INFLUENCE OF PRINCIPALS' POSITIVE LEADERSHIP ON SCHOOL EFFECTIVENSS PERCEIVED BY TEACHERS IN PRIVATE UNIVERSITIES IN CHINA: THE MEDIATING ROLE OF ORGANIZATIONAL COMMITMENT AND THE MODERATIND ROLE OF JOB INSECURITY

By

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ABSTRACT

The purpose of this study is to explore the relationship among Chinese private university teachers' perceived principals' positive leadership, organizational commitment, job insecurity and school effectiveness. In this study, a questionnaire survey which combined the Principal's Positive Leadership Scale, Organizational Commitment Scale, Job Insecurity Scale, School Effectiveness Scale was conducted among 732 teachers as samples, with a convenient sampling method, sampled from 5 private universities in Henan Province. According to the valid data of this study, SPSS22.0 and AMOS21.0 were used for statistical analysis. Finally, the conclusions of this study are as follows: (1). The private university teachers' perceived principals' positive leadership has a positive and significant influence on school effectiveness; (2). The private university teachers' perceived principals' positive leadership has a positive and significant influence on organizational commitment; (3). The

organizational commitment of private university teachers has a positive and significant influence on school effectiveness; (4). The organizational commitment plays a partially mediating role between the private university teachers' perceived principals' positive leadership and school effectiveness. (5). Job Insecurity plays a negative moderating role between the private university teachers' perceived principals' positive leadership and school effectiveness.

Key Words: Principals' Positive Leadership, Organizational Commitment, Job Insecurity, School Effectiveness , Private University

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CHAPTER 1

INTRODUCTION

This chapter mainly explains the influence of school teachers' perceived principals' positive leadership on school effectiveness, and the influence of organizational commitment and job insecurity on school effectiveness. This chapter is divided into six sections, followed by research background and motivation, research purposes and issues, research significance, research innovation, definition of concepts and research steps.

1.1 Research Background and Motivation

In the era of knowledge economy, all countries in the world agree that education must be prioritized. With the continuous improvement of requirements for human resources in social development, universities are also carrying out various reforms, hoping to conform to the development of the times through the adjustment of their own internal and external structures (Burušić, Babarović, & Velić, 2016). School effectiveness has always been regarded as a guide to the quality of education.

Improving school effectiveness is the main goal of education reform (Hou, 2002). School effectiveness is the key to the success of college reform. It is a scientific, reasonable and perfect institutional system that combines the internal efficiency, external efficiency and future-oriented efficiency of the school to promote the reform and development of colleges and universities better and faster. (Wang, 2013).

School effectiveness refers to the degree to which school organizations achieve educational goals (Sammons, 2016). It is a concrete manifestation of the quality of school education. It has been a consistent development trend in the education field to construct a productive learning environment that makes students more competitive to adjust and survive in the society. (Chen, 2016; Guerra-López & Toker, 2012). Creating a school with all-round effectiveness has become the goal of all educators in the education reform process (Qiu, 2003; Sammons, 2016). In recent years, private colleges and universities have played an important role in higher education in China, but private colleges and universities are facing increasingly serious competitive education markets and thus are eager to find ways to effectively improve school effectiveness to enhance school competitiveness. Private colleges and universities are similar to corporate organizations, but they have their own unique features. University teachers are responsible for teaching, research and social

services,etc.. They have high levels of knowledge and intelligence, most of whom are active in thinking, have a strong sense of autonomy, and have clear goals and strive to achieve self-worth (Zhao, Li, & Tan, 2007). At present, in the past school effectiveness studies, most of the research is based on primary and secondary schools (Li, 2012; Su, 2015; Wu, 2015; Wu, 2013; Xie, 2011; Zhong, 2011), and there is rarely research on the effectiveness of private colleges and universities in mainland China. Therefore, one of the motivations of the thesis is to understand the situation of school effectiveness of private colleges and universities in mainland China and then to propose suggestions for improving school effectiveness.

As the saying goes: "What kind of principal is there, what kind of school is there", which shows the close relationship between the leadership of a principal and the development of the school. And the effectiveness of the principal's leadership directly affects the performance and competitiveness of the school. At the same time, it can stimulate the composition and operation of the school team, and the cooperation and sharing of the members to solve school problems and improve school performance. Seeking successful and effective leadership to achieve educational goals has always been an important issue (Abrahamsen, Aas, & Hellekjaer, 2015). Cameron (2008) points out that, as one of the emerging leadership

theories, positive leadership can effectively promote the development of the school. It is a combination of concepts of positive psychology, positive histology and positive organizational change, etc.. It is a very important and effective principal leadership theory, which mainly emphasizes positive atmosphere, positive bond positive communication and positive denotation, which are the main effective practice of the principal. (Xie, 2011). It can promote positive communication among members, create a positive atmosphere for the organization, establish positive bond among members, and construct a common vision and meaning of the organization. (Donaldson & Ko, 2010; Youssef-Morgan & Luthans, 2013). Cameron (2012) points out that positive leadership is based on positivity and emphasizes affirmative orientation. Focusing on good virtues is to promote the positive results of individuals and organizations, and to achieve an influence of extraordinary high performance. At present, in the past research on the school effectiveness, most of the research results of the principal's positive leadership on school effectiveness focuses on the primary and secondary schools in Taiwan (Cai, 2006; Lai, Wu, 2017; Li, 2012; Li, 2014; Wu, 2015; Su, 2015; Wu, 2013; Xie, 2011; Zhong, 2011). There is little research on school effectiveness of private colleges and universities in mainland China, and it is worthwhile to study the relationship between the principal's positive leadership

perceived by teachers in private colleges and universities and the school effectiveness. Therefore, this study hopes to explore the influence of the principal's positive leadership of private colleges and universities on the school effectiveness, through the discussion of the principal's positive leadership, which is the second motivation for the research.

Luthans, Avolio, Avey, and Norman (2007) argue that the positive influence of organizational members' mental state on job performance is a worthwhile part of improving organizational effectiveness. However, teachers' organizational commitment is the core of school organizational efficiency and the key to the success of school education (Firestone & Pennell, 1993). The recognition of employees for the organization, the concentration of work and the degree of retention directly affect the effectiveness of an organization. The same is true for school management, and teachers' organizational commitment in the school is increasingly valued and concerned by the school principal. Some studies have pointed out that the higher the teacher's organizational commitment to the school, the higher the school effectiveness will be (Cai, 2006; Su, 2015). Employees with a high degree of organizational commitment will demonstrate higher work motivation and improve organizational performance (Lin, 2010; Xu, 2009). Huang (2015) points

out that teachers' organizational commitment has a positive and significant influence on job performance by choosing as subjects the teachers of eight independent private colleges in Guangdong. It can be seen that in the past researches on organizational commitment to organizational effectiveness, the school effectiveness has not been studied in private universities. Therefore, to explore the influence of the teachers' organizational commitment on school effectiveness in private colleges and universities is the third motivation of this research.

At the same time, technological change and fierce competition have forced organizations to make changes such as layoffs, restructuring, acquisitions, etc. to survive and develop. This change will cause employees to feel unsafe about future work (Hu, Zuo, 2007a). The phenomenon of job insecurity has gradually attracted the attention of researchers and has become an important construct of organizational behavior and health psychology (Wang, Wu, Wang, & Wu, 2018). Greenhalgh and Rosenblatt (1984) argue that job insecurity is a sense of powerlessness that in a threaten-existing work environment, individuals feel while trying to keep the job, which is manifested as a concern that knowledge employees have on the quality of employment relationship and its stability; it is a source of stress (Sverke & Hellgren, 2002). The influence on employees' work attitude, work and innovation behavior

and job performance is negative (Zhu & Hu, 2014), which will reduce employees' job satisfaction, organizational trust, etc., and will also improve employee turnover tendency and influence organizational performance, which has a serious impact on companies (Ashford & Bobko, 1989). It can be seen that the sense of job insecurity has a significant influence on the attitudes and behaviors of employees and on the overall development of the company, and will undoubtedly attract more and more attention from the business community and the academic community. At present, the job insecurity of college teachers in China is at a medium level, and there are persistent concerns about job expectations, which have a negative impact on job performance and engagement (Zhang, Lin, & Zhang, 2014). In recent years, all walks of life have begun to pay attention to the problem of employees' job insecurity, but the research on college teachers is not deep (Chen, 2019). Therefore, to make in-depth investigation of the current situation of job insecurity among teachers in private colleges and universities, and to explore its role in the process of teachers' perception of the influence on school effectiveness of the principal's positive leadership, has practical significance on understanding the current psychological and working conditions of teachers in Chinese private colleges and universities, and

optimizing and improving the direction of education management system reform. It is the fourth motivation for this research.

In summary, the positive leadership of the school principal is an important influence factor of school effectiveness (Blau & Presser, 2013). Exploring the relationship between principals' leadership and school effectiveness can be analyzed from the teacher's perspective to analyze the principal's leadership behavior and characteristics, and to discover its relationship with school effectiveness (Zhang, Zhang, & Zhu, 2009). At present, there are 134 colleges and universities in Henan Province of China, including 37 private colleges (Ministry of Education, 2017), and private colleges and universities account for 27.61% (Yang, 2019), while Henan Province is actively promoting the Zhengbianluo National Independent Innovation Demonstration Zone, the National Grain Production Core Area, the Central Plains Economic Zone, the Construction of the "Belt and Road" and the Strategic Construction Objectives of the Zhengzhou Airport Comprehensive Experimental Zone; thus facing the lack of applied technical talents, the improvement of the school efficiency of private colleges and universities in Henan Province is imminent (Yang, 2019). In view of the characteristics of private colleges and universities in Henan Province of China, this study is based on private higher education in Henan Province

of China, and attempts to explore the influence mechanism of private college teachers' perception of the principal's positive leadership on school effectiveness and discuss the roles of the organizational commitment and job insecurity, through the method of empirical investigation, to provide a reference for the improvement of school effectiveness.

1.2 Research Purposes and Issues

At present, in the past research on the school effectiveness, among the research findings of the influence of the principal's positive leadership on school effectiveness, the subjects are mainly the primary and secondary schools in Taiwan (Cai, 2006; Li, 2012; Li, 2014; Wu, 2015; Su, 2015; Wu, 2013; Xie, 2011; Zhong, 2011). The effectiveness of private colleges and universities in mainland China has not been studied, which is one of the current research gaps. There is almost no research on the relationship between the principal's leadership perceived by private college teachers and the school effectiveness. It is the second gap of current research. The discussion of the relationship between the principal's leadership and the school effectiveness is mostly from the others' perspective. The researchers generally use the teacher as the research object. The researcher analyzes the principal's leadership

behavior and characteristics from the teacher's perspective, and finds its relationship with the school effectiveness. (Zhang et al., 2009). Therefore, the purpose of this study is to:

1. explore the influence of the teachers' perceived principals' positive leadership on the school effectiveness in Chinese private colleges and universities.

2. explore the influence of the teachers' perceived principals' positive leadership on the organizational commitment in Chinese private colleges and universities.

3. explore the influence of teachers' organizational commitment on school effectiveness in Chinese private colleges and universities.

4. explore the mediating role of the teachers' organizational commitment between the perceived principals' positive leadership and school effectiveness in Chinese private colleges and universities.

5. explore the moderating role of teachers' job insecurity between the perceived principals' positive leadership and school effectiveness in Chinese private colleges and universities.

According to the above research purposes, the following research questions are proposed:

1. What is the influence of teachers' perceived principals' positive leadership on school effectiveness in Chinese private colleges and universities?

2. What is the influence of teachers' perceived principals' positive leadership on organizational commitment in Chinese private colleges and universities?

3. What is the influence of teachers' organizational commitment on school effectiveness in Chinese private colleges and universities?

4. What is the mediating role3 of teachers' organizational commitment between teachers' perceived principals' positive leadership and school effectiveness in Chinese private colleges and universities?

5. What is the moderating role of teachers' job insecurity between teachers' perceived principals' positive leadership and school effectiveness in Chinese private colleges and universities?

1.3 Research Significance

1.3.1 Theoretical Significance

This research is to broaden the research object and mechanism of the principal's positive leadership and school effectiveness. Reviewing relevant

literature, first, in the influence of the research results of the principal's positive leadership on school effectiveness, the subjects are mostly the primary and secondary schools in Taiwan (Cai, 2006; Li, 2012; Li, 2014; Wu, 2015; Su, 2015; Wu, 2013; Xie, 2011; Zhong, 2011). There is no research on the school effectiveness of private colleges and universities in mainland China, and there is no research on the relationship between the principal's positive leadership perceived by private college teachers and the school effectiveness. Secondly, in the mechanism of effect, this study explores the influence of principals' positive leadership on school effectiveness from the perspective of teachers in private universities in Henan Province, China, with teachers' organizational commitment as the mediator and teachers' job insecurity as the moderator to explore the influence of principals' positive leadership perceived by private college teachers on school effectiveness, enriching the research on the principal's positive leadership and school effectiveness, and providing a new direction for the research.

1.3.2 Practical Significance

Studies have pointed out that the main leaders of the school will have an important influence on school effectiveness (Blau & Presser, 2013). The research results of the influence of the principal's positive leadership on the school

effectiveness have also become the focus of many studies, providing research foundation for later research (Cai, 2006; Li, 2014; Xie, 2014), but it can be further discussed from many aspects. At present, the entry of Chinese private higher education into the development period is an important force in promoting China's education reform. Therefore, this study further explores the influence of the principal's positive leadership perceived by the private college teachers on the school effectiveness, as well as the roles of organizational commitment and job insecurity in the process. It has certain practical significance for promoting the connotative development of private colleges and universities and meeting people's good education yearning for the fair and high quality, and the research results can better assist the improvement of the education management system of the Chinese private colleges and universities.

1.4 Research Innovation

In summary, in the current influence of the principal's positive leadership on school effectiveness, most researches are on the effectiveness of primary and secondary schools. (Cai, 2006; Li, 2014). There are few researches taking private colleges as research objects, while in China, private colleges have become important

pillar of China's higher education. Therefore, it is one of the research innovations to explore the school effectiveness of private colleges and universities; the discussion on the relationship between the principal's positive leadership and the school effectiveness is always the core research topic of educational administration and organizational behavior, but there are still some research gaps to be filled (Wu, 2015). Therefore, to further explore the influence of the principal's positive leadership of private colleges and universities on the school effectiveness, can supplement the theoretical gap of the research. This is the second innovation of this research. In the previous research, through further analyzing the mediation effect it has found that the principal's positive leadership can influence the school effectiveness through factors such as school culture (Zhong, 2011), and the teacher's sense of hope in the workplace (Li, 2014), etc.. This study takes the teachers' organizational commitment as the mediator and the teachers' job insecurity as the moderator to explore the effect of the private university teachers' perceived principal's positive leadership on the school effectiveness, which is the third innovation of this research.

1.5 Definition of Concepts

1.5.1 Principals' Positive Leadership

It means that teachers perceive that the principal can create a positive atmosphere in the school and shape the positive vision of the school, and communicate with the teacher with positive emotions and thoughts at any time, so as to establish a positive interpersonal bond and better manage the needs of the teachers and then help them achieve themselves and achieve school goals together (Cameron, 2012). It includes four levels: positive atmosphere, positive bond, positive communication and positive denotation.

A. Positive Atmosphere

It refers to the state in which the leader guides the members of the organization more positively than the negative emotions; that is, everyone can work in a happy, pleasant and joyful mood, rather than working in an angry, disappointed and sad situation (Cameron, 2012).

B. Positive Bond

It means that the organization decision-makers can use various methods to help members unite and cooperate with each other, and enhance members' loyalty, dedication and identity to the organization (Cameron, 2012).

C. Positive Communication

It means that the organization leaders replace the negative and critical discourse with affirmative and supportive words, thereby to improve the favorableness of the interactive situation of the organization team. (Cameron, 2012).

D. Positive Denotation

It means that organizational decision makers use personal charisma and influence to change the members of the organization, so that all members focus on the public interest over private interests, and enable them to contribute their own efforts to organizational growth and performance (Cameron, 2012).

1.5.2 Organizational Commitment

It is a state of mind about whether an employee is willing to stay in an organization and is the centripetal force and sense of belonging of the members of the organization. It is composed of affective commitment, continuance commitment, and normative commitment (Meyer & Allen 1990).

A. Affective Commitment

It refers to the extent to which members can identify with and integrate into a particular organization, including recognition of organizational goals and values, voluntary hard work to achieve organizational goals, loyalty to the

organization, and unwillingness to leave the organization (Meyer & Allen 1990).

B. Normative Commitment

It refers to the sense of obligation that employees remain in the organization in order to achieve their own responsibilities due to social norms and social responsibility (Meyer & Allen 1990).

C. Continuance Commitment

It means based on the employees' consideration of the vested interests, employees consider the status and material treatment that they have received in the organization for many years. If they leave the organization, they will lose the existing benefits of these years of operation. It is an act that they choose to continue to stay in the organization, based on the consideration of the loss of leaving the organization (Meyer & Allen,1990).

1.5.3 Job Insecurity

It refers to the fact that employees in the organization have the perception that there is no guarantee in their own work and future development. They can be divided into two aspects: quantitative insec3urity and qualitative insecurity (Hellgren, Sverke, & Isaksson, 1999):

A. Quantitative Insecurity

It is similar to the traditional comprehension of work insecurity, focusing on employees' concerns about unemployment (Hellgren et al., 1999).

B. Qualitative Insecurity

It refers to the perception that employees have a threat to the quality of the employment bond (Hellgren et al.,1999).

1.5.4 School Effectiveness

It refers to the effective use of material and human resources in the response to the pressures and needs of the internal and external environment, and the integration of the operation of the school system to create a good atmosphere for school organization and achieve high quality of effectiveness of administration, teachers, students and parents and further to achieve school education objectives (Hu & Huang, 2007). It includes management effectiveness, Teacher Effectiveness, student effectiveness and community effectiveness (Zhao, 2016).

A. Management Effectiveness

It refers to the teacher's feelings about the principal's leadership style and decision-making mode, the interaction and communication of the school members, the implementation and evaluation of the teaching and vision, the teaching environment planning and equipment purchase, and the communication and

coordination of the administrative department (Zhao, 2016).

B. Teacher Effectiveness

It refers to the teacher's feelings about teaching skills and quality, teacher's professional knowledge and growth, teacher's job satisfaction and professional attitude, teacher's class management and communication between teachers and students (Zhao, 2016).

C. Student Effectiveness

It refers to the training of teachers' perception in the performance of students' basic subjects, group discipline and moral behavior, peer cooperation and social practice services (Zhao, 2016).

D. Community Effectiveness

It refers to the teacher's perception about interaction among the school, parents and society. This bond will affect the extent to which the school can receive outside assistance and resources (Zhao, 2016).

1.5.5 Private Colleges and Universities

Private colleges and universities refer to social organizations or individuals outside the state institutions, using non-state financial funds to conduct higher education for the society. Private universities have been developing in China

for 30 years and are an important part of Chinese higher education (Li, Gong, & Chen, 2014). This study refers to private colleges and universities in Henan Province, China.

1.6 Research Steps

The steps of this study are first presented in the flow chart 1.1 as follows, and then detailed.

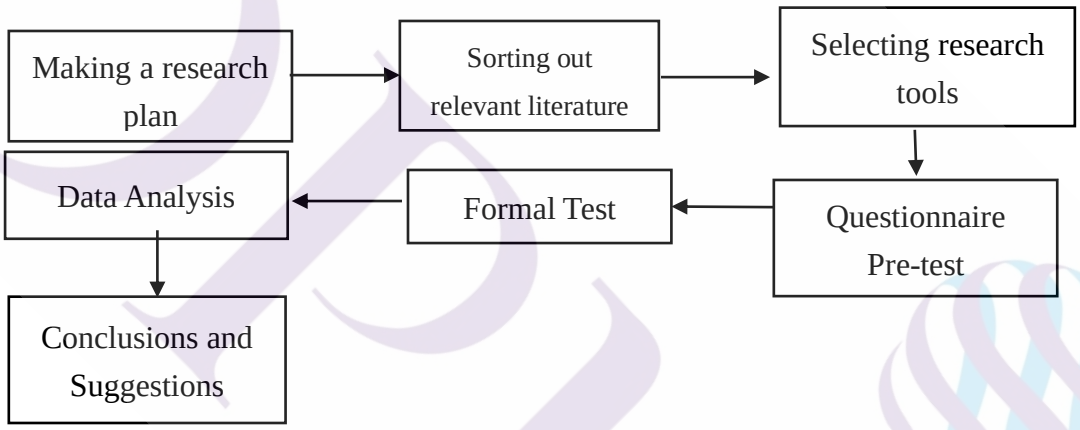

Figure1.1 Research Flow

According to the flow chart of this study, the procedures are as follows:

A. Making a research plan

Collect and read literature about positive leadership, school effectiveness, and related literature, identify research topics, define the scope and structure of the research, establish research methods and procedures, develop research plans, and send to the guiding professor for guidance and revision.

B. Sorting out relevant literature

The relevant literature collected will be discussed and analyzed as a theoretical basis for this research and a reference for the preparation of research tools.

C. Selecting research tools

According to the literature, draw up the outline of the questionnaire, and according to the outline, compile the the questionnaires of the perception of teachers in the private colleges and universities of the principal's positive leadership, organizational commitments, job insecurity and school effectiveness.

D. Questionnaire Pre-test

Select the pre-test questionnaire to test the school for the pre-test of the questionnaire, first analyze the project of the scale based on the data obtained from the pre-test, delete the dissatisfied items, then conduct exploratory factor analysis, then discuss with the guiding professor to correct the inadequacy of the questionnaire and finally make a formal questionnaire.

E. Formal Test

Analyze the items of the formal questionnaire by confirmatory factors, and test the actual measurement fit and construct validity of the questionnaire to

determine the reliability, validity and discriminability of the scale.

F. Data Analysis

After the questionnaire being collected, process the data with the computer statistical software package SPSS, analyze the obtained data by descriptive statistics, difference analysis, Pearson product difference correlation analysis, multiple linear regression analysis, and then present the results of the analysis.

G. Conclusions and Suggestions

According to the contents of the literature and the results of the questionnaire survey, the conclusions9 of the cost study are made and recommendations are put forward accordingly.

In summary, this chapter mainly introduces the research background of school effectiveness, including the background of realistic research and the background of theoretical research. It sorts out the shortcomings and vacancies of previous studies, and points out the necessity of the study of school effectiveness from the perspective of the principal's positive leadership in private colleges and universities. This paper puts forward the purpose and problem of this research, and analyzes the research significance of this paper, including its theoretical significance and practical significance; at the same time it introduces the innovation of this

research, the innovative part of the research object. This study takes teachers in the Chinese private colleges and universities as the research object; and the variable innovation part mainly introduces the new antecedent variable, i.e. principal's positive leadership in the field of school effectiveness research, as well as other innovative intermediary and adjustment variables to finally clarify how the three variables like the principal's positive leadership,organizational commitment, and job insecurity interact and affect school performance.

CHAPTER 2

LITERATURE REVIEW

This chapter collects and collates relevant literature for each variable and conducts in-depth discussion. It is divided into six sections. The first section is the theoretical basis, the second section is the relevant research of the principal's positive leadership, and the third section is the related research of teachers' organizational commitment. Section 4 is a study of teachers' job insecurity, Section 5 is a study of school effectiveness, and Section 6 is a study of the bond between teachers' perception of the principal's positive leadership, teachers' organizational commitment, job insecurity and school effectiveness. They are described as follows.

2.1 Theoretical Basis

According to the theory of social information processing, human beings are like machines, human brains are compared to machine hardware, and programs, numbers and other software are input to them for storage, information screening, and

machines are converted according to input information to output corresponding behaviors and beliefs (Masuda & Nisbett, 2001). Having applied social information processing theory to the working environment, Salancik and Pfeffer (1978) think that human thinking is not like a machine with fixed programs human understanding is easily influenced by many factors. The social information of workplace environment affects the attitudes and behaviors of employees. In order to better adapt to the workplace environment, employees understand the perception of the workplace environment through interaction with others, thus affecting the follow-up attitudes, behaviors and performance of employees. Miller (2011), Gurbin and Tracey (2015) all argue that individual intrinsic perceptions and behavioral outcomes are susceptible to social environmental information in the external environment. In this research, the sense of job insecurity can be regarded as the internal perception of the individual, the school effectiveness is the result of the behavior, and the positive leadership can be regarded as the external environment.

In this study, as for college teachers in the school work environment, the school leadership style affects the attitude and behavior of teachers in the work; teachers form a perception of the work environment in order to better adapt to the working environment, and then decide their own attitude in the school (such as:

organizational commitment, job insecurity), and it also affect teachers' perception of the effectiveness of all aspects of the school. Therefore, based on the theory of social information processing, this study explores the principal's positive leadership style of teachers' perception in private colleges and universities, the impact on teachers' organizational commitment and perceived school effectiveness, and through teachers' organizational commitment and job insecurity, ultimately affecting teachers' perception of school effectiveness. And the theory is applied to the cross-level impact of positive leadership on employee behavior (Luo, 2018).

2.2 Relevant Research of the Positive Leadership

Cameron (2008) points out that as one of the emerging leadership theories, positive leadership, can effectively promote the development of the school. In today's school education, the requirements and efficiency of school education quality and quantity are more urgent, and it is necessary to implement positive leadership behavior in school education (Xie, 2011). This section will discuss the definition of positive leadership, relevant theoretical foundations, dimensions and measurements, and related research on demographics in positive leadership.

2.2.1 Definition of Positive Leadership

Barber (1972) first emphasizes the opportunity of education management depends on forwardness and creativity. Mason (1991) believes that the positive vision of organizational leaders is a key factor in the rise and fall of the organization, and Fennell (1996) believes that the important responsibility of leaders is to create a positive environment. Sternberg (2005) proposes a positive model for the education field to improve the performance of education management until Cameron (2008) first proposes the concept of positive leadership in his book. Emphasizing positive leadership is the application of leadership principles in emerging areas such as positive histology, positive psychology, and positive change theory, and can also be called positive leadership. Later, other researchers conclude and define the school's positive leadership from different perspectives:

Xie (2011) believes that positive leadership is a leadership behavior in which the role of the leader can promote the forward transcendence of individuals and organizations. Andronico (2013) believes that the principal's positive leadership means that the principal can establish a positive culture for the school in order to create a responsibility culture of performance within the organization. Wu (2013) defines positive leadership as a process and behavior in which the leader uses his

influence, building member capabilities, creating a positive atmosphere and culture, encouraging members to support and care each other, and motivating members to develop their potential to achieve organizational goals. The positive leadership behavior of the group leaders of Smith, Bryan and Vodanovich (2012) includes: A. Build organizational members' mentality. B. Promote the job satisfaction of members. C. Improve the organizational atmosphere. Chen (2013) believes that the principal's leadership focuses on the advantages of organizations and individuals, communicates with positive thinking, shapes positive bonds and atmosphere, establishes a positive energy network, builds a vision with members to emphasize the improvement of results and stimulate positive energy and contributes to positive transcendence. Li (2012) believes that leaders use positive thinking to lead members to establish the goal of joint efforts, create a positive atmosphere, keep together all the members and unite forces, and respect and care the members of the organization to achieve organizational goals together.

Cameron (2012) elaborates the connotation of positive leadership from four aspects, including A. Positive atmosphere: it refers to a state that under the leader's guiding, the positive emotions of the members of the organization are more than the negative sentiment of them; that is, everyone can work in a mood of

happiness, pleasure and joy, instead of working in the condition of anger, disappointment and sadness. B. Positive bond: it means that the organization decision makers can use various methods to make members of organization assist, unite and cooperate with each other, and enhance members' loyalty, dedication and identity to the organization. C. Positive communication: organizational leaders replace the negative and critical discourse with affirmative and supportive words, thereby enhancing the organizational team's interactive situational advantage. D. Positive denotation: it means that the organizational decision makers use personal charisma and influence to change the members of the organization, so that all the members can focus on the public interest rather than the private interests, and enable them to contribute their own efforts to organizational growth and performance.

Over-viewing the above literature, this study defines the positive leadership as: in the school's management services, the principal of perception of the private college teachers, with the leadership style of positive energy, create a positive atmosphere in the organization, so that the whole school faculty and staff can maintain positive emotions, reaching the goal of improving the performance of all the school's work, and thus improve organizational effectiveness. It can be divided into four aspects: positive atmosphere, positive bond, positive communication and

positive denotation. A. Positive atmosphere is a state in which leaders in an organization are guiding members of the organization, with positive energy, having more positive emotions than negative ones. B. Positive bond refers to the positive interaction among the leaders in the organization, actively discovering the strengths of each other, stimulating the potential of people and organizations, and further promoting the virtuous circle of positive bond. C. Positive communication means that the organization leaders replace the words of negativism and criticism with words of affirmation and support, thereby improving the favorableness of the interactive situation of the organization team. D. Positive denotation means that leaders in the organization lead members to transcend personal interests and combine personal work values with organizational effectiveness.

2.2.2 The Theoretical Basis of Positive Leadership

The theoretical basis of positive leadership mainly comes from demand hierarchy theory, two-factor theory, group dynamics theory, and transformation leadership theory.

A. Demand Hierarchy Theory

Maslow (1954) discusses the level of human needs, emphasizing that human needs are composed of many different levels and natures, and that there are

high and low levels and order, from the lowest level of physiological needs to high levels of self-realization need. The degree of need and satisfaction at each level, will determine the individual's certain behaviors. If the need can be met, people can get the sustenance and tranquility of the body and mind, which is the positive emotion (Li, 2012). In this study, if the school teachers perceive the positive care of the principal, the more emotional support is, with the satisfaction of the various levels of their needs, the more positive emotions will be, and the positive atmosphere in the school team will be formed and accordingly the school effectiveness will be better.

B. Two-factor Theory

Herzberg (1959) believes that factors affecting work attitude are divided into two categories: health care factors and incentive factors. Health care factors include organizational policies, management techniques, co-worker bonds, wages, work environment, etc.. Improvements in these factors can eliminate employees' dissatisfaction. Incentives are factors that are suitable for individual psychological growth and can motivate enthusiasm, but can only maintain the original work efficiency (Herzberg, Mausner & Snyderman, 1959; Herzberg, 1979). They can also be applied to college teachers (Ghazi, Shahzada & Khan, 2013). In this study, the school teachers perceive the principal to appreciate their strengths, and they have

received the affirmation of the principal, and they are encouraged to make progress and grow, which can effectively eliminate the teachers' dissatisfaction, and enable the teacher team of the school to work happily and effectively and then to improve the efficiency of the school.

C. Group Dynamics Theory

Lewin's (1947) Group Dynamics Theory emphasizes organizational cohesion, the interaction between organizational members, leadership style and organizational productivity, and advocates that the strength of the entire group is greater than the sum of individuals. The leader in the organization is the core of the group and the most powerful person, having significant impact, who can change the group members or the whole atmosphere. More capable leaders can help maintain the internal and external bonds of the group and promote interaction among members to achieve group goals (Rath, 2004). In this study, the principal is the core figure of the school organization. If the school teacher can perceive the principal's positive leadership style more, the organizational atmosphere and the organization of the membership bond will be better, which makes the school organization form positive communication, positive thinking, through the teachers' trust or consensus among each other to achieve organizational goals.

D. Transformation Leadership Theory

Alan (1992) points out that transformational leaders emphasize vision and mission, but do not emphasize planning; they pay attention to the transmission of vision, but not to assigning responsibility; they focus on causing motivation and inspiring, but not on control and problem solving. It has also been applied in educational organizations (Wu & Lin, 2003). In this study, the school teachers perceive the good vision and mission of the principal in running the school, which makes the school teachers feel positive and meaningful, communicates with the teachers, promotes the positive bond between the teachers, and makes the school form a positive atmosphere.

Based on the above theoretical basis, in this study, the teacher perceives the principal's positive leading behavior, paying attention to the psychological feelings of the teacher, and with positive communication, positive interpretation, and positive leadership, the teacher's active willing to create an optimistic, and happy positive organizational atmosphere, which enables teachers to establish mutual trust, mutual dependence and mutual cooperation, generate a high sense of trust and happiness, and work together to achieve the vision of the organization's goals, thereby improving school effectiveness.

2.2.3 Positive Leadership Dimension and Measurement

About dividing and measuring the dimensions of the principal's leadership, this study summarizes the following measurement tools:

A. Principals' Positive Leadership Scale by Xie (2011)

Cameron (2008) divides the positive leadership into four aspects: creating caring with a positive atmosphere, making good use of the wisdom incentive of positive communication, strengthening the positive courage to execute, shaping the positive identity of positive bond. Based on Cameron's (2008) positive leadership concept, Xie (2011) makes the Principal's Positive Leadership Scale to measure the positive leadership behavior of the principal from the perspective of others (teachers). The scale is divided into positive atmosphere, positive bond, positive communication and positive denotation. There are 4 dimensions, using Likert 5 points, from 1 point to 5 points. 1 point means no match; 5 points means complete match. The higher the point is, the better the principal's positive leadership is. The overall internal consistency coefficient of the original scale is 0.926 (Xie, 2011), and the scale has been tested with good reliability in practical applications (Luo & Zhang, 2018).

B. Principals' Positive Leadership Scale by Gordon (2008)

Gordon (2008) evaluates the principal's positive leadership from seven

aspects: the positive sentiment, respect for subordinates, positive interpretation of subordinate behavior, improving competitiveness, using positive members, supplementing positive energy and reducing negative energy, by using Likert 5 points scoring, from 1 to 5 points. 1 point means no match; 5 points means complete match; the higher the score is, the better the principal's positive leadership is.

C. Principals' Positive Leadership Scale by Zhong (2011)

Zhong (2011) divides the principal's positive leadership into 5 dimensions: a shared vision of building positive denotation, creating caring with a positive atmosphere, making good use of the wisdom incentive of positive communication, strengthening positive courage to execute, and constructing team learning with positive direction. Use the Likert 5-point score, from 1 point to 5 points; 1 point means no match, 5 points means complete match, and the higher the score is, the better the principal's positive leadership is.

Based on the analysis and the purpose and definition of this research, this study believes that Xie's (2011) understanding of the principal's positive leadership and the according questionnaire he makes are more suitable for this research, which divide positive leadership into the four dimensions of making good use of positive communication, creating a positive atmosphere, establishing positive bonds, and

fostering positive denotations. The four dimensions are also widely applied. (Cai, 2012; lv, 2011; Huang, 2012; Liu, 2012; Donaldson & Ko, 2010). And many times in the positive leadership research, they also have good reliability and validity (Cai, 2012; Liu, 2012; Luo, & Zhang, 2018). Therefore, this research tool will use Xie's (2011) dimension division of the principal's positive leadership and his according survey questionnaire.

2.2.4 Related Research on the Principal's Positive Leadership

Regarding the research of the principal's positive leadership, the researcher conducts discussion on relevant demographic variables according to the research situation, understands the differences in the characteristics of the research subjects in the positive leadership, and controls in further research to reduce the external interference in the research. The differences in the relevant demographic variables are as follows:

Studies have shown that teachers of different genders and ages do not reach significant differences in perceiving the positive leadership of the principal (Zhong, 2011; Lv, 2011). The study by Zhong (2004) shows that teachers of different genders and ages have significant differences in the perception of principal's positive leadership.

There are also differences in the level of education. Studies show that teachers with different academic qualifications have no significant difference in perception of the principal's positive leadership (Zhong, 2011). However, some scholars believe that teachers with different academic qualifications have significant differences in the perception of the principal's positive leadership (Lv, 2011; Zhong, 2004).

Studies on the age of enrollment and whether or not to serve as an administrative post teacher show that there is no significant difference in the perception to the principal's positive leadership of teachers who have different seniority and whether they are appointed to administrative positions (Zhong, 2004; Zhong, 2011). However Lv's (2011) research shows that teachers who have different seniority and whether they are appointed to administrative positions have significant differences in the perception of the principal's positive leadership, and teachers whose seniority is more than 10 years have better perception than those under 10 years.

Chen and Liu (2015) point out that in the study of the principal's cultural leadership and school effectiveness that teachers of the Primary School perceive, the teachers of different genders, ages, academic qualifications, and the seniority and

position of the school have no difference in the perception of the principal's cultural leadership.

In the study of the principal's positive leadership and school effectiveness that teachers in Primary School perceive, Li (2012) shows that there are significant differences between teachers over the age of 51 and 31-40- year-old teachers, between teachers with master's degree and teachers with bachelor's degree, and between teachers with seniority of 21-30 or more that 31 years and teachers with that of under 10 years; the perception of the former is better than that of the latter. And teachers with an administrative post, have better perception than the teachers without a post.

In summary, that different genders, seniority, whether to hold administrative positions or academic leaders, academic qualifications and ages of teachers have different perceptions of the principal's positive leadership (Chen, Liu, 2015; Li, 2012; Lv, 2011; Zhong, 2004), has not got a consistent conclusion. Therefore, this study will explore whether there are significant differences in teachers who are different in gender, title, education, age, enrollment, or whether they are in administrative positions or academic leaders when perceiving the principle's positive

leadership.

2.3 Related Research on Organizational Commitment

Teachers' organizational commitment is the core of the school organizational efficiency and the key to the success of school education (Firestone & Pennell, 1993). Teachers' organizational commitments are increasingly valued and concerned by school principals. This section will explore the definition of organizational commitment, relevant theoretical foundations, dimensions and measurements, and demographic studies on organizational commitments.

2.3.1 Definition of Organizational Commitment

Whyte (1956) first proposes the concept of organizational commitment, emphasizing that people in the organization are not only working for the organization, but also the source of organizational creativity, and the ultimate attribution of member needs. However, Gouldner (1960) explores all the aspects of organizational commitment and emphasizes the centripetal and sense of belonging of members within the organization. Meyer and Allen (1991) argue that organizational commitment is a state of mind of whether employees want to remain in the organization or not, consisting of affective commitment, ongoing commitment, and

normative commitment. In today's educational environment, where school performance and characteristics are increasingly required, schools naturally expect teachers in the school to be willing to invest in the school to increase the visibility and attractiveness of the school.

Song and Cai (2005) believe that teachers' organizational commitment is to firmly believe in the school's mission and is willing to continue to develop in the school. Zhang (2009) emphasizes that teachers agree with the values and beliefs of organizations, and they are consistent in their attitudes and behaviors. They regard themselves as a part of the school, are willing to pay more attention to the school, and stay in school for a long time and work hard to achieve school goals. Huang (2015) points out that teachers' organizational commitment is a kind of psychological emotion of teachers, and it is a kind of work attitude of teachers to school and the psychological effect of staying. Li, Wang and Li (2018) emphasize that teachers' organizational commitment is a "psychological contract" between teachers and school organizations. It is the recognition, investment and loyalty of teachers to their schools and the profession of teaching. To some extent, it reflects the teachers' sense of happiness, accomplishment, honor and the stability of the whole teacher team's eagerness and practice to teaching.

Jiang (2015) points out that the organizational commitment of private college teachers is the affirmative attitude or psychological tendency of private college teachers to their own schools. It can be divided into three commitments: emotion, persistence and regulation. Affective commitment is the commitment from the emotion of teachers to schools; continuance commitment is the commitment whether teachers are willing to stay in school or not; normative commitment is the commitment from teachers' compliance of the norms of school's responsibilities and obligations.

In summary, teachers' organizational commitment of this research is defined as the teachers' sense of recognition, achievement and belonging to the school's development goals, values and vision, and the teacher is willing to continue, maintain and inherit, and is willing to spend personal time and energy to complete the affairs and activities related to the school. It includes affective commitment, continuance commitment and normative commitment. Affective commitment is a positive acceptance attitude of teachers' recognition of the school's goals, values and vision; continuance commitment is that teachers have a good impression of the school and a sense of belonging, and a psychological inclination to continue to teach; normative commitment is the attitude of the teacher to the compliance of the norms

of school's responsibilities and obligations.

2.3.2 Theoretical Basis of Organizational Commitment

A. Organizational Commitment Antecedents and Consequences Model of Mowday, Porter and Steers (1982)

Steers (1977) conducts research on 382 medical staff, 119 scientists and engineers, with work experience, work characteristics and personal characteristics as self-change items (an antecedent); with organizational commitment as an intermediary variable, and attendance rate, willingness to stay, work performance as depending change (consequence). The research results find that personal traits, job characteristics, and work experience are significantly related to organizational commitment, and organizational commitment is also significantly and moderately related to the willingness to stay and the attendance rate.organizational commitment Antecedents and Consequences Model Theory proposed by Steers based on the above research is always revered as the theoretical basis of organizational commitment. Mowday et al., (1982) develops the organizational commitment model of Steers (1977), and proposes four organizational commitment self-change items (the antecedents) of personal characteristics, related role characteristics, structural characteristics and work experience. Performance, service years, absenteeism, late

arrival and completion, and turnover change are depending change (consequences) of the organizational commitment. The model is similar to Steers's (1977) theory, but the coverage is broader and more rigorous. In this study, the higher that teachers perceive the principal's positive leadership is, the higher the organizational commitment will be, then the better the perceived school effectiveness will be.

B. Teachers' Organizational Commitment Model of Reyes and Pounder

Reyes and Pounder (1990) point out that teachers' organizational commitment is the teachers' psychological recognition of the school's goals and values, and the efforts and dedication of hoping to continue to stay in the school. Their theory summarizes the factors of teachers' organizational commitment: school environmental variables (bond with organizational members, salary, welfare, promotion opportunities, normative orientation and performance orientation), teacher demographic variables (age, gender, seniority and education level, the willingness to work, job identification, normative orientation and performance orientation), the degree of fit between the organization and the individual (the degree to which the individual accepts the socialization of the organization). It believes that the socialization of organization and members is two-way. After teachers enter the school organization, the personal value and the school value interact. This is the

preliminary link between the individual members and the organization. The members further develop relative attitudes,behaviors and faith, which are also major factors in members' commitment to the organization (Chen, 2009). In this study, the more the teacher perceives the principal's positive leadership, the more he agrees with the school's educational philosophy, the more he does his best to do the school work and achieve the school goal; that is, in the interaction between the teacher's personal value and the school value, the more integrated teacher perceives the principal's positive leadership with the personal value, the more he is willing to work hard for the school, thus improving the school's effectiveness.

Based on the discussion above, it is known that work performance, work commitment, and willingness to stay are all variables of consequences. In particular, Reyes and Pounder (1990) have developed a model of organizational commitment, taking teachers as objects and schools as the main body; it is especially suitable for assessing the degree of the commitment of teachers in schools. Therefore, this study, taking the teacher's organizational commitment as an intermediary variable, explores its mediating role in the influence of the perceived principal's positive leadership on school effectiveness.

2.3.3 Dimensions and Measurements of Organizational Commitment

At present, there are many different understandings of organizational commitment dimensions and measurements. There are single dimension, two dimensions, and multiple dimensions, so the development of measurement tools is also inconsistent. There are several dimension and measurement questionnaires for the study of organizational commitment dimensions and measurements:

A. Organizational Commitment Scale by Allen and Meyer (1990)

The earliest organizational commitment scales by Allen and Meyer (1990) are used to measure the attitude of members to the organizational commitment, measured in three dimensions: affective commitment, normative commitment, and continuance commitment. The affective commitment scale measures the degree of emotional attachment, identity and engagement of employees to their organization. The Normative Commitment Scale reflects the pressure on employees based on organizational socialization. The Continuing Commitment Scale relates to employees' perceptions of the losses caused by leaving the organization. The scale uses the Likert 5 point score, from 1 to 5 points; 1 point represents no match, and 5 points represents total match; the higher the score is, the higher the organizational commitment of the member is. The internal consistency coefficient of the original

scale is 0.867 (Allen & Meyer, 1990). A good many of the follow-up researchers refer to this scale model to develop their scales (Ling, Fang, & Zhang, 2000; Song & Cai, 2005; Ma, 2006; Liu, 2009).

B. Organizational Commitment Scale by Ling, Fang and Zhang (2000)

Ling et al. (2000) compile a scale of organizational commitments to measure the organizational commitment of Chinese workers. The scale is measured from five main commitments: affective commitment, normative commitment, ideal commitment, economic commitment and opportunity commitment. The scale uses Likert 5-point score, from 1 point to 5 points; 1 point represents no match, and 5 points represents total match; the higher the score is, the higher the organizational commitment of the member is. The internal consistency coefficient of the original scale is 0.889 (Ling et al., 2000).

C. Teachers' Organizational Commitment Scale

Song and Cai (2005) developed the Teachers' Organizational Commitment Scale. It was used to measure the condition of organizational commitment of teachers. The scale was measured from four dimensions: affective commitment, normative commitment, continuance commitment and ideal commitment. The scale was scored by Likert 5 points, from 1 to 5 points, and 1 point meant total no match.

5 points represented total match; and the higher the score was, the higher the teachers' organizational commitment was. The internal consistency coefficient of the original scale is 0.913 (Song & Cai, 2005); subsequently, Ma (2006) and Liu (2009) compiled the College Teacher Organizational Commitment Scale for measuring the condition of organizational commitment of college teachers. The scale is measured from six dimensions: the affective commitment, ideal commitment, bond commitment, conditional commitment, continuance commitment and responsibility commitment. The scale is scored from 5 points, from 1 point to 5 points; 1 point means no match, 5 points means total match; and the higher the score is, the higher the teacher's organizational commitment is.

D. Organizational Commitment Scale by Su (2015)

Su (2015) compiles the Teachers' organizational commitment Scale based on a number of scholars' research to measure the condition of teacher's organizational commitments. The scale is divided into three dimensions: the organization's identity, the willingness to work, and the retention tendency. The scale is scored by 5 points. From 1 to 5, 1 point means no match, 5-point represents total match, and the higher the score is, the stronger the subjects feel about the teacher's organizational commitment. The internal consistency coefficients of the three

dimensions of the scale are 0.877, 0.943, and 0.905 (Su, 2015).

In summary, given the purpose and definition of this study, this study considers that the organizational commitment scale compiled by Allen and Meyer (1990) is more suitable for measuring private college teachers. It is divided into affective commitment, normative commitment and continuance commitment. It also has a wide range of applications and has good reliability and validity (Jiang, 2015; Li et al., 2018; Zhao, Shi, & Ye, 2015). Therefore, this research tool uses the organizational commitment scale compiled by Allen and Meyer (1990).

2.3.4 Related Research on Teachers' Organizational Commitment

There are many related researches on teachers' organizational commitment. The researchers conduct relevant discussion on demographic variables according to the research situation, understand the differences in the characteristics of the research objects about the organizational commitment of the teachers, and control in further research to reduce the external interference in the research. The differences of the teachers' organizational commitment in the relevant demographic variables are as follows:

Ma's study (2006) shows that there are no significant differences in the organizational commitment factors of different genders and academic qualifications;

there are significant differences in the ideal commitment dimension of college teachers with different professional titles; there are significant differences in the dimension of affective commitment among college teachers of different ages; and there are significant differences in bond commitment, continuance commitment and ideal commitment of college teachers with different length of teaching .

Zhao et al. (2007) point out that there are significant differences in the organizational commitment of college teachers of different genders, and the organizational commitment of female teachers are higher than that of male teachers, but there is no significant difference in teaching positions and management positions.

Huang's research (2015) finds that teachers of different genders have significant differences in organizational commitment, and the degree of organizational commitment of male teachers are higher than that of female teachers; teachers with different academic qualifications have significant differences in organizational commitment dimensions; teachers with different professional titles have significant differences in the organizational commitment dimensions. There are also significant differences in the organizational commitment dimension in terms of age. Teachers over 40 years old are more dedicated than teachers under 40 years old.

Fang and Zhang (2016), when taking the teachers of the Independent College of Jiangsu Province as the research object, find that there are significant differences in organizational commitment between different gender college teachers, and the degree of male teachers are higher than that of female teachers; there are significant differences in the economic commitment dimension among teachers with ages 20-30 and 30-40; there is no significant difference in the organizational commitment of college teachers with different professional titles; and there are significant differences between the two factors of affective commitment and normative commitment for college teachers with different entry years.

In summary, for teachers with different genders, titles, qualifications, ages, enrolled years, whether they are in administrative positions or academic leaders, the conditions of differences in organizational commitment are different (Fang, Zhang, 2016; Huang, 2015; Ma, 2006, & Zhao et al., 2007); there is no consistent conclusion. Therefore this study will explore whether teachers of different genders, titles, qualifications, ages, enrollment years, whether they are in administrative positions or academic leaders have significant differences in organizational commitments.

2.4 Related Research on Job Insecurity

In recent years, the pressure on college work and competition has increased. University teachers have become more and more insecure about the stability and sustainable development of their work. The job insecurity of teachers has a great impact on school effectiveness (Chen, 2019). The phenomenon of job insecurity has gradually attracted the attention of theoretical researchers who have conducted increasing in-depth research, which has become an important construct of organizational behavior and health psychology (Wang et al., 2018). This section will discuss the definition of job insecurity, related theoretical foundations, dimensions and measurements, and related research on demography in job insecurity.

2.4.1 Definition of Job Insecurity

There are many opinions about the definition of job insecurity. The earliest definition is proposed by Greenhalgh and Rosenblatt (1984) who define job insecurity as a perception that employees are unable to make any improvement when they feel threat at work; subsequently, Ashford and Bobko (1989) emphasize that employees' perceptions are job insecurity; and the perceptions are that they feel persist threat while working, but are unable to make any improvement. The emphasis is placed on the feeling of being unable to improve after being threatened at work.

Scholars defining from this perspective believe, for example, that job insecurity is the perception that employees feel potential threat to the persistence of their current work (Heaney, Israel & House, 1994); it is overall concern about the existence of future work (Rosenblatt & Ruvio, 1996); and it is an expectation of the continuity of work (Davy, Kinicki & Scheck, 1997). However Brog and Elizur (1992) define it from the two parts of cognition and emotion. Cognitive insecurity refers to the concern about the stability of work. Emotional insecurity is the fear of losing work.

Sverke and Hellgren (2002) define it from emphasizing the subjective phenomenon and think that it is a subjective perception or expectation of the employees for their work stability or threatening and stressful events, and it is a feeling of lacking a sense of security for both his or her career and overall future development, which is an important source of stress.

Hu and Li (2010) emphasize the sense of job insecurity from a multidimensional perspective, which is the degree to which employees perceive the stability of their work and the threat of future development. Some scholars emphasize the harm from the consequences of the impact of job insecurity. Some studies have pointed out that job insecurity reflects the individual's sense of threat and powerlessness in maintaining the existing job, and it has different degrees of

impacts on individual's attitudes, behaviors and even physical and mental health, which in turn affects the improvement of organizational effectiveness and the implementation of organizational change (Jiang & Chen, 2011). It may bring negative emotions such as employees' worries, anxiety, and then develop into emotional exhaustion (Piccoli & Witte, 2015). And it may undermine organizational citizenship behavior (Lam, Liang, Ashford & Li, 2015). Instead, employees, under the security of work, feel comfortable and free to work, and they trust leaders and actively contribute to the organization (Berntson, Naswall & Sverke, 2010).

In summary, the sense of job insecurity is that employees feel the perception that their work and future development are not guaranteed in the organization. In combination with the research object, teachers feel worried about their own work and future development due to changes in school system, culture, leadership behavior, etc., including quantitative work insecurity and qualitative work insecurity (Sverke, Hellgren & Naswall, 2002). Quantitative work insecurity is a concern for private college teachers to lose their current jobs; qualitative work insecurity refers to a perception that private college teachers have a threat to the quality of employment bonds.

2.4.2 Theoretical Basis for Job Insecurity

A. Hierarchy of Needs

Maslow (1954) emphasizes in Hierarchy of Needs that human needs are, in turn, physiological, security, social, respectful, and self-fulfilling. In Security Needs, he mentions that security needs include the safety of the body and the safety of individual's stability to life and freedom from suffering, threats or diseases (Li, 2012). Therefore, in this study, teachers' work is subject to potential threats such as organizational elimination system, personal promotion, organizational change, etc., which will create insecurities and thus affect work enthusiasm.

B.Two-factor Theory

Herzberg, Mausner and Snyderman's Two-factor Theory (1959) argues that individuals will be affected by hygiene factor and motivator at work, which emphasizes that the sense of security is regarded as the hygiene factor of external reward or work. When the work is no longer protected as in the past, it will affect the individual's perception of the safety of survival, and thus bring the pressure of survival. The Two-factor Theory also emphasizes that continuing employment is still the core of work security. It also believes that it is necessary to distinguish between continuing to work in the same company or to continue to work in the same

profession or work. This theory also has applied into the research on the job insecurity of college teachers (Ghazi, Shahzada & Khan, 2013). Therefore, in this study, job insecurity is the hygiene factor for teachers' work. When teachers perceive their own job is not guaranteed, or far from the principal's requirements, their work mood and attitude will be affected, and thus work efficiency will be affected, which also affects the overall school effectiveness.

In summary, both the Hierarchy of Needs and the Two-factor Theory emphasize that the sense of job security is the basic guarantee of employees and the theories can be regarded as the theoretical basis of job insecurity. In this study, private colleges and teachers are hiring bonds. Teachers will feel threatened because of their ability to compete, whether they can be promoted, whether they can get a pay rise, and interpersonal bonds, which will lead to job insecurity and thus affect organizational effectiveness.

2.4.3 Dimensions and Measurements of Job Insecurity

Job insecurity is a relatively complex construct, and currently there are many different understandings of the dimensions and measurements of job insecurity. In the early days, there were single dimension and multiple dimensions have been gradually developed, so the developed measurement tools are also inconsistent.

The following dimension and measurement questionnaires are used to study the dimensions and measurements of job insecurity:

A. Job Insecurity Scale by Ashford, Li and Bobko (1989)

The Job Insecurity Scale by Ashford et al., (1989) uses a single dimension, which is the earliest scale used to measure the condition of job insecurity of members. It uses Likert 5 points to score from 1 to 5 points. 1 point means total disagreement. 5 points means total agreement. The higher score means the stronger sense of job insecurity of the member.

B. Job Insecurity Scale by Borg and Elizur (1992)

The Job Insecurity Scale by Borg and Elizur (1992) is based on the belief that job insecurity is composed of both cognitive and emotional aspects. Cognitive insecurity refers to concerns about the stability of work. Emotional insecurity is a fear of losing the job. It uses Likert 5-point score, from 1 to 5 points; 1 point means total disagreement, 5-point means total agreement, and the higher score means the stronger sense of job insecurity of the member.

C. Job Insecurity Scale by Hellgren, Sverke and Isaksson (1999)

The Job Insecurity Scale by Hellgren et al., (1999) , which measures the condition of job insecurity of members work, includes the two dimensions of job

quantitative insecurity and job qualitative insecurity. Using the likert 5-point score, 1 point means total disagreement, and 5-point means total agreement; the higher score means the stronger sense of job insecurity of the member. The scale after translation has also been well applied in Chinese companies (Hu & Zuo, 2007b; Hu & Zhong, 2015; Hu, 2017; Zhang, Jin, & Jiang, 2017). On this basis, Hellgren and Sverke (2003) develops the Job Insecurity Scale with a single dimension, and its internal consistency coefficient in Chinese members, Cronbach's α, is 0.770 (Zhou & Long, 2011). Based on this, Sverke, Hellgren and Naswall (2002) further verify and divide the job insecurity into two dimensions: job quantitative insecurity and job qualitative insecurity. The former refers to employees facing direct threats of unemployment; the latter refers to employees facing the threats of losing potentially valuable work resources, such as worsening working conditions, lower pay and benefits, and loss of promotion opportunities.

D. Questionnaire on Job Insecurity by Hu (2008)

Based on related research on job insecurity, Hu (2008) points out that the sense of job insecurity reflects the perception and concern of employees when the characteristics' survivability of work or important work are threatened. Based on this, she compiles the questionnaire on job insecurity for employees in China, including

five dimensions of job insecurity: job loss insecurity, work execution insecurity, salary promotion insecurity, excessive competition insecurity and interpersonal insecurity. It uses 5-point scoring, from 1 to 5 points; 1 point means total disagreement, 5-point means total agreement, and high score means strong sense of job insecurity of members. The internal consistency coefficient is 0.910 (Hu, 2008). Feng (2014) revises and compiles the job insecurity questionnaire designed by Hu according to the characteristics of college teachers. The job insecurity questionnaire includes two dimensions: insecurity of work status and insecurity of work expectations. The internal consistency reliability coefficient of the questionnaire is 0.977, and the coefficients of the two factors are 0.965 and 0.964, respectively. From their preliminary revisions in medical college teachers, Han, Hao and Li (2017) show that the five-factor models are superior to Feng's two-factor models (2014).

E. Job Insecurity Scale by Li (2013)

Li (2013) compiles a Job insecurity scale with reference to the questionnaires of Ashford, Li and Bobko (1989) and Li, Bobko, Asford, Chen and Ren (2008) to measure employees' insecurity. It is Divided into three dimensions: loss of work characteristics, loss of overall work and sense of powerlessness, indicating the member's awareness of job insecurity. In understanding the parts of

the loss of work characteristics and the loss of overall work, it uses the Likert 6-point scoring, from 1 point to 6 points; 1 point means being very unlikely, 6-point means being very likely, and the higher score means the higher degree of members' response to the job insecurity; in the understanding of the powerless part, 1 point means being very disagreeable, and 6-point means being very agreeable; the higher score means the higher degree of powerlessness of the members; and the internal consistency coefficient of the scale, Cronbach's α, is 0.839 (Li, 2013).

In summary, this study considers that the Job Insecurity Scale compiled by Hellgren et al., (1999) is more suitable for this study, measuring the job insecurity of private college teachers from the two dimensions of work quantitative insecurity and work qualitative insecurity. And there is good reliability and validity in related research (Hu, Zuo, 2007b; Hu, & Zhong, 2015; Hu, 2017; Zhang et al., 2017). Therefore, this study uses the Job Insecurity Scale compiled by Hellgren et al., (1999) as a research tool.

2.4.4 Related Research on Job Insecurity

There are many related studies on sense of job insecurity. The researchers conduct discussion on relevant demographic variables according to the research situation, understand the differences of job insecurity in the characteristics of the

research objects, and control in further research to reduce external disturbances in research. The differences of job insecurity in the relevant demographic variables are as follows:

Han et al.'s (2017) research on college teachers in medical schools shows that teachers' overall job insecurity is at a moderately low level. Teachers of different genders have significant differences in excessive competitive insecurity, and the degree of female teachers is higher than that of male teachers; teachers of different ages have significant differences in job loss insecurity, and people of 36-45 years old have significantly higher sense of job insecurity than that of people of more that 56 years old. In addition, there are significant differences among teachers with different professional titles. The degree of the overall job insecurity and scores in all dimensions of Teachers with associate senior professional title and intermediate titles are higher than those of teachers with senior professional titles.

Chen's (2019) research shows that there is a significant difference in job insecurity among college teachers of different educational levels. The salary and promotion insecurity of teachers with the educational background of the undergraduate and below is the strongest, followed by that of teachers with a master's degree; there is also a significant difference in the sense of job insecurity

among the teachers of different ages and years working in the school. College teachers, among 36-45 years old and working for 6-15 years, feel the most insecure in salary and promotion.

Feng's research (2014) shows that college teachers of different gender appointment systems have significant differences in job insecurity, and the degree of male teachers are significantly higher than that of female teachers. There are significant differences in job insecurity among college teachers with different job appointment systems and ordinary teachers have the strongest sense of insecurity; there are no significant differences between college teachers with different academic qualifications, professional titles, ages, and seniority;

In summary, the condition of differences in job insecurity differs for teachers with different genders, titles, qualifications, ages, seniority, whether they are in administrative positions or academic leaders. (Chen, 2019; Feng, 2014; Han et al. 2017), and there is no consistent conclusions. Therefore, this study will explore whether there are significant differences in job insecurity among teachers of different genders, titles, qualifications, ages, seniority, whether they are in administrative positions or academic leaders.

2.5 Related Research on School Effectiveness

School effectiveness has always been regarded as a guide to the quality of education. Improving school performance is the main goal of education reform (Hou, 2002). This section will discuss the definition of school effectiveness, relevant theoretical foundations, dimensions and measurements, and the related research on demographics in school effectiveness.

2.5.1 Definition of School Effectiveness

The definition of school effectiveness has been discussed by scholars: the denotation and assessment of effectiveness itself are vague and consistent opinion cannot be achieved (Liu, 2008). School effectiveness should be formed by multiple factors to emphasize the achievement of school organizational goals (Zheng, 2009). All of the scholars have discussed the definition of school effectiveness:

Bollen (1996) points out that school effectiveness refers to the extent to which any educational organization that is a social system achieves its goals under given resources and objectives. Muijs, Campbell, Kyriakides and Robinson (2005) point out that school effectiveness is to provide members with sufficient resources to establish a mutual trust basis for school organizations and members, to shape a good organizational atmosphere, so that school administrators and teachers and students

can achieve scheduled educational goals to maintain the progress and development of the school organization. Lai (2009) defines school effectiveness as: the school effectively uses educational resources in response to external environmental changes and internal member needs, and actively engages in management, so that all aspects of performance have good results, including student learning effects, curriculum and teaching quality, teacher professional development, principal's leadership, administrative management, school environmental planning, school atmosphere, school culture and value, public relations, community parent support, etc., and thus can reach the level of school education goals.

Hu and Huang (2007) take the national primary school teachers as the research object and point out that school effectiveness is, with response to the pressures and needs of internal and external environment, to effectively use material and human resources, and integrate the operation of the school system to create a good school organization atmosphere and achieve high-quality executive, teacher, student and parent effectiveness, and then reach school education goals. In short, school effectiveness is the degree to achieving school education goals. Wu, Huang and Wang (2011) point out that school effectiveness refers to the extent to which schools use existing educational resources to achieve educational goals, manifested

in students' academic achievement and morale of teachers. School effectiveness is the ability of educational subjects to achieve educational goals, accomplish educational tasks, develop educational activities, and continuously achieve high levels of performance, that is, the ability of educational subjects to effectively achieve educational goals (Wen, 2007).

In summary, school effectiveness is the degree to achieve school education goals. It must be evaluated in many aspects, including school leadership, school management, school atmosphere, teachers and teaching, student learning, parent-student, school buildings, and school size, etc.. Therefore, this study defines school effectiveness as, private college teacher perceiving to school, through strategic organization, designedly and systematically integrating internal and external educational resources to strengthen administrative quality, teachers' teaching, student performance, and seeking social identity and achieve the planned educational goals. It includes four aspects: management effectiveness, teacher effectiveness, student effectiveness, and social effectiveness. Management effectiveness includes the principal's leadership style, interaction and communication of school members, teaching environment planning and equipment purchase, and administrative office communication and coordination. Teacher

effectiveness includes teachers' teaching skills and quality, teachers' professional knowledge and growth, teachers' job satisfaction and professional attitude, teachers' class management and communication between teachers and students, etc.. Student effectiveness includes the achievement of students in various disciplines, group discipline and moral behavior, peer cooperation and skill achievement. Social effectiveness includes the interaction between schools, parents and society.

2.5.2 The Theoretical Basis of School Effectiveness

A. Target-Centered Mode

The Target-Centered Mode considers the school effectiveness as the degree to which the school achieves its goals, and determines the desired goals through school decision makers. The goal must be implemented so that the participants can understand and follow it. If the outcome of the operation meets the school's educational goals, the school is considered to be effective, and vice versa (Hoy & Miskel, 1987). It is more applicable to organizations with clear objectives, school resources are sufficient, and timeliness is strong. The Target-centered Mode will have clear organizational goals, strong pertinence, and strong operability, which can effectively improve school effectiveness. Thus, the Target-centered Mode is one of the basic theories of school effectiveness. In this study, the teacher perceives that

if the school goals are completed as required, the school effectiveness will be good. If the school goals are not met, the school is considered to be ineffective. Therefore, the Target-centered Theory has a certain basis for requiring assessing school effectiveness from the completion of school goals.

B. System Resource Mode

The System Resource Mode emphasizes that organization is an open system. The internal harmony of the organization can promote performance, and the organizational needs are complex. It is impossible to define organizational effectiveness with a few goals (Rowan, 1985). Therefore, the organization is regarded as a dynamic and open natural system, which can actively adapt to the internal and external environment, and measure the organizational effectiveness by the amount of resources. This bond is derived from the exchange of resources and information between the school and the external environment (Hoy & Miskel, 2000). In this study, the school is a dynamic and open natural system. It must actively interact with the environment and establish a harmonious bond in order to successfully obtain valuable resources. The improvement of school effectiveness and the achievement of organizational goals require the harmonious operation of the system and the integration and application of internal and external resources to

achieve effective results. It can be seen that the System Resource Mode is indeed one of the core theories of school effectiveness.

C. Organizational Learning Mode

The core of Learning Organization Theory is five exercises: systematic thinking, self-transcendence, improvement of mental modes, establishment of shared vision, and team learning (Wu & Lin, 2003). It is believed that learning organization refers to an organization that can continuously learn and use system thinking to engage in various experiments and problem solving, thereby strengthening and expanding personal knowledge and experience and changing the overall organizational behavior to enhance the adaptability and innovation ability of the organization. At the same time, it points out that the organization's learning includes: individual learning, group learning, and organizational learning, strengthening individual learning ability and promoting personal work performance, growth and development. In this study, the principal leads by example, constructs a learning organization, shapes the organizational culture of team learning, strengthens the teachers' ability, work performance and organizational development to improve the overall quality and competitiveness of education and enhance organizational effectiveness and to promote the sustainable development of the school. The

Organizational Learning Mode believes that learning behavior can enhance the performance of the overall school effectiveness, and the school with effectiveness is also a learning organization. It can be seen that the Organizational Learning Mode is also one of the core theories of school effectiveness.

D. Total Quality Management Mode

Total quality management is the management philosophy and principle that motivates organizations to continuously improve and sustain business, emphasizing that everyone in the organization is responsible for quality, and it is a means and method to achieve goals and quality effectively (Wu & Lin, 1994). Therefore, total quality management aims to lead all departments and personnel in the organization through the principles and methods of the system, and constantly strive to meet the needs of customers or exceed the expectations of customers, so that the organization can survive and develop forever. Jiang (2008) call it as full-quality management model, emphasizing that in the changing environment, the school empowers all its members to empower and invest in the school. It can be continuously improved in the process of managing the school, and it can meet the expectations and requirements of people inside and outside the school. In this way can it be considered as having effectiveness. In this study, this mode provides a more

holistic or comprehensive view, and the school effectiveness not only can be presented in the principal's leadership and the teacher's efforts, but also in the achievement of students and social reactions. It can be seen that the Total Quality Management Mode is also one of the theories of school effectiveness.

2.5.3 Dimensions and Measurements of School Effectiveness

The school effectiveness evaluation index is an objective measurement standard for the performance of school education. There are quite a few literatures on the research on dimensions and measurements. The important research is listed below.

After combining the literature on school effectiveness studies, Cordianni and Wilbur (1987) propose six dimensions of school effectiveness: strong administrative leadership, school atmosphere, basic skills, high expectations, constant assessment, and faculty development. Hoy and Miskel (1987), according to Social System Theory, adopt four concepts of social system function (adaptation, goal-attainment, integration, potential) to develop four dimensions to measure school effectiveness: adaptability, attainment, job satisfaction and interest in life. From the scope of school effectiveness: Reid, Hopkins and Holly (1987) point out that school effectiveness can be divided into: school leadership, school management, school

atmosphere, discipline, teachers and teaching, curriculum, student learning, reading, caring students, school buildings and school size, etc.. Yu (2017) points out that school effectiveness includes student effectiveness, teacher effectiveness, administrative effectiveness and parental involvement. Wu (1989) uses questionnaires to summarize ten dimensions of school effectiveness: school environmental planning, teachers' teaching quality and planning, student discipline performance, school administrative communication coordination, students' academic performance and expectations, teachers' job satisfaction, school curriculum, parent-school bond, teacher-student bond, principal leadership. In recent years, researchers have compiled school effectiveness questionnaires based on the actual situation after studying related research on school effectiveness.

A. National Primary School Effectiveness Questionnaire by Hu and Huang (2007)

Hu and Huang (2007) develop a school effectiveness questionnaire after studying relative research on school effectiveness, to measure the school effectiveness of teachers, students and parents in the national primary school. The scale measures from four dimensions: administrative effectiveness, teacher effectiveness, student effectiveness and parent effectiveness. The questionnaire is

scored by Likert 5 points, ranging from 1 to 5 points. One point represents complete disagreement, and 5-point represents complete agreement. The higher the score is, the better that the subject perceives the school effectiveness is, and the internal consistency coefficients of teachers' perceived administrative effectiveness and teacher effectiveness are above 0.900 (Hu & Huang, 2007).

B. School Effectiveness Questionnaire by Chen and Liu (2015)

The School Effectiveness Questionnaire by Chen and Liu (2015), is used to measure the school effectiveness of teachers in national primary school. The scale includes five dimensions: school administration and leadership, teacher curriculum and teaching, student learning and performance, campus environment and equipment, and community support and recognition. The questionnaire is scored by Likert 5 points, ranging from 1 to 5 points. 1 point means total disagreement, 5-point means total agreement. The higher score means the better school effectiveness that the teacher perceives, and the internal consistency coefficients of all the dimensions of the scale, Cronbach's α, are 0.890-0.940 (Chen & Liu, 2015).

C. School Effectiveness Questionnaire by Zhao (2016)

Zhao (2016) compiles a questionnaire on school effectiveness after referring to the relevant school effectiveness, which is used to measure the condition

of teachers' perception of school effectiveness. The questionnaire measures in four dimensions: administrative effectiveness, teacher effectiveness, student effectiveness, and social effectiveness. The questionnaire uses Likert 5-point scoring, from 1point to 5 points. 1point means no match; 5-point means total match. The higher score means the better teachers' perception of school effectiveness; the internal consistency coefficients of all the dimensions of the scale, Cronbach's α, are 0.808, 0.834, 0.838, and 0.828 respectively. (Zhao, 2016).

D. School Effectiveness Questionnaire by Zeng and Fan (2019)

Zeng and Fan (2019), referring to the relevant school effectiveness, compile school effectiveness questionnaires, to measure the school effectiveness of national primary school teachers' perception. The scale is divided into four dimensions: teaching profession, community identity, service performance and student achievement. The questionnaire use Likert 5-point scoring, ranging from 1 to 5 points.1 point means total disagreement; 5-point means total agreement. The higher score means the better perception of teachers on school effectiveness, and the overall internal consistency coefficient of the scale , Cronbach's α, is 0.969. (Zeng & Fan, 2019).

Based on the above research, it can be found that although there is no consistent and inevitable standard for the evaluation of school effectiveness, the connotation of the indicators constructed by various scholars doesn't have much difference. Therefore, this study refers to relevant literature. The past research classifies school effectiveness as administrative effectiveness, teacher effectiveness, student effectiveness, and social effectiveness (Hu & Huang, 2007; Zhao, 2016; Zeng & Fan, 2019; Hoy & Miskel, 2012). Therefore, this study chooses the School Effectiveness Scale compiled by Zhao (2016) as a research tool, which is divided into four dimensions: administrative effectiveness, teacher effectiveness, student effectiveness, and social effectiveness.

2.5.4 Related Research on School Effectiveness

There are many related researches on school effectiveness. The researchers conduct discussion on relevant demographic variables according to the research situation, understand the differences in the characteristics of the research objects in the school, and control in further research to reduce external disturbances in the study. The differences in school effectiveness in the relevant demographic variables are as follows:

Chen and Liu (2015) find that teachers' perception of school effectiveness don't have any difference due to teachers' gender, education and position. However, teachers of different ages and seniority of the school have a significant difference in the perception of the aspect of school effectiveness and overall situation.

Li's (2012) research shows that the primary school teachers in Xinbei City, with different positions, have extremely significant differences in the overall perception of school effectiveness. Teachers with different service years have significant differences in the perception of school effectiveness, and the perception of teachers with 21-30 service years are higher than that of those with 10 service years. Teachers of Xinbei City, with different educational background, have significant differences in the overall perception of school effectiveness. Teachers with a Master' Degree have better perception than teachers with Bachelor's Degree in a Normal University. There are significant differences between teachers with different ages, and teachers of more than 51 years old are better than those of 31-40 years old. Teachers of Xinbei City, of different genders, have significant differences in overall school effectiveness perception, with the perception of male teachers being higher than that of female teachers.

The study of the impact of organizational commitment of college teachers on the performance of work by Zhao et al. (2007) shows that there is no significant difference in the work performance of college teachers with different genders and academic qualifications. There are significant differences in the performance of teachers in different positions, and the the work performance of teachers with teaching posts are higher than that of teachers with management position. There are significant differences between college teachers of different ages. There are significant differences between teachers of the ages of 30 and those of 41-50 years old, and there are significant differences between teachers of 31-40 years old and those of 41-50 years old. There are significant differences between college teachers of different teaching years.There are significant differences between teachers under 5-year teaching and those with teaching of 11-20 years. There are also significant differences between teachers teaching of 11-20 years and those with teaching of more than 21 years.

Deng (2016) points out in the study of the bond between knowledge management and school effectiveness in colleges and universities that the background variables such as gender, age, education, seniority, and administrative duties of college administrators will affect school effectiveness.

In summary, the differences condition of teachers with different genders, titles, qualifications, ages, seniority, or of whether they are executive positions or academic leaders differ in school effectiveness (Chen & Liu, 2015; Li, 2012; Zhao et al. 2007), and there is no consistent conclusions. Therefore, this study will explore whether there are significant differences in school effectiveness between teachers of different genders, titles, qualifications, ages, enrollment years, whether they are in administrative positions or academic leaders.

Through the combing of the above literature, it is found that each background variable (gender, title, education, age, enrollment, whether to hold an administrative position or academic leader) has different findings in the four variables (the principal's positive leadership, organizational commitment, job insecurity and school effectiveness). Therefore, in this study, the teachers of private universities in Henan Province of China are the research objects, and the research hypothesis H1 is put forward: different demographic variables have significant difference in the principal's positive leadership that private university teachers perceive, organizational commitment, job insecurity and school effectiveness.

2.6 Research on the Relationships Between Variables

Based on the hypothesis and purpose of this study, this section will explore the bond between the teacher's perceived principal's positive leadership and school effectiveness, between the teacher's perceived principal's positive leadership and organizational commitment, between organizational commitment and school effectiveness, and the effect of organizational commitment and job insecurity on the principal's positive leadership and school effectiveness.

2.6.1 Relationship Between Teachers' perceived Principal's Leadership and School Effectiveness

According to Social Information Processing Theory, social information in the workplace environment affects employees' attitudes and behaviors (Salancik & Pfeffer, 1978). In the school working environment, teachers are influenced by the school leadership style, forming a perception of the working environment, which in turn affects the teacher's effectiveness in all aspects of the school. There are studies showing that school leaders have an important impact on school effectiveness (Blau & Presser, 2013), and Cameron (2012) explains the importance of positive leadership for organizational performance and development. Positive leadership promotes students' learning performance and overall school effectiveness with

positive, innovative, and ideal leadership behaviors (Lin, 2014; Xie, 2011; Davidovich, Nikolay, Laugerman, & Commodore, 2010). There are also studies showing that the management communication of school principals plays an irreplaceable role in improving school effectiveness (Lukaš & Jankovic, 2014). And the principal's ability of management communication has a direct positive effect on management effectiveness and teacher effectiveness (Zhao, 2016).

Educational administrators and organizational behaviorists believe that emphasizing the positive guidance of schools is a new paradigm for school effectiveness research (Cai, 2013). The principal can lead the school teachers with positive thinking and promote students' active learning through positive teaching strategies. The goal of social expectations has been fulfilled (Robinson & Timperley, 2007). Positive leaders can establish a shared vision for the organization, give positive denotation to the work, promote trust and cooperation among members through authorized and positively supported communication, thereby improving administrative efficiency and creating excellent performance for individuals and organizations (Wu, 2013; Cameron & Spreitzer, 2011; Kaipa & Kriger, 2010).

School principals use positive thinking and strategies to affirm the potential and advantages of organizational members, and use the power of

motivation to promote the best state of members and improve school effectiveness (Lin, 2010). The positive leadership of the principal of the National Primary School in Taiwan has a positive impact on school innovation management effectiveness (Zhong, 2011). There are studies showing that the principal's positive leadership has a positive impact on school effectiveness (Li, 2012; Su, 2015; Wu, 2013; Xie, 2011), The principal's leadership behavior is a key factor in school effectiveness, and the principal's positive leadership behavior has a positive impact on school effectiveness (Abrahamsen, Aas, & Hellekjaer, 2015). Therefore, the research hypothesis H2 is proposed: the principal's positive leadership that teachers of the private colleges and universities perceive has a positive and significant impact on the school effectiveness.

2.6.2 Relationship Between Teachers' Perceived Principals' positive Leadership and the Teachers' Organizational Commitment

According to Social Information Processing Theory, social information in the workplace environment affects employees' attitudes and behaviors (Salancik & Pfeffer, 1978). In the school working environment, teachers are influenced by the school leadership style. In order to better adapt to the working environment, they have formed their own attitudes and behaviors in their work, and then decide their

organizational commitments in the school. Zhang (2009) believes that teachers play the role of message transmission, communication and liaison in schools, parents, students and communities. Therefore, the better the communication between teachers and principals is, the more they can motivate teachers to work, the more they can allow teachers to have proper autonomy, which will help teachers achieve organizational commitments.

The positive behavior of the organization's leaders leads to an increase in the organizational commitment of members within the organization (Abdullah, 2009). Zuo (2006) believes that the principal's leadership style also has a huge impact on the level of teachers' organizational commitment, and that different leadership styles have different effects on the three aspects of teachers' organizational commitment (willingness to work hard, organizational identity, and retention tendency). Yu and Bai (2013) also find that the transformational leadership behavior has a much greater explanatory power for teachers' organizational commitment than the personal characteristic variables of leaders and teachers. Hu and Sun (2013) measure the transformational leadership behavior of university principals and find that they can effectively predict teachers' organizational commitment. Li, Wang and Li (2018) point out that school transformational leadership has a significant positive predictive

effect on teachers' organizational commitment. The research by Liu and Wang (2007) confirms that the transformational leadership has the characteristics of leadership charm, appeal, intelligent stimulation and individualized closure, which have a positive impact on subordinates. The positive leadership is positive, innovative, and has the ideal vision of leadership behavior, which has similarities with the transformational leadership dimension (Luo, 2018). Thus research hypothesis H3 is proposed: the principal's positive leadership that the private university teachers perceive has a positive and significant impact on the organizational commitment .

2.6.3 Relationship Between Teachers' Organizational Commitment and School Effectiveness

According to Social Information Processing Theory, the social information of the workplace environment affects the attitudes and behaviors of employees. In the school working environment, teachers form their own organizational commitments in the school, which in turn affects the follow-up attitudes, behaviors and performance of teachers (Salancik & Pfeffer, 1978). There are studies pointing out that there is a significant correlation between teachers' organizational commitment and academic effectiveness; the higher the teacher's organizational commitment to the school is, the higher the school effectiveness is

(Cai, 2006; Su, 2015). Schools are like outside organizations, and employees with a high degree of organizational commitment will demonstrate higher motivation and improve the performance of the organization, that is, improve the teacher's organizational commitment, which can enhance some of the teachers' behavior within the organization (Lin, 2010; Xu, 2009). The study of college teachers' organizational commitment and job performance by Zhao et al. (2007), through the questionnaire survey of 240 college teachers in Tianjin, shows that college teachers' organizational commitment has a significant impact on job performance. Huang (2015) chooses the teachers of eight independent colleges in Guangdong as the research objects and point out that teachers' organizational commitment has an impact on job performance. Jiang (2012) chooses teachers of the private colleges and universities in Jiangxi Province as the research objects, and points out that teachers' organizational commitment has a positive and significant impact on job performance.

Teachers' organizational commitment is the core of school organization efficiency and the key to the success of school education (Firestone & Pennell, 1993). Organizational commitment can not only significantly predict the performance of kindergarten teachers, but also partially play a mediating role between mission and

job performance. (Zhao & Wang, 2016). Organizational commitment can be an important indicator of predicting organizational effectiveness and employees' performance (Samad, 2005). Therefore, the research hypothesis H4 is proposed: the commitment of private college teachers to the organization has a positive and significant impact on school effectiveness.

2.6.4 Organizational Commitment's Mediating Role Between the Principal's Positive Leadership and School Effectiveness

According to Social Information Processing Theory, the social information of the workplace environment affects the attitudes and behaviors of employees. In the school working environment, the school leadership style and concept influence the attitude and behavior of teachers in the work. In order to better adapt to the work environment, teachers form a perception of the working environment and determines their own organizational commitments in the school, which in turn affects the effectiveness of teachers in all aspects of the school work (Salancik & Pfeffer, 1978).

Studies have shown that employees' perception of organizational support has a positive and significant impact on affective commitment (Kim, Eisenberger & Baik, 2016), and organizational manager behavior has a significant impact on

organizational commitment (Rooprekha, Nath, Peter, & Simon, 2018). The principal's positive leadership has a positive and significant impact on school effectiveness (Li, 2012; Su, 2015; Wu, 2013; Xie, 2011). Moreover, the principal's transformational leadership behavior can effectively predict the organizational commitment of teachers (Hu & Sun, 2013). There are also studies showing that teachers' organizational commitments have a significant impact on job performance (Huang, 2015; Jiang, 2012). In the impact of the principal's leadership on school effectiveness, retrospective or post-analytical research indicates that teachers' organizational commitment is an important intermediary mechanism for the impact of principals' leadership on school effectiveness (Hendriks & Scheerens, 2013).

Reyes and Pounder (1990) point out the organizational commitment model of teachers, emphasizing that the socialization of organizations and members is two-way. After teachers enter the school organization, the personal value and the school value interact; the organizational commitment is an intermediary variable, character characteristics in the organization are independent variables, and personal work performance is the dependent variable. In this research, the principal's positive leadership can be considered as the character characteristic in the organization, and the individual work efficiency of the teacher can be seen as a part of the school

effectiveness.

Xue and Chu (2017) point out that organizational commitment plays a mediating role in the impact of organizational justice on employees' performance. Zhao and Wang (2016) point out that organizational commitment plays a mediating role in the bond between preschool teachers' professional mission and job performance. Lin, Hou, Xie and Xu (2010) point out that organizational commitment has a mediating role between job traits and preschool teachers' work input. Zhao et al. (2015) point out that organizational commitment has a mediating effect on the impact of positive emotions on job performance. Therefore, the research hypothesis H5 is proposed: the organization promises to mediate between the principal's positive leadership that private university teachers perceive and the school effectiveness.

2.6.5 Job Insecurity's Mediating Role Between the Principal's Positive Leadership and School Effectiveness

According to Social Information Processing Theory, the social information of the workplace environment affects the attitudes and behaviors of employees. In the school working environment, teachers form a perception of the working environment. Job insecurity is one of the most important perceptions, the

degree of which will be influenced by the school leadership style and philosophy, which affects teachers' effectiveness in all aspects of the school work (Salancik & Pfeffer, 1978).

Luthans et al., (2007) point out that the positive impact of organizational members' mental state on job performance is to improve organizational effectiveness. As an important source of work stress, job insecurity will seriously affect the individual's psychological state (Feng, Lu, & Xiao, 2008), and will also have negative effects, from psychological pressure to physical illness, etc., and further affect work and even the overall performance of the whole company (Greenhalgh & Rosenblatt, 1984; Roskies & Louis-Guerin, 1990).

Studies have shown that job insecurity has a significant impact on job performance (Wang, Lu, & Siu, 2015) and has a significant impact on counterproductive performance (Chirumbolo, 2015), with a significant positive impact on task performance. Job loss insecurity has a significant negative impact on interpersonal promotion in new employees' performance (Zhao & Liang , 2015). In the Chinese context, the bond between job insecurity and employee performance depends on the nature of the company and the trust of employees. The significant transactional nature of state-owned enterprises makes job insecurity have a positive

impact on employee performance (Wong, Wong, Ngo & Lui, 2005), considered by most researchers as a negative factor, which can lead to employees' impaired physical and mental health and more negative emotions and negative effects, such as turnover intentions, emotional exhaustion, etc. (Mauno, Kinnunen, & Mkikangas, 2005), and personal social identity (Selenko, Mäkikangas, & Stride, 2017). Hu and Zuo (2007a) point out that job insecurity can obviously predict the negative impact of task performance and peripheral performance. Feng et al. (2008) conduct an empirical study on the bond between job insecurity, employee well-being and job performance, and find that employees' job insecurity has a significant negative impact on their performance.

Job insecurity plays a regulatory role in related research. Hu and Zuo (2007b), with the corporate employees as research object, point out that job insecurity has a regulatory effect between organizational political perception and organizational commitment; Li (2013), taking corporate employees as research object, points out that job insecurity has a regulatory role in transforming leadership, affective commitment, and psychological well-being. The sense of job insecurity negatively regulates the bond between leader-member exchange and sense of responsibility and professional mission (Zhang et al., 2017). According to the

concept of regulatory variables, different levels of regulatory variables have different effects on dependent variables in the independent variables (Wen, Zhang, & Hou, 2006). Based on this, the research hypothesis H6 is proposed: the sense of job insecurity has a regulating role in the private university teachers' perceived principal's positive leadership and the school effectiveness.

This chapter has been sorted out by the above literature (Abdullah, 2009; Davidovich et al., 2010; Wang, Lu, & Siu, 2015; Salancik & Pfeffer, 1978; Samad, 2005); for four variables, combined with the research object of the private university teachers, define and sort out the bonds between variables, and propose research hypotheses H1-H6 based on theories and related literature.

CHAPTER 3

METHDOLOGY

This chapter is divided into six sections. The first section is the research framework and hypotheses, in which the framework diagram is drawn and the research hypothesis is explained. The second section is the research objects, which explains the research objects and the chosen samples. The third section is the research tool, which points out the source of each scale and the content of the items; the fourth section is the data analysis method, indicating the specific data analysis method used in the research data; the fifth section is the pre-test questionnaire analysis, preliminarily testing pre-test questionnaire items and the reliability and validity; section 6 is a formal questionnaire analysis, indicating the reliability and validity of the formal questionnaire and common method bias.

3.1 Research Framework and Hypotheses

According to Social Information Processing Theory, the social information of the workplace environment affects the attitudes and behaviors of employees, and the

employees' perceptions of the workplace environment, the internal perceptions of individuals and the behavioral results are easily affected by the social environment information of the external environment which affects the employees' subsequent attitudes, behaviors and performance (Salancik & Pfeffer, 1978). Based on the literature discussion, the author proposes the research framework and hypotheses, and explores the correlation between the principal's positive leadership of the teachers' perception, organizational commitment, job insecurity and school effectiveness (Xie, 2011; Zhao, 2016; Li et al., 2018; Yu & Bai, 2013; Huang, 2015; Li, 2013; Blau & Presser, 2013; Hendriks & Scheerens, 2013; Wong et al., 2005), as shown in Figure 3.1.

3.1.1 Research Framework

A. Demographic Variables: including gender, title, education, seniority, age, whether taking administrative positions or being the leader of the discipline (Chen, 2019; Deng, 2016; Fang, Zhang, 2016; Zhong, 2004; Lv, 2011).

B. Positive Leadership: including positive communication, positive atmosphere, positive bond and positive denotation (Xie, 2011).

C. Organizational Commitment: including affective commitment, normative commitment, continuance commitment (Allen & Meyer,1990).

D. Job Insecurity: including Quantitative job insecurity, qualitative job insecurity (Hellgren et al., 1999).

E. School Effectiveness: including management effectiveness, teacher effectiveness, student effectiveness and social effectiveness (Zhao, 2016).

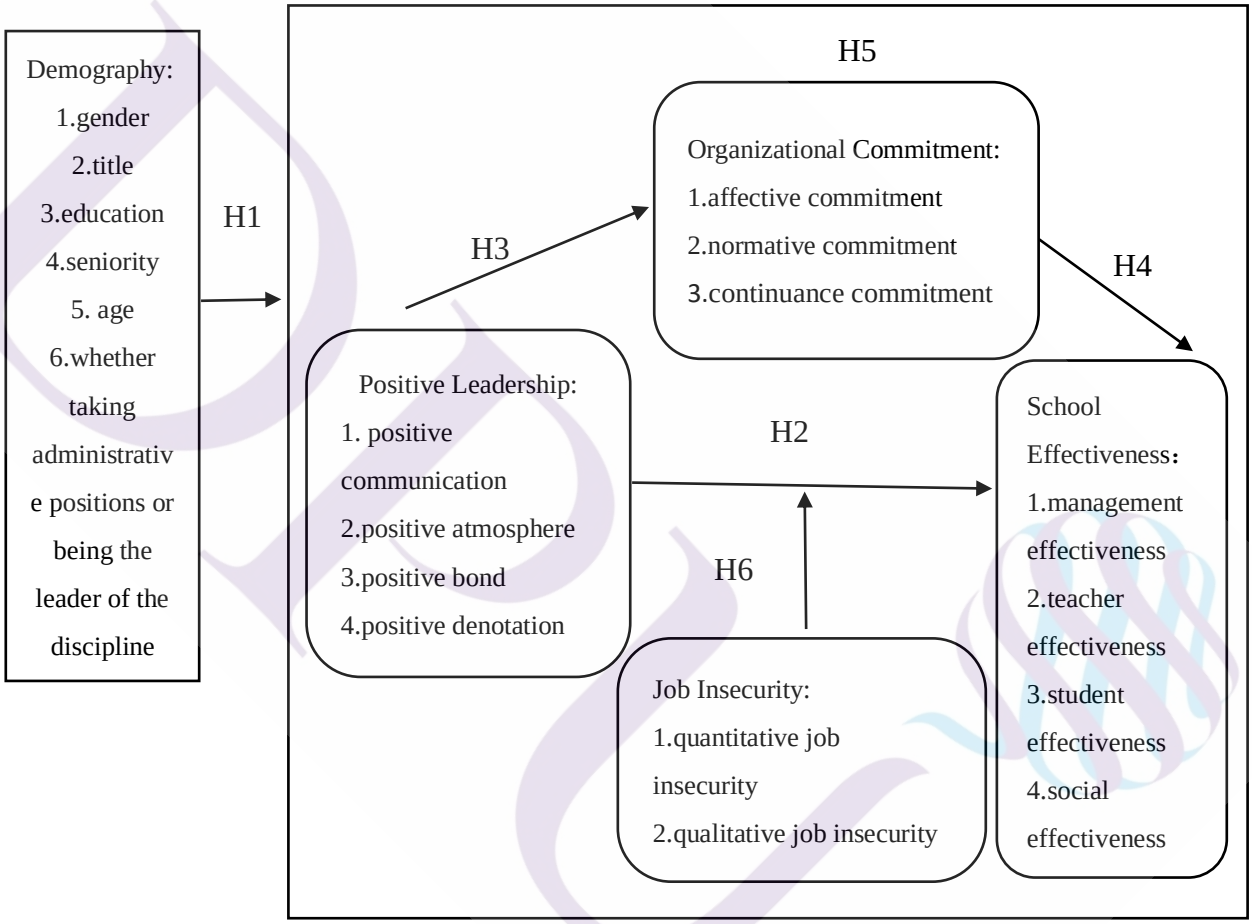

Figure 3.1 Research Framework

Source: Xie, 2011; Zhao, 2016; Li et al., 2018; Yu & Bai, 2013; Huang, 2015; Li, 2013; Blau & Presser, 2013; Hendriks & Scheerens, 2013; Salancik & Pfeffer, 1978; Wong et al., 2005.

3.1.2 Research Hypotheses

Based on the research objectives, research framework, and literature review, specific hypotheses are presented, which are described as follows:

H1: Different demographic variables have significant differences in the private college teachers' perceived principal's positive leadership, organizational commitment, job insecurity and school effectiveness (Chen, 2019; Deng, 2016; Feng, 2014; Fang & Zhang, 2016; Huang, 2015; Li, 2012; Zhong, 2011);

H2: The principal's positive leadership that private college teachers perceive has a positive and significant impact on school effectiveness (Li, 2012; Wu, 2013; Xie, 2011; Zhao, 2016; Blau & Presser, 2013);

H3: The principal's positive leadership that private college teachers perceive has a positive and significant impact on organizational commitment (Li et al.,2018; Yu & Bai, 2013; Zuo, 2006);

H4: The organizational commitment of private college teachers has a positive and significant impact on school effectiveness (Cai, 2006; Huang, 2015; Jiang, 2012);

H5: The organizational commitment plays a intermediary role between the principal's positive leadership that the private university teachers perceive and the

school effectiveness (Xie, 2011; Yu & Bai, 2013; Zhao & Wang, 2016; Hendriks & Scheerens, 2013);

H6: Job insecurity plays a mediating role between the principal's positive leadership that the private university teachers perceive and the school effectiveness (Hu & Zuo, 2007b; Li, 2013; Wong et al., 2005).

3.2 Research Objects and Samples

This section describes the selection of objects, sample sources, pre-samples, and formal samples, as described below:

3.2.1 Research Objects

At present, Henan Province of China is actively promoting the strategic objectives of the Zhengbianluo National Independent Innovation Demonstration Zone, the National Grain Production Core Zone, the Central Plains Economic Zone, the "Belt and Road" construction and the Zhengzhou Airport Integrated Pilot Zone, but it lacks applied technical talents.The improvement of school effectiveness in private colleges and universities of Henan Province is imminent (Yang, 2019). According to statistics, there are 134 colleges and universities in Henan Province, including 37 private colleges (Ministry of Education, 2017), and private colleges and

universities account for 27.61% (Yang, 2019). In view of this, this study takes the private college teachers in Henan Province of China as the total sample, based on the perspective of teacher feedback, in order to analyze the influence mechanism of the principal's positive leadership on school effectiveness from the perspective of objective evaluation. Therefore, this study selects the teachers of private universities in Henan Province of China as the sample of this study, based on the discussion above , so that the conclusion of the questionnaire has a high research value.

3.2.2 Pre-sample

According to Thompson (2000), the minimum number of pre-samples required for the study is 200, and the pre-test analysis of the four scales are conducted respectively; the four scales are the "the Principal's Positive Leadership Scale", the "Teachers' organizational commitment Scale", the "Teachers' Job Insecurity Scale", and the "School Effectiveness Scale". The pre-test questionnaire collection time is June 25-28, 2019. Therefore, in this study 220 pre-test questionnaires are distributed, and 204 valid questionnaires are collected, with an effective rate of 92.7%. The specific situation is shown in Table 3.1:

Table 3.1 Population Variable Statistics in Pre-test Sample

Table 3.1 (continued)

Population Variable	Classification	Frequency	Percentage
Gender	Male	84	41.2%
	Female	120	58.8%
Professional Title	Teaching Assistant	78	38.2%
	Lecturer	80	39.2%
	Associate Professor	20	9.8%
	Professor	26	12.7%
Educational Background	Bachelor's degree	166	52.0%
	Master's degree	77	37.7%
	Doctoral degree	21	10.3%
Age	below 30	89	43.6%
	31－40	93	45.6%
	41-50	12	5.9%
	above 51	10	4.9%
Seniority	below 5 years	111	54.4%
	6-10 years	55	27.0%
	11-15years	27	13.2%
	16-20 years	5	2.5%
	above 21 years	6	2.9%
Whether or not as an administrative or academic leader	Yes	91	44.6%
	No	113	55.4%

3.2.3 Formal Sample

The convenience sampling in non-random sampling is used to send the questionnaires to the heads of the human resources departments and teaching departments of 5 private universities in the form of online questionnaires, and the teachers of 5 schools are asked to fill out the questionnaires. According to researcher

Wu's suggestion (2009), the average sample size of regional research samples is between 500 and 1,000. Therefore, it is estimated that 700-800 teachers as samples will be selected from private colleges and universities in Henan Province. According to the number of teachers in the school, it is decided that school A is rated as an excellent private college in Henan Province in the past three years and has been established for 15 years and has more than 260 teachers. Therefore, 150 teachers are selected. School B is a science and engineering-based private college. The school has been established for 24 years and has more than 350 teachers. Therefore, it has 180 teachers selected. School C is a comprehensive private college. It has been established for 17 years and has more than 270 teachers. Therefore, 150 teachers are selected. School D is a private college with professional skills. It has been established for 12 years and has more than 300 teachers. Therefore, 170 teachers are selected. School E is a school that has won outstanding Chinese private colleges. It has been established for 15 years, so 130 teachers are selected. It is issued in mid-July 2019, and 760 copies are actually taken back, with 732 valid questionnaires, and the effective rate is 96.31%.

3.3 Research Tools

This section describes the source of the research scales, the definition of each facet, the reliability of the items, the scales, and the method of scoring, as explained below:

3.3.1 The Principal's Positive Leadership Scale

This scale refers to Xie's (2011) Principal's Positive Leadership Questionnaire. The content includes positive atmosphere, positive bond, positive communication and positive denotation. Positive atmosphere refers to the state in which the leader guides the members of the organization to have more positive than negative emotions, consisting of 4 items, namely PA1-PA4; positive bond is that the organization decision makers can use various methods to help the members of the organization to cooperate with each other, unite and cooperate, and enhance the members' loyalty, dedication and identity to the organization, consisting of 4 items, namely PB1-PB4; positive communication is that the leader of the organization replaces the negative and critical discourse with the words of affirmation and support, thereby improving the organizational team's interactive situationality, consisting of 4 items, namely PC1-PC4; positive denotation refers to the organizational decision makers using personal charm and influence to change the members of the

organization, let all the members focus on the public interest than the private interests, and make it contribute to the organization's growth and performance, consisting of 4 items, namely PD1-PD4, a total of 4 dimensions, totally 16 items, as shown in Table 3.2. The scale is scored by using Likert 5-point, from 1 to 5 points, from being very disagreeable to being very agreeable. The higher the score is, the higher the level of subjects' perceived principal's positive leadership is. The cumulative explanatory Variation of the original scale is 78.33%, the internal consistency Cronbach's α coefficient is 0.920, and the internal consistency coefficients of each dimension are between 0.840-0.880 (Xie, 2011), as shown in Table 3.2:

Table 3.2 Summary of the Principal's Positive Leadership Dimensions, Items and Contents

Dimension	Item Code	Item and Content
Positive Atmosphere	PA1	1. The principal of our school can let the teachers know the difficulties encountered by colleagues and encourage mutual concerns of each other.
	PA2	2. Our school principal can encourage teachers to express emotional support to their colleagues.
	PA3	3. Our school principal can provide professional growth opportunities for teachers who need assistance.
	PA4	4. The principal of our school can express gratitude to the teachers for their contributions.

Table 3.2 (continued)

Dimension	Item Code	Item and Content
Positive Bond	PB1	5. The principal of our school can provide emotional support to teachers.
	PB2	6. The principal of our school can support and respect teachers and establish a good working partnership.
	PB3	7. The principal of our school can fully authorize the teacher.
	PB4	8. Our school principal can help teachers to realize their potential.
Positive Communication	PC1	9. The principal of our school can publicly praise the good performance of teachers in a timely manner.
	PC2	10. Our school principal can use multiple perspectives to interpret teachers' behavior.
	PC3	11. When the principal of our school reminds the teacher of inappropriate behavior, he can be objective to deal with the things instead of emotionally criticizing people.
	PC4	12. The principal of our school does not use aggressive words when reminding teachers of inappropriate behavior.
Positive Denotation	PD1	13. Our school principal can share the lofty ideals of school education.
	PD2	14. The principal of our school can combine the core values of the school with the personal values of the teachers.
	PD3	15. The principal of our school can clearly present the work objectives when planning the school vision.
	PD4	16. The principal of our school can emphasize that the goal of school education is to achieve students.

3.3.2 Organizational Commitment Scale

This study refers to the organizational commitment Scale compiled by Meyer and Allen (1990). The content is divided into affective commitment, normative commitment, and continuance commitment. Affective commitment refers to the extent to which members can identify and integrate into specific organizations, including the recognition of organizational goals and values, and voluntary hard work to achieve organizational goals, loyalty to the organization and reluctance to leave the organization, consisting of 4 items, namely AC1-AC4; normative commitment refers to employees' sense of obligation to remain in the organization in order to achieve their own responsibilities due to social norms and social responsibility considerations, consisting of 4 items, namely NC1-NC4; continuance commitment refers to an action of whether or not to remain in the organization based on the employee's consideration of vested interests and after considering the status and material treatment that the employee has received in the organization for many years; there are four items, namely CC1-CC4. There are three dimensions in total, with a total of 12 items, as shown in Table 3.3. The scale uses Likert 5-point to score, from being very disagreeable to being very agreeable, giving 1 to 5 points respectively. The higher the score is, the stronger the sense of the organizational

commitment of the subjects is. The cumulative explanatory variation of the original scale is 76.35%, and its internal consistency Cronbach's α coefficient is 0.801 (Meyer & Allen 1990), which is applied in the private college teachers' organizational commitment and its internal consistency Cronbach's α coefficient is 0.851 (Wang, 2015), as shown in Table 3.3:

Table 3.3 Summary of Organizational Commitment Dimensions, Items and Contents

Dimension	Item Code	Item and Content
Affective Commitment	AC1	1. I agree with the school's development goals, vision and values.
	AC2	2. I feel glorified as a member of the school.
	AC3	3. I agree with the school's plans and activities.
	AC4	4. I am satisfied with the working environment of the current teaching school.
Normative Commitment	NC1	5. I will do my best to complete all the affairs of the school.
	NC2	6. I will go all out to perform any duties arranged by the school.
	NC3	7. I will make extra efforts to make the school work go smoothly.
	NC4	8. I will make extra efforts to improve the performance of students.
Continuance Commitment	CC1	9. I cherish the opportunity to serve at the school.
	CC2	10. I continue to stay at the school because the school allows me to develop my talents.
	CC3	11. I continue to stay and serve in the school because of the harmonious interaction between colleagues.
	CC4	12. I continue to stay and serve at the school, even if there is a better job opportunity in other universities.

Note: AC: Affective Commitment; NC: Normative Commitment; CC: Continuance Commitment.

3.3.3 Job Insecurity Scale

This study refers to the job insecurity questionnaire compiled by Hellgren et al., (1999). The content is divided into quantitative job insecurity and qualitative job insecurity. Quantitative job insecurity refers to a sense of job insecurity similar to the traditional understanding of job insecurity, focusing on employees' concerns about unemployment, consisting of 5 items, namely SL1-SL5; qualitative job insecurity refers to the employees' perception of the threat of the damage of the quality of the employment relationship, consisting of 4 items, namely ZL1-ZL4, two dimensions, a total of 9 topics. The scale is scored by Likert 5-point, from 1 to 5 points, from being very disagreeable to being very agreeable. The higher the score is, the stronger the feeling of job insecurity of the subjects. The cumulative variation of the original scale is 65.76%, and the internal consistency Cronbach's α coefficient is 0.743 (Hellgren et al., 1999), as shown in Table 3.4:

Table 3.4 Summary of Job Insecurity Dimensions, Items and Contents

Dimension	Item Code	Item and Content
Quantitative Insecurity	SL1	1. I am worried that it is difficult for me to keep the current job for a long time.
	SL2	2. I am worried that the current job is not long.
	SL3	3. I am worried that I will be transferred to other departments.

Table 3.4 (continued)

Dimension	Item Code	Item and Content
	SL4	4. I am worried that I will be forced to be dismissed.
	SL5	5. I am worried that I will be transferred to other positions.
Qualitative Insecurity	ZL1	6. I am worried that I lack room for promotion in my organization.
	ZL2	7. I am worried that I need to constantly improve my knowledge and ability to cope with my current work.
	ZL3	8. I am worried that my work ability is not recognized by the leaders.
	ZL4	9. I am worried that the future salary will be reduced.

Note: SL: Quantitative Insecurity; ZL: Qualitative Insecurity

3.3.4 School Effectiveness Scale

This study refers to the school effectiveness scale compiled by Zhao (2016). It includes management effectiveness, teacher effectiveness, student effectiveness and social effectiveness. Management effectiveness refers to the teachers' perception of the principal's leadership style and decision-making model, school members' interaction and communication, teaching vision implementation and evaluation, teaching environment planning and equipment purchase and administrative offices' communication and coordination, consisting of 4 items, namely ME1-ME4; teacher effectiveness refers to teachers' perception of teaching skills and quality, teachers' professional knowledge and growth, teachers' job satisfaction and professional attitude, teachers' class management and

communication and interaction between teachers and students, consisting of 5 item, namely TE1-TE5; student effectiveness refers to the teachers' perception of the training condition of students' achievement of basic subjects, group discipline and moral behavior development, peer cooperation and social practice services, consisting of 5 items, namely SE1-SE5; and social effectiveness refers to the teachers' perception of the interaction among schools, parents and society. This relationship will affect the extent to which the school can obtain outside assistance and resources, consisting of 4 items, namely CE1-CE4, divided into four dimensions, totaling 18 topics. The scale uses the Likert 5-point score, ranging from 1 to 5 points, from being very disagreeing to being very agreeable. The higher the score is, the higher the subjects' perception of the school effectiveness. The cumulative explanatory variation of the original scale is 76.29%, and the Cronbach's α coefficients of each dimension and overall internal consistency are 0.808, 0.834, 0.828, 0.838, and 0.893, respectively (Zhao, 2016), as shown in Table 3.5:

Table 3.5 Summary of School Effectiveness Dimensions, Items and Contents

Dimension	Item Code	Item and Content
Management Effectiveness	ME1	1. The planning of our school environment and equipment is educational and forward-looking;
	ME2	2. The formulation of our school plan can broaden the opinions of colleagues to brainstorm;

Table 3.5 (continued)

Dimension	Item Code	Item and Content
	ME3	3. Our school has high administrative efficiency and work can be completed on schedule;
	ME4	4. Our school encourages colleagues to pursue innovation, creativity and progress on all aspects;
Teacher Effectiveness	TE1	5. Teachers in our school are willing to communicate and coordinate with each other to solve problems;
	TE2	6. Teachers in our school can make good use of various teaching methods in teaching activities to meet the needs of different students;
	TE3	7. Our school attaches great importance to the cultivation of teachers' teaching ability, and regularly holds teaching observation activities;
	TE4	8. Teachers in our school are willing to further study to enhance professional functions and improve teaching methods;
	TE5	9. For the various measures of our school, the faculty and staff are willing to cooperate actively;
Student Effectiveness	SE1	10. Our students have a good performance in their studies;
	SE2	11. Our students have excellent performances in all competitions in the school;
	SE3	12. Our students have a high willingness to learn and are willing to accept teachers' guidance;
	SE4	13. Under the good learning situation, our students have fully developed and grown physically and mentally;
	SE5	14. Our students adhere to the standard of living and show a positive attitude;
Community Effectiveness	CE1	15. Parents and social people recognize and support the development of various measures of the school;
	CE2	16. Social people are actively sponsoring the school to assist the school in promoting school affairs;
	CE3	17. Social people actively participate in relevant activities of our school and put forward constructive opinions;
	CE4	18. The community can effectively use the community resources for our school to promote the development of the school.

Note: ME: Management Effectiveness, TE: Teacher Effectiveness, SE: Student Effectiveness, CE: Community Effectiveness.

3.4 Data Analysis Method

This research mainly adopts the investigation and research method, first collecting and reading relevant literature materials, and forming systematic understanding of the research content, and further discussing and doing the empirical research, then formulating the research framework, issuing the questionnaire to make a survey, and finally drawing the conclusion by analyzing the data. Through the study of the literature on school effectiveness, this study clarifies that the principal's positive leadership of private colleges and universities is an important factor of the school effectiveness. The teachers' organizational commitment and teachers' job insecurity play the mechanism role in the principal's positive leadership on the school effectiveness. The questionnaires are used to investigate the teachers of private colleges and universities in Henan Province, and finally the data analysis is carried out to further verify the relationship between the principal's positive leadership that the private college teachers perceive, the organizational commitment, the job insecurity and the school effectiveness. After screening and sorting out the

collected questionnaires, SPSS 22.0 statistics and AMOS 21.0 software are used for statistical analysis. The specific analysis is as follows:

A. Using descriptive statistical analysis, the average and standard deviation in the variables of the objects are used to display the demographic variables of the sample and the structure of each variable in a frequency and percentage manner to understand overall status of school effectiveness that the principal's positive leadership perceived by private college teachers in Henan Province of China, teachers' organizational commitment and job insecurity have impact on.

B. Test tool's reliability and validity are tested by using item analysis, consistency analysis, exploratory factor analysis, confirmatory factor analysis, common method bias, etc..

C. *T*-test of an independent sample is used to determine the differences in demographics between different genders and whether they serve as administrative or academic leaders in the private university teachers' perception of principal's positive leadership,organizational commitment, job insecurity and school effectiveness. ANOVA is used to analyze the differences in the principal's positive leadership,organizational commitment, job insecurity and school effectiveness of

private university teachers with different professional titles, academic qualifications, ages and years of schooling.

D. Pearson correlation coefficient is used to analyze the correlation between the respective independent variables and the dependent variables and specifically analyze the correlation of the private college teachers' perceived principal's positive leadership,organizational commitment, and teachers' job insecurity on the school effectiveness.

E. Regression analysis is used to test the influence of the private college teachers' perceived principal's positive leadership,organizational commitments, and job insecurity on the school effectiveness. According to the regression model proposed by Baron and Kenny (1986), the organizational commitment is tested to play an intermediary role between the teachers' perceived principal's positive leadership and school effectiveness, and job insecurity to play a mediating role between them.

3.5 Pre-test Questionnaire Analysis

In order to improve the reliability and validity of the research tool, the questionnaire is pre-tested before the formal questionnaire is issued. After the

pre-test questionnaire is collected, the questionnaire data is processed, and the valid samples are analyzed by item analysis, exploratory factor analysis and reliability analysis to test the appropriateness of the questionnaire content and screen the appropriate items for the basis of further preparation of the formal questionnaire. The screening criteria are as follows:

A. Item Analysis

Item analysis is an assessment of the appropriateness of the pre-test items (Qiu, 2000). This study uses Wu's (2009) item analysis criteria to classify item analysis into three categories (extreme group comparison method, correlation analysis method, homogeneity detection method), and six judgment criteria. In this study, items with more than 3 criteria (including 3) will be reserved, and items without meeting 3criteria will be deleted (Wu, 2009). This is used as the judgment basis of the item analysis for the deletion of items.

a. Extreme group test. The sum of the pre-test questionnaire scores is ranked from High to Low, from the highest score to 73% as the high-score group, and the lowest score to 27% as the low-score group. Then compare the average of the high-score group and the low-score group to make a difference *t*-test. If the decision value is larger and reaches a statistically significant level, it represents the

degree of discrimination of the scale item is higher, and it is reserved. According to the rule of thumb, if the decision value is less than 3, it can be considered for deletion (Qiu, 2006).

b. Correlation analysis method. In the correlation detection, for one thing, it is that each item is related to the total score. In the calculation of the correlation between the scores of each item and the total score of the questionnaire, Wu (2009) thinks that if the correlation coefficient of the score of each item and the total score of the scale is above 0.400 and reaches the statistically significant level, that is, there is correlation between the item and the total score of the scale and the item should be reserved. If the correlation coefficient of the single item does not reach 0.400, then the deletion can be considered. For another, the corrected item in the correlation test is related to the total score: that is, the correlation method of the corrected item and the total score is the Pearson product difference correlation coefficient for calculating the total score of each item and the divisional level (excluding the score of the item). The criterion for the selected item in this study is that the correlation coefficient between the corrected item and the total score of the scale must be above 0.400, and if it is less than 0.400, it will be deleted.

c. Homogeneity detection method, for one thing, is the Cronbach's α value

after the deletion of the item in the homogeneity test: the internal consistency of the Cronbach's α coefficient verification questionnaire items, evaluating the reliability and stability of the whole scale, and modifying and adjusting the assessment items with lower reliability. The Cronbach's α value after the deletion of the item refers to the Cronbach's α coefficient of the overall scale after the item is deleted. Therefore, in order to obtain a high stability scale, the Cronbach's α value after the item deletion must be verified, that is, taking the standardized Cronbach's α value as the benchmark; for another, it is the communalities and factor loading in the homogeneity test: the purpose of homogeneity testing using factor analysis is to extract the common basic factors from the project, and the main purpose is to reduce the main factors of the variables according to the degree of correlation to simplify the complexity between the variables, hoping for the maximum possible interpretation of the original variable. Therefore, in the part of factor analysis, take the communalities and factor loading as the benchmark to delete items, so that the items with common factors have the greatest homogeneity. The entire scale, using the principal component analysis method, under the maximum component extraction, the communality is less than 0.2, and it is recommended to delete. The factor loading is judged according to the number of samples of more than 200, and the factor

loading being widened to 0.4 (Wu, 2009). In this study, the item analysis of the teachers' perceived Principal's positive leadership scale, the teachers' organizational commitment scale, the job insecurity scale, and the perceived school effectiveness scale, are sorted out, as shown in Tables 3.6, 3.8, 3.10, 3.12:

B. Exploratory Factor Analysis

Exploratory factor analysis aims to determine the construct validity of the scale. The use of the scale has a clear factor construct, and the factor structure of the previous scale questionnaire can be used to limit the number of common factors extracted. (Wu, 2009).According to the scholar Kaiser's opinion (1974), when the KMO value is larger, the more common factors between the variables are, the more suitable the factor analysis is. If the KMO value is less than 0.5, the factor analysis is less suitable. The principal component analysis method is selected for extraction, and the maximum variation method is used for the rotation axis. If the item has two facets at the same time and the factor loading is less than 0.4, the deletion is considered and the second factor analysis is performed.

C. Reliability Analysis

Reliability analysis is the degree of consistency in the results of repeated measurements of the same or similar maternal body, and the statistical coefficient

Cronbach's α is most often used to measure the consistency between the next project in the same facet. In this study, Cronbach's α reliability coefficient analysis is used to test the reliability of each scale. When the α value is higher than 0.7, the questionnaire has high reliability; when the α value exists between 0.35 and 0.7, it is medium confidence, the questionnaire has medium reliability; if the α value is less than 0.35, it is untrustworthy questionnaire. (Qiu, 2006).

3.5.1 Item Analysis, Exploratory Factor Analysis and Reliability Analysis of the Principal's Positive Leadership Scale

A. Item Analysis. The principal's positive leadership scale analysis results show that the CR values of all the items range from -17.622 to -12.693, all of which reach statistically significant levels (p<0.001); and the absolute values are greater than 3, in line with the standard. The correlation value of all the items and the total score is between 0.775 and 0.910, all greater than 0.4, in line with the standard; the correlation value of all correction items and the total score is between 0.740 and 0.890, both exceeding 0.4, in line with the standard (Qiu, 2013); only after the deletion of the item PA3, the α value is 0.977, meaning that the scale's α value is 0.977, which does not meet the standard (Wu, 2009); the communalities of all the items are above 0.580, which is greater than the standard value of 0.2. The factor

loading of all the items is above 0.760, which is greater than the standard value of 0.5. Based on the comprehensive judgment, reserve all the items, as shown in Table 3.6:

Table 3.6 Item Analysis of the Principal's Positive Leadership Scale

Facet	Item	Extreme group comparison	Detection Correlations		Isomorphic detection				
		Critical Ratio value (CR value)	Item-Total Correlation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted (α value)	Communalities	Factor loading	Under Standard	Remarks
	Criterion	≧3.0	≧.400	≧.400	<.977	≧.20	≧.50	0	reserve
Positive Atmosphere	PA1	-15.900***	.851***	.826	.975	.716	.846	0	reserve
	PA2	-15.918***	.847***	.825	.973	.713	.845	0	reserve
	PA3	-16.346***	.775***	.740	.977	.587	.766	1	reserve
	PA4	-15.255***	.901***	.885	.974	.808	.899	0	reserve
Positive Bond	PB1	-17.155***	.906***	.890	.974	.816	.903	0	reserve
	PB2	-13.822***	.881***	.863	.975	.776	.881	0	reserve
	PB3	-16.259***	.856***	.832	.973	.726	.852	0	reserve
	PB4	-17.622***	.910***	.895	.974	.825	.908	0	reserve
Positive Communication	PC1	-16.681***	.881***	.865	.975	.784	.885	0	reserve
	PC2	-17.664***	.877***	.859	.972	.773	.879	0	reserve
	PC3	-15.256***	.851***	.830	.975	.729	.854	0	reserve
	PC4	-14.802***	.812***	.786	.976	.662	.814	0	reserve
Positive Denotation	PD1	-13.890***	.869***	.852	.974	.766	.875	0	reserve
	PD2	-13.946***	.883***	.865	.972	.781	.884	0	reserve
	PD3	-13.766***	.863***	.845	.971	.753	.868	0	reserve
	PD4	-12.693***	.852***	.832	.974	.734	.857	0	reserve

Note: *p<0.05 **p<0.01 ***p<0.001.

B. Exploratory Factor Analysis. The results show that since the two items PB2 and PC4 appear in other dimensions at the same time, the items PMO2 and PC4 are deleted and the factors are analyzed. The KMO value of the scale is 0.944, and the value of Bartlett's test of sphericity is 3490.142 (p<0.000), representing fitting factor analysis, extracting four factors (Kaiser, 1974), which are named positive atmosphere, positive bond, positive communication, and positive denotation, respectively. The factor loading of each item is between 0.515 and 0.839. The eigenvalues of each dimension are between 2.398 and 3.678, and the cumulative total explanatory variation is 86.858%, indicating that the scale has good construction validity in this actual measurement, as shown in Table 3.7.

C. Reliability Analysis. The Cronbach's α reliability coefficient analysis results show that the overall Cronbach's α coefficient of positive leadership is 0.974, and the Cronbach's α coefficients of each dimension are 0.913 for positive atmosphere, 0.931 for positive bonds, 0.936 for positive communication, and 0.939 for positive denotation. It shows that the internal consistency of the scale is quite good in this actual measurement (Qiu, 2006), as shown in Table 3.7:

Table 3.7 Summary of the Exploratory Factor Analysis and Reliability Analysis of the Principal's Positive Leadership

Table 3.7 (continued)

Dimension	Item	Factor loading	Eigenvalue	Explanatory variation%	Cronbach's α
Positive Atmosphere	PA1	.563	2.921	20.867	.913
	PA2	.537			
	PA3	.839			
	PA4	.608			
Positive Bond	PB1	.523	2.398	17.126	.931
	PB3	.769			
	PB4	.515			
Positive Communication	PC1	.723	3.154	22.530	.936
	PC2	.766			
	PC3	.715			
Positive Denotation	PD1	.755	3.687	26.334	.939
	PD2	.721			
	PD3	.684			
	PD4	.723			
Total Explanatory Variation: 86.858%			Total Coefficient Cronbach's α:0.974		

3.5.2 Item Analysis, Exploratory Factor Analysis and Reliability Analysis of Teachers' Organizational Commitment Scale

A. Item Analysis. The analysis results of the teachers' organizational commitment scale show that the CR values of all items range from -15.850 to -9.11, all reaching statistically significant levels (p<0.001) and the absolute values is greater than 3, in line with the standard; the correlation value of all the item projects and the total score is between 0.700 and 0.862, all greater than 0.4, in line with the standard; the correlation value of all correction items and the total score is between

0.655 and 0.836, all exceeding 0.4 (Qiu, 2013), in line with the standard; after deleting the items, all the α values after deletion are less than 0.952, in line with the standard (Wu, 2009); the communalities all the items are above 0.650, greater than the standard value of 0.2; the factor loading of all the items is above 0.710, greater than the standard value of 0.5. After the comprehensive judgment, reserve all the items.

Table 3.8 Item Analysis of Teachers' Organizational Commitment Scale

Facet	Item	Extreme group comparison	Detection Correlations		Isomorphic detection				
		Critical Ratio value (CR value)	Item-Total Correlation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted (α value)	Communalities	Factor loading	Under Standard	Remarks
	Criterion	≧3.0	≧.400	≧.400	<.952	≧.20	≧.50	0	reserve
Affective Commitment	AC1	-12.160***	.781***	.732	.945	.737	.763	0	reserve
	AC2	-12.478***	.852***	.814	.942	.756	.840	0	reserve
	AC3	-15.850***	.871***	.836	.941	.796	.856	0	reserve
	AC4	-13.390***	.769***	.705	.947	.720	.742	0	reserve
Normative Commitment	NC1	-9.117***	.700***	.655	.947	.666	.717	0	reserve
	NC2	-10.121***	.793***	.758	.944	.787	.813	0	reserve
	NC3	-11.491***	.778***	.737	.945	.766	.795	0	reserve
	NC4	-9.488***	.781***	.743	.945	.805	.801	0	reserve
Continuance Commitment	CC1	-11.491***	.862***	.836	.942	.783	.874	0	reserve
	CC2	-14.428***	.848***	.813	.942	.737	.848	0	reserve
	CC3	-12.312***	.834***	.803	.943	.709	.841	0	reserve
	CC4	-14.125***	.814***	.767	.944	.681	.806	0	reserve

Note: *p<0.05 **p<0.01 ***p<0.001.

B. Exploratory Factor Analysis. The results show that since the item CC1 appears in two facets at the same time, after deleting item CC1 and the factor analysis is conducted again, the KMO value of the scale is 0.920, and the value of Bartlett's test of sphericity is 1882.298 (p=0.000), which represents fitting the factor analysis. A total of three factors (Kaiser, 1974) are extracted and named: affective commitment, normative commitment, and continuance commitment. The factor loading of each item is between 0.653 and 0.840, the eigenvalues is between 2.795 and 3.035, and the cumulative total explanatory variation is 80.547%, indicating that the scale has good construction validity in this actual measurement, as shown in Table 3.9.

C. Reliability Analysis. The Cronbach's α reliability coefficient analysis results show that the overall Cronbach's α coefficient of the organizational commitment is 0.942, and the Cronbach's α coefficients of each dimension are: affective commitment 0.906, normative commitment 0.939, and continuance commitment 0.895. It shows that the internal consistency of the scale is quite good in this actual measurement (Qiu, 2006), as shown in Table 3.9:

Table 3.9 Summary of Exploratory Factor Analysis and Reliability Analysis of

the Organizational Commitment

Dimension	Item	Factor loading	Eigenvalue	Explanatory variation%	Cronbach's α
Affective Commitment	AC1	.827	3.035	27.588	.906
	AC2	.653			
	AC3	.721			
	AC4	.821			
Normative Commitment	NC1	.840	3.031	27.551	.939
	NC2	.767			
	NC3	.729			
	NC4	.762			
Continuance Commitment	CC2	.763	2.795	25.408	.895
	CC3	.727			
	CC4	.776			
Total Explanatory Variation: 80.547%			Total Coefficient Cronbach's α: 0.942		

3.5.3 Item Analysis, Exploratory Factor Analysis and Reliability Analysis of Teachers' Job Insecurity Scale

A. Item Analysis. The analysis results of the teachers' insecurity scale show that the CR values of all the items range from -21.566 to -16.797, all reaching statistically significant levels (p=0.000) and the absolute values are greater than 3, in line with the standard; the correlation value of all the items and the total score is between 0.668 and 0.877, all greater than 0.4, in line with the standard; the correlation value of all correction items and the total score is between 0.573 and 0.844, all exceeding 0.4 (Qiu, 2013), in line with the standard; as for the α value

after the deletion of the items, only after deleting the item ZL2, the α value is 0.947, higher than the scale's α value 0.944 after deleting the scale. The α values of all other items after deletion are less than 0.944, which is in line with the standard (Wu, 2009); the communalities of all the items are above 0.402, greater than the standard value of 0.2; the factor loading of all the items is above 0.770, greater than the standard value of 0.5. Based on the comprehensive judgment, reserve all the items.

Table 3.10 Item Analysis of Job Insecurity Scale

		Extreme group comparison	Detection Correlations		Isomorphic detection				
Facet	Item	Critical Ratio value (CR value)	Item-Total Correlation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted (α value)	Communalities	Factor loading	Understandard	Remarks
	Criterion	≧3.0	≧.400	≧.400	<.944	≧.20	≧.50	0	reserve
Quantitative Insecurity	SL1	-17.440***	.834***	.785	.934	.708	.842	0	reserve
	SL2	-19.252***	.874***	.836	.931	.783	.885	0	reserve
	SL3	-16.797***	.862***	.826	.932	.771	.878	0	reserve
	SL4	-17.442***	.862***	.822	.932	.767	.876	0	reserve
	SL5	-17.478***	.877***	.844	.931	.794	.891	0	reserve
Qualitative Insecurity	ZL1	-21.566***	.853***	.807	.933	.723	.850	0	reserve
	ZL2	-10.448***	.668***	.573	.947	.402	.634	1	reserve
	ZL3	-21.268***	.853***	.807	.933	.711	.843	0	reserve
	ZL4	-20.002***	.796***	.732	.938	.607	.779	0	reserve

Note: *p<0.05 **p<0.01 ***p<0.001.

B. Exploratory Factor Analysis. The results show that due to the factor loading of the item ZL1 appearing at the two facets at the same time, the factor analysis is performed again after the item ZL1 is deleted. The KMO value of the scale is 0.908, and the value of Bartlett's test of sphericity is 1422.283 (p=0.000), which represents that it is suitable to use factor analysis and extract two factors (Kaiser, 1974), which are named quantitative job insecurity and qualitative job insecurity, respectively. The factor loading of each item is between 0.704 and 0.892. The eigenvalues of the two dimensions are 2.302 and 4.113, and the cumulative total explanatory variation is 80.196%, indicating that the scale has good construction validity in actual measurement, as shown in Table 3.11.

C. Reliability Analysis. After the Cronbach's α reliability coefficient analysis, the results show that the overall Cronbach's α coefficient of job insecurity is 0.933, and the Cronbach's α coefficients of each dimension are: 0.944 for quantitative job insecurity and 0.831 for qualitative job insecurity. It shows that the internal consistency of the scale is quite good in this actual measurement, as shown in Table 3.11:

Table 3.11 Summary of Job Insecurity, Exploratory Factor Analysis and Reliability

Analysis

Dimension	Item	Factor loading	Eigenvalue	Explanatory variation%	Cronbach's α
Quantitative Insecurity	SL1	.808	4.113	51.416	.944
	SL2	.863			
	SL3	.860			
	SL4	.865			
	SL5	.839			
Qualitative Insecurity	ZL2	.892	2.302	28.780	.831
	ZL3	.704			
	ZL4	.713			
Total Explanatory Variation: 80.196% Total Coefficient Cronbach's α: 0.933					

3.5.4 Item Analysis, Exploratory Factor Analysis and Reliability Analysis of the School Effectiveness Scale

A. Item Analysis. The analysis results of the school effectiveness scale show that the CR values of all the items range from -19.628 to -10.582, all reached statistically significant levels (p=0.000) and the absolute values are greater than 3, in line with the standard; the correlation value of all the items and the total score is between 0.709 and 0.888, all greater than 0.4, in line with the standard; the correlation value of all correction items and the total score is between 0.667 and 0.877, all exceeding 0.4 (Qiu, 2013), in line with the standard; as for the α value after the deletion of the items, only after deleting the item ME1, the α value is 0.972,which is equal to the scale's α value after deleting the scale, which does not meet the standard; the α values of all other items after deletion are less than 0.972, in

line with the standard (Wu, 2009); the communalities of all the items are above 0.576, greater than the standard value of 0.2; the factor loading of all the items is above 0.690, greater than the standard value of 0.5. Based on the comprehensive judgment, reserve all the items.

Table 3.12 Item Analysis of the School Effectiveness Scale

Facet	Item	Extreme group comparison	Detection Correlations		Isomorphic detection			Under Standard	Remarks
		Critical Ratio value (CR value)	Item-Total Correlation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted (α value)	Communalities	Factor loading		
	Criterion	≧3.0	≧.400	≧.400	<.972	≧.20	≧.50	0	reserve
Management Effectiveness	ME1	-13.844***	.709***	.667	.972	.576	.693	1	reserve
	ME2	-17.237***	.806***	.774	.970	.690	.793	0	reserve
	ME3	-19.628***	.844***	.819	.969	.738	.838	0	reserve
	ME4	-14.402***	.844***	.821	.969	.805	.839	0	reserve
Teacher Effectiveness	TE1	-15.218***	.855***	.836	.969	.791	.855	0	reserve
	TE2	-13.613***	.818***	.797	.970	.769	.823	0	reserve
	TE3	-11.834***	.805***	.782	.970	.762	.809	0	reserve
	TE4	-10.582***	.761***	.735	.970	.606	.770	0	reserve
	TE5	-14.338***	.756***	.727	.970	.577	.758	0	reserve
Student Effectiveness	SE1	-15.150***	.868***	.850	.969	.800	.870	0	reserve
	SE2	-13.613***	.888***	.874	.969	.824	.895	0	reserve
	SE3	-15.430***	.816***	.788	.970	.756	.816	0	reserve
	SE4	-14.025***	.850***	.831	.969	.819	.857	0	reserve
	SE5	-13.872***	.843***	.823	.969	.827	.849	0	reserve
Community Effectiveness	CE1	-14.265***	.862***	.843	.969	.817	.868	0	reserve
	CE2	-16.671***	.847***	.825	.969	.733	.846	0	reserve
	CE3	-16.021***	.867***	.848	.969	.768	.866	0	reserve
	CE4	-15.697***	.807***	.780	.970	.681	.804	0	reserve

Note: *p<0.05 **p<0.01 ***p<0.001.

B. Exploratory Factor Analysis. The analysis results of school effectiveness scale show that due to the factor loading of the item ME4，TE5，CE1 appearing at the two facets at the same time, the factor analysis is performed again after the items ME4，TE5，CE1 are deleted. the KMO value of the scale is 0.945, and the value of Bartlett's test of sphericity is is 32237.323 (p< 0.000), which represents that it is suitable to use factor analysis, and extract a total of four factors (Kaiser, 1974), which are named management effectiveness, teacher effectiveness, student effectiveness, and community effectiveness, respectively. The factor loading of each item is between 0.551 and 0.834. The eigenvalues of each dimension are between 2.531 and 3.877, and the cumulative total explanatory variation is 84.331%, indicating that the scale has good construction validity in this actual measurement, as shown in Table 3.12.

C. Reliability Analysis. After Cronbach's α reliability coefficient analysis, the results show that the overall Cronbach's α coefficient of the school effectiveness is 0.920, and the Cronbach's α coefficients of each dimension are: management effectiveness 0.866, teacher effectiveness 0.924, student effectiveness 0.946 and community effectiveness 0.942. It shows that the internal consistency of the scale is quite good in the actual measurement (Qiu, 2006), as shown in Table 3.13:

Table 3.13 Summary of Exploratory Factor Analysis and Reliability Analysis of the School Effectiveness

Dimension	Item	Factor loading	Eigenvalue	Explanatory variation%	Cronbach's α
Management Effectiveness	ME1	.834	2.531	16.876	.866
	ME2	.748			
	ME3	.551			
Teacher Effectiveness	TE1	.626	3.356	22.376	.924
	TE2	.789			
	TE3	.806			
	TE4	.758			
Student Effectiveness	SE1	.666	3.787	25.249	.946
	SE2	.660			
	SE3	.767			
	SE4	.806			
	SE5	.755			
Community Effectiveness	CE2	.783	2.975	19.831	.942
	CE3	.749			
	CE4	.792			
Total Explanatory Variation: 84.331%			Total Coefficient Cronbach's α: 0.966		

In summary, the pre-test questionnaires are analyzed by item analysis, exploratory factor analysis and reliability analysis. After deleting the total 7 items, items of PB2 and PC4 in the Principal's Positive Leadership Scale, the item of CC1

in the Teachers' organizational commitment Scale, the item of ZL1 in Teachers' Job Insecurity Scale, the items of ME4, TE5, CE1 in the School Effectiveness Scale, the total explanatory variation of the Principal's Positive Leadership Scale is 86.858%, and the internal consistency is 0.974; the total explanatory variation of Teachers' organizational commitment Scale is 80.547%, and the internal consistency is 0.942; the total explanatory variation of each of the scales of the Teachers' Job Insecurity Scale is 80.196%, and the internal consistency coefficient is 0.933; the total explanatory variation of the School Effectiveness Scale is 84.331%, and the internal consistency coefficient is 0.966. All show good reliability and validity, and the remaining items are compiled into the formal questionnaire.

3.6 Formal Questionnaire Analysis

To ensure the validity and reliability of the research data analysis, this study uses a Confirmatory Factor Analysis to test the formal questionnaire.

Confirmatory Factor Analysis (CFA) is to verify the degree of fit and construct validity of the model structure with the actual data collected (Wu, 2009). This study will judge the degree of fit and construct validity of the formal

questionnaire from the overall adaptation, convergence validity and differential validity of the model.

A. The CFA verification requires the sample data to conform to the normal distribution. The scale shows that the skewness absolute value is less than 3, and the kurtosis absolute value is less than 10 (Kline, 1998), which can be regarded as normal data. After measurement, the skewness coefficient the teacher perceived principal's positive leadership scale is - 1.348, and the according kurtosis coefficient is 2.120; the skewness coefficient of the organizational commitment scale is - 1.451, and the according kurtosis coefficient 4.748; the skewness coefficient of job insecurity scale is 0.055, and the according kurtosis coefficient is -0.924; the skewness coefficient of the school effectiveness scale is -0.832, and the according kurtosis coefficient is 0.689. All meet the standard, indicating that the four subscale data conform to the normal distribution (Kline, 1998).

B. Overall Model Adaptation. The overall adaptation index standard of the scale usually includes: absolute adaptation index: $\chi 2/df$ is less than 5, RMR is less than or equal to 0.08, RMSEA is less than or equal to 0.10, and AGFI is greater than 0.80; incremental adaptation index: NFI is greater than or equal to 0.800, and TLI, CFI, RFI, IFI are greater than or equal to 0.900; simplification adaptation index:

PNFI, PCFI are greater than or equal to 0.500. It can be considered with a good model adaptation (Hair, Anderson, Tatham, & Black, 1998; Lomax & Schumacker, 2004).

C. Convergence validity is to test a variable to develop a number of items, and finally whether it will converge into a dimension; the following criteria need to be met: observation of the variable normalization factor negative λ value>0.5; combination reliability CR value>0.6. The average extractions amount (AVE) of per potential variable is greater than 0.5, indicating that the potential variable convergence validity is ideal. If the AVE value, between 0.36 and 0.5, is acceptable (Hair, Black, Babin, Anderson, & Tatham, 2006), it has a good operational definition (Bagozzi & Yi, 1988; Fornell & Larcker, 1981).

D. Reliability analysis is the degree of consistency in the results of repeated measurements of the same or similar maternal body, and the statistical coefficient Cronbach's α is often used to measure the consistency between the next project in the same facet. In this study, Cronbach's α reliability coefficient analysis is used to test the credibility of each scale. When the α value is higher than 0.7, the questionnaire has high reliability; when the α value exists between 0.35 and 0.7, it is

medium reliability, and the questionnaire has medium reliability; if the α value is less than 0.35, it is untrustworthy questionnaire. (Qiu, 2006).

E. The differential validity means that the indicators of different facets should not have high correlation or different correlations between facets or construction should be low (Li, 2009). In this study, the average variation extraction AVE method is used. Forell and Larcker (1981) point out that the average variation extraction AVE of each facet is larger than the square of the facet correlation coefficient. It means that the facets have different validity.

3.6.1 Confirmatory Factor Analysis of Teachers' Perceived Principal's Positive Leadership

A. Overall Mode Adaptation. The results show: absolute adaptation index: $\chi 2/df=7.887$, slightly larger than 5, RMR=0.017, AGFI=0.863, RMSEA=0.097; incremental adaptation index: NFI=0.957, TLI=0.951, CFI=0.962, RFI=0.945, IFI=0.962; simplification adaptation index: PNFI=0.747, PCFI=0.751. Therefore, except that the chi-square value is a little high due to the large number of samples, most of the adaptation indicators meet the standard, indicating that the model has good fitness (Wen, Hou, Herbert, 2004; Hair et al., 1998; Lomax & Schumacker, 2004), as shown in Table 3.14:

Table 3.14 Model Adaptation Index Analysis of Positive Leadership Scale

	Index	Adaptation index standard	Identification result data	Model adaptation judgment
Absolute adaptation index	χ^2	The smaller, the better	559.987	-
	χ^2/df	<5.000	7.887	approaching
	RMR	≦.080	.017	accepted
	AGFI	≧.800	.863	accepted
	RMSEA	≦.100	.097	accepted
Incremental adaptation index	NFI	≧.800	.957	accepted
	TLI	≧.900	.951	accepted
	CFI	≧.900	.962	accepted
	RFI	≧.900	.945	accepted
	IFI	>.900	.962	accepted
Simplification adaptation index	PNFI	≧.500	.747	accepted
	PCFI	≧.500	.751	accepted

B. Convergence Validity Test. The results show that the factor loading of each item is between 0.862-0.928, both of which are greater than 0.5, and the combined reliability CR values are 0.938, 0.929, 0.931, 0.941, all greater than 0.6, and the average extraction AVE value is 0.790. , 0.814, 0.819, 0.800, all greater than 0.5; it can be seen that the teachers' perceived principal's positive leadership scale to have good convergence validity (Bagozzi & Yi, 1988; Fornell & Larcker, 1981; Hair et al., 2006), as shown in Table 3.15:

C. Reliability Analysis. The results show that the overall Cronbach's α coefficient of teachers' perceived principal' positive leadership is 0.977, and the Cronbach's α coefficients of each dimension are: positive atmosphere 0.938, positive bond 0.929, positive communication 0.930 and positive denotation 0.939. The Cronbach's α coefficients are all above 0.7, indicating that the internal consistency of the scale is quite good in this actual measurement (Qiu, 2006), as shown in Table 3.15:

Table 3.15 Summary of the Exploratory Factor Analysis and Reliability Analysis of the Principal's Positive Leadership

Dimension	Item	λ	CR	AVE	Cronbach's α
Positive Atmosphere	PA1	.874	.938	.790	.938
	PA2	.898			
	PA3	.886			
	PA4	.898			
Positive Bond	PB1	.884	.929	.814	.929
	PB3	.895			
	PB4	.927			
Positive Communication	PC1	.911	.931	.819	.930
	PC2	.928			
	PC3	.875			
Positive Denotation	PD1	.862	.941	.800	.939
	PD2	.911			
	PD3	.913			
	PD4	.891			

D. Differential Validity. The results show that the square roots of the average variation extraction (AVE) for each dimension of the teachers' perceived principal's leadership are 0.888, 0.902, 0.904 and 0.894, respectively, which are all greater than the correlation coefficients of the dimension and other dimensions, indicating that the scale has good differential validity (Fornell & Larcker, 1981), as shown in Table 3.16:

Table 3.16 Differential Validity Analysis of Teachers' Perceived Principal's Positive Leadership Scale

Dimension	Positive Atmosphere	Positive Bond	Positive Communication	Positive Denotation
Positive Atmosphere	.888			
Positive Bond	.868***	.902		
Positive Communication	.829***	.859***	.904	
Positive Denotation	.883***	.871***	.856***	.894

Note 1: Diagonal value is the square root of AVE.

Note 2: *p<0.05; **p<0.01; ***p<0.001

In summary, the model adaptation indicators are in line with the standard, the factor loading of each item is greater than 0.5, the combined reliability CR value of each dimension is greater than 0.6, the average extraction amount AVE value is

greater than 0.5, and each square root of the average variation extraction amount (AVE) is greater than the correlation coefficients of the dimension with other dimensions. The Cronbach's α coefficients of both the whole and the dimension are greater than 0.7, indicating that the teachers' perceived principal's positive leadership scale has good reliability and validity in this test. (Qiu, 2006; Bagozzi & Yi, 1988; Fornell & Larcker, 1981; Hair et al., 2006; Hair et al., 1998; Lomax & Schumacker, 2004).

3.6.2 Verification Factor Analysis of Organizational Commitment

A. Overall Mode Adaptation Test. The results show that the index values are: absolute adaptation index: $\chi 2/df$ =5.960, slightly larger than 5, RMR=0.016, AGFI=0.914, RMSEA=0.082; incremental adaptation index: NFI=0.967, TLI =0.963, CFI=0.972, RFI=0.956, IFI=0.972; simplification adaptation index: PNFI=0.721, PCFI=0.725. Therefore, except that the chi-square value is a little high due to the large number of samples, most of the adaptation indicators meet the standard, indicating that the model has good fitness (Wen et al., 2006; Hair et al., 1998; Lomax & Schumacker, 2004), as shown in Table 3.17:

Table 3.17 Model Adaptation Indicator Analysis of Organizational Commitment Scale

Table 3.17 (continued)

	Index	Adaptation index standard	Identification result data	Model adaptation judgment
Absolute adaptation index	χ^2	the smaller, the better	244.378	-
	χ^2/df	<5.000	5.960	approaching
	RMR	≦.080	.016	accepted
	AGFI	≧.800	.914	accepted
	RMSEA	≦.100	.082	accepted
Incremental adaptation index	NFI	≧.800	.967	accepted
	TLI	≧.900	.963	accepted
	CFI	≧.900	.972	accepted
	RFI	≧.900	.956	accepted
	IFI	>.900	.972	accepted
Simplification adaptation index	PNFI	≧.500	.721	accepted
	PCFI	≧.500	.725	accepted

B. Intrinsic Convergence Validity Test. The results show that the factor loading of each item is between 0.827-0.929, both greater than 0.5, and the combined reliability CR values of potential variables are 0.927, 0.913 and 0.906, respectively, all greater than 0.6. The average extraction amount AVE values of the variables are 0.716, 0.715 and 0.763, respectively, which are all greater than 0.5, indicating that the study subjects have good convergence validity on the teachers' organizational commitment scale (Bagozzi & Yi, 1988; Fornell & Larcker, 1981; Hair Et al., 2006), as shown in Table 3.18:

C. Reliability Analysis. The results show that the overall Cronbach's α coefficient of the teachers' organizational commitment is 0.949, and the Cronbach's α coefficients of each dimension are: affective commitment 0.925, normative commitment 0.913 and continuance commitment 0.899. The Cronbach's α coefficients are all greater than 0.7, indicating that the internal consistency of the scale is quite good in this actual measurement (Qiu, 2006), as shown in Table 3.18:

Table 3.18 Summary of Exploratory Factor Analysis and Reliability Analysis of Teachers' Organizational Commitment

Dimension	Item	λ	CR	AVE	Cronbach's α
Affective Commitment	AC1	.857	.927	.716	.925
	AC2	.882			
	AC3	.894			
	AC4	.858			
Normative Commitment	NC1	.827	.913	.715	.913
	NC2	.863			
	NC3	.876			
	NC4	.838			
Continuance Commitment	CC2	.919	.906	.763	.899
	CC3	.855			
	CC4	.844			

D. Differential Validity Test. The results show that the square roots of the average variation extraction (AVE) of each dimension of the organizational

commitment are 0.846, 0.845, and 0.873, respectively, which are greater than the correlation coefficients of the dimension and other dimensions (Fornell & Larcker, 1981), indicating the scale has good differential validity, as shown in Table 3.19.

Table 3.19 Differential Validity Analysis of Organizational Commitment Scale

Dimension	Affective Commitment	Normative Commitment	Continuance Commitment
Affective Commitment	.846		
Normative Commitment	.773***	.845	
Continuance Commitment	.883***	.793***	.873

Note 1: Diagonal value is the square root of AVE.

Note 2: *p<0.05; **p<0.01; ***p<0.001

In summary, the model adaptation indicators are in line with the standard, the factor loading of each item is greater than 0.5, the combined reliability CR value of each dimension is greater than 0.6, the average extraction amount AVE value is greater than 0.5, and each square root of the average variation extraction amount (AVE) is greater than the correlation coefficients of this dimension and other dimensions. The Cronbach's α coefficients of both the whole and the dimension are greater than 0.7, indicating that the teachers' organizational commitment scale has

good reliability and validity in this test (Qiu, 2006; Bagozzi & Yi, 1988; Fornell & Larcker, 1981; Hair et al., 2006).

3.6.3 Job Insecurity Confirmatory Factor Analysis

A. Overall Mode Adaptation Test. The results show that the absolute adaptation index:χ2/df=12.592, larger than 5, RMR=0.046, AGFI=0.856, RMSEA=0.126; incremental adaptation index: NFI=0.948, TLI=0.930, CFI=0.952, RFI=0.924, IFI=0.969; simplification adaptation index: PNFI=0.644, PCFI=0.646. Therefore, except that χ2/df's chi-square value is a little high due to the large number of samples, and the RMSEA is not acceptable, most of the adaptation indicators meet the standard, indicating that the model has good fitness (Wen et al., 2006; Hair et al., 1998; Lomax & Schumacker, 2004), as shown in Table 3.20:

Table 3.20 Model Adaptation Degree Index Analysis of Job Insecurity Scale

	Index	Adaptation index standard	Identification result data	Model adaptation judgment
Absolute adaptation index	χ^2	the smaller, the better	239.254	-
	χ^2/df	<5.000	12.592	not accepted
	RMR	≦.080	.046	accepted

Table 3.20 (continued)

	Index	Adaptation index standard	Identification result data	Model adaptation judgment
Incremental adaptation index	AGFI	≧.800	.856	accepted
	RMSEA	≦.100	.126	not accepted
	NFI	≧.800	.948	accepted
	TLI	≧.900	.930	accepted
	CFI	≧.900	.952	accepted
	RFI	≧.900	.924	accepted
	IFI	>.900	.969	accepted
Simplification adaptation index	PNFI	≧.500	.644	accepted
	PCFI	≧.500	.646	accepted

B. Convergence Validity Test. The results show that the factor loading of each item is between 0.707-0.903, which is greater than 0.5, and the combined reliability CR of potential variables is 0.930 and 0.850, respectively, both greater than 0.6; the average extraction AVE values of the potential variable are 0.727 and 0.656, respectively, both greater than 0.5, indicating that the job insecurity scale has

good convergence validity (Bagozzi & Yi, 1988; Hair et al., 2006), as shown in Table 3.21:

C. Reliability Analysis. The results show that the overall Cronbach's α coefficient of teachers' job insecurity is 0.929, and the Cronbach's α coefficients of each dimension are: 0.929 for job insecurity and 0.845 for quality job insecurity. The Cronbach's α coefficients are greater than 0.7, indicating that the internal consistency of the scale is quite good in this actual measurement (Qiu, 2006), as shown in Table 3.21:

Table 3.21 Summary of Job Insecurity Exploratory Factor Analysis and Reliability Analysis

Dimension	Item	λ	CR	AVE	Cronbach's α
Quantitative Insecurity	SL1	.807	.930	.727	.929
	SL2	.857			
	SL3	.848			
	SL4	.873			
	SL5	.876			
Qualitative Insecurity	ZL2	.707	.850	.656	.845
	ZL3	.903			
	ZL4	.809			

D. Differential Validity Test. The results show that the square roots of the average variation extraction (AVE) for each dimension of job insecurity are 0.852 and 0.809, respectively. Both are greater than the correlation coefficients of the

dimension and other dimensions, indicating that the scale has good discriminant validity (Fornell & Larcker, 1981), as shown in Table 3.22.

Table 3.22 Differential Validity Analysis of Job Insecurity Scale

	Quantitative Insecurity	Qualitative Insecurity
Quantitative Insecurity	.852	
Qualitative Insecurity	.805***	.809

Note 1: Diagonal value is the square root of AVE.

Note 2: *p<0.05; **p<0.01; ***p<0.001

In summary, the model adaptation indicators are in line with the standard, the factor loading of each item is greater than 0.5, the combined reliability CR value of each dimension is greater than 0.6, the average extraction amount AVE value is greater than 0.5, and the square roots of the average variation extraction amount (AVE) are all greater than the correlation coefficient of this dimension and other dimensions. The Cronbach's α coefficients of both the whole and the dimension are greater than 0.7, indicating that the teachers' job insecurity scale has good reliability and validity in this test (Qiu, 2006; Bagozzi & Yi, 1988; Hair et al., 2006; Lomax & Schumacker , 2004).

3.6.4 The Confirmatory Factors Analysis of Teachers' Perceived School Effectiveness

A. Overall Mode Adaptation Test. The results show: absolute adaptation index:χ2/df=6.974, slightly larger than 5, RMR=0.030, AGFI=0.862, RMSEA=0.090; incremental adaptation index: NFI=0.950, TLI=0.946 , CFI=0.956, RFI=0.937, IFI=0.956; simplification adaptation index: PNFI=0.760, PCFI=0.765. It indicates that the adaptation of the model is acceptable (Wen et al., 2006; Hair et al., 1998; Lomax & Schumacker, 2004), as shown in Table 3.23:

Table 3.23 Analysis of Model Adaptation Degree Index of School Effectiveness Scale

	Index	Adaptation index standard	Identification result data	Model adaptation judgment
Absolute adaptation index	χ^2	The smaller, the better	585.777	-
	χ^2/df	<5.000	6.974	approaching
	RMR	≦.080	.030	accepted
	AGFI	≧.800	.862	accepted
	RMSEA	≦.100	.090	accepted
Incremental adaptation index	NFI	≧.800	.950	accepted
	TLI	≧.900	.946	accepted
	CFI	≧.900	.956	accepted
	RFI	≧.900	.937	accepted
	IFI	>.900	.956	accepted
Simplification adaptation index	PNFI	≧.500	.760	accepted
	PCFI	≧.500	.765	accepted

B. Convergence Validity Test. The results show that the factor loading is between 0.812 and 0.938, both of which are greater than 0.5. The combined reliability CR values are 0.878, 0.909, 0.946, and 0.941, respectively, which are greater than 0.6. the average extraction amount AVE values are 0.707, 0.715, 0.779 and 0.843, respectively., which are all greater than 0.5, indicating that the teachers' perceived school effectiveness scale has good convergence validity (Bagozzi & Yi, 1988; Fornell & Larcker, 1981; Hair et al., 2006), as shown in Table 3.24:

C. Reliability Analysis. The results show that the overall Cronbach's α coefficient of school effectiveness is 0.966, and the Cronbach's α coefficients of each dimension are: management effectiveness 0.866, teacher effectiveness 0.924, student effectiveness 0.946 and community effectiveness 0.942. The coefficients are all above 0.7, indicating that the internal consistency of the scale is quite good in actual measurement (Qiu, 2006), as shown in Table 3.24:

Table 3.24 Summary of School Effectiveness Exploratory Factor Analysis and Reliability Analysis

Dimension	Item	λ	CR	AVE	Cronbach's α
Management Effectiveness	ME1	.750	.878	.707	.876
	ME2	.878			
	ME3	.887			

Table 3.24 (continued)

Dimension	Item	λ	CR	AVE	Cronbach's α
Teacher Effectiveness	TE1	.867	.909	.715	.909
	TE2	.865			
	TE3	.837			
	TE4	.812			
Student Effectiveness	SE1	.890	.946	.779	.945
	SE2	.887			
	SE3	.843			
	SE4	.899			
	SE5	.893			
Community Effectiveness	CE2	.923	.941	.843	.941
	CE3	.938			
	CE4	.892			

D. Differential Validity Test. The results show that the square roots of the average variation extraction (AVE) of the dimensions of the school effectiveness that teachers perceive are 0.840, 0.845, 0.882 and 0.918, respectively, which are larger than the correlation coefficients of each dimension, indicating that the scale has good discriminant validity (Fornell & Larcker, 1981), as shown in Table 3.25:

Table 3.25 Differential Validity Analysis of School Effectiveness Scale

	Management Effectiveness	Teacher Effectiveness	Student Effectiveness	Community Effectiveness
Management Effectiveness	.840			
Teacher Effectiveness	.838***	.845		
Student Effectiveness	.819***	.842***	.882	
Community Effectiveness	.808***	.809***	.875***	.918

Note 1: Diagonal value is the square root of AVE

Note 2: *p<0.05; **p<0.01; ***p<0.001

In summary, the model adaptation indicators are in line with the standard, the factor loading of each item is greater than 0.5, the combined reliability CR value of each dimension is greater than 0.6, the average extraction amount AVE value is greater than 0.5, and The square root of the average variation extraction amount (AVE) is greater than the correlation coefficient of this dimension with other dimensions. The Cronbach's α coefficients of both the whole and the dimension are greater than 0.7, indicating that the teachers' perceived School Effectiveness Scale has good reliability and validity in this test (Qiu, 2006; Bagozzi & Yi, 1988; Hair et al., 2006; Lomax & Schumacker, 2004).

3.6.5 Common Method Biases Analysis

The common method bias is a systematic error caused by the same data

source or scorer, the same measurement environment, project context, and the characteristics of the project itself (Zhou & Long, 2004). In this study, Harman's single factor analysis is used to test whether the research results are interfered by the common method bias. If the first factor explanatory power before rotation is more than 40%, the sample is considered to have serious homologous method problems. All the items of the four subscales are subjected to exploratory factor analysis, and principal component analysis is used to test the common method bias. The analysis finds that the eigenvalues of 13 factors in the unrotated principal component analysis are greater than 1 and the interpretation Variance of the first factor is 24.824%, lower than 40%, indicating that the common method bias of the study is acceptable, and indicating that the questionnaire validity of this study is not affected by common method bias (Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

According to the content of this chapter, this study is based on the related literature of the research theory, and the research purpose, research motivation and research problems in the first chapter and the relationship between the principals' positive leadership,organizational commitment, job insecurity and school effectiveness. After the data is compiled, the research structure of this thesis is constructed; and for the four pre-test scales of the "Principal's Positive Leadership

Scale", the "Organizational Commitment Scale", the "Job Insecurity Scale", and the "School Effectiveness Scale", SPSS22 software for item analysis and reliability analysis, exploratory factor analysis (EFA) for validity testing, verification of questionnaire reliability and validity, are used to construct a formal questionnaire for this study. After inspection, it is found that after deleting the total 7 items, items of PB2, PC4 in the Principal's Positive Leadership Scale, the item of CC1 in the Teachers' organizational commitment Scale, the item of ZL1 in the teachers' Job Insecurity Scale, and the items of ME4, TE5 and CE1 in the School Effectiveness Sale, the pre-test questionnaire after the deletion has good reliability and validity, and thus a formal questionnaire is compiled. For the formal questionnaires collected, AMOS 21 software is tested for validity using confirmatory factor analysis (CFA), and SPSS 22.0 is used for discriminant validity test and Cronbach's α reliability test. After testing, it indicates that the formal questionnaire for this study has good reliability and validity.

CHAPTER 4

REASEARCH RESULTS

This chapter is divided into four parts, which are description analysis, difference analysis, correlation analysis and regression analysis. The first section is description analysis, which mainly uses frequency to display demographic background variables and the situation of each variable. The second section is the difference analysis, which is to test the difference of different background variables on positive leadership, organizational commitment, job insecurity and school effectiveness. The third section is correlation analysis, which is to understand the related situation of positive leadership, organizational commitment, job insecurity and school effectiveness; the fourth section is regression analysis, which is to understand the impact of positive leadership, organizational commitment, job insecurity and school effectiveness, and test the intermediary role of organizational commitment between the teachers' perceived principal's positive leadership and the school effectiveness, and the mediating role of job insecurity in the teachers' perceived principal's positive leadership and school effectiveness. The details are as follows.

4.1 Description Analysis

In this study, the demographic variables of the subjects are displayed in the form of frequency and percentage. Averages and standard deviation are used to understand the overall status of teachers' perceived principals' positive leadership, organizational commitment, job insecurity and school effectiveness.

4.1.1 Description Analysis of Demographic Status Statistics

In the sample of this study, we examined six demographic variables: gender, professional title, education background, age, years of schooling, and whether or not serving as an administrative or academic leader. The results show that in terms of gender, there are more female teachers than male teachers, with 256 male teachers (35.0% of the sample) and 476 female teachers (65.0% of the sample) , which show that there are more female teachers in private universities. In terms of professional titles, the majority of teachers are teaching assistants and lecturers, with 275 teaching assistants (37.5% of the sample), 278 lecturers (38.0% of the sample), 81 associate professors (11.1% of the sample), and 98 professors (13.4% of the sample); it can be seen that there are not many teachers with high professional titles in private universities. In terms of academic qualifications, the number of undergraduate teachers is the highest, followed by teachers with master's degree, and

the lowest proportion goes to teachers with doctoral degree. The undergraduate teachers are 368 (50.2% of the sample), teachers with a master's degree are 267 (36.5% of the sample), and teacher with a doctoral degree are 97 (13.3% of the sample). In terms of age, young teachers account for the vast majority, with 325 teachers under the age of 30 (44.4% of the sample), 315 teachers with the age of 31-40 (43.0% of the sample), and 54 teachers with the age of 41-50 (7.4% of the sample), 38 teachers over 51 years old (5.2% of the sample); it can be seen that there are very few experienced elderly teachers in private universities. In terms of the seniority in the school, there are 410 teachers under 5 years (56.0% of the sample) Number 56.0%), 183 teachers in 6-10 years (25.0% of the sample), 88 teachers in 11-15 years (12.0% of the sample), 51 teachers over 16 years (7.0% of the sample)); it indicates that the length of service for teachers in the school is not long. There are 335 teachers (45.8% of the sample) who are administrative or academic leaders, and 397 ordinary teachers (54.2% of the sample). It shows that nearly half of the teachers are administrative or academic leaders, as shown in Table 4.1:

Table 4.1 Population Variable Statistics of Formal Sample

Population Variable	Classification	Frequency	Percentage
Gender	Male	256	35.0%
	Female	476	65.0%
Professional Title	Teaching Assistant	275	37.5%

Table 4.1 (continued)

Population Variable	Classification	Frequency	Percentage
	Lecturer	278	38.0%
	Associate Professor	81	11.1%
	Professor	98	13.4%
Educational Background	Bachelor's Degree	368	50.2%
	Master's Degree	267	36.5%
	Doctoral Degree	97	13.3%
Age	below 30	325	44.4%
	31-40	315	43.0%
	41-50	54	7.4%
	above 51	38	5.2%
Seniority	below 5 years	410	56.0%
	6-10 years	183	25.0%
	11-15 years	88	12.0%
	above 16 years	51	7.0%
Whether or not as an	Yes	335	45.8%
administrative or academic leader	No	397	54.2%

4.1.2 Description Analysis of Status of the Variable of Teachers' Perceived Principal's Positive Leadership

The analysis shows that the teachers' perceived positive leadership of the principal is divided into 4 dimensions, namely positive atmosphere (4 topics), positive bond (3 topics), positive communication (3 topics), and positive denotation (4 topics), a total of 14 topics. The overall score (M=4.315, SD=0.803) of the subject teachers' perceived positive leadership of the principal indicates that the degree of the principal's positive leadership that the subject teachers perceive is relatively high.

Each dimension score is: positive atmosphere score (M=4.249, SD= 0.897), positive bond score (M=4.201, SD=0.939), positive communication score (M=4.350, SD=0.820), and positive denotation score (M=4.439, SD=0.738), respectively. It shows that in the subject teachers' perception of the principal's positive leadership, positive denotation has the highest score, followed by the score of positive communication, positive atmosphere and positive bond, as shown in Table 4.2:

Table 4.2 Descriptive Statistics of the Principal's Positive Leadership (N＝732)

Facets and overall situation of the principal's positive leadership	Number of topics	M	SD
Positive Atmosphere	4	4.249	.897
Positive Bond	3	4.201	.939
Positive Communication	3	4.350	.820
Positive Denotation	4	4.439	.738
Overall principal's positive leadership	14	4.315	.803

4.1.3 Description Analysis of the Current Situation of the Variable of Teachers' Organizational Commitment

The analysis shows that the teachers' organizational commitment is divided into 3 dimensions, namely affective commitment (4 topics), normative commitment (4 topics), continuance commitment (3 topics), a total of 11 topics. The overall score (M=4.469, SD=0.651) of the subject teachers' organizational commitment indicates that the organizational commitment degree of the subject

teachers is relatively high. Each dimension score is: affective commitment score (M=4.334, SD=.824), normative commitment score (M=4.621, SD=0.565), and continuance commitment score (M=4.444, SD=0.763), respectively. It shows that the subject private college teachers pay attention to normative commitment most, followed by continuance commitment and affective commitment, as shown in Table 4.3:

Table 4.3 Descriptive Statistics of Organizational Commitment (N=732)

Facets and overall situation of the organizational commitment	Number of topics	M	SD
Affective Commitment	4	4.334	.824
Normative Commitment	4	4.621	.565
Continuance Commitment	3	4.444	.763
Overall organizational commitment	11	4.469	.651

4.1.4 Description Analysis of the Current Situation of Job Insecurity Variable

The analysis shows that job insecurity is divided into 2 dimensions, namely quantitative job insecurity (5 topics) and qualitative job insecurity (3 topics), a total of 8 topics. The overall score (M=2.479, SD=1.042) of the subject teachers' job insecurity indicates that the job insecurity degree of the subject private college teachers is at upper-middle level. Each dimension score is: quantitative job insecurity score (M=2.344, SD=1.054), qualitative job insecurity score (M=2.704, SD=1.222), respectively. It shows that the subject private college teachers are

worried more about their insufficient future capacity in job insecurity, as shown in Table 4.4:

Table 4.4 Descriptive Statistics of Job Insecurity (N=732)

Facets and overall situation of job insecurity	Number of topics	M	SD
Quantitative Insecurity	5	2.344	1.054
Qualitative Insecurity	3	2.704	1.222
Overall job insecurity	8	2.479	1.042

4.1.5 Description Analysis of the Current Situation of School Effectiveness Variable

The analysis shows that the school effectiveness is divided into 4 dimensions, namely management effectiveness (3 topics), teacher effectiveness (4 topics), student effectiveness (5 topics) and community effectiveness (3 topics), a total of 15 topics. The overall score (M=4.089, SD=0.824) of the school effectiveness perceived by subject teachers indicates that the school effectiveness degree perceived by the subject teachers is at a medium level. Each dimension score is: management effectiveness score (M=3.867, SD=1.058), teacher effectiveness score (M=4.202, SD=0.811), student effectiveness score (M=4.158, SD=0.854) and community effectiveness (M=4.045, SD=0.951), respectively. It shows that the subject teachers' perception of teacher effectiveness is the best, and that of management effectiveness is lower, as shown in Table 4.5:

Table 4.5 Descriptive Statistics of School Effectiveness (N=732)

Facets and overall situation of school effectiveness	Number of topics	M	SD
Management Effectiveness	3	3.867	1.058
Teacher Effectiveness	4	4.202	.811
Student Effectiveness	5	4.158	.854
Community Effectiveness	3	4.045	.951
Overall school effectiveness	15	4.089	.824

4.2 Difference Analysis

Difference analysis is using a method of hypothesis testing to determine whether these factors can indeed explain the changes in data. Using independent sample *t*-tests the differences in teachers' perception of the principal's positive leadership,organizational commitment, job insecurity, and school effectiveness by teachers of different genders and whether they are administrative or disciplinary leaders. ANOVA variation is used to analyze the differences in the principal's positive leadership, organizational commitment, job insecurity, and school effectiveness perceived by teachers with different professional titles, academic qualifications, ages, and seniority. If significant levels are reached, post hoc comparison are further made.

4.2.1 Differential Analysis of the Principal's Leadership Perceived by Teachers in Demographic Variables

A. Gender. The results of *t*-test analysis show that there is a significant difference in the overall positive leadership of private college teachers of different genders (t=-5.421, p<0.000). There are significant differences in each dimension, namely the positive atmosphere (t=-5.539, p<0.000), positive bond (t=-4.951, p<0.000), positive communication (t=-5.052, p<0.000) and positive denotation (t=-4.910, p<0.000) There are significant differences in positive relationship (t= -4.951, p<0.000), positive communication (t=-5.052, p<0.000), and positive meaning (t=-4.910, p<0.000). By comparing the averages, we can see that female teachers perceive higher sense of positive leadership than male teachers perceive, as shown in Table 4.6:

Table 4.6 *T*-test Summary of the Principal's Positive Leadership Perceived by Teachers of Different Genders

Name of Variables	Average (Standard deviation)		*t* value	*p*	*d*
	Male	Female			
Principal's Positive Leadership	4.080(.935)	4.441(.690)	-5.421	.000	-.439
Positive Atmosphere	3.984(1.026)	4.391(.783)	-5.539	.000	-.471
Positive Bond	3.953(1.075)	4.335(.828)	-4.951	.000	-.432
Positive Communication	4.123(.979)	4.472(.692)	-5.052	.000	-.411
Positive Denotation	4.240(.890)	4.546(.617)	-4.910	.000	-.399

Note: Male: 256, Female: 476.

B. Whether to be an administrative or academic leader. *T*-test analysis results show that teachers of whether to be an administrative or academic leader has a significant difference in their perception of the principal's positive leadership (t=2.920, p=0.004); there are significant differences in each dimension, namely the positive atmosphere (t=2.530, p=0.012), the positive bond (t=2.916, p=0.004), positive communication (t=3.401, p=0.001), positive denotation (t=2.419, p=0.016). By comparing the averages, we can know that teachers of being the leader of administration or discipline have higher perception of the principal's positive leadership than teachers who are not, as shown in Table 4.7:

Table 4.7 *T*-test Summary of the Principal's Positive Leadership Perceived by Teachers of Whether to be an Administrative or Academic Leader

Name of Variables	Average (Standard deviation)		*t* value	*p*	*d*
	Yes	No			
Principal's Positive Leadership	4.409(.813)	4.235(.786)	2.920	.004	.189
Positive Atmosphere	4.340(.914)	4.172(.875)	2.530	.012	.187
Positive Bond	4.311(.946)	4.109(.925)	2.916	.004	.215
Positive Communication	4.461(.800)	4.256(.826)	3.401	.001	.252
Positive Denotation	4.511(.762)	4.379(.713)	2.419	.016	.178

Note: teachers of being administrative or academic leaders: 335, teachers without being administrative or academic leaders: 397.

C. Academic qualifications. The ANOVA analysis results show that there

is a significant difference (F=18.085, p<0.000) in the principal's positive leadership perceived by teachers of private colleges and universities with different academic qualifications. In each dimension, positive atmosphere (F=17.528, p<0.000), positive bond (F=21.096, p<0.000), positive communication (F=16.533, p<0.000), positive denotation (F=11.731, p<0.000), all have significant differences. Then a post-hoctest is performed. Before the post-hoctest, it is a must to choose a different test method depending on whether the number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the number of mutations is homogeneous. After the test, it is found that p<0.000 of the overall teachers' perception of the principal's positive leadership and in each dimension, all reach a significant level, representing a significant difference in the number of variations in each sample, belonging to variations of different primes, so the post-comparison report does not assume the same variation number test method (ie, the Dunnett T3 method). After post-hoc comparison, it is found that: in the overall principal's positive leadership perceived by teachers and in each dimension, teachers with the doctoral degree have higher perception than that of those with undergraduate and master degrees, as shown in Table 4.8:

Table 4.8 ANOVA Verification Summary of the Principal's Positive Leadership

Perceived by Teachers with Different Academic Qualifications

Name of Variables	Average (Standard deviation)			F	*p*	Post hoc Comparison
	Undergraduate	Master	Doctor			
Positive Leadership	4.249(.861)	4.243(.706)	4.761(.676)	18.085	.000	3>1，3>2
Positive Atmosphere	4.185(.945)	4.159(.813)	4.739(.727)	17.528	.000	3>1，3>2
Positive Bond	4.150(.879)	4.071(.879)	4.756(.699)	21.096	.000	3>1，3>2
Positive Communication	4.275(.886)	4.294(.727)	4.786(.660)	16.553	.000	3>1，3>2
Positive Denotation	4.786(.820)	4.417(.632)	4.768(.674)	11.731	.000	3>1，3>2

Note: 1. undergraduate:368, 2. master: 267, 3. doctor: 97.

A. Professional title. ANOVA Analysis results show that there is a significant difference (F=8.391, p<0.000) in the principal's positive leadership perceived by private college teachers of different professional titles. In each dimension, positive atmosphere (F=8.273, p<0.000), positive bond (F=10.753, p<0.000), positive communication (F=7.895, p<0.000), positive denotation (F=4.388, p=0.001), all have significant differences, so a post-hoctest is performed. Before the post-hoctest, it is a must to choose a different test method depending on whether the number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the number of mutations is homogeneous. After the test, it is found that in the teacher's perception, the principal's positive leadership (p=0.019), positive atmosphere (p=0.005), positive bond (p=0.001), and

positive communication (p=0.012), and positive denotation (p=0.018), reach a significant level, representing a significant difference in the number of mutations of each sample, belonging to the heterogeneity of the number of mutations, so the post-comparison report do not assume the same variation number test method (Ie Dunnett T3 method). In terms of overall teachers' perception of the principal's positive leadership, and dimensions of positive atmosphere, positive bond, and positive communication, the professors have higher perception than that of associate professors, lecturers, and teaching assistants, while in the positive denotation dimension, professors have higher perception only than that of the associate professors and lecturers, as shown in Table 4.9:

Table 4.9 ANOVA Verification Summary of the Principal's Positive Leadership Perceived by Teachers with Different Professional Titles

Name of Variables	Average (Standard deviation)				F	p	Post hoc Comparison
	Teaching Assistant	Lecturer	Associate Professor	Professor			
Positive Leadership	4.349 (.773)	4.226 (.800)	4.117 (.894)	4.635 (.717)	8.391	.000	4>1, 4>2,4>3
Positive Atmosphere	4.282 (.857)	4.166 (.887)	3.996 (1.080)	4.599 (.722)	8.273	.000	4>1, 4>2,4>3
Positive Bond	4.246 (.902)	4.068 (.967)	3.987 (1.029)	4.632 (.725)	10.753	.000	4>1, 4>2,4>3
Positive Communication	4.390 (.782)	4.249(.839)	4.177 (.888)	4.666 (.722)	7.895	.000	4>1, 4>2,4>3
Positive Denotation	4.2461 (.857)	4.386 (.719)	4.290 (.804)	4.650 (.724)	4.388	.001	4>2 4>3

Note: 1. teaching assistant: 275, 2. lecturer: 278, 3. associate professor: 81, 4. professor: 98.

B. Age. The results of ANOVA analysis show that private college teachers of different ages have significant differences in their perception of the principal's positive leadership (F=6.137, p<0.000). There are significant differences in each dimension: positive atmosphere (F=4.981, p=0.002), positive bond (F=7.732, p<0.000), positive communication (F=5.575, p=0.001), positive denotation (F=4.724, p=0.003), so post-hoctest is performed. Before the post-test, it is a must to choose a different test method depending on whether the number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the number of mutations is homogeneous. The test finds that the teachers' perceived principal's positive leadership (p=0.112), positive atmosphere (p=0.159), positive bond (p=0.316), positive communication (P=0.259), and positive denotation (p=0.075), do not reach a significant level, indicating that there is a significant difference in the number of variations of each sample,which belongs to the number of mutations being homogeneous, so the post-comparison report does not assume the test of the method of the same number of variations (that is, Scheffe), and it is found that only teachers under 30 have higher perception than teachers between 31 and 40, as shown in Table 4.10:

Table 4.10 ANOVA Verification Summary of the Principal's Positive Leadership Perceived by Teachers of Different Ages

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	below 30	31-40	41-50	above 51			
Positive Leadership	4.455(.765)	4.196(.774)	4.206 (1.011)	4.255(.860)	6.137	.000	1>2
Positive Atmosphere	4.391(.878)	4.134 (.860)	4.134 (1.103)	4.151(.892)	4.981	.002	1>2
Positive Bond	4.383(.875)	4.037 (.875)	4.098 (1.069)	4.289(.927)	7.732	.000	1>2
Positive Communication	4.485(.784)	4.225 (.800)	4.308 (.962)	4.289(.927)	5.575	.001	1>2
Positive Denotation	4.550(.683)	4.355 (.726)	4.282 (.977)	4.407(.797)	4.724	.003	1>2

Note: 1. below 30years old: 325, 2. 31-40 years old: 315, 3. 41-50 years old: 54, 4. above 51years old: 38.

C. Seniority in school. The ANOVA analysis results show that there is a significant difference in the principal's positive leadership perceived by private college teachers with different professional titles (F=4.371, p=0.005). In each dimension, there are significant differences: positive atmosphere (F=4.296, p= 0.005), positive bond (F=6.169, p<0.000), and positive communication (F=3.842, p =0.010). So post-hoctest is performed. Before the post-test, it is a must to choose a different test methods depending on whether the number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the number of mutations is homogeneous. After the test, it is found that the overall

teachers' perceived principal's positive leadership (p=0.679), the dimension of positive atmosphere (p=0.391), the dimension of positive bond (p=0.384), and the dimension of positive communication (p=0.232), do not reach a significant level, indicating that there is a significant difference in the number of variations of each sample,which belongs to the number of mutations being homogeneous, so the post-comparison report does not assume the test of the method of the same number of variations (that is, Scheffe), so from the post-comparison report, using the test method of assuming the same number of mutations (ie Scheffe), it finds that only in the dimension of positive bond, teachers with the seniority of less than 5 years have higher perception than teachers with the seniority of 6-10 years, and there is no significant difference in other post-hoc comparisons, while there is no significant difference in the dimension of positive denotation (F=2.197, p=0.087), and no post-hoc comparison is required, as shown in Table 4.11:

Table 4.11 ANOVA Verification Summary of the Principal's Positive Leadership Perceived by Teachers with Different Seniority

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	below 5	6-10	11-15	above 16			
Positive Leadership	4.382 (.788)	4.197 (.835)	4.148 (.761)	4.487 (.785)	4.371	.005	-
Positive Atmosphere	4.322 (.878)	4.138 (.878)	4.034 (.892)	4.431 (.829)	4.296	.005	-

Table 4.11 (continued)

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	below 5	6-10	11-15	above 16			
Positive Bond	4.298 (.907)	4.021 (.991)	3.996 (.927)	4.509 (.879)	6.169	.000	1>2
Positive Communication	4.416 (.796)	4.222 (.890)	4.215 (.749)	4.509 (.789)	3.842	.010	-
Positive Denotation	4.478 (. 857)	4.368 (.777)	4.326 (.698)	4.573 (.735)	2.197	.087	-

Note: 1.below 5 years: 410, 2. 6-10years: 183, 3. 11-15 years: 88, 4. above 16 years: 51.

To sum up, there is a significant difference in the principal's positive leadership perceived by private college teachers of different genders, whether or not they are administrative or academic leaders, different academic qualifications, professional titles and ages; while there is no significant difference in the principal's positive leadership perceived by private college teachers of different years of seniority.

4.2.2 Difference Analysis of Teachers' Organizational Commitment in Demographic Variables

A. Gender. The results of *t*-test analysis show that there is a significant difference in the organizational commitment of teachers of different genders in private colleges and universities (t=-5.032, $p<0.000$); in each dimension, the

affective commitment of teachers of different genders in private colleges and universities (t=-4.778, p<0.000), normative commitment (t=-4.162, p<0.000), and continuance commitment (t=-4.735, p<0.000), all the three dimensions, have significant differences. By comparing the averages, we can see that female teachers have higher organizational commitment than male teachers both in overall situation and in all dimensions, as shown in Table 4.12:

Table 4.12 *T*-test Summary of Organizational Commitment of Teachers of Different Genders

Name of Variables	Average (Standard deviation)		*t* Value	*p*	*d*
	Male	Female			
Organizational Commitment	4.290(.774)	4.565(.552)	-5.032	.000	-.409
Affective Commitment	4.122(.961)	4.449(.715)	-4.778	.000	-.386
Normative Commitment	4.491(.685)	4.691(.474)	-4.162	.000	-.339
Continuance Commitment	4.246(.920)	4.551(.640)	-4.735	.000	-.384

Note: Male: 256, Female: 476.

B. Whether to be an administrative or academic leader. The results of the *t*-test analysis show that there is a significant difference in organizational commitment of private college teachers who are leaders in administration or

disciplines or not (t=1.969, p=0.049); in each dimension, private college teachers of different genders have significant differences only in affective commitment (t=2.337, p=0.020). By comparing the averages, it is found that teachers who are leaders in administration or disciplines have higher organizational commitment both in overall situation and in the dimension of affective commitment than those who are not leaders in administration or disciplines, while there is no significant difference in the normative commitment (t=1.760, p=0.079) and the continuance commitment (t= 1.065, p=0.287), as shown in Table 4.13:

Table 4.13 *T*-test Summary of Organizational Commitment of Teachers of Whether to be an Administrative or Academic Leader

Name of Variables	Average (Standard deviation)		t	*p*	*d*
	Yes	No			
Organizational Commitment	4.520(.689)	4.425(.615)	1.969	.049	.145
Affective Commitment	4.411(.866)	4.269(.781)	2.337	.020	.172
Normative Commitment	4.661(.576)	4.587(.553)	1.760	.079	.131
Continuance Commitment	4.477(.807)	4.417(.724)	1.065	.287	.078

Note: being an administrative or academic leader: 335, not being an administrative or academic leader: 397.

C. Academic qualifications. The results of ANOVA analysis show that

there are significant differences in organizational commitment of private college teachers with different academic qualifications (F=16.382, p<0.000). In each dimension, private college teachers with different academic qualifications have significant differences in the three dimensions: affective commitment (F=19.685, p<0.000), normative commitment (F=9.418, p<0.000), and continuance commitment (F=10.839, p<0.000). Therefore, a post-hoctest is performed. Before the post-hoc test, it is a must to choose different test methods depending on whether the isomorphism of the mutation number is significant or not. In this study, the Levene test is first performed to determine whether the number of mutations is homogeneous. The test finds that teachers' organizational commitment (p<0.000), affective commitment (p<0.000), normative commitment (p<0.000), and continuance commitment (p<0.000), all of them, have reached a significant level, indicating that there is a significant difference in the number of mutations in each sample, which is of a different nature of the number of mutations. According to the post-comparison report, the test method that does not assume the same number of mutations (that is, the Dunnett T3 method) test finds that the teachers with doctoral degrees have higher organizational commitment than teachers with undergraduate and master degrees, as shown in Table 4.14:

Table 4.14 ANOVA Verification Summary of Organizational Commitment of Teachers with Different Academic Qualifications

Name of Variables	Average (Standard deviation)			F	*p*	Post hoc Comparison
	Undergraduate	Master	Doctor			
Organizational Commitment	4.429 (.668)	4.398 (.598)	4.812 (.628)	16.382	.000	3>1,3>2
Affective Commitment	4.298 (.841)	4.215 (.802)	4.801 (.640)	19.685	.000	3>1,3>2
Normative Commitment	4.587 (.566)	4.584 (.528)	4.850 (.607)	9.418	.000	3>1,3>2
Continuance Commitment	4.394 (.795)	4.393 (.713)	4.776 (.619)	10.839	.000	3>1,3>2

Note: 1. undergraduate: 368, 2. master: 267, 3. doctor: 97.

D. Professional title. The results of ANOVA analysis show that there are significant differences in organizational commitment of private college teachers with different professional titles (F=7.329, p<0.000). In each dimension, private college teachers with different professional titles have significant differences in the three dimensions: affective commitment (F=10.095, p<0.000), normative commitment (F=3.779, p=0.010), and continuance commitment (F=5.271, p<0.000). So post-hoctest is performed. Before the post-test, it is a must to choose different test methods depending on whether the number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the variation is homogeneous. After the test, it is found that teachers' organizational commitment (p=0.045), affective commitment (p=0.002), normative commitment (p=0.035), and

continuance commitment (p=0.011), all reach a significant level, indicating that there is a significant difference in the number of variations in each sample, which belongs to variations of different primes. Therefore, according to the post-comparison report, the test method that does not assume the same number of mutations (that is, the Dunnett T3 method) test finds that in the overall organizational commit and the dimension of continuance commitment, professors are higher than lecturers and associate professors; in the dimension of affective commitment, professors are higher than teaching assistant, lecturers and associate professors; in the dimension of normative commitment, professors are only higher than associate professors, as shown in Table 4.15:

Table 4.15 ANOVA Verification Summary of Organizational Commitment of Teachers with Different Professional Titles

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	Teaching assistant	Lecturer	Associate professor	Professor			
Organizational Commitment	4.500 (.613)	4.398 (.631)	4.315 (.734)	4.706 (.680)	7.329	.000	4>2,4>3
Affective Commitment	4.391 (.761)	4.202 (.841)	4.172 (.955)	4.683 (.750)	10.095	.000	4>1, 4>2,4>3
Normative Commitment	4.630 (.537)	4.616 (.513)	4.459 (.652)	4.742 (.671)	3.779	.010	4>3
Continuance Commitment	4.471 (.753)	4.370 (.774)	4.312 (.757)	4.444 (.763)	5.271	.001	4>2, 4>3

Note: 1. teaching assistant: 275, 2. lecturer: 278, 3. associate professor: 81, 4. professor: 98.

E. Age. ANOVA analysis results show that there are significant differences in organizational commitment of private college teachers of different ages (F=5.144, p=0.002). In each dimension, there are significant differences in the three dimensions: affective commitment (F=8.084, p<0.000), normative commitment (F=5.454, p=0.001), and continuance commitment (F=3.613, p=0.013). So post-hoctest is performed. Before the post-test, it is a must to choose different test methods depending on whether the number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the number of mutations is homogeneous. After the test, it is found that teachers' organizational commitment (p<0.000), affective commitment (p<0.000), normative commitment (p<0.000), and continuance commitment (p=0.017), all reach a significant level, indicating that there is a significant difference in the number of variations in each sample, which belongs to variations of different primes. Therefore, according to the post-comparison report, the test method that does not assume the same number of mutations (that is, the Dunnett T3 method) test finds that in the overall organizational commitment and in the dimension of affective commitment, teachers under 30 years old are higher than teachers of 31-40 and 41-50 years old; in the dimension of normative commitment, teachers under 30 and 31-40 years old are both

higher than 41-50 years old; in the dimension of continuance commitment, teachers under 30 years old are higher than teachers between 31 and 40 years old, as shown in Table 4.16:

Table 4.16 ANOVA Verification Summary of Organizational Commitment of Teachers of Different Ages

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	Below 30	31-40	41-50	Above 51			
Organizational Commitment	4.566 (.597)	4.397 (.603)	4.289 (1.008)	4.478 (.734)	5.144	.002	1>2 1>3
Affective Commitment	4.489 (.711)	4.195 (.830)	4.152 (1.179)	4.427 (.842)	8.084	.000	1>2 1>3
Normative Commitment	4.659 (.534)	4.632 (.484)	4.328 (.975)	4.618 (. 562)	5.454	.001	1>2 1>3
Continuance Commitment	4.546 (.687)	4.354 (.756)	4.419 (.990)	4.359 (.969)	3.613	.013	1>2

Note: 1. below 30 years old: 325, 2. 31-40 years old: 315, 3. 41-50 years old: 54, 4. above 51years old: 38.

F. Seniority in school. The ANOVA analysis results show that there are significant differences in organizational commitment of private college teachers with different seniority in school (F=3.388, p=0.018). In each dimension, there is a significant difference in affective commitment of private college teachers with different seniority in school (F=6.216, p<0.000), so post-hoctest is performed. Before the post-test, it is a must to choose a different test method depending on whether the number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the number of mutations is homogeneous.

After the test, it is found that teachers' organizational commitment (p=0.097), affective commitment (p=0.055), normative commitment (p=0.294), and continuance commitment (p=0.453), all have reached a significant level, indicating that there is a significant difference in the number of mutations in each sample, which belongs to variations of different primes. Therefore, according to the post-comparison report, the test method that does not assume the same number of mutations (ie, Scheffe) test finds that in the overall organizational commitment and in affective commitment , teachers with the seniority under 5 years are higher than teachers with the seniority between 6-10 years, while there is no significant difference in the two dimensions of normative commitment (F=0.983, p=0.400) and continuance commitment (F=1.850, p=0.137), as shown in Table 4.17:

Table 4.17 ANOVA Verification Summary of Organizational Commitment of Teachers with Different Seniority

Name of Variables	Average (Standard deviation)				F	p	Post hoc Comparison
	below 5	6-10	11-15	above 16			
Organizational Commitment	4.518 (.613)	4.354 (.733)	4.414 (.567)	4.577 (.729)	3.388	.018	1>2
Affective Commitment	4.422 (.757)	4.151(.958)	4.204 (.710)	4.514 (.873)	6.216	.000	1>2
Normative Commitment	4.633 (.535)	4.568 (.651)	4.625 (.519)	4.705 (.540)	.983	.400	-
Continuance Commitment	4.493 (.713)	4.338 (.713)	4.412 (.756)	4.490 (.912)	1.850	.137	-

Note: 1. teachers below 5 years: 410, 2. teachers in 6-10 years: 183, 3. teacher in 11-15years: 88, 4. teachers above 16 years: 51.

In summary, there are significant differences in the organizational commitment of private college teachers with different genders, whether they are administrative or academic leaders, academic qualifications, professional titles, ages, and seniority in the school.

4.2.3 Difference Analysis of Teachers' Job Insecurity in Demographic Variables

A. Gender. The *t*-test analysis results show that there are significant differences in job insecurity among private college teachers of different genders (t= 6.574, $p<0.000$); there is a significant difference in the two dimensions: quantitative job insecurity (t=7.104, $p<0.000$) and qualitative job insecurity (t=4.722, $p<0.000$). By comparing the averages, it is known that male teachers have higher job insecurity than female teachers in terms of overall situation and the dimensions, as shown in Table 4.18:

Table 4.18 Summary of the T-test of Job Insecurity of Teachers of Different Genders

Name of variables	Average (Standard deviation)		*t* value	*p*	*d*
	Male	Female			
Job Insecurity	2.818（1.307）	2.297（.999）	6.574	.000	.447
Quantitative Insecurity	2.716（1.062）	2.144（.995）	7.104	.000	.555
Qualitative Insecurity	2.989（1.185）	2.551（1.216）	4.722	.000	.364

Note: Male: 256, Female: 476.

B. Whether to be an administrative or academic leader. The *t*-test analysis results show that there is no significant difference in job insecurity of teachers of whether they are administrative or academic leaders (t=-1.620, *p*=0.106); as for the two dimensions, there is also no significant difference in quantitative job insecurity (t=-.774, *p*=0.439) , but there is a significant difference in qualitative job insecurity (t=-2.577, *p*=0.010). By comparing averages, it is known that in qualitative job insecurity, teachers who are not administrator or academic leaders have higher job insecurity than teachers who are administrator or academic leaders, as shown in Table 4.19:

Table 4.19 *T*-test Summary of Job Insecurity of Teachers who are Administrative or Academic Leaders

Name of Variables	Average (Standard deviation)		t	*p*	*d*
	Yes	No			
Job Insecurity	2.410(1.119)	2.537(.969)	-1.620	.106	-.121
Quantitative Insecurity	2.311(1.128)	2.372(.988)	-.774	.439	-.057
Qualitative Insecurity	2.577(1.309)	2.812(1.134)	-2.577	.010	-.191

Note: teachers who are administrative or academic Leaders: 335, teachers who are not administrative or academic Leaders: 397.

B. Academic qualifications. The results of ANOVA analysis show that there is a significant difference in job insecurity of private college teachers with different academic qualifications (F=13.888, *p*<0.000). In each dimension, there are

significant differences in the quantitative job insecurity (F=7.047, p=0.001) and qualitative job insecurity (t=22.162, p<0.000) among private college teachers with different academic qualifications. Then a post-hoc test is performed. Before the test, it is necessary to consider whether the variation is the same or not, and use different verification methods. In this study, the homogeneity Levene test is performed first. After verification, the overall job insecurity (p=0.002), quantitative job insecurity (p=0.035), and qualitative job insecurity (p=0.012) all reach a significant level, representing a significant difference in the number of variances of each sample, which belongs to variants being unhomogeneous, so from the Post hoc comparison report, it is verification method that does not assume the same variance (ie Dunnett T3 method). The verification finds that undergraduate teachers and teachers with a master's degree have higher job insecurity than the teachers with doctoral degrees, as shown in Table 4.20:

Table 4.20 ANOVA Verification Summary of Job Insecurity of Teachers with Different Academic Qualifications

Name of Variables	Average (Standard deviation)			F	p	Post hoc Comparison
	Undergraduate	Master	Doctor			
Insecurity	2.508(.998)	2.618(.968)	1.985(1.248)	13.888	.000	1>3, 2>3
Quantitative Insecurity	2.379(.996)	2.428(1.011)	1.977(1.295)	7.047	.001	1>3,2>3
Qualitative Insecurity	2.722(1.188)	2.936(1.170)	2.704(1.222)	22.162	.000	1>3,2>3

Note: 1. undergraduate: 368, 2. master: 267, 3. doctor: 97.

A. Professional title. The results of ANOVA analysis show that there is a significant difference in job security of private college teachers with different professional titles. (F=6.870, p<0.000). In each dimension, there are significant differences in quantitative job insecurity (F=4.121, p=0.007) and qualitative job insecurity (F=11.202, p<0.000) among private college teachers with different professional titles. Then a post-hoctest is performed. Before the test, it is necessary to consider whether the variation is isomorphic significantly or not, and use different verification methods. In this study, the homogenization Levene test is performed first. After the test, it is found that the overall job insecurity (p<0.000), quantitative job insecurity (p=0.007), and qualitative job insecurity (p=0.002), all reach a significant level, representing a significant difference in the number of variances of each sample, which belongs to variants being unhomogeneous, so from the Post hoc comparison report, it is verification method that does not assume the same variance (ie Dunnett T3 method). The verification finds that in the overall job insecurities and qualitative job insecurity, teaching assistants, lecturers and associate professors have higher job insecurity than that of professors, and in quantitative job insecurity, only associate professors have higher job insecurity than that of professors, as shown in Table 4.21:

Table 4.21 ANOVA Verification Summary of Job Insecurity of Teachers with Different Professional Titles

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	Teaching assistant	Lecturer	Associate Professor	Professor			
Job Insecurity	2.466 (1.027)	2.583 (.948)	2.659 (1.0193)	2.072 (1.245)	6.870	.000	1>4 2>4, 3>4
Quantitative Insecurity	2.328 (1.004)	2.388 (.971)	2.592 （1.120）	2.059 (1.289)	4.121	.007	3>4
Qualitative Insecurity	2.698 (1.231)	2.907 （1.153）	2.769 （1.133）	2.095 (1.273)	11.202	.000	1>4 2>4, 3>4

Note: 1. Teaching assistant: 275, 2.Lecturer: 278, 3. Associate Professor:81, 4. Professor: 98.

C. Age. The results of ANOVA analysis show that there is no significant difference in job insecurity for private college teachers with different ages. (F=2.071, *p*=0.103). In each dimension, there is no significant difference in quantitative job insecurity (F=1.907, *p*=0.127) and qualitative job insecurity (F=2.314, *p*=0.075) among private college teachers with different professional titles, as shown in Table 4.22:

Table 4.22 ANOVA Verification Summary of Job Insecurity of Teachers with Different Ages

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	under 30	31-40	41-50	above 51			
Job Insecurity	2.382(1.104)	2.545(.925)	2.685(1.131)	2.473(1.221)	2.071	.103	-
Quantitative Insecurity	2.252(1.090)	2.387(.961)	2.563(1.150)	2.452(1.282)	1.907	.127	-
Qualitative Insecurity	2.597(1.277)	2.807(1.153)	2.888(1.221)	2.508(1.241)	2.314	.075	-

Note: 1. teachers under 30 years old: 325, 2.teachers of 31-40 years old: 315, 3.teachers of 41-50 years old: 54, 4. teachers above 51years old: 38.

F. Seniority in school. The results of ANOVA analysis show that there is no significant difference in job insecurity among private college teachers who have different seniority in school (F=1.929, *p*=0.123). In each dimension, there is no significant difference in the quantitative job insecurity (F=1.260, *p*=0.287) and qualitative job insecurity (F=2.714, *p*=0.044) among private college teachers with different professional titles, as shown in Table 4.23:

Table 4.23 ANOVA Verification Summary of Job Insecurity of Teachers with Different Seniority in School

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	below 5	6-10	11-15	above 16			
Job Insecurity	2.414 (1.056)	2.537 (1.003)	2.687 (.899)	2.436 (1.248)	1.929	.123	-
Quantitative Insecurity	2.294 (1.035)	2.363 (1.069)	2.531 (.926)	2.352 (1.320)	1.260	.287	-
Qualitative Insecurity	2.614 (1.241)	2.827 (1.204)	2.947 (1.109)	2.575 (1.256)	2.714	.044	-

Note: 1. below 5years: 410, 2. 6-10years:183, 3. 11-15years: 88, 4. above16 years: 5.

In summary, there is a significant difference in job insecurity among private college teachers of different genders, academic qualifications and professional titles, but there is no significant difference in job insecurity in private college teachers in terms of whether they are administrative or academic leaders, ages and seniority in school.

4.2.4 Difference Analysis of School Effectiveness of Teachers' Perception in Demographic Variables

A. Gender. The analysis results of *t*-test show that there are significant differences in the school effectiveness of the perception of teachers with different genders (t=-5.177, $p<0.000$); in each dimension, there is significant difference in management effectiveness (t=-4.463, $p<0.000$), teacher effectiveness (t=-5.073, $p<0.000$), student effectiveness (t=-4.674, $p<0.000$), and community effectiveness (t=-4.930, $p<0.000$). By comparing the averages, it is known that in the overall school effectiveness and in all dimensions, the female teachers perceive the school effectiveness higher than that of the male teachers, as shown in Table 4.24:

Table 4.24 *T*-test Summary of the School Effectiveness of the Perception of Teachers with Different Genders

Name of Variables	Average (Standard deviation)		*t* value	*p*	*d*
	Male	Female			
School Effectiveness	3.866（.902）	4.209（.754）	-5.177	.000	-.412
Management Effectiveness	3.623（1.124）	3.997（.997）	-4.463	.000	-.352
Teacher Effectiveness	3.998（.910）	4.312（.730）	-5.073	.000	-.380
Student Effectiveness	3.949（.942）	4.271（.781）	-4.674	.000	-.372
Community Effectiveness	3.796（1.072）	4.179（.850）	-4.930	.000	-.395

Note: Male: 256, Female: 476.

B. Whether to be an administrative or academic leader. The *t*-test analysis results show that there is no significant difference in the school effectiveness perceived by private college teachers who are leaders in administration or discipline or not (*t*=1.856, *p*=0.064); in each dimension perceived by private college teachers of different genders, there are no significant differences in management effectiveness (*t*=1.798, *p*=0.073), teacher effectiveness (*t*=.993, *p*=0.321), and student effectiveness (*t*=1.796, *p*=0.073), while there are significant differences in community effectiveness (*t*=2.251, *p*=0.025). By comparing the averages, it can be seen that in the dimension of community effectiveness, teachers who are leaders in administration or discipline are higher than teachers who are not leaders in administration or discipline, as shown in Table 4.25:

Table 4.25 *T*-test Summary of the School Effectiveness of the Perception of Teachers of Whether to be an Administrative or Academic Leader

Name of Variables	Average (Standard deviation)		*t*	*p*	*d*
	Yes	No			
School Effectiveness	4.151(.888)	4.036(.763)	1.856	.064	.138
Management Effectiveness	3.944(1.127)	3.801(.992)	1.798	.073	.134
Teacher Effectiveness	4.235(.881)	4.174(.747)	.993	.321	.074
Student Effectiveness	4.220(.859)	4.106(.815)	1.796	.073	.136
Community Effectiveness	4.132(1.008)	3.972(.894)	2.251	.025	.167

Note: being an administrative or academic leader: 335, not being an administrative or academic leader: 397.

C. Academic qualifications. The ANOVA analysis results show that there is no significant difference in the school effectiveness perceived by private college teachers with different academic qualifications (F=2.798, p=0.062); in each dimension perceived by private college teachers with different academic qualifications, There are no significant differences in the management effectiveness (F=1.385, p=0.251), teacher effectiveness (F=0.819, p=0.441), and student effectiveness (F=2.698, p=0.068), while there are significant differences in community effectiveness (F=8.123, p<0.000), so post-hoctest is performed. Before the post-test, it is a must to choose a different test method depending on whether the number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the number of mutations is homogeneous. After the test, it is found that the dimension of community effectiveness, p<0.000, all reach a significant level, indicating that there is a significant difference in the number of variations in each sample, which belongs to variations of different primes. Therefore, according to the post-comparison report, the test method that does not assume the same number of mutations (that is, the Dunnett T3 method) test finds that in the

dimension of community effectiveness, teachers with undergraduate and doctoral degrees are higher than teachers with master degrees, as shown in Table 4.26:

Table 4.26 ANOVA Verification Summary of School Effectiveness Perceived by Teachers with Different Academic Qualifications

Name of Variables	Average (Standard deviation)			F	*p*	Post hoc Comparison
	Undergraduate	Master	Doctor			
School Effectiveness	4.122(.789)	4.001 (.750)	4.205 (1.094)	2.798	.062	-
Management Effectiveness	3.904(1.048)	3.784 (.963)	3.955 (1.310)	1.385	.251	-
Teacher Effectiveness	4.237(.731)	4.153 (.750)	4.203 (1.183)	.819	.441	-
Student Effectiveness	4.168(.818)	4.086 (.803)	4.319 (1.080)	2.698	.068	-
Community Effectiveness	4.112(.921)	3.872 (.887)	4.268 (1.147)	8.123	.000	1>2, 3>2

Note: 1. undergraduate: 368, 2. master: 267, 3. doctor: 97.

D. Professional title. The ANOVA analysis results show that there are significant differences in the school effectiveness perceived by private college teachers with different professional titles (F=6.055, p<0.000); in each dimension perceived by private college teachers with different professional titles, there are significant differences in management effectiveness (F=3.589, p=0.013), teacher effectiveness (F=4.990, p=0.002), student effectiveness (F=4.375, p=0.005) and community effectiveness (F=12.811, p<0.000), so post-hoctest is performed. Before the post-test, it is a must to choose different test methods depending on whether the

number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the number of mutations is homogeneous. After the test, it is found that in the overall teacher perceived school effectiveness (p=0.034), the dimension of management effectiveness (p=0.006), teacher effectiveness (p= 0.017), student effectiveness (p=0.023) and community effectiveness (p=0.034), all have reached a significant level, indicating that there is a significant difference in the number of variations in each sample, which belongs to the heterogeneity of the number of variations. Therefore, according to the post-comparison report, the test method that does not assume the same number of mutations (that is, the Dunnett T3 method) test finds that in the overall school effectiveness and the dimension of teacher effectiveness, the teaching assistant is higher than the lecturer and associate professor, in the management effectiveness dimension, the teaching assistant is higher than the lecturer, in the student effectiveness dimension, the teaching assistant is higher than the associate professor, and in community effectiveness, teaching assistants and professors are higher than lecturers and associate professors, as shown in Table 4.27:

Table 4.27 ANOVA Verification Summary of School Effectiveness Perceived by Teachers with Different Professional Titles

Table 4.27 (continued)

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	Teaching assistant	Lecturer	Associate professor	Professor			
School Effectiveness	4.244 (.735)	3.984 (.773)	3.915 (.889)	4.096 (1.055)	6.055	.000	1>2 1>3
Management Effectiveness	4.024 (1.025)	3.736 (1.025)	3.856 (.963)	3.806 (1.256)	3.589	.013	1>2
Teacher Effectiveness	4.346 (.668)	4.141 (.756)	4.052 (.871)	4.094 (1.158)	4.990	.002	1>2 1>3
Student Effectiveness	4.277 (.774)	4.080 (.785)	3.950 (.987)	4.218 (1.068)	4.375	.005	1>3
Community Effectiveness	4.271 (.807)	3.863 (.943)	3.732 (1.066)	4.187 (1.074)	12.811	.000	1>2,1>3 4>2,4>3

Note: 1. teaching assistant: 275, 2. lecturer: 278, 3.associate professor: 81, 4. professor: 98.

E. Age. The ANOVA analysis results show that there is a significant difference in the school effectiveness perceived by private college teachers of different ages (F=12.465, p<0.000); in each dimension perceived by private college teachers of different ages, there are significant differences in management effectiveness of (F=9.470, p<0.000), teacher effectiveness (F=10.625, p<0.000), student effectiveness (F=9.238, p<0.000), and community effectiveness (F=17.153, p<0.000), so post-hoctest is performed. Before the post-test, it is a must to choose different test methods depending on whether the number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the number of variables is homogeneous. The test finds that in the overall teacher perceived school effectiveness (p=0.021), the dimension of management

effectiveness (p=0.006), teacher effectiveness (p<0.000), student effectiveness (p=0.045) and community effectiveness (p<0.000), all have reached a significant level, indicating that there is a significant difference in the number of variations of each sample, which belongs to the heterogeneity of the number of variations. Therefore, according to the post-comparison report, the test method that does not assume the same number of mutations (that is, the Dunnett T3 method) test finds that teachers under 30 years old have higher school effectiveness than teachers of 31-40, 41-50 and 51 years old, as shown in Table 4.28:

Table 4.28 ANOVA Verification Summary of School Effectiveness Perceived by Teachers with Different Ages

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	below 30	31-40	41-50	above 51			
School Effectiveness	4.276 (.747)	3.987 (.792)	3.848 (.931)	3.677 (1.144)	12.465	.000	1>2 1>3,1>4
Management Effectiveness	4.082 (.985)	3.695 (1.053)	3.864 (1.006)	3.456 (1.380)	9.470	.000	1>2,1>4
Teacher Effectiveness	4.344 (.720)	4.1619 (.757)	3.916 (1.003)	3.723 (1.269)	10.625	.000	1>2 1>3,1>4
Student Effectiveness	4.321 (.776)	4.079 (.820)	3.911 (1.035)	3.773 (1.179)	9.238	.000	1>2 1>3,1>4
Community Effectiveness	4.305 (.814)	3.892 (.956)	3.635 (1.046)	3.675 (1.248)	17.153	.000	1>2 1>3,1>4

Note: 1. below 30 years old: 325, 2. 31-40 years old: 315, 3. 41-50 years old: 54, 4. above 51years old:38.

F. Seniority in school. The ANOVA analysis results show that there is a

significant difference in the school effectiveness perceived by private college teachers with different seniority in school (F=7.916, p<0.000); in each dimension perceived by private college teachers with different seniority in school, there are significant differences in management effectiveness (F=4.854, p=0.002), teacher effectiveness (F=10.171, p<0.000), student effectiveness (F=5.379, p=0.001), and social effectiveness (F=9.517, p<0.000), so post-hoctest is performed. Before the post-test, it is a must to choose different test methods depending on whether the number of isomorphs is significant or not. In this study, the Levene test is first performed to determine whether the number of mutations is homogeneous. The test finds that in the overall teacher perceived school effectiveness (p=0.034), the dimension of management effectiveness (p=0.005), teacher effectiveness (p= 0.013), student effectiveness (p=0.048) and community effectiveness (p=0.006), all have reached a significant level, indicating that there is a significant difference in the number of variations in each sample, which belongs to the heterogeneity of the number of variations. Therefore, according to the post-comparison report, the test method that does not assume the same number of mutations (that is, the Dunnett T3 method) test finds that in the overall school effectiveness, teacher effectiveness dimension and community effectiveness dimension, teachers with the seniority under

5 years are higher than teachers with the seniority between 6-10 years and 16 years, while in the dimensions of management effectiveness and student effectiveness, teachers with the seniority under 5 years are only higher than that of 6-10 years, as shown in Table 4.29:

Table 4.29 ANOVA Verification Summary of School Effectiveness Perceived by Teachers with Different Seniority

Name of Variables	Average (Standard deviation)				F	*p*	Post hoc Comparison
	below 5	6-10	11-15	above 16			
School Effectiveness	4.213 (.769)	3.929 (.879)	4.013 (.716)	3.801 (1.038)	7.916	.000	1>2,1>4
Management Effectiveness	3.988 (1.005)	3.655 (1.125)	3.848 (.941)	3.679 (1.275)	4.854	.002	1>2
Teacher Effectiveness	4.318 (.726)	4.106 (.852)	4.139 (.681)	3.720 (1.215)	10.171	.000	1>2,1>4
Student Effectiveness	4.266 (.800)	4.003 (.938)	4.097 (.709)	3.956 (1.058)	5.379	.001	1>2
Community Effectiveness	4.208 (.856)	3.841 (.999)	3.871 (.972)	3.771 (1.149)	9.517	.000	1>2,1>4

Note: 1. below 5 years: 410, 2. 6-10 years: 183, 3. 11-15years: 88, 4. above 16 years: 51.

In summary, there is a significant difference in school effectiveness perceived by private college teachers of different genders, professional titles, ages, and years of schooling; while there is no significant differences in school effectiveness perceived by private college teachers of whether they are administrative or academic leaders.

4.3 Correlation Analysis

In this study, whether the four variables exist correlation and their degree of correlation are analyzed by using the Person correlation coefficients. According to Qiu (2010), the correlation coefficient r value is 0, which means that there is no correlation between variables; absolute value<0.1 indicates weak correlation; 0.1≦r value <0.4 indicates low correlation; 0.4≦r value<0.7 indicates moderate correlation; 0.7≦r value<1.0 means highly correlated; r value=1.0 means fully correlated.

4.3.1 Correlation Analysis among Teachers' Perceived Principal's Positive Leadership, Organizational Commitment, Job Insecurity and Overall School Effectiveness

Through Pearson correlation coefficient analysis, the results show the correlation coefficients of teachers' perceived principal's positive leadership and school effectiveness (r=0.672, p<0.000), indicating that teachers' perceived principal's positive leadership and school effectiveness are positively and significantly correlated; the correlation coefficients of teachers' perceived principal's positive leadership and organizational commitment (r=0.852, p<0.000) indicates that teachers' perceived principal's positive leadership and organizational commitment is positively and significantly correlated; the correlation coefficients of organizational

commitment and school effectiveness (r=0.680, p<0.000) indicates that organizational commitment and school effectiveness is positively and significantly positively correlated; the correlation coefficients of job insecurity and teachers' perceived principal's positive leadership (r=-0.406, p<0.000) indicates that job insecurity and teachers' perceived principal's positive leadership are negatively and significantly correlated; the correlation coefficients of job insecurity and teachers' perceived school effectiveness (r=-0.373, p<0.000) indicates that job insecurity is negatively and significantly related to teachers' perceived school effectiveness, as shown in Table 4.30:

Table 4.30 Summary of Correlation Analysis of Four Variables

Variables	Positive Leadership	Organizational Commitment	Job Insecurity	School Effectiveness
Positive Leadership	1			
Organizational Commitment	.852***	1		
Job Insecurity	-.406***	-.406***	1	
School Effectiveness	.672***	.680***	-.373***	1

Note: *p<0.05; **p<0.01; ***p<0.001

4.3.2 Correlation Analysis of Teachers' Perceived Principal's Positive Leadership, Organizational Commitment and School Effectiveness

The correlation analysis results between teachers' perceived principal's positive leadership and the dimensions of school effectiveness show the correlation coefficient between positive atmosphere and management effectiveness (r=0.555, p<0.000), the correlation coefficient between positive atmosphere and teacher effectiveness (r=0.543, p<0.000), the correlation coefficient between positive atmosphere and student effectiveness (r=0.619, p<0.000), the correlation coefficient between positive atmosphere and social effectiveness (r=0.621, p<0.000); the correlation coefficient between positive bond and management effectiveness (r=0.567, p<0.000), the correlation coefficient between positive bond and teacher effectiveness (r= 0.551, p<0.000), the correlation coefficient between positive bond and student effectiveness (r=0.614, p<0.000), the correlation coefficient between positive bond and community effectiveness (r=0.620, p<0.000); the correlation coefficient between positive communication and management effectiveness (r=0.532, p<0.000), the correlation coefficient between positive communication and teacher effectiveness (r=0.527, p<0.000), the correlation coefficient between positive communication and student effectiveness (r=0.600, p<0.000), the correlation

coefficient between positive communication and community effectiveness (r=0.606, p<0.000); the correlation coefficient between positive denotation and management effectiveness (r=0.590, p<0.000), the correlation coefficient between positive denotation and teacher effectiveness (r=0.538, p<0.000), the correlation coefficient between positive denotation and student effectiveness (r=0.643, p<0.000), the correlation coefficient between positive denotation and community effectiveness (r=0.636, p<0.000), indicating that the dimensions of the principal's positive leadership and the dimensions of school effectiveness are moderately, positively and significantly correlated, as shown in Table 4.31:

The correlation analysis results between the dimensions of teachers' perceived principal's positive leadership and organizational commitment show the correlation coefficient between positive atmosphere and affective commitment (r= 0.787, p<0.000), the correlation coefficient between positive atmosphere and normative commitment (r=0.673, p<0.000), the correlation coefficient between positive atmosphere and continuance commitment (r=0.710, p<0.000); the correlation coefficient between positive bond and affective commitment (r=0.802, p<0.000), the correlation coefficient between positive bond and normative commitment (r=0.750, p<0.000), the correlation coefficient between positive bond

and continuance commitment (r=0.735, p<0.000); the correlation coefficient between positive communication and affective commitment (r=0.785, p<0.000), the correlation coefficient between positive communication and normative commitment commitment (r=0.671, p<0.000), the correlation coefficient between positive communication and continuance commitment (r=0.706, p<0.000); the correlation coefficient of positive denotation and affective commitment (r=0.824, p<0.000), the correlation coefficient between positive denotation and normative commitment (r= 0.707, p<0.000), the correlation coefficient between positive denotation and continuance commitment (r=0.727, p<0.000), indicating that the dimensions of the principal's positive leadership and the dimensions of organizational commitment are moderately, positively and significantly correlated.

The correlation analysis results between the dimensions of teachers' organizational commitment and school effectiveness show the correlation coefficient between affective commitment and management effectiveness (r=0.590, p<0.000), the correlation coefficient between affective commitment and teacher effectiveness (r=0.538, p<0.000), the correlation coefficient between affective commitment and student effectiveness (r=0.643, p<0.000), the correlation coefficient between emotional commitment and community effectiveness (r=0.636, p<0.000); the

correlation coefficient between normative commitment and management effectiveness (r=0.431, p<0.000), the correlation coefficient between normative commitment and teacher effectiveness (r=0.510, p<0.000), the correlation coefficient between normative commitment and student effectiveness (r=0.543, p<0.000), the correlation coefficient between normative commitment and social effectiveness (r=0.498, p<0.000); the correlation coefficient between continuance commitment and management effectiveness (r=0.558, p<0.000), the correlation coefficient between continuance commitment and teacher effectiveness (r=0.553, p<0.000), the correlation coefficient between continuance commitment and student effectiveness (r=0.607, p<0.000), the correlation coefficient between continuance commitment and community effectiveness (r=0.602, p<0.000), indicating that the dimensions of organizational commitment and the dimensions of school effectiveness are moderately, positively and significantly correlated.

Table 4.31 Related Summary of Each Dimension

Dimension	1	2	3	4	5	6	7	8	9	10	11
1	1										
2	.868**	1									
3	.829**	.859**	1								
4	.883**	.871**	.856**	1							
5	.787**	.802**	.785**	.824**	1						
6	.673**	.650**	.671**	.707**	.704**	1					

Table 4.31 (continued)

Dimension	1	2	3	4	5	6	7	8	9	10	11
7	.710**	.735**	.706**	.727**	.812**	.717**	1				
8	.555**	.567**	.532**	.540**	.590**	.431**	.558**	1			
9	.543**	.551**	.527**	.570**	.538**	.510**	.553**	.783**	1		
10	.619**	.614**	.600**	.616**	.643**	.543**	.607**	.739**	.818**	1	
11	.621**	.620**	.606**	.614**	.636**	.498**	.602**	.727**	.751**	.824**	1

Note 1: *p<0.05; **p<0.01; ***p<0.001

Note 2: 1. positive atmosphere2. positive bond 3. positive communication 4. positive denotation 5.affective commitment 6.normative commitment 7.continuance commitment 8. management effectiveness 9. teacher effectiveness 10.school effectiveness 11.community effectiveness

4.4 Regression Analysis

Regression analysis is based on the linear relationship to further explore the interpretation and prediction relationship between variables.In this section, linear regression and multiple regression analysis are used to respectively understand the impact of the principal's positive leadership and organizational commitment perceived by teachers in private universities on the school effectiveness, the mediating role of organizational commitment between the principal's positive

leadership and school effectiveness perceived by teachers and the moderating role of job insecurity in the perception of the principal's positive leadership and school effectiveness. According to suggestions of Qiu (2010), the R^2 value is used to judge the explanatory power of the regression model, the significance of the F value is used to determine whether the R^2 value has explanatory power, and the regression coefficient β value is used to determine the magnitude of the impact.

In this study, due to gender, whether being an administrative or academic leader, academic qualifications, professional title, age, and years of schooling, there are significant differences in the principal's positive leadership,organizational commitment, job insecurity, and school effectiveness perceived by teachers.demographic variables are converted into virtual variables and put into regression equations.

4.4.1 Regressive Analysis of the Principal's Positive Leadership Perceived by Teachers on School Effectiveness

Regression analysis is used to test the influence of the principal's positive leadership perceived by teachers on school effectiveness. The results show that after controlling the relevant demographic variables, F value=61.521, p<0.000, which reach a significant level. The standardization regression coefficients (β=0.661,

p<0.000) of the principal's positive leadership perceived by teachers on school effectiveness, R^2=0.485, and VIF are all less than 10. It shows that there is a significant and positive impact on school effectiveness in the principal's positive leadership perceived by the tested private college teachers, and it can explain the 48.5% variation in school effectiveness, and there is no colinearity, as shown in Table 4.32:

Table 4.32 Linear Regression Analysis of the Principal's Positive Leadership and School Effectiveness Perceived by Teachers

	Dependent Variable: school effectiveness				
Independent Variable	B	SE	β	*p*	VIF
Male teacher	-.091	.049	-.053	.064	1.116
Holding a post	.055	.047	.033	.237	1.107
Teaching assistant	.179	.116	.105	.125	6.533
Lecturer	.062	.114	.037	.585	6.329
Associate professor	.171	.125	.065	.171	3.143
Undergraduate	.118	.107	.071	.272	5.906
Master	.042	.109	.024	.703	5.658
below 5 years	.344	.114	.207	.003	6.646
6-10 years	.282	.117	.169	.016	6.873
11-15 years	.140	.134	.045	.296	2.537
Positive leadership	.679	.029	.661	.000	1.137
R^2			.485		
Adj R^2			.477		
F			61.521***		
df			11		

Note 1: *p<0.05; **p<0.01; ***p<0.001

Note: 2 The control variables take "female teachers, not serving as administrative or academic leaders, professors, doctors, above 16 years" as the reference group.

The influence of each dimension of the principal's positive leadership on school effectiveness is further tested and the results show that F value=48.850, $p<0.000$, reaching a significant level. Among them, the standardized regression coefficient of the positive atmosphere (β=0.209, p=0.002), the standardized regression coefficients of positive bond (β=0.202, p=0.007) and the standardized regression coefficients of positive denotation (β=0.279, $p<0.000$), and the standardized regression coefficients of positive communication (β=0.002, p=0.953), R^2=0.488, and VIF are all less than 10. It shows that the principal's positive leadership perceived by the tested private college teachers has a positive and significant impact on school effectiveness, mainly from creating a positive atmosphere, a positive bond, and a positive denotation. And they explain 48.8% variation in school effectiveness, while positive communication has no significant effect on school effectiveness, and there is no co-linearity, as shown in Table 4.33:

Table 4.33 Linear Regression Analysis of Each Dimension of Principal's Positive Leadership and School Effectiveness

	Dependent Variable: school effectiveness				
Independent Variable	B	SE	β	*p*	VIF
Male teacher	-.093	.049	-.054	.057	1.119
Holding a post	.062	.047	.038	.183	1.114
Teaching assistant	.177	.117	.104	.129	6.578

Lecturer	.054	.115	.032	.641	6.379

Table 4.33 (continued)

	Dependent Variable: school effectiveness				
Independent Variable	B	SE	β	*p*	VIF
Associate professor	.161	.125	.061	.198	3.156
Undergraduate	.116	.107	.071	.278	5.912
Master	.042	.109	.024	.703	5.669
below 5 years	.350	.115	.211	.002	6.674
6-10 years	.289	.117	.174	.014	6.898
11-15 years	.165	.135	.052	.222	2.562
Positive Atmosphere	.193	.062	.209	.002	6.431
Positive Bond	.177	.065	.202	.007	7.679
Positive Communication	.004	.070	.004	.953	6.727
Positive Denotation	.312	.067	.279	.000	5.098
R^2			.488		
Adj R^2			.478		
F			48.850***		
df			14		

Note 1: *p<0.05; **p<0.01; ***p<0.001

Note2: The control variables take “female teachers, not serving as administrative or academic leaders, professors, doctors, above 16 years” as the reference group.

Based on the above analysis, this study assumes that H2 is established, and that the principal’s positive leadership perceived by private college teachers has a positive and significant impact on school effectiveness.

4.4.2 Regression Analysis of Teachers’ Perceived Principal’s Positive Leadership on organizational commitment

Regression analysis is used to test the influence of teachers’ perceived positive leadership on organizational commitment. The results show that

F-value=177.638, p<0.000, reaching a significant level. Among them, the standardized regression coefficient of teachers' perceived positive leadership (β=0.845, p<0.000), R^2 = 0.731, and VIF are all less than 10. It shows that the tested teachers' perceived positive leadership has a positive and significant impact on organizational commitment, and it can explain the 73.1% variation in organizational commitment, and there is no co-linearity, as shown in Table 4.34:

Table 4.34 Linear Regression Analysis of Teachers' Perceived Principal's Positive Leadership and Organizational Commitment

	Dependent Variable:organizational commitment				
Independent Variable	B	SE	β	*p*	VIF
Male teacher	-.024	.028	-.018	.386	1.116
Holding a post	-.026	.027	-.020	.331	1.107
Teaching assistant	.045	.066	.034	.496	6.533
Lecturer	.029	.065	.021	.662	6.329
Associate professor	.053	.071	.025	.461	3.143
Undergraduate	-.073	.061	-.056	.235	5.906
Master	-.103	.062	-.076	.099	5.658
below 5 years	-.053	.065	-.040	.422	6.646
6-10 years	-.025	.067	-.019	.704	6.873
11-15 years	-.151	.077	-.061	.050	2.537
Positive leadership	.686	.017	.845	.000	1.137
R^2			.731		
Adj R^2			.727		
F			177.638***		
df			11		

Note 1: *p<0.05; **p<0.01; ***p<0.001

Note: 2 The control variables take "female teachers, not serving as administrative or academic leaders, professors, doctors, above 16 years" as the reference group.

The influence of teachers' perceived positive leadership on organizational commitment is further tested, and the results show that F value=146.941, $p<0.000$, reaching a significant level. Among them, the standardized regression coefficient of positive atmosphere (β=0.181, $p<0.000$), the standardized regression coefficient of positive bond (β=0.179, $p=0.001$), the standardized regression coefficient of positive communication (β=0.078, $p=0.113$) and the standardized regression coefficient of positive denotation (β=0.452, $p<0.000$), $R^2=0.742$, and VIF are all less than 10. It shows that the impact of the tested teachers' perceived principal's positive leadership on organizational commitment is mainly from the 3 dimensions of positive atmosphere, positive bond and positive denotation and it can explain the 74.2% variation in organizational commitment, while positive communication has no significant effect on organizational commitment. and there is no co-linearity, as shown in Table 4.35:

Table 4.35 Linear Regression Analysis of Each Dimension of Teachers' Perceived Principal's Positive Leadership and Organizational Commitment

	Dependent Variable: organizational commitment				
Independent Variable	B	SE	β	*p*	VIF
Male teacher	-.028	.027	-.020	.314	1.119
Holding a post	-.023	.026	-.017	.386	1.114
Teaching assistant	.029	.065	.022	.656	6.578
Lecturer	.007	.064	.005	.915	6.379

Table 4.35 (continued)

	Dependent Variable: organizational commitment				
Independent Variable	B	SE	β	*p*	VIF
Associate professor	.030	.070	.014	.672	3.156
Undergraduate	-.071	.060	-.055	.236	5.912
Master	-.113	.061	-.083	.066	5.669
below 5 years	-.035	.064	-.026	.591	6.674
6-10 years	-.006	.066	-.004	.932	6.898
11-15 years	-.110	.076	-.044	.146	2.562
Positive Atmosphere	.132	.035	.181	.000	6.431
Positive Bond	.124	.036	.179	.001	7.679
Positive Communication	.062	.039	.078	.113	6.727
Positive Denotation	.399	.038	.452	.000	5.098
R^2			.742		
Adj R^2			.736		
F			146.941***		
df			14		

Note 1: *p<0.05; **p<0.01; ***p<0.001

Note2: The control variables take “female teachers, not serving as administrative or academic leaders, professors, doctors, above 16 years” as the reference group.

Based on the above analysis, this study assumes that H3 is established, and that the principal’s positive leadership perceived by private college teachers has a positive and significant impact on organizational commitment.

4.4.3 Regression Analysis of Teachers’ Organizational Commitment on School Effectiveness

Regression analysis is used to test the impact of teachers’ organizational commitment on school effectiveness. The results show that F-value=64.898, p<0.000, reaching a significant level. Among them, the standardized regression coefficient of organizational commitment (β=0.665, p<0.000), R^2=0.498, and VIF, are all less than 10. It shows that the tested teachers’ organizational commitment has

a positive and significant impact on school effectiveness, and it can explain the 49.8% variation in school effectiveness, as shown in Table 4.36:

Table 4.36 Linear Regression Analysis of Organizational Commitment and School Effectiveness

	Dependent Variable: school effectiveness				
Independent Variable	B	SE	β	*p*	VIF
Male teacher	-.105	.048	-.061	.029	1.109
Holding a post	.094	.046	.057	.040	1.100
Teaching assistant	.155	.115	.091	.177	6.538
Lecturer	.045	.113	.027	.689	6.330
Associate professor	.129	.123	.049	.297	3.144
Undergraduate	.122	.106	.074	.249	5.905
Master	.078	.108	.045	.470	5.676
below 5 years	.412	.113	.248	.000	6.630
6-10 years	.310	.115	.186	.007	6.872
11-15 years	.272	.133	.086	.040	2.540
Organizational commitment	.842	.035	.665	.000	1.114
R^2			.498		
Adj R^2			.490		
F			64.898***		
df			11		

Note 1: **p*<0.05; ***p*<0.01; ****p*<0.001

Note 2: The control variables take "female teachers, not serving as administrative or academic leaders, professors, doctors, above 16 years" as the reference group.

The influence of each dimension of organizational commitment on school effectiveness is further tested, and the results show that F-value=7.833, *p*<0.000, reaching a significant level. Among them, the standardized regression coefficient of affective commitment (β=0.384, *p*<0.000), the standardized regression coefficient of normative commitment (β=0.084, *p*=0.039), and the standardized regression

coefficients of continuance commitment (β=0.252, p<0.000), R^2=0.505, and VIF, are all less than 10. It shows that the three dimensions of the tested teachers' organizational commitment have a positive and significant impact on school effectiveness, which can explain the 50.5% variation in school effectiveness, as shown in Table 4.37.

Table 4.37 Linear Regression Analysis of Each Dimension of Organizational Commitment and School Effectiveness

	Dependent Variable: school effectiveness				
Independent Variable	B	SE	β	*p*	VIF
Male teacher	-.103	.048	-.059	.032	1.109
Holding a post	.097	.046	.059	.034	1.105
Teaching assistant	.181	.115	.106	.116	6.585
Lecturer	.075	.113	.044	.506	6.382
Associate professor	.142	.123	.054	.248	3.157
Undergraduate	.107	.106	.065	.312	5.940
Master	.064	.108	.037	.555	5.721
below 5 years	.395	.112	.238	.000	6.666
6-10 years	.318	.115	.191	.006	6.905
11-15 years	.231	.134	.073	.084	2.606
Affective Commitment	.384	.049	.384	.000	3.415
Normative Commitment	.123	.060	.084	.039	2.416
Continuance Commitment	.273	.053	.252	.000	3.465
R^2	.505				
Adj R^2	.496				
F	56.325***				
df	13				

Note 1: *p<0.05; **p<0.01; ***p<0.001

Note: 2 The control variables take "female teachers, not serving as administrative or academic leaders, professors, doctors, above 16 years" as the reference group.

Based on the above analysis, this study assumes that H4 is established and that private college teachers' organizational commitment has a positive and significant impact on school effectiveness.

4.4.4 Mediating Role Analysis of Organizational Commitment Between Positive Leadership and School Effectiveness

This study refers to method of testing the mediation effect put forward by Baron and Kenny (1986). The mediation effect should meet three conditions: A. The independent variable has a significant prediction effect on the dependent variable; B. The independent variable has a significant prediction effect on the intermediary variable; C. Simultaneously adding the independent variable and the intermediate variable term to the regression model to predict the dependent variable term, the intermediate variable term has a significant prediction effect, and the prediction effect of the independent variable term will significantly decrease. If there is no significant predictive effect on the dependent variable, it is said to be completely intermediary; if after the decline, the independent variable still has a significant predictive effect on the dependent variable, it is said to be partial intermediary.

After controlling related population variables, the results show that in Model 1, F-value=61.521, $p<0.000$, reaching a significant level, where the

normalized regression coefficient of positive leadership (β=0.661, p<0.000), and R^2= 0.485. It shows that the teachers' perceived positive leadership of the principal has a significant positive effect on school effectiveness, and it can explain school effectiveness by 48.5%. The VIFs are all less than 10. So condition 1 is met; the self-variant, teachers' perceived leadership, has a significant and predictive effect on the dependent variable, school effectiveness; in model 2, the F value=177.638, p<0.000, which reaches a significant level, of which Standardized regression coefficient of positive leadership (β=0.845, p<0.000), R^2＝0.731，an VIF, are all less than 10. It shows that the teachers' perceived positive leadership of the principal has a significant positive impact on organizational commitment and it can explain organizational commitment by 73.1%. Therefore, condition 2 is met, and the teachers' perceived positive leadership of the principal has a significant predictive effect on organizational commitment. In model 3, when the independent variable, positive leadership, and the intermediary variable,organizational commitment, are placed in the model at the same time, F value=66.558, p<0.000, which reach a significant level. Among them, the standardized regression coefficient of positive leadership (β=0.328, p<0.000), the standardized regression coefficient of organizational commitment (β=0.394, p<0.000), R^2＝0.526, and the VIF are all less

than 10. It shows that the teachers' perceived positive leadership of the principal and organizational commitment have a significant positive impact on school effectiveness at the same time, and jointly explain school effectiveness by 52.6%. Compared with Model 1, it increases the explanatory variance by 4.1%, and the standardized coefficient of positive leadership decreases from Model 1 (β= 0.661, p<0.000) to Model 3 (β= 0.398, p<0.000). The VIFs are all less than 10. The intermediary variable,organizational commitment, has a significant effect, and the standardization coefficient of the independent variable (positive leadership), decreases, but it still has a predictive effect, indicating that organizational commitment plays a partially mediating role in the influence of teachers' perceived principal's positive leadership on school effectiveness, and there is no co-linearity. Condition 3 is met, as shown in Table 4.38:

Table 4.38 Analysis of the Mediating Role of Organizational Commitment in the Principal's Positive Leadership and School Effectiveness Perceived by Teachers

Item	Mode 1 School Effectiveness	Mode 2 Organizational Commitment	Mode 3 School Effectiveness
Control variables	β	β	β
Male teacher	-.053	-.018	-.046
Holding a post	.033	-.020	.041
Teaching assistant	.105	.034	.092
Lecturer	.037	.021	.028

Table 4.38 (continued)

Item	Mode 1 School Effectiveness	Mode 2 Organizational Commitment	Mode 3 School Effectiveness
Control variables	β	β	β
Associate professor	.065	.025	.055
Undergraduate	.071	-.056	.093
Master	.024	-.076	.054
below 5 years	.207	-.040	.223
6-10 years	.169	-.019	.177
11-15 years	.045	-.061	.068
(independent variable) Positive leadership	.661***	.845***	.328***
(intermediary variable) organizational commitment	-	-	.394***
R^2	.485	.731	.526
adj R^2	.477	.727	.518
$\triangle R^2$	-	-	.041
F	61.521***	177.638***	66.558***
df	11	11	12

Note 1: *p<0.05; **p<0.01; ***p<0.001

Note 2: The control variables take “female teachers, not serving as administrative or academic leaders, professors, doctors, above 16 years” as the reference group.

The Sobel (1982) test is further used to test the mediation effect. According to the Sobel (1982) test mode, the unstandardized regression coefficient, Beta value, of the independent variable, positive leadership, to the intermediary variable,organizational commitment, is 0.686 and the standard error is 0.017, and the

unstandardized regression coefficient, Beta value, of the intermediary variable,organizational commitment to the dependent variable, the school effectiveness, is 0.842 and the standard error is 0.035. The results show that the organizational commitment has a significant mediating effect between the teacher 's perceived principal's positive leadership and school effectiveness (t=20.663, p<0.000), so the mediation effect is further verified, as shown in Table 4.39:

Table 4.39 Sobel Analysis of Organizational Commitment's Mediating Effect

Independent Variable	a	Sa	b	Sb	t	*p*
Positive Leadership	0.686	0.017	0.842	0.035	20.663	.000

Based on the above analysis, this study assumes that H5 is established and that private college teachers' organizational commitment mediates the perception of the principal's positive leadership and school effectiveness.

4.4.5 Regression Analysis on the Moderating Role of Job Anxiety Between Principal's Positive Leadership and School Effectiveness

This study refers to the test method with the moderating effect by Baron and Kenny (1986). The moderating effect must meet three conditions. A. The independent variable has a significant predictive effect on the dependent variable; B. The moderator variable has a significant prediction effect on the dependent variable; C. the interaction variable of independent variable and moderator variable has a significant prediction effect on the dependent variable.

The specific steps are as follows: first, standardize positive leadership and job insecurity to reduce the impact of multicollinearity on the results of regression analysis. After normalization, there is no serious multicollinearity (VIF <10). Then, set the positive leadership and job insecurity interaction items. After controlling the relevant demographic variables, put the standardized positive leadership score on the first layer; put the standardized job insecurity score on the second layer; the interactive term obtained by multiplying the normalized positive leadership by the standardized job insecurity is put on the third layer of the regression equation for hierarchical regression (Wen & Ye, 2014).

The test of job insecurity moderates the teachers' perceived principal's positive leadership and school effectiveness. The results show that in Model 1, (F= 61.521, p<0.000) reaches a significant level, in which the normalized regression coefficient of positive leadership (β=0.661, p<0.000), R^2 = 0.485, and VIF, are all less than 10. It shows that the teachers' perceived principal's positive leadership has a positive and significant effect on school effectiveness, and it can explain school effectiveness by 48.5%. So condition 1 is met; the self-variant, teachers' perceived positive leadership, has a significant predictive effect on the dependent variable, school effectiveness; in model 2, the F value=58.977, p<0.000, which reaches a

significant level, in which the standardized regression coefficient of job insecurity (β =-0.121, p<0.000), and VIF, are both less than 10. It shows that the tested teachers' job insecurity has a significant effect on school effectiveness, so Condition 2 is met. The job insecurity of teachers has a significant negative predictive effect on school effectiveness. In Model 3, when the interaction term is put into the model, the F value=58.804, p<0.000, which reaches a significant level, in which the normalized regression coefficient of the interaction terms (β=-0.157, p<0.000) and VIF are both less than 10. It shows that the interaction term between the teacher' perceived positive leadership of the principal and the teachers' job insecurity has a significant impact on school effectiveness, which meets condition 3, so it shows that the job insecurity has a moderating effect on the teachers' perceived positive leadership of the principal to school effectiveness, as shown in Table 4.40:

Table 4.40 Analysis of the Role of Job Insecurity in Moderating the Principal's Positive Leadership and School Effectiveness

	School Effectiveness		
	Model 1	Model 2	Model 3
Variable	β	β	β
Male teacher	-.053	-.032	-.034
Holding a post	.033	.031	.026
Teaching assistant	.105	.112	.090
Lecturer	.037	.045	.034
Associate professor	.065	.067	.043

Table 4.40 (continued)

	School Effectiveness		
	Model 1	Model 2	Model 3
Variable	β	β	β
Undergraduate	.071	.083	.104
Master	.024	.044	.067
below 5 years	.207	.202	.200
6-10 years	.169	.161	.167
11-15 years	.045	.046	.044
Positive leadership	.661***	.619***	.664***
Job insecurity	-	-.121***	-.049
Interaction term	-	-	-.157***
R^2	.485	.496	.516
Adj R^2	.477	.488	.507
Δ R^2	-	.011	.041
F	61.521***	58.977***	58.804***
df	11	12	13

Note 1: *p<0.05; **p<0.01; ***p<0.001

Note 2: The control variables take “female teachers, not serving as administrative or academic leaders, professors, doctors, above 16 years” as the reference group.

In order to better characterize the negative regulating role of job insecurity in teachers’ perception of the relationship between the principal’s positive leadership and school effectiveness. This study draws a regulation effect chart based on regression analysis, and obtains slopes based on the data (Chao, Wei, Good & Flores, 2011), as shown in Figure 4.1. The results show that the slope of job insecurity in the solid part is greater than the slope of job insecurity in the dashed part. In other words,

when teachers perceive higher principal's positive leadership, teachers who have a high job insecurity will perceive lower school effectiveness than teachers who have a low job insecurity. However, when teachers perceive lower principal's positive leadership, teachers with high-level job insecurity perceive higher school effectiveness than teachers with low-level job insecurity.

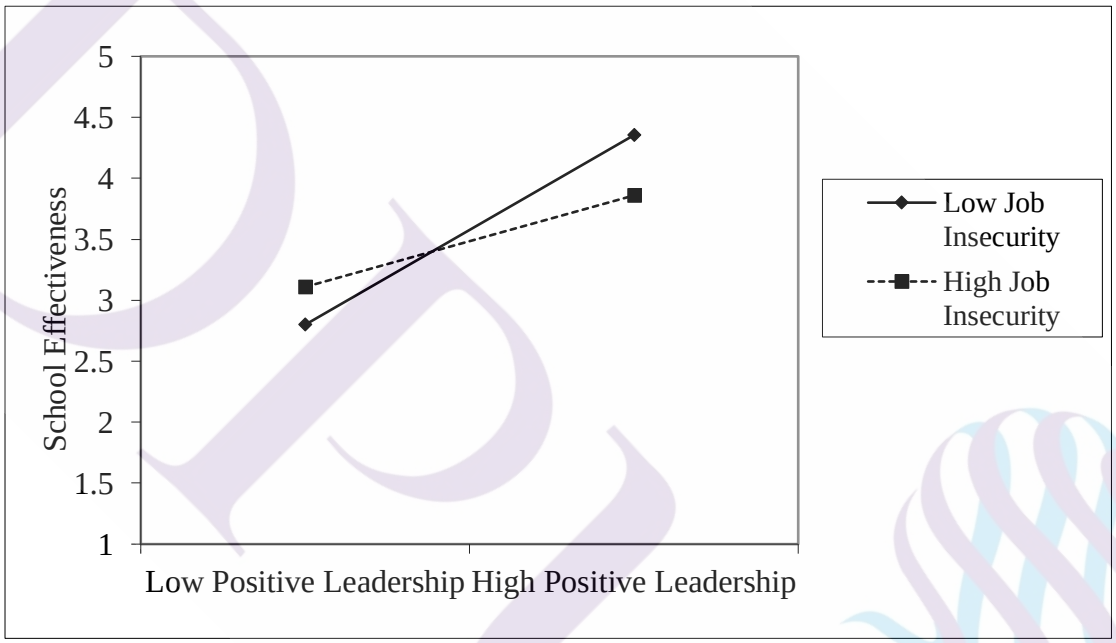

Figure 4.1 Moderating Effect of Job Insecurity

Based on the above analysis, this study assumes that H6 is established, and the job insecurity of private college teachers has a moderating effect on the perception of the principal's positive leadership and school effectiveness.

4.5 Answers to Research Questions

Through data analysis, one by one answer the research questions.

4.5.1 Answer to Research Question 1

The principal's positive leadership perceived by teachers in private universities in China has a positive and significant impact on school effectiveness (β=0.661, p<0.000), and it can explain 48.5% variation in school effectiveness.

4.5.2 Answer to Research Question 2

The principal's positive leadership perceived by teachers in private universities in China has a positive and significant impact on organizational commitment (β=0.845, p<0.000), and it can explain the 73.1% variation in organizational commitment.

4.5.3 Answer to Research Question 3

Chinese private college teachers' organizational commitment has a positive and significant impact on school effectiveness (β=0.665, p<0.000), and it can explain the 49.8% variation of school effectiveness.

4.5.4 Answer to Research Question 4

After the mediator variable,organizational commitment, is added to the model, teachers' perceived positive leadership of the principal and organizational

commitment have a significant positive impact on school effectiveness, and they together explain the school effectiveness of 52.6%,organizational commitment (β= 0.394, p<0.000), and teachers' perceived positive leadership of the principal (β= 0.328, p<0.000). Compared with the absence of the mediator variable, the coefficient of variation has decreased. Therefore,organizational commitment partially plays a mediating role between private college teachers' perceived positive leadership of the principal and school effectiveness.

4.5.5 Answer to Research Question 5

The interaction term (β=-0.157, p<0.000) of the teachers' perceived positive leadership of the principal and job insecurity has a significant negative effect, which indicates that the job insecurity plays a moderating role between the private university teachers' perceived positive leadership of the principal and the school effectiveness.

Based on the contents of this chapter, this chapter is based on the research hypotheses proposed in Chapter 3. The independent sample *t*-test or single-factor ANOVA variation number is used to statistically analyze the differences between different background variables on each variable; linear regression analysis is used to further discuss the relationship of the explanation and prediction between the

variables; then referring to the test methods of the mediating effect and moderating effect proposed by Baron and Kenny (1986) to establish a regression model to test the mediating role of organizational commitment between the teacher's perceived principal's positive leadership and the school effectiveness, and to test the moderating effect of job insecurity between teachers' perception of the principal and school effectiveness. The objectives of this study are verified one by one, and the results are shown in the table:

Table 4.41 Summary of Hypothesis Verification Results for this Study

Hypotheses of the study	Verified results
H1: Different demographic variables have significant differences in the principal's positive leadership,organizational commitment, job insecurity, and school effectiveness.	Partially true
H2: Private college teachers' perceived principal's positive leadership has a significant positive impact on school effectiveness.	true
H3: Private college teachers' perceived principal's positive leadership has a significant positive impact on the organizational commitment.	true
H4: Private college teachers' organizational commitment has a positive and significant impact on school effectiveness.	true
H5: The organizational commitment plays a mediating role between teachers' perceived principal's positive leadership and school effectiveness.	true
H6: Job insecurity plays a moderating role between teachers' perceived principal's positive leadership and school effectiveness in private universities	true

CHAPTER 5

DISCUSSION

This chapter mainly discusses the results of the relationship among teachers' perceived principal's positive leadership,organizational commitment, job insecurity, and school effectiveness, in private colleges of Henan Province, China and compares them with the previous studies.

5.1 Current Situation of Discussion

5.1.1 Discussion on the Current Situation of Private College Teachers' Perceived Principal's Positive Leadership

This study finds that the private college teachers' perceived principal's positive leadership is at a moderately high level. This result is consistent with the findings of Li (2012). It shows that, as for the teachers of private colleges and universities in Henan Province in China, the perceived principal's positive leadership is in good condition,which is reflected in many aspects. For example, the principal can publicly praise the teachers' good performance in a timely manner, can combine the core values of the school with the teachers' personal values, and clearly present

the work goals and other aspects when planning the school vision, etc.. Therefore, in practice management, the more positive leadership of the principal the teacher perceives is, the more the teacher understands and supports the school work, and the more improvements the school effectiveness has.

5.1.2 Discussion on the Current Status of Private College Teachers' Organizational Commitment

This study finds that the organizational commitment of teachers in private colleges and universities is at a moderately high level, which is inconsistent with Huang's (2015) research. The reason is that private colleges and universities in Henan Province of China have a better development trend, which is reflected in being glorified as members of the school, working hard to complete the school's affairs, and cherishing the opportunity to serve in the school, etc.. Therefore, in practice management, the school attaches great importance to the cultivation of teachers' organizational commitment, which is conducive to teachers' active and careful completion of school affairs, and they are willing to stay in the school to serve.

5.1.3 Discussion on the Current Situation of Teachers' Job Insecurity in Private Colleges and Universities

This study finds that the job insecurity of teachers in private colleges and universities is at a medium level, which is consistent with the research results of Chen (2019), Han et al. (2017), indicating that teachers in private colleges still have a certain degree of job insecurity, which is mainly expressed in fear of lacking the promotion space in the organization, being worried that their own knowledge and ability cannot cope with the current job, and being afraid that their job ability cannot be recognized by the leader, and being worried that the salary in the future will be reduced. Therefore, in practice management, it is important to pay attention to the cultivation of job security of teachers in private colleges and universities, and pay attention to the cultivation of their knowledge and ability.

5.1.4 Discussion on the Current Situation of Private College Teachers' Perceived School Effectiveness

This study finds that private college teachers' perceived school effectiveness is at a medium level, similar to the findings of Deng (2016). It shows that the teachers' perceived school effectiveness in private colleges and universities in Henan Province, China, is in good condition, which is mainly manifested in the

teachers' ability to make good use of various teaching methods in teaching activities to meet the needs of different students, teachers' willing to pursue further studies to enhance professional functions and teaching methods, and students' participating in various inter-school competitions and having excellent performance; besides, the society can effectively allow social resources used for our school and further promote school development, etc.. Therefore, in practice management, we must focus on training teachers' teaching and research activities, actively organize students to participate in various competitions, and increase social visibility.

5.2 Differences

5.2.1 Differences in Demographics in Teachers' Perceived Principal's Positive Leadership

This study finds that there is a significant difference in the principal's positive leadership perceived by the private college teachers of different genders, whether or not they are administrative or disciplinary leaders, education backgrounds, professional titles, and ages. And there is a significant difference in the principal's positive leadership perceived by private college teachers with different seniority. This is manifested in the fact that female teachers' perception is higher than that of

male teachers in terms of gender, and perception of those who are administrative or academic leaders is higher than that of those who are not. Perception of teachers with doctoral degrees is higher than that of teachers with undergraduate and master degrees. Perception of professors is higher than that of associate professors, lecturers and teaching assistants, and perception of teachers under the age of 30 is higher than that of teachers between the ages of 31 and 40, and there is a significant difference only in the dimension of positive bond in terms of seniority in the school. In terms of gender and age, it is consistent with Zhong's (2004) research, indicating that there is a difference in the perception of the principal's positive leadership among teachers of private colleges and universities of different genders and ages. In terms of academic qualifications, it is consistent with the research of Zhong (2004) and Lv (2011), which shows that there is a difference in the perception of the principal's positive leadership among teachers of private colleges with different educational backgrounds. In terms of seniority and administrative positions, it is consistent with the research of Li (2012), which shows that there are differences in the perception of the principal's positive leadership among private college teachers with different seniority and administrative positions. It is inconsistent with research of Zhong

(2011) in terms of educational background, gender and age. The reason is because of geographical and cultural differences, and different school management systems.

5.2.2 Differences in Demographics in Organizational Commitment

In demographic research, significant differences have been found in organizational commitment of private college teachers of different genders, whether they are leaders in administration or disciplines, education, professional titles, ages, and seniority in the school. This is manifested in the facts that, in terms of gender, female teachers have higher organizational commitment than male teachers; administrative or disciplinary leaders have higher organizational commitment than non-executive teachers; in terms of academic qualifications, teachers with doctoral degrees have higher organizational commitment than teachers with undergraduate and master degrees; in professional titles, professors have higher organizational commitment than associate professors and lecturers; in terms of age; in terms of age, teachers under the age of 30 have higher organizational commitment than teachers of 31-40 and 41-50 years old, and in terms of seniority, teachers with less than 5 years of seniority at the school have higher organizational commitment than teachers of 6-10 years. In terms of title and age, it is consistent with the research of Ma (2006). It is consistent with the research of Huang (2015) in terms of gender, professional

title and age. In terms of whether to be an administrative or academic leader, it is inconsistent with the research of Zhao et al. (2007), and the reason is that the nature of the school is different. In terms of title, it is inconsistent with the research of Fang and Zhang (2016) and the reason is that there are geographical differences.

5.2.3 Differences in Demographics in Job Insecurity

In demographic research, it is found that there is a significant difference in job insecurity of private college teachers of different genders, whether or not they are administrative or disciplinary leaders, academic qualifications, and professional titles. But in terms of age and seniority, there is no significant difference in job insecurity of private college teachers. This is manifested in the fact that male teachers have higher job insecurity than female teachers in terms of gender, those who are not administrative or disciplinary leaders have higher job insecurity than those who are administrative or disciplinary leaders, in terms of academic qualifications, teachers with undergraduate and master's degrees have higher job insecurity than teachers with doctoral degrees, in terms of professional titles, teaching assistants, lecturers and associate professors have higher job insecurity than professors. In terms of gender and position, it is consistent with the research of Feng (2014) and it is consistent with the research of Chen (2019) in terms of academic

qualifications. In terms of gender and professional title, it is consistent with the research of Han et al. (2017). In terms of age, it is inconsistent with the research of Chen (2019), Han et al. (2017). The possible reason is that schools have different internal management systems.

5.2.4 Differences in Demographics in School Effectiveness

In demographic studies, significant differences are found in the school effectiveness perceived by private college teachers of different genders, whether or not they are administrative or disciplinary leaders, education, professional titles, ages, and seniority in school; this is manifested in the fact that the school effectiveness perceived by female teachers is higher than that of male teachers in terms of gender, and that it is higher in teachers of administrative or disciplinary leadership than those who don't have, and their academic qualifications are only presented in the dimension of social effectiveness. Teachers with undergraduate and doctoral degrees have higher school effectiveness than teachers with master degrees, and the teaching assistants have higher school effectiveness than lecturers and associate professors in terms of professional titles. In terms of age, teachers who are under 30 years old have higher school effectiveness than those who are 31-40, 41-50 and above 51 years old, and in terms of seniority, those who have less than 5 years of seniority in

the school have higher school effectiveness than those of 6-10 years and above 16 years. In terms of age and seniority, it is consistent with the research of Chen and Liu (2015), Deng (2016), and Li (2012), but it is inconsistent with the research of Chen and Liu (2015) in terms of gender, education and position. The possible reason is the difference in the systems and rules of private universities.

5.3 Prediction Situation

5.3.1 Discussion on the Positive Impact of Teachers' Perceived Principals' Positive Leadership on School Effectiveness

The results of this study indicate that the higher the degree of teacher's perceived principal's positive leadership is, the better the degree of the perceived school effectiveness is, which is consistent with the research findings of Wu (2013), Li (2012), and Xie (2011). It also echoes that positive leadership can create more than ordinary or expected performance, which can lead to improvements in organizational productivity, revenue, and quality (Cameron, 2013). It further echoes the Social Information Processing Theory; social information in the workplace environment affects employees' attitudes and behaviors (Salancik & Pfeffer, 1978). Specifically, teachers perceive that the principal can share the lofty ideals of school

education, combine the core values of the school with the personal values of the teachers, and clearly present the positive meanings of work goals when planning the school's vision. They are the most important factors to directly improve school effectiveness. Second, it guides teachers to maintain positive emotions, to form a positive atmosphere in the team, and to actively guide teachers to get along with each other, discover the strengths of each other, and stimulate the good potential of people and the organization to further promote a good cycle of positive bonds. This study also finds that the impact of teachers' perception of the principal's positive communication on school effectiveness is not significant, which is inconsistent with the research of Zhao (2016), and the reason may be that the principal has less direct communication with teachers.

It can be seen that in school management, the teacher perceives that in the process of management, the principal creates a positive atmosphere, prompt teachers to have a positive bond with each other, form good positive denotation in the organization, and allow teachers to perceive good school effectiveness. Therefore, in management practice, it is very important for the principal of a school to be good at using personal positive charm and influence to create a positive atmosphere, maintain a positive bond to change the teachers of the organization, let all the

members focus on the public interest rather than the private interest and make them contribute to the growth and performance of the organization.

5.3.2 Discussion on the Positive Impact of Teachers' Perceived Principals' Positive Leadership on Organizational Commitment

The results of this study indicate that the higher the degree of teachers' perceived principal's positive leadership is, the higher the degree of organizational commitment is, which is consistent with the research findings of Hu and Sun (2013). It also echoes that the positive behavior of the leader of the organization will promote the psychological literacy of the members of the organization (Abdullah, 2009). It further echoes the Social Information Processing Theory; social information in the workplace environment affects employees' attitudes and behaviors (Salancik & Pfeffer, 1978). In other words, the more teachers perceive the principal's positive leadership, the more the teacher's commitment to the organization will be improved. It can be seen that teachers perceive that the principal can share the concept of school education, combine the core values of the school with the personal values of the teacher, guide the teacher to maintain positive emotions, actively guide the positive interaction between teachers and discover the strengths of each other, and stimulate the good potential of people and the organization to further promote a

good cycle of positive bonds.

It can be seen that, as far as the practical meaning of school leadership is concerned, in terms of school management, it is indeed worth learning the concept of positive leadership. In other words, the principal can use such methods as shaping a positive atmosphere, establishing positive bonds, adopting positive communication, and highlighting positive denotation to demonstrate the influence of positive leadership and help organizational members (teachers) to improve organizational commitment.

5.3.3 Discussion on the Positive Impact of Teachers' Organizational Commitment on School Effectiveness

The results of this study indicate that the higher the teacher's organizational commitment is, the better the teacher perceives school effectiveness, which is consistent with the research results of Huang (2005), Cai (2006), Huang (2015), and Jiang (2012). It also echoes teachers' organizational commitment as the core of school organizational efficiency and the key to the success of school education (Firestone & Pennell, 1993). It further echoes the Social Information Processing Theory; social information in the workplace environment affects employees' attitudes and behaviors. In order to better adapt to the workplace

environment, employees form a perception of the workplace environment through understanding in the process of interacting with others, thereby affecting employees' follow-up attitude, behavior, and performance (Salancik & Pfeffer, 1978). The specific analysis is as follows: teachers agree with the school's developmental goals, visions, and values of their affective commitment. They will go all out to implement any job norms promised by the school, and cherish the opportunity to serve in the school and continue their commitment,etc. Which all have an impact on perception of school effectiveness.

It can be seen that, in terms of school practical management, improving teachers' organizational commitment is conducive to improving school effectiveness. In other words, by strengthening affective communication with teachers, guiding teachers to make normative commitments and continuing commitments, etc., thereby improving the organizational commitment of teachers, is of great benefit to improving school effectiveness.

5.4 Discussion on the Mediating Role of Organizational Commitment

The results of this study show that organizational commitment has a partial intermediary role between teachers' perceived principal's positive leadership and school effectiveness, indicating that organizational commitment can serve as an

intermediary variable, which is consistent with the research results of Xue and Chu (2017), Zhao and Wang (2016), Zhao et al. (2015). It further echoes the indirect interaction between personal value and school value after teachers enter the school organization, and points out that organizational commitment is an intermediary variable (Reyes & Pounder, 1990), and also echoes that in the influence of the principal's positive leadership on school effectiveness, retrospective or meta-analytic studies have identified teacher factors (organizational commitment) as an important intermediary mechanism for the impact of the principal's leadership on school effectiveness (Hendriks & Scheerens, 2013). It further echoes the Social Information Processing Theory; social information in the workplace environment affects employees' attitudes and behaviors; in order to better adapt to the workplace environment, employees form a perception of the workplace environment through understanding in the process of interacting with others, thereby affecting employees' follow-up attitude, behavior, and performance (Salancik & Pfeffer, 1978). It indicates that the teachers' perceived principal's positive leadership directly affects school effectiveness, the teachers' perceived principal's positive leadership directly affects organizational commitment, and the teachers' organizational commitment directly affects school effectiveness; the teachers' perceived principal's positive

leadership can indirectly affect school effectiveness through organizational commitment.

It can be seen that in school practice management, the higher the degree of teachers' perception of the principal's positive leadership is, the higher the degree of the teachers' organizational commitment and school effectiveness is, and the teachers' organizational commitment can also be used to indirectly improve school effectiveness. Therefore, in the management of school affairs, the principal presents the influence of positive leadership and helps the organization members (teachers) to improve the organizational commitment and teachers' perceived school effectiveness by shaping positive atmosphere, establishing positive bonds, adopting positive communication, and highlighting positive denotation, etc..

5.5 Discussion on the Mediating Role of Job Insecurity

The results of this study show that job insecurity has a mediating role between teachers' perceived principal's positive leadership and school effectiveness, suggesting that job insecurity can act as a moderating variable, which is consistent with the research results of Hu and Zuo (2007), and Li (2013), Zhang et al.. According to the specific adjustment situation, when teachers' perceived principal's

positive leadership is low, the degree of perception of school effectiveness of teachers with a high level of job insecurity is higher than that of teachers with a lower level of job insecurity. As the level of teachers' perceived principal's positive leadership rises and reaches a certain level, teachers with a high level of job insecurity have a lower perception of the school effectiveness than teachers with a low level of job insecurity. It shows that the job insecurity has a obvious mediating effect on the degree of the principal's positive leadership of teachers' perception. It also echoes the Social Information Processing Theory (Salancik & Pfeffer, 1978). A special finding of this study is that when teachers' perceived principal's positive leadership is lower, teachers with lower job insecurity have a lower perception of the school effectiveness than teachers with a high level of job insecurity. The reason may be that teachers with low job insecurity project the feelings of the principal's positive leadership to school effectiveness. They believe that a school with weak principal's leadership cannot show high effectiveness (Lukaš & Jankovic, 2014; Blau & Presser , 2013). Conversely, teachers with a high level of job insecurity have relatively higher perception of school effectiveness. This type of teachers may have a more sensitive personality and are more timid in their work. They believe that the reason for high school effectiveness may come from good systems and high-quality teaching staff.

(Chin & Chuang, 2015), and not entirely from the influence of the principal's leadership.

It can be seen that in school practice management, teachers' perceived principal's positive leadership and job insecurity interact and regulate school effectiveness. Therefore, in the management of school affairs, the principal presents the influence of positive leadership and helps the organization members (teachers) to reduce job insecurity and improve school effectiveness by shaping positive atmosphere, establishing positive bonds, adopting positive communication, and highlighting positive denotation, etc..

This chapter discusses the private college teachers' perceived principal's positive leadership,organizational commitment, job insecurity, current status of school effectiveness, differences, predictions, mediation, and regulation, and compares it with previous research.

CHAPTER 6

CONCLUSIONS

This chapter mainly draws research conclusions based on research purpose and data analysis, and explain causal relationships between variables, which has certain theoretical significance and practical value, research limitations and future research recommendations.

6.1 Research Conclusions

According to the purpose of this study, after data analysis in chapter 4, the following conclusions are drawn:

(1) Private university teachers' perceived principal's positive leadership has a positive and significant impact on school effectiveness;

(2) Private university teachers' perceived principal's positive leadership has a positive and significant impact on the organizational commitment;

(3) Private college teachers' organizational commitment has a positive and significant impact on school effectiveness;

(4) The organizational commitment plays a part of the intermediary role between private college teachers' perceived principal's positive leadership and school effectiveness.

(5) Job insecurity plays a mediating role between private college teachers' perceived principal's positive leadership and school effectiveness.

6.2 Theoretical Significance

Based on the Social Information Processing Theory, the relationship among the principal's positive leadership,organizational commitment, and school effectiveness is verified. This relationship is largely mediated by the strength of organizational commitment. For teachers with strong organizational commitment, their perception of principal's positive leadership and the school effectiveness are higher than that of the organizational commitment. From the perspective of Social Information Processing Theory, they have better feelings about the information processing of the principal's positive leadership and school effectiveness Feel better. The more the principal's positive leadership behaviors are, the stronger the teachers' commitment to the organization and the better effects the school effectiveness produce. It also validates the relationship among the principal's positive leadership, job insecurity, and school effectiveness. This relationship is largely regulated by the strength of job insecurity. In particular, when teachers perceive higher principal's positive leadership, teachers who have higher job insecurity will perceive lower school effectiveness than teachers who have less job insecurity. However, when teachers perceive lower principal's positive leadership, teachers who have higher job insecurity will perceive higher school effectiveness than teachers who have less job

insecurity.

6.3 Practical Value

The findings of this study can provide important theoretical and methodological support for human resource management practices of the school. First of all, managers know that school principal's positive leadership is an important factor affecting teachers' school effectiveness. Therefore, strengthen the school principal's positive leadership. In actual school affairs management, strengthen the training of school principals for positive leadership, such as organizing principals' leadership training courses, leading school principals to actively adopt positive leadership, and advocating principals to use positive leadership decisions, develop positive leadership, and use empathy to listen to the teachers' voices and care for each teacher; for example, provide more opportunities for professional growth for teachers who need assistance, establish good working partnerships with teachers, and use multiple perspectives to interpret teachers' behaviors, and enable the school's core values and teachers' personal values to be combined together, etc., to create a positive school atmosphere and shape the school's positive vision, and to communicate with teachers with positive emotions and thinking at any time, and then to establish positive interpersonal relationships. Secondly, managers make clear that the organizational commitment plays an important intermediary role between teachers' perceived principal's positive leadership and school effectiveness. Therefore, increase teachers' organizational commitment. In actual school affairs management, managers try to meet the teachers' work needs and assist them in self-realization. At the same time, teachers themselves must strengthen their professional learning and continuously

improve their teaching and research capabilities. Teachers feel glorious to be a member of the school, go all out to perform any duties assigned by the school, and cherish the opportunity to serve in the school to strengthen their commitment to the organization. Third, managers' clear job insecurity plays an important moderating role between teachers' perceived principal's positive leadership and school effectiveness. As a result, reduce teachers' job insecurity. In actual school affairs management, principals often adopt positive leadership behaviors to create a positive atmosphere in the organization and reduce teachers' job insecurity, thereby achieving the common goal of both the school and teachers to achieve school effectiveness and personal value respectively.

6.4 Research Limitations

Based on the Social Information Processing Theory, this study reveals the mechanism of the influence of the principal's positive leadership on school effectiveness. There are some innovations in theory and practice, some valuable conclusions have been found, and feasibility suggestions have been proposed for improving school effectiveness. However, there are still some limitations due to the limitation of objective conditions such as the author's own ability level and resources. (1) Although the sample size can guarantee the quantitative requirements of this study, the questionnaire also focuses on the choice of sample area and demographic variables, etc., while due to the limited time, seniority, social resources and other reasons, there may be some problems with its representativeness. (2) This research mainly adopts quantitative research, with questionnaire survey as the main research method. The questionnaire is a self-proclaimed report. During the questionnaire filling

process, the subjects may be affected by self-expectations and social expectations, which may cause the deviation between questionnaire and the actual situation. (3) Although the mediating role of organizational commitment between the teachers' perceived principal's positive leadership and the school effectiveness has been studied, it does not involve the impact of mediating mechanism and other mediating variables in different situations. (4) Although the mediating effect of job insecurity on teachers' perceived principal's positive leadership and school effectiveness has been studied, the interaction under mediating has not been involved.

6.5 Future Research Recommendations

Based on the limitations of this study, the following future recommendations are put forward. (1) Follow-up research may consider adopting a more scientific and rigorous sampling method to expand the sample source, such as Jiangxi, Shanxi and other regions, which will have more research significance. (2) Follow-up research may consider using questionnaire surveys, and then selecting subjects from the survey objects, such as principals, teacher representatives, using interviewing or experimental methods, and combining qualitative research, quantitative research, and experimental research together (Creswell & Clark, 2017). (3) Follow-up studies can consider the intermediary effect of other mediating variables between the principal's positive leadership and school effectiveness, such as teachers' social identity, employability, etc. (Zhang, 2019). (4) Future research should further consider the moderating variable, job insecurity, and explore the impact of their interactions on the intermediary mechanism.

This chapter summarizes the conclusions of this study, expounds the theoretical significance and practical value, gives feasible suggestions for improving school effectiveness, and points out the limitations of this research and future research recommendations.

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APPENDICES

Appendix I

Pre-test Questionnaire

Dear Teachers,

This is a questionnaire on private college teachers' perceived principal's positive leadership,organizational commitment, job insecurity, and school effectiveness. Questionnaires refer to Principal's Positive Leadership Questionnaire by Xie (2011), Teachers' organizational commitment Scale compiled by Meyer and Allen (1990), Teachers' Job Insecurity Questionnaire compiled by Hellgren et al., (1999) and School Effectiveness Scale compiled by Zhao (2016). There is no right or wrong answer, Please feel free to answer truthfully. This questionnaire has five parts and is expected to take a few minutes to complete. Fill in anonymously, your information will be kept confidential, and the data analysis will only be used for academic research. Thank you so much for your participation. I wish you all the best!

PhD student: Zhaoyang Xu
Supervisor: Dr.Chia-Ching Tu
June 15, 2019

I. Basic Information
1. Gender: (1) male (2) female
2. Professional Title: (1) teaching assistant (2) lecturer (3) associate professor (4) professor
3. Educational level: (1) undergraduate (2) master (3) doctor
4. Age: (1) under 30 years old (2) 31-40 years old (3) 41-50 years old (4) above 51 years old
5. Service years in school: (1) below 5 years (2) 5-10 years (3) 11-15 years (4)16-20 years (5) above 21years
6. whether to be administrative or academic leaders: (1) Yes (2) No

II. Questionnaire Section

(1) Private College Principal's Positive Leadership Questionnaire

Please answer according to your actual situation. The questionnaire is adapted from Principal's Positive Leadership Questionnaire by Xie (2011).

Description of Items	Very inconsistent	inconsistent	uncertain	consistent	Very consistent
1. The principal of our school can let the teachers know the difficulties encountered by colleagues and encourage mutual concerns of each other.	1	2	3	4	5
2. Our school principal can encourage teachers to express emotional support to their colleagues.	1	2	3	4	5
3. Our school principal can provide professional growth opportunities for teachers who need assistance.	1	2	3	4	5
4. The principal of our school can express gratitude to the teachers for their contributions.	1	2	3	4	5
5. The principal of our school can provide emotional support to teachers.	1	2	3	4	5
6. The principal of our school can support and respect teachers and establish a good working partnership.	1	2	3	4	5
7. The principal of our school can fully authorize the teacher.	1	2	3	4	5
8. Our school principal can help teachers to realize their potential.	1	2	3	4	5
9. The principal of our school can publicly praise the good performance of teachers in a timely manner.	1	2	3	4	5
10. Our school principal can use multiple perspectives to interpret teachers' behavior.	1	2	3	4	5
11. When the principal of our school reminds the teacher of inappropriate behavior, he can be objective to deal with the things instead of emotionally criticizing people.	1	2	3	4	5
12. The principal of our school does not use aggressive words when reminding teachers of inappropriate behavior.	1	2	3	4	5
13. Our school principal can share the lofty ideals of school education.	1	2	3	4	5
14. The principal of our school can combine the core values of the school with the personal values of the teachers.	1	2	3	4	5
15. The principal of our school can clearly present the work objectives when planning the school vision.	1	2	3	4	5
16. The principal of our school can emphasize that the goal of school education is to achieve students.	1	2	3	4	5

(2) Teachers' Organizational Commitment Scale

Please answer based on your actual situation in the past. The scale is adapted from the organizational commitment Scale prepared by Meyer and Allen (1991)

Description of Items	Strongly Disagree	Dis agree	Un certain	Ag ree	Strongly Agree
1. I agree with the school's development goals, vision and values.	1	2	3	4	5
2. I feel glorified as a member of the school.	1	2	3	4	5
3. I agree with the school's plans and activities.	1	2	3	4	5
4. I am satisfied with the working environment of the current teaching school.	1	2	3	4	5
5. I will do my best to complete all the affairs of the school.	1	2	3	4	5
6. I will go all out to perform any duties arranged by the school.	1	2	3	4	5
7. I will make extra efforts to make the school work go smoothly.	1	2	3	4	5
8. I will make extra efforts to improve the performance of students.	1	2	3	4	5
9. I cherish the opportunity to serve at the school.	1	2	3	4	5
10. I continue to stay and serve at the school because the school allows me to develop my talents.	1	2	3	4	5
11. I continue to stay and serve at the school because of the harmonious interaction between colleagues.	1	2	3	4	5
12. I continue to stay and serve at the school, even if there is a better job opportunity in other universities.	1	2	3	4	5

(3) Teachers' Job Insecurity Scale

Please answer according to your actual activities. The scale is adapted from the job insecurity questionnaire developed by Hellgren et al., (1999).

Description of Items	Strongly Disagree	Dis agree	Un certain	Agr ee	Strongly Agree
1. I am worried that it is difficult for me to keep the current job for a long time.	1	2	3	4	5
2. I am worried that the current job is not long.	1	2	3	4	5
3. I am worried that I will be transferred to other departments.	1	2	3	4	5
4. I am worried that I will be forced to be dismissed.	1	2	3	4	5
5. I am worried that I will be transferred to other positions.	1	2	3	4	5
6. I am worried that I lack room for promotion in my organization.	1	2	3	4	5
7. I am worried that I need to constantly improve my knowledge and ability to cope with my current work.	1	2	3	4	5
8. I am worried that my work ability is not recognized by the leaders.	1	2	3	4	5
9. I am worried that the future salary will be reduced.	1	2	3	4	5

(4) School Effectiveness Scale

Please answer based on your actual activity. The scale is adapted from the School Effectiveness Scale compiled by Zhao(2016).

Description of Items	Strongly Disagree	Dis agree	Un certain	Agree	Strongly Agree
1. The planning of our school environment and equipment is educational and forward-looking.	1	2	3	4	5
2. The formulation of our school plan can broaden the opinions of colleagues to brainstorm.	1	2	3	4	5
3. Our school has high administrative efficiency and work can be completed on schedule.	1	2	3	4	5
4. Our school encourages colleagues to pursue innovation, creativity and progress on all aspects	1	2	3	4	5
5. Teachers in our school are willing to communicate and coordinate with each other to solve problems.	1	2	3	4	5
6. Teachers in our school can make good use of various teaching methods in teaching activities to meet the needs of different students.	1	2	3	4	5
7. Our school attaches great importance to the cultivation of teachers' teaching ability, and regularly holds teaching observation activities.	1	2	3	4	5
8. Teachers in our school are willing to further study to enhance professional functions and improve teaching methods.	1	2	3	4	5
9. For the various measures of our school, the faculty and staff are willing to cooperate actively.	1	2	3	4	5
10. Students in our school have a good performance in their studies.	1	2	3	4	5
11. Our students have excellent performances in all competitions in the school.	1	2	3	4	5
12. Our students have a high willingness to learn and are willing to accept teachers' guidance.	1	2	3	4	5
13. Under the good learning situation, our students have fully developed and grown physically and mentally.	1	2	3	4	5
14. Our students adhere to the standard of living and show a positive attitude.	1	2	3	4	5
15. Parents and social people recognize and support the development of various measures of the school;	1	2	3	4	5
16. Social people are actively sponsoring the school to assist the school in promoting school affairs.	1	2	3	4	5
17. Social people actively participate in relevant activities of our school and put forward constructive opinions.	1	2	3	4	5
18. The community can effectively use the community resources for our school to promote the development of the school.	1	2	3	4	5

Appendix II

Formal Questionnaire

Dear Teachers,

This is a questionnaire on private college teachers' perceived principal's positive leadership, organizational commitment, job insecurity, and school effectiveness. Questionnaires refer to Principal's Positive Leadership Questionnaire by Xie (2011), Teachers' organizational commitment Scale compiled by Meyer and Allen (1990), Teachers' Job Insecurity Questionnaire compiled by Hellgren et al., (1999) and School Effectiveness Scale compiled by Zhao (2016). There is no right or wrong answer, Please feel free to answer truthfully. This questionnaire has five parts and is expected to take a few minutes to complete. Fill in anonymously, your information will be kept confidential, and the data analysis will only be used for academic research. Thank you so much for your participation. I wish you all the best!

PhD student: Zhaoyang Xu
Supervisor: Dr.Chia-Ching Tu
July 15, 2019

I. Basic Information
1. Gender: (1) Male (2) Female
2. Professional Title: (1) Teaching Assistant (2) Lecturer (3) Associate Professor (4) Professor
3. Educational level: (1) Undergraduate (2) Master (3) Doctor
4. Age: (1) under 30 years old (2) 31-40 years old (3) 41-50 years old (4) above 51years old
5. Service years in school: (1) below 5 years (2) 5-10 years (3) 11-15 years (4)16-20 years (5) above 21years
6. whether to be administrative or academic leaders: (1) Yes (2) No

II. Questionnaire Section

(1) Private College Principal's Positive Leadership Questionnaire

Please answer according to your actual situation. The questionnaire is adapted from Principal's Positive Leadership Questionnaire by Xie (2011).

Description of Items	Very inconsistent	Inconsistent	Uncertain	Consistent	Very consistent
1. The principal of our school can let the teachers know the difficulties encountered by colleagues and encourage mutual concerns of each other.	1	2	3	4	5
3. Our school principal can encourage teachers to express emotional support to their colleagues.	1	2	3	4	5
3. Our school principal can provide professional growth opportunities for teachers who need assistance.	1	2	3	4	5
4. The principal of our school can express gratitude to the teachers for their contributions.	1	2	3	4	5
5. The principal of our school can provide emotional support to teachers.	1	2	3	4	5
6. The principal of our school can fully authorize the teacher.	1	2	3	4	5
7. Our school principal can help teachers to realize their potential.	1	2	3	4	5
8. The principal of our school can publicly praise the good performance of teachers in a timely manner.	1	2	3	4	5
9. Our school principal can use multiple perspectives to interpret teachers' behavior.	1	2	3	4	5
10. When the principal of our school reminds the teacher of inappropriate behavior, he can be objective to deal with the things instead of emotionally criticizing people.	1	2	3	4	5
11. Our school principal can share the lofty ideals of school education.	1	2	3	4	5
12. The principal of our school can combine the core values of the school with the personal values of the teachers.	1	2	3	4	5
13. The principal of our school can clearly present the work objectives when planning the school vision.	1	2	3	4	5
14. The principal of our school can emphasize that the goal of school education is to achieve students.	1	2	3	4	5

(2) Teachers' Organizational Commitment Scale

Please answer based on your actual situation in the past. The scale is adapted from the organizational commitment Scale prepared by Meyer and Allen (1991)

Description of Items	Strongly Disagree	Dis agree	Un certain	Agree	Strongly Agree
1. I agree with the school's development goals, vision and values.	1	2	3	4	5
2. I feel glorified as a member of the school.	1	2	3	4	5
3. I agree with the school's plans and activities.	1	2	3	4	5
4. I am satisfied with the working environment of the current teaching school.	1	2	3	4	5
5. I will do my best to complete all the affairs of the school.	1	2	3	4	5
6. I will go all out to perform any duties arranged by the school.	1	2	3	4	5
7. I will make extra efforts to make the school work go smoothly.	1	2	3	4	5
8. I will make extra efforts to improve the performance of students.	1	2	3	4	5
9. I continue to stay at the school because the school allows me to develop my talents.	1	2	3	4	5
10. I continue to stay and serve in the school because of the harmonious interaction between colleagues.	1	2	3	4	5
11. I continue to stay and serve at the school, even if there is a better job opportunity in other universities.	1	2	3	4	5

(3) Teachers' Job Insecurity Scale

Please answer according to your actual activities. The scale is adapted from the job insecurity questionnaire developed by Hellgren et al., (1999).

Description of Items	Strongly Disagree	Dis agree	Un certain	Agr ee	Strongly Agree
1. I am worried that it is difficult for me to keep the current job for a long time.	1	2	3	4	5
2. I am worried that the current job is not long.	1	2	3	4	5
3. I am worried that I will be transferred to other departments.	1	2	3	4	5
4. I am worried that I will be forced to be dismissed.	1	2	3	4	5
5. I am worried that I will be transferred to other positions.	1	2	3	4	5
6. I am worried that I need to constantly improve my knowledge and ability to cope with my current work.	1	2	3	4	5
7. I am worried that my work ability is not recognized by the leaders.	1	2	3	4	5
8. I am worried that the future salary will be reduced.	1	2	3	4	5

(4) School Effectiveness Scale

Please answer based on your actual activity. The scale is adapted from the school effectiveness scale compiled by Zhao (2016).

Description of Items	Strongly Disagree	Dis agree	Un certain	Agr ee	Strongly Agree
1. The planning of our school environment and equipment is educational and forward-looking.	1	2	3	4	5
2. The formulation of our school plan can broaden the opinions of colleagues to brainstorm.	1	2	3	4	5
3. Our school has high administrative efficiency and work can be completed on schedule.	1	2	3	4	5
4. Teachers in our school are willing to communicate and coordinate with each other to solve problems.	1	2	3	4	5
5. Teachers in our school can make good use of various teaching methods in teaching activities to meet the needs of different students.	1	2	3	4	5
6. Our school attaches great importance to the cultivation of teachers' teaching ability, and regularly holds teaching observation activities.	1	2	3	4	5
7. Teachers in our school are willing to further study to enhance professional functions and improve teaching methods.	1	2	3	4	5
8. Students in our school have a good performance in their studies.	1	2	3	4	5
9. Our students have excellent performances in all competitions in the school.	1	2	3	4	5
10. Our students have a high willingness to learn and are willing to accept teachers' guidance.	1	2	3	4	5
11. Under the good learning situation, our students have fully developed and grown physically and mentally.	1	2	3	4	5
12. Our students adhere to the standard of living and show a positive attitude.	1	2	3	4	5
13. Social people are actively sponsoring the school to assist the school in promoting school affairs.	1	2	3	4	5
14. Social people actively participate in relevant activities of our school and put forward constructive opinions	1	2	3	4	5
15. The community can effectively use the community resources for our school to promote the development of the school.	1	2	3	4	5