon the work of Bass and Avolio (1994). These categories are the same as Marzano et al.'s (2005) Four I's. They described the categories as Idealized Influence, Intellectual Stimulation, Individualized Consideration, and Inspirational Motivation. Bass and Avolio also conceptualize transformational leadership behavior into four categories: idealized influence, inspirational motivation, intellectual stimulation, and idealized consideration.

**Idealized influence.** The leader's ability to establish and communicate a clear vision to followers is key to being able to motivate followers to join the leader in realizing the vision that has been established for the organization (Bass and Avolio, 1994). The idealized influence is also referred to as "being charismatic" (Bass, 1985). Charismatic leaders excite and energize followers because they are inspirational and driven with a can-do attitude (Bass, 1985). Followers want to identify with charismatic leaders and place a high degree of trust and confidence in their leaders (Bass, 1990). Transformational leaders frequently raise the bar and do not accept the status quo, and they confidently take calculated risks and are able to get others to join them on their vision of the future (Bass, 1985). Transformational leaders seek to challenge and change the culture instead of working within the established culture. Their attitude encapsulates the "If it ain't broke, how can we make it better" attitude, and because they are viewed as an admirable people whom others want to imitate, they are able to gain followership

(Bass, 2008). Thus, charisma is essential to being successful as a transformational leader because there is great power and influence that comes with being charismatic. According to Marzano et al. (2005), an effective principal must provide a model for the behaviors of teachers by sharing personal experiences. Hoy and Miskel (2012) state that idealized influence builds trust and respect in followers and provides reasons for accepting changes in the ways individuals and organization do their work.

**Intellectual stimulation.** “Leaders stimulate extra effort among their followers by means of their intellectual stimulation” (Bass, 1985, p. 98). Empowering followers to seek new ways to solve complicated problems is the foundation of intellectual stimulation (Bass, 1999).

Transformational leaders encourage continuous improvement by asking the right questions and seeking solutions (Bass, 1985). They are able to show followers new ways of looking at old problems; they see problems as challenges that can be solved with rational solutions (Bass, 1999). Marzano et al. (2005) argue that an effective school principal must help the staff to initiate ideas for solving problems by deploying contemporary ideas. Avolio (1994) describes intellectual stimulation as the ability of leaders to encourage followers to be more open and willing to accept change. Nothing is too good, too fixed, too political, or too bureaucratic that it cannot be contested, changed, or removed.

**Individualized consideration.** “Individuation means one-to-one contact and two-way communication” (Bass, 1985, p. 97). Transformational leaders put an emphasis on relationships and are skilled in meeting the individual needs of their employees. Transformational leaders pay close attention to the needs of their employees and approach each individual differently.

Transformational leaders serve as mentors and seek to help others grow and develop, and followers feel compelled to exert extra effort when working for transformational leaders, thereby

bringing out the best in employees (Bass, 1990; Dussault, Payette, and Leroux 2008). Marzano et al. (2005) suggest that school leaders must listen to and consider the needs of individual staff members, particularly those who feel neglected. Atwater and Bass (1994) also expound that individualized consideration allows leaders to determine the strengths and weaknesses of others, the knowledge of which will provide leaders with the tools required to help their followers reach their potential.

**Inspirational motivation.** Being able to communicate the vision so that others are inspired is also a critical component of transformational leadership. Bass (1985) suggested that leaders who provide examples and patterns for the followers enhance their (followers) confidence. Providing meaning and purpose for followers helps the organization remain focused on achieving its vision despite any obstacles that may arise (Harrison, 2011). Transformational leaders are able to change the organization to strengthen the school culture by appealing to high ideals: this results in changing attitudes and challenging assumptions (Pepper, 2010). The ability to positively impact the whole organization leads to increased teacher commitment, which is critical in this rapidly changing, global world. The effective school principal, according to Marzano et al. (2005), must communicate high expectations for teachers and students (inspirational motivation). Atwater and Bass (1994) noted that inspirational motivation can influence followers thinking and encourages followers to believe that the organization's challenges can be solved. Hence, team spirit, enthusiasm, optimism, goal commitment, and a shared vision all blend well within the organization to yield maximum result Bass and Avolio (1994).

Avolio (1994) states that without trust and commitment to the leaders, attempts to change an organization's mission are likely going to be difficult. Leithwood (1994) affirms that the Four

I's are fundamental components for school principals if they are to be ready for challenges of 21<sup>st</sup> century leadership roles. In addition, transformational leadership style is appropriate for school settings because transformational leadership emphasis on preparing employees to learn new things, establishing new meaning and ways of thinking and transformational leadership style is an effective tool in helping leaders break established norms and establish new norms that transform school (Simsek, 2013).

Furthermore, transformational leadership style has been found to influence teacher willingness (morale) to work towards improving teaching techniques and classroom management (Espinoza, 2013). Transformational leadership style is particularly important in an educational setting because of the way it helps teachers improve teaching techniques and classroom management. In this section, the review described the three different leadership styles, accentuating transformational leadership style. Next, the study will explain what makes a teachers' morale high or low and the consequences of each.

### **High and Low Teacher Morale**

Morale has been defined in several ways. Kouzes and Posner (1980) define morale as “the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation” (p. 2). In addition, they argue that high morale “is evident when there is interest in and enthusiasm for the job” (p. 1). Leithwood (2006) describes morale as a state of persevering hardship. Further, he defines good morale as a state of hope or an optimistic view towards colleagues that is accompanied by enthusiasm. Similarly, Washington and Watson (1976) conclude that for principals to be able to effectively develop, nurture, and maintain positive morale among teachers, the principal must show high morale.

They add that such principals must display courage, self-discipline, enthusiasm, be generous, and believe in what they can do.

Furthermore, Hoy and Miskel (2012) state that morale refers to a sense of trust, confidence, enthusiasm, and good rapport among teachers. They assert that when morale is high, teachers perceive each other positively and feel fulfilled about their jobs. Bentley and Rempel (1980) define teacher morale as the degree to which the needs of a person are satisfied and the person's perception of how their job situation brought them to a state of satisfaction. Similarly, Bhella (1982) describe morale as the extent to which an employee's needs are being met and the extent of their overall work satisfaction. Koerner (1990) state that to develop high staff morale, employees contributions must be acknowledged and appreciated, their professional knowledge must be valued, and they must be given the freedom to make professional choices.

Hence, high morale can be achieved only when the process of achieving organizational goals meets employee's individual needs (Rowland, 2008). Whittaker, Whittaker, and Lumpa (2000) assert that there is a connection between teacher morale, student learning, and teacher retention. Eboka (2016) notes that teacher morale is critical to the success of any educational setting. Mgbodile (2004) describes teachers as the greatest asset of a school, the catalyst that spurs action in a school for the purpose of teaching and learning. Similarly, Betts (2001) reports that there is a positive correlation between teacher morale and student achievement. Betts suggests that administrators must continuously find ways to enhance the correlation.

In contrast, when teacher morale is low, students suffer (Norwood, 2016). Leithwood (2006) suggests that poor morale is connected with cynicism, hopelessness, and lack of enthusiasm. Low levels of satisfaction and morale can lead to decreased productivity and burnout (Farber, 1991). Zigarelli (1996) states that teacher morale is strongly associated with student

achievement. According to Lunenburg and Ornstein (2004), low teacher morale negatively affects teachers' productivity, and teachers with low morale become detached from their students. The implication of these reports means that poor teacher morale will result in poor student achievement. The *Canadian Business and Current Affairs Database* (Anonymous, 2005) reports that accountability that works comes from encouraging teachers to develop professionally and allowing them to use their professional judgement in teaching their students.

Leithwood (2006) believes that less effective teaching performance, teacher absenteeism, and resistance to change are some teacher behaviors that are associated with poor morale. According to Farber (1983), teachers who become burned out may be less sympathetic towards students, have a lower tolerance for frustration in the classroom, be in class unprepared, plan to leave the profession, feel emotionally or physically exhausted, feel anxious, irritable, depressed, and, in general, feel less committed and dedicated to their work.

Tschannen-Moran and Tschannen-Moran (2014) report that when morale is low among teachers, it is evident that one or more of the human universal needs are not being met. Evans (1997) recounts the importance of morale and job satisfaction among teachers in the United Kingdom. She conducted a case study over the course of four years to determine factors that influenced teacher morale and teacher job satisfaction. The research results suggest that school leadership and teachers' perceptions of the equity of workload among colleagues were the biggest influencers on morale and job satisfaction.

### **Factors Affecting Teacher Morale**

Leithwood (2006) outlines several factors that can diminish teachers' morale:

- Teachers feeling that their workload is not fair compared to other teachers in their own school or district

- Excessive class load
- Excessive paper work
- Burden of non-teaching demands like lunchroom supervision
- Bus duty and hall monitoring
- Split or multi-grade classes
- Insufficient preparation time
- Disruptive students
- Inadequate levels of learning resources

Leithwood (2006) further confirms that elementary school teachers suffer stress and burnout, which is caused by excessive parental expectations, extracurricular and supervisory duties, and the variety of abilities and needs among elementary school students as well as excessive course loads and continuous changes in curriculum, which are unique to elementary school teachers. He also identifies some leadership behaviors that add to elementary school teachers' stress; poor leadership support, irregularities in leadership practices, unclear goals, unrealistic vision, lack of follow-through, and a failure to provide essential educational resources.

Likewise, Washington and Watson (1976) list some negative attitudes and practices that principals may demonstrate and that can reduce teachers' motivation:

- Exhibiting a mistrust of teachers
- Criticizing a teacher in the open
- Allowing meetings to encroach on teachers personal time
- Showing undue concern for trivial matters
- Showing favoritism among teachers



- Staying in the office with the door closed
- Placing the entire blame for classroom failure on teachers
- Evaluating teachers on one or two classroom visits only
- Not allowing teachers to have input in decision-making process that will affect them directly

They also outline behaviors that can improve teachers' morale:

- Clearly stating the teachers' goals and professional expectations
- Encouraging collaboration among teachers
- Valuing and supporting both teachers and students' safety
- Setting high expectations for students
- Providing a noticeable academic press for teachers

Washington and Watson (1976) also list some actions that principals can engage in to improve teacher morale: taking responsibility for administrative actions, encouraging teachers' professional growth, praising and giving acknowledgement when necessary, consistently supporting teachers during conflict, paying attention to teachers' physical comfort and other related matters, and giving instructional supports to his teachers. In addition, Hughes (2013) found that when morale is high and the faculty culture is accommodating, students achieve more socially and academically, teachers are enthusiastic, and the school environment is healthy. It is evident that teacher morale is a fundamental aspect in the education setting.

According to Miller (1981), teachers who have high morale tend to participate more willingly in extracurricular activities, including staff development, parent-teacher association, and parent-teacher conferences. Because morale is defined as the feelings workers have about their job based on how they perceive themselves in the organization and the extent to which the

organization meets their needs and expectation, how teachers perceive themselves in the teaching profession is a reflection of whether their needs are being met as desired. He added that teachers may not feel happy about their job if their contributions are not recognized, they (teachers) have poor administrative support, or limited resources impact their effectiveness in classroom teaching. When issues like these occur, teacher morale diminishes because their perception is that they are being neglected.

Likewise, in his study on teacher self-efficacy and student motivation, Ford (2012) found that administrators and supervisors who persistently make efforts to increase staff morale achieve the benefit from increased student achievement, increased teacher efficacy, increased collective efficacy, and an overall positive working environment. Thornton and Daugherty (2005) explain that if teachers' perceive their principals' leadership style as inconsistent, teacher morale will also suffer.

Zaccaro (2007) contends that positive parent and teacher relationships support higher teacher morale. In the same manner, the Education Commission of the States (2005) concludes that teacher autonomy and administrative support, class size, and students issues, such as attitudes, competence, discipline, and student economic status, are factors that lead to low teacher morale. Likewise, Lankford, Loeb, and Wyckoff (2002) found that some teachers seek districts where class sizes are smaller and where teaching is based on fostering, developing, and inspiring students. George (2003) states that factors such as loss of interest in teaching, decreased motivation, lack of collaboration with other teachers, depression, illnesses, and overwhelming burnout are observed at lower level of morale.

Evans (1997) asserts that factors such as career status, low salary, and lack of professional identity contribute to low teacher morale. In addition, Dirham (1994) contends that

low teacher morale is attributed to extrinsic motivators, such as accountability, social issues in the school community, teacher retention, a lack of quality leadership, and excessive non-teaching tasks. Moreover, Brodinsky's (1994) study reveals six factors that contribute to low teacher morale: teacher attrition, low salaries, poor leadership, negligence from school community, dilapidated structures. Hollinger (2010), likewise, cites major factors that affect morale in the school setting: school leadership, workload, compensation, student behavior, and professional development. Additionally, Leithwood (2006) contends that positive teacher morale is connected to teachers' perceptions of their workloads and opportunities for professional development. Johnson and Birkeland (2003) also notes that teachers' low morale occurs when teachers are required to provide instruction outside their area of expertise when they earn low salaries, and when they are not respected by others, all of which leads to high teacher turnover. They, therefore, suggests that to promote high teacher morale, school leaders must provide fair compensation and career opportunities, foster a positive school/working environment, establish a chain of accountability, and avoid placing excessive workloads onto teachers.

### **Relationship between Leadership Behavior and Teacher Morale**

Kelly (2005) studies the relationship between teachers' perceptions of their principals' leadership and the climate of the school. He concludes that teachers' perceptions of their principals' effectiveness are positively related to the teachers' perception of the overall school climate. Teachers who perceive their principal to be fair and consistent in regards to how the principal treated teachers rated the school climate to be higher than teachers who perceived their principal to be inconsistent in the treatment of teachers (Kelly, 2005). Although school climate is not the same as morale, school climate is an essential piece of research as Miller (1981) points out that school climate is directly related to teacher morale.

Ladd (2009) argues that teachers' job satisfaction, and by extension teacher morale, is impacted not only by working conditions in general but by leadership practices. He found that working conditions and leadership practices also affect teacher retention rates (Brodinsky, 1994; Dinham, 1994; Johnson & Birkeland, 2003). In addition, Evans and Johnson (1990) surveyed middle and high school teachers. Although they received conflicting responses and could not correlate principal behavior and teacher job satisfaction, they were able to conclude that principal leadership did affect the stress level of teachers, which can negatively affect teacher morale (Evans & Johnson, 1990).

Leithwood (2006) found that the manner in which teachers operate depends on their own intrinsic motivation and the conditions of their work environment. He also states that teachers' working conditions are students' learning conditions and that working conditions—such as crowded and inadequate facilities, a lack of resources, too much paperwork, and excessive marking—can consequently inhibit teachers' effectiveness. In addition, he suggests that, with effective leadership, principals can increase beginning teachers' morale by encouraging and supporting them. Principals who are effective leaders should provide instructional guidance and resources, clearly communicate expectations, acknowledge good work, and implement rules of conduct for students (Leithwood, 2006).

School leadership is one factor that influences the condition of the school environment. Washington and Watson (1976) state that teacher morale is not considered to be important in administrative priorities. They argue that the principal plays a critical role in maintaining and managing positive teacher morale. According to Washington and Watson (1976), in their article "Positive teacher morale-The principal's responsibility," note that managing and keeping positive teacher morale requires time, effort, and planning. These authors further describe the

attitude of a teacher with positive morale, thus: they are always eager to be in the school, they show concern for school programs, they are active in school functions, they are willing to do extra work, they are happy being a teacher, and they cooperate with the school in school-community relationship.

Johnson and Birkeland (2003) conducted a descriptive study of 50 new public school teachers in Massachusetts. These teachers were first interviewed in 1999 and subsequently in 2000 and again in 2001. These teachers were from diverse school settings, grade levels they teach, their ages, and their educational backgrounds. Most importantly, the first reason given by teachers who quit teaching or who moved was a feeling of ineffectiveness, which they attributed to poor administration support, excessive teaching loads, and a lack of essential resources. The teachers who continued to teach felt effective in their positions, although they stated that factors such as low pay, lack of respect for the profession, and lack of teamwork among teachers would hurt teacher morale. Levin (2008) suggests that high teacher morale correlates with high students' achievement.

Contrary to Johnson and Birkeland (2003), Raferty (2002) did not find a relationship between teacher morale level and teacher turnover rates in her study that investigated the effects of teacher morale on teachers. Furthermore, she claims that there is no significant relationship between teachers' morale level and their level of satisfaction with their principal. Even though she recognizes that a number of factors influence teacher turnover, such as increased duties, time constraint, low pay, and disruptive students, these factors significantly impact a teachers' attitude towards their job.

Eboka (2016) examines the influence of principals' leadership on teacher morale. This study revealed that most principals exhibit the contingent reward and management by exception

(active) leadership dimension of the transactional leadership style. This type of leadership style shows that the principals acknowledge teachers' effort and performance. Furthermore, transactional principals conducted follow-ups with their teachers and, when necessary, made use of punishment and correction to ensure appropriate standards are attained and maintained. However, teachers perceive the transformational principals as being charismatic leaders with an inspiring vision. The second finding in Eboka's study suggested that the influence of transactional leadership on teacher morale results in a moderate level of teacher morale, whereas the influence of the transformational leadership on teachers' morale results in a moderately high level of teacher morale. Eboka concluded that teachers in a school with a transformational principal experience a higher level of morale than teachers in a school with a transactional principal.

Avolio and Bass (1997) support the finding that transformational leadership behavior helps the leader to gain loyalty from subordinates compared to the transactional leadership. Avolio and Bass' finding is similar to Agar (2008) who proclaimed that the power of transformational leadership is the ability of the leader to sustain the awareness of the teachers to understand the organizational goals and to value those goals more than personal interests.

A 1997 report on job satisfaction by the National Center for Education Statistics revealed many factors that contributed to higher teacher job satisfaction. Among them were the involvement of a supportive administrative staff, leadership, better student behavior, more teacher autonomy, and a safer, supportive school that promotes a positive atmosphere. It is imperative that principals are aware that they affect teachers' morale with the type of leadership style they adopt.

Koerner (1990) recognizes essential factors of leadership that influence teachers' morale; these factors are:

- The principal should maintain good communication with the teachers
- The principal should allow teachers to contribute to decision-making that directly affects curriculum, instruction, and school climate
- Recognize and appreciate teachers' and students' achievements
- Encourage clear, shared goals
- Promote a school climate that reflects a feeling of unity, pride, cooperation acceptance of differences and security.
- Give attention to professional needs such as salary and benefits
- Endorse strong, supportive leadership; provide a well maintained physical environment
- Provide quality time for collegial interaction, encourage and reward risk taking, innovation, and good teaching
- Give attention to personal needs such as stress management, good health, and social interaction

School leaders need to have a conscious awareness that they directly affect teachers' morale (Houchard, 2005). Washington and Watson (1976) reinforced this thought by stating that principals must realize that promoting high teacher morale does not just happen in the course of daily activities. Morale must be cultivated, developed, and nurtured by creative and receptive principals. Whitaker et al. (2000) added that principals must understand the nature and the relationships that exist in a working environment and that good working environment are essential elements to staff improvement and morale. Houchard (2005) asserts that principals

must clearly know that they play a pivotal role in the success of a school and in the morale of the individual members.

McKinney, Myron, and Cherie (2015) examine traits possessed by principals who transformed school culture in National Blue Ribbon Schools. The results of the study suggest that principals should invest time developing rapport with their teachers. They declared that the principals' leadership behaviors impact teacher morale and that the morale of teachers affects the level of instructions delivered to students. McKinney et al. describe some behaviors they noticed in successful principals as follows:

- Developing cooperative relationships among teachers, actively listening to teachers
- Treating teachers and staff with respect and dignity
- Supporting progressive decisions made by teachers
- Improving staff members through professional development
- Praising teachers and staff members for a job well done
- Showing confidence in the ability of teachers and staff
- Rewarding teachers for creative contributions
- Publicly recognizing teachers who personify commitment
- Celebrating school accomplishment
- Showing support and appreciation for teachers and staff members

Brewer (2016), in his study on the relationship between teachers' perceptions of school leadership, teacher morale and teacher attendance in New York State, found that teachers' perceptions of effective system leadership are a statistically significant relationship with teachers' sense of morale. This finding suggests that the behaviors and actions of a school



leadership have some impact on teacher morale. Brewer (2016) believes that school leaders should promote and sustain a professional community where teachers feel supported, are encouraged to contribute in decision-making process, and provided with relevant professional development opportunities.

Houchard (2005) conducted a study on principal leadership, teacher morale, and student achievement in seven middle schools in Mitchell County, North Carolina. This quantitative study employed a survey design method. He utilized two survey instruments: the Purdue Teacher Opinionnaire (PTO) and the Leadership Practices Inventory (LPI). The PTO measures the factors contributing to teacher morale, and the LPI (observer) was given to teachers to measure their perceptions of their principal's leadership behavior. Houchard found that satisfaction with teaching had the highest level of morale whereas teacher salary had the lowest. Teachers in two of the schools perceived principal leadership practices higher than did the principals themselves. A significant relationship was shown to exist between the teacher morale factor of rapport with principals and the principals' leadership practices of enabling others to act and encouraging the heart.

Hughes' (2013) research on teacher perceptions and principal leadership behaviors on teacher morale in high and low performing elementary schools in South Carolina found that morale is rated higher in low performing schools even if leader behavior is rated higher in high performing schools. There was a significant correlation between leadership behavior and teacher morale. The significance was established at the .05 probability level. In his study, the researcher used the Pearson product-moment correlation test and t-test for independent means. Two survey instruments were used in the study: the Leadership Practices Inventory (LPI) and the Purdue Teacher Opinionnaire (PTO).

Ngunni, Slegers, and Denessen (2006) analyzed the effects of transformational and transactional leadership on teacher morale in primary schools in Tanzania. The focus was to examine the relationship between principals and teachers, with an emphasis to find the effects of the leadership style on teacher morale. According to Ngunni, Slegers, and Denessen, the regression analysis showed that the transformational leadership style had a strong effect on teacher morale. In their study, transformational leadership had significant effects on transactional leadership in the prediction. In essence, transformational leadership (which motivates through empowerment) had a more positive effect on teacher morale than the transactional leadership style (which motivates through rewards and punishments).

Rowland (2008) carried out a quantitative study on 471 middle school teachers to examine the relationship between principal leadership behavior and the teachers' morale. To address the issue, the researcher employed a correlational research design. Two survey instruments were used: the Purdue Teacher Opinionnaire (PTO) and the Principal Leadership Inventory (LPI). The results of this research revealed that the Inspire a shared vision, Encourage the Heart, and Enable Others to Act showed a high positive relationship with teacher morale. The leadership practice of Enable Others to Act showed the strongest positive correlation to teacher morale.

This finding is similar to Houchard (2005) in that the leadership practice of Encourage the Heart was significantly related to the morale factors of rapport with principal and rapport among the teachers. Rowland (2008) indicated that although teachers have much more contact with students than other educators and are highly aware of students' needs, teachers are rarely a source for solutions and strategies for students' achievement and school improvement.

Norwood (2016) examined and analyzed the relationship between principal practices and teacher morale in one elementary/middle school and three high schools. This study used the transformational leadership as its guide. The researcher used a non-experimental (quantitative) correlation design. Norwood made use of two surveys: the Leadership Practices Inventory (LPI) and the Purdue Teacher Opinionnaire (PTO). Norwood found that the leadership practices of the principals were not related to teacher morale in the urban schools in this study. This study found that 82% of the teachers had low morale, which had nothing to do with the principal leadership practice. Curricular issues and teacher salary were two key factors that contributed to low teacher morale. Norwood concluded that the urban school district in this study should implement the transformational leadership theory with fidelity. He noted that the transformational leadership strategies will assist teachers, principals, and central office administrators to improve morale in urban schools.

Martin's (2000) research, "Relationship between elementary school principals leadership behavior and teacher morale," found a strong positive correlation between the elementary principal leadership behavior and teacher morale in Hampton City Schools. The results suggested that the leadership behavior (commitment to student behavior) had a strong positive relationship with the factor of teacher rapport with principal (teacher morale). Two different survey tools were used in this study: the Excellent Principal Inventory (EPI) and the Purdue Teacher Opinionnaire (PTO). This result is contrary to the findings of Norwood (2016). However, the result is consistent with Brewer (2016), Zbikowski (1992), Ngunni, Slegers, and Denessen (2006).

Bledsoe (2008) examined the impact of principal leadership behavior on teachers' morale in three middle schools in Tennessee. The study demonstrates that there is a moderately strong relationship between the principal leadership behavior and the overall teacher morale. Positive perceptions of the principal's leadership practices were significantly associated with positive perceptions of teacher morale. He added that teacher salary had the highest impact on teacher morale. He used the Purdue Teacher Opinionnaire (PTO) and the Leadership Practices Inventory (LPI). He recommends conducting research with elementary schools because primary school teachers' morale might be impacted more by the leadership behaviors of their principal compared to high school teachers.

Sherwood's (2013) study, which investigated the relationship between elementary school teachers' morale and the leadership of the principal and how the principal's behavior plays a role in teacher morale. Sherwood analyzed principal behavior through the lens of the transformational leadership theory, gathering data in a qualitative method through individual teacher and administrator interviews. He found five common positive themes that principals and teachers believe impacted teachers morale. These themes included teacher support, communication, teamwork, creating a family culture, and shared leadership. He added that the following decrease teacher morale: change or new initiatives, feeling devalued, and common core curriculum.

Rosenberg (2013) carried out a case study using a qualitative research approach to learn about relationship between transformational leadership behavior and teacher morale at a rural middle school. The individual interviews included 18 questions drawn from two well-validated surveys: The Principal Leadership Inventory (Kouzes and Posner, 2002) and the Purdue Teacher Opinionnaire (Bentley and Rempel, 1980). This study found four themes related to administrator leadership style and teacher morale. These themes include the professional competency of the

administrator, interest in teachers and their work, skills in human relations, and ability to communicate.

Bhella (1982) correlated the Purdue Teacher Opinionaire (PTO) and the Principal Leadership Inventory (LPI). The study found a significant relationship between principals' attitude towards people and productivity. There was no relationship between principals' attitude and teachers' attitude towards teaching. This result indicates that principals with a positive attitude towards the staff and product will exhibit better rapport with teachers and the faculty.

In Moore's (2012) study of the relationship between leadership practices and teacher morale, principals' leadership practices were a statistically significant predictor of teacher morale when all other variables were controlled. This implies that the principal's behavior is positively associated with teacher morale. This quantitative study used a multiple linear regression analysis to measure the relationship between the five leadership practices (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, Encourage the Heart) and teacher morale. Two high schools were involved in the study, and the researcher surveyed one hundred and twelve high school teachers using the Leadership Practices Inventory (LPI) and the Purdue Teacher Opinionaire (PTO). However, only four perceived leadership practices (challenge the process, enable others to act, encourage the heart, and inspire a shared vision) were related to teacher morale.

There appear to be no studies that examine the relationship between the principal's leadership behavior and teacher morale in elementary schools in Southern Ontario. Thus, the current study will help to fill this current gap in the literature. Having research on this topic may lead to improvement in leadership practices and student learning. In the next section, the

methodology will be explained for the purpose of this study- to examine teachers' perceptions of principal's transformational leadership behavior and teacher morale.

## **CHAPTER 3: METHODOLOGY**

### **Introduction**

The purpose of this study was to examine teachers' perceptions of the relationship between principal's transformational leadership behavior and teacher morale. This study was a quantitative study. Its aim was to identify some relationship between a set of variables, namely teachers' perceptions of principals' transformational leadership practices and teacher morale. This study made use of a survey-design method. This chapter will provide a detailed explanation of the research design, participants, the instruments, data collection and analysis procedure. Two specific areas were investigated, teachers' perceptions of principals' transformational practices of the principals and teacher morale.

### **Research Design**

This study was conducted using a correlational research design, allowing one to find relationships between variables. The purpose of this study was to examine the relationship between teachers' perceptions of the principals' transformational leadership behaviors and teacher morale in elementary schools. Teachers' perceptions of the principals' transformational leadership practices is the independent variable whereas teacher morale is the dependent variable.

The nonexperimental correlational research design, according to Creswell (2012), is a situation in which an investigator uses correlational statistics to describe and measure the degree or association or relationship between two or more variables. The independent variables are those factors that probably influence, cause or affect outcomes (Creswell, 2014). He added that the independent variables are described as treatment, manipulated, antecedent, or predictor

variables. In addition, Creswell (2014) notes that the dependent variables are variables that depend on the independent variables. They are the outcomes of the influence of the independent variables.

To test the hypotheses, a correlational analysis was conducted and a multiple linear regression performed. The correlational analysis was used to determine the strength and association between the two variables (leadership practices and teacher morale). The multiple linear regression was conducted to determine if teacher morale can be predicted based on leadership practices (Model the Way, Inspire a shared vision, Challenge the Process, Enable Others to Act, and Encourage the Heart).

## **Participants**

The participants in this research study were teachers in all the elementary schools in the Greater-Essex County District School Board (GECDSB). Approvals were received from the University of Windsor Research Ethics Board and the Greater-Essex County District School Board (GECDSB) before conducting the study. The superintendent sent an email to the teachers. The email contained a letter of information, which highlighted introduction of the research, the purpose of the study, procedure, potential risks, potential benefits to participants, confidentiality, participation and withdrawal, rights of research participants and a link to the surveys. Two surveys were sent to each teacher; one is the PTO and the other is the LPI (Observer).

## **Instruments**

The study made use of two different survey instruments. The survey instruments were: (1) the Leadership Practices Inventory (Kouzes & Posner, 1988), a thirty-item questionnaire



created by James M. Kouzes and Bary Z. Posner (see Appendix A); and (2) the abbreviated version of the PTO (Bentley & Rempel, 1980) a thirty nine-item questionnaire (see Appendix B).

### **Leadership Practices Inventory**

The LPI is a 30-item survey developed by Kouzes and Posner (1988). The Leadership Practices Inventory (see Appendix A) measures five leadership practices (subscales) that best support great organizational outcomes: Modelling the way, Inspiring a shared vision, Challenging the process, Enabling others to act, and Encouraging the heart. The teachers will complete the LPI (observer) form, which discusses their school principal's practices. These subscales reflect the transformational leadership behaviors (Brown & Posner, 2001). This inventory asks participants to report on a ten-point Likert scale, from almost never (score of 1) to almost always (score of ten).

**Reliability.** All instruments have measurement error that can result in differences in scores among participants. Instruments that have fewer errors are more likely to be reliable, with a reliability coefficient greater than .60 being considered adequate, and a reliability coefficient greater than .80 being considered very strong (Kouzes & Posner, 2000). Reliability from a research perspective focuses on consistency; this means that the instruments (survey, assessment, questionnaire, etc) would give the same result over and over again (Posner, 2016).

The internal reliability for LPI has been found to be quite robust across a wide range of sample populations (Posner, 2016). These sample population represent a variety of occupations (fields and disciplines), positions and hierarchical levels, industries and organizations. Below are examples of reliability ranges for different sample populations in educational context (Posner, 2016):

- 0.71 to 0.82 for women in executive positions in banking and higher education

- 0.65 to 0.91 for college presidents
- 0.70 to 0.89 for female vice presidents in non-academics affairs
- 0.70 to 0.91 for chief student affairs officers
- 0.75 to 0.85 for chief financial officers at community college
- 0.78 to 0.95 for teachers
- 0.73 to 0.85 for professional school counsellors
- 0.75+ for college counseling center directors

Posner (2016) argues that there are no significant differences between self and observer versions of this instrument. Posner, therefore, concludes that the leader's view of their own leadership does not affect perceptions by observers whether negatively or positively.

In conclusion, Posner (2016) reports that the leadership practices inventory has sound psychometric properties and that both versions (self and observer) are very strong and are consistently strong across a variety of sample populations and situations.

**Validity.** “Traditionally, validity signifies that the research instrument actually measures or describes the phenomena it set out to measure or describe” (Basit, 2010, p. 63). Basit's study also explained different kinds of validity.

**Construct validity.** According to Lavrakas (2008), “In survey research, construct validity addresses the issue of how well whatever is purported to be measured actually has been measured” (p. 2).

**Face validity.** “Face validity is a commonsensical notion that something should at least appear on the surface or have a face value to be measuring what it purports to measure” (Lavrakas, 2008, p. 2).

***Predictive validity.*** means that the results are significantly correlated with various performance measures and can be used to make predictions about leadership effectiveness. Kouzes and Posner (2003) claim that the LPI has both face validity and predictive validity.

***Discriminant validity.*** “To establish discriminant validity, you need to show that measures that should not be related are in reality not related” (William, 2006, p. 4). William further explained that to have discriminant validity, the relationship between the constructs should be low/weak. Carlee (2001) assessed the discriminant validity of the LPI in her study, “Assessing the discriminant validity of the Leadership Practices Opinionnaire.” She concludes that LPI assessed an over-arching higher order transformational leadership. She claims that the high correlation between the LPI and the transformational leadership model suggests the LPI has weak discriminant validity.

### **Purdue Teacher Opinionnaire**

Bentley and Rempel (1980) created the Purdue Teacher Opinionnaire (PTO). This opinionnaire includes 39 statements. The purpose of using this instrument is to learn teachers’ perceptions of factors that affect their morale in three different areas: teachers’ rapport with principal, rapport among teachers, issues with curriculum (Bentley & Rempel, 1980). The abbreviated Purdue Teacher Opinionnaire (see Appendix B) was chosen to measure the factors contributing to teacher morale. This instrument contains 39 questions and uses a Likert-type scale to collect data. Bentley and Rempel (1980) break down morale into the following ten dimensions:

1. Teacher rapport with principal-this deals with teacher’s feelings about the principal, his professional competency, his level of interest in teacher’s work, and his communication skills

2. Satisfaction with teaching-relates to teachers relationship with students and feelings of satisfaction with teaching
3. Rapport among teachers-this focuses on a teacher's relationship with other teachers
4. Teacher salary-pertains to the teacher's feeling about salaries and salary related matters
5. Teacher load deals with such matters as record keeping, clerical work, community demands, extracurricular load, and keeping up to date professionally
6. Curriculum issues solicit teacher reactions to whether the school program is sufficient in meeting students needs and in preparing students for effective citizenship
7. Teacher status samples teacher's about prestige, security, and benefits afforded by teaching
8. Community support of education deals with how well the community understand and support a sound educational program
9. School facilities and services has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services
10. Community pressures-this looks into community expectations of a teacher's standard, his level of participation in programs outside the school, and his freedom to discuss sensitive issues in the classroom

However, this study will make use of the Abbreviated version of the PTO, addressing the following three factors, namely:

1. Teacher rapport with principal (dimension 1)
2. Rapport among teachers (dimension 3)
3. Curriculum issues (dimension 6)

This abbreviated version contains 39-items, where each of the 39 items of the Abbreviated Purdue Teacher Opinionnaire uses a 4-point Likert type scale that measure the degree of agreement with the statement with the following options: disagree, probably disagree, probably agree, agree. Responses are represented with numbers 1-4, where 1 stands for disagree and 4 stands for agree.

**Reliability.** The PTO has been used in numerous research studies because of its reliability. Bentley and Rempel (1980) used test-retest at a four-week interval to determine the stability of the instrument. Stability, or test-retest reliability, of an instrument is determined by using an instrument at two different points in time with the same individuals; the strength between the two sets of score obtained determines the stability of the instrument (Kimberlin & Winterstein, 2008). The obtained reliability coefficient of .87 was evidence of good overall test-retest reliability or stability of the Purdue Teacher Opinionnaire measurement.

**Validity.** Validity is defined “as the extent to which an instrument measures what it purports to measure” (Kimberlin & Winterstein, 2008 p. 3). A construct validity “is a judgement based on the accumulation of evidence from numerous studies using a specific measuring instrument” (Kimberlin & Winterstein, 2008 p. 5). Construct validity was determined with the use of a principle component factor analysis on the 100 items included on the scale (Bentley & Rempel, 1980). Additional analysis resulted in 10 factors being used for the final scale. In addition, validity was determined by comparing principals’ perceptions of teacher morale in schools in Indiana and Oregon. The comparison of the median scores for each of the factors was similar, leading to the conclusion that the instrument was valid (Bentley & Rempel, 1980). The instrument was also found to discriminate among schools and among teachers in particular schools. Although Bentley and Rempel (1980) indicated that additional analyses were necessary,

they noted that teachers in schools with low morale tended to have higher teacher turnover than schools with high teacher morale. The researcher chose to use these two instruments (LPI and PTO) because the authors of the instruments have established evidence of reliability and validity of both instruments.

This chapter described and explained the methods used in this study. It stated the type of research and described the context. A description of the participants of the study was given along with a description of the two surveys. The next chapter will present the data analysis in detail, the findings and implication.

## **CHAPTER 4: DATA ANALYSIS, FINDINGS, AND IMPLICATIONS**

This chapter explains how the data was analyzed and outlines the findings and implications of this thesis. As stated in Chapter 1, the purpose of this research is to examine teachers' perceptions of the relationship between principal's transformational leadership practices and morale of the teachers. Approvals were obtained from the University of Windsor Research Ethics Board, the Greater-Essex County District School Board, and authors of the Leadership Principal Inventory survey. The GECDSB superintendent sent out copies of the survey and the letter of information on April 24, 2018 to the elementary school teachers. Two weeks later, a reminder was sent to teachers asking them to voluntarily complete the survey through the same source (superintendent). The survey was closed on the Qualtrics' website four weeks after the survey was initially sent to the elementary school teachers. 155 teachers were recorded to have clicked on the survey link. However, 78 teachers completed the LPI survey and 68 teachers completed the teacher morale survey. This shows a response rate of 9.69% compared with the number of teachers who received the survey. The data was downloaded to an Excel file, and the Excel file was imported into the Statistical Package for the Social Sciences (IBM SPSS) software for analysis. The data analysis was completed in two parts:

An examination of the relationship between teachers' perceptions of principal's transformational leadership practices (LP) and teacher morale (TM); and a determination as to which of the leadership practices predicts teacher morale most.

To answer the research question in this study, the Pearson Product Moment Correlation Coefficient (Pearson  $r$ ) was used to assess the relationship between teachers' perceptions of principals' transformational leadership practices and teacher morale. According to Gall, Gall, and Borg (2007), "Product Moment Correlation is the most widely used bivariate correlation

technique because most educational measures yield continuous scores and because  $r$  has a small standard error” (p. 347). Table 2 below indicates the results of the correlation analysis of leadership practices and teacher morale.

**Table 2**

*Correlation analysis of leadership practices (LP) and teacher morale (TM)*

		LP	TM
LP	Pearson Correlation	1	.888**
	Sig. (2-tailed)		.000
	N	78	69
TM	Pearson Correlation	.888**	1
	Sig. (2-tailed)	.000	
	N	69	69

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

The results indicate that leadership practices are highly and positively related to teacher morale, with a correlation coefficient of 0.888 and the level of significance less than 0.05.

Leithwood (2006) states that improving student learning is a responsibility shared by both administrators and teachers and emphasizes that what teachers do to improve student learning is important. He likewise asserts that teachers’ effectiveness is dependent on their (teachers) sense of belongingness and morale, which in turn is shaped by the principals they work with. In addition, White and Stevens (1988) in their study of teacher morale and student achievement noted, “Teacher morale as well as functional behavior of principals were strongest predictors of students’ achievements in reading” (p. 11). White and Steven’s study has revealed a strong



positive correlation between leadership practices and teacher morale. The finding in this current study challenges that of Norwood (2016), who found that there was no relationship between leadership practices and teacher morale in elementary school among his participants. However, the results in this study align with those of Martin (2000) who examined the relationship between leadership practices and teacher morale in elementary school and found a strong positive relationship between leadership practices and teacher morale in Hampton City Schools. The findings in this study reiterate the importance of nurturing teacher morale, and the principal with whom they (teachers) work stands as an important tool for nurturing teachers' morale.

This study further investigates which of the leadership practices might significantly predict teacher morale. This was examined by calculating the descriptive statistics of each of the subscales of the leadership practices inventory: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. A multiple linear regression was used to investigate which of the five-leadership practices impacts teacher morale.

**Table 3**

*Descriptive statistics result of each subscale of the LP*

Subscale	N	Min	Max	Mean	Std. Deviation
MODEL	78	6.00	60.00	33.7410	14.88572
INSPIRE	78	6.00	60.00	32.6231	16.26648
ENABLE	78	6.00	60.00	35.5282	15.76915
ENCOURAGE	78	6.00	60.00	32.2128	17.05896
CHALLENGE	78	6.00	60.00	33.5128	15.12609

**Table 4***Results of the multiple linear regression analysis.*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	65.814	2.834		23.226	.000
MODEL	.664	.234	.504	2.834	.006
INSPIRE	.158	.318	.134	.497	.621
CHALLENGE	-.357	.282	-.282	-1.263	.211
ENABLE	.322	.198	.261	1.628	.108
ENCOURAGE	.361	.207	.314	1.744	.086

Leadership practices are the independent variable and teacher morale is the dependent variable in this current study. Each of the subscales of leadership practices inventory are analyzed with the total of teacher morale. Table 4 shows that the behavior Model the way (MODEL) strongly correlates with teacher morale at 0.05 significant level.

This suggests that the principal will usually engage in the behavior associated with this subscale (Model the Way), that is, the principal:

1. sets a personal example of what he/she expects of others

2. spends time and energy to make sure that staff adhere to the principles and standards agreed on
3. follows through on promises and commitments
4. gets feedback on how her/his actions affect others' performance
5. builds a consensus around common organizational values
6. is clear about her/his philosophy of leadership

The teachers believe that principals contributed to teacher high morale more when they set examples of what they expect from teachers, present missions and visions of the school, share their leadership philosophy, model what they expect, ask for feedback on their performance and follow through on promises and commitment.

The next leadership behavior that slightly correlates with teacher morale in this study is Encourage the Heart, where the principal:

1. acknowledges positive outcomes
2. shows appreciation for people's ability
3. ensures people are creatively rewarded for their contributions to the success of a project
4. recognizes people who exemplify commitment to shared values
5. supports team member for their contribution

The results indicate that teachers perceive that they were usually encouraged to carry on and keep hope and determination alive. Based on the result the behavior of Encourage the heart can be improved upon. Principals who genuinely show caring dispositions toward their staff help to strengthen the teachers' courage (morale).

The five leadership practices Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart are deeply rooted in transformational

leadership practices as stated in the literature review. Transformational leadership is the leader's ability to engage with followers in a way that raises them to a higher level of motivation, performance, or morality (Harrison, 2011). Transformational leaders focus on setting and achieving long-term goals while increasing the intrinsic motivation of the individuals within the organization (Bass and Riggio, 2006). Howell and Avolio (1993) note that transformational leaders have a vision for organizations and projects that vision to members of an organization. Kouzes and Posner (2007) list five items in their Leadership Practices Inventory that exemplify effective leadership: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. These behaviors reflect the characteristics of a transformational and transactional leader, which is why the Leadership Practices Inventory is relevant to this study. Consequently, this review will now examine these behaviors in detail.

“Model the Way” requires leaders to exemplify and practice the principles and model the traits they expect their employees to uphold. Leaders must be models of the behavior they expect of others by clarifying their beliefs, values, standards, ethics, and ideals. They must not only be clear about their own personal values but also ensure a connection to a set of shared values among the staff they work with. Leaders who “model the way” should also reward and recognize key values displayed by staff members to emphasize the values leaders want to see (Kouzes & Posner, 2007).

Kouzes and Posner (2007) argue that leaders “Inspire a Shared Vision” by exhibiting the desire to help the organization achieve specific goals and objectives. These exemplary leaders are forward looking, and believe strongly in their vision. Such leaders offer their vision and share a strategic plan with their staff to meet this shared vision. These leaders are interested in doing something significant and enlist their staff by also sharing the aspirations of the constituents.

They found that leaders who “Challenge the Process” see themselves as innovators who are always ready to step out into the unknown to search for opportunities to improve, develop, and create new ideas that can move an organization and its members forward. These leaders disrupt the status quo in their quest for new possibilities. They are proactive and resilient. They do not give in to objections or adversities. These exemplary leaders take risks with bold ideas because they believe that nothing new can be achieved by doing things the normal way. They learn from their mistakes and believe that learning happens when people can discuss their successes and failures, share what went wrong, and move up Kouzes and Posner (2007).

Leaders who “Enable Others to Act” build trust and facilitate collaboration within an organization. These leaders are passionate about teamwork and see cooperation as the interpersonal route to success. Exemplary leaders consider ideas derived from other people’s experience and expertise. They are open to influence, which helps to build trust and enables the staff to be more open to the leader’s influence as well. When leaders enable others to act, everybody feels empowered and confident enough to overcome challenges. Leaders should also invest in staff training and development because it fosters employee commitment (Kouzes & Posner, 2007).

Exemplary leaders are also able to “Encourage the Heart.” Leaders should acknowledge positive results and give words of encouragement to replenish staff strength. In addition, teamwork, trust, and empowerment are unique features of leaders who “Encourage the heart.” Leaders should make sure to celebrate extraordinary accomplishments of individuals and teams in public. Doing this helps to reaffirm staff commitment and create a spirit of community (Kouzes & Posner, 2007).

With regard to transformational leadership, Hackman and Johnson (2003) report that transformational leaders are creative, interactive, empowering, and passionate. Transformational leadership occurs when leaders are able to raise awareness and interests of employees to accept the mission of the group, and the teachers are motivated to look beyond their own self-interest for the good of the group (Avolio & Bass, 2004; Bass, 1990). Likewise, transformational leaders are collaborative, goal-oriented, innovative, and committed to building leadership capacity (Bass, 1985). A transformational leader is able to help followers establish and understand goals and provide focus on shared decision-making, collaboration, and collegiality (Pepper, 2010).

This study also sought to increase awareness and concerns about the morale of teachers. Because findings in this current research suggest there is a strong positive relationship between leadership practices and teacher morale, it suggests that school leaders (principals, superintendent, and vice principals) should continually display practices that will help teachers to do their job well. This is supported by Leithwood and Riehl (2003), who state that “Effective educational leaders help their schools to develop visions that embody the best thinking about teaching and learning” (p. 3). This awareness will help to enhance principals’ administrative skills in the different areas that may be needed

### **Implications**

The findings in the current study serve to further support other research that states that transformational leadership behavior impacts organizational morale including teachers’ morale. In addition, the findings in this study imply that teachers’ perception of their principal’s behavior is a direct reflection of teachers’ morale. If teachers perceive the principal’s leadership behavior positively, they will generally display high morale. If teachers perceive the principal’s leadership behavior negatively, they will generally display low morale.

The findings in this study also imply that school systems should organize re-training programs for existing principals. The reason is that principals sometimes are overly focused away with daily administrative duties causing them to neglect teachers. With respect to future principals, school systems need to incorporate current theories of leadership to train future principals in the areas that most affect teacher morale.

Based on data from the current study, the morale of the teachers is correlated with teacher's perception of the principal's behaviors. Educators could use these findings to develop further training for the principals' regarding how to support and empower teachers. In addition, principals can also improve teacher morale by recognizing teachers' opinions, and making them feel important in the process of decision-making. The results of the current study will help the principal to understand that their (principal) behavior impact teacher morale.

The conceptual framework suggests that teacher morale can yield low or high student learning. School superintendent can also use the results of this current study to guide and support principals, helping them to improve in the areas they may be lacking by Inspiring a shared vision, Challenging the process and Enabling others to act.

## **Limitations**

Limitations to the current research study are:

1. The response rate to the survey is low; a higher response rate could have afforded the researcher more data to analyze.
2. The study is limited to elementary schools only
3. The study employed quantitative research design only

## CHAPTER 5: DISCUSSIONS AND RECOMMENDATIONS

The current study examined teachers' perceptions of the relationship between principals' transformational leadership practices and teacher morale. The sample consisted of elementary school teachers in Ontario. Two instruments were used to collect data: Principal Leadership Practices Inventory (Observer) and Purdue Teacher Opinionaire. The leadership practices inventory consists of 30 questions that broke down leadership practices into five categories. Following is a description of the categories: Model the way, Inspire a shared vision, challenge the process, enable others to act, and encourage the heart. These subscales/categories reflect transformational leadership behavior (Brown & Posner, 2001). The inventory asks participants to report on a ten-point Likert scale, from almost never (score of 1) to almost always (score of ten).

The findings in this study suggest a strong correlation between leadership practices and teacher morale. This study provides suggestions for school leaders who strive to develop innovative leadership styles that will empower their teachers and improve morale. Bentley and Rempel (1980) define morale as the level of commitment an individuals when seeking to achieve personal and organizational goals. The data were collected using two different surveys: The leadership practices inventory and the Purdue Teacher Opinionaire.

The population in this study consisted of elementary school teachers in Ontario. Fifty-six elementary schools were involved. The social package for social sciences (SPSS) was used to analyze the data. The Pearson correlation coefficient was 0.888, which indicates a statistically significant relationship between the two variables (leadership practices and teacher morale). This result demonstrates that leadership practices and teacher morale are strongly related in this current study. In addition, as was found in the literature review (chapter 2) the results of this



study also support the argument that a school principal's behavior has a significant impact on the school environment. The conceptual frame work (Figure 1) shows that teacher morale impacts students learning and therefore principals indirectly influence students' achievement through their effect on teacher morale. Kouzes and Posner (2003) identified ten tips, which are also described below, for becoming a better leader: being self-aware, managing emotions, seeking feedback, taking initiative, engaging a coach, setting goals and making plans, practicing, measuring progress, rewarding oneself, and being honest with oneself and humble with others.

**Self-awareness.** Effective leaders listen to what their mind tell them about their leadership and try to harmonize what their minds says with reality. They are self-aware and are conscious of the impact of their leadership on others. Effective leaders take time to reflect on their experiences and learn from it.

**Managing emotions.** Kouzes and Posner (2003) suggest that in addition to being self-aware, the best leaders "are careful not to let their feelings manage them. Instead, they manage their feelings" (p. 38). Thus self-control is important and emotions should be properly managed so that leaders do not ruin the relationship with staff. For example, if a staff member did not arrive to a meeting on time the best reaction is not to yell at them and put them down in front of the others (Kouzes & Posner, 2003).

**Seeking feedback.** Best leaders ask for feedback from others. Effective leaders use the feedback to identify those things they are doing well and areas they need to improve.

**Taking initiative.** Kouzes and Posner (2003) suggest that "The best leaders are proactive. They don't wait for someone else to tell them what to do. They take initiative to find and solve problems" (p. 39). They note that best leaders take charge of their learning, discover their

strengths and weaknesses through the feedbacks and do what is necessary to better their leadership skills.

**Engaging a coach.** They also emphasize the importance of having a coach. They believe that leadership is a performing art, and as is the case with athletes and musicians, it is not out of place to have a coach. The coach might be someone from inside or outside the organization but must be ready to offer sincere feedback and suggestions for improvement (Kouzes & Posner, 2003).

**Setting goals and making plans.** Strong leaders set achievable goals for themselves and their constituents. Good principals will set achievable goals for themselves, teachers and students. The best leaders should also display a level of confidence in other people's abilities to perform.

**Practice.** Kouzes and Posner (2003) argue that "People who practice more often are more likely to become experts at what they do" (p. 41).

**Measure progress.** "Measuring progress is crucial to improvement, knowing how well you have done in terms of the goals you have set is crucial to motivation and achievement" (Kouzes and Posner, 2003, p. 42).

**Rewarding oneself.** Kouzes and Posner (2003) believe that it is okay to reward, connect a reward and an achievement. It will help to sustain the achievement.

**Honesty and humility.** Credibility is the foundation of leadership, and honesty is at the top of the checklist of what constituents look for in a leader. Leaders who are intellectually and emotionally honest are respected by their followers. Being honest shows that a leader is willing to admit mistakes, and own up to one's fault, and be open to suggestions for improvement (Kouzes & Posner, 2003)

The current study further determines which of the transformational leadership practices support teacher morale most. The principals' transformational leadership behavior "Model the

way” is most significant to total teacher morale in the current study. The Model the Way shows that the principals take a lead on the type of behavior they want the staff to portray. Principals set the example for teachers. Houchard (2005) found that the leadership practice of ‘Encourage the Heart’ is significant to the morale factors of Rapport with principal and Rapport among teachers supports this finding. This indicate that principals still need to connect on the other aspects of practices, viz-a-viz, ‘Inspire a Shared vision,’ ‘Challenge the Process,’ ‘Encourage the Heart’, and ‘Enable Others to Act’. However, there are no set of behaviors or practices that a principal must exhibit. A collection of practices, including empowering others and sharing leadership, are important.

### **Recommendations**

A study that includes quantitative and qualitative (mix-methods) research method is recommended to provide additional insight into why teachers responded to the questions the way they did. The qualitative aspect could help unfold reasons why the teachers responded in the manner they did. The researcher recommends a wider study inclusive of high schools. Based on the findings in this study the teachers in this study appeared to view their principals in a positive light. Therefore, the teachers may have applied caution in their responses not to portray their principals in a negative light.

The result in this study indicate that elementary school principals, the school board and all stakeholders should move towards implementing the transformational leadership practices with fidelity. Research, as stated in the literature review has shown that when principals apply transformational leadership strategies, it facilitates improvement in teacher performance and motivation and students achievement. This approach, according to Bass (1985) would include

“proactive foresight, planning ahead, and taking steps when necessary in anticipation of perceived opportunities and threats” (p. 215).

Leithwood and Beatty (2008) state that leadership success depends on using a clear set of practices that allow teachers to become accomplished. Such practices includes principal routinely visit classrooms, monitor student work, meet with students, discuss academics problems and progress, publicly and privately acknowledge student academic success (Waters, Marzano, & McNulty, 2004). According to Spillane (2009), transformational leaders must develop interactive relationships with faculty and staff to be an effective leader. He further states that building positive relationship with staff helps to advance leaders’ effectiveness. Transformational leaders should also enhance relationships with followers by being transparent and avoiding favoritism. Rosenberg (2013) reports that there is a correlation between principals who embrace transformational leadership and high teacher morale. The effects of transformational leadership on the success of any organization including schools cannot be over emphasized. It is imperative that leaders, including teachers, continually improve their leadership skills. The literature supports the fact that it takes many leadership behaviours to support positive moral and teachers need to feel supported.

Another recommendation is to include a measure of student achievement in future research on teacher morale and transformational leadership practices. Student achievement is a key factor that is always the concern of educators and ministries. Including a measure to relate student achievement to teacher morale and principal leadership behavior might be able to suggest if there is a link with regard to impact of teacher morale and leadership practices on student achievement.

## REFERENCES

- Anonymous. (2005). Study confirms workload and stress increase for Canadian teachers. *Canadian Business & Current Affairs Database*, 32(12), 3. Retrieved from <http://search.proquest.com/docview/220837998?accountid=12063>
- Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The Leadership Quarterly*, 14(3), 261–295. [https://doi.org/10.1016/S1048-9843\(03\)00030-4](https://doi.org/10.1016/S1048-9843(03)00030-4)
- Atwater, D. C., & Bass, B. M. (1994). Transformational leadership in teams. In B. M. Bass & B. J. Avolio (Eds.), *Improving organizational effectiveness through transformational leadership* (pp. 48–83). Thousand Oaks, CA: Sage Publications.
- Avolio, B. J. (1994). The “natural”: Some antecedents to transformational leadership. *International Journal of Public Administration*, 17(9), 1559–1581. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/01900699408524956>
- Avolio, B. J., & Bass, B. M. (2004). *Multifactor leadership questionnaire: Manual and sampler set*. Redwood City, CA: Mind Garden.
- Basit, T. N. (2010). *Conducting research in educational contexts*. New York, NY: Continuum International Publishing Group
- Bass, B. M., & Avolio, B. J. (1994). Transformational leadership and organizational culture. *The International Journal of Public Administration*, 17(3-4), 541–554. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/01900699408524907>
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY: Free Press.

- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19–31. Retrieved from <http://www.sciencedirect.com/science/article/pii/009026169090061S>
- Bass, B. M. (1998). The ethics of transformational leadership. In *Ethics, the heart of leadership*, (pp. 169–192). Westport, CT: Praeger.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/135943299398410>
- Bass, B. M. (2008). *The Bass handbook of leadership: Theory, research, and managerial applications* (4<sup>th</sup> ed.). New York, NY: Free Press.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. Psychology Press. New York, NY: Lawrence Erlbaum Associates.
- Bentley, R. R., & Rempel, A. M. (1972). *Purdue teacher opinionnaire*. West Lafayette, IN: Purdue Research Foundation.
- Bentley, R. R., & Rempel, A. M. (1980). *Manual for the Purdue teacher opinionnaire*. West Lafayette, IN: Purdue Research Foundation.
- Betts, B. (2001). Principals must face morale issues. *Principals Training Center*. Retrieved from <https://static1.squarespace.com/static/57c4731c893fc047731cea43/t/57c474e25149bfbd66321e26/1317221264413/principalsfacemoralissues.pdf>
- Bhella, S. K. (1982). Principal's leadership style: Does it affect teacher morale? *Education*, 102(4), 369–376. Retrieved from <https://eric.ed.gov/?id=EJ266094>

- Black, S. (2001). Morale matters: When teachers feel good about their work, research shows, student achievement rises. *American School Board Journal*, 188(1), 40–43. Retrieved from <https://eric.ed.gov/?id=EJ621302>
- Bledsoe, R. W. (2008). *An award-winning school: The impact of transformational leadership on teacher morale in the middle school* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/193964037?pq-origsite=gscholar>
- Bush, T. (2014). Instructional and transformational leadership: Alternative and complementary school leaders model. *Educational Management Administration and Leadership*, 42(4), 443–444.
- Brewer, E. H. (2016). *Examining the relationship between teachers' perception of system leadership, teacher morale and teacher attendance in the capital region of New York State* (Doctoral dissertation). Retrieved from <https://search-proquest-com.ledproxy2.uwindsor.ca/pqdtglobal/docview/1864650887/695ABE0523A24150PQ/2?accountid=14789>
- Brown, L. M., & Posner, B. Z. (2001). Exploring the relationship between learning and leadership. *Leadership & Organization Development Journal*, 22(6), 274–280. Retrieved from <http://www.emeraldinsight.com/doi/full/10.1108/01437730110403204>
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Carless, S. A. (2001). Assessing the discriminant validity of the Leadership Practices Inventory. *Journal of Occupational and Organizational Psychology*, 74(2), 233–239. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1348/096317901167334/epdf>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

- Davis, S., Darling-Hammond, L., Lapointe, M., & Meyerson, D., (2005). *School leadership study: Developing successful principals (Review of Research)*, Stanford University, Stanford Educational Leadership Institute, Stanford, CA. Retrieved from [https://eclass.duth.gr/modules/document/file.php/KOM02221/10-Lec/10\\_WORKSHOP-School\\_Leadership\\_Study-2005.pdf](https://eclass.duth.gr/modules/document/file.php/KOM02221/10-Lec/10_WORKSHOP-School_Leadership_Study-2005.pdf)
- Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass.
- Dussault, M., Payette, D., & Leroux, M. (2008). Principals' transformational leadership and teachers' collective efficacy. *Psychological Reports*, 102(2), 401–410. Retrieved from <http://journals.sagepub.com/doi/pdf/10.2466/pr0.102.2.401-410>
- Eberts, R. W. & Stone, J. A. (1998). Students achievement in public schools: Do principals make a difference?. *Economic Education*, 7, 291–299.
- Eboka, O. C. (2016). Principals leadership styles and gender influence on teachers' morale in public secondary schools. *Journal of Education and Practice*, 7(15), 25–32. Retrieved from <http://ezproxy.uwindsor.ca.ledproxy2.uwindsor.ca/login?url=https://search-proquest-com.ledproxy2.uwindsor.ca/docview/1826541271?accountid=14789>
- Education Commission of the States. (2005). The nation's report card 2005. Retrieved from <http://nces.ed.gov/nationsreportcard>
- Espinoza, S. M. (2013). *The effects of principal's transformational leadership behaviors on teacher leadership development and teacher self-efficacy* (Doctoral dissertation). (Order No. 3565648). Available from ProQuest Dissertations & Theses Global. (1413324871). Retrieved from



origsite=gscholarhttp://ezproxy.uwindsor.ca/login?url=https://search.proquest.com/docview/1413324871?accountid=14789

- Evans, L. (1997). Understanding teacher morale and job satisfaction. *Teaching and Teacher Education, 13*(8), 831–845. Retrieved from [https://ac.els-cdn.com/S0742051X97000279/1-s2.0-S0742051X97000279-main.pdf?\\_tid=68cb3462-c635-11e7-9495-00000aab0f02&acdnat=1510332015\\_733272b10b4265fd3e18e121591db750](https://ac.els-cdn.com/S0742051X97000279/1-s2.0-S0742051X97000279-main.pdf?_tid=68cb3462-c635-11e7-9495-00000aab0f02&acdnat=1510332015_733272b10b4265fd3e18e121591db750)
- Farber, B. A. (1991). *Crisis in education: Stress and burnout in the American teacher*. San Francisco, CA: Jossey-Bass.
- George, B. (2003). *Authentic leadership: Rediscovering the secrets to creating lasting value*. San Francisco, CA: John Wiley & Sons.
- Hackman, M. Z., & Johnson, C. E. (2003). *Leadership: A communication perspective* (4<sup>th</sup> ed.). Long Grove, IL: Waveland Press.
- Hallinger, P., & Heck, R. (1996). Reassessing the principal's role in school effectiveness: A critical review of empirical research, 1980–1995. *Educational Administration Quarterly, 32*(2), 5–44. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/0013161X96032001002>
- Harrison, R. (2011). Learning and development. *Development and Learning in Organizations: An International Journal, 26*(1). Retrieved from <http://www.emeraldinsight.com/doi/full/10.1108/dlo.2012.08126aaa.013>
- Houchard, M. A. (2005). *Principal leadership, teacher morale, and student achievement in seven schools in Mitchell County* (Doctoral dissertation). Retrieved from <http://dc.etsu.edu/cgi/viewcontent.cgi?article=2238&context=etd>

- Hoy, K. W., & Miskel, G. C. (2012). *Educational administration: Theory, research, and practice*. (9<sup>th</sup> ed.). New York, NY: McGraw-Hill.
- Howell, J. M., & Avolio, B. J. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance. *Journal of Applied Psychology*, 78(6), 891. Retrieved from <http://psycnet.apa.org/fulltext/1994-19634-001.html>
- Kelley, R. C., Thornton, B., & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education*, 126(1), 17. Retrieved from <http://web.a.ebscohost.com.ezproxy.uwindsor.ca/ehost/pdfviewer/pdfviewer?vid=1&sid=b5bea640-fce3-40fc-919a-5833701fa876%40sessionmgr4010>
- Kimberlin, C. & Winterstein, A. (2008). Validity and reliability of measurement instruments used in research. *Research Fundamentals*, 65, 2276–2284. doi:10.2146/ajhp070364
- Koontz, H., & O'Donnel, C. O and Weihrich, H. (1980). *Management* (International Student ed.). New York, NY: McGraw-Hill, Inc.
- Kouzes, J. M. & Posner, B. Z. (1987). *The leadership challenge: How to get extraordinary things done in an organization*. (1<sup>st</sup> ed.). San Francisco, CA: Jossey-Bass.
- Kouzes, J. M. & Posner, B. Z. (1997). Ten lessons for leaders and leadership developers. *Journal of Leadership and Organizational Studies*, 3(3), 3–10. doi: 10.1177/107179199700300302
- Kouzes, J. M., & Posner, B. Z. (2003). *The leadership practices inventory: Leadership development planner*. (3<sup>rd</sup> ed.). San Francisco, CA: Pfeiffer.
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge: The most trusted source on becoming a better leader*. San Francisco, CA: Jossey-Bass.

- Kuhnert, K. W., & Lewis, P. (1987). Transactional and transformational leadership: A constructive/developmental analysis. *Academy of Management Review*, 12(4), 648–657. Retrieved from <http://www.turknett.com/wp-content/uploads/2013/07/TransactionalandTransformationalLeadership.pdf>
- Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational evaluation and policy analysis*, 24(1), 37–62. Retrieved from <http://journals.sagepub.com/doi/pdf/10.3102/01623737024001037>
- Lavrakas, P. J. (2011). Construct validity. In L. Paul (Ed.), *Encyclopedia of survey research methods* (pp. 135-138). doi:<http://dx.doi.org/10.4135/9781412963947>
- Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498–518. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/0013161X94030004006>
- Leithwood, K. (2006). Teacher working conditions that matter: Evidence for change. *Elementary Teachers' Federation of Ontario*. Retrieved from [https://www.researchgate.net/publication/242698648\\_Teacher\\_Working\\_Conditions\\_That\\_Matter\\_Evidence\\_for\\_Change](https://www.researchgate.net/publication/242698648_Teacher_Working_Conditions_That_Matter_Evidence_for_Change)
- Leithwood, K., Harris, A., & Hopkins, D., (2008). Seven strong claims about successful school leadership. *School Leadership & Management*, 28(1), 27–42. doi: 10.1080/13632430701800060
- Leithwood, K. & Riehl, C. (2003). What we know about successful school leadership. *Task Force on Research in Educational Leadership*. Retrieved from [http://olms.cte.jhu.edu/olms2/data/ck/file/What\\_we\\_know\\_about\\_SchoolLeadership.pdf](http://olms.cte.jhu.edu/olms2/data/ck/file/What_we_know_about_SchoolLeadership.pdf)

- Leithwood, K., & McAdie, P. (2006). *Teacher working conditions that matter: Evidence for change*. Retrieved from <https://www.edcan.ca/wp-content/uploads/EdCan-2007-v47-n2-Leithwood.pdf>
- Leithwood, K., & Beatty, B. (2008). *Leading teachers with emotions*. Thousand Oaks, CA: Corwin Press.
- Leithwood, K., & McAdie, P. (2007). Teacher working conditions that matter. *Education Canada*, 47(2), 42–45. Retrieved from <http://ezproxy.uwindsor.ca.ledproxy2.uwindsor.ca/login?url=https://search-proquest-com.ledproxy2.uwindsor.ca/docview/216905234?accountid=14789>
- Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2004). Review of research: How leadership influences student learning. *Learning from Leadership Project*. Retrieved from <http://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf>
- Lunenburg, C., & Ornstein, C. (2004). *Educational administration: Concepts and practices*. Belmont, CA: Thomson Wadsworth Publishing.
- Martin, T. J. (2016). *Teachers' perceptions of principal leadership practices in middle Tennessee schools* (Doctoral dissertation). Retrieved from <http://dc.etsu.edu/cgi/viewcontent.cgi?article=4523&context=etd>
- Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McKinney, C. L., Labat Jr, M. B., & Labat, C. A. (2015). Traits possessed by principals who transform school culture in national blue ribbon schools. *Academy of Educational*

- Leadership Journal*, 19(1), 152–166. Retrieved from  
<https://search.proquest.com/docview/1693219211?pq-origsite=gscholar>
- Mgbodile, T. O. (2004). *Fundamentals in educational administration and planning*, Enugu, NG: Magnet Business Enterprises.
- Ministry of Education. (2009). *Realizing the promise of diversity: Ontario's equity and inclusive education strategy*. Retrieved from  
<http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf>
- Ministry of Education. (2014). *Equity and inclusive education in Ontario schools: Guidelines for policy development and implementation*. Retrieved from  
<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>
- Moore, N. F. (2012). *The relationship between high school teachers' perceived principal leadership practices and teacher morale levels* (Doctoral dissertation). Retrieved from  
<http://ezproxy.uwindsor.ca.ledproxy2.uwindsor.ca/login?url=https://search-proquest-com.ledproxy2.uwindsor.ca/docview/1651847238?accountid=14789>. (ED549464)
- Mullins, L. J. (1999). *Management and organizational behavior* (5<sup>th</sup> ed.). London, England: Financial Times.
- Nguni, S., Slegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement*, 17(2), 145–177. Retrieved from  
<http://www.tandfonline.com/doi/pdf/10.1080/09243450600565746?needAccess=true>
- Northouse, P. G. (2010). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.

- Norwood, T. R. (2016). *Relationship between principals and teachers in urban schools: An examination of principal leadership practices and teacher morale* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (Order No. 10195435)
- Olagboye, A. A. (2004). *Introduction to educational administration planning and supervision*. Ikeja, NG: Joja Educational Research and Publisher.
- Pepper, K. (2010). Effective principals skillfully balance leadership styles to facilitate student success: A focus for the reauthorization of ESEA. *Planning and Changing*, 41(1/2), 42. Retrieved from <https://search.proquest.com/openview/12a0019be90ee0d1b3a8f5b6b8c8f2ae/1?pq-origsite=gscholar&cbl=47169>
- Posner, B. Z. (2016). Investigating the reliability and validity of the leadership practices inventory. *Administrative Sciences*, 6(4), 17. doi:10.3390/admsci6040017
- Posner, B. Z., & Kouzes, J. M. (1988). Development and validation of the leadership practices inventory. *Educational and Psychological Measurement*, 48(2), 483–496. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/0013164488482024>
- Rafferty, M. (2002). *The effects of teacher morale on teacher turnover rates* (Unpublished doctoral dissertation). Sam Houston State University: Huntsville, TX.
- Rammer, R. A. (2007). Call to action for superintendents: Change the way you hire principals. *The Journal of Educational Research*, 101(2), 67–76. Retrieved from <http://www.tandfonline.com/doi/pdf/10.3200/JOER.101.2.67-77?needAccess=true>
- Roosevelt, W., & Hoyt, W. (1976). Positive teacher morale: The principal's responsibility. *National Association of Secondary School Principals Bulletin*, 60(399), 4–6. Retrieved from <http://journals.sagepub.com/doi/10.1177/019263657606039902>

- Rosenberg, N. A. O. (2013). *Transformational Principal Leadership and Teacher Morale* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/1449820655?pq-origsite=gscholar>
- Rosenholtz, S. (1991). *Teachers' workplace*. New York, NY: Teachers College Press.
- Rowland, K. A. (2008). *The relationship of principal leadership and teacher morale* (Doctoral dissertation). Retrieved from ProQuest Digital Dissertations Database. (AAT3297821). <https://search.proquest.com/docview/304801369?pq-origsite=gscholar>
- Sabin, J. T. (2015). Teacher morale, student engagement, and student achievement growth in reading: A correlational study. *Journal of Organizational and Educational Leadership*, 1(1), 25. Retrieved from <http://ezproxy.uwindsor.ca.ledproxy2.uwindsor.ca/login?url=https://search-proquest-com.ledproxy2.uwindsor.ca/docview/1895976576?accountid=14789>
- Simsek, H. S. (2013). Transformational leadership in educational context: A fantasy of education scholars. *Eurasian Journal of Educational Research*, 51, 1–6. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1059936.pdf>
- Short, P. M., & Greer, J. T. (1997). *Leadership in empowered schools: Themes from innovative efforts*. Columbus, OH: Merrill
- Smith, S. L., & Eisterhold, L. A. (2010). Ten missteps that will drive away teachers. *Principal*, 90(1), 42-47. Retrieved from <https://eric.ed.gov/?id=EJ917574>
- Sosik, J. J., & Dionne, S. D. (1997). Leadership styles and Deming's behavior factors. *Journal of Business and Psychology*, 11(4), 447-462. Retrieved from <https://link.springer.com/content/pdf/10.1007%2F02195891.pdf>

- Spillane, J. P. (2009). Managing to lead: Reframing school leadership and management. *Phi Delta Kappan*, 91(3), 70–73. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/003172170909100315>
- Tschannen-Moran, M., & Tschannen-Moran, B. (2014). What to do when your school's in a bad mood. *Educational Leadership*, 71(5), 36–41. Retrieved from [http://loveryfelix.weebly.com/uploads/2/8/5/2/28524801/what\\_to\\_do\\_when\\_your\\_school\\_is\\_in\\_a\\_bad\\_mood.pdf](http://loveryfelix.weebly.com/uploads/2/8/5/2/28524801/what_to_do_when_your_school_is_in_a_bad_mood.pdf)
- U. S. Department of Education. (September 28, 2017). National Blue Ribbon Honors announced for 342 Schools [Press Release]. Retrieved from <https://www.ed.gov/news/press-releases/national-blue-ribbon-honors-announced-342-schools>
- Washington Jr, R., & Watson, H. F. (1976). Positive teacher morale- The principal's responsibility. *National Association of Secondary School Principals Bulletin*, 60(399), 4-6. Retrieved from <http://journals.sagepub.com/doi/pdf/10.1177/019263657606039902>
- Whitaker, T., Whitaker, B., and Lumpa, D. (2000). *Motivating and inspiring teachers: The educational leader's guide for building staff morale*. Larchmont, NY: Eye On Education.
- White, W. F., & Stevens, R. (1988). Teacher morale and student achievement. *Reading Improvement*, 25(3), 222–232. Retrieved from [https://search-proquest-com.ledproxy2.uwindsor.ca/eric/docview/63097844/abstract/9C8A406D888645F4PQ/6?account\\_id=14\\_789](https://search-proquest-com.ledproxy2.uwindsor.ca/eric/docview/63097844/abstract/9C8A406D888645F4PQ/6?account_id=14_789)
- William, M. (2006). Convergent and discriminant validity. *Social Research Methods*. Retrieved from <https://www.socialresearchmethods.net/kb/convdisc.php>
- Yukl, G. (1998). *Leadership in Organization*, (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.



Zaccaro, S. J. (2007). Trait-based perspectives of leadership. *American Psychologist*, 62(1), 6.

Retrieved from <http://psycnet.apa.org/fulltext/2006-23492-003.html>

Zigarelli, M. A. (1996). An empirical test of conclusions from effective schools research. *The*

*Journal of Educational Research*, 90(2), 103–110. Retrieved from

[https://scholar.google.ca/scholar?hl=en&as\\_sdt=0%2C5&q=zigarelli+1996+effective+schools&btnG=&oq=zigarelli+1996](https://scholar.google.ca/scholar?hl=en&as_sdt=0%2C5&q=zigarelli+1996+effective+schools&btnG=&oq=zigarelli+1996)

# APPENDICES

## Appendix A

### *Purdue Teacher Opinionaire*

#### **The Purdue Teacher Opinionaire**

Prepared by Ralph R. Bentley and Averno M. Rempel

This portion of the instrument is designed to provide you the opportunity to express your opinions about teacher morale. There are no right or wrong responses. Please **do not** record your name on this document. Read each statement carefully. Then indicate whether you (1) disagree, (2) probably disagree, (3) probably agree, (4) agree with each statement. Circle your answers using the following scale:

**1=Disagree 2=Probably Disagree 3=Probably Agree 4=Agree**

---

1	The work of individual faculty members is appreciated and commended by our principal.	1	2	3	4
2	Teachers feel free to criticize administrative policy at faculty meetings called by our principal.	1	2	3	4
3	Our principal shows favoritism in his relations with the teachers in our school.	1	2	3	4
4	My principal makes a real effort to maintain close contact with the faculty.	1	2	3	4

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 5  | Our principal's leadership in faculty meetings challenges and stimulates our professional growth.                          | 1 | 2 | 3 | 4 |
| 6  | Our school has a well-balanced curriculum.   | 1 | 2 | 3 | 4 |
| 7  | There is a great deal of griping, arguing, taking sides, and feuding among our teachers.                                   | 1 | 2 | 3 | 4 |
| 8  | The curriculum of our school makes reasonable provision for student individual differences.                                | 1 | 2 | 3 | 4 |
| 9  | Generally, teachers in our school do not take advantage of one another.  | 1 | 2 | 3 | 4 |
| 10 | The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.             | 1 | 2 | 3 | 4 |
| 11 | The curriculum of our school is in need of major revisions.  | 1 | 2 | 3 | 4 |
| 12 | Experienced faculty members accept new and younger members as colleagues.  | 1 | 2 | 3 | 4 |
| 13 | My principal makes my work easier and more pleasant.   | 1 | 2 | 3 | 4 |
| 14 | My school principal understands and recognizes good teaching procedures.   | 1 | 2 | 3 | 4 |
| 15 | The lines and methods of communication between teachers and the principal in our school are well developed and maintained. | 1 | 2 | 3 | 4 |
| 16 | My principal shows a real interest in my department.   | 1 | 2 | 3 | 4 |
| 17 | Our principal promotes a sense of belonging among the teachers in our school.  | 1 | 2 | 3 | 4 |
-

18	The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar.	1	2	3	4
19	Our teaching staff is congenial to work with.	1	2	3	4
20	My teaching associates are well prepared for their jobs.	1	2	3	4
21	Our school faculty has a tendency to form into cliques.	1	2	3	4
22	The teachers in our school work well together.	1	2	3	4
23	My principal is concerned with the problems of the faculty and handles these problems sympathetically.	1	2	3	4
24	I do not hesitate to discuss any school problem with my principal.	1	2	3	4
25	My principal acts interested in me and my problems.	1	2	3	4
26	My school principal supervises rather than “snoopervises” the teachers in our school.	1	2	3	4
27	Teachers’ meetings as now conducted by our principal waste the time and energy of the staff.	1	2	3	4
28	My principal has a reasonable understanding of the problems connected with my teaching assignment.	1	2	3	4
29	I feel that my work is judged fairly by my principal.	1	2	3	4
30	The cooperativeness of teachers in our school helps make our work more enjoyable.	1	2	3	4
31	The purposes and objectives of the school cannot be achieved by the present curriculum.	1	2	3	4
32	The teachers in our school have a desirable influence on the values and attitudes of their students.	1	2	3	4

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 33 | Other teachers in our school are appreciative of my work.   | 1 | 2 | 3 | 4 |
| 34 | The teachers with whom I work have high professional ethics.  | 1 | 2 | 3 | 4 |
| 35 | Our school curriculum does a good job of preparing students to become enlightened and competent citizens. | 1 | 2 | 3 | 4 |
| 36 | The teachers in our school show a great deal of initiative and creativity in their teaching assignments.  | 1 | 2 | 3 | 4 |
| 37 | My principal tries to make me feel comfortable when visiting my classes.                                  | 1 | 2 | 3 | 4 |
| 38 | My principal makes effective use of the individual teacher's capacity and talent.                         | 1 | 2 | 3 | 4 |
| 39 | Teachers feel free to go to the principal about problems of personal and group welfare.                   | 1 | 2 | 3 | 4 |
-

## Appendix B

### *Leadership Practices Inventory--Observer*

### **LEADERSHIP PRACTICES INVENTORY**

James M. Kouzes and Barry Z. Posner

To what extent does your principal typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

**1** = Almost Never    **2** = Rarely    **3** = Seldom    **4** = Once in a While    **5=Occasionally**  
**6** = Sometimes    **7** =Fairly Often    **8** = Usually    **9** = Very Frequently    **10** = Always

- 
- 1    Sets a personal example of what he/she expects of others
  - 2    Talks about future trends that will influence how our work gets done.
  - 3    Seeks out challenging opportunities that tests his/her own skills and abilities.
  - 4    Develops cooperative relationships among the people he/she works with
  - 5    Praises people for a job well done.
  - 6    Spends time and energy making certain that the people he/she works with adhere to the principals and standards we have agreed on.
  - 7    Describes a compelling image of what our future could be like.
  - 8    Challenges people to try out new and innovative ways to do their work.
  - 9    Actively listens to diverse points of view.

- 10 Makes it a point to let people know about his/her confidence in their abilities.
- 11 Follows through on the promises and commitments that he/she makes.
- 12 Appeals to others to share an exciting dream of the future.
- 13 Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.
- 14 Treats others with dignity and respect.
- 15 Makes sure that people are creatively rewarded for their contributions to the success of our projects
- 16 Asks for feedback on how his/her actions affect other people's performance.
- 17 Shows others how their long-term interests can be realized by enlisting in a common vision.
- 18 Asks "what can we learn?" when things don't go as expected.
- 19 Supports the decisions that people make on their own.
- 20 Publicly recognizes people who exemplify commitment to shared values.
- 21 Builds consensus around a common set of values for running our organization.
- 22 Paints the "big picture" of what we aspire to accomplish.
- 23 Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.
- 24 Gives people a great deal of freedom and choice in deciding how to do their work.
- 25 Finds ways to celebrate accomplishments.
- 26 Is clear about his/her philosophy of leadership.
- 27 Speaks with a genuine conviction about the higher meaning and purpose of our work.

- 28 Experiments and take risks, even when there is a chance of failure.
  - 29 Ensures that people grow in their jobs by learning new skills and developing themselves.
  - 30 Gives the members of the team lots of appreciation and support for their contributions.
-



## Appendix C

# WILEY

### Leadership Practices Inventory (Observer)- Permission

Dear Ms. Saka:

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

- (1) The LPI may be used only for research purposes and may not be sold or used in conjunction with any compensated activities;
- (2) Copyright in the LPI, and all derivative works based on the LPI, is retained by James M. Kouzes and Barry Z. Posner. The following copyright statement must be included on all reproduced copies of the instrument(s); "Copyright © 2013 James M. Kouzes and Barry Z. Posner. Published by John Wiley & Sons, Inc. All rights reserved. Used with permission";
- (3) One (1) **electronic** copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data must be sent **promptly** to my attention at the

address below; and, (4) We have the right to include the results of your research in publication, promotion, distribution and sale of the LPI and all related products.

Permission is limited to the rights granted in this letter and does not include the right to grant others permission to reproduce the instrument(s) except for versions made by nonprofit organizations for visually or physically handicapped persons. No additions or changes may be made without our prior written consent. You understand that your use of the LPI shall in no way place the LPI in the public domain or in any way compromise our copyright in the LPI. This license is nontransferable. We reserve the right to revoke this permission at any time, effective upon written notice to you, in the event we conclude, in our reasonable judgment, that your use of the LPI is compromising our proprietary rights in the LPI.

Best wishes for every success with your research project.

Cordially,  
Ellen Peterson  
Permissions Editor

## **Appendix D**

University of Windsor

### **LETTER OF INFORMATION FOR CONSENT TO PARTICIPATE IN RESEARCH**

### **LETTER OF INFORMATION FOR CONSENT TO PARTICIPATE IN RESEARCH**

Title of Study: **Relationship Between Teachers' Perceptions of Principal's Transformational Leadership Practices and Teacher Morale.**

You are asked to participate in a research study conducted by Chinyere Saka, a research based student from the faculty of Education at the University of Windsor. The result of this study will contribute to her Master Dissertation.

If you have any questions or concerns about the research, please feel free to contact Chinyere Saka by email: sakac@uwindsor.ca. You can also contact her academic supervisor Dr. Darren Stanley by phone: 5192533000 Ext. 3817 or email: dstanley@uwindsor.ca.

This research has received approval from the University of Windsor Research Ethics Board and the Greater-Essex County District School Board (GECDSB).

#### **PURPOSE OF THE STUDY**

The purpose of this study is to examine the relationship between teacher's perceptions of principals' transformational leadership practices and teacher morale in elementary schools in Southern Ontario.

#### **PROCEDURES**

If you volunteer to participate in this study, you will be asked to:

Complete a survey instrument that will be emailed to you by your board. The instrument will take about 20 minutes to complete. The survey is in two parts: One is to collect data based on your perception of the principal leadership in your school; the second is to measure your morale.

Data collection for this study will be for 4 weeks. Data collected will be confidential, no personal identifier will be collected. The school board will not have access to any data collected for the study.

#### POTENTIAL RISKS AND DISCOMFORTS

The risk in this research is low. Few teachers may relive a not so good experience they had with a principal. I will make sure participants receive appropriate counselling support, if need be. All data will be stored at the University of Windsor secure server. The school board will not have access to the data. No one can identify participants as no demographics are collected.

#### POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

Participants will be aware of leadership behaviors that can influence teacher morale positively and negatively. Most of the time, teachers aspire to be principals or vice principals, so taking part in this study will give added knowledge to what they know already as a teacher leader. In addition, this study will help teachers who become principals or vice principals to easily identify when the teachers they are working with struggle with low morale and quickly address the situation or adjust their leadership practices. In addition, principals who read this thesis will be able to judge himself and make necessary corrections. In addition, this study will be beneficial to the scholarly community by contributing to the body of research and knowledge on educational leadership practices.

#### COMPENSATION FOR PARTICIPATION

No compensation will be provided for participants in this study.

#### CONFIDENTIALITY

This study will not collect demographics or personal identifiers. Every information collected in connection with this study will remain confidential. All data collected will be stored in University of Windsor secure server. There are no limitations to protecting the confidentiality of participants in this study.

## PARTICIPATION AND WITHDRAWAL

It is an online survey, there is a “Yes and Exit” buttons at the bottom of the consent to participate. The "Yes" button allow the participants to continue to answering the survey whereas the "Exit" button allows participant to close or exit the browser.

Participation in this study is voluntary, you may withdraw at any time or skip any question without penalty.

Participants can withdraw at any time during the survey by closing the browser. This does not affect anything.

## FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

The result of this study will be available at

Web address: [\\_www.uwindsor.ca/REB](http://www.uwindsor.ca/REB)

Date when results are available: May 2018

## SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

## RIGHTS OF RESEARCH PARTICIPANTS

You may withdraw from the study at any time without penalty and you have the right to skip questions. If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario N9B 3P4. Telephone: 519-253-3000 Ext. 3948. email: [ethics@uwindsor.ca](mailto:ethics@uwindsor.ca)

I understand the information provided for this study "Teacher's Perception of Principals' Transformational Leadership Practices and Teacher Morale" as described herein. My concerns were addressed satisfactorily, and I agree to participate in this study.

Thank you in advance.

## VITA AUCTORIS

NAME: Chinyere Oyinyechi Saka

PLACE OF BIRTH: Lagos, Nigeria

### EDUCATION:

Nigeria Certificate in Education (N.C.E)

Federal College of Education, Kogi State, Nigeria.

June 1996

Bachelor of Science and Education (Mathematics)

University of Lagos, Lagos, Nigeria.

June 2003

Master of Education (Mathematics)

University of Lagos, Lagos, Nigeria

January 2012

Master of Education (Educational Administration)

University of Windsor, Windsor, Ontario.

August 2018