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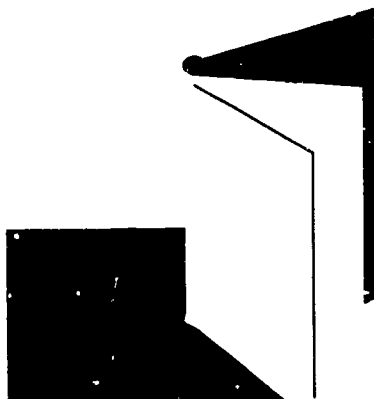
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ABSTRACT
        Recent school effectiveness research has underscored
the importance of teachers' personal investment and commitment--not
just to education, but to the particular mission operating in their
own school setting. There is growing evidence that aspects of the
school organization are related to both job satisfaction and
commitment. Employing path analysis techniques with a sample of 101
teachers from four schools in the Champaign, Illinois, area, the
study summarized in this paper tests a causal model linking
leadership behavior to school culture to teacher job satisfaction and
commitment causal model. Results provides support for the model. A
school culture that stresses accomplishment and recognition is likely
to elicit job satisfaction and commitment, whereas a culture
emphasizing affiliation is of lesser significance. Power has a
negative influence on these orientations. The perception of an
organizational emphasis on accomplishment and recognition is
associated with specific types of action taken by principals.
Surprisingly, the principal's active involvement in supervising
instruction and monitoring student progress does not emerge as an
important factor. Further research is needed to substantiate these
findings. (31 references) (MLH)

Teacher Commitment and Job Satisfaction

Martin L. Maehr, Julia Smith, and Carol Midgley

The University of Michigan

The National Center
for
School Leadership

Project Report

University of Illinois at Urbana-Champaign

College of Education

In collaboration with

The University of Michigan

MetriTech, Inc.

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Teacher Commitment and Job Satisfaction

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Abstract

This report is concerned with teacher job satisfaction and commitment. In particular, it is concerned with how the school context may affect these two sequentially related hypotheses. First, the school culture as perceived by teachers was related to reported job satisfaction and school commitment. School culture was in turn related to reported leadership behavior. Path analysis methods were employed in testing a causal model in which leadership behavior "causes" school culture, which, in turn, "determines" teacher job satisfaction and commitment. Preliminary support for the model was found. A school culture which stresses Accomplishment and Recognition is likely to elicit job satisfaction and commitment, whereas a culture stressing Affiliation is of lesser significance. Power has negative influences on these orientations. The perception of an organizational stress on Accomplishment and Recognition is associated with specific types of action taken by principals.

Teacher Commitment and Job Satisfaction:
The Role of School Culture and Principal Leadership

The personal investment of employees at all levels
is the _sine qua non_ of any effective organization.
People have to be willing to give at least a day's work
for a day's pay. They must be willing, at times, to
adjust their needs to those of the organization, modify
their personal schedules as the job demands, pitch in to
help out even when their job definition does not specify
it (Maehr, 1989a, 1989b). It is difficult to imagine a
truly effective organization in which there are not
significant numbers of employees who are loyal,
committed, and personally invested. What appears to be
true of organizations in general is no less true of
schools in particular. Recent research on school
effectiveness has underscored the importance of the
personal investment and commitment of teachers--not just
to education in general but to the particular mission
that operates in their own school setting (Rosenholtz,
1989).

A focus on the importance of teachers' personal
investment in the schools in which they teach raises
questions not only about teacher commitment but also

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about teacher satisfaction. The current concern about
the state of the nation's schools has generated talk of
a crisis in teacher motivation. Commitment to their
schools and satisfaction with their jobs are important
ingredients in teachers' motivation. While the
literature on teacher job satisfaction does not allow
one to assume that satisfaction is directly and
ineluctably tied to commitment (Lester, 1988), one can
hardly investigate personal investment without
considering both of these dimensions.

If teachers are dissatisfied with their work lives
and lack commitment to their organizations, not only
will they suffer, but their students will suffer as well
(Bryk & Driscoll, 1988; Csikzentmihalyi & McCormack,
1986; Firestone & Rosenblum, 1988: Rosenholtz, 1989).
As Lee, Dedrick, & Smith (1989) point out, it is
difficult to imagine that teacher satisfaction would not
somehow translate into important effects in the
teaching/learning process. Indeed, teacher "enthusiasm"
has in the past been used as a simple index of teaching
effectiveness (Ashton & Webb, 1986). Clearly it is
important, especially as we consider the mandate to
restructure the nation's schools, to delineate the
factors that enhance teacher job satisfaction and
commitment.

There is growing evidence that aspects of the
school social organization are related to both
satisfaction and commitment. In a recent study of 8,488
teachers from the High School and Beyond data base, Lee
et al. (1989) found that teacher satisfaction was
unrelated to gender, experience, salary level, or
minority status. Student type (based on teacher reports
of the ability level of the students they were teaching
compared to the ability level in the school as a whole)
was weakly correlated with teacher satisfaction. At the
school level, both demographic factors and aspects of
the social organization (as perceived by the teachers)
were considered. Two demographic factors were found to
be related to satisfaction: the school average SES and
school size. Teachers were more satisfied in high SES
and large schools. Four measures of the social
organization of schools were strongly related to mean
satisfaction: teacher control over resources and
strategies, sense of community, principal leadership,
and student disorder. Schools where teachers reported
more control over their teaching, those with a stronger
sense of community, and those where the principal was
seen as a strong leader had more satisfied teachers.
Schools with less orderly environments were likely to
have less satisfied teachers.

Using data from a large sample of high school
teachers, Sweeney (1981) defined teacher satisfaction in
terms of the discrepancy between actual opportunities in
the school environment and teachers' preferences for
those opportunities. He found that techer satisfaction
was related to teacher age, with older teachers
expressing more satisfaction than younger teachers, and
to student ability level, with teachers of high ability
students expressing more satisfaction than teachers of
average ability students, who, in turn, were more
satisfied than teachers of low ability students. The
most striking finding was at the organizational level.
The more that teachers felt they were able to exercise
control over professional matters (i.e., curriculum and
policy formulation), the greater their overall
satisfaction.

Looking at teachers' commitment to the schools in
which they work, aspects of the school organization once
again emerge as important factors. In an exploratory
study in ten urban high schools, Firestone and Rosenblum
(1988) identified five organizational factors that
influenced teacher commitment: sense of purpose about
the work, mutual respect and affiliation, administrative
support, principals' high expectations for the quality
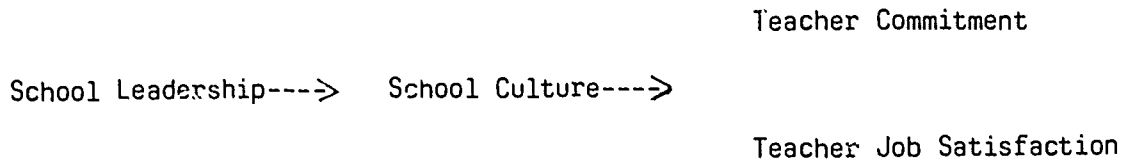of teacher `istruction, and opportunities for

decision-making. In a review of studies relating teacher commitment to school workplace conditions, Ashburn (1989) concludes that the importance of the school context emerges with "glaring clarity" across these studies.

The importance of school organizational factors is not unexpected. Recent work on "organizational culture" has suggested an interesting set of possibilities in this regard. In particular, it has been hypothesized that the culture of an organization can have a pervasive influence on the motivation and personal investment of individuals in the organization (Schein, 1990; Yukl, 1989). Following up on this suggestion, a program of research has been initiated that has explored the effects of school culture on the motivation and achievement (Maehr & Fyans, 1989). The present study grows out of this program of research, but it looks specifically at the effects of the school culture on teachers' satisfaction with their jobs and commitment to the schools in which they teach. One might reasonably assume that teachers' personal investment is not only worthy to consider in its own right but potentially critical in affecting the school experience of students.

In addition to considering school culture influences on teachers, the present study will look at

the role of the principal in promoting a school culture

that is associated with teacher satisfaction and

commitment. A number of studies have considered

principal leadership to be an element in the school

culture rather than an influence on the school culture.

In studies by Lee et al. (1989); Firestone and Rosenblum

(1988); Mishel, Fevurly, & Stewart (1979); and Nidich &

Nidich (1986) principal leadership is one of the

elements in the school organization that is associated

with teacher satisfaction and commitment. Leadership is

considered to be a unidimensional variable on a

continuum from positive to negative, or strong to weak.

Other studies have looked at a specific style of school

leadership and its relation to teachers' investment in

their work. For example, studies by Myers (1966) and

Thompson (1971) indicate that more "supportive" styles

of leadership are associated with higher levels of job

satisfaction. However, little attention has been given

to the relationship between leadership and school

context variables (Blase, 1987). Our study contributes

to the study of contextual influences on teachers by

identifying the relative impact of different leadership

behaviors on teacher satisfaction and commitment and by

determining the mediating role of teacher perceptions of

the school culture. Specifically considered is the general validity of the model outlined below:

Teacher Commitment

School Leadership---> School Culture--->

Teacher Job Satisfaction

Method

The data reported here were collected as part of a large scale study of instructional leadership behavior and school culture conducted under the auspices of the National Center for School Leadership at the University of Illinois in collaboration with MetriTech, Inc.

Sample

The sample includes 101 teachers from four schools in the area around Champaign, Illinois. The data were gathered in the late winter and spring of 1988 by contacting districts and schools directly.

Measures

The instrument used in this study is called the "Instructional Climate Inventory: Form T" (Maehr, Braskamp, & Ames, 1988). This instrument is designed to assess administrator leadership behavior, school culture, and job satisfaction and commitment from the teachers' perspective. In previous studies, multiple

correlations between principals' self-reports of their
leadership behavior and teacher reports of their
principals' leadership behavior were found to be
reasonably high, leading to the conclusion that
"although teachers may use a somewhat different rubric
to classify instructional leadership behaviors than
principals, overall, they are in general agreement that
the behavior is occurring (Krug, Ahadi, & Scott, 1990,
p. 8)." Information about the reliability, validity,
structure, and utility of these teacher ratings can be
found in Ahadi, Scott, & Krug (1990). Table 1 includes
a description of the scales.

Insert Table 1 here

Administrator Leadership Behavior. This measure
asks teachers how frequently the administrator in their
school performs 48 instructional leadership tasks that
have been associated with measurable improvements in
student achievement (Brandt, 1987). Five response
options are provided that range from "Almost Never" to
"Almost Always". These items focus on five broad
categories of instructional leaderhsip: Defines

Table 1
Summary of Variables

	Source	# of Items	Alpha	Example
ADMINISTRATOR LEADERSHIP BEHAVIOR				How often do the administrators in your school:
Defines Mission	ICI-T*	8	.84	Discuss school goals with students
Manages Curriculum	ICI-T	8	.85	Make detailed staff improvement plans
Supervises Teaching	ICI-T	10	.84	Demand more effort from a staff member
Monitors Student Progress	ICI-T	10	.85	Review a student's performance with a teacher
Promotes Instructional Climate	ICI-T	11	.88	Encourage a teacher to try out a new idea
SCHOOL CULTURE				From strongly disagree to strongly agree
Accomplishment	ICI-T	9	.88	This school stresses excellence
Recognition	ICI-T	9	.90	Employees here receive a lot of attention
Power	ICI-T	5	.69	Competition among teachers is actively encouraged in this school
Affiliation	ICI-T	9	.87	This school really cares about me as a person
Strength of Culture	ICI-T	5	.79	I know what this school stresses
OUTCOME VARIABLES				From strongly disagree to strongly agree
Commitment to School	ICI-T	9	.79	I identify with this school
Satisfaction	ICI-T	9	.91	I enjoy the kind of work I do

*Instructional Climate Inventory - Form T

Mission, Manages Curriculum, Supervises Teaching,

Monitors Student Progress, and Promotes Instructional

Climate.

School Culture. This measure consists of 37 brief,

multiple-choice statements that require about 10 minutes

to complete. This measure assesses perceived

organizational stress on Accomplishment, Recognition,

Power, and Affiliation, as well as teacher reports of

the degree to which the staff holds common values

(Strength of Culture). Five options are provided from

"Strongly Disagree" to "Strongly Agree." This measure

was adapted from a previously validated and extensively

researched instrument, SPECTRUM (Braskamp & Maehr,

1985). In the original version, the focus is on

organizational settings. In this adaptation, items have

been modified to fit the school context.

Commitment and Satisfaction. Two scales, each with

nine items, assess teacher reports of their commitment

to their school and satisfaction with their career.

Five options are provided from "Strongly Disagree" to

"Strongly Agree." These scales were derived from

SPECTRUM and have been tested and refined over a period

of many years. The Satisfaction scale includes items

that correspond to major facets of job satisfaction

identified in the research literature: satisfaction

with work itself, with pay, with promotion, with
supervision, and with co-workers. The Commitment scale
measures acceptance of, and loyalty to, the school as an
organization. A similar term often used in this line of
inquiry is "teacher engagement". It does not focus on
teachers' persistence in their jobs as has been done in
a number of studies of commitment (see Ashburn, 1989).
Rather, it measures sense of pride and ownership·in the
school.

Results

A series of three analyses were conducted. The
first set examined the relationship between teachers'
perceptions of their school culture, their satisfaction
with teaching, and their commitment to the school. The
second set examined the relation between teachers'
perceptions of principal leaderhsip behavior and their
perceptions of the school culture. A final set of
analyses examined the full range of these relationships,
from perceptions of leadership to perceptions of culture
to teacher satisfaction and commitment.

Relationship between Perceptions of School Culture and Teacher Outcomes

The correlation matrix for the school culture scales and the satisfaction and commitment variables is presented in Table 2. Although the sample size is not large (n=101), most of the correlations were significant at a probability level of less than .01 and were positive. In general, both teacher Satisfaction with their job and Commitment to the school were strongly and positively associated with a perceived stress on Recognition, Accomplishment, and Affiliation in the school and with a feeling of unity regarding the mission of the school (average r=.74).

Insert Table 2 here

An exception to this trend occurred in the case of the Power dimension of school culture. This variable was significantly, but negatively, related to teach Satisfaction and Commitment, and to an Accomplishment and Affiliation orientation in the school (r=.22*, -.39***, -.21*, -.38*** respectively). This result implies that teachers who feel that the school

Table 2
Correlations between Teachers' Perceptions of School Culture and Satisfaction and Commitment

	Accomplishment	Affiliation	Power	Strength of Culture	Satisfaction	Commitment
Recognition	.76***	.78***	-.11	.70***	.75***	.72***
Accomplishment		.78***	-.21*	.76***	.73***	.82***
Affiliation			-.38***	.72***	.75***	.75***
Power				-.34***	-.22*	-.39***
Strength of Culture					.65***	.72***
Satisfaction						.74***

*** p<.001
** p<.01
* p<.05

emphasizes competition and power-based relationships
also perceive a decreased emphasis on Accomplishment and
Affiliation, and feel less satisfied with their work and
less committed to their school.

In addition to this zero-order correlational
anaylsis, multiple regression was used to analyze the
collective and separate contributions of the independent
variables to variation in Satisfaction and Commitment.
Figure 1 shows the model estimated from these
relationships. The direction of the relationship is
given by plus (+) or minus (-) signs, while strength of
the relationship is given by the number of signs (i.e.,
+++=positive relationship with $p.<.001$). The beta
weights corresponding to these paths are provided in
Table 3. Because the strength or saliency of the
mission of the school (Strength of Culture) was not
significantly related to either Commitment or
Satisfaction after taking the other culture variables
into account, it was dropped from further consideration.
Examining first the outcome of teacher Satisfaction, the
strongest path is a positive relation between
perceptions of the school culture as stressing
Recognition (beta=.33**). Thus, the more a teacher
perceives an organizational emphasis on Recognition in
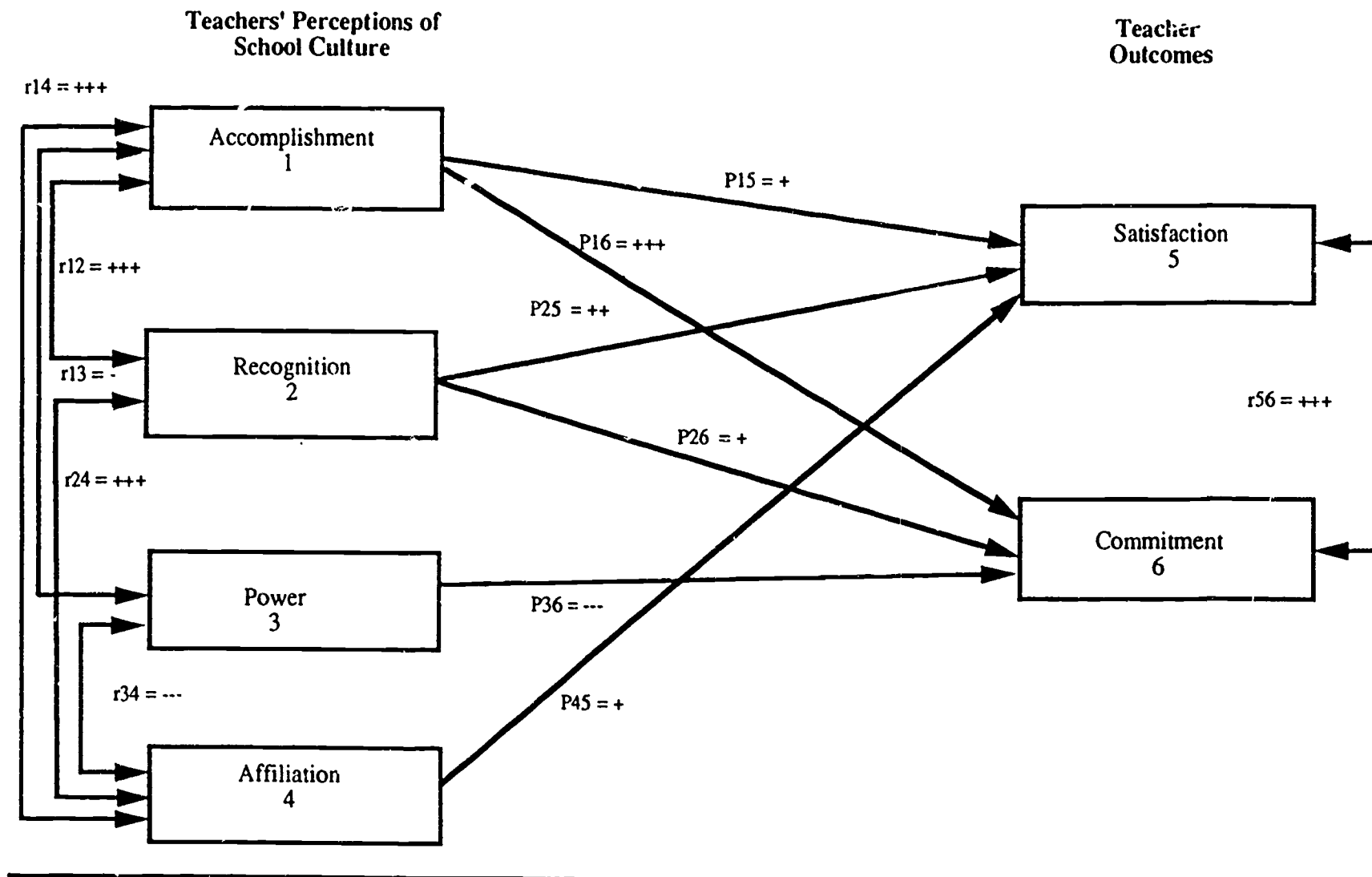the school, the more satisfied that teacher is with the

daily work involved in teaching. In addition, there were positive relationships between Satisfaction and a perceived organizational stress on Accomplishment (beta=.26*) and Affiliation (beta=.28*). Given earlier discussions of the high correlations between these culture variables, it is perhaps surprising that significant relationships persist even after adjusting for their overlapping effects. Finally, an organizational emphasis on Power (status and social competition) was not significantly related to either an increase or a decrease in teacher Satisfaction.

Insert Figure 1 here

Insert Table 3 here

On the other hand, a perception of an emphasis on Power had a significant negative relationship to teachers' Commitment to the school in which they taught (beta=-.23**). While perceptions of a stress on Accomplishment in the school had a moderate relationship

Figure 1: Path analysis modeling the effect of perceptions of school culture on teacher outcomes

Note: rxy indicates a correlation between variable x and variable y

Pxy indicates a causal path from variable x to variable y

Relationships are indicated according to direction (postive or negative) and significance level. (For example, +++ = positive relationship with $p < .001$).

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Table 3
Teachers' Perceptions of School Culture and Satisfaction and Commitment
Using Multivariate Regression

Variable	Satisfaction	Commitment
Affiliation	.28*	.04
Power	-.02	-.23***
Accomplishment	.26*	.57***
Recognition	.33**	.22*
R^2	.65***	.75***

*** $p<.001$
** $p<.01$
* $p<.05$

Note: Each column represents a separate regression analysis, with satisfaction or commitment as the outcome. All regression coefficients are given as standardized beta weights.

to teacher Satisfaction, they appear to have a much
stronger relationship to teacher Commitment
(beta=.57***). Similarly, while perceptions of an
organizational emphasis on Recognition had the strongest
relationship to Satisfaction, the relationship of these
perceptions to Commitment is moderate, though
significant (beta=.22*). Finally, contrary to some
arguments made about the importance of an affiliative
and collegial environment for organizational commitment
(Forsyth & Hoy, 1978; Rosenholtz, 1987), the results
here show no relationship between teachers' Commitment
and their perceptions of a stress on Affiliation after
adjusting for the effects of Power, Accomplishment, and
Recognition.

Relationship between Perceptions of School Leadership
and School Culture

In the first set of analyses, dimensions of the
school culture were found to have a bearing on teacher
Satisfaction and Commitment. In the second set of
analyses, the possible role of administrator leadership
in regard to school culture is examined. The
intercorrelations of the leadership and school culture
dimensions are found in Table 4. Of particular interest
are the results of a series of multiple regressions
linking leadership perceptions to perceptions of school

culture (Table 5). Of the five leadership variables,
only Promoting an Instructional Climate and Defining
Mission were related to the school culture variables.
The other leadership variables (Managing Curriculum,
Supervising Teaching, and Monitoring Student Progress),
do not appear to be related to perceived school culture.
In addition, perceptions of leadership appear to be
primarily, if not exclusively, related to the
Recognition, Accomplishment, and Affiliation school
culture dimensions. Perceptions of leadership appear to
be unrelated to perceptions of a school culture that
stress Power. Only 4% of the variance in this variable
was explained by the five leadership dimensions.

Insert Table 4 here

Insert Table 5 here

To construct a hypothetical model of the influence
of perceptions of leadership on perceived school
culture, all variables which did not have a significant

Table 4
Correlations Between Teachers' Perceptions of Leadership and School Culture

	Perceptions of Leadership				Perceptions of Culture			
	Curriculum	Teaching	Students	Climate	Recognition	Accomplishment	Power	Affiliation
Mission	.77***	.83***	.80***	.69***	.50***	.50***	.02	.39***
Curriculum		.75***	.74***	.60***	.35***	.37***	.002	.31***
Teaching			.7ɔ***	.67***	.39***	.40***	.02	.32***
Students				.61**·	.38***	.35***	.11	.26**
Climate					.58***	.45***	-.05	.54***
Recognition						.76***	-.11	.78***
Accomplishment							-.21*	.78***
Power								-.38***

*** $p<.001$
** $p<.01$
* $p<.05$

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Table 5
Teachers' Perceptions of School Culture and School Leadership
Using Multivariate Regression

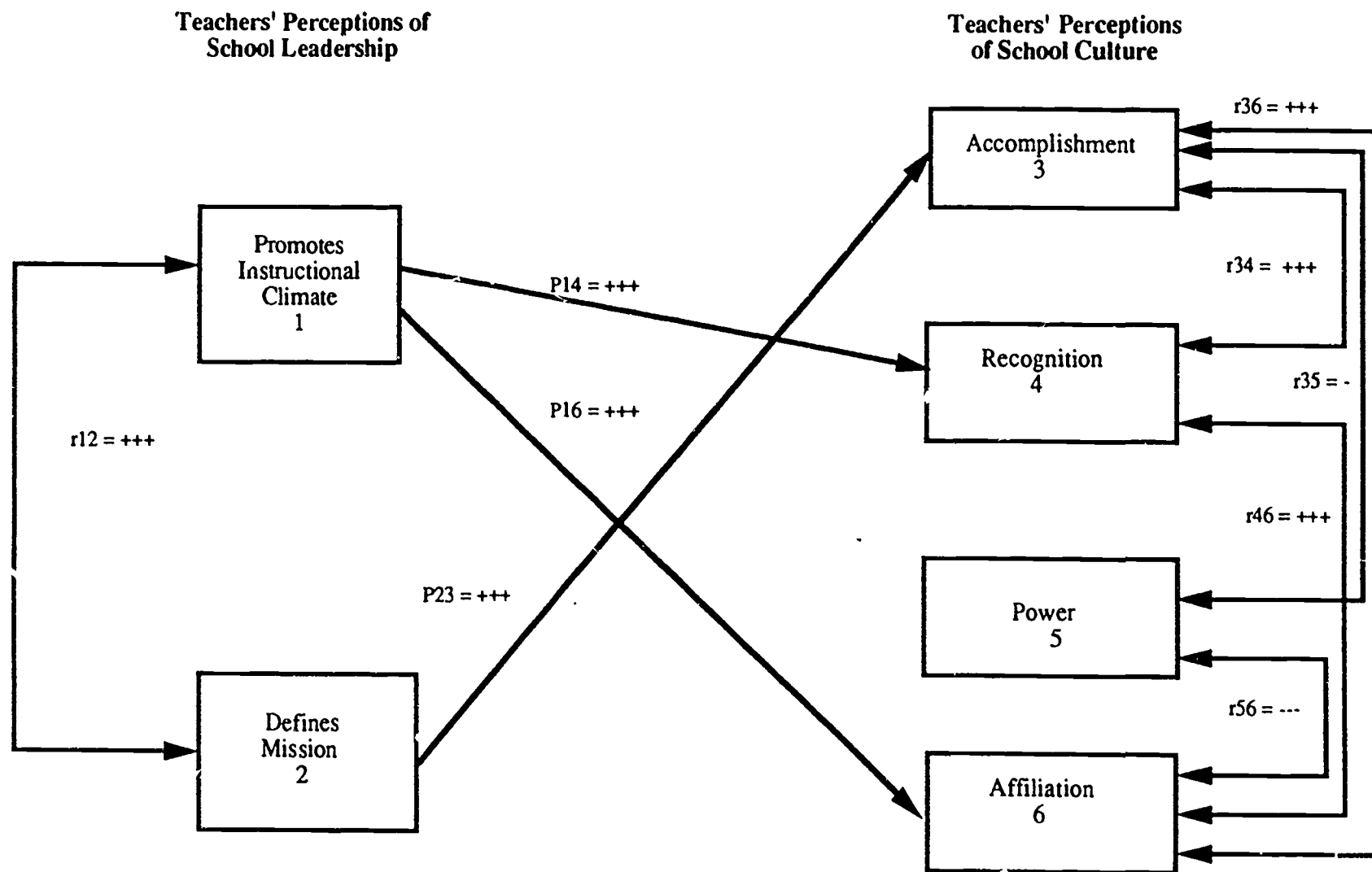| Variable	Recognition	Accomplishment	Power	Affiliation
Climate	.50***	.22	-.14	.56***
Curriculum	-.09	-.02	-.11	.03
Students	-.06	-.16	.31	-.22
Teaching	-.19	-.05	.01	-.13
Mission	.43*	.53**	-.04	.26
R^2	.37***	.28***	.04	.31***

*** $p<.001$

Note: Each column represents a separate regression analysis, with the culture construct as the outcome. All regression coefficients are given as standardized beta weights.

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relationship to any of the four culture variables were
removed from the analysis. The results are modeled in
Figure 2, and beta weights are provided in Table 6.
Teachers who perceived the school leaders as being
influential in Promoting an Instructional Climate in the
school also saw the culture of the school as emphasizing
both Recognition (beta=.44***) and Affiliation
(beta=.51***). However, teachers' perceptions of the
leaders as Promoting an Instructional Climate were not
linked to a cultural stress on Accomplishment. On the
other hand, perceptions of the school leader as being
influential in Defining the Mission of the school were
associated with an emphasis on Accomplishment
(beta=.37***), but no other dimension of culture. Even
after eliminating the other variables, perceptions of
school administrators as Defining Mission or Promoting
an Instructional Climate remained unrelated to
perceptions of an emphasis on Power in the school.

Insert Figure 2 here

Figure 2: Path analysis modeling the effect of percep... .s of school leadership on perceptions of school culture

Teachers' Perceptions of
School Leadership

Teachers' Perceptions
of School Culture

Note: rxy indicates a correlation between variable x and variable y
Pxy indicates a causal path from variable x to variable y
Relationships are indicated according to direction (positive or negative) and significance level. (For example, +++ = positive relationship with p < .001).

Table 6
Teachers' Perceptions of School Culture Based on Perceptions of School Leadership
Reduced Regression Analyses -- Limited to Significant Paths

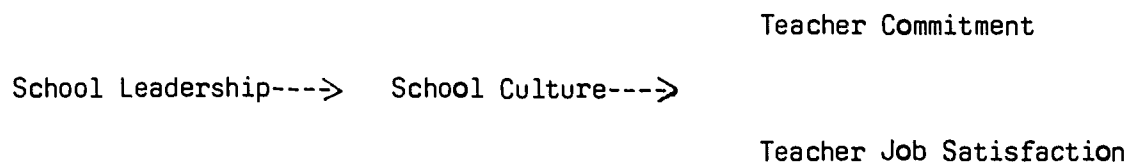| Variable	Recognition	Accomplishment	Power	Affiliation
Promotes Instructional Climate	.44***	.19	-.12	.51***
Defines Mission	.19	.37***	.11	.04
R^2	.35***	.27***	.01	29***

*** $p < .001$

Note: Each column represents a separate regression analysis, with the culture construct as the outcome. All regression coefficients are given as standardized beta weights.

Insert Table 6 here

The Full Causal Model

Finally, regression analyses were undertaken
linking all these constructs together, following the
theoretical model:

Teacher Commitment

School Leadership---> School Culture--->

Teacher Job Satisfaction

To do this, all predictor variables that did not have a
significant relationship to an outcome measure at one of
the levels of analysis were dropped. For example,
although in the first model Affiliation had a
significant relationship to teacher Satisfaction, this
relationship dropped to insignificance after accounting
for the effects of perceptions of the principal as
Defining Mission and Promoting an Instructional Climate,
and therefore the variable does not appear in the final
model. In addition, we considered the possibility that
the causal direction of these variables might in fact be
opposite to what is modeled here. Using LISREL
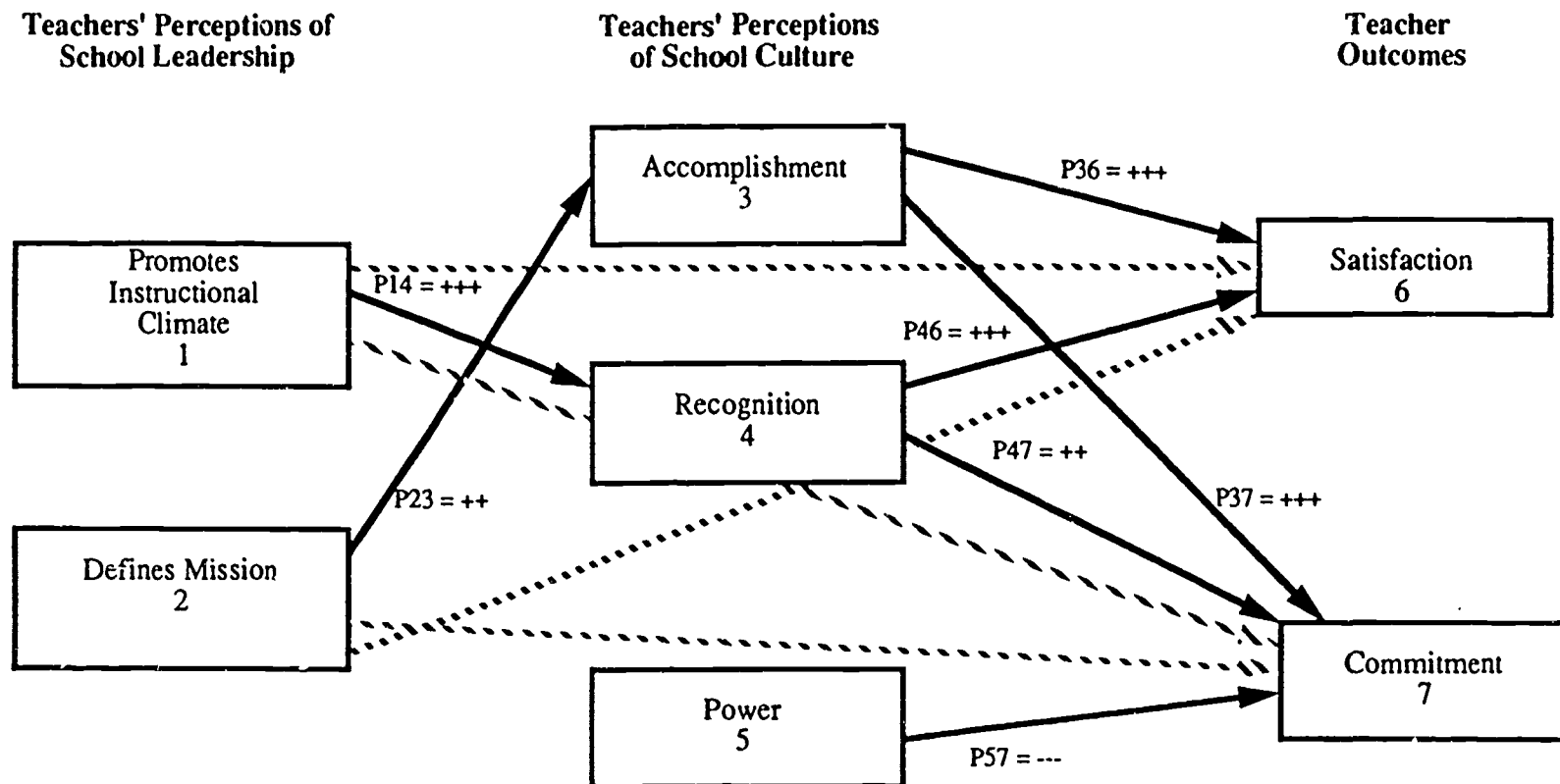analysis, we found no significant differences in the fit

of the model when constructing causal paths in the other direction.

The results of the full regression analysis are modeled in Figure 3. Because the correlational relationships between variables in the same level are identical to those in the early models, they are not shown. The beta weights for this analysis are provided in Table 7. The relationships between leadership behaviors and aspects of the culture have already been described in the previous section. At the second stage of this analysis, when both endogenous and exogenous independent variables are used to predict teacher Satisfaction and teacher Commitment, there are no direct links between leadership behavior and the two outcome variables.

Insert Figure 3 here

Insert Table 7 here

Figure 3: Full path analysis modeling the effect of perceptions of school leadership and culture on teacher outcomes

Note: Pxy indicates a causal path from variable x to variable y
    Relationships are indicated according to direction (positive or negative) and significance level. (For example, +++ = positive relationship with $p<.001$)

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Table 7
Causal Model Linking Perceptions of School Leadership, School Culture, and Teacher Satisfaction and Commitment

Variable	Recognition	Accomplishment	Power	Satisfaction	Commitment
Defines Mission	.19	.37**	.11	-.03	.03
Promotes Climate	.44***	.19	-.12	.17	.001
Recognition				.37***	.24**
Accomplishment				.37***	.58***
Power				-.09	-.24***
R^2	.35***	.27***	.01	.64***	.75***

*** $p < .001$
** $p < .01$

Note: Each column represents a separate regression analysis. All regression coefficients are given as standardized beta weights.

The relationships between culture perceptions and Satisfaction are slightly different than they appeared in the first analysis. After adjusting for the effects of the other variables in the model, perceptions of a school culture as emphasizing Recognition and Accomplishment appear to contribute equally to feelings of satisfaction on the part of teachers (beta=.37***). After adjusting for the other variables in the model, a culture emphasizing Accomplishment continues to have the strongest relationship to teachers' Commitment to the school (beta=.58***). An emphasis on Recognition in the school is also positively associated (beta=.24**) with commitment. The more a teacher perceives that the school culture emphasizes Accomplishment and Recognition, the more committed that teacher is to the school. In contrast, Power is negatively associated with commitment (beta=-.24***). The more a teacher perceives that the school culture emphasizes Power, the less committed that teacher is to the school (beta=-.24***).

Finally, the direct and indirect effects of leadership perceptions on teacher Satisfaction and Commitment are compared in Table 8. In each instance, while the direct relationship between these constructs and teacher outcomes is not large, the indirect effects

are fairly sizeable, averaging about beta=.23. While

this procedure does not include a test for significance,

a direct effect of .24 was earlier found to be

significant at $p<.01$. Thus, while teachers' perceptions

of the leadership of the school do not appear to

influence teacher Satisfaction and Commitment directly,

their effect on perceptions of the school culture

results in an indirect influence of some impact.

Insert Table 8 here

Discussion

The results of this study are interesting in a

number of different respects. Considering first the

features of the school culture associated with teacher

Job Satisfaction and Commitment, the results are not

only interesting but, at points, somewhat surprising.

The results of the regression analyses (Table 3)

indicated that a large share of the variance in

Commitment (75%) and Satisfaction (65%) could be

explained by four cultural variables. Moreover, the

various analyses, including especially the path

Table 8
Direct and Indirect Effects of Teachers' Perceptions of School Leadership on Teachers' Satisfaction and Commitment

Leadership Variables	Satisfaction		Commitment	
	Direct Effects	Indirect Effects	Direct Effects	Indirect Effects
Defines Mission	-.03	.20	.03	.23
Promotes Instructional Climate	.17	.24	.001	.24

Note: Direct effects are generated from standardized regression coefficients (beta weights). Indirect effects are the product of regression paths through intervening variables.

analyses, indicated that the culture does mediate the relationship between leadership behaviors and teacher Job Satisfaction and Commitment.

Focusing on the elements of culture that seem to make a difference, one is struck, first of all, by the importance of a school culture that emphasizes Accomplishment and Recognition. The overall picture portrayed in the results is not that of a school as a cozy club. In the full path model, it is Accomplishment and Recognition that emerge as especially crucial to Job Satisfaction and Commitment. To be sure, some of the analyses suggest that one cannot rule out the importance of Affilation as far as Job Satisfaction is concerned. Perhaps the central message here is that as in other organizations (Maehr & Braskamp, 1986), Affiliation in schools is not unimportant. It is, perhaps, of limited importance--not only for employee performance but also for commitment and possibly satisfaction.

Over the years there has been an ongoing debate in the organizational literature (e.g., Yukl, 1989) regarding the relative merit of an emphasis on human relations or achievement. Recently, there has been considerable discussion in the educational literature regarding the value of collegiality and opportunities for social interaction among school professionals. What

the present results seem to suggest is that, whereas collegiality and good interpersonal relationships may be important, they dare not supersede a stress on Accomplishment. While it might be assumed that organizational stress on Accomplishment is an appropriate basis for effective performance, the present results suggest that this stress is also important for Job Satisfaction and Commitment.

All in all, then, the present results suggest that the perception that a school is concerned with accomplishment and recognizes productivity and good work is a positive contributor to teacher job satisfaction and organizational commitment. That is a factor to keep in mind as one considers what kind of school work environment is desirable.

Focusing specifically on the results in the case of Recognition, the findings are again interesting--and perhaps problematic. Across a variety of organizational settings, Krug, Maehr, Braskamp, and their colleagues have found Recognition to be an important factor in influencing Job Satisfaction and Organizational Commitment. So, these results do not come as a surprise. What is problematic about these results stems from a finding recently reported by Ames (1990). He reports that among the many activities engaged in by

principals, Recognition is not one with which they are especially concerned. In Ames' results, principals did not spend a great deal of time or effort in creating ways to recognize teachers for excellence in teaching. If Ames is correct, then a problem is evident. On the one hand, Recognition seems to loom as especially important in the present results. On the other hand, it may not currently be a matter of concern to those who could or should have an influence on the nature of the emphases in the school culture.

Not surprisingly, Power emerges as a negative factor. Thus, one might surmise that the stress on Accomplishment and Recognition must be structured in a non-competitive way in order to be most effective. One might wonder, then, whether practices designed to enhance teacher motivation and performance which are anchored in a socially competitive framework are desirable. There is of course, considerable evidence concerning the negative effects of competition on motivation in a variety of setting particularly in classrooms (e.g., Ames & Archer, 1988; Maehr, 1987, 1989a, 1989b). Increasingly, the organizational literature is stressing the importance of a cooperative climate (e.g., Kanter, 1989). The present results provide another piece of evidence of some interest to

those who lead and manage organizations in general and schools in particular.

The results have both indirect and direct implications for leadership. First, as has also been noted before (e.g., Maehr, 1989a, 1989b) perceived stresses in the organizational context, the climate, and the type of culture, do make a difference in how teachers feel about their job. It is obvious that those in school leadership roles cannot ignore this. But given the importance of the school environment, what, if anything, can school leaders do to enhance the work world of teachers and thereby improve not only their satisfaction but also their commitment? Here the results also provide a clue or two.

Apparently the two most important things for school leaders to focus on are the set of actions associated with the factors identified here as "Influencing School Climate" and "Influencing School Mission." And, these two action areas appear to have qualitatively different influences on the culture. The articulation of an overall sense of mission and purpose seems to be especially associated with an Accomplishment culture; working to improve the instructional climate in the school is associated with a perceived stress on Recognition (and possibly also, Affiliation). Given

that Accomplishment, Recognition, and Affiliation (to a degree) are all important, it is clear where leadership must concentrate its efforts.

The currently popular notion of encouraging principals to become intimately involved in supervising the instructional process and monitoring student progress does not emerge as an important factor. This may be a particularly important finding. If the current stress on developing instructional leadership in schools includes training principals to become more actively involved in these pursuits, good things may result, but it does not appear that the influence on teacher Job Satisfaction or Commitment will be among them.

In conclusion, the results provide support for a model in which the school leader is portrayed as acting on the school culture to influence the Job Satisfaction and Commitment of teachers. Embedded in that overall picture are a number of interesting findings that deserve further study and analysis. Of course, the present results are preliminary in nature. They certainly fit together in a way which is not only in accord with the causal model, but which also articulates well with other evidence and theory. The relationships found seem to have a durability about them. Yet, some caution must be voiced in considering the viability of

the full causal model proposed. Whether the flow of actions and events is rightly construed as being initiated with leadership action, followed by contextual conditions which eventuate in teacher orientations toward work, cannot be asserted definitively on the basis of the present results. The initially proposed causal model remains a reasonable hypothesis but not one for which we can report definitive evidence. The LISREL analysis did not allow us to rule out the possibility that the flow of events was the reverse of that proposed: the test of the differences in goodness of fit in this regard did not decide the issue. However, it should be pointed out that the sample size was relatively small to expect such a definitive answer. Thus, while the results, are interesting and theoretically supportable, they need to be replicated. These caveats and disclaimers aside, a first step in tying leadership behavior to culture and to teachers' personal investment in the instructional endeavor has been made. That is a conclusion worthy of the effort.

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