

BUILDING MEANINGFUL RELATIONSHIPS AND ENHANCING TEACHER EFFICACY:
A STUDY OF THE QUALITY OF THE LEADER FOLLOWER RELATIONSHIP AND
ITS IMPACT ON TEACHER EFFICACY

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ABSTRACT

This mixed methods study sought to quantitatively assess any correlational relationship between the independent variable (principal-teacher relationship) and the dependent variable (teacher efficacy), and it also sought to qualitatively identify and address themes in order to determine their relative strengths for describing how principals promote high-quality relationships and increase teacher efficacy. Relationships between leader-follower relationship and selected demographic variables were also explored. A total of 165 teachers from a rural school district in southwest Virginia participated in the study by responding to questions via an online questionnaire administered by *Qualtrics*. Teachers were asked to consider their relationship with only the school principal when answering the questionnaire. The study addressed the following research questions: Is there a significant relationship between follower perceptions of the quality of the leader-follower relationship and teacher efficacy? Is the perception of the leader-follower relationship influenced by school level, teacher's time with current leader, teacher's years of experience, size of school based on enrollment, gender of teacher, principal years of experience, and gender of principal? What themes are characteristic of high-quality relationships as perceived by teachers? Pearson r correlation results indicated that while the relationship between the perception of the quality of the leader-follower relationship and teacher efficacy was positive, the strength of the relationship was definite, but weak. The results of the perception of the quality of the leader-follower relationship based on school level, teachers' time with current leader, size of school, gender of teacher, teacher's years of

experience, principal's years of experience, and gender of principal revealed significant results only on the variable of teacher's years of experience. The qualitative results revealed five themes that principals could utilize to promote high-quality relationships and enhance teacher efficacy. Those themes include: *communication, support and encouragement, visible involvement, professionalism and respect, and promoting teachers as professionals.*

DEDICATION

This dissertation is dedicated to my family. Family means there is always someone to lift your spirit and carry your dreams. The support and love of my family helped make this dream a reality. I would like to thank my husband for always standing with me, offering his love and guidance, and supporting my dreams. I would like to thank my daughters, Abby and Isabel, for their patience and love through this journey. I would also like to thank my mom and dad for always believing in me.

To persevere on our journey through life, we need each other. And when we have each other, we can reach our dreams (and sometimes even finish a dissertation).

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CHAPTER I

INTRODUCTION

To live in a quantum world, to weave here and there with ease and grace, we need to change what we do. We need fewer descriptions of tasks and instead learn how to facilitate *process*. We need to become savvy about how to foster relationships, how to nurture growth and development. All of us need to become better at listening, conversing, and respecting one another's uniqueness, because these are essential for strong relationships. (Wheatley, 2006, p. 39)

With these words, Wheatley encourages organizations to recognize the value and significance in relationships. By creating and valuing relationships, organizations have the opportunity to build a strong foundation that will unite people and provide a foundation for success.

The manner in which we achieve success is changing as the world around us is changing. Pink (2006) advises that a new era is rising and to survive people must search for meaning and a stronger purpose in their lives. These right-brain skills, such as forging relationships, will increasingly play an important role in defining success. Qualities, such as, "inventiveness, empathy, joyfulness, and meaning will increasingly determine who flourishes" (p. 3). School leadership must embrace these qualities and forge relationships within and beyond school walls, as they strive to uplift and unite their school communities.

Relationships are powerful, motivating factors in organizations and in life. "If power is the capacity generated by our relationships, then we need to be attending to the quality of those relationships" (Wheatley, 2006, p. 40). Organizations need to consider the nature of their leader-

follower relationships, the quality of those relationships, and the impact those relationships have on different areas within the organization. In order for our educational system to flourish and student achievement to increase in this ever-changing environment, schools must consider the relationship between the principal, as the leader within the school, and each teacher, as the follower, in the leader-follower relationship. With current research offering a link between teacher efficacy and student achievement, this study seeks to add to the literature by considering the quality of the leader-follower relationship in a school setting and determining its relationship to teacher efficacy. For the purpose of this study, the school principal is considered to be the person who sets the stage or climate for leadership to be cultivated in the school community, and teachers are considered to be the followers in this leader-follower relationship. In other words, teachers take their cue from the principal for the direction to take to accomplish the mission of the school.

Background to the Problem

As school standards move to include higher-order thinking skills, accountability continues to increase, and there is a greater recognition of right-brain thinking, it is imperative for school leadership to consider new ways to increase and enhance student achievement. School success in Virginia, as defined by Virginia Standards of Learning standardized test scores, has been qualitatively linked in one Virginia school district to sharing leadership, aligning curriculum to state standards, providing professional development, promoting the use of technology, building on strengths, and fostering relationships (Meade, 2007). With research

suggesting the fostering of relationships as a component of school success, it is important to quantitatively consider the effects of high-quality relationships and its impact in a school setting.

As school leadership works to improve student achievement, it is important to consider the link between teacher efficacy and student achievement. Research has shown that teacher efficacy has been linked to increased student achievement (Anderson, Greene, & Loewen, 1988; Armor et al., 1976, August; Ashton & Webb, 1986; Ross, 1992). With the implications of this link, school leadership must consider ways to improve teacher efficacy, and researchers must consider additional links between school leadership and teacher efficacy to meet the ever-increasing accountability of student achievement. This study sought to examine the association of the quality of the leader-follower (principal-teacher) relationship and teacher efficacy.

Statement of the Problem

Protheroe (2008) suggests that when a teacher believes in his or her ability to impact student success, there can be powerful effects. With current research showing a link between teacher efficacy and students achievement, it is important to consider how school leaders can assist teachers in increasing their teacher efficacy. Bandura (1977) and A. W. Hoy (2000) offer vicarious experiences and social persuasion as factors in increasing teacher efficacy. A. W. Hoy (2000) also suggests mastery experiences and the actual school setting as critical components. Research has also offered quality professional development, student teaching experiences, and mentoring programs as ways to increase teacher efficacy. Past success levels have also been linked to teacher efficacy (Protheroe, 2008). Among nurses in a medical facility, a link was found between Leader Member Exchange (LMX) and self-efficacy (Walumbwa, Cropanzano, &

Goldman, 2011). (King, 2000) also noted a link between teacher-principal interpersonal relations and teacher efficacy, but research suggests there is more to consider. This mixed methods study sought to quantitatively assess any correlational relationship between the independent variable (principal-teacher relationship) and the dependent variable (teacher efficacy), and it also sought to qualitatively identify and address themes in order to determine their relative strengths for describing how principals promote high-quality relationships which may positively increase teacher efficacy. Relationships between leader-follower relationship and selected demographic variables were also explored.

Purpose of the Study

The purpose of this study was to examine the nature of the relationship between followers' perception of their relationship with leaders and teacher efficacy in a school setting. For the purpose of this study, principals were the leaders and teachers were the followers in the leader-follower relationship. The study also examined whether statistical significance existed in this perception of the relationship based on school level, teacher's time with current leader, teacher's years of experience, size of school determined by student enrollment, gender of teacher, principal years of experience, and gender of principal. This study also sought to qualitatively identify themes to describe how principals promote high quality relationships that will in turn increase teacher efficacy.

Research Questions and Statement of Null Hypotheses

The research addressed the following questions:

1. Is there a significant relationship between follower perceptions of the quality of the leader-follower relationship and teacher efficacy?

The following research hypothesis was generated for analysis:

Research Hypothesis 1: There is a significant relationship between follower perception of the quality of the leader-follower relationship and teacher efficacy.

2. Is the perception of the quality of the leader-follower relationship influenced by school level, teacher's time with current leader, teacher's years of experience, size of school determined by student enrollment, gender of teacher, gender of principal, or principal years of experience?

The following research hypotheses were generated for analysis from the demographic data:

Research Hypothesis 2: There is a significant difference between follower perceptions of the quality of the leader-follower relationship based on school level.

Research Hypothesis 3: There is a significant difference between follower perceptions of the quality of the leader-follower relationship based on teacher's time with current leader.

Research Hypothesis 4: There is a significant difference between follower perceptions of the quality of the leader-follower relationship based on teacher's years of experience.

Research Hypothesis 5: There is a significant difference between follower perceptions of the quality of the leader-follower relationship based on size of school determined by student enrollment.

Research Hypothesis 6: There is a significant difference between follower perceptions of the quality of the leader-follower relationship based on gender of teacher.

Research Hypothesis 7: There is a significant difference between follower perceptions of the quality of the leader-follower relationship based on principal's years of experience.

Research Hypothesis 8: There is a significant difference between follower perceptions of the quality of the leader-follower relationship based on gender of principal.

3. What themes are characteristic of high-quality relationships as perceived by teachers?

This question was answered through two open-ended questions:

1. Does your principal promote a high-quality relationship? If so, please describe how your principal promotes a high-quality relationship?
2. What actions can a principal take to promote a high-quality relationship that will increase your teacher efficacy?

Rationale for the Study

While many individuals in a school setting exhibit leadership abilities, school principals are the central leaders in schools and their actions can shape the climate of their schools (Bryk & Schneider, 2002; Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Price, 2011;

Tschannen-Moran, 2004; Walker & Slear, 2011). “The principal is the key to facilitating decisions that affect not only the working conditions of the school, but also those professionals who work in it (Hipp & Bredeson, 1995, p. 141). By utilizing expertise in instruction, management skills, and interpersonal skills, principals have the opportunity to be a major component of school success (Ebmeier, 2003; Hallinger, Bickman, & Davis, 1996; Holland, 2004; Walker & Slear, 2011). “The principal remains the central source of leadership influence” in schools and with this influence comes the promise of higher achieving, more successful schools (The Wallace Foundation, 2013, p. 6). As the primary leader in the school setting, the principal’s relationship to each individual teacher is significant. Research suggests that the “one-to-one relationship between principal and teacher mainly characterizes leadership in schools” (Barnett & McCormick, 2004, p. 427). Based on this insight, the principal will be the leader of the school for the purposes of this study.

It is also important to consider followers in the leader-follower relationship, and for the purpose of this study, teachers are the followers in the principal-teacher relationship. Without followers, there would be no leader-follower relationship and more emphasis needs to be attributed to their perceptions and contributions of the relationship. Northouse (2003) reminds us that the leadership process must consider both leaders and followers. “Promoting trust and building relationships in an effort to ultimately achieve student success should be first and foremost in our nation’s schools” (Edgerson & Kritsonis, 2006a, p. 1). Due to this importance, factors contributing to the principal-teacher relationship must be explored, and the effects of the principal-teacher relationship must be considered.

Henson (2001) and Klassen, Tzi, Betts, and Gordon (2011) call for further research into the sources of teacher efficacy to offer insight on how to enhance teacher efficacy. This study

will add to the body of literature by taking into consideration a link between the quality of the principal-teacher relationship and teacher efficacy. Teacher efficacy has been linked to student achievement (Anderson et al., 1988; Armor et al., 1976, August; Ashton & Webb, 1986; Ross, 1992), which means that teachers must first believe that they are capable and have the ability to help students before true achievement can occur. Because of this factor, research must consider dynamics that will increase teacher efficacy. Also, research by The Wallace Foundation (2013) suggests that it is the job of the principal to create the conditions for school leadership to have an impact on student achievement. For this reason, this study asked teachers to consider the principal as the designated, official leader in the school. This research considered the principal-teacher relationship as a possible correlate to teacher efficacy.

Theoretical Conceptual Framework

The theoretical/conceptual framework of this study is based on theoretical information and current literature on LMX theory, teacher efficacy, and the interaction of leader-member exchange and teacher efficacy. By offering theory and current thought on leader-member exchange and teacher efficacy, a framework for researching a correlation between principal-teacher relationship and teacher efficacy is provided.

Leader-Member Exchange Theory

Leader-member exchange theory is “the role making processes between a leader and each individual subordinate and the exchange relationship that develops over time” (Yukl, 2006, p.

117). It is the degree of trust, respect, and mutual obligation that exists within a dyad. Leader-Member Exchange theory (Graen & Uhl-Bien, 1995) was conceptualized through studies on work socialization (Johnson & Graen, 1973) and vertical dyad linkage theory (Dansereau, Jr. Graen, & Haga, 1975). Research on Vertical Linkage Dyad (VDL) noted that leaders develop differentiated relationships with followers. Vertical dyad linkage theory was later renamed LMX theory. LMX theory brings the leader-follower relationship to the forefront in the leadership process (Northouse, 2003). The early studies focused on in-groups and out-groups, where followers fall into the in-group or out-group based on the level of exchange between the leader and the follower. The early studies also suggest that leader-follower relationships range from a low quality transactional relationship to a high quality relationship based on respect, trust, obligation, and mutual liking (Dienesch & C., 1986; Graen & Scandura, 1987; Graen & Uhl-Bien, 1995).

Later studies shifted focus on how LMX could be related to organizational effectiveness, illustrating that when effective working relationships are established and maintained organizations have much to gain (Northouse, 2003). The relationship of LMX theory and organizational outcomes has been studied in relation to: innovation (Basu, 1991); empowerment (Uhl-Bien & Graen, 1993); and organizational commitment (Seers & Graen, 1984). Graen and Uhl-Bien (1995) have suggested that high quality relationships result in positive outcomes for all persons and organizations (Jones, 2009). This shift focused on a leadership approach that accentuates the importance of developing high quality exchanges with all followers (Northouse, 2003). Gerstner and Day (1997) offer the leader-follower relationship as a “lens through which the entire work experience is viewed” (p. 840).

LMX theory has been applied across a variety of organizations, including education on a limited basis (Myers, 2006). Trust, respect, and mutual obligation are significant components of LMX theory, and trust, respect, and collaboration among professionals have been offered as important relational elements in effective schools (The Wallace Foundation, 2013). Establishing a high level of trust and support are also offered as advice to school principals in building and cultivating high-quality relationships in schools (Grant, Seiders, & Hindman, 2013). LMX theory is offered as the theoretical basis for this study due to the similarity of the language used in educational literature and the language used in LMX theory when operationalizing relationship quality. When developing the Educational Leadership Policy Standards: Interstate School Leaders License Consortium (ISLLC 2008) standards for school leaders, the authors considered the importance of establishing relationships. Principals “must make strong connections with other people, valuing and caring for others as individuals and as members of the educational community” (Council of Chief State School Officers, 2008, p. 5). These connections can only be established through trust, respect, and mutual obligation that are foundations of LMX theory.

Teacher Efficacy

Teacher efficacy is grounded in Bandura’s social cognitive theory and Rotter’s social learning theory. Social learning theory focuses on how an individual perceives control from internal and external sources (Cagle & Hopkins, 2009). Bandura (1976), in his social cognitive theory, offers that learning occurs from one another, through observation, imitation, and modeling. “By observing others, people acquire knowledge, rules, skills, strategies, beliefs, and attitudes” (Schunk, 2007, p. 78). Originating within social cognitive theory, self-efficacy is

defined by (Bandura, 1995) as “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations. Efficacy beliefs influence how people think, feel, motivate themselves, and act” (p. 2).

Bandura suggests that efficacy can be enhanced through mastery experiences, vicarious experiences, social persuasions, and emotional states. Performance outputs will be increased with a strong sense of efficacy through the use of analytic skills and challenging goal setting. “Those who maintain a resilient sense of efficacy set themselves challenging goals and use good analytic thinking, which pays off in performance accomplishments” (p. 6). Self-efficacy is about future beliefs regarding the level of competency a person expects to show in situations (Tschannen-Moran & Woolfolk-Hoy, 2001). Bandura (1997) offers the role of self-efficacy as “people’s level of motivation, affective states, and action are based more on what they believe than on what is objectively true” (p. 2), so what a person actually believes is a better predictor of human behavior. Self-efficacy affects the choices people make and the degree of resiliency in pursuing those choices. Tschannen-Moran, Woolfolk-Hoy, and Hoy (1998) consider both Rotter and Bandura’s work in their model of teacher efficacy. It takes into account both the teaching task and the context that a teacher’s accomplishments can be influenced by internal and external factors (Cagle & Hopkins, 2009).

Interaction of Leader-Member Exchange Theory and Teacher Efficacy

Bandura (1995) contends that social persuasion can create a strong sense of efficacy. Social persuasion is “the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, self-affirming beliefs promote development of skills and a sense of

personal efficacy” (p. 4). LMX theory asserts, “organizations stand to gain much from having leaders who can create good working relationships” (p. 151). Social persuasion can be part of a high-quality leader-member exchange, so it is worth considering that the overall quality of the relationship between leaders and followers is related to teacher efficacy. Murphy and Ensher (1999), (Schyns, 2004), and Schyns, Paul, Mohr, and Blank (2005) state self-efficacy can be increased through a high-quality relationship, so it is significant to consider the relationship between the principal and teacher and its impact on teacher efficacy. As Bandura asserts that beliefs impact performance, the quality of the leader-follower exchange (relationship) could potentially impact the magnitude of efficacy beliefs.

Significance of the Study

This study is significant because it builds upon the available body of knowledge regarding leader-follower (principal-teacher) relationships and teacher efficacy. It adds another component by considering the principal-teacher relationship as a possible correlate to teacher efficacy. Relationships are a key factor in good leadership, and this research could help to remind principals of the significance of building and maintaining high-quality relationships with their teachers. It asks principals to look at their actions through the eyes of their teachers as they engage in leadership activities and reminds them of the importance of making meaningful connections. There has also been a call for mixed methods research to explore teacher efficacy (Klassen et al., 2011). By examining principal-teacher relationships and teacher efficacy through a mixed methods approach, we can gain a better understanding of any relationship between the

concepts and consider the importance of relationships in the leadership process in a school setting.

Definition of Terms

Follower: “individual or group of people who perform under the guidance of a leader” (Pierce & Newstrom, 2011, p. 6). For the purpose of this study, the teacher will be the follower.

High Quality Relationship: partnership based on factors of “mutual respect for the capabilities of the other, the anticipation of deepening reciprocal trust with the other, and the expectation that interacting obligation will grow over time” (Graen & Uhl-Bien, 1995, p. 237).

Leader: for the purpose of this study, the leader is the principal of the school with the “central source of leadership influence” in the school setting (The Wallace Foundation, 2013, p. 6)

Leadership: process whereby one individual influences the thoughts and/or behavior of another toward a shared vision (Northouse, 2003).

Leader-Member Exchange Theory: “the most prominent relationship-based approach to leadership with a central concept that leadership occurs when leaders and followers are able to develop effective relationships (partnerships) that result in incremental influence and thus gain access to the many benefits these relationships bring” (Uhl-Bien, 2006, p. 656).

Principal: certified school leader who is currently employed as a principal in a public school system, and for the purposes of this study, the principal is the leader in the leader-follower relationship

Principal-teacher relationship: in accordance with LMX theory, the relationship between a superior and subordinate that is characterized by trust, respect, and obligation (Graen & Uhl-Bien, 1995). The degree to which teacher perceive these traits will represent the quality of the relationship.

Teacher: certified teaching professional who is currently employed as a public school teacher, and for the purposes of this study, the teacher is the follower in the leader-follower relationship

Teacher Efficacy: “the belief in their capacity to make a difference in student learning, to be able to get through to students who are difficult and unmotivated” (Tschannen-Moran, 2011, p. 1).

Methodological Assumptions

The following were assumptions of this study:

1. It was assumed that participants answered the surveys in a manner that reflect 1) their perceived quality of the leader-follower relationship and 2) their reported teacher efficacy.
2. It was assumed that the principal-teacher relationship was not affected by the means through which teachers in this school district gained their teacher certification.
3. It was assumed that all teachers in the same school district had similar opportunities for professional development.
4. It was assumed that all teachers in the same school district had similar opportunities for access to a mentor (formally or informally) during their non-tenured status.

5. It was assumed for the purposes of this study that the principal-teacher relationship represented the leader-follower relationship in all the schools to be studied.
6. It was assumed for the purposes of this study that the principal sets the overall tone for leadership in the school setting.

Delimitations of the Study

The following delimitations of this study denote possible ways in which the findings may lack generalizability:

1. The sample population was comprised of teachers from one rural, public school district in southwest Virginia.
2. The sample population contained teachers with bachelors or master's degree.
3. The school size ranged from 100-500 students determined by student enrollment.
4. The sample population consisted of 99% Caucasian racial identity.
5. The leader in the leader-member relationship for this study was delimited to the school principal.

Limitations of the Study

The methodology of this study was limited by the following factors:

1. The study was limited to teachers who respond to the questionnaire.

2. The statistical design of this study did not seek to determine any cause and effect relationships or make predictions regarding the quality of the leader-follower relationship and teacher efficacy.
3. The study was limited by the measurement of the quality of the leader-follower relationship identified by the LMX-7 instrument and the constructs of teacher efficacy as identified by Teacher Sense of Efficacy (TSES) instrument.
4. This study was limited in that each extraneous variable was considered individually and interactions among extraneous variables were not examined.
5. This study was limited by the population of this school system in that the results may not be generalizable to other populations.

Overview of the Study

This research is organized into five chapters. Chapter one contains the introduction, background to the study, statement of the problem, purpose of the study, research questions, rationale for the study, theoretical conceptual framework, significance of the study, definition of terms, methodological assumptions, delimitations of the study, and limitations of the study. Chapter two presents a review of the literature. The literature review includes discussion on what is a principal/principal as leader, what is a teacher/teacher as follower, the evolution of LMX theory, LMX in principal-teacher relationships, and LMX and teacher efficacy. Chapter three presents the methodology of the study including the population and sample, analysis of the variables, instrumentation, reliability and validity of the instruments, research design, data collection procedure, and data analysis. The results are presented in Chapter four with an

introduction, description of the participants, and results by research question. Chapter 5 offers the conclusion starting with an introduction, followed by a summary of the findings, a discussion of the findings, conclusions, and suggestions for further research.

CHAPTER II

LITERATURE REVIEW

“Great schools grow when educators understand that the power of their leadership lies in the strength of their relationships” (G. A. Donaldson, 2007, p. 29). With this as a foundation for the review of the literature, this chapter begins by exploring the Educational Leadership Policy Standards: ISLLC 2008 that offers leadership responsibilities for school principals. The review continues by exploring the evolution of LMX theory from its beginnings in vertical dyad linkage theory to current thought on creating and sustaining high-quality relationships with each follower. The role of the principal as the central leader in a school is defined and explored, and the role of the teacher as follower is also explored. The review of the literature includes leader-member exchange in principal-teacher relationships, which highlights the significance of high-quality relationships in schools. Outcomes of LMX and links to teacher efficacy are also explored to provide a foundation for the study. Leadership only exists when leaders and followers engage in some type of relationship, and these relationships can have meaningful and lasting impacts on organizations. By exploring these concepts in a review of the literature, a foundation will be established for researching principal-teacher relationships as a possible correlate to teacher efficacy.

Educational Leadership Policy Standards: ISLLC 2008

The Educational Leadership Policy Standards: ISLLC 2008 delineate instructional leadership responsibilities for school principals and provides a common vision for effective leadership (Canole, 2013). It offers guidance and direction “about the traits, functions of work, and responsibilities” of school leaders (Council of Chief State School Officers, 2008, p. 5). There are six ISLLC 2008 standards, which include the areas of vision setting, school culture and instructional programs, managing resources for a safe environment, diversity and community resources, integrity and fairness, and the political culture.

ISLLC 2008 standards clearly define what successful leadership should look like in a school setting. *Standard 1* includes “facilitating the development, articulation, implementation, and stewardship of a vision of learning” (Council of Chief State School Officers, 2008, p. 14). Leadership includes uniting followers with a common idea or vision, having the willingness to continually improve, and monitoring or changing the vision as needed. *Standard 2* offers “advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth” (p. 14) as a means to effective school leadership. As identified in *Standard 3*, educational leaders must establish “a safe, efficient, and effective learning environment” (p. 14). *Standard 4* identifies collaboration and “responding to diverse community interests and needs, and mobilizing community resources” (p. 15) as a means to effective school leadership. Ethics, integrity, and fairness are the foundation of *Standard 5*. *Standard 6* asks school leaders to promote success “by understanding, responding to, and influencing the political, social, economic, legal, and cultural context” (p. 15). By engaging the ISLLC 2008 standards, principals have the best opportunity to provide effective leadership in the school setting.

The Principal in a Leadership Role

The principal of a school can be defined as the person in the leading or central position in the school. This central leader (principal) is the catalyst for engaging a school community to build relationships, promote effective instruction, and ultimately achieve student success.

In many ways the school principal is the most important and influential individual in any school. He or she is responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teacher, and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their abilities, one can almost always point to the principal's leadership as the key to success. (U.S. Congress, 1970, p. 56)

To accomplish this, a principal must move beyond being simply a building manager. A principal must be an effective learning leader and advocate for effective instruction. Five key responsibilities of a principal include: engaging a vision of success for every student, building an effective culture, nurturing leadership in others, refining instruction and managing school improvement (The Wallace Foundation, 2013). Effective principals "set the organizational direction and culture that influences how their teachers perform (Canole, 2013, p. 15). "The point is that although in any school a range of leadership patterns exists – among principals, assistant principals, formal and informal teacher leaders, and parents – the principal remains the central source of leadership influence" (The Wallace Foundation, 2013, p. 4).

The Teacher in a Followership Role

"If a school is truly developing and growing, and if learning is collaborative, each person is leader and follower at various times" (Crippen, 2012, p. 39). While this is very applicable for

teachers in a school setting, this research explores the dynamic of the teacher as the follower in the leader-follower relationship with the principal of the school. To have leaders, we must have followers. With the principal setting the tone, direction, and overall climate of the school, it is the teacher, working within this environment, who carries out the focus and direction. The motivation of teachers, as followers, will have an impact on the overall effectiveness of schools (Crippen, 2012). Kelley (1992) notes that effective followers:

have the vision to see the forest for the trees, the social capacity to work well with others, the strength of character to flourish without heroic status, the moral and psychological balance to pursue personal and corporate goals, and above all, the desire to participate in team effort for the accomplishment of some greater common purpose. (p. 142)

Within this capacity, teachers, as followers, have the opportunity to shape and contribute to the overall success of the school. To be truly effective, schools must consider the relational aspects between principals, as leaders, and teachers, as followers. This relationship has become essential in defining success in schools.

Evolution of Leader-Member Exchange Theory

Rather than viewing leadership strictly from the leader or the follower, LMX theory focuses on the interactions between leaders and followers. It signifies the value of relations between leaders and followers and brings the relationship itself to the forefront of leadership theory. The evolution of this theory begins by looking at each individual relationship in a vertical dyad (Dansereau et al., 1975), and continues to current thought on recognizing and valuing the relationship with each follower as a foundation to build trusting and enduring relationships that lead to organizational success.

LMX theory is significant because it highlights the exchanges or the relational aspects between the leader and the follower. Early studies began by exploring the exchanges between a leader and each individual follower. LMX theory has its beginnings in vertical dyad linkage (VDL) theory. Vertical dyad linkage theory indicates that leaders develop different styles of relationships with followers based on influence and authority with each of their followers, and the theory suggests that leaders should not be content with a singular approach to followers in general (Dansereau et al., 1975). This shift in considering relationships from a group of followers to each individual follower opened the door for researchers to investigate the exchange process with each follower to improve the overall leadership process.

The differentiated relationships of leader-member exchange are categorized into two components. “In-groups (high quality exchanges) are characterized by a high degree of mutual trust, respect, and obligation, and out-groups (low quality exchanges) are characterized by low trust, respect, and obligation” (Graen & Uhl-Bien, 1995, p. 227). Followers become part of the groups based on ability to work with leader, level of acceptance of role responsibilities, personality, and personal characteristics (Northouse, 2003). Followers in the in-groups receive more attention, support, time, communication, and energy (Dansereau et al., 1975).

To validate the existence of differentiated relationships and examine the implications, the theory was further investigated. Research focused on the relationship itself by looking at dyadic role-making processes, communication frequency, interactive communication patterns, leader-member value agreement, upward maintenance tactics and interaction patterns, subordinate loyalty, decision influence, influence tactics, member affect, and characteristics of followers (Graen & Uhl-Bien, 1995). Research also began to explore organizational variables, including performance, turnover, job satisfaction, organizational commitment, performance appraisal, job

climate, innovation, organizational citizenship behavior, empowerment, procedural and distributive justice, and career progress (Graen & Uhl-Bien, 1995).

This research corroborated the existence of differentiated relationships and found relationships to be significant in organizational settings. Graen and Uhl-Bien (1995) note the research confirms that characteristics and behaviors of leaders and followers play a part in the development of LMX relationships, and high-quality relationships have a positive impact on organizations. Research lends itself to the understanding that building and sustaining high-quality relationships can improve the overall leadership process.

Current research on leader-member exchange moves beyond simply identifying and understanding in-groups and out-groups. It focuses on developing high quality relationships with each follower. “Leadership making is a prescriptive approach to leadership that emphasizes that a leader should develop high-quality exchanges with all of her or his subordinates” (Northouse, 2003, p. 151). Leadership making focuses on building partnerships to expand the benefits of high-quality relationships to all followers in an organization. The evolution of LMX theory offers an understanding that relations between leaders and followers can have significant impacts on the leadership process and overall success in an organization.

LMX in Principal-Teacher Relationships

Pierce and Newstrom (2011) state that many scholars, including Stogdill (1948); Hollander and Julian (1968); Smircich and Morgan (1982) offer that leadership is a relationship that exists between leaders and followers. This relationship includes trust, quality, and justice (Pierce & Newstrom, 2011). “This close connection manifests itself in a number of diverse

ways” (p. 25), so it is important to consider how this manifestation plays out in the leadership process. Pierce & Newstrom also suggest that leaders and followers must recognize the role and the significance of relationships in the overall effectiveness of leaders. Leaders and followers share in a reciprocal relationship, and when leaders and followers “band together in a process of integrity, commitment, shared purpose, and influence each other, the power of this relationship will bring about success and overall effectiveness to the organization” (Gilbert & Matviuk, 2008, p. 3).

The Power of Followership, Kelley (1992) contemplates the follower in the leader-follower relationship. Looking beyond the leader focus in leadership theory, research has begun to consider followers in this dyadic relationship, and leadership theory also includes the consideration of the relational elements between the leader and follower. Day (2001) notes that leadership is inherently a relational process. This relational leadership inquiry has extended into educational settings since much of the language of LMX theory is consistent with educational literature on principal-teacher relationships (Clemens, 2008).

Leader-member exchange can be applied in a variety of organizational settings, including education (Northouse, 2003). Literature on LMX is beginning to focus on the significance of the relationship between the principal and teacher, rather than simply leadership style or behaviors (Edgerson & Kritsonis, 2006b; Rieg & Marcoline, 2008; Walsh, 2005). Despain (2000) states that relationships in school settings are changing, and those relationships will be defined with servant leaders who empower, build trust, and lead from the heart. Edgerson and Kritsonis (2006b) state that “the most successful teachers may be the ones inspired by the beautiful relationship developed with their principals, motivating them to do their very best (p. 4).

McEwan (2003) offers that teachers are more accountable for student learning when they view

principals as facilitators and supporters of common goals. Edgerson and Kritsonis (2006b) note that the true measure of success is “healthy and systemic collaboration as a result of established relationship” (p. 5).

Relationships are significant factors in schools. Brewster and Railsback (2003) suggest that principals should make relationship-building a priority for meaningful results in schools. Relational skills are fundamental to strong, effective leadership (Bryk & Schneider, 2002; G. Donaldson, Marnik, Mackenzie, & Ackerman, 2009; Fleck, 2008; Fullan, 2003; Mitchell, 2000). In consideration of this, principals must understand the importance of placing a high value on people and relationships. “The best administrators spend an intense amount of time developing, improving, and investing in relationships. Positive relationships are the heart of what makes a school extraordinary” (Rieg & Marcoline, 2008, p. 3). Rieg and Marcoline also suggest that relationships “must be professionally supportive, sincere, and consciously developed” (p. 5). Marzano, Waters, and McNulty (2005) suggest that relationships could be considered “the bedrock of the principal’s effort to establish a purposeful community” (p. 103). Price (2011) concludes that the relationships principals form with teachers directly affect their attitudes and school climate.

By considering the principal-teacher relationship and its outcomes, schools have a better opportunity for success. Sebring and Bryk (2000) suggest that the quality of relationships can make a difference in a school community. Principals can assist in making the difference by valuing and cultivating relationships with each teacher in the school setting. With the recognition that each teacher (follower) comes with different needs, principals can explore ways to build the trust, mutual obligation, and respect that are foundations of relationships in leader-member exchange.

LMX and Teacher Efficacy

LMX theory suggests that the relationship between a leader and a follower is an exchange relationship (Pierce & Newstrom, 2011). According to this theory,

The quality of the relationship that develops between a leader and a follower is predictive of the outcomes that will be attained (e.g., commitment, member satisfaction, member and group performance, member competence, and turnover intentions) and ultimately the leader's overall effectiveness (pp. 27-28).

Graen and Uhl-Bien (1995) find the degree of relationship quality to be based on trust, respect, and mutual obligation. In a meta-analysis of the consequences of leader-member exchange, leader-member exchange was found to be significantly related to behavioral outcomes, attitudinal outcomes, perceptual outcomes, and role states (Dulebohn, Bommer, Liden, Brouer, & Ferris, 2011).

Teacher efficacy is defined as “a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning” (Tschannen-Moran & Woolfolk-Hoy, 2001, p. 783). It has been suggested that teacher efficacy can be a powerful force in the classroom “from the simple idea that a teacher's belief in his or her ability to positively impact student learning is critical to actual success or failure in a teacher's behavior” (Henson, 2001, p. 819). Jerald (2007) found that teachers with high self-efficacy are more open and willing to meet the needs of their students, less critical of students, less likely to make special education referrals, show high levels of planning and organization, and exhibit high levels of persistence and resiliency. Teacher efficacy is a simple, yet powerful concept (Tschannen-Moran & Woolfolk-Hoy, 2001). It is a “belief or a judgment of a teacher's capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated.

Researchers ask for future research to consider the sources of teacher efficacy to help explore and understand the concept. Milner (2002) reports verbal persuasion is a critical source of self-efficacy for a high school teacher. Milner (2002) and Woolfolk Hoy and Hoy (2003) found that a memory of a successful mastery experience was a solid influence on teacher efficacy. Bruce and Ross (2008) found evidence that Bandura's sources of efficacy had influence on teacher efficacy. Teacher efficacy has been found to be increased when school leaders are strong academic leaders (Coladarci, 1992). Teacher efficacy has also been found to be increased when the teacher feels the principal has sufficient influence with district supervisors (W. K. Hoy & Woolfolk, 1993); the principal provides resources and allows flexibility (Lee, Dedrick, & Smith, 1991); the principal inspires a common sense of purpose (Hipp & Bredeson, 1995). More recent studies also indicate a link between the leadership behaviors of principals and teacher efficacy (Blase & Blase, 2001; Bulach, Michael, & Booth, 1999, December; Ross, Hogoboom-Gray, & Gray, 2004; Ryan, 2007).

Hipp (1996) found a significant relationship between modeling behavior and providing contingent rewards and personal teacher efficacy. Hipp (1997) also found a need for a focus on efficacy, since strong efficacy appears to lead to high levels of success and competence. Supportive and non-threatening leadership has been found to be positively and significantly related to self-efficacy (Weisel & Dror, 2006). Staggs (2002) found a significant relationship between principal leadership and teacher efficacy at all academic levels. Since research suggests that leadership is an important variable in determining teachers' self-efficacy (Ross, 1994), it is significant to consider a link between the principal-teacher relationship and teacher efficacy.

Principal leadership has also been linked to teacher efficacy. W. K. Hoy and Woolfolk (1993) linked teacher efficacy to teachers' perception of the influence of principals with district

leadership. Lee et al. (1991) found that when leadership provides resources, maintains an orderly school environment, and allows flexibility in the classroom, teacher efficacy is enhanced. Hipp and Bredeson (1995) observed a link between inspiring common sense of purpose and teacher efficacy. When teachers have influence in school-based decisions, teacher efficacy is strong. Hipp (1996) found modeling behavior, inspiring group purpose, and providing contingent rewards were significantly related to general teaching efficacy. Hipp (1997) identified direct principal behaviors that supported teachers' work and outcomes. Ross and Hogoboom-Gray (2008) found transformational leadership has an impact on teacher efficacy. Lee et al. (1991) found a link between teacher efficacy and the sense of community within a school. With links to wide range of effects in the schools, teacher efficacy is a powerful and meaningful consideration in the teaching-learning process.

Though research on LMX and self-efficacy is limited (Hipp, 1996), various scholars have supported a link. Murphy and Ensher (1999) studied antecedents of LMX, and LMX was found to increase self-efficacy of subordinates. Schyns et al. (2005) found a modest, yet statistically significant association between LMX and self-efficacy. Walumbwa et al. (2011) found an association between LMX and self-efficacy in a study of 429 nurses in a medical facility. (King, 2000) found a statistically significant link between teacher perceptions of teacher-principal interpersonal relations and personal teacher efficacy. Elliott (2000) found a significant correlation between individual support and teacher efficacy.

Chapter Summary

This chapter addressed the literature on the Educational Policy Standards: ISLLC 2008 for school principals. The review continued with the evolution of LMX theory from its foundation in vertical dyad linkage theory to current thought on the significance of building and sustaining relationships with each follower. The role of the principal as the leader in the school and the teacher as the follower was explored. The review also included consideration of LMX theory in the teacher-principal relationship and highlights the significance of high-quality relationships in educational settings. It also considered leader-member exchange and teacher efficacy by outlining sources of teacher efficacy and links between leader-member exchange and teacher efficacy. By exploring these concepts in a review of the literature, a foundation was established for researching principal-teacher relationships as a possible correlate to teacher efficacy.

CHAPTER III

METHODOLOGY

This chapter comprises a description of the research design including research questions, population and sample, variables analysis, instrumentation including validity and reliability of the instruments, and procedures of data collection.

The purpose of this study was to examine the nature of the relationship between followers' perception of their relationship with leaders and teacher efficacy in a school setting. For the purpose of this study, principals were the leader in the leader-follower relationship, and teachers were the followers in the leader-follower relationship. The study also examined whether statistically significant differences in the quality of the leader-follower relationship exist between the groups based on school level, teacher's time with current leader, teacher's years of experience, size of school determined by student enrollment, gender of teacher, principal's years of experience, and gender of principal. This study also reported information on the characteristics of relationships as perceived by teachers to provide insight on principal behaviors that contribute to high quality relationships.

Population and Sample

The target population for this study originated from fourteen schools in a rural school district in southwest Virginia. Of the schools in the district, three are high schools, one is a vocational school, one is classified as a middle school, and nine are elementary schools. There

are approximately 300 teachers in the school district. Ninety-nine percent of the teachers in the school district are highly qualified. The teacher education attainment percentages for the school district consist of sixty-six percent with a bachelor's degree and thirty-four percent with a master's degree. The teachers were asked to consider their relationship with only the school principal when answering the questionnaire, since allowing only the school principal to be considered provided teachers with a clear definition of the leader, which helped to strengthen the validity of the study. The population of this study encompassed all teachers within the school district as well as their respective principals.

Variables Analysis

This mixed methods study sought to determine if a correlation exists between the independent variable (quality of principal-teacher relationship as perceived by the teacher) and the dependent variable (teacher efficacy). The independent variable, quality of the leader-follower relationship, was measured with the LMX-7 instrument using an interval scale (Graen & Uhl-Bien, 1995). The dependent variable, teacher efficacy, was measured with the TSES instrument also using an interval scale (Tschannen-Moran & Woolfolk-Hoy, 2001). The study addressed the extraneous variables of school level, teacher's time with current leader, teacher's total years of experience, size of school, gender of teacher, principal years of experience, or gender of principal. School level was measured with elementary and middle/high school as the levels of the variable. Teacher's time with current leader was measured with three levels consisting of less than 3 years, 3– 5 years, and greater than five years. Total years of experience of teachers and principals was measured as a variable with less than 5 years, 5-10 years, and

more than 10 years as the levels of the variable. The size of the school was considered with four levels including less than 100 students, 100-299 students, 300-499 students, and 500 or more students. The gender of the teacher and the principal was also considered as a variable.

Research Design

The research conducted was a correlational study to determine if a relationship exists between the independent variable (*follower's perceived quality of relationship with leader*) and the dependent variable (*teacher efficacy*). This research is classified as non-experimental in that the research did not manipulate or control any factors that may have influenced the participants (McMillan & Schumacher, 2010). This research is also classified as correlational in that “correlational research is concerned with assessing relationships between two or more phenomena” (p. 22). The study analyzed the correlation between followers' perception of the quality of the leader-follower relationship and teachers efficacy. In addition to the quantitative data, the study asked open-ended questions to look for themes that describe high quality relationships.

Research Question 1: A correlational statistic was used in answering the research question: Is there a significant relationship between follower perceptions of the quality of the leader-follower relationship and teacher efficacy? Pearson r correlation coefficient was used to assess the relation between two variables and the directions and strength of relation.

Research Question 2: In answering the research question, Is the perception of the leader-follower relationship influenced by school level, teacher's time with current leader, teacher's years of experience, size of school determined by student enrollment, gender of teacher, principal

years of experience, or gender of principal? One-way analysis of variance (ANOVA) were run to determine if any statistical significance exists in the quality of the leader-follower relationship regarding school level, teacher's time with current leader, teacher's years of experience, size of school determined by student enrollment, or principal years of experience. *T* tests were run for variables with two categories, including gender of principal and gender of teacher.

Research Question 3: In answering the research question, what themes are characteristic of high-quality relationships as perceived by teachers, responses to open-ended questions were reported to determine themes of characteristics in high-quality relationships and to offer insight on behaviors that create high-quality principal-teacher relationships.

This study used SPSS 21.0 bivariate analysis to reveal the descriptive statistics of each variable and to determine the correlation among variables.

Instrumentation

Two scales were used to gather data for this research. The follower's (teacher's) perception of the quality of the leader-follower relationship was measured by using the LMX-7 questionnaire, as recommended by Graen and Uhl-Bien (1995). Teacher efficacy was measured using the Teacher Sense of Efficacy Scale (TSES) Short Form (Tschannen-Moran & Woolfolk-Hoy, 2001). Permission to use the instruments for this study was obtained from the authors of the instruments (appendices G and H).

LMX-7 Instrument

The LMX-7 questionnaire (Appendix A) was chosen to measure the independent variable of follower's perception of the quality of the leader-follower relationship, as recommended by Graen and Uhl-Bien (1995). For the purposes of this study, the term "followers" represents teachers and the term "leaders" represents principals. LMX-7 measures the "trust, respect, and mutual obligation that generates influence between parties" (Graen & Uhl-Bien, 1995, p. 224). The questionnaire assesses the leader-follower relationship from the follower's point of view and consists of seven items that assess the overall leader-follower relationship. The followers answered each of the seven items based on 5-point Likert scale with scores ranging from a low level (1) to a high level (5). The scores from each item were combined to produce total scores from 7-35. The follower's perceived quality of the leader-follower relationship was assessed with the following range of scores: very low (7) to very high (35) (Graen & Uhl-Bien, 1995).

LMX-7 Validity and Reliability

In their review of LMX theory, Graen and Uhl-Bien (1995) found the LMX-7 to be "the most appropriate measure of LMX" (p. 236). Gerstner and Day (1997) conclude from their meta-analysis of 79 studies "LMX-7 appears to provide the soundest psychometric properties of all available LMX measures. As such, the LMX-7 measure is recommended to researchers interested in assessing an overall exchange quality" (p. 837). Gerstner and Day also conclude that the "LMX-7 scale is by far the most frequently used LMX measure" (p. 829). Due to the principal being identified as the leader and the teacher being identified as the follower in this

study, the LMX-7 is a valid instrument to measure the quality of the leader-follower relationship in this study.

The LMX-7 has been shown to be an instrument measuring the overall leader-follower relationship as a single construct with internal consistencies measuring consistently above 80% (Gerstner & Day, 1997; Graen & Uhl-Bien, 1995). Graen and Uhl-Bien conclude that although LMX may consist of several dimensions “these dimensions are so highly correlated that they can be tapped into with the single measure of LMX” (p. 237). When comparing LMX-7 to other instruments, Gerstner and Day (1997) found LMX-7 to have “a generally higher alpha (.89) than for the mean of all other instruments (.83)” (p. 831). Paglis and Green (2002) found the Cronbach’s alpha for the LMX-7 to be .92. The high correlation of the dimensions of LMX-7 into a single measure and the high Cronbach’s alpha demonstrate the LMX-7 instrument to be reliable, which supports its use in this study to measure the quality of the leader-follower relationship.

Teacher Sense of Efficacy Scale (TSES) Instrument

The Teacher Sense of Efficacy Scale (Appendix B) was chosen to measure the dependent variable of teacher efficacy (Tschannen-Moran & Woolfolk-Hoy, 2001). “The Teacher Sense of Efficacy Scale (TSES) asks teachers to assess their capability concerning instructional strategies, student engagement, and classroom management” (Tschannen-Moran, 2011, p. 1). The TSES is grounded in the Bandura (1990) instructional efficacy scale and “includes aspects that capture important teaching aspects” (Shaughnessy, 2004, p. 157). TSES was created by Tschannen-Moran and Woolfolk-Hoy (2001) and is designed to be answered from the teacher’s perspective

to determine their overall teacher efficacy. With the TSES Short Form, teachers answered twelve items based on a 9-point Likert scale with scores anchored at (1) nothing (3) very little (5) some degree (7) quite a bit, and (9) a great deal. The scores of each item were combined to produce total scores from 12-108. The total scores were then divided by twelve (the number of questions) to generate the mean for an overall teacher sense of efficacy.

Teacher Sense of Efficacy Scale (TSES) Validity and Reliability

The Teacher Sense of Efficacy Scale (TSES) has been “validated on teachers with diversity in their years of experience” (Walker & Slear, 2011, p. 50). Tschannen-Moran and Woolfolk-Hoy (2001) advise that the “total score seems to be the most appropriate gauge of efficacy” (p. 801). Tschannen-Moran and Woolfolk Hoy also examined the construct validity of the TSES, formally known as the OSTES instrument, by comparing the correlations of the TSES and other existing measures of teacher efficacy (Kerlinger, 1986). Results indicate that total scores on the OSTES (TSES) were positively related to other existing measures of teacher efficacy, including the Rand items ($r = 0.18, p < 0.01$) and the adapted Gibson and Dembo instrument ($r = 0.16, p < 0.01$). Evidence of construct validity is provided in the positive validity correlations with other existing measures of teacher efficacy. “The results of these analyses indicate that the OSTES (TSES) could be considered reasonably valid and reliable” (Tschannen-Moran & Woolfolk-Hoy, 2001, p. 801).

The reliability (Cronbach’s alpha) of the TSES short form is .90 with a mean of 7.1 and standard deviation of .98 (Tschannen-Moran & Woolfolk-Hoy, 2001). This indicates that the TSES short-form is a reliable measure for the assessment of teacher efficacy. TSES “is superior

to previous measures of teacher efficacy in that it has a unified and stable factor structure and assesses a broad range of capabilities that teachers consider important to good teaching” (pp. 801-802).

Open-Ended Questions

Open-ended questions were developed to address the characteristics of high-quality relationships as perceived by teachers. The open-ended questions were designed by the researcher and were included in the questionnaire. Each questionnaire defined a high-quality relationship as follows and included the following questions:

This questionnaire will address your relationship with the principal of the school. Please consider the following definition of a high-quality relationship as you answer the questions. For the purposes of the study, a high-quality relationship is defined as a partnership based on factors of “mutual respect for the capabilities of the other, the anticipation of deepening reciprocal trust with the other, and the expectation that interacting obligation will grow over time” (Graen & Uhl-Bien, 1995, p. 237).

1. Does your principal promote a high-quality relationship? If so, please describe how your principal promotes a high-quality relationship?
2. What actions can a principal take to promote a high-quality relationship that will increase your teacher efficacy?

Data Collection Procedure

Permission to conduct this study was obtained from the superintendent of the school district. An email was sent asking for approval to conduct this study within the schools in this county, and the school superintendent granted permission to conduct the study (Appendix C and D). Each principal was contacted via an email from the superintendent advising the nature of the study (Appendix E). A list of all teachers in the county and email addresses were obtained from the school division technology coordinator, and teachers were then contacted via email to request their participation in the study. In the email, teachers were provided information regarding the study, and their participation was requested with a link to access the questionnaire embedded within the email. The link connected teachers to a secure website for the data collection.

Qualtrics, a global supplier of data collection and analysis, was used to administer the questionnaire. The link provided access to informed consent information and both instruments, including open-ended questions and demographic information, in the form of one questionnaire (Appendix F and J). The questionnaire contained open-ended questions to gain additional insight and information on high-quality principal-teacher relationships. Teachers were advised of an expected completion date. A follow-up email was sent to teachers after the completion date to remind them of the study and again request their participation. The quantitative data was exported from *Qualtrics* into SPSS 21.0 for statistical analysis. Responses to the open-ended questions were reviewed and coded into categories to look for themes.

Data Analysis

This study used SPSS 21.0 bivariate analysis to complete the quantitative data analyses process. This study employed a mixed methods approach to conduct the data analyses.

Research Question 1: Is there a significant relationship between follower perceptions of the leader-follower relationship and teacher efficacy?

The following null hypothesis was generated for analysis:

Null Hypothesis 1: There is no relationship between follower perception of the quality of the leader-follower relationship and teacher efficacy.

SPSS 21.0 utilized the Pearson r correlation coefficient to assess the relation between two variables. This research also utilized Pearson product-moment correlation coefficient to determine direction and strength of responses (McMillan & Schumacher, 2010). The strength of the relationship was based on the following guidelines as suggested by Hinkle, Wiersma, and Jurs (2003): .90 to 1.00 very high correlation; .70 to .90 high correlation; .50 to .70 moderate correlation; .30 to .50 low correlation; .00 to .30 little if any correlation.

Research Question 2: Is the perception of the leader-follower relationship influenced by school level, teacher's time with current leader, teacher's years of experience, size of school determined by student enrollment, gender of teacher, principal years of experience, and gender of principal?

The following null hypotheses were generated for analysis from the demographic data:

Null Hypothesis 2: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on school level.

Null Hypothesis 3: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on teacher's time with current leader.

Null Hypothesis 4: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on teacher's years of experience.

Null Hypothesis 5: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on size of school determined by student enrollment.

Null Hypothesis 6: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on gender of teacher.

Null Hypothesis 7: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on principal's years of experience.

Null Hypothesis 8: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on gender of principal.

One-way ANOVAs were used to determine if a significant difference exists in the quality of the leader-follower relationship between and within groups, including school level, teacher's time with current leader, teacher's years of experience, size of school determined by enrollment, or principal years of experience, using a significance level of .05. Significance levels were also confirmed using *t* tests on individual group data, regarding school level, gender of principal and gender of teacher. Where there were more than two levels in the independent variable, a post hoc test (such as Tukey) was conducted if the null hypothesis was rejected.

Research Question 3: What themes are characteristic of high quality relationships as perceived by teachers? This question was answer through two open-ended questions:

3. Does your principal promote a high-quality relationship? If so, please describe how your principal promotes a high-quality relationship?
4. What actions can a principal take to promote a high-quality relationship that will increase your teacher efficacy?

Answers to the open-ended questions were examined for recurring themes using a manual coding system. The themes were categorized to determine their relative strengths for describing how principals promote high-quality relationships, and it also offered insight on ways for principals to promote high-quality relationships. The following steps were used in the data analysis process.

The qualitative data was downloaded from *Qualtrics* into a Microsoft Excel spreadsheet and read through twice. It was noted that some responses contained two or more comments or ideas on how principals can promote high-quality relationships and increase teacher efficacy. To better review the data, the spreadsheet was manipulated to allow only one comment or idea per cell. The next review of the data looked for exact matches of words. As exact word matches were found, they were color coded to separate the data into categories. The data were then reviewed for similar word matches, and the same process of highlight continued to further categorize the data. These steps were repeated until all data were categorized. Once all data were categorized, each category was reviewed and named. A second reader then confirmed then confirmed the findings. The data was then quantified to determine the relative strength of each category.

Chapter Summary

Teachers from a rural school district in Southwest Virginia were invited to participate in a correlational study to consider the follower's perceived quality of relationship with leader (independent variable) as a possible correlate to teacher efficacy (dependent variable).

The follower's (teacher's) perception of the quality of the leader-follower relationship was measured by using the LMX-7 questionnaire. Teacher efficacy was measured by using the Teacher Sense of Efficacy Scale (TSES) Short Form. *Qualtrics*, a global supplier of data collection and analysis, was used to administer the questionnaire.

Correlational research was utilized to address the relationship between followers perception of the leader-follower relationship. One-way ANOVA were used to determine if any statistical significance existed between groups, and themes were reported to identify characteristics of quality relationships as perceived by teachers. This study used SPSS 21.0 bi-variate analysis to reveal the descriptive statistics of each variable and to determine the correlation among variables as well as differences between group means using one-way ANOVAs. Answers to open-ended questions were reviewed to offer themes on promoting high-quality relationships in a school setting.

CHAPTER IV

RESULTS

This chapter consists of the description of the participants and a review of each research question with an analysis of the data. As described in the previous chapter, a correlational study was conducted to investigate the relationship between the quality of the leader-follower relationship and teacher efficacy. An online questionnaire was used to collect the quantitative and qualitative data from the teachers participating in the study. The follower's (teacher's) perception of the quality of the leader-follower relationship was measured by using the LMX-7 questionnaire, as recommended by Graen and Uhl-Bien (1995). Teacher efficacy was measured by using the Teacher Sense of Efficacy Scale (TSES) Short Form (Tschannen-Moran & Woolfolk-Hoy, 2001). Qualitative analysis was based on themes that emerged from the qualitative data that are considered relevant to the study. The results were reported by research question.

Description of the Participants

Participants for the study were obtained from the total population of teachers within a rural, public school division in southwest Virginia. Survey links were sent to approximately 297 teachers of Pre-Kindergarten through grade 12. A total of 165 teachers participated in the study for a return rate of 55.5%. As represented in Appendix K, respondents' demographics closely represent that of the population. Almost two-thirds (62%) of the respondents taught at the

elementary school level, and currently 58% of the population teaches at the elementary level. Regarding gender of participants, approximately 82% of the respondents were female in comparison to 77% in the total population.

Tables 4.1 – 4.6 show the demographic characteristics of the teachers who participated in the study. Variables include school level, years with current leader, years teaching experience, years of principal experience as leader, size of school, gender of teacher, and gender of principal. The number of cases for each analysis may differ due to missing data.

School Level Demographics

There were 101 participants from the elementary level, which represented almost two-thirds (62.3%) of the total respondents. Approximately one-third (37.7%) of respondents were from the middle and high school levels, which consisted of 61 participants.

Years with Current Leader Demographics

Table 4.1 shows the demographic data for teachers with varying years with current leader. More than one-half (51.5%) of the participants had been with their current leader less than three years.

Table 4.1 Demographic Characteristics: Teacher’s Time with Current Leader

	Frequency	Percentage
Less than 3 years	85	53.1
3-5 years	40	25.0
Greater than 5 years	35	21.9
Total	160	100.0

Teacher Years of Teaching Experience Demographics

Table 4.2 provides the frequency and percentage of participants based on teacher years of teaching experience. The majority of the population had 5 or more years of teaching experience with 34.6% having taught 5-10 years and 57.9% having taught greater than 10 years.

Table 4.2 Demographic Characteristics: Teacher Years of Teaching Experience

	Frequency	Percentage
Less than 5 years	12	7.5
5-10 years	55	34.6
Greater than 10 years	92	57.9
Total	159	100.0

Size of School Demographics

Table 4.3 shows the demographic data of size of school determined by student enrollment. Three school sizes were similar with 35.8% of teachers working at a school with approximately 100 – 299 students, 26.4% of teachers worked at a school with approximately

300-499 students, and 32.1% of teachers worked at a school with approximately 500 or more students.

Table 4.3 Demographic Characteristics: Size of School Determined by Student Enrollment

	Frequency	Percentage
Less than 100 students	9	5.7
100 – 299 students	57	35.8
300 – 499 students	42	26.4
500 or more students	51	32.1
Total	159	100.0

Gender of Teachers Demographics

A total of 159 participants answered the question regarding gender. Approximately, four-fifths of the participants were female teachers (82.4%), which represented 131 participants.

Principal Years of Experience as Leader Demographics

The years of experience of the principal was another demographic variable, as shown in Table 4.4. The majority of teachers worked with principals having 5 or more years of leadership experience with 46.5% of teachers working with a principal having 5 – 10 years of experience and 39.5% of teachers working with a principal having greater than 10 years of experience.

Table 4.4 Demographic Characteristics: Principal Years of Experience

	Frequency	Percentage
Less than 5 years	22	14.0
5 – 10 years	73	46.5
Greater than 10 years	62	39.5
Total	157	100.0

Gender of Principals Demographic Characteristics

There were 158 participants who answered the gender of the principal question. According to the results, approximately two-thirds (65.8%) or 104 teachers responding in the study worked with a female principal.

Descriptive Statistics for LMX-7 and TSES Scales

The perception of the quality of the leader-follower relationship was measured by the seven items of the LMX-7. The overall mean for the follower’s perception of the quality of the leader-follower relationship was 26.15 with a standard deviation of 5.28. In light of the fact the potential range of scores for the leader-follower relationship was 7 to 35, a mean of 26.15 showed that teachers perceived a relatively high quality relationship with their principals.

The overall mean for the teacher’s sense of self-efficacy as measured by the TSES Short Form was 7.50 with a standard deviation of .79. Given the potential range of scores for the TSES was 1 (none at all) to 9 (a great deal), a mean of 7.50 indicates that the teachers participating in this study felt they had “quite a bit” of teacher efficacy, according to the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001).

Research Question 1

Research Question 1: A correlational statistic was used to answer the research question: Is there a significant relationship between follower perceptions of the quality of the leader-follower relationship and teacher efficacy?

H₀₁: There is no relationship between follower perceptions of the leader-follower relationship and teacher efficacy.

The Pearson r correlation coefficient was used to assess the relationship between followers' perceptions of the quality of the leader-follower relationship and teacher efficacy. The test of the Pearson's correlation coefficient was significant, $r = .23$, $N = 133$, $p = .009$. Therefore, the null hypothesis was rejected. However, while the relationship between the perception of the quality of the leader-follower relationship and teacher efficacy was positive, the strength of the relationship was definite, but weak. The coefficient of determination ($r^2 = .05$) showed that only 5% of the variance in teacher efficacy was accounted for by perception of the leader-follower relationship. Figure 4.1 shows the scatterplot for the leader-follower relationship and teacher efficacy.

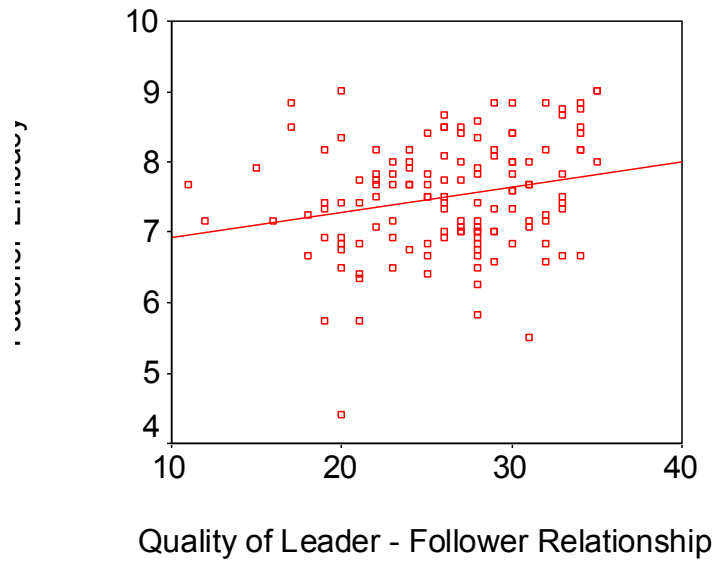


Figure 4.1 Scatterplot for Teacher Efficacy Regressed on Quality of Leader-Follower Relationship

Research Question 2

Research Question 2: Is the perception of the quality of the leader-follower relationship influenced by school level, teacher’s time with current leader, teacher’s years of experience, size of school determined by student enrollment, gender of teacher, gender of principal, or principal years of experience? To answer this research question seven null hypotheses were tested.

School Level

Ho₂₁: There is no significant difference between follower perception of the quality of the leader-follower relationship based on school level.

A *t* test for independent samples was used to evaluate whether or not there was a difference between elementary school teachers and middle and high school teachers and their perceptions of the quality of the leader-follower relationship. The dependent variable was the quality of the leader-follower relationship. The grouping variable, school level of teacher, had two categories: elementary teachers versus middle and high school teachers. The Levene's Test for Equality of Variances was not significant, $F(1, 139) = 3.45, p = .066$. Therefore, the assumption of equal variances was satisfied and the *t* test that assumed equal variances was used.

The *t* test was not significant, $t(139) = .39, p = .694$. Therefore, the null hypothesis was retained. The elementary school teachers' mean for the quality of the leader-follower relationship ($M = 26.29, SD = 5.45$) was not statistically different from the mean for middle and high school teachers ($M = 25.93, SD = 5.03$).

Years with Current Leader

Ho₂: There is no significant difference between follower perception of the quality of the leader-follower relationship based on years with current leader.

An ANOVA was conducted to evaluate whether or not there were differences in the quality of leader-follower relationship means based on years with current leader. The dependent variable was the quality of the leader-follower relationship. The grouping variable, years with current leader, had three levels: (1) less than 3 years; (2) 3 – 5 years; (3) and greater than 5 years. The Levene's Test for the Equality of Variances was not significant, $F(2, 137) = .28, p = .755$. Therefore, the ANOVA assumption of equal variances was met. The one-way ANOVA

was not significant, $F(2, 137) = 1.75, p = .178$. Therefore, the null hypothesis was retained. The means and standard deviations are reported in Table 4.5.

Table 4.5 Means and Standard Deviations for Quality of Leader-Follower Relationship by Years with Current Leader

	<i>n</i>	<i>M</i>	<i>SD</i>
Less than 3 years	76	25.51	5.26
3 - 5 years	35	26.23	4.70
Greater than 5 years	29	27.66	5.89
Total	140	26.14	5.29

Teacher Years of Teaching Experience

Ho₂₃: There is no significant difference between follower perception of the quality of the leader-follower relationship based on teacher's years of teaching experience.

An ANOVA was conducted to evaluate whether or not there were differences in the quality of leader-follower relationship means among teachers with varying years of experience. The dependent variable was the quality of the leader-follower relationship. The grouping variable, teacher's years of experience, had three levels: (1) teachers with less than 5 years of experience; (2) 5 to 10 years of experience; and (3) greater than 10 years of experience. The Levene's Test for the Equality of Variances was not significant, $F(2, 138) = 2.13, p = .123$. Therefore, the ANOVA assumption of equal variances was satisfied.

The one-way ANOVA was significant, $F(2, 138) = 3.82, p = .024$. Therefore, the null hypothesis was rejected. However, the effect size was small (.05) indicating that only 5% of the

variance in the quality of the leader-follower relationship was accounted for by teacher's years of experience. Because the ANOVA was significant, follow up post hoc pairwise comparisons were conducted to determine which pairs were different. The Tukey procedure was used because equal variances were assumed. The mean perception of teachers with less than 5 years teaching experience was not different from teachers with 5 to 10 years experience ($p = .919$) or from teachers with greater than 10 years of experience ($p = .497$). However, there was a statistically significant difference in the perceptions of teachers with 5 to 10 years experience and teachers with greater than 10 years ($p = .019$). The means and standard deviations as well as the pairwise differences are reported in Table 4.6. Teachers with more than ten years of teaching experience held a stronger view of the quality of the leader-follower relationship than teachers with only 5-10 years of teaching experience. However, there was no difference in perception between teachers with less than five years of teaching experience and those with greater than ten years of teaching experience. This is a somewhat anomalous finding.

Table 4.6 Means and Standard Deviations with Pairwise Differences for Quality of Leader-Follower Relationship by Teacher Years of Teaching Experience

	n	M	SD	Pairwise <i>M</i> differences	
				< 5 years	5 – 10 yrs
Less than 5	11	25.27	3.74		
5 – 10	47	24.60	4.82	.67	
Greater than 10	83	27.14	5.50	-1.87	-2.55*

* significant at $\alpha = .05$

Size of School

Ho₂₄: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on size of school determined by student enrollment.

An ANOVA was conducted to evaluate whether or not there were differences in the quality of leader-follower relationship means among teachers who work in different size schools determined by student enrollment. The dependent variable was the quality of the leader-follower relationship. The grouping variable, size of school, had four levels: (1) schools with less than 100 students; (2) 100 to 299 students; (3) 300 to 499 students; and (4) 500 or more students. The Levene's Test for the Equality of Variances was not significant, $F(3, 137) = 1.34, p = .265$. Therefore, the ANOVA assumption of equal variances was met.

The one-way ANOVA was not significant, $F(3, 137) = .63, p = .597$. Therefore, the null hypothesis was retained. As shown in Table 4.7, the leader-follower relationship means of teachers in different size schools were very similar.

Table 4.7 Means and Standard Deviations for the Quality of the Leader-Follower Relationship by Size of School

	<i>n</i>	<i>M</i>	<i>SD</i>
Less than 100 students	7	26.43	6.08
100 – 299 students	53	26.47	4.64
300 – 499 students	37	26.70	5.88
500 or more students	44	25.25	5.41
Total	141	26.15	5.28

Gender of Teacher

Ho₂₅: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on gender of the teacher.

A *t* test for independent samples was used to evaluate whether or not there was a difference between the quality of the leader-follower relationship based on gender of teacher. The dependent variable was the quality of the leader-follower relationship. The grouping was gender of teacher. The Levene's Test for Equality of Variances was not significant, $F(1, 139) = 1.69, p = .196$. Therefore, the assumption of equal variances was satisfied and the *t* test that assumed equal variances was used.

The *t* test was not significant, $t(139) = -.02, p = .981$. Therefore, the null hypothesis was retained. The effect size, as measured by η^2 , was small ($< .01$). That is, less than 1% of the variance in teachers' perceptions of the quality of the leader-follower relationship was accounted for by the gender of the teacher. The mean for the female teacher's quality of the leader-follower relationship ($M = 26.15, SD = 5.26$) was not statistically different from the male teachers ($M = 26.13, SD = 5.44$).

Principal Years of Experience

Ho₂₆: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on principal years of experience.

An ANOVA was conducted to evaluate whether or not there were differences in the quality of leader-follower relationship means among teachers who work with principals with

varying years of experience. The dependent variable was the quality of the leader-follower relationship. The grouping variable, principal years of experience, had three levels: (1) principals with less than 5 years of experience; (2) 5 to 10 years of experience; and (3) greater than 10 years of experience. The Levene's Test for the Equality of Variances was not significant, $F(2, 136) = .64, p = .527$. Therefore, the assumption of equal variances was satisfied.

The one-way ANOVA was not significant, $F(2, 136) = .34, p = .714$. Therefore, the null hypothesis was retained. As shown in Table 4.8, the leader-follower relationship means of teachers with principals having 5 to 10 years of experience and principals with greater than 10 years of experience were very similar.

Table 4.8 Means and Standard Deviations for the Quality of the Leader-Follower Relationship by Principal Years of Experience

	<i>n</i>	<i>M</i>	<i>SD</i>
Less than 5 years	20	25.20	4.76
5 – 10 years	66	26.26	5.60
Greater than 10 years	53	26.25	5.08
Total	139	26.10	5.27

Gender of Principal

Ho₂₇: There is no significant difference between follower perceptions of the quality of the leader-follower relationship based on gender of principal.

A t test for independent samples was used to evaluate whether or not there was a difference between follower perceptions of the quality of the leader-follower relationship based on gender of principal. The dependent variable was the quality of the leader-follower relationship. The grouping variable was gender of the principal. The Levene's Test for Equality of Variances was not significant, $F(1, 138) = 2.346, p = .128$. Therefore, the assumption of equal variances was satisfied and the t test that assumed equal variances was used.

The t test was not significant, $t(138) = -.042, p = .967$. Therefore, the null hypothesis was retained. The mean for the follower perception of the quality of the leader-follower relationship based on female principals ($M = 26.17, SD = 5.46$) was almost identical to the mean based on male principals ($M = 26.13, SD = 4.98$).

Research Question 3

Research Question 3: What themes are characteristic of high-quality relationships as perceived by teachers? Research Question 3 was answered through the use of open-ended questions directed to the teachers participating in the study. The open-ended questions were:

1. Does your principal promote a high-quality relationship? If so, please describe how your principal promotes a high-quality relationship?
2. What actions can a principal take to promote a high-quality relationship that will increase your teacher efficacy?

Participants' responses to the open-ended questions generated the following relevant themes: *Communication, Support and Encouragement, Visible Involvement, Professionalism and*

Respect, and Promoting Teachers as Professionals. Tables 4.9 – 4.13 present themes and selected participant responses as indicated.

The teachers were presented with two open-ended questions regarding their perception of high-quality relationships. Teachers were asked if their principal promoted a high-quality relationship. If teachers responded that their principal did promote a high-quality relationship, they were asked to describe how their principal promotes a high-quality relationship. Teachers were also asked what actions a principal can take to promote a high-quality relationship that will increase their teacher efficacy. A complete list of direct teacher quotes by question can be found in Appendices L and M.

The responses indicate that effective communication is important in building high-quality relationships and promoting teacher efficacy. With regard to the question on how your principal promotes a high-quality relationship, 25.5% of responses indicated communication as a way to promote high-quality relationships. Similarly, 23.7% of responses reported that communication would promote a high-quality relationship and increase teacher efficacy. Table 4.9 includes selected responses regarding communication with statements, such as: principals should “make daily contact with teachers”, “encourage people to communicate with one another” have an “open door policy”, and “keep staff well informed”.

Table 4.9 Selection of Direct Teacher Quotes: Communication Theme

- Be open, keep staff well informed
 - Have a conversation with me
 - Make daily contact with teachers
 - Encourage people to communicate with one another
 - Constant communication
 - Honest discussions
 - Have an open door policy
-

Responses indicate that principals must also be supportive and encouraging by providing resources, promoting team building, offering encouragement, and standing by the teachers when conflicts arise. The theme of *support and encouragement* was reported most often in both qualitative questions with 37.9% of responses indicating that support and encouragement were used to promote a high-quality relationship, and 41.4% of responses reported this theme as an action principals could take to promote a high-quality relationship and increase teacher efficacy. Table 4.10 includes selected responses regarding support and encouragement with responses, such as: “provide positive feedback”, “provides resources”, “backs up the teacher”, and “shows an interest in life areas”.

Table 4.10 Selection of Direct Teacher Quotes: Support and Encouragement Theme

- Provide positive feedback
 - Provides resources
 - Backs up the teacher
 - Shows an interest in life areas
 - Stand behind the teachers
 - Willing to offer to help when needed
 - Positive Reinforcement
-

Being visibly and actively involved was another important theme that emerged from the responses. This theme garnered 9.7% of responses to the question regarding how principals currently promote a high-quality relationship and 8.6% of the responses to the question on actions that a principal can take to promote high-quality relationships and increase teacher efficacy. Selected responses to the theme of *visible involvement* are included in Table 4.11 and include statements, such as: “accessible and visible”, “proactive involvement within all areas”, and “have more interaction with faculty” which support this theme.

Table 4.11 Selection of Direct Teacher Quotes: Visible Involvement Theme

- Accessible and visible
 - Highly visible throughout the day
 - Proactive involvement within all areas
 - Have more interaction with faculty
 - Stay informed and knowledgeable about student performance and behavior
 - Have knowledge of student situations; be involved in the school
 - Needs to be present and available; show an interest in the position
-

Responses also indicated that principals who are professional leaders acting with honesty and integrity would promote high-quality relationships and teacher efficacy. With regard to the question on how your principal promotes a high-quality relationship, 15.9% of responses indicated professionalism and respect as a way to promote high-quality relationships. Similarly, 18.4% of responses reported that professionalism and respect would promote a high-quality relationship and increase teacher efficacy. This was indicated through selected responses presented in Table 4.12, and includes statements such as: “being a good person”, “doing what they say they will do”, and “serve as a model to promote trust and respect”.

Table 4.12 Selection of Direct Teacher Quotes: Professionalism and Respect Theme

- Be fair
 - Being a good person
 - Doing what they say they will do
 - Values hard work
 - Keep confidences
 - Serve as a model to promote trust and respect
 - Leads by example
-

A final theme, *professionalism and respect*, emerged as the significance of promoting teachers as professionals by including them in the decision-making process, while at the same time allowing them the autonomy to make decisions that affect their classroom. Eleven percent of responses indicated that principals currently treat teachers as professionals to promote high-quality relationships and 7.9% of responses indicated that principals should treat teachers as professionals to promote high-quality relationships and increase teacher efficacy. This was concluded from responses such as, “empower teachers”, “value their opinion”, and “empower teachers by giving voices and choices”, as indicated in Table 4.13.

Table 4.13 Selection of Direct Teacher Quotes: Teachers as Professionals Theme

- Empower teachers
 - She asks for ideas and takes all things into consideration rather than using her ideas only
 - Value their opinion
 - Shows the students that he has confidence in our abilities
 - Empower teachers by giving voices and choices
 - Is open to suggestions
 - She gives freedom and autonomy to the classroom teacher trusting (the teachers) are putting forth their best effort
-

Chapter Summary

A total of 165 teachers from a single school district in rural Virginia participated in the study by responding to the LMX-7, as recommended by Graen and Uhl-Bien (1995), and the Teacher Sense of Efficacy Scale (TSES) Short Form (Tschannen-Moran & Woolfolk-Hoy, 2001) in the form of an online questionnaire. This represented a response rate of 56% for this study. The LMX-7 revealed that teachers perceived a relatively high quality of the leader-follower relationship. The TSES Short Form indicated that the teachers participating in this study felt they had “quite a bit” of teacher efficacy.

This study addressed three research questions. The data for Research Question 1 revealed that, while the relationship between the perception of the quality of the leader-follower

relationship and teacher efficacy was positive, the strength of the relationship was definite, but weak. Only 5% of the variance in teacher efficacy was accounted for by perception of the leader-follower relationship.

Research Question 2 addressed the perception of the quality of the leader-follower relationship based on school level, teachers' time with current leader, size of school, gender of teacher, teacher's years of experience, principal's years of experience, and gender of principal. The null hypotheses were retained for all variables, except teacher's years of experience. However, for this measure, the effect size was small (.05) indicating that only 5% of the variance in the quality of the leader-follower relationship was accounted for by teacher's years of experience.

For Research Question 3, participants answered two open-ended questions and responses were qualitatively analyzed. The qualitative results revealed five themes that principals could utilize to promote high-quality relationships and enhance teacher efficacy. Those themes include: *communication, support and encouragement, visible involvement, professionalism and respect, and promoting teachers as professionals.*

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter begins with review of the study including, statement of the problem and purpose of the study, an overview of the literature, methodology, and a summary and discussion of the findings. A conclusion of the findings follows the summary. The remainder of this chapter includes implications of the study and recommendations for further study.

Statement of the Problem and Purpose of the Study

This mixed methods study sought to quantitatively assess any correlational relationship between the independent variable (principal-teacher relationship) and the dependent variable (teacher efficacy), and it also sought to qualitatively identify and address themes in order to determine their relative strengths for describing how principals promote high-quality relationships and increase teacher efficacy.

The purpose of this study was to examine the nature of the relationship between followers' perception of their relationship with leaders and teacher efficacy in a school setting. For the purpose of this study, principals were the leaders and teachers were the followers in the leader-follower relationship. The study also examined whether statistical significance exists in this perception of the relationship based on school level, teacher's time with current leader, teacher's years of experience, size of school determined by student enrollment, gender of

teacher, principal years of experience, and gender of principal. This study also reported information on the characteristics of relationships as perceived by teachers to provide insight on principal behaviors that contribute to high-quality relationships.

Overview of the Literature

The foundation of the literature review was based on the significance of high-quality relationships in schools. When school leaders understand that the strength of their relationships impacts their leadership abilities, schools can grow and prosper (G. A. Donaldson, 2007). The role of the principal as leader in the school and the role of teacher as follower were explored. The significance of high-quality relationships in schools was explored by reviewing leader-member exchange in principal-teacher relationships. Outcomes of LMX and links to teacher efficacy also provided a foundation.

The principal can be defined as the central leader of the school and is the catalyst for engaging a school community to building relationships, promoting effective instruction, and ultimately achieving student success. Although there are many leadership patterns in schools, the ultimate responsibility and direction of the school resides with the principal. The Wallace Foundation (2013) cites five key responsibilities of principals including: engaging a vision of success for every student, building an effective culture, nurturing leadership in other, refining instruction, managing school improvement. To accomplish these goals, principals must establish high-quality relationship with teachers.

With principals setting the overall tone, direction, and climate of a school, the responsibility of executing this focus and direction falls to the teachers in the school. While

teachers can be seen as both leaders and followers, and Crippen (2012) notes that each person is a leader and a follower at various times in effective schools; this research focused on teachers as followers. Within this capacity, teachers, as followers, have the opportunity to shape and contribute to the overall success of the schools. The relationship between principals, as leaders, and teachers, as followers, has become essential in defining school success.

The relationship between teachers and principals is explored through LMX theory. LMX theory is significant because it highlights the exchanges or the relational aspect between a leader and each individual follower. The evolution of this theory begins by looking at each individual relationship in a vertical dyad (Dansereau et al., 1975). This shift in considering relationship from a group of followers to each individual follower opened the door for researchers to explore the exchange process with each follower in the leadership process.

As the leadership process was explored with each individual follower, Graen & Uhl-Bien (1995) categorized the differentiated relationship into two components: in-groups and out-groups. Followers become part of the groups based on ability to work with leader, level of acceptance of role responsibilities, personality, and personal characteristics (Northouse, 2003). To validate the existence of differentiated relationships and examine the implications, research focused on the relationship itself and also began to focus on organizational variables. This research corroborated the existence of differentiated relationship and found relationships to be significant in organizational settings (Graen & Uhl-Bien, 1995). Current research on leader-member exchange moves beyond simply identifying and understanding in-groups and out-groups. It focuses on developing high quality relationships with each follower. The evolution of LMX theory offers an understanding that relations between leaders and followers can have significant impacts on the leadership process and overall success in an organization.

Literature on LMX is beginning to focus on the significance of the relationship between the principal and teacher, rather than simply leadership style or behaviors (Edgeron & Kritsonis, 2006b; Rieg & Marcoline, 2008; Walsh, 2005). Brewster and Railsback (2003) suggest that principals should make relationship-building a priority for meaningful results in schools. Relational skills are fundamental to strong, effective leadership (Bryk & Schneider, 2002; G. Donaldson et al., 2009; Fleck, 2008; Fullan, 2003; Mitchell, 2000). In consideration of this, principals must understand the importance of placing a high value on people and relationships.

Schools leaders have a better chance for effectiveness when they consider the principal-teacher relationship and its outcomes. Sebring and Bryk (2000) suggest that the quality of relationships can make a difference in schools. Principals can assist in making the difference by valuing and sustaining relationships with each individual teacher. With the recognition that each teacher (follower) comes with different needs, principals can explore ways to build the trust, mutual obligation, and respect that are foundations of relationships in leader-member exchange.

Though research on LMX and self-efficacy is limited (Hipp, 1996), various scholars have supported a link (Elliott, 2000; King, 2000; Murphy & Ensher, 1999; Schyns, 2004; Walumbwa et al., 2011). Teacher efficacy is a simple, yet powerful concept (Tschannen-Moran & Woolfolk-Hoy, 2001). It is a “belief or a judgment of a teacher’s capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (p. 783). Researchers ask for future studies to consider the sources of teacher efficacy to help explore and understand the concept.

Methodology

Teachers from a rural school district in Southwest Virginia were invited to participate in a correlational study to consider the follower's perceived quality of relationship with leader (independent variable) as a possible correlate to teacher efficacy (dependent variable).

The follower's (teacher's) perception of the quality of the leader-follower relationship was measured by using the LMX-7 questionnaire. Teacher efficacy was measured by using the Teacher Sense of Efficacy Scale (TSES) Short Form (Tschannen-Moran & Woolfolk-Hoy, 2001). *Qualtrics*, a global supplier of data collection and analysis, was used to administer the questionnaire.

Correlational research was utilized to address the relationship between followers' perception of the leader-follower relationship and teacher efficacy. One-way ANOVA were used to determine if any statistical significance existed between groups, and themes were reported to identify characteristics of quality relationships as perceived by teachers. Answers to open-ended questions were reviewed to offer themes on promoting high-quality relationships in a school setting.

Summary and Discussion of the Findings

The purpose of this research was to determine the relationship between teacher's perception of the quality of the leader-follower relationship and teacher efficacy in a rural, public school division in Southwest Virginia. The study attempted to answer three research questions through the generation of eight hypotheses.

The results of this study indicated that teachers in this school district perceive a relatively high-quality relationship with their principal. This indicates that principals in this school district are most likely conscious of followership and do a good job of stimulating high-quality relationships with the teachers in their school. The results also indicated that teachers in this school district have “quite a bit” of teacher efficacy. This could be due to access to similar professional development opportunities, similar teacher preparation programs, or similar access to mentors during first years of teaching. Another possible explanation is the past success of this school district.

It is also important to consider the homogenous make up of the sample, including characteristics of the teachers that participated in this study, and the geographical area of the school district. There were very few differences in the quality of the leader-follower relationship among most of the demographic and classification variables. It is proposed that many of the teachers that participated in this study were originally from the county in which the study was conducted. This county is also situated in a rural area, in which there are several community schools. This suggests that a sense of community was already established and relationships had previously been built throughout the years. While only 5% of the variance in teacher efficacy was accounted for by perception of the leader-follower relationship, high-quality relationships and teacher efficacy are important concepts to consider, and this research qualitatively offers actions principals may participate in to promote high-quality relationships and increase teacher efficacy.

In the first research question, the relationship between teacher’s perception of the quality of the leader-follower relationship and teacher efficacy was examined. The Pearson r correlation coefficient was found to be significant. However, while the relationship between the perception

of the quality of the leader-follower relationship and teacher efficacy was positive, the strength of the relationship was definite, but weak. One possible explanation for this weak relationship may be the difficulty of separating the involvement of the principal from other elements that impact teacher efficacy (Smylie, 1990). Teachers may perceive access to professional development opportunities, mentoring programs, or collegial relationships with other faculty members as contributors to teacher efficacy without recognizing the contributions of principal leadership. Therefore, further research is needed to explore this relationship.

The second research question was concerned with the perception of the quality of the leader-follower relationship as influenced by school level, teacher's time with current leader, teacher's years of experience, size of school determined by student enrollment, gender of teacher, gender of principal, or principal years of experience. No significant difference was observed in the quality of the leader-follower relationship among school levels, teacher's time with current leader, size of school, gender of teacher, years of principal experience, or gender of principal. A possible explanation for the low significance among these groups could be the homogeneity of the sample group. It may be inferred that teachers from this school district, regardless of these variables, may contribute their teacher efficacy to past experiences, as this school district has consistently been a leader in achieving high Standards of Learning test scores. Self-efficacy is about future beliefs regarding the level of competency a person expects to show in situations (Tschannen-Moran & Woolfolk-Hoy, 2001), and teachers could perceive these past successful experiences as contributors to teacher efficacy unrelated to principal leadership.

A significant difference was noted between teachers' years of experience and the quality of the leader-follower relationship. Although the effect size was small, a significant difference was observed between teachers with 5-10 years of experience and teachers with greater than ten

years of experience regarding the perception of the quality of the leader-follower relationship. Teachers with greater than ten years of teaching experience held a stronger view of the quality of the leader-follower relationship than teachers with only 5-10 years of teaching experience. One possible explanation for this finding could be that as teachers gain work experience through the years, they come to understand the significance of developing a high-quality relationship with their principals. This idea supports the concept that followers play an important role in developing and sustaining a high-quality leader-follower relationship (Kelley, 1992). However, there was no significant difference found between teachers with greater than ten years of teaching experience and those with less than five years of teaching experience, which makes this somewhat of an anomalous finding. This phenomenon could be further explored in a future study. There is no support in the literature for this situation. One may speculate that it could be a sample-specific situation.

Research Question 3 was answered through the use of open-ended questions as answered by the teachers participating in the study. Participants' responses to the open-ended questions generated the following relevant themes as important to teachers in high quality leader-follower relationships: *Communication, Support and Encouragement, Visible Involvement, Professionalism and Respect, and Promoting Teachers as Professionals.*

The theme of *support and encouragement* was most often reported by teachers as a means to promote a high-quality relationship with their principal and enhance teacher efficacy. This is not a surprising result. Supportive and non-threatening leadership has been found to be positively and significantly related to self-efficacy (Weisel & Dror, 2006). Also considering the increasing accountability for student achievement, teachers need support and encouragement from their principals to be successful in the classroom. The next highest reported theme was

communication, and this is a foundation of LMX theory (Graen & Uhl-Bien, 1995). Being a member of the “in-group” offers more frequent and higher quality exchanges or communication. Another theme that emerged from the data is *visible involvement*, and this aspect requires principals to be actively involved in the school day.

Professionalism and respect also emerged as a theme. Despain (2000) tells us that relationships in school settings are changing, and those relationships will be defined with servant leaders who empower, build trust, and lead from the heart. The theme of *professionalism and respect* deals with principals acting with integrity and leading by example. Respect and trust are also foundations of high-quality relationships, and teachers confirmed this through their responses. A final theme of *professionalism and respect* was identified as treating teachers as professionals. Leaders and followers share in a reciprocal relationship, and when leaders and followers “band together in a process of integrity, commitment, shared purpose, and influence each other, the power of this relationship will bring about success and overall effectiveness to the organization” (Gilbert & Matviuk, 2008, p. 3).

Conclusions

The following conclusions were drawn from the findings of this study regarding the perceived quality of the leader-follower relationship and teacher efficacy among public school teachers within a rural, public school division in southwest Virginia. As mentioned in the limitations, this research may not be generalizable to other populations.

The results of this study indicated that teachers in this school district perceived a relatively high-quality relationship with their principal and felt they had a relatively high sense of

teacher efficacy; however, the correlation between the two variables was weak. The relatively high leader-follower relationship suggests that principals in this school district have an understanding of the importance of creating and maintaining high-quality relationships with the teachers in their schools. The relatively high teacher efficacy could be attributed to professional development opportunities, past successes, mentor programs, or similar teacher preparation programs.

Also, the homogenous make-up of the sample, including teacher characteristics and geographical location, left little room for discerning differences among the tested variables. It is interesting to note that 87% of teachers reported their principal had five or more years of experience as a principal; however, 53% of those teachers had been with their principal for less than three years. One reason for this might be that principals are frequently moved among schools in this school district. Graen and Uhl-Bien (1995) note that how individual relationships progress through the stages of relationship building varies in real time, so the principal-teacher relationships identified in this study may not have had sufficient time to develop into mature relationships that are evident throughout the school setting.

Since teachers in this study indicated a relatively high-quality relationship with their principals, it may be significant to consider their responses to the qualitative section of this research to gain further insight on how principals promote high-quality relationships in schools. From this data, it may be concluded that by offering support and encouragement principals may be able to promote high-quality relationships with their teachers. Approximately 40% of the responses indicated support and encouragement as key factors in high-quality relationships. This support may range from providing resources to words of encouragement. Principals may also promote high-quality relationships utilizing effective communication, being visibly involved

throughout the school day, being professional and showing respect, and promoting teachers as professionals.

This research offers actions in which principals may engage to build high-quality relationships with the teachers in their schools. While it signifies the importance of relationship building in a school setting, it is not meant to underestimate the importance of the principal as the instructional leader in the school. This research offers a foundation of high-quality relationships as an appropriate setting in which effective instructional leadership may occur. Some actions suggested in this research to build high-quality relationships may also be effective in providing quality instructional leadership. Future research may consider this topic.

Recommendations for Practice

The qualitative aspect of this research asked teachers to consider how their current principal promoted a high-quality relationship and in general what actions a principal may take to promote a high quality relationship. This research may be significant because it offers key actions in which principals may engage to build high-quality relationships. The results of the qualitative aspect of this research show some similarities to The Educational Leadership Policy Standards: ISLLC 2008, which offers principals standards and functions to promote success in their schools. This research offers actions and examples of how principals may promote high-quality relationships, and when taken into consideration with the similarities to the ISLLC 2008 standards suggest that promoting high-quality relationships may make a significant contribution in the success of any school.

The first area is *support and encouragement*. This theme was most often reported by teachers as a means to promote high-quality relationships and to increase teacher efficacy. Teachers may need principals to promote teamwork, provide resources, and take an interest in their lives. Supporting and encouraging teachers may be considered bringing everyone into the “in group”. Creating a high-quality relationship with each individual follower is the focus of current research on LMX theory (Graen & Uhl-Bien, 1995), and this research offers support and encouragement as one way to achieve high-quality relationships.

Communication was the second highest reported theme as a means to promote high-quality relationships and increase teacher efficacy. Effective communication is an essential aspect of leadership, and this research notes its importance. Principals must encourage communication with teachers in the school. A high frequency of communication was reported as a major factor. Listening, promoting teacher-to-teacher communication, and open and honest communication were also reported as ways to promote high-quality relationships. LMX theory focuses on “communication and interaction between leaders and followers. It describes how leaders, over time, develop different exchange relationships with various followers” (Pierce & Newstrom, 2011, p. 27). This communication plays a vital role in the success of leaders. Effective communication is also embedded throughout the ISSLC standards. To be effective in implementing the standards for bringing all stakeholders into the “in-group”, clear and effective communication is essential.

Another theme that emerged from the data was being visible and involved in the school. The theme of *visible involvement* includes being available and present in the school building, coming into the classrooms, and showing an interest in staff and students by being involved in the school day. For a leader-follower relationship to be successful, both leaders and followers

must be engaged, committed, and involved in the process. The ISLLC standards may not be implemented without knowledge of what is happening throughout the school. Principals must be aware, involved, and accessible during the school day to promote high-quality relationship and promote the success of their school.

This research also offers the theme of *professionalism and respect* as a means to promote high-quality relationships and increase teacher efficacy. This is similar to the ISLLC standards, offering that principals might act with integrity, be fair, and behave in an ethical manner. Respect is also a foundation of LMX theory in that there must be a foundation of respect in order to develop and sustain high-quality relationships. Some actions to engage in to promote professionalism and respect include valuing hard work, being trust-worthy, and leading by example.

A final theme, *professionalism and respect*, emerged from the research as treating teachers as professionals in the school environment. This includes collaborating with teachers, empowering teachers by valuing their opinions, asking for input, and providing autonomy. Similarities to the ISLLC standards include collaboratively developing a vision, developing leadership capacity of teachers, developing a competence for distributed leadership, investing in a system of accountability, and modeling principles. It is also similar to LMX theory in that high-quality relationships must be grounded in mutual obligation.

Based on these data, a set of questions emerged that principals might ask of themselves to determine whether or not they are promoting high-quality relationships within their organization.

1. How do I support and encourage every teacher in my school?

2. Do I utilize effective communication with every teacher in my school? How can I improve communication with every teacher?
3. How often am I visible in the school and the classrooms? How can I become more involved in the school day?
4. Do I consistently act with integrity and show respect for every teacher in my school?
5. How do I promote teachers as professionals?

By engaging in the actions suggested in this research, principals may work to promote high-quality relationships and to meet the Educational Leadership Policy Standards: ISLLC 2008 to promote the success of every child. Principals “must make strong connections with other people, valuing and caring for others as individuals and as members of the educational community” (Council of Chief State School Officers, 2008, p. 5). These connections may be established through trust, respect, and mutual obligation that are foundations of LMX theory.

Recommendations for Further Research

The following recommendations are suggested for future research in the area of leader-follower relationship quality and teacher efficacy. These recommendations are offered to provide a broader and richer understanding of the quality of leader-follower relationships and teacher efficacy, as well as their relationship to student achievement.

The first recommendation is to expand the research to include a wider and more varied population, which includes a more varied experience level of teachers and principals. This research was limited to the population of a rural, public school division in Southwest Virginia with little racial diversity. There may be unique differences among suburban and urban areas, as

well as areas with greater racial diversity that create relationship differences. Expanding the research to cover a wider population range will allow greater generalization for future research and provide greater insight on the quality of the leader-follower relationship and teacher efficacy.

The second recommendation is to examine the interaction or a combination of extraneous variables. This research looked at extraneous variables and the quality of the leader-follower relationship on an individual basis. Considering the interaction of variables could provide greater insight into how a combination of factors may affect the quality of the leader-follower relationship.

The third recommendation is to include a more detailed qualitative aspect to provide greater insight into what teachers are thinking about the quality of the leader-follower relationship and teacher efficacy. Since respondents in this demographic indicated a relatively high-quality leader-follower relationship and “quite a bit” of teacher efficacy, an in depth qualitative approach could look for reasons behind these perceptions to gain a better insight on high-quality relationships and teacher efficacy. This research contained two qualitative questions. A more detailed qualitative component could lead to recommendations for practice that could lead to improved relationship quality and greater teacher efficacy. This understanding could also be increased with an interview format.

The final recommendation for future research includes adding a component measuring student achievement. The goal of education is to improve student learning, so including a measure of student achievement to relate to the quality of the leader-follower relationship and teacher efficacy would strengthen the impact of future studies and would add to the body of literature in education.

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APPENDIX

APPENDIX A
LMX-7 INSTRUMENT

LMX 7 QUESTIONNAIRE*

Instructions: This questionnaire contains items that ask you to describe your relationship with either your leader or one of your subordinates. For each of the items, indicate the degree to which you think the item is true for you by circling one of the responses that appear below the item.

1. Do you know where you stand with your leader (follower) ... [and] do you usually know how satisfied your leader (follower) is with what you do?

Rarely	Occasionally	Sometimes	Fairly often	Very often
1	2	3	4	5

2. How well does your leader (follower) understand your job problems and needs?

Not a bit	A little	A fair amount	Quite a bit	A great deal
1	2	3	4	5

3. How well does your leader (follower) recognize your potential?

Not at all	A little	Moderately	Mostly	Fully
1	2	3	4	5

4. Regardless of how much formal authority your leader (follower) has built into his or her position, what are the chances that your leader (follower) would use his or her power to help you solve problems in your work?

None	Small	Moderate	High	Very high
1	2	3	4	5

5. Again, regardless of the amount of formal authority your leader (follower) has, what are the chances that he or she would "bail you out" at his or her expense?

None	Small	Moderate	High	Very high
1	2	3	4	5

6. I have enough confidence in my leader (follower) that I would defend and justify his or her decision if he or she were not present to do so.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

7. How would you characterize your working relationship with your leader (follower)?

Extremely ineffective	Worse than average	Average	Better than average	Extremely effective
1	2	3	4	5

By completing the LMX 7, you can gain a fuller understanding of how LMX theory works. The score you obtain on the questionnaire reflects the quality of your leader-member relationships, and indicates the degree to which your relationships are characteristic of partnerships, as described in the LMX model.

You can complete the questionnaire both as a leader and as a subordinate. In the leader role, you would complete the questionnaire multiple times, assessing the quality of the relationships you have with each of your subordinates. In the subordinate role, you would complete the questionnaire based on the leaders to whom you report.

Scoring Interpretation

Although the LMX 7 is most commonly used by researchers to explore theoretical questions, you can also use it to analyze your own leadership style. You can interpret your LMX 7 scores using the following guidelines: very high = 30–35, high = 25–29, moderate = 20–24, low = 15–19, and very low = 7–14. Scores in the upper ranges indicate stronger, higher-quality leader-member exchanges (e.g., in-group members), whereas scores in the lower ranges indicate exchanges of lesser quality (e.g., out-group members).

SOURCE: *Reprinted from "Relationship-Based Approach to Leadership: Development of Leader-Member Exchange (LMX) Theory of Leadership Over 25 Years: Applying a Multi-Level, Multi-Domain Perspective," by G. B. Graen and M. Uhl-Bien, 1995, *Leadership Quarterly*, 6(2), 219–247. Copyright © 1995. Reprinted with permission from Elsevier Science.

APPENDIX B

TSES INSTRUMENT

Teachers' Sense of Efficacy Scale¹ (short form)

Teacher Beliefs		How much can you do?									
<p>Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.</p>		Nothing									A Great Deal
			Very Little				Some Influence			Quite A Bit	
1.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
2.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
3.	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
4.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
5.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
6.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
7.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
8.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
9.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
10.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
11.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
12.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	

APPENDIX C

DIVISION SUPERINTENDENT PERMISSION REQUEST

Amy Mullins Sallee
Doctoral Candidate
Learning and Leadership
University of Tennessee at Chattanooga

██████████
Division Superintendent
██████ County Public Schools
██████████, Virginia ██████████

Dear Superintendent:

I am writing to request your assistance and permission in collecting information for my doctoral dissertation. My study is entitled, *Building Meaningful Relationships and Enhancing Teacher Efficacy: A Study of the Quality of Leader-Follower Relationships and its Impact on Teacher Efficacy*. Prior research has shown that student achievement is linked to teacher efficacy, so I feel that it is imperative to consider ways to improve teacher efficacy. As part of my dissertation research at the University of Tennessee at Chattanooga, I am studying the impact of the quality of the leader-follower relationship on teacher efficacy from the perspective of the teacher.

I have enclosed the actual questionnaire to be distributed that will be approved by the IRB (Instructional Review Board) for your review. The questionnaire should take a maximum of 15 minutes for the teacher to complete. The questionnaire will be in an online format with a link sent via school email. Neither teachers' personal information, school placement, nor the school district's identity will be identified in the study. Participation in this study is completely voluntary. Teachers will be provided a copy of the Informed Consent form to read and review prior to completing the questionnaire. Teachers will not receive any compensation for participation in this study.

Once the data collection is finalized, I will provide your school district an overview of the study's results in the form of a summary report. It is my hope to distribute the questionnaire in late August and have data collection complete by early October.

As previously stated, I need your permission to survey your teachers. You can email me at amy.sallee@scott.k12.va.us granting me permission. I can also be contacted at ██████████, if you have questions or concerns. Dr. Bernard, my dissertation chairperson, can be contacted at Hinsdale-bernard@utc.edu should you require further verification or have questions. I want to thank you in advance for consideration of my request. The participation of your teachers is invaluable to the success of my research project.

Sincerely,

Amy Mullins Sallee
Doctoral Candidate

Dr. Hinsdale Bernard
Dissertation Committee Chair

APPENDIX D
SUPERINTENDENT PERMISSION TO CONDUCT RESEARCH

From: [REDACTED]

Subject: RE: Request for Permission to Survey Teachers

Date: July 26, 2013 at 9:20 AM: Amy Sallee asallee1@gmail.com

Yes. You have my permission to survey our teachers.

From: Amy Sallee asallee1@gmail.com Subject: Request for Permission to Survey Teachers

Date: July 25, 2013 at 9:47 PM: [REDACTED]

[REDACTED] Division Superintendent [REDACTED] Public Schools [REDACTED]

Dear [REDACTED]:

I am writing to request your assistance and permission in collecting information for my doctoral dissertation. My study is entitled, *Building Meaningful Relationships and Enhancing Teacher Efficacy: A Study of the Quality of Leader-Follower Relationships and its Impact on Teacher Efficacy*. Prior research has shown that student achievement is linked to teacher efficacy, so I feel that it is imperative to consider ways to improve teacher efficacy. As part of my dissertation research at the University of Tennessee at Chattanooga, I am studying the impact of the quality of the leader-follower relationship on teacher efficacy from the perspective of the teacher.

I have enclosed the actual questionnaire to be distributed that will be approved by the IRB (Instructional Review Board) for your review. The questionnaire should take a maximum of 15 minutes for the teacher to complete. The questionnaire will be in an online format with a link sent via school email. Neither teachers' personal information, school placement, nor the school district's identity will be identified in the study. Participation in this study is completely voluntary. Teachers will be provided a copy of the Informed Consent form to read and review prior to completing the questionnaire. Teachers will not receive any compensation for participation in this study.

Once the data collection is finalized, I will provide your school district an overview of the study's results in the form of a summary report. It is my hope to distribute the questionnaire in late August and have data collection complete by early October.

As previously stated, I need your permission to survey your teachers. You can email me at amy.sallee@scott.k12.va.us granting me permission. I can also be contacted at [REDACTED], if you have questions or concerns. Dr. Bernard, my dissertation chairperson, can be contacted at Hinsdale-bernard@utc.edu should you require further verification or have questions. I want to thank you in advance for consideration of my request. The participation of your teachers is invaluable to the success of my research project.

Sincerely,

Amy Mullins Sallee Dr. Hinsdale Bernard
Doctoral Candidate Dissertation Chair

APPENDIX E

SUPERINTENDENT LETTER TO PRINCIPALS

Principals:

I have given permission for Amy Sallee to collect information from teachers for her doctoral dissertation. Her dissertation is entitled, *Building Meaningful Relationships and Enhancing Teacher Efficacy: A Study of the Quality of the Leader-Follower Relationship and its Impact on Teacher Efficacy*. As part of her dissertation research at the University of Tennessee at Chattanooga, she will be studying the impact of the quality of the leader-follower relationship on teacher efficacy from the perspective of the teacher.

The questionnaire should take a maximum of 15 minutes for the teacher to complete. The questionnaire will be in an online format with a link sent via school email. Neither teachers' personal information, school placement, principal information, nor the school district's identity will be identified in the study. Participation in this study is completely voluntary.

Mrs. Sallee hopes to distribute the questionnaire in September and have data collection complete by early October. She would appreciate your encouragement of teacher participation and assurance of confidentiality.

If you have questions or concerns regarding the research, you can email Mrs. Sallee at amy.sallee@scottsschools.com. Dr. Bernard, her dissertation chairperson, can be contacted at Hinsdale-bernard@utc.edu should you require further verification or have questions. The support of principals and the participation of your teachers are invaluable to the success of her research project.

APPENDIX F

INFORMED CONSENT

Amy Mullins Sallee
Doctoral Candidate
Learning and Leadership
University of Tennessee at Chattanooga

Dear Teacher:

I am a doctoral student under the direction of Dr. Hinsdale Bernard in Learning and Leadership at the University of Tennessee at Chattanooga.

I am requesting your participation in collecting information for my doctoral dissertation. My study is entitled, *Building Meaningful Relationships and Enhancing Teacher Efficacy: A Study of the Quality of the Leader-Follower Relationship and its Impact on Teacher Efficacy*. Prior research has shown that student achievement is linked to teacher efficacy, so I feel that it is imperative to consider ways to improve teacher efficacy. As part of my dissertation research at the University of Tennessee at Chattanooga, I am studying the impact of the quality of the leader-follower relationship on teacher efficacy from the perspective of the teacher.

I am hopeful that you will take a few minutes of your time to participate in the study by completing the questionnaire. Your participation in this study is voluntary, and the information you provide is confidential. If you choose not to participate, there will be no penalty. The attached questionnaire is anonymous. The results of the study may be published, but your name will not be known.

If you have questions regarding the research study, please feel free to email me at bry613@mocs.utc.edu. I can also be contacted at [REDACTED]. Dr. Bernard, my dissertation chairperson, can be contacted at Hinsdale-bernard@utc.edu should you require further verification or have questions.

The Institutional Review Board (IRB) of the University of Tennessee at Chattanooga (FWA00004149) has approved this research project #13-106. If you have any questions concerning the UTC IRB policies or procedures or your rights as a human subject, please contact Dr. Bart Weathington, IRB Committee Chair, at (423) 425-4289 or email instrb@utc.edu.

I want to thank you in advance for taking time to participate in my study. Completion of the questionnaire will be considered your consent to participate. Your responses are invaluable to the success of this research project.

Sincerely,

Amy Mullins Sallee
Doctoral Candidate
3725 Lunsford Mill Road
Hiltons, VA 24258

Dr. Hinsdale Bernard
Dissertation Committee Chair
University of TN Chattanooga

APPENDIX G

PERMISSION TO USE LMX-7 INSTRUMENT

Re: Requesting Permission to Use LMX-7 Questionnaire

2 messages

Mary Uhl-Bien <mary.uhlbien@gmail.com>
To: Amy Sallee <bry613@mocs.utc.edu>

Sun, Apr 7, 2013 at 6:52 PM

Hi Amy,

It is a published measure so you are free to use it. Good luck in your research!

Mary

On Sun, Apr 7, 2013 at 5:49 PM, Amy Sallee <bry613@mocs.utc.edu> wrote:

Dr. Uhl-Bien,

I am writing to request your permission to use the LMX-7 instrument in my research. I am a doctoral candidate in the *Learning and Leadership* program at the University of Tennessee Chattanooga. I am beginning my dissertation phase and my dissertation topic is: *Building Meaningful Relationships and Enhancing Teacher Efficacy: A Study of the Quality of Leader-Follower Relationships and its Impact on Teacher Efficacy*. I feel the LMX-7 instrument is most suited to my study, and I would appreciate the opportunity to use it in my research.

I appreciate your time and look forward to hearing from you. Thank you.

Sincerely,

Amy

Amy Sallee
Assistant Principal
Weber City Elementary School
amy.sallee@scott.k12.va.us

APPENDIX H
PERMISSION TO USE TSES INSTRUMENT

Requesting Permission to Use Teacher Sense of Efficacy Scale – Short Form

3 messages

Amy Sallee <bry613@mocs.utc.edu>
To: anitahoy@mac.com

Sun, Apr 7, 2013 at 6:47 PM

Dear Dr. Hoy,

I am writing to request your permission to use the Teachers Sense of Efficacy Scale-Short Form in my research. I am a doctoral candidate in the *Learning and Leadership* program at the University of Tennessee Chattanooga. I am beginning my dissertation phase and my dissertation topic is: *Building Meaningful Relationships and Enhancing Teacher Efficacy: A Study of the Quality of Leader-Follower Relationships and its Impact on Teacher Efficacy*. I feel the TSES instrument is most suited to my study, and I would appreciate the opportunity to use it in my research.

I appreciate your time and look forward to hearing from you. Thank you.

Sincerely,

Amy

Amy Sallee
Assistant Principal
Weber City Elementary School
amy.sallee@scott.k12.va.us

Anita Hoy <anitahoy@mac.com>
To: Amy Sallee <bry613@mocs.utc.edu>

Mon, Apr 8, 2013 at 7:56 AM

You are welcome to use the TSES in your research.

Anita

APPENDIX I
IRB APPROVAL LETTER

Institutional Review Board

Dept. 4915
615 McCallie Avenue
Chattanooga, TN 37403-2598
Phone: (423) 425-5867
Fax: (423) 425-4052
instrb@utc.edu
<http://www.utc.edu/irb>

To: Amy Sallee IRB #13-106
Dr. Hinsdale Bernard

From: Lindsay Pardue, Director of Research Integrity
Dr. Bart Weathington, IRB Committee Chair

Date: August 13, 2013

Subject: Building Meaningful Relationships and Enhancing Teacher Efficacy. A Study
Of the Quality of Leader-Followers Relationship and its Impact of Teacher
Efficacy

The Institutional Review Board has reviewed and approved your research application. This approval will be valid until August 13, 2014. Please include the following approval statement on research seen by participants and used in research reports:

The Institutional Review Board of the university of Tennessee at Chattanooga (FWA00004149 has approved this research project #13-106

Please remember that you must complete a Certification for Changes, Annual Review, or Project Termination/Completion Form when the project is completed or provide an annual report if the project takes over one year to complete. The IRB Committee will make every effort to remind you prior to your anniversary date; however, it is your responsibility to ensure that this additional step is satisfied.

Please remember to contact the IRB Committee immediately and submit a new project proposal for review if significant changes occur in your research design or in any instruments used in conducting the study. You should also contact the IRB Committee immediately if you encounter any adverse effects during the project that pose a risk to your subjects.

For any additional information, please consult our web page <http://www.utc.edu/irb> or email instrb@utc.edu

Best wishes for a successful research project.

APPENDIX J
QUESTIONNAIRE AS PRESENTED TO TEACHERS

Q25 At which school level do you teach?

- Elementary
- Middle/High School

Q26 How long have you worked with your current leader (school principal)?

- Less than 3 years
- 3-5 years
- Greater than 5 years

Q27 How many years of teaching experience do you have?

- Less than 5 years
- 5-10 years
- Greater than 10 years

Q28 How many years of principal experience does your leader (school principal) have?

- Less than 5 years
- 5-10 years
- Greater than 10 years

Q29 What size is your school based on student enrollment?

- Less than 100 students
- 100-299 students
- 300-499 students
- 500 or greater students

Q30 What is your gender?

- Male
- Female

Q31 What is the gender of your leader (school principal)?

- Male
- Female

Q34 Leader Member Exchange (LMX) 7 Questionnaire

Instructions: This questionnaire contains items that ask you to describe your relationship with your leader (school principal). For each of the items, indicate the degree to which you think the item is true for you by selecting one of the responses that appear below the items.

Q1 Do you know where you stand with your leader and do you usually know how satisfied your leader is with what you do?

- Rarely
- Occasionally
- Sometimes
- Fairly Often
- Very Often

Q2 How well does your leader understand your job problems and needs?

- Not a bit
- A little
- A fair amount
- Quite a bit
- A great deal

Q3 How well does your leader recognize your potential?

- Not at all
- A little
- Moderately
- Mostly
- Fully

Q4 Regardless of how much formal authority your leader has built into his or her position, what are the chances that your leader would use his or her power to help you solve problems in your work?

- None
- Small
- Moderate
- High
- Very High

Q5 Again, regardless of the amount of formal authority your leader has, what are the chances that he or she would “bail you out” at his or her expense?

- None
- Small
- Moderate
- High
- Very High

Q6 I have enough confidence in my leader that I would defend and justify his or her decision if he or she were not present to do so.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q7 How would you characterize your working relationship with your leader?

- Extremely Ineffective
- Worse than average
- Average
- Better than average
- Extremely effective

Q8 Teacher Sense of Efficacy Scale (TSES) Short Form

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers.

Instructions: Please indicate your opinion about each of the following questions by selecting one of the nine responses that appear below the questions, ranging from (1) None at all to (9) A Great Deal as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

	None at all 1	2	Very Little 3	4	Some degree 5	6	Quite a bit 7	8	A great deal 9
How much can you do to control disruptive behavior in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much can you do to motivate students who show low interest in schoolwork?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much can you do to calm a student who is disruptive or noisy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much can you do to help your students' value learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extent can you craft good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>questions for your students?</p> <p>How much can you do to get children to follow classroom rules?</p> <p>How much can you do to get students to believe they can do well in schoolwork?</p> <p>How well can you establish a classroom management system with each group of students?</p> <p>To what extent can you use a variety of assessment strategies?</p> <p>To what extent can you provide an alternative explanation or example when students are confused?</p> <p>How much can you assist</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<p>families in helping their children do well in school?</p> <p>How well can you implement alternative teaching strategies in your classroom?</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q36 High-Quality Relationships

The following questions will address your relationship with the principal of the school. Please consider the following definition of a high-quality relationship as you answer the questions.

For the purposes of this study, a high-quality relationship is defined as a partnership based on factors of “respect for the capabilities of the other, the anticipation of deepening reciprocal trust with the other, and the expectation that interacting obligation will grow over time” Graen & Uhl-Bien, 1995, p. 237).

Q32 Does your principal promote high-quality relationships?

- Yes
- No

Q44 Open-Ended Questions

Please type your responses to the following questions to address how leaders (school principals) engage in and promote a high-quality relationship.

Q33 Please describe how your principal promotes high-quality relationships.

Q33 What actions can a principal take to promote a high-quality relationship that will increase your teacher efficacy?

APPENDIX K

PERCENTAGES OF RESPONDENTS AND POPULATION BY VARIABLE

Respondents and Population Percentages by Variable

School Level

	Respondents	Population
Elementary	62.3%	57.9%
Mid/High School	37.7%	42.1%

Years with Current Leader

	Respondents	Population
<3	53.1%	47.1%
3-5	25.0%	38.1%
5+	21.9%	14.8%

Teachers Years of Experience

	Respondents	Population
Less than 5 years	7.5%	17%
5 – 10 years	34.6%	37%
10+ years	57.9%	46%

Size of School

	Respondents	Population
<100	5.7%	9.4%
100-299	35.8%	27.3%
300-499	26.4%	24.6%
500+	32.1%	38.7%

Gender of Teacher

	Respondents	Population
Male	17.6%	23.2%
Female	82.4%	76.8%

Principals Years of Experience

	Respondents	Population
<5	14.0%	22.9%
5-10	46.5%	48.1%
10+	39.5%	29.0%

Gender of Principal

	Respondents	Population
Male	65.8%	53.5%
Female	34.2%	46.5%

APPENDIX L

DIRECT QUOTES OF TEACHERS ON HOW PRINCIPALS PROMOTE A HIGH-
QUALITY RELATIONSHIP

Direct Quotes of Teachers on How Principals Promote a High-Quality Relationship

- My principal seems to be supportive of her faculty/staff and seems trust-worthy. I believe she respects her faculty and staff and has high expectations of both them and herself.
- My principal has an open door policy. She is a very good listener and provides positive feedback.
- She doesn't micromanage us, which allows us to build high-quality relationships with her as we'll as other teachers.
- Committees, employee dinners and luncheons, faculty meetings
- I know my Principal is here to help me be a successful teacher.
- Promotes meetings where all get to talk and feel comfortable.
- She is attentive and carefully considers each person. She is respectful and helpful.
- Through close contact with teachers and staff, showing concern and understanding when needed.
- Parent Involvement
- He does not encourage teachers to compete. He backs up the teacher when there are discipline problems.
- frequent communication; parent involvement; showing and telling students they are cared for by the entire school staff
- He sends out daily emails to the faculty and ends each email with an inspirational quote. He commends us for our work. If there is an individual problem, he meets with each teacher.
- She calls and checks in by phone if you are going through a crisis. For example: your child may be in the hospital, she will call.
- Supportive – Encouraging
- High-quality relationships are promoted through principal's active involvement in day-to-day situations, frequent conversations on individual students, and staying on top of potentials issues with meetings involving appropriate stakeholders
- being involved, leads by example, values hard work

- She listens to the problem or situation that is presented. She asks for suggestions and uses this suggestion in combination with other ideas/ suggestions to resolve the issue.
- support, works hard, gets things done
- She is very effective in scheduling parent involvement in our school. She establishes great parent/teacher relationships.
- He listens, believes in his teachers, believes in our students, and believes in God.
- Principal is friendly and helpful. He provides resources when needed and maintains order. He has excellent relationships with staff and students.
- My principal would support any decision I made in my classroom (within legal limits). She would back me up against an unsatisfied parent. She is very helpful and does her best to obtain any materials that I need.
- his character
- She is very personable and I find it easy to talk to her about problems I may have.
- He is aware of things that go on at the school. I am also a coach and he has made it very clear that coaches can go to him if there are any disputes, especially with parents. He is also very aware that we are human and things do come up and helps out when needed and is very understanding about us having to miss because of our children being ill.
- Interactions with staff and faculty, meetings within departments, open door policy, and communication through emails
- Being professional and understanding at the same time. Everyone knows they can count on her at all times.
- Principal encourages us to contact parents by phone and to set up meetings when necessary.
- She ensures we have an open dialogue and maintains a professional attitude in all situations.
- He uses communication with his teachers and this, in my opinion, must happen in a school system.
- accessible, supportive, visible

- very outgoing and demonstrates good relationships with faculty and staff
- She backs the teachers, follows up with teachers if there is a problem, makes daily contact with each staff member, and is highly visible throughout the day.
- She has an open door policy, approachable.
- Communication is effective.
- He shows interest in life areas. i.e. family, vacation, etc.
- She is very clear on expectations and is very organized with lots of detail.
- She is very fair and very professional.
- high expectations, role modeling, discussion and interaction with teachers and students
- He is in constant contact with teachers. Always very assertive to any needs we as teachers may have or our students. He lets the teachers take part in any decisions pertaining to school policies and procedures.
- Explains clearly the problem or discussion and listens to teacher responses.
- She treats us with respect and has earned our respect.
- asking for input, not dictating what must be done nudging us to solve a problem
- he encourages us to THINK
- My principal is very attentive to the personal teaching styles of their teachers. They also take the time to show interest in their teachers' families and hobbies outside of the classroom.
- She seems interested in what is going on in the classroom and with the students.
- She always greets you with a smile and seems happy to be here at school.
- see and note the positive in others
- He respects others.
- She encourages professional relationships and ensures we are all a team.

- treats each teacher with respect
- he is very involved in the quality of education for the students. Very supportive of the faculty
- She encourages teachers to collaborate and develop teaching strategies. She also encourages teachers to reach out to parents.
- My principal encourages us to have relationships with each other as professional and as people, and provides times for us to socialize within the school setting, further enabling us to know each other better.
- I feel I can go to her with any problem. She is very personable and down to earth.
- She listens to and is open to suggestions (unlike our previous principal). She ask for ideas and takes all things into consideration rather than using her ideas only.
- She is very supportive.
- Constant employee interactions
- I am new to this school and can't really answer this question at this time.
- By respecting the opinion of others.
- Team building
- By encouraging people to communicate with one another
- helpful, friendly, approachable
- My principal is a super person! He is understanding and supportive. He will do whatever it takes to make sure that myself as a teacher gets what they need to promote a inspiring classroom, to where all students will have the greatest opportunity to grow to their maximum potential. He will support the teachers, and help in any way that he can.
- frequent communication, keeping parents apprised of school incidents, being honest and trustworthy with parents
- He leads by example
- My principal is always positive and supportive, he uses his authority to help teachers not micro-manage.

- She promotes that we are a team working together for the good of all students.
- She is respectful to both teachers and students and encourages us to work to our full potential.
- very supportive and encourages communications
- discussion
- By being fair and understanding, working together as a team
- He draws on the strengths of his teachers.
- He is personable and praises his teachers when effort is obviously given. He makes a point to recognize and acknowledge the work that his teachers do in and out of the classroom.
- By supporting the teacher and their role, and trusting them to do what they have been trained to do.
- He is interested in what you are doing and values your opinion.
- support, faculty eating together
- Support each teacher and encourages us to help and support each other
- Letting everyone know exactly what is expected of them.
- He in and out of our class asking questions, wanting to know what we need, students need. He encourages grade levels to meet
- She usually talks about any concerns directly with staff.
- Personal notes of encouragement and accomplishment
- She listens and gives input on a situation when needed. She also encourages teachers to work together to problem solve.
- She is friendly and approachable.
- Proactive involvement within all areas
- If I need something for my class or shop he is very quickly to get what I need.

- She speaks to each teacher when she sees them and shows an interest in both professional and personal lives. She does what she says she will do to help students and teachers. She gives freedom and autonomy to the classroom teacher trusting they (the teachers) are putting forth their best.
- By creating an atmosphere where everyone knows very clearly what their role is.
- Everyone knows what is expected of them. I know that my Principal "has my back" when it comes to decisions that have to be made regarding students.
- training that emphasizes good working rapport
- The principal's attitude affects the whole climate of the school, which in turn can affect student achievement. My principal forms committees to enhance positive attitudes throughout the school for staff and positive reinforcement for the students.
- She encourages teachers to work together to problem solve and empowers teachers to feel that their opinions and suggestions are valuable.

APPENDIX M

DIRECT QUOTES OF TEACHERS ON ACTIONS PRINCIPAL CAN TAKE TO
PROMOTE A HIGH-QUALITY RELATIONSHIP THAT WILL INCREASE
TEACHER EFFICACY

Direct Quotes of Teachers on Actions Principals Can Take to Promote a High-Quality Relationship and Increase Teacher Efficacy

- Have high standards for all faculty and staff.
- A principal should conduct his/herself in a consistently fair manner toward all teachers.
- A principal should be trust-worthy; s/he should not tell others about personal situations of his/her faculty. S/he should also be supportive of his/her staff and willing to stand up for them when needed.
- Allow teachers a little bit of freedom to run their classrooms, back up the teacher should a parent complain,
- Positive Reinforcement
- Support the teacher at all costs if the teacher is doing the right thing no matter the situation.
- She can listen and assist in solving problems that arise. She can be a liaison between others teachers for whom I serve as math coach and me.
- Allow teachers to teach and take their success into consideration when problems with parents and students occur.
- scheduled time to talk with teachers
- Open communication
- Support teachers that are doing everything they can every minute of every day.
- Should be more consistent
- Leave teachers alone to do their job. Work to ensure the students are disciplined and that school order is maintained.
- CONSTANT open and honest communication; doing what they say they will do
- Always communicate! Always make teachers aware that you "have their backs" and believe in them.
- Good Communication – Support
- Frequent contact with teachers and other stakeholders, being aware of and utilizing available resources, lessening unnecessary or redundant paperwork, and streamlining available resources.
- expectations, if he leads by example and expects high-quality and voices his expectations

- She can continue to show her support through her leadership, through her interpersonal interactions with me, as well as have clear concise ideas/solutions.
- more interest in each person, talk more often, form relationship.
- Listen to the teacher and his/her individual circumstances. Each year and each class brings a variety of needs that need to be met to insure a productive school year.
- Casual conversations and questions about how your day is going and what is going on in the classroom
- Listening
- be open, honest, keep staff well informed, do not show favoritism, etc.
- Provide group training session that allow teachers to develop there relationships.
- A principal can back up your decisions with parents. They can give you constructive criticism to help improve areas of weakness.
- Become more involved with in the structure of the school day, don't ignore bad behavior, don't leave so much discipline to teachers
- Principals should almost always be on the teachers' side and teachers should know that the principal would stand up for them.
- I think just getting to know the kids a little better and their backgrounds.
- At the present time, our principal promotes a high-quality relationship through communication, open door policy, and encourage faculty and staff events that enable us to meet in an informal setting not related to work issues.
- The principal can make sure that each staff member feels equally respected and important to the school.
- Have a conversation with me! He needs to be present and available! Give feedback (both positive and negative). Show an interest in his position.
- To be involved with the teachers and students. To also be aware of what is taking place in the classrooms and willing to offer help when needed . Including the teachers when making decisions that directly affect them and their classroom.
- Observe teaching practices and be respectful when communicating
- Be encouraging and supportive.
- Principals need to foster an atmosphere of cooperative planning and schedule staff development that directly affects and models effective teaching practices.

- Ensuring teachers are given the opportunity to share best practices and that effective models are shown, teachers will feel more prepared to present lessons more aligned with the current higher standards and higher order thinking required to be successful.
- Support his/her staff
- Be more professional in the treatment of ALL staff members.
- stay informed and knowledgeable about student performance and behavior.
- Support & promote learning, be a true instructional leader, be trustworthy
- All teachers should be expected to follow the same rules. When rules are broken there should be consequences.
- take more positive stand with teachers when facing difficult parents
- at least speak to all of the teachers on occasion would be a good start
- Be present in the building, be clear on expectations, offer suggestions for improvement, assign a mentor teacher, and be available.
- Being visible in school and willing to help out in different situations
- Support
- have high-quality relationships with others that will serve as a model to promote trust and respect; stand behind the teachers and be interested in assisting with their needs and concerns when possible
- A comfortable and safe workplace promotes better teaching/teachers. Things that a principal does that help create this type of environment would increase teacher efficacy.
- Be fair and very detailed on expectations
- Always stand behind their teachers and encourage them even if things aren't going as well as hoped.
- "go to bat" for me in obtaining funds to attend workshops
- Making sure teachers have access to materials or software that is needed to be an effective teacher. Whether that be observing other teachers, materials, or collaboration.
- Setting high standards and being a good person.
- level of interest and concern not demeaning but constructive not marching around with a clip board slapping it and clicking his heels

- The best action that a principal can take to promote a high-quality relationship is to be personable and approachable.
- Be positive and let you do your job.
- equality - no favoritism that allows some teachers to have more than others; open communication about instructional money available so that "squeaky wheels" don't get all the attention while thoughtful teachers are left to find their own resources
- Show parents that she completely supports her teachers unless there is a good reason not to. Also, not bother the teachers with every negative comment parents bring to her.
- He can listen and advise as a situation indicates.
- Showing support and encouragement will increase my teacher efficacy.
- work on establishing and maintaining good morale
- back up your teachers
- Continue to support and initiate any programs or curricula that would enhance the quality of education for our students.
- I think that the principal should mandate collaboration meetings between teachers to develop the best teaching strategies possible.
- Promote teachers getting to know each other and opportunities to support each other as educators and as people
- Help when you have a problem. Have your back in a difficult situation.
- She is very supportive and communicates well with me.
- I think that being supportive is the key to success!
- Constant communication
- Always conduct themselves in a professional manner with integrity and equality.
- Have more interaction with faculty, and really value their opinions.
- Ask teachers questions and keep a check on what he/she can do to help in the classroom.
- Show that they care about your classroom. They also need to remember what it is like to be in the classroom.
- supportive and encouraging

- I think that the principal needs to talk to their teachers, and get insight on how they are doing. Talk to their teachers, and see what he or she can do to provide a great working relationship. Most important in my opinion, do not think that they are above the teachers in a way that the teacher feels beneath or not as important.
- Support the teacher, and the teacher will support the principal!
- support teachers, build strong rapport with community and families, have knowledge of student situations, be involved in the school, be approachable to all stakeholders
- Do things that promote a sense of family with all teachers and staff.
- shows the students that he has confidence in our abilities
- Principals should respect a teachers space and intelligence enough not to micro manage
- A principal can promote her staff by allowing everyone to speak their concerns and opinion in a given situation.
- She can continue supporting us and trying to meet our classroom needs if possible.
- do whatever he or she can to ensure that educational resources are available
- honest discussions
- Regular meetings to keep everyone working on the same page, time to meet with teachers individually when needed.
- A principal can ask teachers about their needs and use all resources at his/her disposal to enhance teaching and learning in the classrooms.
- Probably developing a closer personal relationship with teachers.
- Be involved
- support, constructive criticism, "backing you up" with students and parents if you are in the right.
- Continue to lead by example; treat everyone the same like we are all on the same team
- More Support of my teaching area (Special Education)
- Being respectful and understanding of questions and concerns.
- Acknowledge accomplishments. Offer gentle constructive criticisms.
- Keep confidences.

- I have been teaching over 20 years. I have had seven different principals. Some of them stand out more than others. The ones I respected were the ones who didn't care to help .
- Give the teacher the necessary continuing education opportunities for the field they are a professional instructor in.
- classroom observations, student/teacher interviews
- Taking time to confer with me on scheduling before assuming she has the best solution.
- Get to know students and faculty.
- empower teachers by giving choices and voices

VITA

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Amy Sallee graduated with a B.S. in Business Management and B.A. in Economics from Emory & Henry College in Emory, VA. She worked at Eastman Chemical Company for several years before pursuing her interests in the field of education. Upon receiving a Masters of Teaching degree from East Tennessee State University, Amy began a career as a classroom teacher with Scott County Public Schools.

To expand her focus beyond the classroom, Amy earned a M.S. degree in Educational Leadership from Radford University in Radford, VA. Upon completion, she accepted a position as an Assistant Principal with Scott County Public Schools. To continue her focus on learning, Amy earned her Doctor of Education in Learning and Leadership from the University of Tennessee Chattanooga. Her research interests include the impact of high-quality relationships, teacher effectiveness, meaningful teacher evaluation, and effective leadership in schools.