

# 校長多元領導策略、教師集體效能與教師組織承諾之研究

許智程、NOTE

E-mail: 344751@mail.dyu.edu.tw

## 摘要

本研究主要目的在了解不同背景變項的國小教師知覺校長多元領導策略、教師集體效能與教師組織承諾的差異情形；其次探討教師知覺校長多元領導策略、教師集體效能與教師組織承諾之關係；再次分析教師知覺校長多元領導策略與教師集體效能對教師組織承諾之預測作用。

本研究採問卷調查法，以臺灣434位國民小學教師為研究對象，經以SPSS12.0統計軟體進行描述性統計、t考驗、單因子變異數分析、Pearson積差相關、典型相關、多元迴歸等方式進行統計分析。研究發現：

(一)整體教師知覺校長多元領導策略、教師集體效能、教師組織承諾屬中上程度。

(二)不同背景之教師知覺校長多元領導策略、教師集體效能與教師組織承諾有顯著差異。

(三)教師知覺校長多元領導策略與教師集體效能有顯著正相關；教師知覺校長多元領導策略與教師組織承諾有顯著正相關；教師集體效能與教師組織承諾有顯著正相關。

(四)教師知覺校長多元領導策略對教師集體效能具有顯著預測力；教師知覺校長多元領導策略對教師組織承諾具有顯著預測力；教師集體效能對教師組織承諾具有顯著預測力。

本研究根據文獻分析與研究結論，對校長、教師和未來研究者提出建議。

關鍵詞：校長多元領導策略、教師集體效能、教師組織承諾

## 目錄

中文摘要 . . . . .	iii
英文摘要 . . . . .	iv
誌謝辭 . . . . .	vi
內容目錄 . . . . .	vii
表目錄 . . . . .	ix
圖目錄 . . . . .	xiv
第一章 緒論 . . . . .	1
第一節 研究動機 . . . . .	1
第二節 研究目的 . . . . .	4
第三節 研究問題 . . . . .	4
第四節 名詞解釋 . . . . .	5
第五節 研究範圍與限制 . . . . .	7
第二章 文獻探討 . . . . .	8
第一節 校長多元領導策略的理論與探討 . . . . .	8
第二節 教師集體效能的理論與探討 . . . . .	24
第三節 教師組織承諾的理論與探討 . . . . .	35
第三章 研究方法 . . . . .	44
第一節 研究架構 . . . . .	44
第二節 研究對象 . . . . .	46
第三節 研究工具 . . . . .	48
第四節 研究程序 . . . . .	64
第五節 資料處理與統計方法 . . . . .	67
第四章 研究結果與討論 . . . . .	69
第一節 國小教師知覺校長多元領導策略、教師集體效能與教師組織承諾之現況分析 . . . . .	70
第二節 不同背景因素之國小教師知覺校長多元領導策略、教師集體效能與教師組織承諾的差異分析 . . . . .	77
第三節 國小教師知覺校長多元領導策略、教師集體效能與教師組織承諾之相關分析 . . . . .	118
第四節 國小教師知覺校長多元領導策略對教師集體效能之預測分析 . . . . .	130
第五節 國小教師知覺校長多元領導策略對教師組織承諾之預測分析 . . . . .	131

第六節 教師集體效能對教師組織承諾之預測分析 . . . . .	132
第七節 背景變項、教師知覺校長多元領導策略與教師集體效能對教師組織承諾之階層回歸分析 . . . . .	133
第五章 結論與建議 . . . . .	137
第一節 結論 . . . . .	137
第二節 建議 . . . . .	141
參考文獻 . . . . .	146
附錄A 正式問卷 . . . . .	167
附錄B 不同背景變項之教師知覺校長多元領導策略、教師集體效能與教師組織承諾之差異分析整理表 . . . . .	171

## 參考文獻

- 一、中文部份吳佳玲、田育昆（2008）。國民小學內部行銷作為與教師組織承諾關係之研究 - 以桃竹苗四縣市為例。新竹縣教育研究集刊, 8, 113-150。吳明隆、涂金堂（2007）。SPSS與統計運用分析(2版)。台北:五南圖書。吳勁甫（2003）。競值架構應用在國民小學校長?導?為與學校組織效能關係之研究。國?高雄師範大學教育學系碩士?文, 未出版, 高雄市。吳宥斌（2008）。國民中學校長領導行為、教師集體效能與團體凝聚力之研究-以彰化縣與雲林縣為例。國立彰化師範大學教育研究所碩士論文, 未出版, 彰化縣。吳淑任（2008）。國小學校轉型領導與教師集體效能感之研究。國?中正大學教育研究所碩士?文, 未出版, 嘉義縣。吳璧如（2002）。集體教師效能感初探。教育資料與研究, 49, 72-79。巫文琦（2007）。國中學生自我效能、教師期望、解釋風格與學習動機之相關研究。國立彰化師範大學輔導與諮商學所碩士論文, 未出版, 彰化縣。李安明（譯）（2004）。R. H. Heck & P. Hallinger著。下一世代研究領導與學校變革的方法。載於張鈿富（主編），教育行政研究手冊（Handbook of research on educational administration: A project of the American Educational Research Association）（頁227-262）。台北:心理。李德治、董惠玲（2009）。多變量分析專題及論文常用的統計方法。台北:雙葉。周昌柏（2007）。國小學校組織文化與教師組織承諾之研究。學校行政雙月刊, 49, 84-106。林志興（2009）。國民小學校教師組織承諾之研究。學校行政雙月刊, 61, 58-72。林怡光、彭道衡、詹文成、陳勇男、劉美芬、劉文魁、陳恩澤（2010）。國小候用校長面對角色轉換壓力情境之初探-以台中縣第六期國小校長儲訓班為例。教育趨勢導報, 36, 114-125。林明地、王如哲、黃宗顯、何宣甫、簡玉敏、江芳盛、湯堯、魏慧娟、王瑞堦、謝文豪、張明輝、林純雯、李安明（譯）（2003）。W. K. Hoy & C. G. Miskel著。教育行政學（educational administration）。高雄:麗文文化。林明裡（2006）。國小校長多元領導策略與教師工作價值觀之研究。國立屏東教育大學教育行政研究所碩士論文, 未出版, 屏東市。林金榜（譯）（2003）。H. Mintzberg, B. Ahlstrand, & J. Lampel著。策略巡禮。台北:商周出版。洪福源（2007）。高中教師與學生自我效能、集體效能及相關因素之研究。國立彰化師範大學教育研究所博士論文, 未出版, 彰化縣。范熾文（2002）。國小校長領導行為、教師組織承諾與學校組織績效之研究。國立臺灣師範大學教育研究所博士論文, 未出版, 臺北市。范熾文（2005）。國小校長轉型領導與教師組織承諾關係之研究。台中教育大學學報, 19（2）, 1-22。范熾文（2007）。教師組織承諾:概念、發展、類別及其啟示。學校行政雙月刊, 50, 128-144。栗筱雯（譯）（2003）。F. Trompenaars & C. Hampden-Turner著。21世紀卓越領導人（21 Leaders for the 21st century）。台北市:高富國際文化。秦夢群、吳勁甫（2006）。國中校長轉型領導、學校組織健康與教師組織承諾關係之研究。教育研究集刊, 52（3）, 141-172。張芳全（2007）。論文就是要這樣寫。台北市:心理出版社。張美倫（2003）。台灣中等學校教職員之組織支持之絕對其組織承諾與變革認知影響之探討。朝陽科技大學企業管理系碩士論文, 未出版, 台中縣。張哲源（2008）。國小校長多元領導策略與學校創新經營關係之研究。國立屏東教育大學教育行政研究所碩士論文, 未出版, 屏東市。張鈿富（主編）（2009）。教育行政理念與創新。台北市:高等教育。張漢宜（2008年4月9日）獅子、貓頭鷹你是哪種領導人?天下雜誌, 394, 104-105。莊煥綱（2008）。國民中學教師權威性格、教師集體效能與管教風格之研究。國立彰化師範大學教育研究所碩士論文, 未出版, 彰化縣。連俊智（2007年11月）。學校建立領導社群的思維探討:領導的多元架構與整合觀點。教育經營與管理學術研討會, 台南教育大學。陳成宏（2005）。學校變革與校長領導理論的整合性觀點: Bolman和Deal之多元架構領導途徑分析。教育研究與發展期刊, 1（2）, 155-176。陳佳萍（2008）。國民小學教師知覺校長多元領導策略與學校內部社區感關係之研究-以苗栗、台中、彰化地區為例。國立彰化師範大學教育研究所碩士論文, 未出版, 彰化縣。陳怡君（2001）。職業學校校長領導行為與教師組織承諾關係之研究。國立彰化師範大學工業教育學系碩士論文, 未出版, 彰化縣。陳俊璋（2009）。教師集體效能感之概念、測量及其相關研究。教育實踐與研究, 22（2）, 123-150。黃姿寬、吳清山（2010）。美國證聯會2008年校長領導國家層級新標準及對我國國民小學校長培育制度之啟示。教育研究與發展期刊, 6（1）, 199-228。黃彥和（2004）。國民小學教師集體效能之研究。中原大學教育研究所碩士論文, 未出版, 桃園縣。黃哲彬（2008）。授能領導對校長領導之啟示。教育趨勢導報, 28, 87-96。黃德祥（2007）。青少年發展與輔導（2版）。台北:五南圖書。黃瓊蓉（2000）。教師承諾的構念效度。彰化師大教育學報, 1, 93-118。黃麗萍（2010）。國小兼任行政之教師組織承諾、組織支持與工作投入相關研究。大葉大學教育專業發展研究所碩士論文, 未出版, 彰化縣。楊振昇（譯）（2004）。K. S. Louis, J. Toole, & A. Hargreaves著。重新思考學校的進步。載於張鈿富（主編），教育行政研究手冊（Handbook of research on educational administration: A project of the American Educational Research Association）（頁403-444）。台北市:心理。維基百科（無日期）。管理之定義。2010年1月21日, 取自 <http://zh.wikipedia.org/zh-tw/>蔡炳坤（2006）。高中校長領導行為、教師組織承諾與學校組織效能關係之研究。國立政治大學教育研究所博士論文, 未出版, 台北市。蔡進雄（1993）。國民中學校長領導方式與教師組織承諾關係之研究。國立臺灣師範大學教育研究所碩士論文, 未出版, 臺北市。蔡進雄（2005）。學校領導理論研究。台北:師大書苑。蔡進雄（2006）。從組織多元分析架構論學校組織再造。研習資訊, 23（2）, 83-88。鄭彩鳳（2007）。校長競值領導效能研究:理論、指標與衡量。台北市:高等教育。鄭燕祥（2003）。教育領導與改革:新範式。台北:高

等教育。賴志峰 (2008)。一所公立國民中學的學校領導之探究:瞭解領導架構圖的應用。教育研究與發展期刊, 4 (3), 139-171。謝文全 (2007)。教育行政學 (3版)。臺北市:高等教育。簡佳珍、林天祐 (2002)。桃園縣國民小學教師組織諾與教師效能感關係之研究。教育研究資訊, 10 (5), 137-162。二、英文部份Adams, C. M., & Forsyth, P. B. (2006). Proximate sources of collective teacher efficacy. *Journal of Educational Administration*, 44, 625-642. Al-khalifa, K. N., & Aspinwall, E. M. (2001). Using the competing values framework to investigate the culture of Qatar industries. *Total Quality Management*, 12(4), 417-428. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 125-191. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall. Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117-148. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Company. Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75-78. Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26. Barr, M. F. (2002). Fostering student achievement: A study of the relationship of collective teacher efficacy and student achievement. Unpublished Doctoral Dissertation, The College of William and Mary, Williamsburg, Virginia. Becker, H. S. (1960). Notes on the concept of commitment. *American Journal of Sociology*, 66, 32-42. Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education*, 20, 277-289. Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi sector analysis. *Human Resource Management*, 30, 509-534. Bolman, L. G., & Deal, T. E. (1992). Leading and managing: Effects of context, culture, and gender. *Educational Administration Quarterly*, 28(3), 314-329. Bolman, L. G., & Deal, T. E. (1997). *Reframing Organizations*. (2nd ed.). San Francisco, CA: Jossey-Bass. Bolman, L. G., & Deal, T. E. (1999). Four steps to keeping change efforts heading in the right direction. *Journal for Quality & Participation*, 22(3), 6-12. Bolman, L. G., & Deal, T. E. (2002). *Reframing the path to school leadership: A guide for teachers and principals*. Thousand Oaks, CA: Sage Publications. Bolman, L. G., & Deal, T. E. (2003). *Reframing Organization: Aristry, choice and leadership* (3rd ed.). San Francisco: Jossey-Bass. Bush, T. (2003). *Educational leadership and management* (3rd ed.). Thousand Oaks, CA: Sage. Chen, C. H. (2004). A study of the relationship between the learning organization and principal leadership styles in Taiwan (China). (Doctoral Dissertation, 2004), *Dissertation Abstracts International*, 65(02), 358. (AAC 3122966 Pro-Quest Dissertation Abstract) Cohen, A. (2007). Commitment before and after: An evaluation and reconceptualization of organizational commitment. *Human Resource Management*, 17, 336-354. Collins, P. D. (2001). Personal teaching efficacy and collective efficacy: A case study of teachers' beliefs during mandated change. (Doctoral Dissertation, The University of Akron), *Dissertation Abstracts International*, 62(7), 2345A. (AAT3019309 Pro-Quest Dissertation Abstract) Dandridge, T. C., Mitroff, L., & Joyce, W. F. (1980). Organizational symbolism: A topic to expand organizational analysis. *Academy of Management Review*, 5(1), 77-82. Day, C., Harris, A., & Hadfield, M. (2001). Challenging the orthodoxy of effective school leadership. *International Journal of Leadership in Education*, 4(1), 39-56. Dellinger, A. B., Bobbett, J. J., Olivier, D. F., & Ellett, C. D. (2008). Measuring teachers' self-efficacy beliefs: Development and use of the TEBS-Self. *Teaching and Teacher Education*, 24, 751-766. Deville, J. (1984). *The psychology of leadership: Management resources and relationships*. NY: Fransworth Publishing Company, Inc. Dubrin, A. J. (2007). *Leadership: Research findings, practice, and skills* (5th ed.). Boston: Houghton Mifflin. Elmore, R. (2002). Hard questions about practice. *Educational Leadership*, 9(8), 22-25. Firestone, W. A., & Pennell, J. R. (1993). Teacher commitment, working condition, and differential incentive policies. *Review of Educational Research*, 63(4), 484-526. Fleming, N. J. (2003). A study of principal and teacher judgments of principal leadership orientations. (Doctoral Dissertation, University of Maryland College Park, 2003) *Dissertation Abstract International*, 64(6). [AAC 3094565, Pro-Quest Dissertation Abstract] Frase, L. E., & Melton, R. G. (1992). Manager or participatory leader? What does it take? *NASSP Bulletin*, 76(540), 17-24. Fullan, M. (2002). Leader. *Educational Leadership*, 9(8), 17-20. Glickman, C. (2002). The courage to lead. *Educational Leadership*, 9(8), 41-44. Goddard, R. D. (2001). Collective efficacy: A neglected construct in the study of schools and student achievement. *Journal of Educational Psychology*, 93(3), 467-476. Goddard, R. D., & Goddard, Y. L. (2001). A multilevel analysis of the relationship between teacher and collective efficacy in urban schools. *Teaching and Teacher Education*, 17, 807-818. Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational Researcher*, 33(3), 3-13. Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507. Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, (March-April), 70-90. Grusky, O. (1966). Career mobility and organizational commitment. *Administrative Science Quarterly*, 10, 488-503. Hall, G. E., & Hord, S. M. (2001). *Implementing change: Patterns, principles and potholes*. Boston: Allyn & Bacon. Hargreaves, A. (2002). Professional Learning Communities and Performance Training Cults: The Emerging Apartheid of School Improvement., In A. Harris, C. Day, M. Hadfield, D. Hopkins, A. Hargreaves, & C. Chapman (Eds). *Effective Leadership for School Improvement*. London: Routledge. Hargreaves, A., Shaw, P., & Fink, D. (1997). Research questions for the seven frames. Toronto: Authors. Hatton, S. A. (1997). Teacher organizational commitment in high performing, low socioeconomic status, border elementary schools. *DAI-A 58/01*, P. 42. Heck, R. H., & Hallinger, P. (1999). Next generation methods for the study if leadership and school improvement. In J. Murphy & K.S. Louis (Eds.), *Handbooks of research on educational administration*. San Francisco, CA: Jossey-Bass Publishers. Hesselbein, F., & Cohen, P. M. (1999). Leader to leader: Enduring insights on leadership from the Drucker Foundation's award-winning journal. San Francisco: Jossey-Bass. Hoy, W. K., & Miskel, C. G. (2005). *Educational administration: Theory, research, and practice* (7th ed.). Boston: McGraw-Hill. Hoy, W. K., & Miskel, C. G. (2001). *Educational administration: Theory, research, and practice* (6th ed.). Boston: McGraw-Hill. Hrebiniak, L. G. & Alutto, J. A. (1972). Personal and role related factors in the

development of organizational commitment. *Administrative Science Quarterly*, 17(4), 555-573.

Huber, S. G. (2004). Preparing school leaders for the 21st century: An international comparison of development programs in 15 countries. Lisse: Swets & Zeitlinger.

Jaramilo, F., Mulki, J. P. & Marshall G. W. (2005). A meta-analysis of the relationship between organizational commitment and salesperson job performance: 25 years of research. *Journal of Business Research*, 58(6), 705-725.

Kanter, R. M. (1968). Commitment and social organization: A study of commitment mechanisms in utopian communities. *American Sociological Review*, 33, 499-517.

Karrasch, A. I. (2003). Antecedents and consequences of organizational commitment. *Military Psychology*, 15(3), 225-236.

Lawrence, K. A., & Quinn, R. E. (2002). An instrument for measuring Behavior Complexity in Leadership. Unpublished working paper.

Leithwood, K. A., Jantzi, D., & Steinbach, R. (1999). Changing leadership for changing times. Buckingham, UK: Open University Press.

Leithwood, K. A., & Jantzi, D. (1999). Transformational school leadership effects: A replication. *School Effectiveness and School Improvement*, 10(4), 451-479.

Lent, R. W., Schmidt, J., & Schmidt, L. (2006). Collective efficacy beliefs in student work teams: Relation to self-efficacy, cohesion, and performance. *Journal of Vocational Behavior*, 68, 73-84.

Lipman-Blumen, J. (1996). *The cutting edge: Leading in an interdependent world*. San Francisco, CA: Jossey-Bass.

Louis, K. S., Toole, J., & Hargreaves, A. (1999). Rethinking school improvement. In J. Murphy & K. Louis (Eds.), *Handbook of research on educational administration* (2nd ed.). San Francisco: Jossey-Bass.

Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108(2), 171-194.

McFadden, C., Maahs-Fladung, C., Beck-Frazier, S., & Bruckner, K. (2009). Perceptions of leadership behaviors by female principals in north carolina. *Journal of Women in Educational Leadership*, 7(3), 115-133. Retrieved from ERIC database.

Meyer, J. P., & Allen, N. J. (1990). Affective and continuance commitment to the organization: Evaluation of measures and analysis of concurrent and time-lagged relations. *Journal of Applied Psychology*, 75, 710-720.

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1, 61-69.

Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. London: SAGE publications.

Meyer, J. P., Stanley, D. J., Herscovitch, L. & Topolnitsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequence. *Journal of Vocational Behavior*, 61, 20-52.

Mintzberg, H., Ahlstrand, B., & Lampel, J. (1998). *Strategy safari: A guided tour through the wilds of strategic management*. New York: Free Press.

Mohr, N., & Dichter, A. (2001). Building a learning organization. *Phi Delta Kappan*, 82(10), 774-778.

Morrow, P. C. (1983). Concept redundancy in organizational research: the case of work commitment. *Academy of Management Review*, 8(3), 486-500.

Northouse, P. G. (2004). *Leadership: Theory and practice*. London: Sage.

Norton, M. S. (2003). Let's, Keep our quality school principals on job. *High School Journal*, 86(2), 50-56.

O' Driscoll, M. P., & Randall, D. M. (1999). Perceived organizational support, satisfaction with rewards and employee job involvement and organizational commitment. *Applied Psychology: An International Review*, 48, 197-209.

Onoye, K. Jane. (2004). A case study of a successful urban school: Climate, culture and leadership factors that impact student achievement. (Doctoral Dissertation, University of Southern California, 2004). *Dissertation Abstract International*, 65(9). (AAC 3145258 Pro-Quest Dissertation Abstract).

Pierce, J. L., & Newstrom, J. W. (2006). *Leaders & the leadership process: Readings, self-assessments & applications* (4th ed.). Boston: McGraw-Hill.

Porter, L. W., Steers, R. M., Mowday, R. T., & Boullion, P. V. (1974). Organizational commitment, job satisfaction and turnover among psychiatric technicians. *Journal of applied psychology*, 59, 603-609.

Quinn, R. E. (1988). Beyond rational management: Mastering the paradoxes and competition demands of high performance. San Francisco: Jossey-Bass.

Reyes, P. (1990). *Teachers and their workplace: Commitment, performance, and productivity*. California: Sage.

Robbins, S. P. (2001). *Organizational Behavior* (9th ed.). New Jersey: Prentice Hall.

Rojas, R. R. (2000). A review of models for measuring organizational effectiveness among for-profit and nonprofit organizations. *Nonprofit Management & Leadership*, 11(1), 97-104.

Ross, J. A., & Gray, P. (2006). Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy. *School Effectiveness and School Improvement*, 17, 179-199.

Roye Curry, C. R. (2003). A metacognitive analysis of leadership frames used by principals to increase student achievement in Chicago Public schools on academic probation. (Doctoral Dissertation, Loyola University of Chicago, 2003). *Dissertation Abstract International*, 64(3). [AAC 3085098 Pro-Quest Dissertation Abstract].

Schechter, C., & Tschannen-Moran, M. (2006). Teachers' sense of collective efficacy: An international view. *International Journal of Educational Management*, 20, 480-489.

Serbing, P. E., & Bryk, A. (2000, February). School leadership and the bottom line in Chicago. *Phi Delta Kappan*, 440-443.

Sergiovanni, T. J. (1984). Leadership and excellence in schooling. *Educational leadership*, 41(5), 4-13.

Sergiovanni, T. J., Burlingame, M., Coombs, F. S., & Thurston, P. W. (1992). *Educational governance and administration*. Needham Heights, MA: Allen and Bacon.

Shore, L. & Wayne, S. J. (1993). Commitment and employee behavior comparison of affective commitment and continuance commitment with perceived organizational with perceived organizational support. *Journal of Applied Psychology*, 78(5), 774-780.

Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, 99(3), 611-625.

Steers, R. M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22, 46-56.

Sullivan, L. G. (2001). Four generations of community college leadership. *Community College Journal Research and Practice*, 25, 559-571.

Swanson, R. (2001). Assessing the financial benefits of human resource development. Cambridge, MA: Persens.

Thompson, M. D. (2000). Gender, leadership, and effectiveness: testing the theoretical model of Bolman & Deal and Quinn. *Sex Roles: A Journal of Research*, 42, 969-992.

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202-248.

Turner, B. A., & Chelladurai, P. (2005). Organizational and occupational commitment, intention to leave, and perceived performance of intercollegiate coaches. *Journal of Sport Management*, 19, 193-211.

Ware, H., & Kitsantas, A. (2007). Teacher and collective efficacy beliefs as predictors of professional commitment. *The Journal of Educational Research*, 100,

303-310. Whyte, W. H. (1956). *The Organizational Man*. New York: Simon and Schuster. Yousef, D. (2000). Organizational commitment as a mediator of the relationship between Islamic work ethic and attitudes toward organizational change. *Human Relations*, 53(4), 513-537. Yukl, H. (2002). The effects of transformational leadership on teachers' commitment to change in Hong Kong. *Journal of Educational Administration*, 40(4), 368-389.