A STUDY OF RELATIONSHIP BETWEEN POSITIVE LEADERSHIP OF PRINCIPALS AND JOB INVOLVEMENT OF TEACHERS–A COMPREHENSIVE JUNIOR-SENIOR HIGH SCHOOLS-BASED STUDY

CHANG-FU LIN

Teacher,Donan Senior High School,Yunlin,Taiwan
E-mail: terence650607@gmail.com

Abstract - The purpose of this study was to explore the relationship among principal positive leadership, teacher job involvement, in Comprehensive Junior-Senior High Schools.
Questionnaire survey was used in this study. The questionnaire is based on relevant documents. The participants were Comprehensive Junior-Senior High Schools teachers in Taiwan. With stratified cluster sampling.Collecting data were analyzed with SPSS and AMOS for frequency distribution, percentage, average, standard deviation, t-test, one-way ANOVA, Pearson Product-Moment Correlation, Multiple Regression and Structural Equation Modeling. The major findings of the study were as follows:

1. Comprehensive Junior-Senior High Schools teachers with different background variables mostly have significant differences in principal positive leadership, teachers' job involvement..
2. Principal positive leadership, teacher job involvement, in Comprehensive Junior-Senior High Schools had significant positive correlation.
3. Principal positive leadership and teachers job involvement had significant prediction in Comprehensive Junior-Senior High Schools.
4. Structural equation model had a good adaptation of principal positive leadership and teacher job involvement, in Comprehensive Junior-Senior High Schools.

Keywords - principal positive leadership, teacher job involvement

I. INTRODUCTION

A. Research Background and Motive

Cameron (2013) believes that positive leadership consists of three qualities: be able to create highly positive outcomes, be able to recognize human beings' strength, abilities, and potential, and based on the hypothesis of happiness, be able to develop interpersonal relationship and virtues[1]. A few researchers discovered that whether a teacher holds positive attitude toward his work values has a close relation to his job involvement and teaching performance. The more positive a teacher's attitude toward his work values is, the higher the correlation between his job involvement and teaching performance is (Lakshmanan, Heath, Perlmutter & Elder, 2011)[2]. The leadership quality of a principal influences the operation of a school greatly. A principal is often confronted by many fluctuating factors, and the effectiveness of leadership that a principal presents determines the organizational performance of his school. There were three motives in conducting this study:

1. positive leadership is a non-negligible trend for current and future school development;
2. job involvement of teachers is the core foundation of school development.
3. New ideas discovered can be offered to principals for nurturing their leading methods and to teachers for cultivating their interpersonal communication skills.

B. Objective

Driven from the above motives, this study aimed to explore the relationship between comprehensive junior-senior high school teachers' perception of their principals' positive Leadership and teachers' job involvement. Main research objectives are:

a. to understand teachers' perception of principals' positive leadership and current status of teachers' job involvement,
b. to investigate the difference in teachers' perception of their job involvement and of principals' positive leadership under the influence of individual background variables,
c. to analyze the relationship between teachers' perception of principals' positive leadership and teachers' job involvement,
d. to analyze the goodness of fit between teachers' job involvement and principals' positive leadership.

II. RESEARCH DESIGN AND IMPLEMENTATION

This study aimed to explore the current status of how teachers perceive their job involvement and principals' positive leadership, relationship between principals' positive leadership and teachers' job involvement, difference in teachers' perception under the influence of background variables, correlation between teachers' perception of principals' positive leadership and teachers' job involvement, and the direct effects of principals' positive leadership on teachers' job

involvement.

A. Research structure

The purpose of this study was to analyze the relationship between teachers' perception of principals' positive leadership and teachers' job involvement. Conceptual framework of this study was designed according to research motives, research objectives, and literature reviews, as shown in Figure 1.

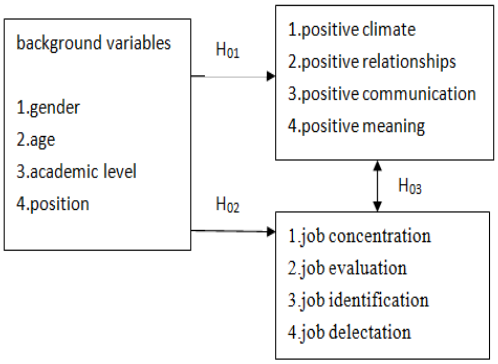


Figure1 Research structure

B. Subject of study

Subjects in this study were teachers of national comprehensive junior-senior high schools in 2015, including teacher-directors, teacher-chiefs, teacher-form tutor, and full-time teachers.

C. Survey Respondent

The study population was formal teachers of comprehensive junior-senior high schools. Stratified random sampling was taken in this study in proportion to the size of schools. 556 questionnaires were returned among the distribution of a total of 625 questionnaires. The response rate was 71% with 442 questionnaires fully completed.

D. Instrument

Questionnaire survey was conducted in this study based on research objectives, analyses of literature reviews, and correlation between teachers' perception of principals' positive leadership and teachers' job involvement under the influence of background variables. A questionnaire of "The current status of teachers' perception of principals' positive leadership and teachers' job involvement" was created. Validity and reliability of the survey results were assessed.

The questionnaire consisted of:

a.respondents' demographic profile, inclusive of gender, age, the highest level of education, and position,

b.assessment scale for principals' positive leadership, inclusive of positive climate, positive relationships, positive communication, and positive meaning,

c.assessment scale for teachers' job involvement, inclusive of job concentration, job evaluation, job identification, and job delectation.

E. Questionnaire Response and Scoring

The questionnaire survey employed 5-point Likert scale questionnaire. A score of 1 to 5 points was given according to respondents' answer to each question: 5 for totally agree, 4 for agree, 3 for no comment, 2 for disagree, and 1 for totally disagree. A higher score indicated a higher identity of teachers' perception of their job involvement and of principals' positive leadership.

F. Data Processing

To verify various hypotheses, statistical analysis methods adopted in this study were:

a. Descriptive Statistics

Descriptive statistics such as frequency distribution, mean, and standard deviation were used to understand comprehensive junior-senior high school teachers' perception of their job involvement and of principals' positive leadership and to interpret responses to each question.

b. Independent T-test

Independent t-test was used to analyze difference in teachers' perception of principals' positive leadership and teachers' job involvement between different genders.

c. One-way ANOVA

One-way ANOVA was used to test three independent variables: age, the highest level of education, and position and to test two dependent variables: teachers' job involvement and principals' positive leadership. After running ANOVA, if there was a significant F-statistic, Scheffé post-hoc test would be used to make comparisons.

d. Pearson product-moment correlation

Pearson product-moment correlation was used to analyze correlation between comprehensive junior-senior high school teachers' perception of principals' positive leadership and teachers' job involvement. e. Structural Equation Modeling, SEM, using AMOS Structural Equation Modeling was used to depict interactive causality between teachers' perception of principals' positive leadership and teachers' job involvement and to examine if model fit can determine hypothesized patterns in this study to be reproduced.

III. DATA ANALYSIS AND DISCUSSION

The questionnaire created for this study included background variables of teachers, assessment scale for teachers' job involvement, and assessment scale for principals' positive leadership to verify hypotheses in this study.

A. Variable Analysis of Background of

Comprehensive Junior-Senior High School Teachers

a. gender: among participants, there were 191 male teachers (43.2% of effective samples) and 251 female teachers (56.8% of effective samples). Female teachers were in the majority.

b. age: 44 teachers were under the age of 31 (10.0% of effective samples), 200 teachers were between age 31-40, (45.2% of effective samples), 169 teachers were between age 41-50, (38.2% of effective samples), and 29 teachers were above the age of 50 (6.6% of effective samples). Comprehensive junior-senior high school teachers between age of 31-40 were in the majority.

c.the highest level of education: 69 participants were college graduates (15.6% of effective samples). 53 participants were normal school graduates (12% of effective samples). 320 participants, with at least a graduate degree—40-credit continuing education inclusive (72.4% of effective samples), were in the majority.

d.position: 61 participants were teacher-directors (13.8% of effective samples), 103 participants were teacher-chiefs (23.3% of effective samples), 146 participants were teacher-form tutors (33% of effective samples), and 132 participants were full time teachers (29.9% of effective samples). Teacher-form tutors were in the majority.

B.Analysis of Comprehensive Junior-Senior High School Teachers' Perception of Their Principals' Positive Leadership and Teachers' Job Involvement

a. In the analysis of assessment scale for principals' positive leadership, the respective mean for comprehensive junior-senior high school teachers' perception of positive climate, positive relationships, positive communication, and positive meaning was between 3.63-3.74, and the overall mean was 3.67. The overall perspective from comprehensive junior-senior high school teachers on principal's positive leadership tended to agree.

b. In the analysis of assessment scale for teachers' job involvement, the respective mean for job concentration, job evaluation, job identification, and job delectation was between 3.70-4.10, and the overall mean was 3.88. The overall perspective from comprehensive junior-senior high school teachers on their job involvement tended to agree.

C. Analysis of Difference in Comprehensive Junior-Senior High School Teachers' Perception of Their Principals' Positive Leadership under the Influence of Background Variables

a.In overall assessment of principals' positive leadership, with teachers' gender as independent variables, statistical significance was not reached ($t = -.677$, $p > .05$), which indicated that there was no significant difference in comprehensive junior-senior high school teachers' perception of their principals' positive leadership between different genders.

b.In overall assessment of principals' positive leadership, with teachers' age as independent variables, statistical significance was not reached ($F = 1.31$, $p > .05$), which indicated that there was no significant difference in comprehensive junior-senior high school teachers' perception of their principals' positive leadership among different ages.

c. In overall assessment of principals' positive leadership, with teachers' highest level of education as independent variables, statistical significance was not reached ($F = .420$, $p > .05$), which indicated that there was no significant difference in comprehensive junior-senior high school teachers' perception of their principals' positive leadership among different highest level of education.

d.In overall assessment of principals' positive leadership, with teachers' position as independent variables, statistical significance was reached ($F = 14.853$, $p < .001$), which indicated that there was significant difference in comprehensive junior-senior high school teachers' perception of their principals' positive leadership among different positions. After Scheffé post-hoc test was conducted, the comparison results showed that comprehensive junior-senior high school teacher-directors' perception of overall principals' positive leadership ($M = 4.068$) is higher than teacher-form tutors' ($M = 3.527$) and full-time teachers' ($M = 3.485$); teacher-chiefs' perception of overall principals' positive leadership ($M = 4.068$) is higher than teacher-form tutors' ($M = 3.527$) and full-time teachers ($M = 3.485$).

D.Analysis of Difference in Comprehensive Junior-Senior High School Teachers' Perception of Their Job Involvement under the Influence of Background Variables

a.In overall assessment of teachers' job involvement, with teachers' gender as independent variables, statistical significance was reached ($t = 2.18$, $p < .05$). The results indicated that there was significant difference in comprehensive junior-senior high school teachers' perception of their job involvement between different genders. Male teachers' perception of their job involvement was significantly higher than female teachers'.

b.In overall assessment of teachers' job involvement, with teachers' age as independent variables, statistical significance was reached ($F = 6.02$, $p < .001$). The results indicated that there was significant difference in comprehensive junior-senior high school teachers' perception of their job involvement among different ages. Teachers aged above 40 had significantly higher perception of their job involvement than those aged between 31-40.

c.In overall assessment of teachers' job involvement, with teachers' highest level of education as independent variables, statistical significance was reached ($F = 3.58$, $p < .01$). The results indicated that there was significant difference in comprehensive junior-senior high school teachers' perception of their job involvement among different highest level of education. Teachers who were with at least a graduate degree had significantly higher perception of their job involvement than those who were college graduates.

d. In overall assessment of teachers' job involvement, with teachers' position as independent variables, statistical significance was reached ($F = 5.56$, $p < .01$). The results indicated that there was significant difference in comprehensive junior-senior high

school teachers' perception of their job involvement among different positions. Teacher-directors' perception of their job involvement was significantly higher than teachers in other positions.

E. Analysis of Correlation between Teachers' Perception of Principals' Positive Leadership and Teachers' Job Involvement

Correlation coefficient between overall perception of principals' positive leadership and overall teachers' job involvement was .372 ($p < .001$). Correlation coefficient between perception of principals' positive leadership and all assessment dimensions of teachers' job involvement reached significant positive correlation ($\gamma = .218 \sim .393$). The results indicated that when the perception of principals' positive leadership was higher, the level of teachers' job involvement was higher.

F.The Direct Effects of Principals' Positive Leadership on Teachers' Job Involvement

Pursuant to relevant literature reviews, this study presented a model for direct effects of principals' positive leadership on teachers' job involvement. This model assessed the overall direct effects using positive climate, positive relationships, positive communication, and positive meaning as observed independent variables and using job concentration, job evaluation, job identification, and job delectation as observed dependent variables. The assessment results showed that principals' positive leadership has direct effects on teachers' job involvement. With a standardized coefficient .387, $R^2 = .150$, it signified that teachers' job involvement can reach variance of 15.0%. With t-value for the difference between principals' positive leadership and teachers' job involvement being 7.079, it denoted that direct effects of principals' positive leadership on teachers' job involvement is significant.

CONCLUSION AND RECOMMENDATION

a. Current comprehensive junior-senior high school teachers' perception of their principals' positive leadership and teachers' job involvement are in a good state.

b. There was significant difference in comprehensive junior-senior high school teachers' perception of their principals' positive leadership and of teachers' job involvement among different background variables.

c. Comprehensive junior-senior high school principals' positive leadership correlates and interacts with teachers' job involvement.

d. The direct effects of comprehensive junior-senior high school principals' positive leadership on teachers' job involvement was significant.

B. Recommendation

Based on analysis results of the questionnaire, some recommendations concerning education authorities, schools, and teachers have been made in this study:

a.Recommendations Made for Principals

(a) Principals should embody their positive leadership qualities in the administration of schools to have teachers' needs in the workplace satisfied and to urge teachers be actively engaged in job duties.

(b) Principals should build teachers' consensus in favor of principals' positive leadership and transform that into a help to internal or external development of schools.

(a) Recommendations Made for Teachers

(a) Teachers should participate in all kinds of training or professional learning communities to improve their professional competences.

(b)Teachers should be engaged in research on teaching and learning to improve their teaching quality.

(b) Recommendations Made for Education Authorities

(a) Seminars or workshops should be held to enhance positive leadership competence of principals.

(b)Welfare measures and reward should be offered as incentives for teachers to hold an administrative position.

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