SHARING THE FIRE? THE MODERATING ROLE OF TRANSFORMATIONAL LEADERSHIP CONGRUENCE ON THE RELATIONSHIP BETWEEN MANAGERS' AND EMPLOYEES' ORGANIZATIONAL COMMITMENT

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ABSTRACT: Organizational commitment of public employees has repeatedly been found to have positive effects on several outcomes, but we know little about how public managers' work attitudes and leadership affect employees' organizational commitment. This article examines how the relationship between managers' and employees' organizational commitment depends on congruence between manager-intended and employee-perceived transformational leadership. Multilevel data from surveys of 75 principals and 1,470 teachers in Danish secondary education show that principals' and teachers' organizational commitment is positively related when principals are perceived to be transformational leaders and principals' leadership intentions are congruent with the teachers' perceptions. Organizationally committed managers who are not seen as transformational and/or who overrate their leadership relative to employees have a negative impact on employees' organizational commitment. The results imply that public managers' transformational leadership plays a critical role in conveying organizational

commitment, but that it is equally important that they are aware of and responsive to their

employees' perceptions of leadership.

INTRODUCTION

Research from the past several decades suggests that employees' organizational commitment should be a central concern for public managers because it can be an effective tool for improving public employees' work attitudes, job satisfaction and retention (Porter, Crampon, and Smith 1976; Meyer et al. 2002; Park and Rainey 2007). Moreover the literature suggests that managers' organizational commitment can spill over to their employees' organizational commitment, because organizationally committed managers provide a supportive work environment (Meyer et al. 2002; Eisenberger et al. 1986; Buchanan 1974) and signal how critical values can be translated into acceptable behavior (Paarlberg and Lavigna 2010). However, we are yet to understand *if and how* public managers can influence employees' organizational commitment through their own commitment (Meyer et al. 2002; Solinger, van Olffen, and Roe 2008).

Organizational commitment describes an individual's sense of belonging to an organization, somanagers' organizational commitment is not necessarily observable for employees. We argue that managers' organizational commitment is indeed valuable in order to ensure the employees' commitment to the organization's goals and values, but that this relationship is dependent on how transformational leadership is enacted. Several studies have underlined how transformational leadership matters for employees' organizational commitment (Walumbwa et al. 2005; Bass and Riggio 2006) not least in a public context (Trottier, Van Wart, and Wang 2008), and we extend and nuance this knowledge by arguing that transformational leadership can also decide how managers' commitment convey commitment to employees. Hereby this study meets calls for "theory-based" models of organizational commitment that will advance our knowledge on mediating mechanisms and offer public managers more usable insights on how to use the commitment literature (Mathieu and Zajac 1990; Meyer et al. 2002).

Our theoretical expectation is that transformational leadership accentuates a manager's organizational commitment only when a manager deliberately exerts transformational leadership and this is perceived by the employees. We know from the self-other agreement of leadership literature that managers and employees often differ in their perceptions of leadership, and that agreement between managers and employees on leadership is important for how effective a leader is (Atwater and Yammarino 1992, 1997; Fleenor et al. 2010). On this background we propose a theoretical model that distinguishes "transformational managers", who perform transformational leadership intentionally and are perceived as such by their employees, from three other types of leaders, who are not perceived as transformational leaders or unrealistic about their transformational leadership ("reticent managers", "detached managers", and "overrating managers"). In accordance with the self-other agreement literature (Yammarino & Atwater, 1997), we only expect a positive relationship between manager and employees' organizational commitment when managers are seen as transformational leaders *and* are self-aware about how transformational they are ("transformational managers"). If these criteria are not met, we expect that managers' organizational commitment will at best be unrelated and most likely negatively related with employees' organizational commitment, because these managers either lack self-awareness and interpersonal orientation or are not clarifying organizational goals.

The study is conducted in the area of secondary education in Denmark, which is well suited for the purpose because the employees refer to one manager, the organizations are well defined and offer identical services. The study is based on electronic surveys of 75 managers and 1,470 teachers, which provide opportunity to study relationships between organizational commitment and leadership style in a multilevel setup at manager and employee levels. Our results support the expectation that only self-aware transformational leaders successfully convey

their organizational commitment to their employees, and that the leaders' organizational commitment has negative implications under all other types of leadership. The study contributes to the vast literature on organizational commitment as it begins to answer the question *whether and how* public manager and employee commitment arerelated. Moreover the study adds to our knowledge about how managers can influence employees' work attitudes in a public sector context.

In the following we first define organizational commitment and present our theoretical framework. Second, we describe data and methods and present the results. Finally, we discuss the results, conclude and propose avenues for further research.

THEORETICAL FRAMEWORK

An enduring and multidisciplinary interest in the theoretical concept of organizational commitment has resulted in an immense literature, which supports the existence and importance of organizational commitment in both private and public organizations (e.g., Angle and Perry 1981; Balfour and Wechsler 1996; Mathieu and Zajac 1990). Thus, the question of how to foster employees' organizational commitment is not new, but the research has largely been unsystematic and atheoretical (Mathieu and Zajac 1990), and as a result we lack a clear understanding of how organizational commitment is developed. Studies have suggested that organizational factors are important for the organizational commitment of public sector employees (Gould-Williams 2004; Steijn and Leisink 2006). Following this line we examine the link between public managers' and employees' organizational commitment and test the impact of transformational leadership on this relationship. In the following we will discuss the more

specific mechanisms and on that basis develop a theoretical model, but to do so we need to define organizational commitment.

Defining Organizational Commitment

A myriad of conceptual approaches to organizational commitment exists, and the efforts to define organizational commitment have entailed various meanings and dimensions of the concept (for thorough reviews and meta-analyses see e.g., Mathieu and Zajac 1990; Klein, Molloy, and Brinsfield 2012; or Cohen 2003). As noted by Stazyk, Pandey, and Wright (2011, 605) though, "the conceptual overlap in organizational commitment understanding may be conceptually clear to scholars but less straightforward for study participants". In this study we take a unidimensional approach to commitment in that we rely on the early attitudinal conceptualization of organizational commitment. Here organizational commitment is defined as an emotional attachment to, identification with, and involvement in an organization (Mowday, Steers, and Porter 1979). This definition mirrors the definition of affective organizational commitment also developed in the multidimensional framework by Meyer and Allen (1997).

We focus exclusively on affective organizational commitment for three reasons. First, as noted by Meyer and colleagues (2002), affective organizational commitment has proved to be most strongly related to organizational issues and employee behavior (see e.g., the meta-analysis by Meyer et al. 2002). Second, multi-dimensional approaches to commitment have been criticized for confusing attitudes toward a target (the organization) with attitudes about a behavior (staying/leaving the organization). This is problematic insofar as committed employees leave an organization or uncommitted employees choose to stay with an organization (Solinger, van Olffen, and Roe 2008). Along the same lines, it has been argued that focusing on affective

commitment is the way forward (Stazyk, Pandey, and Wright 2011). Finally, affective

commitment has been found to be particularly relevant in connection with assessing the effects

of work experience, i.e., managing employees' commitment following entry into the

organization, as opposed to selecting and recruiting employees who might be predisposed for

affective commitment (Irving and Meyer 1994).

Managers' and Employees' Organizational Commitment

Managers are often assumed to have a crucial influence on employees' perceptual evaluations

(Rainey 2014). Due to their formally assigned authority and power, managers shape formal and

informal organizational processes and serve as critical role models to the employees (Rainey and

Steinbauer 1999). But what do we know about the relationship between public managers' and

employees' organizational commitment? So far no empirical studies have investigated this

relationship directly. Theoretically, the issue has, however, been raised early on. Eisenberger,

Huntington, Hutchison, and Sowa (1986) argued that organizations that want organizationally

committed employees must demonstrate their own organizational commitment by providing a

supportive work environment. More recently Paarlberg and Lavigna (2010) argued that

managers' practices aimed at socialization are decisive for employees' affective organizational

commitment because they communicate the key values in the organizational identity and how

such values are translated into acceptable behavior.

Like these approaches, we expect public managers to function as role models for their

employees; by expressing high organizational commitment they encourage and inspire

employees to follow their example. More specifically, public managers who are highly

committed to their organization are expected to increase internal integration within the

organization because they provide employees with a source of meaning and identification. Making the organization a shared source of identification is at the heart of affective organizational commitment. As Meyer and Herscovitch argue, affective organizational commitment develops when an individual becomes involved in, recognizes the value relevance of, and/or derives his or her identity from an organization (2001, 316-317). Hence, public managers' organizational commitment can be expected to have a positive impact on employees' organizational commitment, because managers through their own organizational commitment strengthen or sustain a work environment employees can identify with and thereby inspire their employees to assume greater ownership of their work attitude as well.

Key to this theoretical expectation is managers' abilities to communicate or share their organizational commitment with employees. Leadership theory, however, suggests that managers vary in their focus and ability to share and sustain their images of the organization (Antonakis, Avolio, and Sivasubramaniam 2003; Jacobsen and Andersen 2015). Studies on transformational leadership have also underlined the importance of clearly articulating organizational goals as part of the process of connecting individual values to the organizational mission (Wright, Moynihan, and Pandey 2012; Paarlberg and Lavigna 2010). On this basis, we argue that transformational leadership can function as a carrier of public managers' affective organizational commitment, which we will discuss in further detail now.

Organizational Commitment and Transformational Leadership

Transformational leaders seek to change their followers by inspiring them (Bass 1990), and here we focus on the potential of transformational leadership to motivate followers by lifting followers' focus from lower- to higher-order needs by clearly communicating organizational

goals and values (Avolio et al. 2004). In line with several public administration studies of transformational leadership, we emphasize the visionary element of transformational leadership behavior (e.g. Wright, Moynihan, and Pandey 2012; Park and Rainey 2007) and in that regard define transformational leadership as "behaviors seeking to develop, share, and sustain a vision intended to encourage that employees transcend their own self-interest and achieve organizational goals" (Jacobsen and Andersen 2015). Transformational leadership is particularly relevant when seen in relation to affective organizational commitment, because in contrast to for example transactional leadership's focus on rational dyadic relationships, transformational leadership focuses on the role of emotions (Fernandez 2005).

Previous studies have investigated the direct importance of transformational leadership for organizational commitment and found positive effects for both private and public employees and in different cultural settings (Podsakoff, MacKenzie, and Bommer 1996; Mathieu and Zajak 1990; Walumbwa et al. 2011). Several public administration studies also show that the positive link between transformational leadership and organizational commitment lies exactly in making the goals and values of the organization a shared source of identity (Park and Rainey 2007; Wright, Moynihan, and Pandey 2012). We expect that transformational leadership can furthermore play a positive role for employees' organizational commitment, because leadership can tie the relationship between managers' and employees' affective organizational commitment. The transformational leader's communication and emphasis of a vision for the organization can be particularly important in a public sector context where employees' goal orientations are often challenged by the multiple and vague goals they are required to pursue simultaneously (Wilson 1989). Thus, we expect that transformational leadership can work as a tool for public managers to communicate their affective organizational commitment, as their transformational leadership

helps them to signal *how* they incorporate the organizational goals and values into their own identity and find meaning from the organization's work. Against this background transformational leadership is therefore expected to moderate the relationship between managers' and employees' affective organizational commitment.

As noted by Paarlberg and Lavigna: "managers who attempt to lead based on strong values also run the risk of being accused of hypocrisy if employees perceive that managers are violating organization values" (2010, 715), and it is thus critical that transformational leadership is also perceived as such by the employees (Bass and Yammarino 1991). Furthermore, organizational commitment has been found to depend on perceived organizational support (Guerrero & Herrbach, 2009). Hence, leadership is not just a matter of managerial intentions, but also of employee perceptions – which rarely match (Jacobsen and Andersen 2015; Favero, Meier, and O'Toole 2014; Yammarino and Atwater 1992.

The self-other agreement literature (see e.g., Fleenor et al. 2010 for a thorough review) suggests that leaders often overrate their own leadership (at least relative to employees) (Atwater and Yammarino 1992) due to leniency bias (Halverson et al. 2005) and social desirability bias (Holzbach 1978; Mabe and West 1982). Building on past research, and especially Ashford's research on difficulties in self-assessments (1989), Atwater and Yammarino (1998) in their theoretical model hypothesize that self-awareness and interpersonal orientation are specific aspects of leader effectiveness that are related to self-other agreement.

First, self-awareness (i.e., knowledge of how one is seen by others) reflects an individual's ability to self-observe and use this knowledge to modify their own behavior. Self-awareness is valuable for managers because it helps them adapt their behavior to the requirements of the organization and become more effective leaders (Ashford 1989). Managers

with low self-awareness tend to misdiagnose their strengths and weaknesses (Atwater and Yammarino 1997), and this undermines their leadership effectiveness. Furthermore, these managers tend to ignore needs for self-development because they believe that they are already performing well (Bass and Yammarino 1991). Second, interpersonal orientation (e.g. sensitivity towards the feelings of others) reflects an individual's attention to feedback and is expected to promote managerial behavior that takes account of the expected impact on others rather than using purely logical strategy (Fleenor, McCauley, and Brutus 1996). Employees tend to perceive leadership very differently and according to their individual experiences and expectations (Fleenor et al. 2010), and self-aware and interpersonallyoriented managers are more responsive to these employee perceptions of leadership.

We do not propose that employee perceptions are more "true" than manager intentions (Atwater and Yammarino 1997), but simply that the two perspectives provide different understandings of the same phenomenon, and that congruence between these perspectives matters. We expect that the effect of transformational leadership depends both on the degree of transformational leadership perceived by the employees and the degree of overrating by managers relative to employee perceptions.

To describe the different combinations of employee-perceived transformational leadership and manager-intended transformational leadership we propose a categorization consisting of four types of managers based on self-rating and employee rating of leadership. We build on the work of Yammarino & Atwater (1997), who distinguished among four types of leaders: 1) In agreement high, 2) in agreement low, 3) underraters and 4) overraters (see Figure 1 below). Like other studies we find almost no managers, who underestimate their transformational leadership (Tekleab et al. 2008), so even though this category is theoretically possible, it has

little empirical relevance, and we therefore disregard it here. Thus, our typology consists of two types of accurate leaders, who are either transformational ("transformational managers") or not transformational ("reticent managers") and two types of overraters – one type, which is perceived as transformational but still severely overrating ("overrating managers") and another type, which is not seen as transformational leaders, but who report themselves as so ("detached managers"). Following arguments raised by Yammarino & Atwater (1997), we expect that these four types of managers will create different relationships between managerial and employee organizational commitment as shown in Figure 1 below.

[FIGURE 1 ABOUT HERE]

First, *detached managers* are not perceived as transformational by the employees but report themselves as transformational leaders. The affective organizational commitment of these managers is expected to have a very negative impact on their employees' organizational commitment, because they are not in accordance with their employees and generally misdiagnose the potential of their own transformational leadership. Not only do they foster a gap between the understandings of what the organization is and where it is going, but by failing to include the employees they also have a false sense of accomplishment. Signaling high commitment to the organization is therefore likely to distance employees from the organization and thereby harm their commitment.

Second, we expect that the affective organizational commitment of *overrating managers,* who are seen as transformational by their employees but still overrate their own transformational leadership relative to the employees, will also have a negative effect on the employees'

organizational commitment due to an unrealistic optimism on the part of the manager. In this case, managers use transformational leadership to share their organizational commitment and thus - contrary to detached managers - clearly signal a shared source of identification; however, they are overambitious. Hence, although their transformational leadership may to some extent allow them to share their affective organizational commitment, they generally lack self-awareness, and they are overly positive about their own deeds. We therefore expect that when these leaders exhibit high organizational commitment, their employees will distance themselves as these over-enthusiastic leaders exhaust them.

Third, in the case of the *reticent managers*, where employees do not perceive their manager as transformational, and where manager and employees agree on this, we expect that managers will not be able to communicate their organizational commitment to the employees. These managers can identify with and have a clear perception of the organization's goals and values as well as the future directions for the organization but fail to include their employees. Despite congruence in manager-intended and employee-perceived transformational leadership, we thus expect a neutral relationship between manager and employee organizational commitment, since these managers do not provide a mechanism for conveying their commitment to employees.

Finally, *transformational managers* are perceived as transformational by the employees, and their intended transformational leadership is congruent with employee perceptions. These managers use their transformational leadership to communicate their affective organizational commitment by accentuating the organizational vision and mission. Furthermore, they incorporate the organizational goals and values into their identity in a way that is credible and in line with their employees' perceptions of the organization's goals and values. Managers' and

employees' perceptions and expectations are thus aligned, and managers' organizational commitment is expected to have a positive effect on the employees' organizational commitment.

Figure 2 sums up the overall expectations about the relationship between managers' and employees' organizational commitment and managers' transformational leadership style.

[FIGURE 2 ABOUT HERE]

RESEARCH DESIGN AND CONTEXT

To investigate empirically the interplay between managers' and employees' organizational commitment and transformational leadership congruence in the public sector, this study focuses on Danish upper secondary schools (publicly owned and funded). The area provides at least two advantages for this purpose. First, we can link managers with several employees, since school principals are responsible for personnel management. Second, Danish upper secondary schools produce similar services, and this allows us to keep a number of potentially confounding variables constant. Also it allows us to use a multilevel design, so we can control for school level variation.

This study focuses on general upper secondary schools (commonly abbreviated STX), which provides nationally regulated, tuition-free, general education to almost half of Danish youth. The schools are self-governing with supervisory boards and have a relatively flat structure, with short distance between principal and teachers. Most principals have personnel management responsibility for all teachers, most of them engage on a daily basis with the teachers, and therefore they personify school management to a large extent. Hence there is good

reason to expect that principals can exert influence on their teachers' organizational commitment.

DATA

We invited 144 STX schools in Denmark to participate in two parallel surveys directed at the managerial level and the employee level respectively. In October 2012, we requested contact information for all managers and teachers, and in late November, we sent web-based questionnaires to 135 principals and 8,600 teachers at the schools where we obtained contact information. In December we sent four reminders to those who had not yet responded. When the survey was closed on 21 December, 76 principals and 2,934 teachers (response rates 60.3 percent and 34.1 percent respectively) had completed the survey. The participating schools are not significantly different from non-participating ones in terms of size, value added to grade levels (measured as expected grade levels based on social demographics minus observed grade levels), budget size, competition (number of secondary schools within 10 kilometers), geographical location (rural vs. urban), and principal age and gender. Due to the relatively low response rate among the teachers, our sample may not be representative of the population of teachers. Nonetheless, based on observed variables we find no differences between the population of teachers and our sample regarding age, gender, and subjects taught (natural sciences vs. others). We use the 75 complete principal responses and the 1,470 teachers at these schools in the analyses below. The teacher dataset has been merged with the principal dataset, allowing us to perform multilevel analysis.

MEASURES

All variables in the study were measured in two parallel questionnaires to teachers and principals. The questionnaires contained identical questions about organizational commitment and leadership. Some items vary slightly to fit the relevant type of respondent (e.g., leadership style questions, which were opened with either "As a manager I …" or "My manager …"). All items are taken from previously validated and commonly used measures. We have translated all items to English and back to Danish to validate the content of the items, and a pilot study resulted in some adjustments of the survey. Organizational commitment was measured at both principal and teacher level with two items taken from Meyer and Allen (1997), which reflect affective commitment to the organization. Both items have a negative wording, and they have therefore been reversed. The factor loadings among both teachers and principals are slightly below the recommended 0.7, and given that the factor is reflected by only two items, the organizational commitment factor has an eigenvalue just below 1. However, the reliability of the scale among both teachers and managers is very satisfactory, and the organizational commitment factor is clearly discriminated from the three leadership factors (see Table A2), so we retain it in the model and return to measurement challenges in the discussion section.

Given the interest in intended/perceived transformational leadership congruence, transformational leadership is measured at both principal and teacher level. In line with our theoretical definition of transformational leadership and in light of the criticism of the most typical measurement instrument (The Full Range Leadership model) (Yukl 1999; Van Knippenberg and Sitkin 2013), we focus on the visionary element of transformational leadership and use four items taken from Podsakoff, MacKenzie, and Bommer (1996), Trottier, Van Wart, and Wang (2008), and Wright, Moynihan, and Pandey (2012). At the teacher level the factor

analysis is highly satisfactory with loadings around 0.80. At the principal level, the factor analysis shows a weaker but still satisfactory fit with factor loadings in the range of around 0.6 to 0.7. The additive leadership indices for both leaders and teachers are scaled from 0 to 100. At the teacher level we calculate the teachers' mean scores of perceived leadership within schools, which generates scores ranging from 21.2 to 82.7 among managers. It should be noted that there is substantial variation in perceived transformational leadership within schools, which indicates that this leadership behavior is dependent on individual interpretation of actual leadership behavior. Variation in employee-rated leadership is a well-known phenomenon (Fleenor, 2010), which is explained by a number of factors related to individual, leader, and school factors. Transformational leadership is not as concrete as for example transactional leadership, and transformational leadership may therefore be more open for interpretation (Jacobsen & Andersen, 2015).

The transformational leadership measures are significantly but only weakly correlated between teachers and principals (Pearson's r = 0.077). Following the self-other agreement leadership literature (Atwater and Yammarino 1992; Fleenor, McCauley, and Brutus 1996; Atwater and Yammarino 1998), we distinguish between two types of realistic managers with either low or high transformational leadership (above and below mean (0.50) for teacher perceived leadership), and two types of overambitious managers (above and below mean (30) for difference between teacher mean and leader self-rating). As noted by Favero et al. (2014), "What managers think they are doing and what their subordinates think they are doing might be two different things", and we are interested in studying differences in assessments at the level of the individual teacher. Thus, we distinguish among four groups of transformational leadership

congruence, which are clearly identified in data at the teacher level. The groups vary in size from 225 to 563 teachers (see Table 1 below).

Table 1 also shows descriptive statistics regarding all variables across the four congruence groups. First, the table shows relatively high levels of teacher commitment, which also varies across congruence groups. As expected the groups with high perceived transformational leadership are associated with higher organizational commitment. Second, principals' organizational commitment is higher than teachers' organizational commitment, and it varies across congruence groups. Thus, overambitious principals also rate their organizational commitment as high, which signals that principals in these groups generally have overly positive self-images. We will return to this point in the discussion. Third, we control for contingent reward (transactional leadership), which is positively correlated with transformational leadership, so this type of leadership is also higher in the two transformational groups. Conversely, management by exception is somewhat higher in the groups with low employee perceptions of leadership (reticent and detached managers).

[TABLE 1 ABOUT HERE]

Regarding control variables, we measure employee perceived transactional leadership style (contingent reward and management by exception calculated as mean scores within schools), and these items were taken from Trottier, Van Wart, and Wang (2008) and Hartog, Muijen, and Koopman (1997). The two items measuring contingent reward focus on the principals' use of rewards in return for good performance, whereas the two items measuring management by exception focus on the degree to which the principals follow up on organizational procedures and

poor performance. We find two clearly separate factors with a strong factor for contingent reward (loadings around 0.7) and a moderately strong factor for management by exception (loadings below 0.6) (see Table A2). We retain the management by exception factor due to its theoretical relevance and because empirically it is clearly distinguished from both contingent reward and transformational leadership.

We also control for a number of variables at both the teacher and school levels. At the teacher level, the teachers' subjects are coded into broad areas (science or non-science). Organizational tenure is expected to be positively correlated with organizational commitment, because experience will typically bring individual and organization closer together (Hrebiniak and Alutto 1972). We also control for age which, given that we control for organizational tenure, will be interpreted as age at the time of hiring at the current school. We expect this to be negative, since a high value indicates experience with other organizations, which could leave less room for commitment to this organization. In addition, we control for gender, because women have been found to report higher commitment, and work hours, because part time workers are expected to beless committed to the organization (Mathieu and Zajak 1990, 177). At the school level a number of characteristics related to both the school and the principal can be important for organizational commitment. We control for school size, because it may be easier to be committed to smaller organizations (Mathieu and Zajak 1990, 180). Apart from that, the literature offers few clear-cut findings concerning these aspects, so we include some mainly for control purposes. These are principal age, organizational tenure, and gender. Descriptive statistics and correlations regarding all variables, including indexes measuring organizational commitment and leadership styles are listed in Table A1.

METHODS

As mentioned, the dataset has a multilevel structure. The unit of analysis is the teacher, so we identified principals and merged the survey-based data from the principal dataset and the teacher dataset. The use of perceptive measures can entail halo effects, meaning that our measures are likely to also reflect the respondents' general views on the organization, which could affect the response pattern (Favero et al. 2014). Common source bias could thus be a potential problem. We address this problem in two ways relating to the measures of organizational commitment and leadership congruence respectively. First, we measure the independent variable, managers' organizational commitment, separately from the dependent variable, employees' organizational commitment, and we study how the relationship between these variables is contingent on transformational leadership congruence. Second, the measures of transformational leadership (and transactional leadership) are not measured at the teacher level but measured as mean perceptions of the teachers within a given school. This does not avoid common source bias at the school level, but we avoid common source bias at the individual level, which is often the primary source of common source bias. The use of different surveys to measure managers' and employees' organizational commitment as well as leadership compared to only studying the variables from a single survey (Jakobsen and Jensen 2015), to some extent meets the challenges of common source bias. Third, the analyses focus on the moderating effects of leadership congruence, and this measure is based on data from both the manager and the employee survey, which again reduces (but does not eliminate) the risk of common source bias.

We investigate the proposed relationships first by running regression analysis within each congruence group and second by running a pooled regression with dummy variables for the congruence groups. For robustness, we also run these models as interaction effect analyses, and

the results are identical, but we retain the grouped regressions because they are easier to interpret. All analyses are carried out as random effects models. To check the robustness of the results, we replicated our findings using OLS regression with cluster robust standard errors, but since the results are highly similar, we only show the estimates from the multilevel models, which we find are more correctly specified. We are confident in the choice of random effects model after running "empty" multilevel models for all leadership congruence groups. When we omit the explanatory variables in the "empty" models, only the variance of the dependent variable, the teachers' organizational commitment, is investigated. All four "empty" models show significant variation among schools, which indicates that random effects models are appropriate. The random effects also show that there is more variation within schools than between schools, suggesting that individual factors are more important than school factors in explaining differences in the teachers' organizational commitment. Even though there is more variation within schools than between schools, the empty models confirm that school factors are important and hence that principals' leadership style and organizational commitment can be important for the teachers' organizational commitment. Following these findings from the "empty" model, all other analyses include random effects to control for school effects.

RESULTS

This section presents the results from the multilevel models investigating the relationship between principals' and teachers' organizational commitment within each of the four transformational leadership congruence groups and across all groups using a dummy variables approach to test the influence of congruence.

First, Table 2 shows regression models for each of the four congruence groups, and in line with the theoretical expectation, the results support that principal and teacher organizational commitment show markedly different relationships across congruence groups. Thus, the coefficients are negative for three groups (model 2.1-2.3) and positive for one group (model 2.4). The negative coefficients of manager organizational commitment are found for detached, overrating and reticent managers. These negative relationships vary from -0.181 points (detached managers) to -0.130 (overrating managers). Whereas it was expected that manager and employee organizational commitment would be negatively related for overrating and detached managers, the negative relationship among reticent managers was unexpected, as these leaders should exert little influence on their employees at all. The only positive relationship between manager and employee organizational commitment is found in model 2.4, that is when manager and employees agree that the manager is transformational and the manager does not overrate their leadership style relative to the employees (transformational managers). In this case, each point of principal organizational commitment is associated with 0.07 points higher teacher organizational commitment. Thus, these results suggest that managers' organizational commitment works differently dependent on leadership congruence, and that the main divide is between transformational managers and the other three groups.

[TABLE 2 ABOUT HERE]

In order to test the statistical differences among the four groups, Model 3 presents a regression analysis with pooled data and dummy variables for each congruence groups. Model 3.1 shows the general model, where congruence is not taken into account, and we see that in this model,

manager and employee organizational commitment are not related on average. This is not surprising given the negative and positive coefficients shown in table 2. Model 3.2 looks at differences in levels of principals' organizational commitment between the four congruence groups, and this model reveals that principals' organizational commitment is around 15 points higher in the group of transformational managers compared to reticent and overrating managers. Model 3.3 tests how principal and teacher organizational commitment is related across congruence groups, and parallel with the grouped regressions shown in Table 2, this relationship is positive in the group of transformational leaders, but negative in the three other groups. All coefficients are statistically significantly different from zero. Chow tests reveal that the three negative coefficients are not statistically different from one another (based on F scores), but they are all clearly significantly different from the coefficient for transformational managers. Thus, Model 3.3 supports the positive relationship between principal and employee organizational commitment for transformational managers, but a negative relationship otherwise.

[TABLE 3 ABOUT HERE]

As a final remark on the results, the analyses show that most control variables are significantly related to teachers' organizational commitment, and the relationships are in the expected directions. Thus, contingent reward is positively related with teachers' organizational commitment, whereas management by exception is negatively related with teachers' organizational commitment, but these relationships disappear after control for transformational leadership. The coefficients for age and tenure should be interpreted in combination, since they both measure time. With control for tenure, age can be interpreted as age when hired. Thus,

teachers who were hired at a higher age have lower organizational commitment, but commitment increases with tenure. The latter can probably be ascribed to a combination of positive socialization as well as attrition of low commitment teachers over time. Science teachers and part time teachers have lower organizational commitment. Female leaders have teachers with lower organizational commitment, and organizational commitment decreases with organization size. Again principal age and tenure should be seen in combination. Thus, schools with a principal who was hired at a higher age have higher organizational commitment, and it decreases with principal tenure. Especially the latter result is quite surprising, since organizational commitment is often argued to depend on organizational experience and socialization, but this result instead suggests an exhaustion effect on organizational commitment. All models explain more of the variance between schools than within schools, but in Model 3.3 we are still able to explain 11 percent of the variance within schools and 32 percent of that among schools in our final model.

Apart from the two approaches shown here, the robustness of our results was tested in several ways. First, we used different operationalizations of the dependent variable. In addition to a sum index, we used factor loadings and tried different specifications of the items. Second, we tried different estimation techniques, as we also tested the five models with OLS regression with cluster robust standard errors. A fixed effects model is unable to test the direct effect of the principal's organizational commitment, but the interaction effect and the effect of transformational leadership are identical. Finally, we have run the analyses with individual teacher perceptions of leadership as independent variable and moderator, and the results are identical to those shown here. Thus, none of these approaches changed our results.

Model 3.1 shows that in the pooled dataset, the principals' organizational commitment is not statistically significantly related with the teachers' organizational commitment. This result

goes against the idea that the principals are generally role models for the teachers and that the principals' organizational commitment generally spills over and affects the teachers' organizational commitment positively. However, this finding may reflect that managers' and employees' organizational commitment can be either positively or negatively related, and that these opposite effects even out and leave the overall effect neutral. This expectation also underlies the expected moderating role of transformational leadership congruence.

DISCUSSION AND LIMITATIONS

Using multilevel survey data from Danish principals and teachers in the area of secondary education, this study finds that principals' and teachers' organizational commitment is not significantly related directly, but that this relationship changes when we control for congruence in principal-intended and teacher-perceived transformational leadership. Theoretically we distinguish among four types of managers, producing different relationships between the managers' and their employees' organizational commitment: 1) detached managers, 2) overrating managers, 3) reticent managers, and 4) transformational managers. In accordance with our theoretical expectations, the empirical analyses show that transformational managers' organizational commitment is positively related to their employees' organizational commitment whereas for the three other types of managers, their organizational commitment is negatively related to their employees' organizational commitment.

Generally, our results thus support the expectation that transformational leadership, by helping managers to clearly articulate organizational goals and facilitate the process of connecting individual values to the organizational mission, plays an important role in communicating organizational commitment to the organization's employees. The results also

indicate, however, that this relationship is contingent on the congruence of manager-intended and employee-perceived transformational leadership. An interpretation of this result could be that to successfully engage their employees in the organization, managers must demonstrate a credible commitment. If employees lack a credible commitment on the part of the manager, this will reduce their own commitment to the organization. Thus, we only find a positive relationship between manager and employee organizational commitment when employees perceive the manager as transformational and when this is also the intention of the manager. Thus our results underline the importance of congruence in manager intentions and employee perceptions, which could be relevant for other managerial attitudes and behaviors than transformational leadership, such as in this case managers' organizational commitment.

A shortcoming in this study is, however, that we do not measure employees' perceptions of managers' organizational commitment. Theoretically, this distinction concerning managers' organizational commitment could be highly interesting, as self-awareness and interpersonal orientation also here could be expected to affect the congruence in manager intentions and employee perceptions. Empirically, our data support the relevance of this notion. As mentioned in the measures section, we find that overambitious principals also rate their organizational commitment very high, which signals that principals in these groups generally overrate their own leadership and work attitudes. This suggests that the negative relationship between managers' and employees' organizational commitment could to some extent be an expression of a more general negative employee evaluation of managers who posit overly positive self-images. We do, however, need more studies that investigate the implications of manager-intended and employee-perceived congruence in regard to organizational commitment in order to go further into these mechanisms.

Clearly, the analyses in this article have limitations. First, although the survey is based on validated scales, we had difficulties replicating the factor structures found elsewhere. We can only speculate whether this is due to specific characteristics of the Danish education sector. Regardless, the reader should be aware of the disparities between our measurements and those seen elsewhere.

Second, although the multilevel data structure applied here has provided opportunity to combine measurements of manager and employee organizational commitment as well as manager-intended and employee-perceived transformational leadership, we still know little about the causal relationships between commitment and leadership. Thus, it could be argued that the direction of causality is reverse, and that managers' organizational commitment is affected by their employees' organizational commitment, or that transformational leadership is the actual explanatory variable and managers' organizational commitment the moderating variable. We acknowledge that we cannot determine on empirical grounds which variable is explanatory and which is moderating, and our interpretation of organizational commitment as explanatory variable is therefore based on theoretical reasoning. We treat the principals' organizational commitment as explanatory variable because we are interested in how managers' organizational commitment affects employees' organizational commitment and because there is theoretical support for this argument. The question of causality might be approached better in studies with other designs. Since organizational commitment is difficult to manipulate in experimental set-ups, a viable strategy could be to obtain panel data over time to study how differences over time are interrelated.

A related challenge is halo effects, which can disturb measurement of latent variables (Favero et al. 2014). Halo effects may certainly have influenced the assessments of both

employees and managers in this study, and our measurement therefore with some likelihood reflects not only our theoretical concepts, leadership and commitment, but also more general views on the organization. However, we find markedly different relationships between employee and manager commitment across employee groups with very different views on leadership, and we are therefore quite confident that these results by no means reflect halo effects only. Thus, our results allow us to conclude that there is an important interplay between managers' organizational commitment and manager-intended and employee-perceived transformational leadership, which has so far been overlooked in the literature.

Third, we were able to construct an organizational commitment measure based on two items, which showed consistency among both managers and employees. However, in the exploratory factor analysis this measure had an eigenvalue below 1, and some caution should therefore also be taken in relation to this measure. We therefore urge scholars to continue the development of measures across employment groups in future studies.

Fourth, similar studies on other occupations, sectors, and nationalities should test the wider applicability of the findings. However, we expect that the results are also relevant for other areas. Though we have no statistical background for claiming this, we suggest for analytical purposes that the results are relevant for the teaching area in general. It should, nonetheless, also be noted that although Danish upper secondary schools are in many ways rather similar to, for example, American high schools (Christensen and Pallesen 2009), a recent study has compared the management-performance relationship in exactly these two countries and found considerable effects in Texan primary schools but almost no effects in Danish primary schools. Danish secondary schools, which have been studied here, do however have much more managerial discretion than Danish primary schools, and this may explain why we find that management

matters more here, but we do need studies from different contexts to shed more light on the generalizability of the present results (O'Toole and Meier 2014).

CONCLUSION AND PERSPECTIVES

In sum, the main contribution of this study is to show that the relationship between managers' and employees' organizational commitment depends on both employee-perceived transformational leadership and congruence in manager-intentions and employee-perceptions of transformational leadership. Furthermore, the study suggests that the combination of measurements of organizational commitment and transformational leadership measured at different levels is useful for providing more nuanced answers to fundamental questions in the literature. In a broader perspective, the results confirm that "management matters" but also turn our attention to the complexity inherent in this often-expressed theorem. An important practical implication of the findings is that managers are in a position to affect their employees' organizational commitment, but that being an organizationally committed manager is not enough. Managerial efforts to align with and share commitment with employees are vital. We have shown that transformational leadership affects the relationship between managers' and employees' organizational commitment and theoretically argued that this is because it clarifies and attenuates the managers' organizational commitment, but we have also shown that adjusting the leadership style to a more transformational behavior is not likely to work if the managers are not also aware and sensitive to the attitudes and perceptions held by their employees. The evidence reported here thus emphasizes the importance of managers articulating and communicating organizational goals and values to their employees as well as establishing and sustaining a dialogue with them. Moreover the results imply that transformational leadership in

relation to organizational commitment is not a question of "the more the better", but just as much of "being on the same page."

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Figure 1. Expected effects of perceived transformational leadership and congruence in manager-intentions and employees-perceptions

Employee-perceived transformational leadership

Intention-perception congruence

Expected effect of managers' organizational commitment

'Overrating managers'

(Intention > perception)

Negative

High

'Transformational managers'

(Intention = perception)

Positive

'Detached managers'

(Intention > perception)

Very negative

Low

'Reticent managers'

(Intention = perception)

Neutral

Figure 2. Overall theoretical model

| Managers' affective organizational commitment | → | Employees' affective organizational commitment |

Managers' transformational leadership style
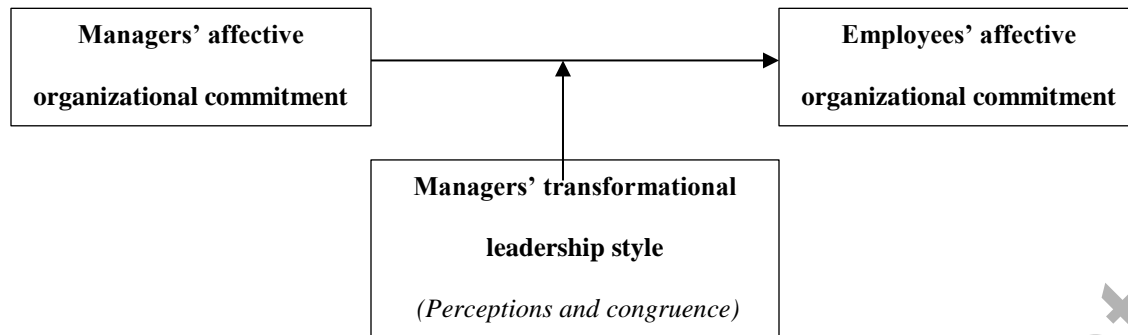
(Perceptions and congruence)

Table 1. Descriptive statistics by intended-perceived leadership congruence (means and standard deviations in parentheses)

		Detached managers	Overrating managers	Reticent managers	Transformational managers
(1)	Organizational commitment (e)	61.19 (25.99)	74.74 (23.22)	62.30 (28.38)	75.39 (22.49)
(2)	Organizational commitment (m)	91.38 (19.25)	94.39 (14.87)	70.21 (23.69)	80.06 (23.43)
(3)	Transformational leadership (m)	91.92 (4.85)	92.27 (4.67)	71.10 (10.00)	71.99 (7.55)
(4)	Transformational leadership (e)	24.32 (14.80)	68.55 (14.15)	24.05 (15.43)	65.75 (12.66)
(5)	Contingent reward (e)	26.42 (23.75)	45.39 (25.45)	24.43 (22.98)	43.58 (23.74)
(6)	Management by exception (e)	38.81 (23.99)	28.48 (21.11)	40.95 (24.23)	29.25 (20.58)
(7)	Age (e)	44.93 (11.17)	44.17 (11.60)	46.48 (11.25)	44.61 (11.81)
(8)	Gender (e)	0.46 (0.50)	0.57 (0.50)	0.51 (0.50)	0.50 (0.50)
(9)	Tenure, current job (yrs)(e)	12.05 (10.65)	10.86 (11.18)	13.21 (11.14)	10.74 (11.10)
(10)	Teaching area (science = 1, other = 0)	0.25 (0.43)	0.27 (0.45)	0.20 (0.40)	0.27 (0.44)
(11)	Part time (dummy)	0.15 (0.36)	0.22 (0.41)	0.13 (0.34)	0.20 (0.40)
(12)	Age (m)	58.95 (5.90)	59.27 (5.68)	57.81 (7.33)	56.52 (6.89)
(13)	Tenure, current job (m)	12.61 (7.19)	13.57 (8.50)	11.46 (7.54)	10.26 (7.42)
(14)	Gender (m)	0.26 (0.44)	0.27 (0.44)	0.18 (0.38)	0.27 (0.45)
(15)	School size (no. of teachers)	86.13 (23.04)	84.89 (19.39)	77.21 (22.08)	80.05 (22.56)
	(n)	229	388	308	576

Note: (m): manager assessment, (e): employee assessment

Table 2. GLS regression of employee organizational commitment for all respondents and group-wise (transformational leadership congruence groups) (Random effects, unstandardized regression, t stats in parentheses)

	(1) Detached managers	(2) Overrating managers	(3) Reticent managers	(4) Transformational managers
Principal's org. commitment	-0.181*	-0.130***	-0.143*	0.0706*
	(-2.37)	(-4.14)	(-2.09)	(2.39)
Contingent reward	0.108	0.108	0.0971	0.118
	(0.64)	(1.53)	(0.46)	(0.86)
Management by exception	-0.114	-0.324***	0.0862	0.0917
	(-0.40)	(-3.71)	(0.44)	(1.19)
Teacher level variables				
Age	-0.389	-0.422*	-0.368	-0.218
	(-1.64)	(-2.24)	(-1.37)	(-1.82)
Female (dummy)	6.892*	0.464	6.807	3.535*
	(2.15)	(0.22)	(1.95)	(1.97)
Tenure, current job (yrs)	0.644*	0.622**	0.464	0.562***
	(2.32)	(3.22)	(1.71)	(4.51)
Science teacher (dummy)	-2.795	-7.044*	-1.813	-5.349**
	(-0.61)	(-2.56)	(-0.53)	(-2.61)
Part time (dummy)	-0.794	-3.038	-1.931	-5.260*
	(-0.14)	(-1.10)	(-0.37)	(-1.98)
School level variables				
Principal age	0.309	0.344	1.155***	0.0853
	(0.61)	(1.04)	(3.87)	(0.48)
Principal tenure, current job	-0.159	-0.285*	-0.674*	-0.0845
	(-0.40)	(-2.19)	(-2.41)	(-0.52)
Principal gender (female = 1)	-4.128	-3.579	-7.871	-3.217
	(-0.74)	(-1.45)	(-1.56)	(-1.37)
School size (no. of teachers)	0.0248	-0.106*	-0.137*	-0.00908
	(0.29)	(-2.26)	(-2.14)	(-0.30)
Constant	67.66*	101.0***	26.82	64.57***
	(2.35)	(4.63)	(1.34)	(5.91)
N observations	225	375	307	563
N Groups	28	29	43	45
R^2 within	0.048	0.058	0.028	0.061
R^2 between	0.061	0.56	0.20	0.13
R^2 overall	0.069	0.10	0.11	0.073
Sigma_u	9.08	0	8.46	2.48
Sigma_e	25.21	22.51	26.86	21.78
Rho	0.11	0.0	0.090	0.013

Table 3. GLS regression of employee organizational commitment for all respondents (transformational leadership congruence groups as dummy variables) (Random effects, unstandardized regression, t stats in parentheses)

	Model 3.1	Model 3.2	Model 3.3
Principal's org. commitment (POC)	-0.0118	-0.0414	0.0837*
	(-0.38)	(-1.43)	(2.28)
Leader type (reference category = Transformational managers (TM))			
Overrating managers (OM)		-15.41***	1.705
		(-7.83)	(0.29)
Detached managers (DM)		-0.602	18.24***
		(-0.37)	(4.74)
Reticent managers (RM)		-14.01***	7.280
		(-6.54)	(1.28)
Interaction terms (reference category = POC*TM)			
POC*OM			-0.227**
			(-3.07)
POC*DM			-0.220***
			(-4.41)
POC*RM			-0.251***
			(-3.58)
Contingent reward	0.197*	0.0870	0.0712
	(2.57)	(1.27)	(1.07)
Management by exception	-0.204**	-0.0711	-0.0678
	(-2.64)	(-0.91)	(-0.95)
Teacher level variables			
Age	-0.311***	-0.316***	-0.327***
	(-3.33)	(-3.47)	(-3.54)
Tenure, current job (yrs)	0.498***	0.555***	0.564***
	(5.03)	(5.99)	(5.97)
Female (dummy)	4.306***	3.862**	3.988***
	(3.51)	(3.17)	(3.33)
Science teacher (dummy)	-3.943*	-4.769**	-4.773**
	(-2.34)	(-2.99)	(-3.00)
Part time (dummy)	-2.493	-4.054*	-4.182*
	(-1.41)	(-2.44)	(-2.54)
School level variables			
Principal age	0.442**	0.457**	0.495**
	(2.74)	(2.93)	(3.21)
Principal tenure, current job	-0.258*	-0.292**	-0.304*
	(-2.25)	(-2.62)	(-2.56)

Principal gender (female = 1)	-2.695	-3.537[*]	-3.538[*]
	(-1.35)	(-1.96)	(-2.09)
School size (no. of teachers)	-0.0603[*]	-0.0681[**]	-0.0548[*]
	(-2.19)	(-2.99)	(-2.49)
Constant	61.46[***]	69.78[***]	57.56[***]
	(5.96)	(6.80)	(5.95)
N individuals	1,470	1,470	1,470
N groups	75	75	75
R^2 within	0.031	0.098	0.106
R^2 between	0.234	0.305	0.324
R^2 overall	0.049	0.117	0.126
sigma_u	3.07	2.73	1.93
sigma_e	24.57	23.72	23.62
rho	0.015	0.013	0.0067

Note: [*] $p < 0.05$, [**] $p < 0.01$, [***] $p < 0.001$

Table A1. Correlation Information

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
(1)	Org. commitment (t)	1.000												
(2)	Org. commitment (p)	0.003	1.000											
(3)	Detached managers	-0.094***	-0.066*	1.000										
(4)	Overrating managers	0.033	0.151***	-0.286***	1.000									
(5)	Reticent managers	-0.001	-0.123***	-0.228***	-0.129***	1.000								
(6)	Transformational managers	0.067*	0.030	-0.620***	-0.351***	-0.279***	1.000							
(7)	Contingent reward (t)	0.045	0.190***	-0.354***	0.395***	-0.164***	0.158***	1.000						
(8)	Management by exception (t)	-0.084**	-0.095***	0.402***	0.032	-0.059*	-0.371***	-0.023	1.000					
(9)	Age (t)	0.017	-0.018	0.010	-0.067*	0.036	0.017	-0.019	-0.019	1.000				
(10)	Gender (t)	0.085**	0.013	0.003	0.007	-0.019	0.004	-0.032	-0.038	-0.124***	1.000			
(11)	Tenure, current job (yrs)(t)	0.083**	0.011	0.034	-0.079**	0.053*	-0.009	-0.030	-0.025	0.811***	-0.128***	1.000		
(12)	Teaching area (science = 1, other = 0)	-0.083**	0.012	-0.017	0.025	0.025	-0.016	0.056*	-0.038	0.051*	-0.155***	0.029	1.000	
(13)	Part time (dummy)	-0.033	-0.013	0.021	0.002	-0.037	-0.000	-0.030	-0.022	0.094***	0.020	0.064*	0.034	1.000
(14)	Age (p)	0.035	-0.050	0.155***	0.000	-0.038	-0.126***	-0.033	0.274***	-0.028	-0.017	-0.040	-0.022	0.036
(15)	Tenure, current job (p)	-0.013	-0.004	0.049	-0.028	0.050	-0.057*	0.046	0.272***	-0.025	-0.027	-0.012	0.003	0.008
(16)	Gender (p)	-0.032	0.099***	-0.053*	0.064*	-0.100***	0.065*	0.194***	0.084**	-0.012	-0.012	-0.019	0.006	0.020
(17)	School size (no. of teachers)	-0.042	0.115***	0.025	0.077**	-0.202***	0.040	0.116***	0.092***	-0.031	0.019	-0.020	0.021	-0.080**

Note: Correlations (Pearson's r). (t): teacher level, (p): principal level
*p < .05; **p < .01; ***p < .001.

Table x (continued)

|		(14)	(15)	(16)
(15)	Tenure, current job (p)	0.684***	1.000	
(16)	Gender (p)	-0.087***	-0.197***	1.000
(17)	School size (no. of teachers)	-0.004	-0.027	-0.078**

Table A2: Principal axis factoring analyses of latent variables

	Teachers				Principals			
	M	SD	Factor score	Cronbach's alpha	M	SD	Factor score	Cronbach's alpha
Organizational commitment (affective)				0.75				0.69
I do not feel emotionally attached to the school.	3.77	1.13	0.65		4.28	1.17	0.64	
I do not have a strong sense of belonging to the school	3.84	1.14	0.65		4.44	1.04	0.64	
Transformational leadership *My principal…*				0.91				0.78
provide(s) a compelling vision of the organization's future.	3.13	1.11	0.81		4.20	0.64	0.57	
articulate(s) and generate(s) enthusiasm for a shared vision and mission.	3.01	1.12	0.87		4.21	0.57	0.74	
facilitate(s) the acceptance of common goals for the school.	2.97	1.08	0.88		4.18	0.60	0.75	
say(s) things that make employees proud to be part of the organization.	3.11	1.15	0.82		4.21	0.72	0.67	
Contingent reward *My principal…*				0.85				
reward(s) my employees' performance (e.g., through wage supplements), when they live up to expectations.	2.55	1.17	0.72					
reward(s)the employees dependent on how well they perform their jobs.	2.47	1.02	0.72					
Management by exception *My principal…*				0.55				
focus(es) attention on irregularities, mistakes, exceptions and deviations from what is expected of me.	2.54	1.16	0.49					
dismiss(es) teachers if they over a long period do not perform satisfactory.	2.14	1.07	0.49					

Note: Oblimin rotated

Scree plot of eigenvalues after factor
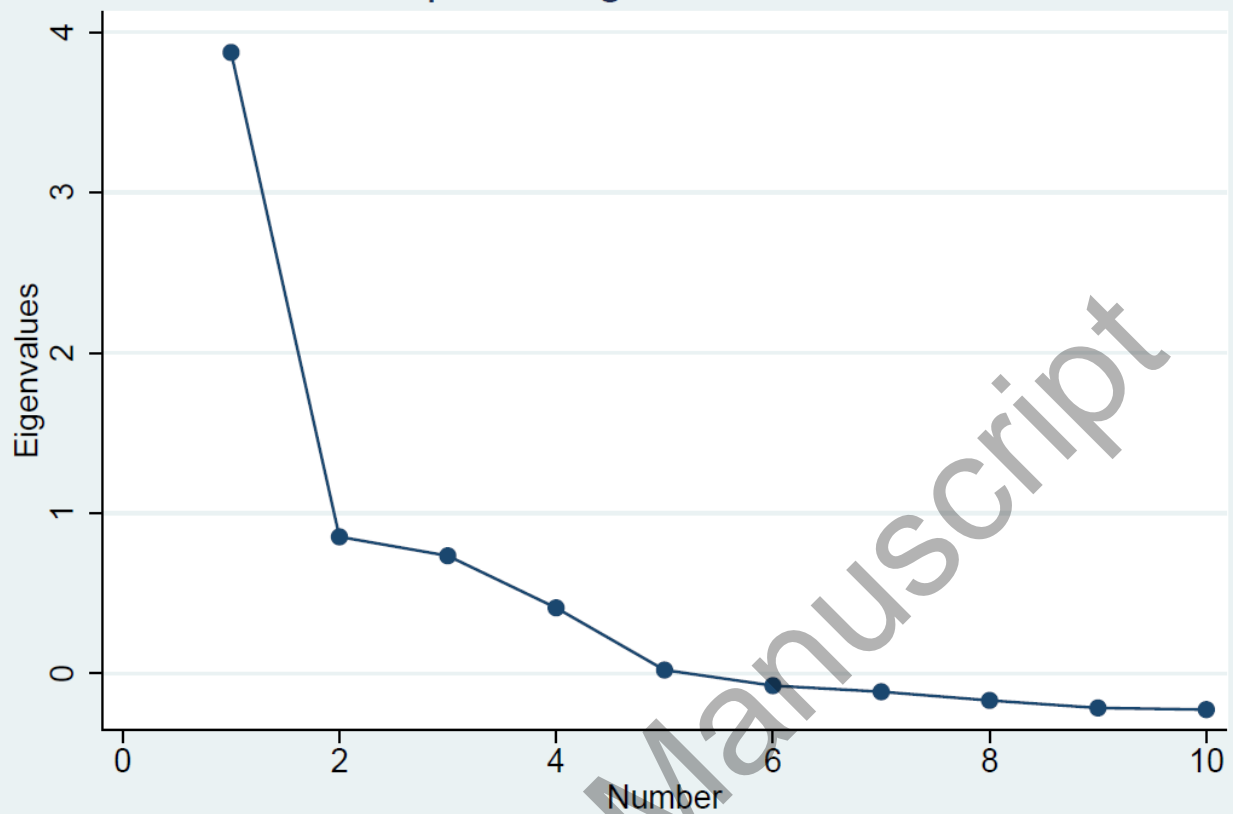
EXTRA, Table. GLS regression of employee organizational commitment for all respondents (transformational leadership congruence groups as dummy variables) (Random effects, unstandardized regression, t stats in parentheses) *with control for sd_transformational_org*

	Model 3.3
Principal's org. commitment (POC)	0.0769[*]
	(1.97)
Leader type	
Overrating managers (OM)	5.310
	(0.89)
Detached managers (DM)	16.20[***]
	(3.83)
Reticent managers (RM)	11.69[*]
	(2.21)
Transformational managers (TM)	(ref.)
Interaction terms	
POC*OM	-0.221[**]
	(-2.92)
POC*DM	-0.197[***]
	(-3.85)
POC*RM	-0.256[***]
	(-3.81)
POC*TM	(ref)
Contingent reward	0.154[***]
	(5.85)
Management by exception	-0.128[***]
	(-4.22)
Teacher level variables	
Age	-0.357[***]
	(-3.83)
Tenure, current job (yrs)	0.580[***]

	(6.07)
Female (dummy)	3.532[**]
	(2.98)
Science teacher (dummy)	-4.547[**]
	(-2.90)
Part time (dummy)	-4.179[**]
	(-2.61)
School level variables	
Principal age	0.500[**]
	(3.28)
Principal tenure, current job	-0.290[**]
	(-2.61)
Principal gender (female = 1)	-3.444[*]
	(-1.98)
School size (no. of teachers)	-0.0596[*]
	(-2.41)
SD_transformational leadership (org.)	-0.112
	(-0.54)
Constant	59.15[***]
	(5.33)
N individuals	1,470
N groups	75
R^2 within	0.140
R^2 between	0.330
R^2 overall	0.159
sigma_u	2.18
sigma_e	23.18
rho	0.0087

Note: [*] $p < 0.05$, [**] $p < 0.01$, [***] $p < 0.001$