

TITLE The Relationship Between Perceived Leadership Practices and Employee Commitment in One Michigan Public School District

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OBJECTIVE The purpose of this research was to examine the relationship between perceived leadership practices of school administrators and employee commitment in a large Michigan public school district.

METHODOLOGY

The population for the study were 149 teachers, paraprofessionals, and maintenance employees from a large public school district in Michigan (kindergarten through Grade 12); and the sample included 93 participants (62% response rate). The Participants completed the Leadership Practices Inventory, Organizational Commitment Questionnaire (Porter et al., 1975), and provided demographic information. The typical respondent was female (N = 62), and the majority (32.3%) had 16 to 23 years of experience working in education.

KEY FINDINGS

The most frequently used leadership practice reported was Inspiring, closely followed by Challenge, Encourage, Enable and Model. Each of the five leadership practices were significantly correlated ($p < .001$) with organizational commitment.