A Mixed-Methods Study on the Relationship Between Elementary School Principals'

Transformational Leadership and Teacher Self-Efficacy

DISSERTATION

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DEDICATION

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To the teachers I work with directly, you are my inspiration for this research. May every administrator build your self-efficacy in ways that make you a better teacher, a better co-worker, and the best version of yourself. Never forget the impact you have on children.

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ABSTRACT

School reform has evolved into an ever-changing situation that has brought both intended and unintended effects on teachers. Many of these affects come from stronger accountability measures. This level of accountability is likely to increase performance pressure on teachers, which causes many teachers to feel burnout (Hill & Barth, 2004).   School principals are responsible for understanding current national, state, and local mandates with a deep understanding of how these mandates will affect their teachers and students. Therefore, principals are faced with being a buffer between the pressure of school reform and how they are implemented at a school level. How these policies are communicated and enforced has a significant impact on teach self-efficacy levels (hbr, 2016).

There are many types of leadership styles present in education. Transformational leadership has gained popularity over time due to its perceived successes (Howell, 1993). Care must be used when examining transformational leadership to ensure that the intention of the leader is authentic, and not of selfish gain (Tourish, 2013). This research aimed to examine elementary school principals who are also transformational leaders and illuminate how they increase or decrease teacher self-efficacy levels. This was done through principal and teacher interviews, as well as teacher surveys. This research also compared the teacher self-efficacy levels of schools with a transformational principal to those lacking a transformational principal.

It is evident through this research that elementary principals who operate as transformational leaders outshine other leadership styles in the ways in which they run their school and continually reflect on their own leadership practices. No barriers to self-efficacy were reported by teachers who had transformational principals. Teachers at schools with a transformational principal have significantly higher levels of self-efficacy in every category.

CHAPTER ONE: INTRODUCTION

School reform has developed into a popular topic, and as a result, educators have seen both intended and unintended effects on teachers. Due to stronger accountability measures, teachers are likely to have increased levels of performance pressure. If this performance pressure continues to increase with no relief, teachers are likely to feel burnout, especially if their students are not performing to the desired level (Hill & Barth, 2004). Accountability with an external emphasis on low performing students or certain subjects may result in internal teacher conflicts. Teachers feel pressure to focus on these low students or certain subjects instead of every student or all subjects, resulting in neglect of the other students and areas. If teachers are forced to act against their own professional judgement, they may experience internal conflicts, frustration, and eventually exhaustion (Berryhill, Linney, & Fromewick, 2009). In addition to teacher workloads, teachers who are working at schools labeled as failing or soon to be failing feel an added sense of stress. This can be demoralizing to teachers (Santoro, 2011).

Due to these pressures teachers are currently facing, and many more not mentioned above, teacher attrition rates have grown to an all-time high. Many of these teachers change schools or choose to leave the profession altogether (Education Week, 2017). School principals are faced with being a buffer between the pressures of school reform and how these reform efforts are handled at the school site. How a principal chooses to roll out these reform policies will have a significant impact on a teacher's self-efficacy. Principals have the responsibility to understand current national and state mandates and how these mandates affect their teachers and students. Then principals have an opportunity to convey the positive aspects of the current mandates and cushion their teachers from the negatives to preserve the culture of the school and the morale of the teachers. A recent article published by the Harvard Business Review says that

most people leave their position because of their supervisor (hbr, 2016). Thus, not encouraging a positive school culture and teacher morale could result in high teacher turnover and higher rates of teacher burnout and stress.

For educational leaders to make a difference in today's schools and prove that our school systems are not failing, the interactions between school principals and all stakeholders must go beyond a basic exchange of "this is what needs done" and "this is what you will get for completing the task." This exchange is very surface level and will not amount to the in-depth interactions necessary to bring about true change. Administrators serve as mediators of change related stress in the workplace (Brown & Nagel, 2004; Calabrese, 1987; Lumsden, 1998; Phanos 1990). When the relationship between principal and stakeholder exceeds this very basic level, stakeholders begin to believe that they may be able to accomplish great things with just a little more effort. This belief will improve teacher self-efficacy.

The term "transformational leadership" lends itself to its very definition, a leader who is change oriented. Theorists argue that due to the success transformational leaders create through their charismatic approaches transformational leadership will work in any organization or context (Marion, 2014) and the experiences and perspectives teachers have regarding their administration has the strongest effect on teacher resiliency (Margolis & Nagel, 2006). If more research can be done on the ability of transformational leaders to influence the self-efficacy of teachers, educational leaders will be better able to purposefully continue working on the overriding problem of low self-efficacy in teachers and improve the leadership practices in today's elementary schools.

Problem Statement

The different phases of school accountability have resulted in multiple changes, over many years, for teachers. In addition to accountability measures, teachers have growing workloads to manage. When teacher workload and teacher accountability compound together, teachers feel an incredible amount of stress (Akpochafo, 2012): "Fimian and Blanton (1986) found stress and job dissatisfaction as compelling reasons to abandon teaching careers" (as cited in Hill & Barth, 2004). Building strong self-efficacy beliefs "is an important part of a teacher's development" and certainly has a relationship with teacher stress (DeMauro, 2016, p. 119). Principals of schools are in a unique position; they are the link between reform mandates, teacher workload, and teacher self-efficacy (Wallace Foundation, 2007). Principals can either add to or take away from their teachers' self-efficacy. It is important to examine the advantages and barriers of transformational leadership descriptors, as perceived by teachers, and how they influence teacher self-efficacy.

Purpose

The purpose of this study is to describe the ways in which elementary school principals, who operate within the transformational leadership style as defined by Burns and Bass (1985), influence teacher self-efficacy. According to Kenneth Leithwood (2012), "Leadership has two core functions: providing direction and exercising influence." First, school leaders must provide direction. Schools are constantly balancing times of stability with times of change. Through these times leaders must be visible to all stakeholders and be involved in all aspects to ensure the direction the school is taking is the correct one. Secondly, leadership involves the practice of exercising influence. School principals make major influences on school culture, working environments, teacher turnover, and the overall life of the school. The way in which a leader

exercises his/her influence over the school plays a major role in how the school will ultimately function (Leithwood, 2012).

This study will be concentrated within elementary schools in Florida whose principals operate using Bernard Bass' four descriptors of transformational leadership. James McGregor Burns (1978) defines transformational leadership as a process in which "leaders and followers help each other to advance to a higher level of morale and motivation" (p. 4). According to Bernard Bass (1985), transformational leadership happens when, "leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purpose and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group" (p.13). This can happen when the leader is charismatic and inspires the employees, when the leader meets the emotional needs of the employees, or when the leader intellectually stimulates the employees (Bass, 1985).

John C. Maxwell (2012) said, "Leaders must be close enough to relate to others, but far enough ahead to motivate them" (p. 118). Principals must stay far enough ahead to provide direction and exercise influence in their schools. However, they must be close enough to their teachers to be fully aware of their self-efficacy levels and how their leadership style contributes to or takes away from the teachers' level of self-efficacy.

Significance of Study

The study is significant to the field of educational leadership by adding to the knowledge of transformational leadership and the effect transformational leaders have on the self-efficacy of the teachers they serve. James McGregor Burns introduced the idea of transformational leadership in 1978. In 1985, Bernard M. Bass further defined the definition of transformational leadership in his work. Other researchers such as Micha Popper, Kenneth Leithwood and

Michael Fullen have added to the resources that educators have on transformational leadership.

As researchers continue to investigate leadership styles and transformational leadership, a clearer

picture of the effects of transformational leadership becomes evident. Most of the current

research on transformational leadership strongly links this leadership style to getting desired

results. Perhaps because of past school reform efforts, desired results are often taken as a good

thing.

However, Dennis Tourish (2013) argues that transformational leadership can go beyond

"heroic, charismatic and visionary" to places of "narcissism and poor decision making" (Tourish,

2013). In some studies, transformational leaders are called "charismatic," which is a term that

can be applied to a very diverse group of leaders (Howell & Avolio, 1992). For example, Adolf

Hitler and Franklin Delano Roosevelt are both considered to have charisma. While Adolf Hitler

and Franklin Delano Roosevelt both shared the characteristic of charisma, they are each thought

of as very different leaders in history. We can identify charismatic leaders into either "positive"

or "negative" leaders (Howell, 1993).

The information from this study will use the perspectives of both principals and teachers

to identify the relationship between transformational leadership and teacher self-efficacy. This

study will go into depth with which transformational qualities teachers view as advantages and

which transformational qualities teachers view as barriers. The research will go deeper into the

difference of advantages and barriers of transformational leadership through the perceptions and

experiences of teachers who have worked under principals who operate within the four

transformational descriptors, as defined by Bernard Bass. This research will help educational

leaders better serve the teachers and the students in their schools daily in the form of

instructional practices, school culture, morale, and professional development. This study will

also serve as a reference for principal training programs for existing principals and new principals.

The research in this study provides a solid foundation of information for what the advantages and barriers of transformational leadership are in relation to teacher self-efficacy in elementary schools. This research will help educational leaders and other researchers be able to identify both the advantages and barriers of transformational leaders. The research questions and methodology used in this study will be a platform for which future researchers can examine the advantages and barriers of transformational leadership in relation to other aspects of education.

Theoretical Framework

The theoretical framework for this research will be comprised of the four descriptors of transformational leadership as described by Bernard Bass (1985). In his work, Bass describes these four descriptors and tells how, when joined together, they create what educational researchers know to be transformational leadership. The four factors are comprised of "idealized influence, inspirational motivation, individual consideration, and intellectual stimulation." In addition to the four descriptors by Bass, the critical perspective by Dennis Tourish (2013) will be used. Tourish (2013) has used his research to emphasize the point that even the most valued of leadership styles can have a negative effect on followers when the leader uses their position for selfish gain. This perspective will provide insight into both the advantages and barriers of transformational leadership as it relates to teacher self-efficacy.

Idealized Influence. Bass (1985) defines this characteristic as one that displays the leader as a role model for the followers of the organization. The leader exemplifies a high level of ethical behavior and knows how to instill pride in all stakeholders of the organization. Idealized influence also represents the leader's ability to gain respect and trust from the followers

within their organization. This respect is comprised of the leader's behavior as well as their attributes. Leaders who are idealized do not use power for personal gain and will consider the needs of others in the organization above their own (Bass, 1985).

Tourish (2013) defines idealized influence as a characteristic in which the leader is viewed as a "semi divine light by followers" (p. 30). This type of leader instills pride in all stakeholders, but through that pride, the organization becomes a place of total conformity. The privileges of the leader will far outweigh the privileges provided to the followers. The leader has the absolute authority over the followers, and the power within the organization is concentrated solely in the leader's hands.   Despite these negative qualities, the followers often believe that the leader is a genius with incredible insight and "an outstanding organizational ability and uncommon compassion" (Tourish, 2013, p. 32). Followers only perceive the munificent qualities of the behavior of their leader, despite what the leader may be doing (Tourish, 2013).

Inspirational Motivation. According to Bass (1985), inspirational motivation is the degree to which the leader can articulate a mission and vision that not only appeals to the followers but inspires them. These leaders consistently communicate positive, optimistic views about future goals and provide meaning for the tasks set out before the organization. Followers are also challenged to operate with high moral standards as they work to obtain their set goals. Since purpose and meaning provide the energy that will drive an organization forward, this quality is especially important for the success of the organization. Inspirational motivation requires the leader to be a visionary with precise, powerful, and engaging communication skills. These characteristics will cause the followers of the organization to be encouraged and optimistic about the future and their own personal abilities as they invest more effort into their job roles (Bass, 1985).

Tourish (2013) calls inspirational motivation "a compelling vision" which is totalistic in nature. The vision is very compelling and is communicated from the top down. Any oppositions or actions that go against that vision are penalized. This penalization may come in the form of expulsion, exclusion from social rewards or other social discipline. The mission and vision of this type of leader becomes so embedded in the heads of the followers that they are inoculated against doubt. In extreme cases, this type of leader may create anxiety in the workplace, unbeknownst to the followers. Then, the leader would provide a mission and vison that would resolve the problem they created. These types of leaders provide purpose and meaning through precise, powerful, and engaging communication skills, just as described in the work by Bass (Trourish, 2013).

Individualized Consideration. With individualized consideration the leader can treat every member of the organization as a special individual who deserves attention and concern (Bass, 1985). The leader does not just do this on occasion but is constantly working to act as a coach and a mentor to all the followers. An individualized leader takes the time to listen to the cares, concerns, and needs of every follower while maintaining empathy and support. This type of leader will have open communication with each member and will openly celebrate the contribution each member makes to the team. This characteristic will create followers who aspire for self-development and have intrinsic motivation for the various tasks at hand (Bass, 1985).

Tourish (2013) says that a leader with negative individualized consideration will maintain a vision that is attuned to the deepest needs of their followers. The leader ensures that each of the followers believes that he/she is investing personal interest into their welfare. This is done through a continual indoctrination of the mission and vision of the organization. In the beginning of this indoctrination the leader will praise individuals in meetings or go out of their

way to compliment the followers. Followers tend to be attracted to leaders who use positive non-verbal displays like smiling and eye contact. These non-verbal displays convince the followers that the leader cares and supports them. Slowly, individual consideration will become less known as the individuals find themselves in conformity. However, they will still believe they maintain individuality (Tourish, 2013).

   Intellectual Stimulation. Bass (1985) states that this quality measures the leader's ability and effort to stimulate innovation and creativeness in the followers. An intellectual leader will nurture and develop people who think independently and further challenge them to take risks and to question assumptions in the field. These leaders will encourage their followers to reframe the problems they run into and to approach these problems in new ways. For this type of leader, challenges are a chance to learn and grow. This optimistic view of challenges is also cultivated in the followers of the organization. Learning is highly valued to an intellectual leader, for both the leader himself, as well as for the followers. The followers of an intellectual leader will ask questions and think deeply to find the best way to execute the tasks at hand (Bass, 1985).

   Tourish (2013) states that intellectual stimulation begins with the leader. The leader is seen as the sole individual with the capabilities to understand all the knowledge. However, the followers also believe that if they work had enough at the mission and vision of the organization, and if they have the approval of the leader, they too may be able to gain more of the knowledge. The leader will use knowledge to incentivize followers to continue working towards the organization's goals. Giving certain pieces of knowledge to followers at intermittent times is enough intellectual stimulation to keep the followers feeling as though they play an important role in problem solving and cultivating the organization (Tourish, 2013).

Comparing the Qualities of Transformational Leadership. The fundamental difference between the work of Bass (1985) and Tourish (2013) lies in the intent and personal gain of the leader. The external characteristics of both positive and negative transformational leaders is almost identical. Both types of leaders supply their followers with "idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation." Both sides of transformational leadership have followers who believe in the mission and vision of the leader. The internal characteristics of these two leaders provides a clear variance between the two of them. Positive transformational leaders are using idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation to grow their followers and cultivate them into future leaders. The negative transformational leader will use these four areas to maintain their own power. For the purpose of this study, the positive and negative traits of transformational leaders in relation to teacher self-efficacy will be called advantages and barriers.

Additional Theoretical Framework. When looking at the advantages and barriers of transformational leadership as it influences teacher self-efficacy, the work of Bandura (1989) will also be used. In Bandura's work, he defines four process which affect self-efficacy. (1) Cognitive processes are when people must use their own knowledge to set goals for themselves, construct options, work towards their goals, adjust as necessary, and remember how well their plan worked. (2) Motivational processes are centered around self-motivation and self-regulation. These processes can be measured by the persistence used to obtain their goals. (3) Affective processes are someone's belief in their ability to cope with stress or depression in difficult times. (4) Selection processes are comprised of the activities and environments that people choose to be involved in (Bandura, 1994).

The level of a teacher's self-efficacy, as measured by Bandura (1994), must be looked at simultaneously with the work of Bass (1985) and Tourish (2013) to get a complete view on the influences of transformational leadership and teacher self-efficacy. For the purpose of this study, the influences of transformational leadership on teacher self-efficacy are referred to as advantages or barriers. A graphic describing the relationship of the three theories can be seen below:
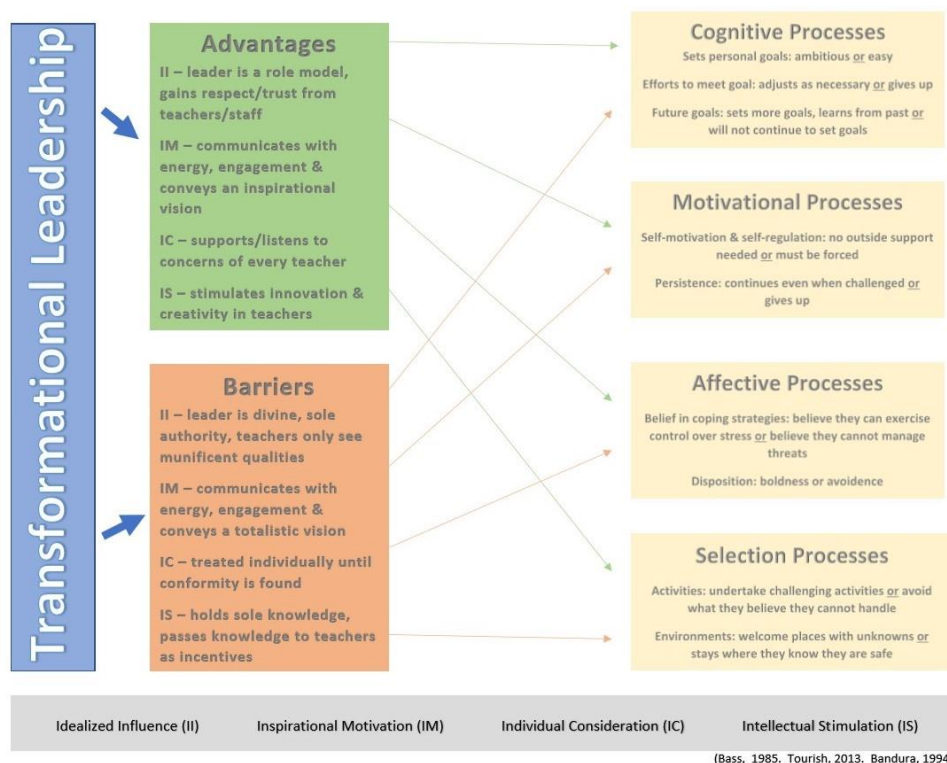
Figure 1: Advantages and Barriers on Teacher Self-Efficacy.

The manifestation of the four descriptors of Bass' (1985) definition of transformational leadership and Tourish's (2013) dark side of transformational leadership either acts as an advantage or a barrier and influences the processes as defined by Bandura (1994) that comprise a teacher's self-efficacy levels.

Research Questions

      This research is comprised of five main research questions addressing the advantages and barriers of transformational leadership as it relates to teacher self-efficacy. The questions that will be answered during the research of this study include the following:

1. How does transformational leadership influence teacher self-efficacy?

2. Which of Bass' transformational leadership behaviors do elementary teachers view as advantages?

3. Which of Bass' transformational leadership behaviors do elementary teachers view as barriers?

4. What personal experiences and perceptions do teachers have regarding transformational leadership behaviors displayed by elementary principals, as defined by Bass?

5. How does the self-efficacy levels of teachers working in a school with a transformational principal compare to the self-efficacy levels of teachers working for a principal operating with a different leadership style?

Definition of Terms

Advantages: the term advantages can be defined as principal behaviors found within Bass' four descriptors of transformational leadership that positively influence the self-efficacy levels of teachers.

Affective Processes: one's belief in their own ability to cope with stress.

Barriers: the term barriers can be defined as principal behaviors found within Bass' four descriptors of transformational leadership that negatively influence the self-efficacy levels of teachers.

Charisma*:* charisma is a personality trait found intrinsically in individuals who have strong verbal skills and charm which result in others feeling inspired and drawn to that individual.

Cognitive Processes*:* using one's own brain power to set personal goals.

Descriptors*:* For this study, the four descriptors represent the four qualities, as defined by Bernard Bass, that must be present in a leader to identify him/her as a transformational leader. These four descriptors are "idealized influence, inspirational motivation, individual consideration, and intellectual stimulation."

Idealized Influence*:* when a leader serves as a role model to the followers of the organization by exhibiting favorable behaviors and attributes.

Individual Consideration*:* the ability for a leader to ensure each of the followers feels like an important component to the success of the organization.

Influence*:* the affect that one individual has over another.

Inspirational Motivation*:* the way a leader can communicate the organization's mission and vision to inspire them not only to fulfill the mission and vison of the organization, but also to work to obtain their own goals.

Intellectual Stimulation*:* when a leader can nurture and develop the followers into people who are creative and innovative. This leader values learning and instills that value into the followers.

Motivational Processes*:* the persistence one uses to obtain their personal goals.

Selective Processes*:* the activities and environments one submerses themselves in.

Self-efficacy*:* the belief one has regarding his/her own capabilities in relation to levels of performance.

Transactional Leadership*:* when a leader uses transactions to work with their followers, for example, a reward system where followers perform certain tasks to earn certain rewards.

Transformational Leadership*:* a leadership style that inspires change in the members of the organization by influencing the perceptions through the culture and moral of the organization.

Limitations

      The limitations of this study will be the number of principals and schools able to be studied. This study will require the researcher to interview five principals, administer a survey to each of the teachers within the schools of the five principals, and then interview teacher volunteers from those same schools. The in-depth time required to conduct interviews will limit the scope of how many participants will be able to be involved. The principal participants will have to be intentionally selected to ensure that those selected are genuine transformational leaders as defined by Burns and Bass. The information gathered in this study is subjective and dependent on both what principals' report during interviews as well as the interpretations of the given information.

CHAPTER TWO: LITERATURE REVIEW

The History of School Reform

School reform has been a recurring issue as far back as records go. Even in classical times, Plato made efforts to change the then current educational system by saying "compulsory learning never sticks in the mind" (as cited in Jowett, 1943). There were educational debates in the Roman Empire concerning the value of pre-Christian thought. From the late 18th century to the 19th century and even the first part of the 20th century, content of what was taught in schools was influenced by educational progressives such as Jean-Jacques Rousseau and Horace Mann (Zhao, 2009). During the first four decades of the 20th century, John Dewey helped reform efforts by conceptualizing the idea of education. His reform efforts encouraged experiential education for students instead of the idea of the traditional method that was disconnected from their everyday life (Dewey, 1938).

In 1965, Lyndon B. Johnson signed the Elementary and Secondary Education Act (ESEA). President Johnson believed that the nation's first goal should be a full educational opportunity to all students. ESEA offered grants to state educational agencies to improve the quality of elementary and secondary education. This act also offered grants to districts serving students of low poverty to purchase additional materials. In 1969, during President Nixon's term, Congress authorized the National Assessment of Educational Progress (NAEP) which was the first incentive-based link between student achievement and federal aid. In 1974, at the end of Nixon's term, ESEA was reauthorized and expanded to increase federal aid to special education. Just a few years later, in 1979, Congress voted to create the Department of Education to help manage the educational reform efforts (Zhao, 2009).

Terrel Bell created the National Commission on Excellence in Education in 1981, where he directed the commission to examine the quality of education in the United States. Eighteen months later, in 1983, "A Nation at Risk: The Imperative for Educational Reform" used test scores to paint a very bleak picture of American public schools. In this report, Bell made recommendations to improve the educational system. These recommendations include strengthening graduation requirements, having all schools adapt more rigorous and measurable standards, devoting more time to studies by lengthening the school day or school year, improving the preparation of teachers, and ensuring state and local officials carry the fiscal responsibility for financing and governing schools (Zhao, 2009).

In his State of the Union Address in 1990, President George H. W. Bush announced a pledge that ensured every child would be able to demonstrate competency in grades 4, 8, and 12 in the areas of English, math, science, geography, and history. During President Clinton's time in office, he signed the Improving America's Schools Act, which reauthorized ESEA for another five years. This law also required states to adapt standards, assess students during a certain time span, and develop plans to improve schools (Zhao, 2009).

No Child Left Behind, known by many educators as the biggest expansion of the federal role in educational history, was signed in 2002. No Child Left Behind called for students to be tested annually in grades 3 through 8 and once in high school. It dictated that schools should be making Annual Yearly Progress (AYP). Schools who did not meet AYP were subject to severe sanctions, and students had the opportunity to transfer to schools who were making better AYP progress. Teachers must now be considered highly qualified by having a bachelor's degree in the subject they are teaching and hold state certification (Zhao, 2009).

During President Barak Obama's term, he signed the American Recovery and Reinvestment Act (ARRA) in 2009. ARRA provided nearly $50 billion in grants to states in an effort to improve teacher layoff conditions and supplement the cuts made to K-12 spending. ARRA also included the Race to the Top program, which was a competitive grant that encouraged states to adapt common core standards, and partially evaluate teachers on student achievement. During his second term in office, President Obama signed Every Student Succeeds Act (ESSA) in 2015. ESSA reauthorized the Elementary and Secondary Education Act which, for the first time, required all students in America to be taught high academic standards that will help them be college and career ready. ESSA supports and rewards innovation and increases access to high quality preschool (U.S. DOE, 2018).

The Impact of School Reform on Teachers

The changes in American school reform started when the government identified that the public-school systems were in crisis. However, all the reform has damaged teachers, students, and schools (Zhao, 2009). The nature of American school reform was well intentioned but caused a "homogenization of talents" (Zhoe, 2009). Schools began focusing on test scores in isolated subjects. These changes must be studied more in depth to give a clear picture on the actual impact on teachers. In December 2017, Education Week published results to an online survey they conducted with over 500 K-12 teachers concerning school reform. The survey was aimed at finding out which reforms impacted teachers the most in their classrooms and sought to explain their feelings about these reforms. The survey showed that the majority of teachers, 86%, reported that their classroom has been affected by reform in the last two years (Education Week, 2017).

A total of 18 specific areas of reform were reported on as well as an open-ended field for teachers to discuss if they felt reform in their classroom in a way that was not covered by the main 18 areas. The top three reform areas that teachers reported as affecting their classrooms to the highest degree were (1) changes to the teacher evaluation system, (2) changes to the curriculum teachers must teach, and (3) new approaches to teacher professional development. Low categories on the list included new charter or private schools in the area, new graduation requirements, and new whole school reform. Interestingly, when looking at where these mandates are coming from, 41% of them were reported as coming from the district level, while 36% were reported as coming down from the state (Education Week, 2017).

The survey also sought to identify if the categories that most affected classrooms could be labeled as positive or negative effects on instruction. Results to this portion of the survey were split. Almost the same number of teachers said reform was positive, equally positive and negative, or negative. This survey eludes to teacher fatigue, as 59% of teachers reported that there has been too much reform in the past 2 years alone. Furthermore, 84% of teachers report that as soon as they get a handle on a new initiative, the initiative changes again. When asked about leaving the profession, 44% of teachers said they were considering leaving teaching due to constant changes in school reform (Education Week, 2017).

The Impact of School Reform on Schools

For this study, the definitions of transformational leadership from James McGregor Burns and Bernard Bass will be used. Burns (1978) defined transformational leadership as a process in which, "leaders and followers help each other to advance to a higher level of morale and motivation" (p. 4). Bernard Bass (1985) said transformational leadership happens when "leaders broaden and elevate the interests of their employees, when they generate awareness and

acceptance of the purpose and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group" (p. 4). This can happen when the leader is charismatic and inspires the employees, the leader meets the emotional needs of the employees, or the leader intellectually stimulates the employees (Bass, 1985).

Principal-teacher relationships vary greatly among schools and even among teachers at the same school. Furthermore, those relationships will affect student achievement (Walsh, 2005). The relationships that principals have with teachers affect student achievement because teachers who view their principal as a facilitator, supporter, or reinforcer for a common school mission are far more likely to feel accountable for their student learning. This can be compared to a teacher who sees their principal as a guide, director, and serving their own personal agenda (McEwan, 2003). The principal is the leader of their school and of a cadre of professionals (Drake, 1992).

Principals have been recognized as a critical element in school improvement plans and school reform (Fullan, 1991, Sashkin, 1988). Fullan (1991) states that school reform legislation echoes the new view of leadership that is being addressed by corporate America. Another important aspect with this reform and restructuring movement is a call for more accountability for principals, which utilizes incorporates participating, decision-making, and collaboration techniques (Fullan 1991).

Across the country, both principals and teachers have had to find ways to contend with school matters such as student discipline. The principal or assistant principal are continually involved in dealing with discipline problems. However, the way in which administrators must deal with student discipline is different than the way classroom teachers must deal with discipline. In many situations, the principal works with the teacher in an effort to act as a team

when dealing with major discipline problems (Kritsonis, 2000). Another area of great concern for teachers is parental contact. This can be especially stressful during the times when parents are demanding schools to adequately prepare their children (Cotton & Wikelund, 2001). Add in discipline and parental concerns, accountability standards and adequate yearly progress, and teachers have found even more contemplation amongst their colleagues (Albritten, 2004). Thus, it is important for principals and various faculty groups to ensure that there are ways in which teachers can work together to find mutual support from their colleagues. In addition, the way faculty members can appropriately work together as a group will significantly influence student outcomes in their schools (Wheelan & Kesselring, 2005). Research exists which supports that the idea that some aspects of school social environment clearly make a difference in the academic achievement of those schools (Brookover, 1978).

Shifting Leadership Needs

If education is where the future strength of this country remains (A Nation At Risk, 1983), then teachers must be the cornerstone. Teachers come from various backgrounds with different strengths and weaknesses. Likewise, schools must continually evolve to accommodate the shifts in the demographics of the families being served. These shifts continue to occur on a national level. With these changes, there is an incredible need for different relationship paradigms in schools, to properly assist in the guidance of our classroom teachers. These new paradigms will be marked by their servant leaders who have found unique ways to empower their teachers, instead of delegating tasks to them. These servant leaders will also work tirelessly to build trust rather than demand the loyalty of the staff. Instead of just hearing the daily challenges of the school and then leading from the head, these new leaders will seek to understand all of their stakeholders and lead their followers from the heart (DeSpain, 2000). Not

surprisingly, it is difficult for individuals to have a high morale or find true job fulfillment for their tasks if they feel as though the task has little value (Evans, 1998).

A survey published from Education Next in 2011 asked the public how much they paid attention to issues involving education. The survey results showed that 84% of teachers pay either a "great deal" or "quite a bit" of attention to educational issues while 54% of the affluent population and only 37% of the general public pay attention to the same educational issues (Education Next, 2011). Education Next has been monitoring public opinion of schools for many years to track the trends in public opinions. Harvard University runs the Program on Education Policy and Governance (PEPG), and in 2006 joined forces with Education Next to survey the public on their perceptions of school reform, education, and related fields.

The Program on Education Policy and Governance's first survey began in 2006, and since then the PEPG has found that the opinions of the public have not widely changed. There is a gap between the opinions of the general public and the affluent public when compared to the opinions of teachers surveyed. When compared to the general public and the affluent population, teachers tend to take opposing sides to issues such as teacher unions, school vouchers, and the rights and prerogatives of teachers. This tells researchers that there are tensions among what employees in the educational systems prefer and what Americans think, overall. Despite making progress with public school reform, those same school reform efforts still have much work to do (Education Next, 2011).

Tracking the effects of school reform can be difficult because of the rapid amounts of change seen within education over the last 15 years. Large scale policies take time to be developed and implemented. These policies also take time to generate noticeable and measurable outputs. A decade or more is needed to assess the effects of the new policies

(Sabatier, 1999). With so many new policies arising in education, it becomes increasingly hard to attribute outcomes to their causes. School reform efforts are becoming increasingly more complex, and policy makers must find ways to simplify issues in order to construct some form of a solution. It would be impossible for a set of policy makers to look for and see everything in the realm of one area (Sabatier, 1999). Sabatier suggests that there are only two ways for policy makers to simplify issues of public-school reform. The first way is for policy makers to use the method of common sense. Sabatier (1999) describes this to be when policy makers look at school reform through the lens of their own experiences. The second way Sabatier (1999) identifies is when policy makers use a scientific method which believes that "a smaller set of critical relationships underlies the bewildering complexity of phenomena" (pp 5). Stinchcomb (1968) argues that if using the scientific method, policy makers should be aware that the use of more than one scientific method simultaneously may be necessary (as cited in Sabatier 1999).

The Development of Transformational Leadership

The idea of transformational leadership was first coined in 1978 by James McGregor Burns in his book *Leadership*. Transformational leadership in its ideal form creates valuable and positive change in the followers with an end goal of developing those followers into positive leaders. When transformational leadership is authentic, the followers will show enhanced levels of morale, motivation, and performance. The transformational leader finds ways to connect to each of the follower's sense of identity and self to the mission and vision of the organization that ties them together. Transformational leaders are role models and challenge their followers to take ownership for their work and have a strong understanding of the strengths and weaknesses of each of the followers so that the tasks of the organization are aligned to the followers in a way which optimizes their performance (Burns, 1978).

When James McGregor Burns (1978) began this research, he originally set out on a descriptive research project on political leaders. Since his work was published, the term and his definition for transformational leadership became known in the field of education and now can also be seen used in organizational psychology. Burns (1978) related to the difficulty in differentiation between leadership and management by claiming that the differences can be found in the characteristics and behaviors of the leader. He established two terms: transformational leadership and transactional leadership. These two terms are mutually exclusive leadership styles. According to Burns (1978), transformational leadership uses an approach that creates a significant change in the life of people and organizations. It redesigns perceptions and values of followers as well as their expectations and aspirations. With transactional leadership, actions of the followers are based on a "give and take" relationship. Transactional leaders usually "do not strive for cultural change in the organization. Instead, they work in the existing culture" (Burns, 1978).

Burns (1978) claims that to understand leadership, power must also be understood. Leadership is a version of power, and that power should be a relationship that is taken seriously. Leadership encompasses both purpose and intention: "The view of power deals with three main elements in the process: the motives and resources of power holders; the motives and resources of power recipient; and the relationship among all these" (Burns, 1978 p. 13). Leadership is closely related to power; therefore, power must be examined more closely. Leaders may seek power for many different reasons, such as wielding their own power over others, exercising control over themselves, reaching achievement, or achieving excitement. Many other leaders use power to seek enjoyment and to stimulate their own capabilities. Leaders have many choices as to how they use their power. They may choose to recognize the individual wants and needs of

their followers, or they may not. Power can appear in many different forms that vary in appearance and frequency. The power of leadership goes beyond just a position or title but should be thought of as a relationship between stakeholders (Burns, 1987).

Leadership and Power

Burns (1978) claims that a significant distinction must be made when comparing leadership and power. Leadership is a type of power but is designed to be more purposeful and collective towards a common goal. Leadership is more limited than power because leaders maintain a connection to the needs and goals of the followers. Burns says, "Power wielders may treat people as things. Leaders may not. All leaders are actual or potential power holders, but not all power holders are leaders" (Burns, 1978, pp 18). Burns (1978) makes a point that his definitions of power and leadership are different from what other researchers such as Kenneth Janda have published.

Kenneth Janda (1960) said that researchers who write about power do not write about leadership and researchers who write about leadership do not write about power. Therefore, Janda attempts to make a relationship between leadership and power by writing about leadership in terms of power. Janda (1960) says, "The concepts of leadership and power can hardly be differentiated from one another" (Janda, 1960, p. 355) and "All leader-follower relationships are power-wielder-power-recipient relationships, but not all power relationships involve leadership" (Janda, 1960, p. 355). Due to this difference in research, Burns (1978) states that the interaction between a leader and the needs and goals of the followers must be more closely examined. This interaction can take place in two very distinct forms. These two forms are transactional leadership and transformational leadership.   Power wielding cannot be transactional or transformational; only leadership can be placed into those two categories (Burns 1978).

Examining Leadership and Leaders

Leadership is a complex idea, and the knowledge of leadership can only be advanced and improved by looking at leaders themselves. The idea of studying leadership, according to Burns (1978), is not to predict what type of leader a person may become or to solve leadership problems, but to raise questions and learn about leadership. Burns (1978) defines three main types of transformational leadership. These three types are intellectual leadership, reform leadership, and revolutionary leadership. Intellectual leadership is a form of transforming leadership because from conflict comes a need to improve certain aspects of society. Intellectual leaders find they are drawn to those needs of society. It should be noted that intellectual leaders are more than just individuals with the capacity to influence government or politics but must instead inspire values and purpose that, in turn, will influence the government or politics.

Reform leadership is unique in transforming leadership because not only do reforming leaders have to interact with the followers, but they must also deal with many outside stakeholders who play various roles in the reform process. These leaders must be able to transform organizations or parts of society in a moral way and be aware of the dilemmas they may face during the reform process. Revolutionary leadership is a "birth of a radical new ideology; the rise of a movement bent on transforming society on the basis of that ideology" (Burns, 1978 pp. 202). To find success, revolutionary leaders must be totally dedicated to the movement and display commitment to the cause through their effort and time. Many times, revolutionary leadership can be tireless and cruel towards the leader because they are often going against the current societal practices. These leaders find themselves coping with the effects of decisions that were made before them or by outside stakeholders (Burns, 1978).

Burns (1978) describes transformational leadership as leadership that not only understands and supplements the current needs of the followers but can also awakens new aspirations and motivations amongst the followers that will, in turn, guide a movement that will work to better society. Being able to successfully awaken new aspirations and motivations in followers is the "most potent weapon" (Burns, 1978, p. 419) of the transformational leader because this is what can bring about true societal change. Transformational leaders are capable of shaping, altering, and elevating the goals, motives, and values of their followers through uniting themselves with the pursuit of a set of common, higher goals (Burns, 1978).

Measuring Transformational Leadership

Being able to comprehend the impact of transformational leadership can only be accomplished through the understanding of the interactions between the follower and the leader. These interactions must be examined as a whole, as well as individual actions from the leader to the follower and from the follower to the leader. This includes examining the actual exchanges between them, as well as the motivations behind those actions. (Bass, 1985).

Bernard M. Bass (1985), another researcher, began adding to the work of Burns in 1985 by further explaining differences between transformational and transactional leadership. Bass (1985) built upon the concept of measuring transformational leadership and how this leadership style impacts the motivation and performance of the followers. To do this, the influence of the leader on the followers should be measured first. The followers must feel trust, admiration, loyalty, and respect for their leader. This is because the qualities of the transformational leader offer more to the followers than purely working for self-gain. Followers are provided with a sense of identity and an inspiring mission and vision.

Bass (1985) says, "Transformational leaders empower their followers and encourage them to do more than they originally expected to do" (pp.20). Also, transformational leaders "motivate their followers to perform at higher levels, to exert greater effort, and to show more commitment than other types of leaders" (Bass & Avolio, 1990). With all this research on transformational leadership, Bass (1985) wanted to develop a way to measure transformational leadership.

In the Theory of Transformational Leadership Redux, Bernard Bass (1985) recounts his research as he read the book *Leadership* by James Burns. Bass researched the advantages and barriers of transformational leadership and compared transformational leadership to transactional leadership. In his first trial, Bass (1985) hypothesized that transformational leaders would display more intensive leadership behavior than transactional leaders. The evidence from this trial did not support his hypothesis (Bass, 1995).

The results from the intensive leadership behavior research convinced Bass (1995) to begin collecting data to measure transformational and transactional leaders in an attempt to better differentiate between the two. In his next study, Bass (1995) turned to MBA students to rate and identify leaders that the students had experienced. MBA students identified transactional leaders as leaders who (1) recognized what followers wanted and saw that they would get these items if they did the job they were expected to do, (2) promised rewards and gave rewards based on performance, and (3) responded to immediate self-interests of followers who got the work done they were expected to complete (Bass, 1995).

The MBA students also identified transformational leaders as leaders who (1) motivated you to complete more than you thought you would do, (2) found ways to raise the level of awareness of followers on important issues, (3) raised levels of need to closer places of self-

actualization, and (4) led followers to use their self-interests to do good for the organization (Bass, 1995). Again, Bass (1995) attempted to find a difference in intensity of the leadership behaviors of transactional and transformational leadership. There was no difference in intensity found. Bass (1995) states, "Although I seemed to be getting nowhere in better understanding of transformational leadership, I did learn that again – as in the pilot study – people, in retrospect and using definitions followings Burns' paradigm, can point out and describe at least one transformational leader they have known. Transformational leaders are not rare" (p. 469).

Bass (1995) decided that in order to get a truer picture of transformational leadership, he would need to develop a tool that would provide a more reliable and valid measure of behaviors and effects of both transformational and transactional leadership. Bass (1995) used a response allocation analysis, open-ended questions, a survey of literature, as well as more research with MBA students. The questions were also given to U.S. Army Colonials attending the U.S. Army War College. Through these two groups, Bass (1995) discovered 3 factors that contributed to transformational leadership. These factors were (1) complete faith in him/her, and a role model for me, (2) individualized consideration, and (3) intellectual stimulation.

As his research developed, Bass (1985) had created the Multifactor Leadership Questionnaire (MLQ). The first version of the MLQ included these three main factors that described the effects of a transformational leader. These three factors were called charisma, individual consideration and intellectual stimulation. However, in 1996 Bass and Avolio created an updated version of the MLQ in which charisma was split into two separate categories: idealized influence and inspirational motivation. Currently, the MLQ is comprised of four categories: "idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation" (Bass, 1995).

As the Multifactor Leadership Questionnaire was developed and revised, Bass and Avolio (1990) took much criticism. The biggest criticism was the MLQ measures attributes and effects instead of behaviors. Bass and Avolio (1990) held fast in their belief that some attributions and effects on followers must be measured in order to get a full appreciation of transformational leadership (Bass, 1995). Bass (1990) also began working on a large body of research that compared transactional leadership to transformational leadership. This research used leadership variables such as a "leader's perceived effectiveness, satisfaction with the leader, and the followers' sense of self-efficacy." These variables were found in higher levels among subjects whose leaders were transformational in leadership style (Yammarino & Bass, 1990).

When one examines the difference between transactional leadership and transformational leadership, the interactions between leader and follower must be most important. Transactional leadership uses the interactions between leader and follower as a purpose to exchange valued things. This exchange could be social, political, economic, or psychological in nature, such as trading votes for money or swapping physical goods (e.g. materials) needed on the job (Bass, 1978).

With transactional leadership, the leader and the follower acknowledge the exchange and continue the process again and again in an attempt to get what they want or need. However, the relationship between the leader and follower does not go beyond this basic surface level. James McGregor Burns says that the opinions of stakeholders within an organization also play an important role in how successful the leader is. In rare instances, the members within the organization are so unified on their mission and vision that the leader must simply serve as a representative of the members. Since this situation is rare, leaders must find ways to use the

opinions of the members of the organization in such a way that they choose to follow their leader or inspire the members to change their practices and beliefs (Bass, 1978).

Bass (1978) proposed different strategies for leaders to use to accomplish this task. One strategy is the "hero-worship phenomenon" (Bass, 1978). With this strategy, the followers are so committed to the leader that their devotion rules over any internal conflicts that may arise. Another strategy, "the mobilization of support by socio-economic class" (Bass, 1978, pp.267), indicates that because every society has hierarchy between social groups, the leader tends to have more socio-economic advantages, in compared to their followers. In both cases of the "hero-worship phenomenon" and "the mobilization of support by socio-economic class," a transactional exchange is happening. Most administrative actions have major implications for followers and the distribution of goods and services applicable to their organization. Transactional leadership uses this political influence to distribute goods and services amongst the followers to those who primarily give what the leader is seeking (Bass, 1978).

In some instances, transactional leadership can invoke conformity amongst the followers. When there is competition between the transaction of goods and services amongst followers, they may compete to receive more interaction from the leader. In organizations, followers have their own unique ways of interacting with others. The perception of followers within that organization becomes influenced by the group's standards. Despite the competition within the group, those outside of the group may be attracted to the belonging they see within. However, transactional leadership is still at the heart of this type of situation. Conformity within the group does not mean equality. This group thrives on the members not having equal status. The members of the group are informally ranked based on set criteria that is important to the organization. Higher status members tend to be more transactional with the leader and more

centrally located to communication, while a lower status member will have fewer transactions with the leader, despite their attempts to involve themselves. These lower status members find themselves farther away from the direct line of communication and more willing to make extreme deals for the chance to raise their status (Bass, 1978).

Charisma and Transformational Leadership

Bass (1995) reported struggling with his research when determining if charisma should be listed as a separate characteristic of transformational leadership. Bass (1995) found, through factor analysis, that charismatic leaders are also inspirational leaders. This led him to believe, at first, that charisma could not be extracted from inspirational motivation. However, the evidence in his research showed descriptions of involved behaviors, attributions, and effects of a transformational leader as different from the areas of charisma and inspirational motivation (Bass, 1995).

According to Howell and Avolio (1992), charismatic leaders can be broken down into two main types: socialized charismatic leaders and personalized charismatic leaders. Socialized charismatic leaders use their position and power to serve others and will align their vision to the needs and aspirations of their followers. This style of charismatic leader will also maintain a very open form of two-way communication while highly relying on moral standards. By contrast, personalized charismatic leaders use their position and power for personal gain. They promote their own personal vision and typically maintain a self-centered form of one-way communication. These personalized charismatic leaders were also known to satisfy their own self-interests by relying on convenient external moral standards. (Howell & Avolio, 1992).

Micha Popper (2000) and researchers investigated charismatic and transformational leadership. According to Popper (2000), charismatic leaders "must have both the capacity to be

a leader (e.g., ego strength) and the motivation to be a leader" (p. 270). Capacity and motivation are semi-independent characteristics but can also be linked to one another. For example, having a high capacity to do something may motivate a person. Another example may be that having high levels of motivation may increase one's capacity to complete the task well. In Popper's (2000) study the researchers examined two ideas. First, they looked at how capacity is related to a charismatic leader's self-assurance and positive self-regard. Secondly, how a charismatic leader's capacity is related to their interest and inclination to invest in interpersonal relationships (Popper, 2000).

Popper (2000) claimed that in order to understand the findings of his research, one must understand the difference between personalized charismatic leaders and socialized charismatic leaders as described by O'Connor (1995). The main difference between personalized and socialized charismatic leaders is how they choose to use their influence. Personalized charismatic leaders use their influence to secure personal safety, while socialized charismatic leaders used their influence to empower others (O'Connor, 1995).

Predispositions to Transformational Leadership

As early as infancy, humans are learning to balance stimuli and responses as they begin to navigate the world. Burns (1978) cites biological dispositions that are similar across cultures as well as unique dispositions formed around personalities that both work together to form the makeup of individuals: "The genetic inheritance initiates the series of openings and closures of life chances – mechanisms powerful enough to have a direct impact on evolving personality no matter how strong the cultural, social, and political mediators" (Burns, 1978, pp 61). This balance between genetics and environment will form together to create the skills and motivations

held by an individual: "Sometimes these forces directly influence the potential for leadership (Burns, 1978, pp 61).

The charismatic characteristics of transformational leaders have gotten more attention than the other qualities because of their link to the negative side. This interest in charisma has prompted several researchers to begin studying what traits, if any, are found in charismatic leaders. These researchers sought to find out what predisposes someone to become a transformational leader: "Charismatic leaders were found to have high self-confidence, to be self-assured, to have strong belief in their personal values, high determination, and a need for power and influence" (House, 1997 p. 204). While someone with these personality traits may not always come in the form of a transformational leader, the transformational leaders in this research all shared these qualities. Bass' (1988) work states that transformational leaders have low levels of neurotic conflicts (Bass, 1988): "In Freudian terms, a neurotic conflict may be defined as an intra-psychic conflict between their inner structures of the personality" (Radford, 1968. p. 18). Transformational leaders rarely fight internal conflicts. To further the research on the common personality traits of transformational leaders, they were found to have high levels of energy and were found to be high risk takers (Smith, 1982; Howell & Higgins, 1990). The characteristics of a transformational leader "embody a sense of purpose, resiliency, and high ego strength" (Popper, 2000, p. 269).

Other research exists around transformational leadership that revealed qualities not cited by any other researcher. Ross and Offerman (1990) found that transformational leaders had strong social and emotional competence that made them "more nurturing and less dominant, aggressive, and critical" than other types of leaders. Another interesting claim was that

transformational leaders have less aggressive and critical relationships with their parents than other types of leaders. (Ross & Offerman, 1990).

Through the balance of genetics and environment, Burns (1978) states that the most important aspect of shaping most leaders is learning. This learning begins in infancy and continues through adulthood as the leader learns from the people around them, from past experiences, from their followers, as well as from their successes and failures. Burns states, "The social environment becomes a vast maze of rewards and punishments that reinforce certain responses and extinguish others. The learning experience of each leader is so unique that fruitful generalization becomes impossible" (Burns, 1978, p. 63).

Social Cognitive Theory

Albert Bandura introduced Social Learning Theory in 1977 while researching aggressive behaviors in children. Bandura wanted to determine if he could identify how behavior is acquired. He concluded that there is a direct correlation between someone's behavior and their self-efficacy levels. Bandura (1986) expanded this work and renamed Social Learning Theory as Social Cognitive Theory. The title of his theory was altered to emphasize the idea that cognition plays a major role in behavior. Bandura (1988) said, "Supervisors have important impact on the moral and productivity of an organization. They are often selected for their technical competencies, but their success in their supervisory role largely depends on their interpersonal skills to guide and motivate their supervisees" (p. 278).

Previously, human behavior had been described as unidirectional causation which means that the behavior of humans is controlled and shaped by either internal dispositions or environmental influences (Bandura, 1989). Rather, Social Cognitive Theory is in favor of a "triadic reciprocal determinism" (Bandura, 1989). This means that many factors, such as

individual behavior and cognition, environmental influences, and other personal factors all

operate together, each influencing the others in a bidirectional relationship (Bandura, 1989).

There are three components to Bandura's Model of Triadic Reciprocal Determinism. The

three components are comprised of behavioral, environmental, and intrapersonal. Together,

these three components influence agency (Bandura, 2012). Many different factors can comprise

each of the three components of the Triadic Reciprocal Determinism. In this study, the behavior

component represents the amount of effective classroom behavior that is displayed by the

teacher. Environmental factors are the advantages and barriers directly related to the

transformational leadership descriptors displayed from the principal. Intrapersonal factors are

comprised of the teacher's self-efficacy levels. Figure 2 below displays the Triadic Reciprocal

Determinism.

Figure 2: Bandura's (1989) Model of Triadic Reciprocal Determinism overlaps educator
effectiveness, transformational leadership, and teacher self-efficacy.

Concerning Bandura's (1989) Model of Triadic Reciprocal Determinism, it should be

noted that this does not mean each factor has equal strength or the reciprocal natures must

happen simultaneously, this will be different for all people. It takes time for these relationships to play out (Bandura, 1989). Bandura (1989) says, "People similarly activate different social reactions depending on their socially conferred roles and status" (p. 3).

With Social Cognitive Theory, people are not driven to act by an unforeseen inner force. People are also not controlled by the environment around them. All people function by contributing through a network of interacting reciprocal influences through motivation, development, and behaviors. Most environmental factors surrounding a person must first be processed through the cognition of that person. This will determine the intensity of the lasting effects from the said environmental factor. The behavior of humans depends widely on the positive and negative outcomes of past actions. The actions that yield positive outcomes continue while the behaviors that yield negative outcomes are discontinued. Through this process, new behavior patterns are then formed (Bandura, 1989).

A "major cognitive mechanism of motivation and self-directedness" is self-influence by personal challenges and evaluations of personal attainments (Bandura, 1989, p. 47). Humans feel satisfied when they fulfill their valued goals. The personal control and motivation of these personal challenges is highly influenced by the perceived self-efficacy of the human. Bandura states, "Among the types of thoughts that affect action, none is more central or pervasive than people's judgements about of their capabilities to exercise control over events that affect their lives" (Bandura, 1989, p. 59). Self-doubt or self-assurance affect the progress of the goal. This happens because the human may choose to maintain his or her efforts, lower their standards toward the goal, or perhaps even reach for a more complex goal than originally sought (Bandura, 1989). When "people function as active agents in their own motivation," their standards and

perceived self-efficacy influence aspects of their personal life, as well as their professional choices (Bandura, 1989, p. 50).

Teacher Self-Efficacy

In 1976, researchers from the RAND organization used an extensive questionnaire to collect data. After the original development of the questionnaire, the researchers decided to add two more questions to their existing questionnaire and got powerful results from that minor change. The two questions added to the questionnaire were (1) "When it comes right down to it, a teacher can't do much because most of a student's motivation and performance depends on his or her home environment" and (2) "If I try really hard, I can get through to even the most difficult or unmotivated students" (Armor et al. cited in Protheroe, 2008, p. 42).

These results became the beginning of teacher self-efficacy (Armore, et al., 1976, as cited by Moran, 1998). Teacher self-efficacy is defined as "the extent to which the teacher believes he or she has the capacity to affect student performance" (Berman, 1997, p. 137). Teachers must decide if they can control the learning taking place with their students, both behaviorally and academically, or if they are simply subject to their environment. Teachers who believe they can control or significantly affect student behavior and academics are thought of as having a high teacher efficacy. On the contrary, teachers who do not believe they can make much change within the behaviors and academics of their students are thought of as having low teacher efficacy (Bandura, 1997).

Teacher self-efficacy, their belief in their own capacity, influences many different aspects of their work life. How much effort they put into their job, how long they will persist in solving an obstacle, and how much stress or depression they will endure while coping with stressful or demanding situations are all affected by their self-efficacy levels. (Bandura, 1997). In 1984,

Gibson and Dembo used formulations of the RAND studies along with their own conceptual ideas regarding Bandura's work. In their work they said this:

> If we apply Bandura's theory to the construct of teacher efficacy, outcome expectancy would essentially reflect the degree to which teachers believed that environment could be controlled, that is, the extent to which students can be taught given such factors as family background, IQ, and school conditions. Self-efficacy beliefs would be teachers' evaluation of their abilities to bring about positive student change. (Gibson & Dembo, 1984, p. 570)

Self-efficacy affects teachers in all capacities. Research also shows that some of the "most powerful influences on the development of teacher efficacy are mastery experiences during student teaching and the induction year. The first years of teaching could be critical to the long-term development of teacher efficacy" (Hoy, 2000, p. 485). Preservice teachers' professional commitment can be linked to teacher self-efficacy (Evans & Tribble, 1986). The professional commitment of Inservice teachers at both the elementary level as well as the secondary level can also be linked to their teacher self-efficacy (Coladarci, 1992).

Teachers with higher levels of self-efficacy beliefs are more persistent in working with students (Tschannen-Moran & Woolfolk Hoy, 2001; Wolters & Daugherty, 2007), are more willing to work with a struggling student before referring them for ESE service, and have higher levels of support for inclusive classrooms (Moran, 1998). These teachers are more willing to implement innovative teaching strategies that include techniques that may be difficult but are stimulating and extend students' thinking to higher levels of conceptual understandings (Ross, 1994), help students overcome challenges, encourage students to persevere when given obstacles (Wolters & Daugherty, 2007: Gibson & Dembo, 1984), and use praise to reinforce student

accomplishments (Gibson & Dembo, 1984). There must be a distinction made in Bandura's work regarding expectation outcome and efficacy outcomes. Teachers may believe that the most struggling students can be taught; however, they do not feel that they are capable of making those types of changes (McLeod, 1995).

There is an increased level of commitment to the profession and more enthusiasm from teachers with high levels of self-efficacy (Tschannen-Moran & Woolfolk How, 2001), and these teachers are more likely to attribute their students' failures and successes to sources that are within their own control (Ross, 1994). Teachers are more likely to focus on student improvement (Wolters & Daugherty, 2007) and devote more classroom time to academic learning when they have high self-efficacy levels for instruction (Gibson & Dembo, 1984).

When dealing with student behavior, teachers with high levels of teacher self-efficacy were more likely to do research and seek outside help in dealing with a behavior they were struggling with, whereas a teacher with low teacher self-efficacy was more prone to demoralizing behavior management tactics, such as ineffective time outs, reprimands, and punishments (Emmer, 1990). A student's attitudes about academic subjects at school, their attitude and interest in school, and a belief that school is important was also positively correlated to teachers with high levels of teacher self-efficacy (Woolfolk, Rosoff, and Hoy, 1990 as cited by Moran, 1998). While teacher self-efficacy can be dependent on past experiences, principals can affect teacher self-efficacy levels through school culture and relationships (Protheroe, 2008).

Moran (1998) says, "Teacher efficacy, as measured by the Gibson and Dembo instrument, has been related to teachers' classroom behaviors, their openness to new ideas, and their attitudes toward teaching. In addition, teacher efficacy appears to influence student achievement, attitude, and affective growth" (pp. 215). Moran (1998) supports this statement

with multiple research studies that looked at teacher self-efficacy in numerous capacities. Students with teachers who had high teacher self-efficacy levels consistently out preformed students with teachers who had low teacher self-efficacy levels (Moran, 1998). It should be noted that higher teacher self-efficacy is related to teachers being less likely to experience teacher burnout (Breso, Schaufeli, & Salanova, 2011; Skaalvik & Skaalvik, 2007; Schwarzer & Hallum, 2008; Brown, 2012) and using fewer sick days (Hoy, 2000). Unquestionably, all the positive teacher behaviors that are fueled by high teacher self-efficacy levels make a positive impact on student outcomes (Stipek, 2012).

Collective Teacher Efficacy

According to Hoy (2000), teacher self-efficacy is monumental in teacher satisfaction, student achievement, and the success of a school. If the effects of one teacher's self-efficacy levels can be so influential, collective teacher efficacy across a school site must also be examined. John Hattie (2016) even claims that collective teacher efficacy impacts student achievement more than any other factor. Collective teacher efficacy is defined as "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (Hoy, 2000, p. 481). Teachers who work in a school with a high collective teacher efficacy maintain the belief that if they work together, they can make a difference.

The collective efficacy beliefs of teachers play a vital role in whether or not school goals are fulfilled (Goddard, et al., 2004) because a higher level of teacher collective efficacy will result in teachers who are more willing to accept challenging goals and practice persistence. Teachers who are persistent and accept more challenging goals will create a school with a strong organizational effort. This environment will lead to higher student achievement and higher overall school performance (Bandura, 1993). Working at a school with high levels of collective

efficacy is related to decreases in teacher stress levels attributed to student behavior (Klassen, et al., 2010), can predict the commitment level of teachers with their community partnerships (Ross & Gray, 2006), and is a predictor of teacher job satisfaction (Klassen, et al., 2010). Schools with high collective efficacy levels were shown to overcome the effects of student backgrounds (Marzano, 2003).

Teachers who work in a school with low collective teacher efficacy don't accept responsibility for low student performance and are quick to blame low student performance on environmental factors of the student such as poverty, race, or their ability to speak English (Protheroe, 2008). Teachers whose conversations tend to dwell on the difficulties of teaching their students led to undermining their collective efficacy levels, whereas teachers whose conversations focused on finding solutions to the difficulties they faced had higher levels of collective efficacy (Moran, 1998).

In his research, Bandura (1997) states, "personal agency operates within a broad network of socio-structural influences" (p. 6). This statement supports the idea that self-efficacy works in and amongst the social constructs within the school building. It is extremely important to note that in research, Hoy, Sweetland, and Smith (2002) conclude that collective efficacy "was more important in explaining school achievement than socioeconomic status" and draw attention to the fact that is was "easier to change the collective efficacy of a school than it is to influence the socioeconomic status of the school" (p. 82).

Reciprocal causality can be used to describe the relationship between teacher self-efficacy and collective teacher efficacy. As the number of teachers with high self-efficacy beliefs increase, so does the collective efficacy of the organization and, thus, the number of teachers reporting high self-efficacy beliefs increases (Bandura, 1993; Calik, et al., 2012;

Goddard & Goddard, 2001; Goddard, et al., 2004). Jenni Donohoo (2017) recently published the following:

> Educators' beliefs about their ability to reach all students, including those who
> are unmotivated or disengaged, should be openly shared, discussed, and
> collectively developed. Given its effect on student achievement, strengthening
> collective teacher efficacy should be a top priority relevant to everyone in the
> field of education. (p. 1)

The Pygmalion Effect

In 1963, Rosenthal and Jacobson conducted an experiment in which teachers were told that some of their students would demonstrate major academic gains throughout their current school year based on results of an Inflected Acquisition test from Harvard. Unbeknownst to the teachers, this test did not exist. After eight months, those students who were randomly selected by the researchers had made significantly higher gains that the rest of the students in the class. The beliefs of the teacher are what made the differences for these students (Rosenthal & Jacobson, 1968, as cited by Donohoo, (2017). Rosenthal & Jacobson (1968) aimed to answer five research questions, all exploring different groups of children. They wanted to know if these results would be true for primary grades, intermediate grades, different academic levels (low, medium, high), male, female, minorities, & non-minorities (Rosenthal, 1968).

The teachers involved in Rosenthal's research described the randomly selected students as being better adjusted to school, more intellectually stimulated, more appealing, and having higher capacities to be autonomous in their work compared to the other children (McLeod, 1995). This experiment "provide(s) further evidence that one person's expectations of another's behavior may come to serve as a self-fulfilling prophecy" (Rosenthal, 1968, p. 20), and "[w]hen

we expect certain behaviors of others, we are likely to act in ways that make the expected

behavior more likely to occur" (Rosenthal & Babad, 1985).

Thus, the Rosenthal Effect, or The Pygmalion Effect was created. The synopsis of The

Pygmalion Effect is that teachers' expectations & self-efficacy influences their own teaching,

which in turn, impacts the students' beliefs on their abilities. An increase in the students' beliefs

on their own abilities then causes positive actions in school and increases their academic

achievements. These increased achievements reinforce the teacher's expectancy levels and self-

efficacy. (McLeod, 1995). This can be seen in figure 3.
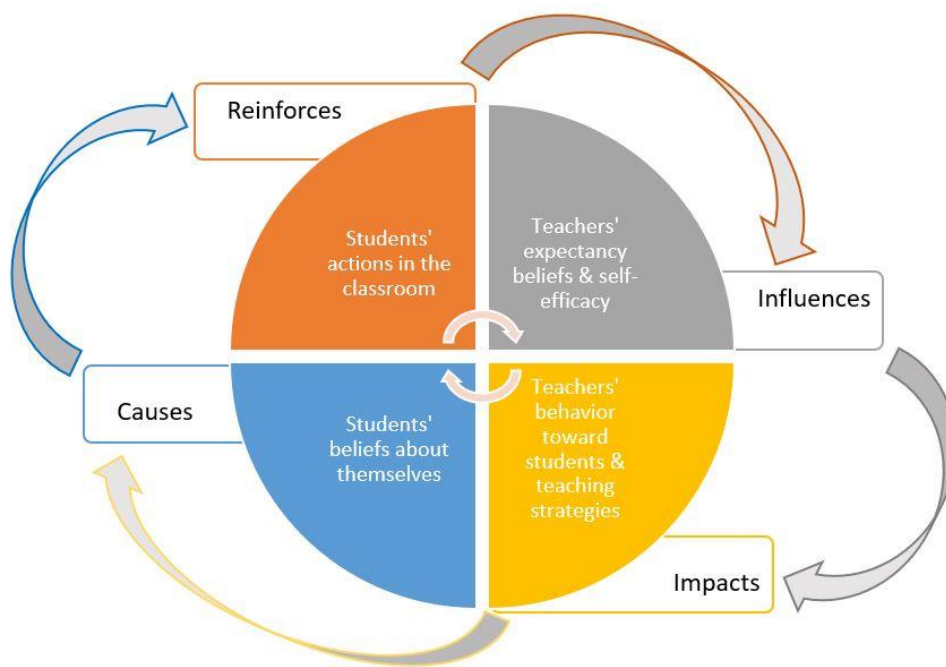
Figure 3: Represents the relationship between teacher expectations and classroom performance.

This relationship is evident in both Rosenthal's (1963) Pygmalion Effect and The Golem Effect.

Source modified based on Donohoo, J. (2017).

The notion that positive teacher expectancies will improve teaching & student achievement has also sparked research into low teacher expectancy levels. The idea that the relationship found within The Pygmalion Effect can be equally true in the context of low expectations and self-efficacy. These low expectations were named by researchers as The Golem Effect (McLeod, 1995). In the Golem Effect, low teacher expectations influence teacher behaviors to have negative interactions with students and have poorer teaching techniques, which causes the students to feel less successful and less capable of doing their work. This, in turn, is related to worse academic achievement and student behavior. These negative interactions further reinforce a teacher's low expectations and low self-efficacy levels (Brophy, 1983).

Mina Shaughnessy (1977) says, "However, unsound such judgements may be at the onset, they do tend gradually to fulfill themselves, causing students to lag behind their peers a little more each year until the gap that separates the groups becomes vast and permanent" (pp. 275). Susan McLeod (1995) notes the following:

> There is a long tradition in American education of treating students who are perceived as low achievers as if they were lesser not only in ability but also in character; these students, like the supposedly remedial rats in Rosenthal's experiment, are treated less gently and patiently by teachers. They become the students who are not worthy of our time and attention, who are not likeable, who drive us crazy. (p. 373)

That said, there is a way to simultaneously encourage the Pygmalion effect while diminishing the Golem Effect in the classroom. Teachers must be aware of their tendencies regarding interacting with students and consistently reflect on their own practices in open, careful manners. Teachers need to create warm, supportive classrooms while maintaining high, realistic expectations for all

students to learn the course material. The teacher must also believe that the content being taught is worth mastering (McLeod, 1995).

In 1982, Rosenthal, Babad, and Inabr conducted an experiment in which they investigated teachers with low-biases and high-biases towards students and the relationship between those biases and their student's achievement. The research concluded that teachers show more favorable actions towards the students they believe have more favorable course expectations and treat students whom they believe have less favorable actions less favorably (Rosenthal, 1985). Not all teachers are susceptible to this type of bias. By examining teacher bias levels, it is evident which teachers are more likely to treat all students favorably, or not (Rosenthal, 1985).

Gaps in the Research

Nation, state, and local legislation can have a profound negative effect on teachers' feelings of effectiveness, "especially if they have no part in determining how assessment is to take place" (McLeod, 1995, p. 379), and "a mandated educational policy without involving teachers in the development of that policy, will reduce feelings of teacher efficacy" (Wise, 1979, p. 25). The current state of educational reform in this country has shown that our system and policy makers have been consistently draw into the wrong kinds of policies for schools. Over mandating schools, teachers, and students must be recognized as "distractors" to education and the policies we currently have must shift (Hattie, 2015).

The way schools are run, due to extensive reform policies, discourages strong efficacy levels in teachers, and when teachers feel that the environment does not care about them, or their students, teachers feel like the school system is working against them. In these conditions, maintaining high levels of self-efficacy becomes a "heroic effort" (McLeod, 1995). Teachers

must be able to manage the pressures that they face due to the stresses of outside stakeholders (Brown & Nagal, 2004).

In research by Margolis & Nagal (2006), a strong correlation was found between teacher stress and the amount of involvement they had in making decisions for the school. A smaller role in school decision making correlated with higher levels of stress, while teachers who were more involved with school decision making had significantly less stress (Margolis & Nagel, 2006): "Teachers' perceptions of efficacy appear to be dependent upon the presence or absence of other mediating effects in the school" and "the principal of a school can be conceptualized as a mediator of stress" (Brown & Nagal, 2004, p. 38). Transformational leaders can use inspirational motivation and intellectual stimulation (Bass, 1985) to empower teachers to make decisions that guard their instructional time, while standing behind them in supportive roles, which increases self-efficacy (Lumsden, 1998). Transformational leaders can also use individualized consideration and idealized influence (Bass, 1985) to ensure teachers feel valued and appreciated. Margolis & Nagel's (2006) study found that "relationships were the most powerful mediator of teachers stress" and that "teachers were most resilient when they felt valued and appreciated and trusted that school leadership had their long-term personal best interests in mind" (p. 151).

The relationship between structures put in place at schools with the intention of yielding certain changes and the Triadic Reciprocal Determinism is extremely complex (Bandura, 1989; Margolis & Nagel, 2006). Brown & Nagel (2004) and Margolis & Nagel (2006) suggest that there is a very positive approach to arbitrating negative effects of school reform and teacher self-efficacy. More research must be done to determine how transformational leadership influences self-efficacy, the face of school reform, to continue to positively impact teachers, children, and

schools. Rosenthal (1985) posits, "Perhaps such knowledge will help us someday to increase the number of Galateas and to decrease the number of Golems" (p. 39).

CHAPTER THREE: METHODOLOGY

Problem Statement

National and state accountability measures have increased teacher accountability and workload, which has caused increased levels of performance pressure. If this pressure continues to increase, teachers are likely to feel burnout (Hill & Barth, 2004). When teacher workload and teacher accountability compound together, teachers feel an incredible amount of stress (Akpochafo, 2012). The stress and workload of teachers impact student achievement and teacher attrition rates (Education Week, 2017).

Principals are the link between reform mandates, teacher workload, and teacher self-efficacy. Principals can either add to or take away from their teachers' self-efficacy levels because they serve as mediators of change related stress in the workplace (Brown & Nagel, 2004; Calabrese, 1987; Lumsden, 1998; Phanos, 1990). Transformational leadership produces results and is a desired leadership style. Theorists argue that transformational leadership will work in any organization or context (Marion, 2014). However, the motives behind transformational leadership greatly affect teacher self-efficacy.

The biggest effect on teacher resiliency is the teachers' experiences and perspectives regarding their administration (Margolis & Nagel, 2006). Building strong self-efficacy beliefs "is an important part of a teacher's development" and shares a relationship with stress (DeMauro, 2016, p.119). It is important to examine the advantages and barriers of the transformational leadership behaviors of elementary school principals because they serve as the link between reform mandates, teacher workload, and teacher self-efficacy levels (Wallace Foundation, 2007).

Purpose of the Study

The purpose of this mixed methods study is to illuminate the principal's role in teacher self-efficacy levels and to identify the factors within transformational leadership that cause increases or decreases to teacher self-efficacy levels. This research aims to support how principals whose leadership styles are congruent with the four transformational leadership descriptors, as defined by Bass (1985), influence teacher self-efficacy in the schools in which they serve. This study will also reveal teacher insight into which, if any, of the four descriptors contribute to increasing teacher self-efficacy levels (advantages) or decreasing teacher self-efficacy levels (barriers). The goal of this research is to provide awareness into the advantages and barriers of the four transformational leadership descriptors so that elementary principals can increase teacher self-efficacy levels at their school and be more purposeful in ensuring they are not diminishing teacher self-efficacy levels.

Research Questions

This research is comprised of five main research questions addressing transformational leadership as related to teacher self-efficacy. The questions that will be answered during the research of this study include the following:

1. How does transformational leadership influence teacher self-efficacy?

2. Which of Bass' transformational leadership behaviors do elementary teachers view as advantages?

3. Which of Bass' transformational leadership behaviors do elementary teachers view as barriers?

4. What personal experiences and perceptions do teachers have regarding transformational leadership behaviors displayed by elementary principals, as defined by Bass?

5. How do the self-efficacy levels of teachers working in a school with a

    transformational principal compare to the self-efficacy levels of teachers working for

    a principal operating with a different leadership style?

Introduction

This mixed methods study will explore both the principals' and teachers' perspective as it

relates to teacher self-efficacy levels at the school site. Five elementary school principals were

interviewed to give their perspective on how their own leadership styles affect the self-efficacy

levels of the teachers at their school sites. The teachers within those school sites then served as

half of the teacher population surveyed to determine their levels of self-efficacy. The other half

of these teachers came from five randomly selected elementary schools who did not have a

principal who exercised all of the descriptors of transformational leadership. Teachers from all

ten schools were given the opportunity to participate in a semi-structured interview to share any

personal experiences or perceptions related to the transformational leadership descriptors of their

administrator and their self-efficacy levels. Both types of participants (principals and teachers)

were asked to reflect on how transformational leadership may be an advantage and a barrier to

teacher self-efficacy. Data analysis between the interviews and surveys was examined to

uncover any findings and relationships between the qualitative and quantitative data.

Sampling Method

The sampling phase for this research study was driven by the initial identification of the

elementary principals invited to participate. Five principals were needed to participate in the

study and all five of those principals had to actively exercise the descriptors within Bass'

definition of transformational leadership, daily, as they fulfill their job duties. To properly select

participants, district assigned regional superintendents were given a "Required Principals

Descriptors" document created by the researcher to highlight the required descriptors for principal participants. Regional superintendents were selected as the liaisons for participant selection due to their extensive work with school-based elementary principals. The "Required Principal Descriptors" document served as a guide to the regional superintendents to ensure that principal selection was based on genuine transformational leadership traits, as defined in this study, accurately. The descriptors for the participants are "idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation" Bass (1985).

Once all of the possible participants had been identified, the researcher randomly selected five of them. These five principals were contacted through email regarding their willingness to participate in the study. Each of the initial emails contained a copy of the IRB approval, an interview consent form, and a copy of teacher survey questions so that the principal could make an informed decision regarding participation. If any principal declined the invitation to participate in the study, another randomly selected principal off of the list was invited to participate as the fifth principal participant. Appendix A contains the "Required Principal Descriptors" document.

The teachers currently employed at each of the elementary schools in which the selected principals work was invited to complete the online survey. The teachers working in these schools served as half of the sample population invited to complete the online survey. Five additional randomly selected schools that were not identified as having a principal who operates using transformational leadership were contacted to participate in the teacher survey on self-efficacy. The researcher emailed the principals from the non-transformational group to gain permission to invite the teachers from that school to participate in the survey. Any of the schools that did not respond or declined participating were removed from the list and another randomly

selected elementary school was selected off the list and invited to participate. At the end of the online survey, teachers had the opportunity to indicate if they have had a personal experience or perception of the influence of transformational leadership regarding their self-efficacy levels that they would like to contribute to the body of research. The teachers who indicated that they had experiences or perceptions to share served as the sample of participants participating in the teacher semi-structured interviews.

Instrumentation

In this study, the researcher was the instrument during the qualitative interviews with principals and the optional elective interviews with teachers. The interviews with principals consisted of structured questions, while the interviews with teachers were open ended, semi-structured interviews. The researcher was responsible for recording the interview, asking the interview questions and taking the appropriate notes. For the teacher survey portion of this study, a Likert scale survey was used. IMB SPSS is a software program used to analyze statistical data. The SPSS program was the instrument used to analyze the survey data in collaboration with Microsoft Excel. The Likert scale survey can be found in Appendix D. A consent form was included in both sets of interviews, and a consent statement with acknowledgement box was used with the Likert-scale survey.

Data Collection Procedures

Once principal participants were randomly selected, the researcher contacted each of the participants through email to explain the research to the principal. The email also contained the IRB approval letter, interview questions, interview consent form and teacher survey questions so that the principal could make a complete, informed decision regarding participation. Any questions that the principal had were answered thoroughly. Once the principal agreed to

participate in the study, the researcher scheduled one interview with each of the five principals. Interviews were scheduled at a convenient time for each of the principals. In four out of the five situations, the researcher drove to the principal's school so that the researcher could not only interview the principal, but also speak to the staff about participating in the survey. For the remaining interview, the principal preferred to meet at a neutral location to conduct the interview.

The interviews were structured according to John Creswell's (2013) approach to case study interviewing. In this approach, Creswell (2013) describes three separate interviews, each of which have a specific purpose and are scheduled about one week apart. For the purpose of this study, the researcher condensed the three separate interviews into one interview. The interview effectively covered the interview protocol from Creswell. Questions were structured to elicit a brief picture of the principal's job history depicting why they decided to become a principal, their current transformational practices as a principal, and their reflections on the impact and influence they have over the self-efficacy of the teachers who work for them. These interview questions were developed from an extensive literature review to ensure that they elicited information about each of the four transformational leadership descriptors, as defined by Bass (1985), as well as the four processes of teacher self-efficacy. Some of the interview questions that were used were piloted during the researcher's qualitative analysis course. The names of all participants, as well as the school in which they work, were assigned pseudonyms to ensure the confidentiality of all participants.

During the time span when interviews were conducted with the principals, the researcher also attended a staff meeting at the school to explain to the teachers about the research being conducted and to invite the teachers working at the school to participate in the online survey.

The researcher briefly introduced the study and its purpose. A handout was given to each of the teachers that included a QR code that linked to the survey website, the link itself, the contact information of the researcher, and the contact information for the IRB department at Florida Southern College. A paper copy of the survey was also available, should any teacher prefer to take the survey in that format. Any hard copy surveys were then transferred over to Google forms by the researcher. After briefly talking to the staff, the researcher remained at the staff meeting to answer any questions the teachers had regarding the study. The researcher followed up with an email to the teachers of the school thanking them for their time and attending the meeting. The link to the survey was also at the bottom of the email. Additional follow up emails were sent to schools with low response rates to ensure there was an even amount of participation from each of the schools.

The researcher also randomly selected five elementary schools who were not identified by regional superintendents as having transformational leaders as principals. The principals of these schools were contacted regarding their willingness for their teachers to be surveyed about their self-efficacy levels. This was done through email. A copy of the IRB approval letter and the teacher self-efficacy survey was included. If the principal did not respond or declined the invitation for their teachers to participate, another randomly selected school was invited to participate. The researcher scheduled a time with the principal that was convenient for the principal's staff members and came to the school to meet with the teachers in the same manner as the first five schools selected.

During this meeting, the researcher briefly introduced the study and its purpose. A handout was given to each of the teachers that included the QR code that links to the survey website, the link itself, the contact information of the researcher and the contact information for

the IRB board at Florida Southern College. A paper copy of the survey was also provided for any teacher who preferred to respond in that means. The researcher remained at the staff meeting to answer any questions the teachers had regarding the study. The researcher followed up with an email to the teachers of the school thanking them for their time and attending the meeting. The survey link was included at the bottom of the email for any additional participants. Additional follow up emails were sent to schools with low response rates to ensure there was an even amount of participation from each of the schools.

This survey provided a clear picture of the teachers' levels of self-efficacy. For this survey, the researcher used Albert Bandura's (1994) Teacher Self-Efficacy Scale in combination with added researcher developed questions aiming at better understanding the impact of transformational leadership on teachers' self-efficacy levels. Bandura's Teacher Self-Efficacy scale was developed in 2006 and was constructed using his Social Cognitive Theory. This scale includes 28 questions covering six main topics: decision making, instruction, behavior management, parental involvement, community involvement, and school climate (Bandura, 2006).

Included at the bottom of this online survey was an open text box asking teachers if they have any personal experiences or perceptions regarding advantages and barriers of transformational leadership to share with the researcher. If a teacher had any personal experiences that they would like to share, they were instructed to type their name and preferred method of contact in the box. Each school participating in the survey would get a separate, yet identical survey which allowed the researcher to look at the responses collectively as well as within each of the schools. Each school was assigned a pseudonym so that any of the school's identifying information was be protected.

The researcher compiled a list of the teachers who indicated they have personal experiences or perceptions to share to participate in a semi-structured interview. The researcher randomly selected ten of these teachers and contacted them to schedule their semi-structured interview at a time that is convenient for the participant. This interview guided the participants to share their experiences and reflect on how transformational leadership has impacted their teacher self-efficacy levels.

Data Analysis Process

The researcher began analyzing data by transcribing the principal interviews. After each interview was transcribed, the transcript was pre-coded on Microsoft Word. The pre-coding consisted of highlighting, underlining, bolding, and color coding any significant quotes or passages that stood out to the researcher. As the researcher was pre-coding transcripts, code jottings were used a visual way to look at the data. This was done interactively and lasted through the duration of data analysis. The researcher used a specific color of sticky notes for each principal interview and then arranged and rearranged the data as necessary. The code jottings were organized in a way that seemed to fit the data as it accumulated.

First cycle and second cycle coding were done by formatting the initial transcriptions in Microsoft Word. The interview text was then pasted into an excel document and formatted to allow the researcher to code and sort data. Computer-assisted qualitative data software (CAQDAS) was not used in this study. CAQDAS is a platform that manages data so that the researcher can analyze it. It should be noted, "However, no software can actually analyze qualitative data; only the human mind can do that" (Faherty, 2010, as cited by Ose, 2016). Once the data from all five interviews was coded and sorted in Excel, it was transferred back into Microsoft Word where the codes were used to organize the data into categories, topics, and

subtopics. In this final Word document, quotes from all five interviews were labeled and combined to ensure easy read through.

Initial coding was used as the first cycle coding method for principal interviews. Strauss and Corbin (1998) say, "Initial coding breaks down qualitative data into discrete parts, closely examines them, and compares them for similarities and differences" (as cited by Saldana, 2016, p. 115). A microanalysis of the corpus was done as the researcher moved line by line through the interview scripts. Codes used at the beginning of data analysis were tentative and some coding words were reworded as the researcher worked through the data. The researcher also kept "a separate list of the emerging codes as analysis continued to help the researcher visualize the work in progress and to avoid duplication" (Saldana, 2016, p. 118). Once process coding had been identified, any conceptual ideas that delve into the dimensions of the processes identified were labeled. These categories were able to "bring together similarly coded and related passages of data" (Saldana, 2016, p. 118).

Principal interviews were examined with focus coding as a second cycle coding method. With focused coding, the researcher took the codes used in the first cycle coding and cluster them together to generate category names. Once the categories and subcategories were established for principal interviews, the researcher then used those same codes to create a tree-diagram to visually show the data.

The semi-structured teacher interviews were examined through structural coding during the first cycle coding methods. Namey (2008) notes that structural coding "acts as a labeling and indexing device, allowing researchers to quickly access data likely to be relevant to a particular analysis from a larger data set" (as cited in Saldana, 2016, p. 98). For structural coding, the

researcher coded interview excerpts with labels and placed them in categories based on the research questions for this study.

To exemplify the structural codes and the number of participants who told stories about their principals' actions, code landscaping was used as the second cycle coding method. The researcher used www.worditout.com to visually display the results from the teacher interviews. The researcher completed this by pasting the text of the teacher interviews into the online platform. The website then generated a visual graphic of the most used words in an arrangement. The more frequently used words appear in a larger font.

A copy of the research questions and the theoretical framework were constantly visible to maintain the focus on the most accurate terminology for coding. The researcher remained open during data analysis and used pragmatic eclecticism (Saldana, 2016) if needed. The codebook can be found in Appendix G.

The teacher survey was completed through Google forms. The researcher did not collect the email, or any identifying information from the participants. Each of the ten schools participating in the research study was given a separate but identical survey. The researcher labeled these surveys as version 1, version 2, version 3, and continuing on so that each school was assigned a different number one through ten. This allowed the researcher to identify which school the data was coming from, without revealing this information to anyone else. The results of the three open-ended questions at the bottom of the Likert scale were transferred to an Excel Spreadsheet. Each column along the top represented the question being asked. Each row contained everyone's response to the questions. An additional row under each of the participant's responses was used for any codes needed for the data.

The results of the Likert scale given to teachers were first looked at to determine the shape of the data through the distribution of scores. Descriptive statistics were run to determine the standard deviation, variance, range, minimum and maximum dispersion, as well as the Kurtosis and Skewness of the data. The internal consistency reliability of the survey data was also tested. To do this, the variables of the Likert scale were measured using Cronbach's alpha. Cronbach's alpha is "a measure of the correlations between all the variables that make up the scale" (Muijs, 2011).

The additional test ran in SPSS contributed to the explanation of the differences between teacher self-efficacy levels in schools with transformational leaders and schools without transformational leadership. After the descriptive statistics were run, a histogram displaying the means of self-efficacy levels of teachers in transformational schools and non-transformational schools was generated as a way to compare. An Independent Samples T-Test was used to help determine if the means between teacher self-efficacy levels in schools with transformational leaders were significantly different than the self-efficacy levels of teachers without transformational leaders. The independent variable is the type of school (transformational or non-transformational), and the dependent variable is the mean self-efficacy scores of the teachers in those schools. A bar graph was then created to visually complement the results of the Independent Samples T-Test.

The information from the principal interviews in combination with the teacher Likert Scale and teacher interviews will be used to draw conclusions about the research.

Limitations of the Study

The limitations of this study are the number of principals and schools studied. This study required the researcher to interview five principals, administer a survey to each of the teachers

within the schools of the five principals and then interview teacher volunteers from those same

schools, as well as gain the permission of five additional administrators and travel to their school

to explain the research to those teachers as well as invite them to participate in the study. The in-

depth time required to conduct interviews will limit the scope of how many participants will be

able to be involved. The principal participants had to be intentionally selected to ensure that

those selected were genuine transformational leaders as defined by Burns and Bass. The

information gathered in this study is subjective and dependent both on what principals and

teachers report during interviews as well as the interpretations of the given information. The

honest and reflective answers of principals and teachers impacted the limitations of this study.

Ethical Considerations

The Institutional Review Board from Florida Southern College reviewed and approved

this research. Additionally, the school board's IRB committee reviewed and approved this

research before any interviews or surveys began to ensure human subjects were not harmed in

any way. Total confidentiality was held for all participants in the interviews and on the survey.

All personal information was protected, and any published data is completely anonymous.

CHAPTER FOUR: FINDINGS

Chapter four is an in-dept review of the findings for this research study. Included in this chapter is the demographic information of participants, as well as how the qualitative and quantitative research conducted reveals a relationship between the data and the findings. This chapter is divided into three major parts to present the findings, starting with the qualitative findings and ending with the quantitative findings.

The principal interviews consisted of twenty-five questions (found in Appendix C) and was administered to five different principals, all identified as transformational leaders as defined by Bass (1985) and through the lens of District Superintendents. Teacher interviews were conducted with 10 willing participants. Five of the participants were from schools with transformational leaders as principals, and five of the participants were not from schools with transformational leaders. The survey sent out to teachers was a Likert-style questionnaire with twenty-eight statements in a total of six different categories in which the teacher must rank on a scale of 1 – 7 how confident he/she was in each of the statements. These twenty-eight statements are considered the variables in this study. There was a total of eighty-five respondents from schools with a transformational leader and eighty-four respondents from schools without a transformational leader. Teacher surveys included a text box in which teachers could input their preferred method of contact, should they have a story or experience that they would like to share regarding transformational leadership and their self-efficacy levels. These were the teachers who participated in a semi-structured interview in which they shared their experiences.

The findings from this study are organized by the five research questions that guided this study. The qualitative data analysis is presented first, followed by the quantitative data analysis.

Qualitative Data Analysis

Principal Interviews

      Participant Descriptions. Principal 1 is a female principal who has been at her current school for four years. Her school is a high performing public elementary school serving approximately 750 students in grades PK – 5th grade. Prior to being a principal, she was an assistant principal, a reading coach and classroom teacher. Despite being identified as a transformational leader, she sees herself more as a collaborative leader.

      Principal 2 is a male principal who has been at his school for over four years. His school is a high performing elementary school serving approximately 800 students in grades PK – 5th grade. Prior to becoming a principal, he was the assistant principal at his current school, and a classroom teacher at a different school. He defines his own leadership as more of a coaching role but believes how he leads changes based on the needs of his teachers.

      Principal 3 is a female principal in her third year at her current school. Her school is a high performing magnet school serving approximately 620 students in grades PK – 5th grade. She has served as a principal in other buildings, as well as being an assistant principal and classroom teacher for over ten years. She describes herself as energetic, open, and honest.

      Principal 4 is a female principal who has served her school for over 5 years. Her school is an elementary school serving approximately 660 students in grades PK – 5th grade. She has previously served as an assistant principal and classroom teacher for many years. She describes herself as a calculated risk taker.

      Principal 5 is a female principal who is both serving her first year as a principal as well as her first year in her building. Her elementary school serves approximately 500 students in grades

PK – 5th grade. She describes herself as being flexible while maintaining high expectations for all stakeholders.

These principal participants represent both male and female principals from both magnet and public schools. Some are considered high performing, and some are considered average, as described by school grades. All of the schools are Title 1 schools with large minority populations. The analysis and coding of each interview occurred separately, and then like codes and quotes were later combined by code with the purpose of finding any emerging themes through the data. The themes reported in this chapter are organized so that the flow of categories is congruent with the Emerging Themes table displayed as figure 4, below.
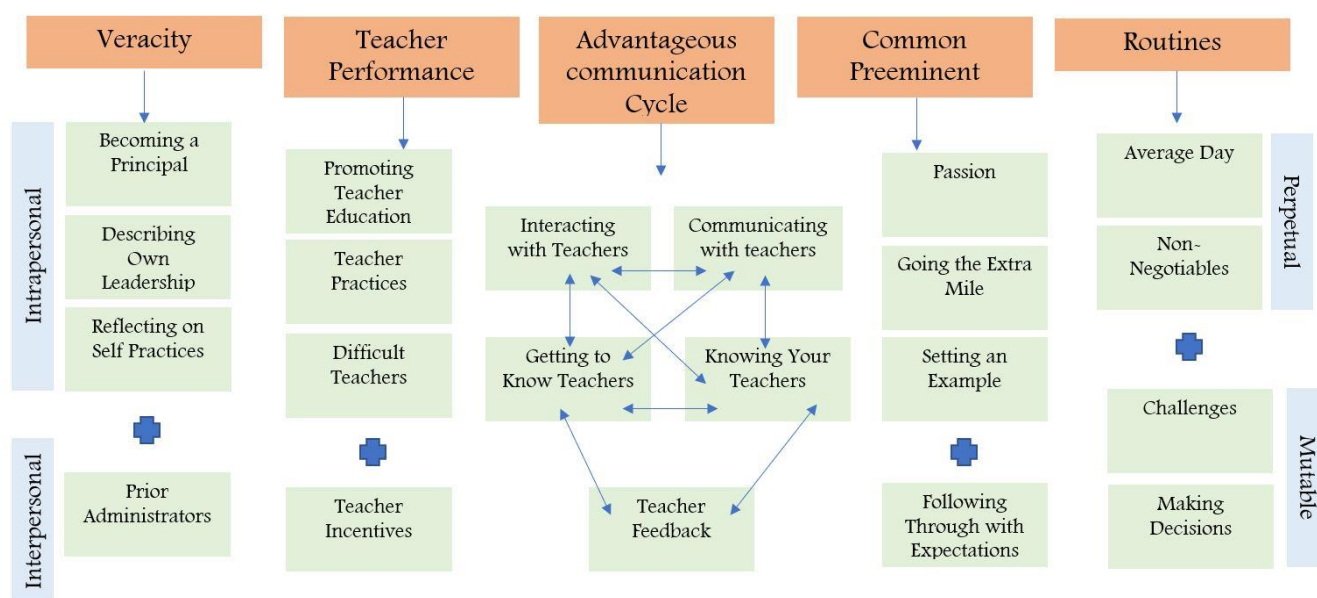
Figure 4: Emerging Themes from Principal Interviews.

Becoming a Principal. When asked about the motivation to become a principal, all five of the participants cited that initially they never considered becoming a principal because they loved being in the classroom but that someone else saw their potential and helped them to see the greater impact they would have in a leadership role. Principal 2 said, "Getting into leadership was something that I was hesitant about because I enjoyed being in my classroom and

really impacting my classroom." Similarly, principal 3 said, "(being a principal) is not something that I aspired to. I always saw myself as a teacher and then she (a prior administrator) helped me realize that by becoming a principal I'm expanding my influence and impacting more students."

Other participants had similar stories to the path that led them to becoming an administrator and many of them may not have ever traveled down that path, had it not been for someone making it a point to encourage them to do so. Principal 4 said, "Well, quite honestly, I didn't really realize my leadership potential. Somebody else realized it in me. They said, you know what? What you're doing is great and you should be able to affect other people in addition to the students you serve. I don't think I was intrinsically motivated to be a principal until someone said, you're a leader." Principal 5 said, "I think it was really the encouragement of my colleagues when I was in the classroom. A colleague asked me if I had ever considered being an administrator, it kinda came as a shock to me and I hadn't even thought about going back. So that kind of inspired me and motivated me to move forward."

Perhaps the most purposeful selection comes from principal 1 who said, "I would definitely say it was my principal. She came to me and she said I see something in you, I think you have something. And I thought really? Me? What? And she said yes, and I want to help you. I was right there next to her and she was modeling for me and side by side coaching me and talking to me and at times throwing me in situations and letting me swim and then showing the way. She is definitely the reason I am here." Principal 1 still has a relationship with her former principal, and they talk time to time and share stories with one another.

Describing Own Leadership. When asked to reflect and describe their own leadership style, principals had to really think about how to describe their actions. Principal 3 said, "That's

a hard question" and Principal 1 said, "So, I had to sit and think about this a little bit." Principal

4 also said, "Mmm…" and paused to think about how to respond and then continued with this:

> I would say that I am a very collaborative leader, who is not afraid to
> draw the line and make the call. I would also say that I am a calculated
> risk taker and I say calculated because sometimes the way the rules are
> laid out won't necessarily benefit your campus. And you have to be
> sure that you have the data to say this is not for us. Even though that's
> the rule. I do what's best for my kids. And if you have the data to
> support that, typically people who are above you will support your
> decision. I say it's calculated and it's taking risks because it's not
> necessarily the rule. I am known for doing that as long as it benefits
> my kids.

Later in the interview Principal 4 talked about her own leadership style again when she

said the following:

> Teachers can trust that if I say it, it's going to get done. And I think that
> in itself is inspiration because I don't have to micromanage. And I can
> tell you, without a shadow of a doubt this teacher is doing what she
> needs to do. That teacher is doing exactly what she needs to do. And we
> can walk there at any point, at any time of the day and it's done. It's
> getting done because they're inspired to do it. They're inspired to do it
> because they know I say what I mean, and I mean what I say. So, I
> don't have to micromanage.

Having high expectations is also something that Principal 5 mentioned when she said, "I

would say probably flexible with high expectations. I have really high expectations for our staff,

teachers, paras, lunchroom, buses, everybody. I mean, I really do expect everyone to do their

job. That being said, I'm flexible." Principal 2 also talked about having high expectations for

his staff: "I have high expectations. I mean, just because a kid comes in performing at a certain

level, I'm not going to lower my standards or lower my expectations. So, I know my

expectations are very high."

Having honesty and transparency also came up from multiple principals. Principal 2 said

"I think being transparent is good. And letting them know, hey, this is what's coming about."

Principal 3 described a controversial situation that had happened at her school and when she had

to address the issue with the staff, she said, "I didn't sugar coat it. I didn't lie about what

happened. I just said, this is what happened. The result is, we're going to have more training

because we need a better understanding."

While some principals had very descriptive words to describe their own leadership,

Principal 2 said this:

> I think my leadership is really dictated by the staff I have. And what I
> mean by that is, I don't think you can put yourself in a box and say
> you're this type of leader. I think it all depends on what your team,
> whoever you're leading needs. This year I'm taking more of a, I believe
> a coaching role and being more hands on in the classroom and really
> working with our teachers. But my leadership style, it all depends on
> what at that moment my staff needs.

In a very reflective approach to this question, Principal 3 described herself as "a very energetic,

open and honest" who can "embrace whatever it takes mentally" and feels like she is "always

growing and learning and changing too." She said she believes that she was "put in people's

lives just like they were put in mine, for a reason." Principal 3 ensures that her staff know she is

always available and tells them, "Call me anytime and I mean it. You know, if you have an

issue, there are things you want to talk about, you can call me in the evenings and call me on the

weekends."

Some principals were very detailed about their leadership traits while others' definitions

were much more fluid by nature. However, they all reflected and emphasized how their

leadership was focused around their teachers and their students.

Reflecting on Self Practices. While describing their own leadership styles and reflecting

on their self-practices appear similar, reflecting on self-practices has more emphasis on the ripple

of effect their actions have. With those reflections, some principals linked what they are doing

now to memories they have of being a classroom teacher. Principal 2 said this:

> For me, it's never forgetting what it means to be a classroom teacher.
> And what I mean by that is, even though I might have the district telling
> me this, this, this, if I know I already got all of this on my (teacher's)
> plate, I know I can't add anything else on it. I might not diverse certain
> information right away. I might wait a while or just slowly give it to
> them. But, I'm a very transparent leader here. They know if I ask them
> to do something, a lot of times it's got to be that I'm getting in trouble
> because we didn't do it. When you heard me talk about standing on the
> hill, because they know I stand on the hill for them all day long, to keep
> stuff off their plate. But when I can't stand on the hill any longer, than
> we have to do what we need to.

And principal 5 said, "I remember when I was a teacher, I had a student come back and

say, I want to be in your class again. You made learning fun. And that to me is what you want

students to say. You know, you don't want them sitting there like zombies. You want them to

have fun when they're learning. So, I always encourage, I always encourage them (teachers)."

Principal 5 also told a story about a time she had to deal with a teacher who decided to resign

from their position without ever speaking to her about his decision. After telling the story she

reflected:

> And I wonder now, kind of, what he would say, but not really. Because if
> it wasn't important to him, then I'm not gonna, you know, I'm not going
> to come chase you down. So, I still think about that sometimes and I think
> if I did it over again, what would I do different? I try to be very reflective
> and that's the one that still kind of bothers me. I'm like, would I do that
> different if I was doing it again? Hopefully that'll never happen again
> (laughs).

The ways in which these principals reflect on their practices gives a clear glimpse at what

teaching in one of their schools looks like. Principal 4 mentioned, "I try to get teachers to think

outside of the box. Now I'm not standing on tables like Ron Clark. I'm not screaming it from a

mountaintop, but what I think is important is how I inspire teachers." And with that inspiration

comes an environment where teachers can try, explore, and grow. She continued by saying, "Teachers see my car here early. Oftentimes they see it here late. I don't think it's fair or appropriate or wise to ask people to do things that you won't do. Um, so I just try to be an example." Principal 1 also talked about this:

> I would hope that I provide opportunities for mistakes to happen and that it's okay. And that it isn't about the mistake, it's about the opportunity to try and to reflect and say, 'man, that really stunk. I should have tried it this way or I would like to go back and try that again'. I walk through that with teachers and try to have that honest conversation. 'I know I messed that up, but it's okay' is really important to me. And really showing them that sometimes we have to learn and make a mistake. And we have to talk about how we can learn about it and that it's not just about the mistake. I think that I have a huge responsibility to have that effect on teachers and build that culture. That I would rather us try and it flop then not try, whatever that may be.

Principal 1 really modeled reflecting on mistakes and learning from them in her own practice when she said, "Like ugh, I should have done better, I should have communicated that sooner or more clearly" and "Under communicate? Absolutely. I've experienced that. I've made those mistakes as a leader."

Principal 3 talked about how she has "worked very hard to build relationships with them (her teachers)" and about how she influences the school through her relationship with teachers. Principal 3 continued:

> There's a quote and I don't remember the exact quote, but it's about how teachers create the atmosphere and the weather in their classroom. You know, they can be the sunshine and the rainbow after a storm, or they can be the storm. So, when I read that quote as a teacher that really impacted me and I feel the same way as a leader. I do affect teacher's self-efficacy and I feel that I can be a positive influence or negative influence. So, I choose the positive, always.

She then elaborated:

> I think being reflective is very important for school leaders. I don't know that everyone really stops and slows down enough to be reflective. And to

think, how did I cause someone to feel? Or, how did I help them grow?
And yeah, I do yoga and I exercise, you know, finding that balance in life.
I think that's very important. Leaders have to take care of themselves too.
Take care of yourself, take care of others, take care of your school. I think
that's all very important.

Reflecting on their current practices as well as when they were classroom teachers was common and natural for these transformational principals.

Prior Administrators. An unanticipated reference made by all five of the principals was a reference to the administrators who were at each of their schools before they were. Even the easier changes come with their difficulties. Principal 2 talked about when he first started as the principal at his school: "When I first started, Ms. F was the principal here and she was awesome, and I was her AP for a year. But when I became principal, there were certain things I wanted to do a little different because, you know, I wanted to put my own stamp on how the school operates."

Sometimes administration shifts aren't as easy to make. Principal 4 told about a teacher who was very dissatisfied: "She was a great teacher, but she couldn't accept the fact that I was here. The prior administration was here for a very long time and was quite different, quite different. And she just couldn't, she couldn't handle that." Accounting a similar experience with a teacher she is still working to build a relationship with Principal 1 said, "This teacher was being very hesitant with me and I think it was because the principal who was here was here for many, many years and so I came in with a different style and maybe a different presentation, I'm not really sure."

Principal 5 was able to explore this idea of prior administrators more in depth. She is currently in her first year as a principal in a new school. Her current assistant principal is also brand new to her role. The school Principal 5 worked at prior to this position was in a similar

position where she was a brand-new assistant principal with a principal who was also new to her

role. She talked about this experience:

> There are changes you know, that have come along the way with the
> previous administrator who was here for 21 years. I'm kind of fighting
> an uphill battle to build that trust. I had another situation when I was at a
> previous school where the administrator had been there for 24 years.
> And so, very similar to here. And the principal and I were brand new to
> the school, brand new to our roles. Exactly like here. We're both brand
> new to our roles and brand new to the school. And so, it's just extra.
> You just have to be, again, consistent, reliable. They don't believe you
> until they see you do the job and they know you have the knowledge. It
> doesn't come until they see it; until they see it in practice and they're
> like, Oh, maybe they do know what they're talking about.

Promoting Teacher Education. These five principals all shared the idea of encouraging

teachers to learn and grow in their practices. Principal 3 explicitly stated, "Growing the next

generation of teachers and leaders has become one of my passions." Sometimes promoting

teacher education comes from the principal directly to teachers. Principal 2 said, "And I'll tell

the, man, you get this opportunity to learn, to take advantage of it because we have to continue to

grow. That's one of the biggest things I really push here, even with my paras, let's continue to

grow. Don't get stagnant." He continued to share that "I think it's important that you have your

own goal. Even as the principal, I have goals that I want to reach, and I share them with my

teachers every year."

Principal 5 indicated similar actions: "I'm always sending out things that come from the

district or things that I see online. I'm sending it out to either all teachers or specific groups of

teachers if I feel like they are good fits for whatever program is out there" and then offering them

support to make it happen by saying, "I think you would be really good at this. Apply and let me

know if you need anything from me." She continued by saying she encourages growth in

teachers even when it is hard. She has a phenomenal teacher who wants to be an academic

coach. Principal 5 laughed when she expressed, "It's so hard to encourage her because I don't want to lose her. You know, as a teacher, she's amazing. But I have to encourage her because she has that professional goal for herself" and told of how she laughs and jokes with the teacher, "Selfishly, I want you to be bad, but I'm so transparent with her. You're going to be right there next year. Let me know what you need. I'd be glad to write you a letter, whatever you need!"

Even principal 4 had a similar experience to share. She reflected on her own journey to becoming a principal and how that relates to her responsibilities now: "One of my goals is to grow leaders. I didn't see in myself what someone else saw and I don't think I would have blossomed to this extent if someone hadn't said something to me and I didn't have a listening ear to hear what they were saying" and "I try to make sure that I help teachers see what they may not see all the time, like their leadership abilities." Principal 4 also talked about how leaders should be modeling these practices: "It's important to be a lifelong learner. If you're not learning and growing your time is up. If we're not learning and we're not growing, how do we expect our students to? I always try to get them to add things to their toolbox, and I try to model that. That's really what it's all about."

Sometimes promoting education involves the principal too. Principal 3 indicated this when she said, "Everybody should have a goal. Everybody's growing and learning and changing and everyone needs to become a better version of themselves."

Principal 2 talked about how much emphasis he puts on education:

> I am very big on educating my teachers on what's going on outside of
> (our school), outside of (our county), what's going on at state level, on a
> national level. And I always get on to them about reading up on what's
> going on in their profession.

Principal 2 laughed as he told a story about how much he value's teachers thinking outside of the box and educating themselves:

> She sent me an article because she said she found it and made her think about a debate we had years ago, and she said she found an argument that finally defended her point. But I think that's it. We have heated debates here and I'm okay with having a debate about this profession. Because at the end of the day it's all about making us better.

To sum up promoting teacher education, Principal 5 talked about the impact teacher education has on student learning:

> They've all been trained, they're all certified teachers, they are all college degreed. But really letting them know they can do the job; you know they can. And I'm here if you need me. I can give you more tools, more resources, more support. But at the end of the day, it's them in that classroom. We all know the classroom teacher is the largest influence for student achievement. And they know that too, because I tell them that all the time (laughs).

Teacher Practices. Teacher practices are all about what the teachers in these schools do and what sorts of supports the principals put in place for them to be successful. Principal 1 talked about how she initiates any practice with her teachers: "I believe that everybody should have what I call a 'guided practice time.' That's when you're getting your feet wet and that's when you're getting a lot of feedback and when you are letting the nay-sayers grumble a little bit while everyone is having time to get on board with the way of the work" and continued, "We have that guided practice time and then the time that says this is a non-negotiable, this is the way of the work and then we move forward."

Principal 2 really explained this same idea when he said, "A lot of times what I have done is, if I see a teacher is really struggling, I'm quick to just pull them aside and let me hold your hand and walk you through this. Because I'm in this with you and not necessarily leading up top and just telling you how to figure it out." Sometimes that doesn't work out the first time. He continued, "I thought the training went well, but when they started working on it, it wasn't hitting the mark. So, I told them to stop. Just stop what you are doing. Let's recalibrate and

let's redo it again." He also talked about teacher practices when he said, "I allow my teachers to kind of dictate what engagement looks like for us as a staff" because "we try to shape our PDs to engaging, you're not just sitting down bored out of your mind." Principal 2 spoke about teacher practices in relation to their time and said, "I'm big on giving time back to teachers when possible. If we don't have something, we need to share I'm not going to meet with you. It's gotta be something that's going to be worthwhile."

Principal 4 spoke of teacher practices as "giving them the ability and leeway and the flexibility and the creative freedom to do their own thing. I don't have a box to put them in" and "if you think it's good and it's working for you, do it! They have all of the flexibility and creative freedom they need."

Difficult Teachers. Dealing with difficult teachers is something every principal spoke about: "The law of thirds. I think Michael Fullan calls it, the law of thirds. A third of the people you ask to do something are going to do it, they're going to love you, they're going to support you. A third of the people will be like, oh, maybe I'll try it. And then a third of the people are going to dig their heels in and be resistant," said Principal 3. Principal 3 recalled a time when she dealt with a teacher who wasn't happy about coming to work each day. When the teacher dropped hints that she did not want to teach anymore, principal 3 responded like this, "You know, whatever decisions you're going to make or whatever is right for you, do what's right for your family. I sit and listen and give advice and guide and support them. But at the end of the day, right now, we've all got a job to do." Each principal depicted how they deal with this issue. Principal 4 spoke of a teacher who was hesitant to get on board with a school initiative: "No matter how much I tried, no matter how much I had the coaches in or helped her with PD or just built her up or tried adding to her toolbox, it wasn't happening. So, I had to make a shift."

While Principal 4 spoke of a situation with a teacher that required action on her part, Principal 2 told a story about a teacher who made her own choices after a difficult situation: "I had a teacher that felt like the work, what I was asking her to do was just too much and she flatly told me she was going somewhere a little easier. I said, 'okay, well you can pack, but you're just giving up on kids. You want to do something different because you feel like it's hard'. We don't do that here." Both of the stories shared by Principal 4 and Principal 2 were extreme cases which resulted in teachers leaving a school. Principal 1 had a different perspective when discussing difficult teachers who stay at your school: "And so, she was very, very upset. And I remember just looking at her and saying to myself, 'don't react, respond' (laughs). And I said, you know that you for understanding we have kinks to work out and I think your time is valuable." She continued to share about dealing with difficult teachers:

> I think for some people it just takes longer to build a relationship with
> them and build trust with them. Whether it's their history or experiences,
> but by working on that relationship piece with someone who was more
> resistant. Don't give up. The hesitancy, the wall, it will come down
> (laughs). The trust will be built.

Regardless of the type of difficult teacher Principal 3 is dealing with, she said, "It took me a long time to realize not to take things personally and that there's always going to be somebody unhappy" and that "happiness is a choice. So in choosing my own happiness, that helps light the way for other people."

Teacher incentives. Teacher incentives were thought about from two different perspectives in these interviews. The first perspective was regarding teacher incentives at a state level. The second perspective was incentives given to teachers within their school. Principal 3 said, "There are some incentives I just really don't care for. Like the whole school recognition funds here in Florida. I don't think those kinds of incentives are appropriate. Same thing as

teacher bonuses and all of that." But she also said, "I think children learning should be an incentive for teachers," and "I'll try to have different groups come in and serve breakfast or lunch to our teachers. Last week we did a popping for you note and a little bag of popcorn. Any little thing to make teachers smile." Principal 1 also expressed concerns over teacher incentives and expressed defining why you are giving incentives to teachers: "So, I had to think about this. If it's about this teacher who showed this strategy or this teacher did this, I don't do incentives for that. But time that they give outside of school to support showing off our school, there will be jeans passes or leave early one time. But I don't tie incentives to 'oh you did a great job teaching reading today.' I don't tie it to that."

All five of the principals talked about giving jeans passes, late arrival, or get out early passes to their teachers in various situations. Principal 4 talked about how she works to ensure her teachers feel appreciated:

> I will give a jean pass at the drop of a hat (laughs) because teachers love jeans. I don't know what the phenomenon is about jeans, but I think incentives are great… Sometimes people just need an extrinsic motivator just to know they're appreciated. I don't do it all the time because, like I told you before, I'm not the warm and fuzzy… But everybody wants to be appreciated, so sometimes you just have to do it, just so people know that you care.

When asked about incentives Principal 5 said, "Yes, they work (laughs). Things as simple as jeans passes. All kinds of things like that. If they like them, we use them!" She then gave an example of positive behavior referrals she wanted teachers to fill out so that they could recognize positive behavior in their students. At first teachers were completing them, but over time the number submitted would trickle off. Whenever this would happen, Principal 5 would use incentives to get teachers to continue recognizing those positive behaviors: "So, then we put a little incentive with it… and boy did those positive referrals start coming in!"

Principal 2 spoke very highly of teacher incentives at his school. They do "staff cash" where teachers earn money for helping out with extra duty or other jobs that go above and beyond. Each month the staff can use their cash on prizes or save them for the end of the year where they can bid on large baskets of prizes. He said this:

> Last year I gave some Google Homes, some Alexa's. You name it, we tried it. I actually had a group of teachers give me a list of items they like, even for Christmas gifts. We give some great gift cards. I just believe in, the more I keep them happy, the harder they gonna work.

So, while every principal offers a jean pass in some capacity, the incentives that follow vary significantly.

Interacting with Teachers. There are many aspects to the dynamics between principal and teacher interactions. Principal 1 talked about whole group interactions with the whole staff:

> We could come into a PD or staff meeting or collaborative planning meeting and we could talk about how naughty everyone was or how bad everything is. Or we could open up with something great. What is something going on for you right now, whether it's personally or professionally. And set that frame and laugh and have a good time. And let your energy shine through… We take time to laugh, we take time to cry together, we take time to celebrate and recognize all of the good times we have together and recognize some of those bumps in the road we have. It's huge.

Similarly, Principal 5 spoke about helping teachers internalize change and how to help them think through their actions:

> I always tell them, when we get something big in our laps that we feel like is brand new or we don't know how to handle, take a minute to think about it. Try to make sense of it for yourself and then figure out how you're gonna respond to it, individually. I think kind of walking them through that process is helpful to them. And letting them have the time to talk it out or to think about it for a little while and figure out how they're going to implement whatever it is, on their own.

While teachers must process changes on their own, the principal must also calculate how to roll

out changes. Principal 3 talked about this:

> We just watched a video on creative tension with Peter Sengae, who wrote
> schools that learn in the fifth discipline. And that really hit home for me
> because it's like you stretch this creative tension rubber band and I feel like
> you can stretch too far and it'll snap and you don't want to snap teachers, but
> you don't want to reduce tension on the rubber band where again, they're not
> seeing the sense of urgency and taking immediate action either. So, I think
> there's a fine balance and you have to help teachers cope with constant
> change and let them know it's going to be okay and you're there for them
> and whatever happens, you now, it's going to be okay.

Teachers need to process these changes in their own ways and Principal 2 talked about

how he interacts with teachers who are processing:

> We have an open-door policy, that candy jar behind you is for the teachers
> when they come in. And sometimes you have to be okay with them just
> venting about the classroom. Venting about personal stuff. I'll sometimes
> feel like I'm a minister because you've got to also counsel (laughs). There's
> a lot that goes into this job. But having that open communication where
> teachers again rust that when they come in and close the door that what was
> said in this room stays in this room. It is very important.

Two of the principals also talked about interacting with teachers from different

generations and how that makes a difference in how they respond to them. Principal 2 talked

about this:

> I mean, you think about a staff of 60 something people, you're trying to get
> them all on the same page. Now, they probably got into this field because
> they love kids. But when it comes to different initiatives for different ways
> of doing it, to get everyone on the same page, it's a lot of work. So, this
> newer generation of teachers that's coming in, I call them my Apple
> Generation because they have to understand the why. And so you have to
> treat them a little different than you might deal with a teacher that's been in
> it for 20, 30 years because the younger generation that's coming in, if they
> don't understand the why, why are we doing it? They don't explore it.

Principal 3 also talked about the newer generations of teachers and how she has taken

these differences and made it a point to accept all of them:

I mean it seems like the whole research about millennial teachers, seems like millennial teachers are perceived to be more persistent or just the younger generation is all about, you know, what's in it for me and everything's about me, me, me, right now, right now. And so, I see some of that. So, I try and realize, okay, it's not a bad thing. It's not a good thing. That's just who they are. You know, you have to honor everyone and give them what they need when they need it.

Communicating with Teachers. There are some basic rules to communication that all of the principals spoke of. As Principal 1 said, "It's very important because you have to be able to communication your vision. You've got to be able to communicate how we as a collective group we will achieve that vision" and "To be able to communicate not only what it is, what it looks like, and how we are going to get there along the way." She continued by saying, "Communicating where we are going, where we are at and how we are going to get to the finish line is very, very important… I just don't think you can over communicate what you are here for and how it is we are going to get to where we are going. I just don't think you can over communicate that."

Similarly, Principal 4 talked about how you communicate with your teachers:

You need to be able to communicate things precisely and effectively. Sometimes less is more with respect to communication. But what I've found most important, is that if I can explain the why to my adult learners, they typically get onboard quicker. So, communication is essential. But you have to know what to communicate, how to communicate, and in what time to communicate. Like if you do it at the last minute, it's almost of no effect because now they are up in arms because its due tomorrow. But if you communicate too early, then it isn't important. You haven't created a sense of urgency. So, it's about timing. It's about your delivery. Do I send an email? Do I say it in person? Do I call a faculty meeting? Communication is essential and you have just got to be able to understand when, where and how you communicate in order to be effective.

From that, Principal 3 talked about prioritizing what she communicates with her teachers: "I used to feel like everything was important all at once and now I kind of prioritize." Principal

5 said, "I send out a weekly email, that's more of the formal communication… When teachers come by my office, I want them to come in and have that informal conversation because sometimes you learn so much more from the informal than you do the formal." Later in the interview she depicted a situation where communicating with one of her teachers had a significant impact on the teacher:

> I had a fourth-grade teacher who was really struggling with the strategies, just really struggling and stressing himself out to the point of not even being able to function. And so, one morning when he came through the office I called out, I said, 'Mr. so-an-so, come in here'. And I said, 'I see you're struggling, and I just want to tell you it's okay. You can go slow. Take it bit by bit and it's okay'. And that just changed his whole world. I thought we had said that before, when we were delivering everything. But he didn't perceive it that way. And so, until I had that one on one conversation with him, he was beyond stressed out. But once I had that conversation, you could just see his whole demeanor changed. He needed to hear that.

Sometimes communicating involves what you don't communicate to teachers. Principal 4 touched on this idea when she said in her interview:

> It's important for me to be somewhat of a buffer level in the classroom. I mean, I often reflect about what I went through in the classroom and how much more stressful it probably is at this point. Even more than sitting in my seat. I try to put myself in their shoes. They're on the front line, so whatever I can do to kind of bear some of that, I try to do it. So, I don't give them everything. I only give them what they need, that's important to them and their success, for their students to be successful. That's all. That's it.

Getting to Know Teachers. Getting to know your teachers was a trend each of the principals spent time talking about. Principal 4 said, "I heard a leader say that if it's only going on at the top, you're not doing it right. Some of that is true. You know, you really do need to spend time building those relationships." Informal communication was something Principal 5 spoke of when she said this:

> I really think informal communications are big, especially in building the relationship. Cause, that gives me a chance to say, you know, how's your brother doing? I know you said he broke up with his girlfriend, how's that going? Or, I heard you say your mom was sick. How's your mom feeling? Things like that. And really remembering everything that they have going on and just building again that communication. And it just helps with the trust factor.

To build upon that idea, Principal 1 said, "sometimes you have to start with that piece of the puzzle to get to the other pieces of the teacher." She continued to talk about a teacher who has been at her school since she came. This particular teacher was "very hesitant" and "was very work minded and not relationship minded." Principal 1 continued to speak to her "as a person and not just as her role as a teacher" and after a few years Principal 1 can say this:

> She will call me or text me and say, 'can you come look at this? I'm doing this activity; can you stop by? What do you think?' And the first two years I was here? Shh. No. Very different, very distant. And I think for some people it just takes them longer to build a relationship with and build trust with.

When asked about getting to know his teachers, Principal 2 spoke about how important relationships were to him and made it a point to also talk about the time he spent training his assistant principals to do the same:

> I believe, and I tell them all, I train them all the same way. The first year as administrator you should do nothing but deal with relationships. And I'm a firm believer that if you can develop a strong relationship with your staff, your teachers, with parents and kids, then you can get through a lot of rough storms with the relationships. Those relationships are very important to me.

Knowing Your Teachers. These principals spoke of truly knowing their teachers' strengths, their weaknesses, and who they are not only as persons, but as teachers too. Principal 1 uses all of those pieces of information so that she can play on everyone's strengths: "I'm looking for teachers, teacher leaders, and making sure they are on the right seats on the bus. I know it's cliché, but I really believe that. And knowing everyone's strengths and making sure they have

the opportunity to show and grow." When talking about rolling out new information, Principal 1 differentiates who obtains certain information: "So, everybody is going to get to see it, but the timeline is going to be a little different."

Principal 3 spoke about teachers who are passionate and inspirational, but she also recognized teachers who aren't that way: "I've also learned that some of the most quiet, reflective teachers are just as effective. You just have to honor everyone's personality and who they are as an educator. Not everyone has to be entertaining and an Oprah to make a significant difference in the lives of children."

Principal 2 made connections between his days as a classroom teacher and how well he knows his teachers now:

> I look at my staff as my classroom and you got all different types of learners and there are certain kids you've got to treat certain ways and certain other kids you've got to treat other ways. And so that's the same for your staff. I believe having an open relationship and letting them know, hey, this is what I need from you. I think it's vital.

He discussed how at his school; some mandates move slower than others: "And so, what I did is, I didn't mandate it right away. I brought them on very slowly. I call it planting seeds." And he knows which teachers to start planting seeds with first: "And once the other teachers started seeing some of the benefits that those first teachers were getting, they gradually were like, let me come on board and do it. We brought it along very slowly." Principal 2 also said this:

> I didn't just tell anyone this is what we're going to do. Even though the district was telling me that in my ear. I understood that if I bring along some of them slowly and we can execute it, it's going to be perfect and we are really doing a great job with it. So, I think it's all about being integral with your vision and knowing how you want to get there.

Principal 3 spoke of a program her entire staff participate in, called Emergenetics. This training is similar to a personality test, but it measures many more aspects beyond pure

personality: "And then we have these little cards and it's very helpful just being able to look at someone's profile on their card and know where their flexibility level is." Knowing this information, Principal 3 said this:

> Some people are super flexible so I know I can call up someone and whatever I need them to do that they weren't expecting to do, they're going to be fine, very flexible. Where somebody else, I'm not going to go to them because that is going to ruin their entire day, changing one little thing. So, I think helping people be comfortable with being flexible when it doesn't come naturally for them, is important.

Principal 3 had a lot to say about knowing her teachers. She said, "I think we need to meet everyone where they are… We keep telling them over and over again, we don't care where you are, you just can't stay there. As long as everyone's moving forward, you can move at a turtle's pace or you can move at a fast pace, but you have to move." She also elaborated on how different teachers respond to situations in different ways:

> Teachers for principals are just like students are for teachers. Each person, each student, responds to their own learning or challenges differently, and our teachers are the same way. I have teachers who, when they get new information, they balk at it, shut down, lash out, get angry, make sense of and then go ahead and stomach it (laughs) just like kids. And you know, I have other teachers who get new information and run with it, just like the students do. So, I think, just knowing your teachers and knowing your groups of teachers, your grade levels. Each grade level really has their own personality. Really knowing that and knowing how you think they're going to respond and then presenting information to them in ways that you feel like it will be best received helps them and you to kind of tap into their strategies. And you're like, okay, I think they're gonna do this, so I'm going to do this (laughs), just like you do with your kids. I mean, you know, if a kid is going to respond negatively to a certain way that you're presenting it, then I'm not going to present it that way then. Tweak what you're doing based on what you think their response will be.

Teacher Feedback. When providing feedback and reasoning to teachers, Principal 4 talked about what types of feedback and support she offers her teachers: "I just try to make sure that I give them the support that they need in order to be successful. In other words, if you

demand something, you have to have the supports for it. So, if I tell a teacher or give a teacher something that has to be done, I have to be able to provide the support for them to be successful."

When Principal 5 is giving feedback to teachers she talks about "just being transparent and always leading with the why." She described a situation where she made a decision, and one of her teachers was very angry with the decision she made. Principal 5 gave the teacher specific feedback about why she made her decision:

> And when I framed it that way, she said, 'oh yeah, I get that'. And so, something to me that was so obvious. Like that didn't require me to think about anything. But to her, she had never thought about it that way. And she thought that I was making a completely irrational decision. But when I called her in, she was mad. I mean mad, mad over the whole thing. And when I called her in to talk with her about it and I framed it that way, she's like, 'oh, I never thought of that'. And so, I guess that transparency and leading with the why is so important.

Passion. Some of the principals spoke about how passion and inspiration can be used to reach teachers in their schools. Principal 1 said, "You want to do better when you are around someone who is so passionate and has so much love for what they do. You want to follow that person. You want to be like that person and be in that same involvement as that person." Principal 2 related this idea to his everyday practices: "I think to me, that's part of the leadership, getting people to do things they wouldn't normally do and inspiring them to do it anyway. And so, I think that's one of the biggest jobs as a role as a principal."

Passion is an idea that principal 5 spoke in depth about:

> Well I have that slogan that says, if I'm working hard, you're working hard. And I think teachers rise to the occasion. So, if you're passionate about what you do, they're passionate about what they do. Even my email signature says it. It has a quote about passion. I have the word passion tattooed on my arm. I mean, I'm very passionate about what I do, and I think that does rub off on teachers… same as teachers with their students because if they're in a bad mood. Students get in a bad mood.

Going the Extra Mile. Going the extra mile was a special category that derived from

reading interview transcripts. There were stories depicted in the interviews of situations where

these principals did something that was not in their job description. These principals made

decisions to take actions that they were not required to do because of their care and concern for

their teachers and their students. Principal 3 really enjoys doing little things for her staff to keep

them smiling. In her interview she shared about a principal whom she had when she was in the

classroom. This principal used a survey to find out how teachers like to be recognized and what

sorts of treats each one of them enjoyed. Principal 3 said the following:

> And I use that same survey every time I go to a different school… So then,
> I know how to recognize them, and I do that… between Christmas and
> spring break is when everyone gets to be in the cranky season. And so I'll
> look at what their favorite things are and I try to pick a handful of people
> each week and then I'll just add them on my grocery list and then I'll call a
> student down and bring them some of their favorite things.

These items come out of her paycheck, and she does it because she likes making her

teachers feel special. Students feel good at school too because Principal 2 has a unique tradition

with them:

> One of the things I started doing this year is I have an alarm on my
> phone when I go and open the gate in the morning for the kids and it's
> the happy song. And so, I've just learned that happy, upbeat music
> can kind of change the energy level… the kids are here, let's go! And
> it's time for a great day. And then I have these silly little sayings like
> a marvelous Monday and a terrific Tuesday and a wonderful
> Wednesday. And I just keep walking around and saying it until I get
> the positive vibe that I want at our school.

Principal 2 talked about going the extra mile when it comes to resources and strategies for

teachers:

> I do a daily email and I might embed a video just to get them more visual.
> Cause again, this is my classroom. I got different learning styles. And
> so, I try to make sure that sometimes I have a video, I might have an

> article, I might have something that would capture it for a teacher that
> maybe didn't get it when I spoke about it in a training. Maybe they get it
> by watching it.

Sometimes principals find themselves going above and beyond when situations happen that they didn't expect. In her interview, Principal 1 told a story of a teacher a few summers ago. Teacher work week had started, and enrollment was shifting. A teacher who had set up her room and was planning on teaching fourth grade math suddenly was needed to move to fifth grade reading, based on that shifting enrollment:

> It started with me meeting her here on a Saturday with my assistant
> principal and packing up her room and moving her and helped her set up.
> And I felt like that was almost like a basic need that needed to be met. I
> wasn't going to say you're moving here is your key, but I actually helped
> her, with my assistant principal, and I felt like because of that and because
> of the assurance she had that this can be done and me walking beside her
> built that trust that, I can do this.

Setting an Example. There are certain actions these principals make that really set the tone for what an educational role model looks like. When asked about the importance of trust with teachers Principal 2 said, "It's vital. I mean, this is a relationship and if they don't trust what I'm telling them to be true, I'm gonna loose them. That's very, very, important to me, that we build a close relationship" and he continued, "Again, that's me, leading from right with them." Very similarly, Principal 3 said, "You know, to get respect you have to give respect. So, you have to come into every situation making the assumption of goodwill and getting people to trust you and making time for them" as well as "You can't say one thing and do something else." Setting an example all day every day is exhausting. Principal 1 talked about this idea:

> Sometimes you may come in completed depleted as a leader and think,
> 'how am I going to get through this day?' but then again, you know, that
> has happened to me. And I think about why I am here and how there are
> so many students and staff watching me, and I feel like how I set the tone
> and energy I put out, well, I have a responsibility.

Later in the interview she also said, "In order to have that relationship I need to make sure that as

the principal I am walking the walk."

There are situations when principals are not always an example that teachers want to

follow. Principal 5 reflected on a time when this was true for her and how she ensures that she is

never that principal to her teachers:

> I've worked for principals before that I didn't respect. I didn't feel like
> they had the content knowledge or the, in one case, people skills, to do
> their job and it's hard to work for someone that you feel like couldn't step
> in your shoes. So, I think when teachers can see principals as people who
> could step into their shoes, go back in the classroom and be able to teach
> effectively or run a classroom effectively, that is important. That's how
> you get the respect and the trust… never forgetting where you came from.
> Never. I always say that, I'm not too far from the classroom and I always
> try to remember that when I'm making decisions.

Following Through with Expectations. Principals must follow through with

expectations every day. As Principal 1 said, "I am following through, and if there is an

expectation, I am inspecting that and providing feedback, and I feel like when those things are in

line, trust is built from that," and when she notices something isn't going the way it should be

she said this:

> I always try to start with, one of my phrases, which is, 'how can I help
> you?' and if the answer is "I don't know' then I say, 'Let's break this
> down'… 'So, tell me some of your challenges? What has been going
> on?'… I always try to chunk it and say 'What's one thing, one change that
> we can make? What is one thing we can do differently to make this
> better?'.

During the interview, Principal 3 talked about how her actions depend on the situation at

hand: "I keep trying to push them and keep challenging them. And sometimes you do it gently

and sometimes I just have to walk in and say, all right, this is what we're going to do right now

guys, because too much time is being wasted and time is precious." According to principal 5,

"When you have those high expectations, it's that constant going back and monitoring. You

know, they have the whole inspect what you expect kind of idea. And having high expectations, it does require a lot of monitoring and a lot of coaching them… all of the little things, and the time it takes to constantly monitor and provide feedback on those, is just very challenging."

Principal 4 made a statement congruent with Principal 1: "We should help them add strategies to their toolbox that they can use to cope." Principal 4 said this:

> Flexibility is a good thing to be able to do. You don't want to be so rigid that people crack up or snap. Flexibility is good, as long as it is good for kids. That's a part of me being a calculated risk taker. If it's benefiting the kids and you can show me how that's benefited the kids, I'm okay with that. I mean, if I'm going to be a calculated risk taker, I have to be able to accept the calculated risk takers, right?

Later in her interview, Principal 4 went into some detail about how she addresses expectations from the district: "I think delivery is everything. A spoonful of sugar helps the medicine go down. So, what I try to do is, I try to be the sugar and the delivery of what needs to be done." And her teachers know that "If I'm all about it and I'm onboard and if I'm for it, I'm gonna need you to be for it. We're in charge of our own happiness, so this is what we are doing, and we're going to enjoy it. We are going to have fun doing it." However, "If it doesn't work, we don't do it." Principal 4 gave an example of a district initiative that came out, and it just wasn't working for their campus: "We did try to do it. I put the sugar on it, it didn't work. Calculated risk taker here. They (the district) were still doing it, but we were not. We don't have time for this. This is not working for our kiddos. We're moving on."

Average Day. When asked to recount what their average day looks like, all five principals mentioned two main ideas. First, each day varies in nature, and there isn't an average day. Second, all of the principals get into every classroom on their campus every day. Principal 5 said, "I have a big capital LOL (written here) because even the best laid plans don't always turn out like you want them to turn out. Every time I walk out to go to a classroom, there are

five to ten other things that come along the way" and Principal 4 said, "There is no one day that

looks exactly alike. The only thing that is constant about a day is probably walking classes."

Similarly, principal 2 accounted that "It's not an average day. I'm very big on getting in all my

classrooms every day, it's just being seen."

In addition to those ideas, the other two principals spoke with a focus on students.

Principal 1 said, "So everyday varies but, I spend the majority of my day in classrooms,

observing learning." Principal 3 stated that "I don't know if there's anything average about my

days, I call it the sunrise and sunset service. I get up before the sun rises and work until sunset.

But it's important for me to visit every classroom every day. I want to see what the kids are

learning, and I want to know if people are finding joy in what they are doing."

Non-negotiables. There were few non-negotiables that the principals expressed in their

interviews. Principal 2 answered quickly when asked:

> Time. Even you noticed, my meetings start right on time. I remember
> when I first got here, if a meeting started at 3:30 people would be coming
> in at 3:35, 3:38. No. Time. I told them that's something I can't get back
> and I will never abuse or waste your time. So, they know most of my
> meetings, if I say 30 minutes, it's gonna last that 30 minutes. I start on
> time. I'm gonna end on time. So, they know to get there on time, cause
> I'm gonna start without you. Time is my biggest non-negotiable.

Principal 1 had a few more non-negotiables, which were focused on students:

> From a school safety, duty time, or a spot where we are monitoring
> student safety, we have got to be on time. I would say that is a non-
> negotiable. I always say as a non-negotiable to do your best. You know,
> I've heard Mrs. H say, 'It's okay that you're there, but it's not okay to stay
> there'. And so, I've kind of adopted that here this year. It's okay to be on
> that learning curve, that guided practice time. But it's not okay to stay
> there. Having that mindset is a non-negotiable.

Other principals had ways of summing up their non-negotiables. Principal 3 simply said,

"doing what you're supposed to do, when you're supposed to do it." Student achievement was a

big piece for Principal 4: "Student achievement. That's the only non-negotiable I have. Our

students have to grow, our students have to learn. Students have to be able to read. They have to

be literate. Those are my only non-negotiables. Anything else? It can work." Even Principal 5

related non-negotiables to their students:

> Do what's best for students. Would you want your child, your niece, your
> nephew, your grandchild in your classroom? And if the answer is no, you
> need to make a change. So, it comes down to what's best for students.
> Whether that's instructionally, supervision, being to duty on time,
> whatever it is, do what's best for students. It's not always the easiest for
> adults, but it's what's best for students.

Challenges. When talking about juggling all of the many jobs that principals must do on

a daily basis, challenges will arise. In the interview, Principal 5 was talking about getting to

know her staff and how important it is to keep a relationship with them. However, according to

her, this can be a challenge too:

> When you see them eating lunch by themselves, you stop and have a three to
> five-minute conversation with them. Asking them how are your kids doing
> in school? Where do they go to school again? That is the very challenging
> part when you have a larger staff, to remember all of the little things going on
> in each of their lives and letting them talk with you about that. But it builds
> that relationship. You have got to know them as people, just as I want them
> to know me as a person. You know, I have a family, a husband and two kids.
> Once they see you too as a person, that helps also.

When asked to talk about the most challenging part of their job, four out of the five

principals said the exact same thing: time. Principal 1 laughed as she said "time!" and then

spoke about how she interacts with teachers when they are working through challenges. She said

that before you even deal with the situation at hand, you've got to deal with the feelings

involved:

> I think it's important to honor that and recognize that level of frustration. I
> know this is a change and I know you are working hard. I know that it
> seems like, whatever the thought was, you know it seems like, by what you
> are saying, we are changing again, we are trying something new. And I hear

>you sound frustrated. Honoring that frustration. And then always coming with that 'how can we do this together? What can we do?' I keep saying it. Let's chunk it out. Let's break it down. But I think you have to be able to say, 'I know you are upset. I'm so sorry you're upset, and I want to help you move this forward or look at this data or work with that parents. What can I do?' So, I think it just starts with honoring that feeling someone has and letting them know they can be honest. And having them recognize what is bothering them.   And then moving on from there.

Principal 3 referenced time as her biggest challenge when she said, "there are just not enough hours in the day to do everything that I want to do" and like Principal 1, discussed challenges that can arise with teachers: "Sometimes teachers just need to hear you said, well, I didn't create this mandate and I'm sorry and yes, this does really stink, but we've got to do this, and we may not agree with it. But, how can we make it the best for our kids? How can we make it best for each other?" Similarly, Principal 4 said, "Time. There are not enough hours in the day. And I guess you could ask any educator on any level about time and that's probably the number one thing. We just don't have enough hours in the day."

While many of the principals referenced time, Principal 2 spoke about a different challenge that he felt was most daunting at his school: "Policy and not really having a say on a lot of stuff and really trying to decipher how you bring different changes to your school or to your staff without losing them." As he continued in the interview he talked about the controversial time when our Nation was moving through the last presidential election. He had very passionate staff members on both sides of the debate. He depicted how he governed his staff through this time:

>And then you know, we do the mock election, which I didn't want to do that year. You've got this idea, it's gonna be a hot mess, but we did it anyway. When I think about it, man, I had parents emailing, saying, we don't want you to teach our child about this. It was really interesting and just really navigating and really making sure everyone was on the same page of, you know, at the end of the day, we don't control what

happens in Washington DC. But we control what happens right here at
our school.

In these cases, the principals talked about their role in leading teachers through a difficult time.

Unlike those examples, Principal 4 spoke about a time when it was just the opposite, her staff led

her through something very difficult to maneuver:

> I had a situation that came up last year that was very negative and very
> public. I really felt like I was on an island. Even with my assistant
> principal going through it with me, I kind of felt alone. Until I had to go
> to a school board meeting and the teachers showed up like, three
> quarters of the entire campus faculty were at the school board meeting…
> But I think they respect and trust what I've brought to the campus, as a
> leader. And they were totally onboard and trusted, like, we've got to
> show up for her because nobody's going to bring what she's going to
> bring at this time. So, this is our time together and they wanted that to
> continue. So, yeah, it really was powerful.

Later in the interview, she talked about this same situation again:

> That situation was very public, and they really led me through it,
> honestly. Um, I wasn't leading them anywhere in that respect. They
> were, you know, they were just kind of in it with me and very
> supportive. So, I didn't lead them through anything controversial, so to
> speak. It was very controversial. Just don't think I led them through it,
> honestly.

Making Decisions. Making decisions for an entire school is "a big weight that I'm

carrying" said Principal 5 as she spoke about how she decides what to roll out at her school:

"It's choosing the big rocks… We know that you can't change everything at one time, so we are

pacing everything out… You can't make all the changes at one time. We're getting there" and

ultimately, "They know my background; they know my content knowledge. So, they do trust the

decisions that I make."

Trust was a concept that came up with Principal 1 too, as she spoke about making

decisions at her school: "I make decisions by what will impact the teachers and their students"

and with that, "a lot of teachers trust me, put a lot of trust in me. Cause, you know, at the end of

the day it's all about the students. And they trust me that when I make decisions on different

policies and different things that we do, that I'm doing that with the right intention." Getting the

culture of a school to feel that way is no easy task, Principal 1 stated that it happens because "we

have open conversations and I listen to different viewpoints. Um, but they have to trust that

when we do anything that I'm doing that with everyone's best interest. I think that's huge.

When I'm making decisions, it's not about me, it's about the kids."

And when there are so many decisions to make, you've got to prioritize. Principal 4

explained this: "I'll just make a list of, okay, go talk to this person about this thing. What do I

need to send in an email? What really has to be done and what's optional ad what can we let go

of?"

Teacher Surveys

Survey Descriptions. At the bottom of the teacher survey were two open text boxes that

asked teachers (1) What has helped you build your self-efficacy? And (2) Can you give an

example of what your principal has done to build your self-efficacy? Neither of the open text

boxes were required to submit the form. Each entry was sorted into either an advantage or a

barrier: based on research question 2, which of Bass' transformational leadership behaviors do

elementary teachers view as advantages? and research question 3, which of Bass'

transformational leadership behaviors do elementary teachers view as barriers?

There were many commonalities in responses when teachers depicted the advantages, what has helped to build their self-efficacy levels. Figure 5 depicts the most commonly used words by teachers. The exact entry from each participant was copy and pasted into the Word Art forum. Larger words correlate to a high frequency usage than smaller words.

Figure 5: Word art of teacher reported advantages that influence their self-efficacy.

Likewise, commonalities were found when teachers described barriers to their self-efficacy levels. Figure 6 below displays the most commonly used words.

Figure 6: Word Art of teacher reported barriers that influence their self-efficacy.

Teacher Interviews

Participant Descriptions. There were ten teacher participants who participated in the semi-structured interviews. Five of the teacher participants were from schools with a transformational principal that was interviewed for this study. The other five teacher participants came from schools without a transformational principal. All of these participants volunteered on their own free will. These experiences serve to fulfill research question 4, what personal experiences and perceptions do teachers have regarding transformational leadership behaviors displayed by elementary principals, as defined by Bass?

Participant Responses. Teachers spoke about a variety of situations they encountered, but all of them felt as though their principal had supported them and had genuinely cared about the outcome of the situation. Teacher 1 spoke about the support she felt when her principal helped her deal with parents: "She has joined me on some difficult conferences and reassured parents that I am one of the best teachers. That was a great compliment to me" and "I have also received handwritten notes and texts showing me support and appreciation."

More support in dealing with parents was expressed when Teacher 2 said, "She had my back when a parent came in with false accusations from her 5 year old against me." She spoke about what happened next: "She called me in her office and we discussed how some parents need a little stroking, and I agreed. The parent came in for a conference and the matter was smoothed out. We were on very good terms the remainder of the year." Teacher 3 also expressed a story of parental support and said, "She always backs up her teachers when it comes to parents. I feel that her support really helps" and "She also will let us do what we think is best for our students as long as we have proof that it'll help them."

Sometimes that support comes in the form of the school culture and environment. Teacher 4 talked about this: "My principal has helped provide me with a safe environment from which I feel as though I can ask for direction and not be judged" as well as "I have been given support in difficult situations associated with teaching and that help has don't a lot to help influence my growth as an educator and as a professional." Teacher 5 went into a lot of depth when she described all the ways in which she feels supported by her principal:

> She creates and encourages a family atmosphere amongst the staff, as well as the students. She lets us know we're all in this together and she works as late as we do, right alongside of us. She encourages us to be ourselves and tells us that we are all professionals. She tries not to micromanage. She stands up for her staff and takes the blows if any come. She knows some of the old stuff did work and tries to bring a happy medium between that and the new stuff. She always puts the kids first and her decisions are based on the kids, even when they are hard to make.

Quantitative Data Analysis

Demographic Data. Everyone invited to participate in this electronic survey is a current teacher at an elementary school serving grades preschool through fifth grade. The teachers who work at the schools of the transformational principals interviewed for this study make up half of the participants. Five other randomly selected schools who do not have transformational principals were also invited to participate. Those teachers make up the second half of the participants. The number of respondents per school was tracked to maintain an equally distributed number of participants. There was a total of 85 responses from transformational schools and 84 responses from non-transformational schools.

Descriptive Statistics. Table 1 displays the descriptive statistics for the self-reported levels of teacher self-efficacy for each of the questions on the electronic survey. For each question, teachers selected the number that best represented how confident they felt on a scale of 1 to 7. The minimum statistic for each question was 1 and the maximum statistic for each

question was 7. The range for each variable is 6, meaning at least one teacher chose to rate each of the items as a 1, and at least one teacher chose to rate each of the items as a 7.

The mean statistic column displays the average number from all of the variables. The variable with the lowest means (less than 3.5) are listed. The mean statistic for Influencing decisions at school was 3.46 (S=1.617). Getting businesses involved in the school had a mean of 3.45 (S=1.727) and getting colleges involved in the school had a mean of 3.31 (S=1.758). Any mean over 5.0 is highlighted as a variable that teachers feel most strongly about. Helping other teachers had a mean of 5.18 (S=1.816), and controlling disruptive behavior had a mean of 5.29 (S=1.552). Getting students to follow classroom rules had a mean of 5.29 (S=1.632), and making the school a safe place had a mean of 5.33 (S=1.802). Making parents comfortable at school had a mean of 5.39 (S=1.664), and making students believe they can do well in school had a mean of 5.45 (S=1.719). Teachers feeling confident that they can ensure students enjoy school had a mean of 5.56 (S=1.725), and getting students to trust teachers had a mean of 5.60 (S=1.718).

Any skewness statistic below -1.0 or above a +1.0 is considered skewed data. And value between -1.0 and +1.0 is considered normal. Three of the variables are considered to be skewed. They are the three variables with the highest means. Getting students to believe they can do well in school had a skewness of -1.082, getting students to enjoy school had a skewness of -1.169, and getting students to trust teachers had a skewness of -1.238. In all three of these variables, the frequency of teachers reporting high levels of confidence in these areas caused the skewness.

Kurtosis describes the pointedness of the peak of each of the variables in the electronic survey. Nearly normal distributions of variables are considered to have a Kurtosis near 0. Variables with Kurtosis near -1 or +1 indicate not normal distributions of frequency. Each of the

variables in the Likert scale had slightly different bell curves. Many were symmetrical or close to being symmetrical. Other variables were skewed. While the range of Kurtosis is very different between variables, the most significant Kurtosis issues are mentioned. Reducing school absenteeism had a Kurtosis of -1.091, expressing my views at work had a Kurtosis of -.933, getting the necessary instructional materials had a Kurtosis of -.888, and getting businesses involved in the school had a Kurtosis of -.841. Kurtosis issues with these variables indicate that the teacher response rates were very spread across the confidence levels.

Cronbach's Alpha was tested to "establish the internal consistency reliability" of the variables (Muijs, 2011). The output from a Cronbach's alpha test wiil range between 0 and 1. 1 signifies a perfect relationship between the variables found in the scale. 0 signifies that there is no relationship at all between the variables. Muijs (2001) reports that a Cronbach's alpha above 0.7 is considered acceptable for research purposes. The output for this Cronbach's alpha resulted in a 0.970, which confirmed that the scale had sufficient internal consistency reliability. The output is shown below.

Table 1: Cronbach's Alpha

Case Processing Summary

		N	%
Cases	Valid	169	98.8
	Excluded[a]	2	1.2
	Total	171	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha	N of Items
.970	28

The twenty-eight variables in the electronic survey are focused around six categories: school climate, community involvement, parental involvement, disciplinary, instructional, and decision making. The reported confidence levels of teachers from schools with transformational leaders were combined to find the mean score in each category. The mean score of teacher entries from the non-transformational schools were also generated. A histogram was generated to display the mean confidence levels in each category of the electronic survey to allow comparison between the transformational and non-transformational schools. This graphic can be found in table 2.

Table 2: Descriptive Statistics

Descriptive Statistics

	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Influence School Decisions	171	6	1	7	3.46	1.617	2.615	.386	.186	-.553	.369
Express My Views	171	6	1	7	4.12	1.827	3.339	.030	.186	-.933	.369
Get Instructional Materials	171	6	1	7	4.38	1.746	3.049	-.210	.186	-.888	.369
Reach Difficult Students	171	6	1	7	4.42	1.634	2.669	-.357	.186	-.647	.369
Get Students Learning	171	6	1	7	4.54	1.531	2.344	-.282	.186	-.460	.369
Keep Students on Task	171	6	1	7	4.73	1.491	2.224	-.498	.186	-.159	.369
Increase Students' Memory	171	6	1	7	4.67	1.506	2.269	-.535	.186	-.307	.369
Motivate Students	171	6	1	7	4.77	1.515	2.295	-.541	.186	-.387	.369
Get Students to Work Together	171	6	1	7	4.99	1.645	2.706	-.591	.186	-.591	.369
Overcome Influence Community	171	6	1	7	4.59	1.571	2.467	-.561	.186	-.254	.369
Homework	170	6	1	7	3.89	1.606	2.580	-.025	.186	-.685	.370
Follow Classroom Rules	171	6	1	7	5.29	1.632	2.664	-.989	.186	.203	.369
Control Disruptive Behavior	171	6	1	7	5.20	1.552	2.407	-.777	.186	-.090	.369
Prevent pProblem Behavior	171	6	1	7	4.81	1.583	2.506	-.525	.186	-.402	.369
Get Parents Involved	171	6	1	7	4.00	1.459	2.129	.057	.186	-.261	.369
Enlist Parent Help	171	6	1	7	4.71	1.717	2.947	-.478	.186	-.498	.369
Make parents Comfortable	171	6	1	7	5.39	1.664	2.768	-.919	.186	-.091	.369
Community Groups Involved	170	6	1	7	3.67	1.709	2.920	.108	.186	-.763	.370
Businesses Involved	170	6	1	7	3.45	1.727	2.983	.230	.186	-.841	.370
Colleges Involved	170	6	1	7	3.31	1.758	3.092	.354	.186	-.752	.370
Make School Safe	171	6	1	7	5.33	1.802	3.247	-.864	.186	-.299	.369
Students Enjoy School	171	6	1	7	5.56	1.725	2.977	-1.169	.186	.471	.369
Students Trust Teachers	170	6	1	7	5.60	1.718	2.951	-1.238	.186	.567	.370
Help Others Teach	170	6	1	7	5.18	1.816	3.298	-.827	.186	-.200	.370
Teacher Admin Collaboration	171	6	1	7	4.63	1.802	3.246	-.442	.186	-.764	.369
Reduce School Dropout	171	6	1	7	4.37	1.735	3.011	-.254	.186	-.754	.369
Reduce School Absenteeism	171	6	1	7	3.95	1.848	3.415	-.137	.186	-1.091	.369
Students Believe They Can Do Well	171	6	1	7	5.45	1.719	2.955	-1.082	.186	.270	.369
Valid N (listwise)	169										

The mean confidence level for each category and school type is listed to the right of the corresponding bar. Schools with transformational leaders averaged higher means in every category. However, community involvement was the lowest scoring category for both types of schools while the school climate and disciplinary categories were the areas with the highest ranked confidence levels for both types of schools.

Table 3: Confidence Levels
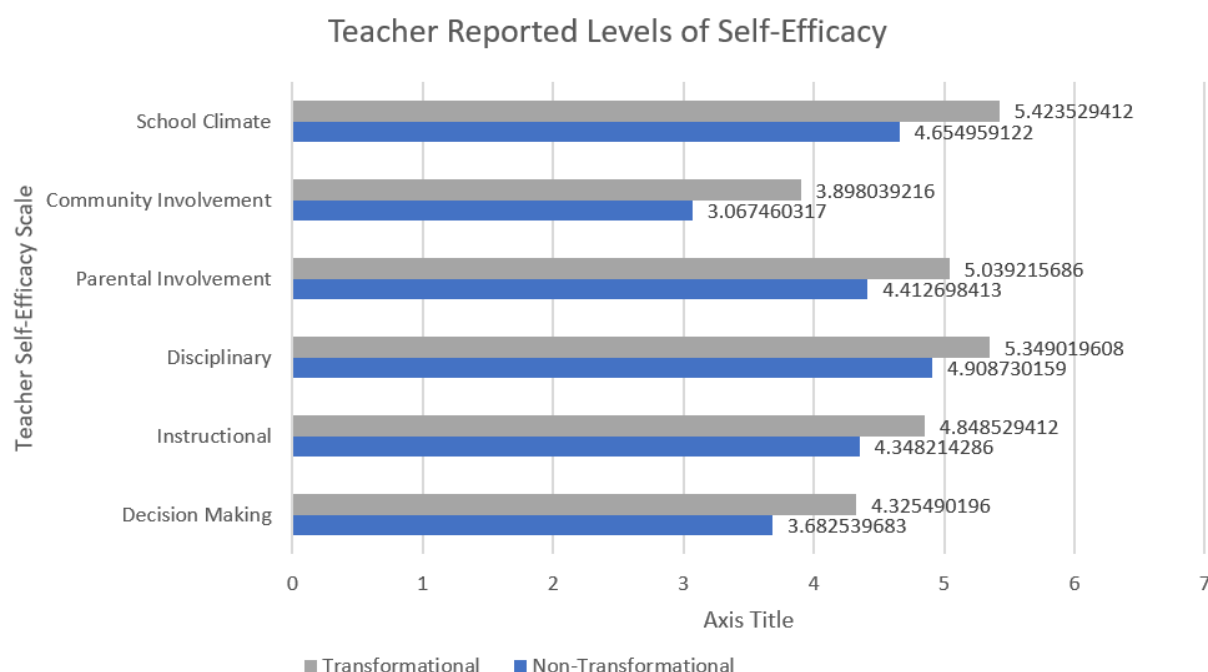
Independent Samples T-Test. Before running the Independent Samples T-Test, the data was examined for outliers. There were three total outliers in this data as assessed by inspection of a boxplot for values greater than 1.5 box-lengths away from the edge of the box. These outliers were not due to data entry errors or measurement errors. They are results of genuinely unusual values. Two outliers are due to low self-efficacy levels of teachers in schools with transformational leaders. One outlier was due to a high self-efficacy level of a teacher in a non-

transformational school. There are no significant outliers more than 3 box-lengths away from the edge of the box. Considering the choices for these outliers, they will be included in the analysis because they will not significantly affect the results. A table of the box plots is shown below.

Table 4: Box Plot for Outliers
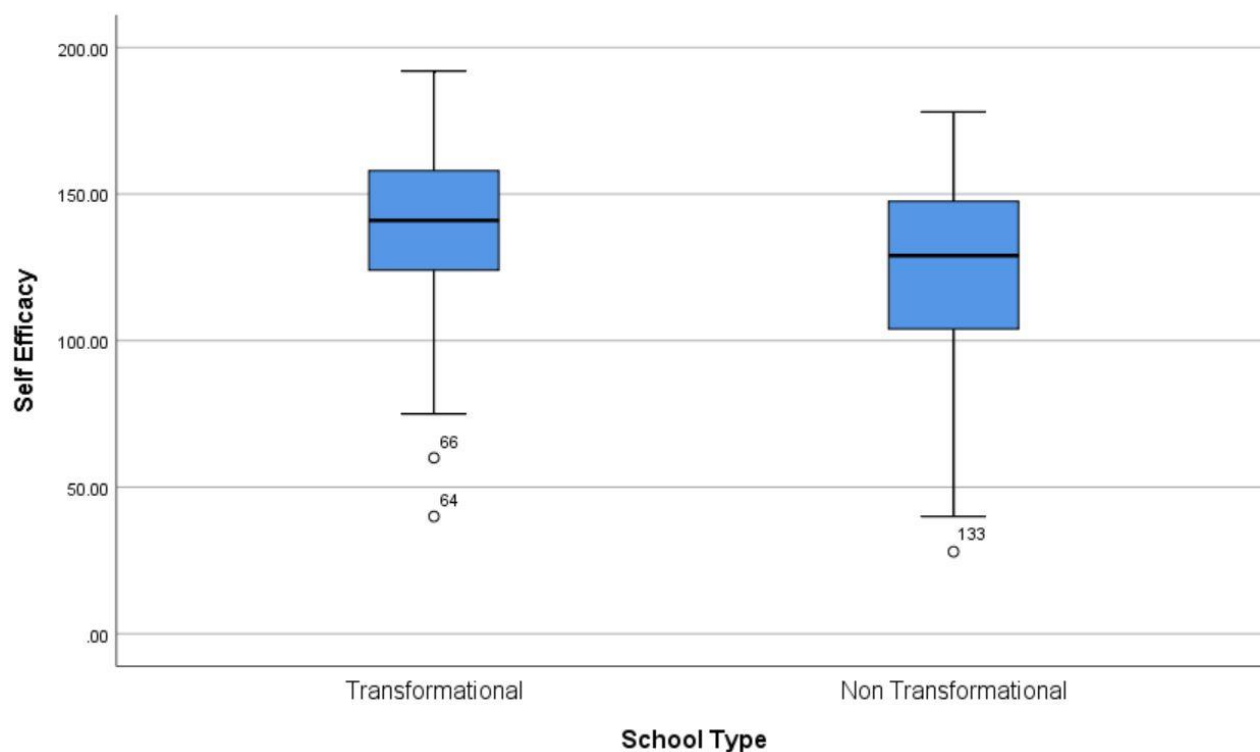
SPSS was then used to run an Independent Samples T-Test to determine if a difference exists between the means of reported self-efficacy levels of teachers working in elementary schools with transformational leaders as principals and teachers who were working at elementary schools with principals exercising other leadership styles. The self-efficacy mean for teachers at transformational schools was 138.0118 while the mean for teachers at non-transformational schools was 120.1190. The Group Statistics is shown below:

Table 5: Group Statistics

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Self Efficacy	Transformational	85	138.0118	28.86689	3.13105
	Non Transformational	84	120.1190	37.11604	4.04969

Using Levene's Test for Equality of Variances assumes the variances of the means between the two sample groups (transformational and non-transformational) are approximately equal. The sig. column of the test indicates a p-value of .013. The assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of variances (p = .013). The output is shown below.

Table 6: Independent Samples T-Test

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Self Efficacy	Equal variances assumed	6.298	.013	3.501	167	.001	17.89272	5.11144		7.80135	27.98408
	Equal variances not assumed			3.495	156.598	.001	17.89272	5.11894		7.78165	28.00378

The mean of transformational schools was 138.0118, and the mean of non-transformational schools was 120.1190, leaving a mean difference of 17.89272, signifying that the mean of transformational schools was 17.89272 higher than non-transformational schools with a std. error difference of 5.11894. There was a statistically significant difference in self-efficacy confidence levels between teachers at transformational schools and not with teachers at transformational schools scoring higher than teachers at non-transformational schools,

M = 17.89, 95% CI [7.78, 28.00], t (156.60) = 3.495, p = .001

The null hypothesis states that the mean difference between the two groups is zero. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. This indicates that the mean value between transformational schools and non-transformational schools is not equal. It is unlikely that the differences between the two groups occurred by chance.

A bar graph was generated to display the data in a graph to complement the results of the Independent Samples T-Test. The generated bar graph is shown below.

Table 7: Bar Graph

Simple Bar Mean of Self Efficacy by School Type

Error Bars: 95% CI
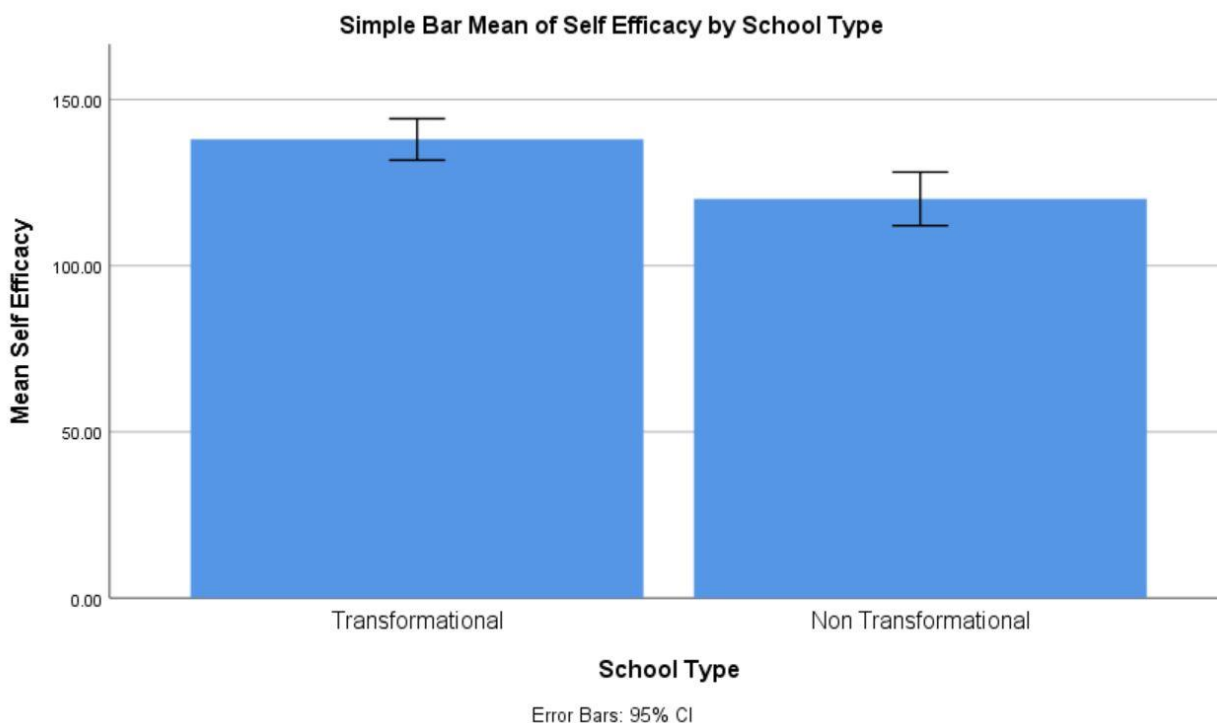
Summary of Findings

Transformational principals shared stories and experiences regarding their work in their schools. They spoke and reflected about their actions and how those actions affect the teachers

and students they serve. The routines, challenges, and decisions being made on a daily basis were made clear with explanations and examples. Through these interviews, many common themes were presented. All of these transformational principals had experiences as classroom teachers where someone else, whether it was their principal or another coworker, approached them and told them they had leadership qualities and encouraged them to continue their education. Most of them noted that they loved being in the classroom and probably would not have sought out career advancements had it not been for those conversations.

Short descriptions were used when these principals described their own leadership traits. They called themselves collaborative, flexible, and always willing to change depending on the situation, while maintaining high expectations for all stakeholders. Non-negotiables were minimal. Make sure students are learning, using their time wisely, and always trying to be better than they were yesterday. These principals model those expectations by setting and sharing goals for themselves with their staff. Much of their time is spent reflecting on their actions, how they affected teachers, and how they can improve the way they respond.

Every classroom every day was a concept that all of the principals shared. All the other aspects of their days change, and there is nothing average about what they do, with the exception of getting in their classrooms. These transformational principals spent much of their interviews talking about how they interact with teachers and have open door policies where they encourage honest dialogue and even a little debate. When challenges arise, transformational principals talk their teachers through the thinking process and ask, 'how can I help?' and 'Let's chunk this out together."

Communication is not just information sent out to teachers. The information is deliberately thought about in relation to how their staff may respond to the information. These

calculations are based on the amount of time they devote to knowing their teachers in the classroom as well as who they are as people, what information to divulge, to whom, how they will present the information, and what supports they are going to ensure are in place so that teachers can be successful are all planned out accordingly. The expectations set forth for the school are inspected for accuracy, and when these principals give teachers feedback, they lead with the why. They explain their thinking and reasoning for any decisions they make, and they are open and honest with their teachers throughout the process.

All of the principals make it a point to encourage their teachers to be leaders themselves by playing on their strengths and encouraging them to advance their careers. Teachers value their opinions and seek out the support of their principals because they know the great knowledge their principals have. Teachers in these schools trust and respect their leader. When challenges arise, these transformational principals base their decisions around the students at their school, and they always remember what it was like to be in the classroom. Difficult teachers are dealt with in respectful ways while maintaining those high expectations and consistency.

While the use of teacher incentives did vary from school to school, jean passes were always present. Despite all of the principals talking about the transition period between the prior administrator and themselves, they display passion for what they do and see that passion passed to their teachers and students. That passion is seen through the acts they do that go above and beyond their job descriptions. The extra time and money that they devote to their teachers set examples for their teachers. In the teacher interviews, they talk about these examples and how the actions of their principal really impacted their levels of self-efficacy. Despite only hearing from ten teachers in interviews, the trend is evident through the results of the electronic survey.

This survey shows very clearly that the levels of self-efficacy between teachers who work in schools with transformational leaders are much higher than teachers whose principals display other forms of leadership styles. The self-reported levels of self-efficacy of teachers were measured in six categories: school climate, community involvement, parental involvement, disciplinary, instructional, and decision making. In all six of these categories, teachers in schools with transformational leaders rated themselves higher than teachers in schools without transformational leaders. When these six categories are put in order from highest ranked to lowest ranked, both transformational and non-transformational schools ranked them in the exact same order. This indicated that despite having higher levels of self-reported self-efficacy in schools with transformational principals, there are themes in self-efficacy that are consistent at all schools.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

School reform and current policy have brought many changes to teachers. When teacher workload and teacher accountability compound together teachers feel an incredible amount of stress (Akpochafo, 2012). This can be demoralizing to teachers (Santoro, 2011). In addition to teacher workload and teacher accountability, classroom teachers are facing many more issues not mentioned in this study. Due to all of these pressures, teacher attrition rates are at an all-time high (Education Week, 2017). Each year many teachers change schools or leave the profession altogether to escape these unfair expectations (Education Week, 2017).

School principals are in unique positions (Wallace Foundation, 2007). They are in positions in which they can act as buffers between the pressures of school reform and how these reform efforts are handled at the school site. Administrators serve as mediators of change related stress in the workplace (Brown & Nagel, 2004 Calabrese, 1987; Lumsden, 1998; Phanos, 1990). Principals can either add to or take away from a teacher's self-efficacy. Theorists argue that due to the success of transformational leaders have created, their leadership behaviors will work in any organization or context (Marion, 2014). This study served to examine transformational leadership as advantages and barriers to teacher self-efficacy levels to determine how these transformational leaders are impacting their teachers.

Principal interviews served to reveal details about their daily actions and routines that affect their teachers and students, despite what is happening outside of their building on district, state, and national levels. A term used to help categorize parts of the interviews was common preeminent. This is a perfect descriptor for the actions these principals described. The service they bring to their schools on a daily basis is unmatched. The passion, care, and concern they have for their teachers and students surpasses all others. But when asked, these principals do not

view their actions in this manner. They simply believe they just doing their job. Teacher interviews from within the schools these principals at work shed light on personal experiences and stories that are important to them as teachers. These stories and experiences built up their self-efficacy levels and continue to positively impact their daily work with students. Teacher reported self-efficacy levels through electronic survey data was examined from teachers within these transformational schools as well as teachers outside of these transformational schools. Survey data revealed that aside from a few outliers, the majority of teachers working for transformational leaders have higher levels of self-efficacy, in every category.

The exploration of the practices of transformational principals serving elementary schools provided explanations for teacher self-efficacy levels in the field of education.

The Problem

Teacher accountability and workload have continually increased due to national and state accountability measures. This intense increase has caused additional and extreme levels of performance pressure for teachers. With these pressures continuing to increase, teachers are likely to feel burnout (Hill & Barth, 2004). When the amount of teacher workload and teacher accountability expectations compound together, teachers feel an incredible amount of stress (Akpochafo, 2012). The stress and workload that teachers feel greatly impacts student achievement and teacher attrition rates (Education Week, 2017).

Principals are in unique positions. They serve as the link between district, state, and national reform mandates, teacher workload, and teacher self-efficacy. The daily actions and decisions principals make can either add to or take away from their teachers' self-efficacy levels. This is due to the very nature of their position; they serve as mediators of change related stress in the workplace (Brown & Nagel, 2004; Calabrese, 1987; Lumsden, 1998; Phanos, 1990).

Transformational leadership has been known to produce desired results and is thought of as an ideal leadership style. Theorists argue that transformational leadership will work in any organization or context (Marion, 2014). However, the motives behind transformational leadership greatly affect teacher self-efficacy. In 2013, Dennis Tourish published a critical perspective on transformational leadership. He used his research to make a point that even the most admired leadership styles can be used for selfish gain, thus creating a negative effect on the followers. The work of Tourish (2013) "is a warning against trusting too much in the judgment of others and not enough in their own" because "we are by nature highly sensitive to either the presence or absence of power and fine tune our behaviors accordingly" (pg 9).

The biggest effect on teacher resiliency is the teachers' experiences and perspectives regarding their administration (Margolis & Nagel, 2006). Building strong self-efficacy beliefs "is an important part of a teacher's development" and shares a relationship with stress (DeMauro, 2016, p.119). It is important to examine the advantages and barriers of the transformational leadership behaviors of elementary school principals because they serve as the link between reform mandates, teacher workload, and teacher self-efficacy levels (Wallace Foundation, 2007).

The Purpose

There were two main purposes of this mixed methods study. The first was to identify the factors within transformational leadership that cause increases or decreases to teacher self-efficacy levels. The second was to illuminate the principal's role in teacher self-efficacy levels. This research aimed to support how principals whose leadership styles are congruent with the four transformational leadership descriptors, as defined by Bass (1985) influence teacher self-efficacy in the schools in which they serve. This study will also reveal teacher insight into

which, if any, of the four descriptors contribute to increasing teacher self-efficacy levels (advantages) or decreasing teacher self-efficacy levels (barriers).

When examining leadership, what leaders really want from their followers and what followers want from their leaders must be examined (Tourish, 2013). The research in this study talks in depth about what transformational principals want from their teachers and what teachers report to want and value from their principals, as it relates to self-efficacy.

This research was intended to provide awareness into the advantages and barriers of the four transformational leadership descriptors so that elementary principals can increase teacher self-efficacy levels at their school and be more purposeful in ensuring they are not diminishing teacher self-efficacy levels.

Research Questions

This study serves to satisfy answering five research questions. These research questions address elementary school principals who operate using transformational leadership on a daily basis as it relates to teacher self-efficacy. The questions that were answered during this research study were the following:

1. How does transformational leadership influence teacher self-efficacy?

2. Which of Bass' transformational leadership behaviors do elementary teachers view as advantages?

3. Which of Bass' transformational leadership behaviors do elementary teachers view as barriers?

4. What personal experiences and perceptions do teachers have regarding transformational leadership behaviors displayed by elementary principals, as defined by Bass?

5. How does the self-efficacy levels of teachers working in a school with a transformational principal compare to the self-efficacy levels of teachers working for a principal operating with a different leadership style?

Statement of Method

This research is a mixed methods study. In this study, both qualitative and quantitative methods were used to develop a well-rounded understanding of the relationship and effects of transformational leadership and teacher self-efficacy. For the research questions identified in this study, qualitative methods were most appropriate to reveal how transformational leadership influences teacher self-efficacy and is the heart of hearing the personal experiences shared by both principals and teachers. Through these experiences, teachers share what specific behaviors built up their self-efficacy, as well as, which behaviors hurt their self-efficacy levels. Qualitative inquiry is an accurate way to explore "without apology or comparisons to quantitative research" (Creswell, 2013, pg 6).

The quantitative portion of this study served to describe the differences in teacher self-efficacy levels between groups of teachers who worked for a transformational principal and those that don't. The leadership qualities of principals who do not operate using transformational leadership should not be viewed as a negative trait. This simply means they don't use all four of Bass' (1985) descriptors on a daily basis.

This approach to the research clearly correlates the four descriptors of transformational leadership, as defined by Bass (1985), the critical perspective by Tourish (2013), and the four processes of self-efficacy (Bandura, 1994). The fluid relationship of these three ideas combine and blend together to create a complete theoretical framework used in this study that also addresses the research questions. Through the discoveries in this research, the researcher can

make statements about the findings and advocate for ways in which elementary school principals can use their influence over teachers to increase their levels of self-efficacy, the school's level of collective efficacy, and, thus, student achievement.

The selection of participants in this study was vastly different based on the research design and method being examined. This was due to the mixed methods design being used. The initial identification of principals as being either transformational or non-transformational was the driver for all other selection processes. District superintendents were given "Required Principal Descriptors" (appendix A) to define what behavior traits were needed. The principals identified as transformational must display all four of these traits on a daily basis. Examples of what these traits may look like were also included.

The district superintendents worked collaboratively with the researcher to categorize all of the elementary school principals in the district. From this point, the researcher could randomly select five transformational principals to invite to participate in the study. All of the principals interviewed for this study came from the list identified as principals who operate using all of Bass' (1985) transformational traits on a daily basis.

Eighty-five of the teachers who participated in the study came from schools being run by these administrators. Eighty-four of the teachers who participated in this study came from collective schools listed on the non-transformational list. To reiterate, principals and schools on this list should not be thought of as negative. This simply means that they may display a portion of Bass' traits but that they also use other leadership characteristics to run their schools. Collective schools indicate that the eighty-four participants who represent this portion of the research are all employed at one of five elementary schools. Four of the five principal interviews were conducted at the office in which the administrator is employed. One of the interviews was

conducted in a common area of the principal's neighborhood. Interviews ranged between 20 and 40 minutes.

Collecting and Organizing the Data

The principal interview data was recorded, and then all of the five interviews were transcribed in Microsoft Word. Interview transcripts were provided to principal participants to review, store, and to ensure all data recorded was accurate. Transcribed interview data was then exported to Microsoft Excel. Once in Excel, the interview was formatted to allow each principal response to be coded. The codebook can be found in appendix G. Formulas within Excel were used to add pertinent information after each principal response, including which principal number was being quoted as well as which line on the original transcript the quote could be found. Coding interview data in this manner made it possible to then sort the responses by code to help identify emerging themes. The sorted data was then exported back to Microsoft Word for printing and storage. Teacher interviews were also transcribed in Microsoft Word. They were then coded and sorted. A data collection file was maintained throughout the entire process to ensure dates, and numbers were recorded accurately.

Electronic surveys were created in Google Forms and were coded so that each of the ten schools participating in the study had identical but separate surveys. They were labeled with version numbers to allow for categorization while maintaining complete confidentiality of schools and participants. A data collection file was maintained that kept track of each school and the number of completed surveys to ensure that an approximately even number existed. This informed the researcher when to send follow up emails to the schools on an individual basis. A spreadsheet of teachers who volunteered to participate in the semi-structured interviews was also

kept. Once all schools had a sufficient amount of data returned, the survey was closed so that additional entries could not be made.

Data from each of the surveys was exported from Google Forms into Google Sheets and then to Microsoft Excel. Once in Excel each variable was shortened. The different survey forms were formatted and combined so that all 169 responses existed on one spreadsheet labeled with the corresponding school's number and school type (transformational or non-transformational). This file was then loaded into SPSS 26 where the descriptive statistics were run. Each participant's self-efficacy confidence ratings were added up individually to reveal a total number. There were 28 variables, and each of the variables were rated on a scale of 1 to 7. The total possible score for the self-efficacy survey was 196. The totals for each participant are what was used in SPSS 26 to run the box plots, T-Test, and bar graphs.

Interpretation of the Data

The analysis and interpretations of the findings in this study were comprehensive through the in-depth examination of themes that emerged from the principal and teacher interviews as well as the analysis of electronic survey data. The data was examined and presented through the research questions of this study. Each of the interview participants reviewed their own transcript to ensure that they were correct and reflected the meaning of their statements. Any corrections found by participants were corrected before data analysis.

Findings for Research Question #1

How does transformational leadership influence teacher self-efficacy? Transformational leadership is a multi-faceted phenomenon that impacts teacher self-efficacy in many different ways. All of these interactions are fluid and change due to the nature of the average day for both an administrator and a teacher. When one area of a teacher's self-efficacy drops, the

administrator can build them up in a variety of areas to help compensate for the loss, if they know what they are looking for. This multi-faceted phenomenon aligns with Bandura's (1989) Triadic Reciprocal Determination. The findings for this research question are visually displayed in Figure 4.

Transformational leadership influences teacher self-efficacy through the veracity of self-reflection on the part of the principal. Transformational principals spend a lot of time reflecting on their years as a classroom teacher and the experiences they had. Each principal spoke about when they were a classroom teacher and loved their time in that position. They continually make purposeful connections between their own times as a teacher and their current teachers. Transformational principals use these reflections and connections to refine their own practices. All of the principals in this study spoke about how they make their teachers feel about the jobs they are doing. These principals maintain a pulse reading on their teachers at all times and use that reading to dictate what they do next, how they do it, and why.

Teachers are encouraged to grow on many distinct levels. Transformational principals make sure their teachers are following the mission and vision of the school through the school's initiatives. These initiatives are slowly pushed out to staff based on the deep knowledge the principals have about their staff. Those teachers who want to take new ideas and run with them, do. Transformational principals then slowly bring along the others at different paces, while intentionally finding supports and resources to help each one of them grow and move in the right direction. The role the administrator takes on in this situation fluctuates based on what each individual teacher needs to find success. All of the principals acknowledge that if they are going to expect something out of their teachers then they must also provide supports for every teacher to find success.

Beyond their classroom walls, teachers are encouraged to pursue what they are passionate about. An open-door policy in the front office provides much time for teachers and their principals to have open, honest discussions. These open-door policies serve to encourage teachers and principals to engage in discourse to best support their students' learning. They spoke of what may work best in their individual classrooms and new strategies to try with their students. They would also reflect on how those new strategies had worked and what the next steps would be. Sometimes disagreements or differences in opinion arose, and transformational leaders welcomed the discourse. These administrators take calculated risks in their own practice and recognize that they must also encourage their teachers to do the same, for the purpose of making everyone a better educator and to see authentic student achievement.

Each principal maintains an advantageous communication cycle at their school. It is advantageous because the way in which each principal communicates with each teacher creates value and favorable circumstances for all involved. This cycle begins with interacting with teachers in authentic ways. Transformational leaders notice when a teacher is eating lunch alone or remembers when a teacher's family member is going through a tough phase. Getting to know teachers also as people is a valuable part of what these principals do on a daily basis. When a transformational principal understands their teachers on both a professional and personal level, they are able to then provide the feedback necessary to each individual teacher in a way that builds up their practice. Teachers want to continually do what is best for students because they have evidence that their principal supports them exactly where they are.

There are two main pieces to a transformational principals' routines. First, there are many mutable facets to what they do. They are always dealing with a variety of challenges and decisions. While the existence of challenges and decisions is consistent, what they are being

challenged with and deciding upon is different. Every single day the variety of challenges and decisions to be made changes. The second piece to a transformational principal's routine is perpetual. Every single day these principals are in classrooms. Not in an evaluative manner, but to smile at teachers, to participate in the learning, to notice if students and teachers alike are finding joy in what they are doing. These principals want to be seen and to take part in the learning happening at their school.

Perhaps the most significant finding relating transformational leadership to teacher self-efficacy is the common preeminent practices that occur on a daily basis. It should be noted that when asked, these principals do not report to believe they do anything extraordinary. In fact, at some point they have all questioned whether or not they are really making an impact on teachers and students. However, when they describe the ways in which they love and serve their teachers, it is clear that what they are offering far surpasses the status quo.

In the principal interviews, each principal depicted ways that they go above and beyond the call of duty only because it is just what they do, and they could not imagine acting differently. These principals keep records of their teacher's favorite treats to purchase and surprise them with. They go to the school on the weekend and help a teacher move her classroom and play upbeat music to get students to be excited to come to school. They are the first ones to arrive each morning and the last ones to leave. They may not be standing on tables, but they are examples of how leaders get teachers to tackle situations they wouldn't normally tackle. In teacher interviews, each teacher spoke of the ways their principal encouraged and inspired them to do more because they had evidence that their administrator valued them as a professional.

Themes: Transformational leaders in this study did not originally set out to become administrators. Their talent was noticed by those they worked with, and they were deliberately encouraged to pursue leadership positions. They all still maintain relationships with the individuals who encouraged them to take on leadership roles. This cycle then continues as each of the principal participants in turn take on this role with their current teachers. They are purposeful to tell their teachers when they see leadership potential in them and are perpetually sending out information and encouragement to their teachers to pursue more influential roles. These administrators are willing to write recommendation letters, fill out applications, and make phone calls to ensure their teacher leaders get the opportunities they set out for. They train their assistant principals, coaches, and teachers in intentional ways. Transformational leaders purposefully grow more leaders.

Transformational principals never mandate their entire staff to jump headfirst into a new initiative. They recognize that the teachers in their school are their classroom. They have a goal for each teacher and scaffold the path to implementation based on each teacher's personality, background, and beliefs. Each grade level is thought of as a unit that also has its own personality. They have high expectations and are adamant that everyone in their school will get there; however, they recognize and honor that as long as their teachers are moving, it is okay for them to have a different timeline. These principals are never ceasing in finding resources for teachers in an effort to continually provide the exact supports necessary to see growth in their teachers.

It is important to transformational leaders to ensure that all stakeholders enjoy what they are doing. This starts with the principal. The principal has a passion for what they do, and this passion is visible to everyone involved. It is important for teachers to be in positions teaching

ages and contents that are suitable to their strengths and that they find joy in their everyday affairs. Transformational principals are constantly observing teaching and learning so ensure they are confident that each teacher is in a position that exposes their strengths. Students should love learning and want to come to school. The principal models a relationship with teachers that they expect their teachers to have with their students. Every day, the principal goes to the carline, the bus ramp, and the walker gate. They make themselves seen and available to parents because they believe in the idea that a relationship between principal, teacher, parents, and students will get their school through many potential storms.

Findings for Research Question #2

Which of Bass' transformational leadership behaviors do elementary teachers view as advantages? In both teacher interviews and through the electronic survey, teachers reported the specific details pertaining to how their administrator builds up their self-efficacy. These responses are visually displayed in Figure 5. The teacher responses can also be categorized into two main pieces: how the transformational leader sets an example for the teacher and how the transformational leader empowers the teacher.

Teachers reported that transformational principals are approachable due to their positive attitude and willingness to always help. They encourage teachers and provide them positive feedback. Teachers appreciate how their principals communicate and are made to feel like a valuable part of the team. Having principals who would obtain instructional materials was also mentioned multiple times as something that positively affected their self-efficacy levels. These behaviors displayed by principals do not happen occasionally. They exist on a continuous basis, day after day. Teachers are confident and have come to expect the responses of their principal because of the consistencies in behavior. When teachers can expect responses from their

administrator, trust is built. This trust is necessary for transformational principals to continue their work. A large fraction of the work transformational principals do is navigate the many facets to getting to know their teachers on deep levels so that they can differentiate and scaffold all initiatives. This does not happen well without trust. Due to the consistency is responses and trust between teachers and transformational leaders, teachers want to work even harder for their principals and consider them role models.

Transformational principals make teachers feel like professionals. Teachers know that their administrators trust their judgement and they have confidence that their administrators will support them if a problem situation were to arise. Teachers are more willing to take risks, think outside of the box, and try new strategies if they believe their administrator trusts and respects them as a professional. This is evident through both implicit and explicit examples. Teachers reported that their principal is an example of emotional intelligence, which in turn, encourages and empowers them to make the right decisions for their students.   Teachers acknowledged the fact that transformational principals do not micromanage their practices. This is congruent to the short list of non-negotiables transformational principals reported. The feeling of freedom in instructional practices teachers have leads them to want to try new strategies, research topics of interest, and stay open to changes. Transformational principals know what good instruction looks like and promotes independent, critical thinkers who feel the freedom and encouragement to make a difference in their classroom.

Themes. Transformational principals place immense value on teacher education. They want teachers to ask tough questions, challenge beliefs, research solutions to problems they find, and try new strategies. To cultivate these actions in teachers, transformational principals take a step back and trust their teachers. They set non-negotiables like "do what's best for students"

and "students must be literate" and then let the teachers justify and fulfil these non-negotiables in their own ways. Allowing teachers to have this freedom encourages them to feel valued and to continue striving for student success. When teachers aren't sure how to get student success, the transformational principal talks them through it and asks a lot of clarifying questions. As a team, principal and teacher look at instructional practices and brainstorm how to chunk out the next steps to get where they are trying to go. This practice reveals how transformational principals deliberately empower their teachers to have the autonomy to teach their individual classroom and provide support along the way.

Even schools that did not have a principal who practiced all four of Bass' descriptors of transformational leadership on a daily basis had teachers speak out about the ways in which their administrator built up their self-efficacy levels. All of the examples provided by teachers who work at schools from the non-transformational list aligned to one or two of Bass' transformational descriptors. This indicates that all principals, regardless of leadership style, can build teacher self-efficacy levels with intentional practices.

Findings for Research Question #3

Which of Bass' transformational leadership behaviors do elementary teachers view as barriers? Out of the five schools in this research study with transformational principals, only one participant noted on the electronic survey that her self-efficacy level had nothing to do with her principal. In this instance, the teacher chooses to work independently. No teachers from schools with transformational leaders reported any negative experiences or perceptions of their principal. These teachers all felt that their principal supported their self-efficacy in positive ways. All reported principal behaviors that negatively affected teacher self-efficacy levels came from schools with non-transformational leaders.

Figure 6 visually displays what the teachers employed at schools with non-transformational principals reported as most negatively affecting their self-efficacy levels. The larger the word is displayed in Figure 6, the more times a teacher reported that as negatively affecting their self-efficacy level. Overwhelmingly, the principal was the biggest teacher reported negative influence on their self-efficacy. In all cases of teacher reported behaviors that were barriers to their self-efficacy level, there were experiences and perceptions that illustrate a separation between administrator and teacher. Teachers reported that their principals appeared distant and felt that no support or encouragement from their administrators was given specifically to them.

Teachers also reported situations where non-transformational principals did not lead school initiatives, but instead delegated to a variety of other staff members within the school in a way that created tension and division amongst the staff. In these instances, teachers felt neglected or forgotten about because they wished to take part in the tasks. Teachers felt as though administrators delegated these tasks based on who they were good friends with or who was easy to get along with, instead of which teachers would be a good fit or had strengths in a particular area. Teachers' self-efficacy levels were damaged when they wanted to help with an initiative that they felt qualitied to do and were not chosen.

Themes. Teachers' self-efficacy levels are affected in a negative manner when they do not feel as though their principal is working collaboratively with them. When principals act in ways that make teachers feel as though there is division amongst the staff, their self-efficacy levels will be lowered. This requires principals to engage in deep self-reflection practices to ensure they understand the impact of their actions as perceived by teachers. This deep self-reflection was evident through the interviews by every transformational principal. In this study,

transformational principals never allowed this separation to occur. The teachers who reported scenarios of separation came from schools without transformational leaders.

All principals delegate tasks to teachers, however, there is a major difference in the content of what is being delegated. Transformational principals delegate tasks that will highlight the leadership abilities of their teachers. They find opportunities to show their teachers what they are capable of and walk with them as they complete the process, offering advice and coaching them when necessary. These delegated tasks are selected to intentionally grow the teacher and lead them into their next phase as an educator. Transformational principals spoke about situations where they would give a teacher leader or coach a task to figure out, all the while knowing how it was going to play out. This provided the transformational principal intentional opportunities to push their teacher leaders or coaches into more growth. This was not evident in the research surrounding non-transformational principals at all.

Principals whose behaviors negatively affect teacher self-efficacy levels delegated tasks without careful consideration and teachers feel as though they do not sufficiently monitor the completion of the tasks. This creates situations where expectations are not explicit, and teachers felt a sense of confusion and lack of consistent support. Teachers from non-transformational schools reported feeling hurt, neglected, or left out when they desired to be involved in an initiative that they were not invited to participate in. Principals, regardless of leadership style, can improve the barriers they create to teacher self-efficacy levels by being aware of the image they portray to their teachers and intentionally working to diminish the separation teachers feel.

Findings for Research Question #4

What personal experiences and perceptions do teachers have regarding transformational leadership behaviors displayed by elementary principals, as defined by Bass? Teachers shared

many experiences where their principal supported them when it came to a difficult parent.

Principals complimented the teacher and assured parents, in front of the teacher, that their child

was in one of the best classrooms in the school. The confidence principals displayed in their

teachers fueled the teachers to continue working hard and diminished issues with parents.

Teachers spoke about how they were on good terms with parents after the principal made it a

point to call in the parents and have a collective meeting in which the principal spoke about their

trust in the teacher and shared the teacher's qualifications with the parents.

Teachers also shared experiences about the culture and atmosphere at their schools.

Teachers working for transformational leaders feel a sense of family amongst the staff, students,

and parents. They feel as though their principal is on their team and that everyone is working to

achieve the same goal. Teachers also noted that their principal makes it clear that they are a

valuable part of the school, regardless of their personality or teaching style. A transformational

principal finds value in and honors all types of teachers.

Themes. Similar to the advantages of transformational leadership, teachers from both

types of schools volunteered to be interviewed and had stories of how their principals increased

their level of self-efficacy. In schools with principals who did not operate with transformational

leadership on a daily basis, teachers still shared experiences where their administrator displayed

examples of Bass' descriptors through the stories and experiences they shared. These trends

indicate that all principals, regardless of their leadership style, can add to their teachers' levels of

self-efficacy.

While there were teachers from both types of schools who gave interviews regarding how

their principal contributed positively to their levels of self-efficacy, the survey results and open

text boxes indicate that teachers at schools with transformational leaders have significantly

higher levels of self-efficacy. Out of the 84 survey participants from non-transformational schools, only 41 of them, or 49%, left comments in the open text boxes of the survey to provide examples of what their principal had done to build their levels of self-efficacy. At schools with transformational principals, 61 of the 85 total participants, or 72%, left comments in the open text boxes to report things their principal had done to build their self-efficacy. The data very clearly indicates that while all principals can positively contribute to teacher self-efficacy levels, transformational principals have a significantly higher impact than non-transformational principals.

Findings for Research Question # 5

How does the self-efficacy levels of teachers working in a school with a transformational principal compare to the self-efficacy levels of teachers working for a principal operating with a different leadership style? The electronic survey was distributed to five schools with transformational principals and five schools without transformational leaders. A consistent finding was that in each category of Bandura's self-efficacy scale teachers who worked for transformational leaders reported higher levels of self-efficacy. Careful examination of the Independent Samples T-Test revealed that there was a mean difference in reported self-efficacy levels of 17.89272. This signifies that the mean of transformational schools was over 17 points higher than non-transformational schools with a std. error difference of 5.11894. This is a statistically significant difference in self-efficacy confidence levels between teachers at transformational schools and not, with teachers at transformational schools scoring consistently higher than teachers at non-transformational schools.

Themes. While there were three instances of anomalies shown in the boxplots in table 3, transformational leadership is consistent with significantly higher levels of teacher reported self-

efficacy. In every aspect of this study, schools with transformational leaders surpassed schools without transformational leaders. Survey data supports this conclusion with significantly higher levels of teacher reported self-efficacy levels in schools with a transformational principal. Open ended text boxes in the survey indicated that far more teachers from transformational schools had experiences to share that positively impacted them. Teacher interviews revealed personal stories to support this data. While any principal, regardless of leadership style, impacts teacher self-efficacy, transformational principals were consistently contributing in positive ways, while non-transformational principals were frequently associated with negative contributions.

Examination of the categories of Bandura's teacher self-efficacy scale revealed patterns in the teacher reported data. Even though self-efficacy was reported at a higher confidence rate at schools with a transformational principal, the order to which the categories was ranked is identical between both types of schools. Schools with transformational principals ranked school climate as their highest area of self-efficacy followed by disciplinary, parental involvement, instructional, decision making, and community involvement. Schools without a transformational principal ranked these six categories in the exact same order. This indicates major themes in teacher self-efficacy. All principals, regardless of leadership style, most positively impact their teachers and the school climate while they all see the lowest levels of self-efficacy in community involvement. Principals can use these trends to deliberately identify areas to improve teacher self-efficacy.

Secondary Findings

Prior Administrators. Surprisingly, all of the principals who participated in this research study spoke about the prior administrator at their current school. In all five situations, the prior administrator operated very differently than the current, transformational principal.

Each principal reflected and acknowledged that their way of operating was unorthodox at times. This transition presents itself with a few challenges. Transformational principals had to work hard to gain relationships with teachers who were not relationship oriented or who preferred to maintain a professionally focused relationship only. Removing these barriers and gaining the trust of all teachers takes time and intentional actions.

Sometimes the transformational principal was successful in gaining these relationships and saw stark differences in how the teacher responded to them, compared to when they first came to the school. In other situations, the principal was unsuccessful in gaining the trust of the hesitant teacher, and, ultimately, those teachers left the school. The transformational principals in this study spend time reflecting on the situations in which teachers chose to leave their school and how they would handle the situation should it ever arise again.

Teacher Incentives. One of the biggest varieties in principal responses was in relationship to teacher incentives. One of the principal participants does not place a focus on teacher incentives. She may offer a jean pass if a teacher gives their time outside of the school day to promote their school but does not tie teacher incentives to work done during the school day. Three of the principal participants mention some use of teacher incentives for work done within the school day. Examples include being entered into a drawing for completing positive student referrals or giving incentives to classes with high attendance or who make goals related to a school wide initiative. One principal participant spoke about how he uses teacher incentives very liberally because he believes that the happier teachers are, the harder they work. These incentives are driven by staff cash and can be used for items like Google Homes, Alexa devices, or large gift baskets.

All of the principal participants mentioned jean passes in some context and organize events for their staff to ensure their teachers feel appreciated. Examples of teacher appreciation events that happen at their schools are catered breakfasts or lunches, surprise treats in mailboxes or delivered to classrooms, and leave-school-early passes.

The variety in responses surrounding teacher incentives indicates that the incentives themselves are not what motivates teachers or increases their levels of self-efficacy. These factors are influenced by the fact that each principal knows their teachers and knows how to make their teachers feel appreciated. The simple act of a principal knowing his/her teachers and acting in ways that cause their teachers to feel appreciated is what helps to increase teacher self-efficacy levels.

Implications for Practice

The implications for this research are reported as it relates to transformational elementary principals and teacher self-efficacy as well as for all elementary principals. It is evident that transformational principals positively contribute to teacher reported self-efficacy levels at a significantly higher rate than non-transformational principals. Transformational principals were not associated with damaging teacher self-efficacy levels in any instance. Both the qualitative and quantitative portions of this study indicate that transformational principals and their teachers perform on a much higher level than other schools. This is evident through their survey data, interviews, and depictions of the intentional, personal connections made on a daily basis.

However, principals who operate with other leadership styles do utilize some behaviors that are congruent with portions of Bass' (1985) description of transformational leadership. In these instances, principals are positively influencing teacher self-efficacy levels intertwined with situations that damage teacher self-efficacy levels. These findings contain important

implications that school districts, district level administrators, school level administrators, human resource personnel, district recruiters, and aspiring leaders should utilize to ensure elementary principals contribute to teacher self-efficacy levels in positive ways, thus increasing student achievement:

- Identifying potential school assistant principals and school principals should be an intentional practice in which leaders are identifying teachers with leadership potential and helping them grow into leaders who are aware of their influence on those around them.

- Existing principals and assistant principals should be educated to ensure they understand the importance of teacher self-efficacy and are aware of the great impact they have on teachers and student achievement through this lens.

- School administrators should continually reflect on their own practices and make changes in how they interact with teachers based on the feedback they receive.

- While school administrators should have high expectations for all of their teachers, they must recognize that every teacher has different styles and may take different paths to fulfill an initiative. If administrators want to contribute positively to teacher self-efficacy levels, they must provide supports to ensure each teacher is moving in the right direction and be accepting of teachers who have different timelines.

- Principals should find joy in their jobs and create environments where teachers find joy in teaching and students find joy in learning.

- When delegating tasks, principals must be careful and intentional to determine to whom they are giving a task and to ensure that the purpose for giving the task is to grow and mold.

- Every day, principals should spend time in classrooms that is non-evaluative. They should just be there to participate in the learning and interact with students.

- Principals must spend time getting to know their teachers, not only in the classroom, but on a personal level.

- To foster an acceptance for change and a love of learning in teachers, principals must find situations to take a step back, trust their teachers, and encourage them to research solutions to problems they see. Giving this freedom to teachers greatly increases their self-efficacy levels.

- Regardless of leadership style, transformational or not, all principals have the ability to influence teacher self-efficacy levels in a positive way. The key to increasing teacher self-efficacy in schools is for principals to show support and appreciation to their teachers in both everyday teaching and in difficult situations. This should be followed by deep reflection practices on the principal's part.

- Even if a principal's motive is never explicitly stated, it is evident through their actions and considerations for their teachers. Teachers may not be able to always explicitly state their principal's motives; however, their self-efficacy levels are impacted by the ambiguous actions of the principal.

Conclusion

This research study served to illuminate the impact of elementary principals who operate using transformational leadership on a daily basis and to describe the relationship these two variables share. According to Bass (1985), transformational leadership is comprised of four main behavior descriptions. For the purpose of this study, principals displayed all four of these

behavior descriptions on a daily basis. All five of the principal participants demonstrated strong examples of authentic transformational leaders.

Idealized influence was displayed in their dedication to earn the respect and trust of all of their teachers through the meticulous process of self-reflection and drive to set an example for their teachers. Inspirational motivation was found through the way each of these principals were passionate about their job and got their teachers to be passionate about their teaching. Individual consideration was a strong trait each principal displayed. All of their decisions are based off of the knowledge they have about each teacher and each grade level at their school site. Teachers reported feeling this value from their administrators and wanted to try harder and do more. Intellectual stimulation was found through the teacher autonomy at the school sites and encouragement to find creative solutions to problems. Principals identified leadership potential in teachers and found ways to grow and nurture these qualities.

The confidence levels that teachers reported was widely influenced by their principals. The cognitive processes of teachers were nurtured when principals set their own goals and shared them with their staff as they walked their teachers through setting their own goals while supporting them as they pursued advancement. Motivational processes were encouraged when principals took the time to talk through problems with staff and helped them to understand how to plan out their next steps. Support was given every step of the way which encouraged the growth of affective processes in teachers. Transformational principals ensured teachers had a variety of resources to use to continue pushing forward with any initiative. Teachers showed strong selection processes in their ability to keep tackling problems and strive to ensure all students find academic achievement.

It is evident that transformational elementary principals have a wide influence over teachers and a great responsibility to continually strive to positively impact teacher self-efficacy levels. Transformational principals outshine other leadership styles in the ways in which they run their school and continually reflect on their own practices. These principals have extensive knowledge about their teachers and use that knowledge to differentiate initiatives and timelines while holding high expectations for everyone. Transformational principals do what they do because they love their job, their school, their teachers, and their students. This love and dedication are evident in everything they do and contagious to those around them. These principals don't believe they do anything extraordinary, but the qualitative and quantitative data coming from their teachers clearly illustrates the drastically extraordinary impact they have on those around them.

This research also indicates that all principals, regardless of their leadership style, can intentionally display behaviors that are congruent with Bass' (1985) behavior descriptors of transformational leadership and provide an environment in which teachers can have increased levels of self-efficacy. Principals who do not naturally display transformational leadership on a daily basis can develop habits that encourage them to be reflective and consider how they could more positively improve teacher self-efficacy levels.

Recommendations

In conducting this study, many other possible research topics emerged that are essential to understanding the relationship between transformational leadership and teacher self-efficacy levels. This research study was merely able to examine a small portion of the influences of transformational principals and must continue to be understood.

Future research should be conducted to more fully understand transformational leadership and teacher self-efficacy to continue filling in the gaps in literature and to continue the work of improving our schools.

- How do transformational principals influence teacher self-efficacy in middle schools?

- How do transformational principals influence teacher self-efficacy in high schools?

- Do transformational principals in elementary schools also influence the self-efficacy levels of other staff members (paras, lunch, bus drivers, secretaries) in the same manner as teachers?

- Do transformational principals in middle or high schools influence the self-efficacy levels of other staff members (paras, lunch, bus drivers, secretaries) in the same manner as teachers?

- How does the relationship between other specific leadership style compare to the influence of transformational leadership?

- How does transformational leadership affect other aspects of a teacher's work life?

- How does transformational leadership influence teachers in furthering their education?

- Is teacher retention affected by transformational leadership?

- Are there major differences between male and female transformational principals as it relates to teacher self-efficacy?

 Through the study of these topics, educators can more thoroughly understand the impact transformational leaders can have on the teachers and staff at their school. Identifying transformational principals at all school levels would allow researchers to understand better their practices and then work to replicate them at schools with principals who are not transformational. The practices of transformational principals significantly improve teacher self-

efficacy and must be further studied to ensure that we are building up, empowering, and

retaining teachers.

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APPENDICES

Appendix A: Required Principal Descriptors

Project Title: A Mixed-Methods Study on the Relationship Between Elementary School
Principals' Transformational Leadership and Teacher Self-Efficacy.
Principal Investigator: AshLee Lamb
Email: ashlee.lamb1@gmail.com
Faculty Sponsor: Dr. Steven Petrie

       Principal participants for this study must exhibit transformational leadership qualities, as
defined below, on a regular basis. All four of the following traits must be exhibited routinely
during the principal's time at work, on their elementary school's campus.

1. <u>Idealized Influence</u> – A role model with high ethical behaviors who is respected and
   looked up to by teachers and staff at the school.

   What this <u>may</u> look like:
   - ✓ The principal speaks positively about others in public places.
   - ✓ Decisions tend to align with the beliefs of the teachers/staff.
   - ✓ Continually works to build a covenant of values amongst staff.

2. <u>Inspirational Motivation</u> - Articulates a mission and vision that not only appeals to
   teachers but also inspires them.

   What this <u>may</u> look like:
   - ✓ Speaks a consistent message that aligns with the goals of the school.
   - ✓ Gets teachers to buy into an initiative without having to offer outward rewards.

3. <u>Individual Consideration</u> - Treats every teacher and staff member as a special individual
   who deserves attention and concern.

   What this <u>may</u> look like:
   - ✓ Knows facts about staff such as children or who is going to school.
   - ✓ Spends time talking to teachers/staff members with no apparent agenda.
   - ✓ Knows classroom styles and teaching practices of all teachers in all disciplines.

4. <u>Intellectual Stimulation</u> - Nurtures and develops teachers and staff to think independently
   and will challenge them to take risks, ask hard questions, and examine new ways to learn.

   What this <u>may</u> look like:
   - ✓ Asks teachers open ended questions like "how could you solve that?" instead of
     offering them a solution.
   - ✓ Nurtures a culture where mistakes can be made and praises teachers who try.

Appendix B: Interview Consent Form

FLORIDA SOUTHERN COLLEGE

Informed Consent for Interview

Dear Participant,

I am a doctoral student at Florida Southern College. I am doing a research study during the 2019 – 2020 school year for my dissertation on transformational leadership as it relates to teacher self-efficacy. You are invited to participate in one 60-minute transcribed interview as part of this research project. The purpose of this research is to illuminate and measure how transformational leadership impacts teacher self-efficacy.

All information obtained in this research study will be treated with complete confidentiality and will be kept in a secure, locked location. Only the researcher will have access to any information that could identify you as the participant, or your school. Only non-identifiable information gathered in this interview will be published with this research study. After three years from the completion of this research study, the flash drive containing all interview information will be destroyed.

The direct benefits of participating in this study are only the contributions to the body of research. There are no risks to participate in this study. All participants involved in interviews will receive a gift card of no more than $25.

You are free to withdraw your participation without any consequences at any time should you become uncomfortable. If you have any questions or concerns, feel free to contact me at (863) 604 – 0516. I hope you will enjoy this opportunity to share your experiences and viewpoints. Thank you very much for your help.

Sincerely,
Ashlee Lamb

This project has been reviewed and approved by the FSC Institutional Review Board under tracking number _____.

Title of Project: The relationship between transformational leadership and teacher self-efficacy.
Researcher: Ashlee Lamb (863) 604 - 0516
IRB Chair: fscirb@flsouthern.edu
Provost: (863) 680 - 4124

_____

Signature of the participant   Date

_____

Signature of the Student Researcher   Date

- -

Research at Florida Southern College involving human participants is carried out with the oversight of the Human Subjects Institutional Review Board. Address questions regarding these activities to the HS-IRB Chair, email: fscirb@flsouthern.edu; or Office of the Provost; phone (863)680-4124.

Appendix C: Principal Interview Questions

Interview Script: *"Thank you so much for agreeing to participate in this study! Your willingness to be open about your practices as a transformational principal is crucial to finding ways to continue to improve our schools. The purpose of this interview is to gain insight into the relationship between an elementary school principal and the self-efficacy levels of the teachers working at the school site. Teacher self-efficacy is a teachers' belief that he/she can do the job they were hired to do, and to do it effectively. There will be questions that attempt to get you to reflect on your leadership behaviors as either an advantage or barrier to teacher self-efficacy levels. As we work through the interview questions please don't hesitate to ask me any clarifying questions, tell personal stories, or share any other information you feel to be relevant. The more you feel you can contribute, the better. Do you have any questions before we begin?"*

1. What motivated you to take on the responsibility of becoming a principal?

2. What does your average day, as a principal, look like?

3. How do you describe your leadership style?

4. What do you find most challenging about your job?

5. How important is it for teachers to respect and trust their principal?
   - What do you do, specifically, to gain respect or trust from your teachers?

6. Can you tell me about a teacher who puts a lot of trust in you or a situation where a teacher trusted you too much?

7. Can you tell me about a time you had to exert extra effort to get a hesitant teacher to respect or trust you?

8. What role does communication play between teachers and their principal?
   - Can you explain the ways you communicate with your teachers?
   - Can you over communicate?
   - Can you under communicate?

9. There are many educators who are well known for inspiring teachers, such as Ron Clark or Michelle Rhee. These educators get teachers to feel just as passionate about something as they do. How do you feel about this practice?

10. How do you use energy and engagement with your teachers?
    - Can you give an example?

11. How flexible should principals be in accommodating teachers when executing their school vision?

12. How much time do you spend just getting to know your teachers?
    - What sort of benefits would come from a principal who treats each teacher as an individual?
    - Could any negative situations arise from a principal getting to know his/her teachers?

13. How do you decide who to give important information to?
    - Who should have access to important information?

14. To what extent do you encourage innovation and creativity in your teachers? Why?

15. How do you feel about persistent teachers?
    - When can persistency be a good thing?
    - When can persistency hinder your school?
    - Can you tell me about a time you dealt with a persistent teacher?

16. Can you give me an example of what you may do if you have a teacher who believes they cannot handle a certain challenge?

17. Teachers have varying levels of coping strategies. Are principals responsible for increasing the coping strategies of their teachers?

18. Should teachers be encouraged to set professional goals for themselves?
    - What sorts of supports might teachers have within the school to monitor their efforts to meet goals?

- Can principals get teachers to set goals for themselves even when it isn't "required"?
- What supports do you offer teachers as they are working to reach their goals?

19. Are incentives to get teachers to do certain desirable actions ever appropriate? Explain your thinking and give examples if possible.

20. Can you tell me about a time when you dealt with a dissatisfied teacher?

21. School reform and current school mandates can bring added stress to teachers. How do you handle this?
    - Do you have practices or strategies that help teachers deal with the stress?

22. Can you tell me about a time you led teachers through a controversial time?

23. Do you have any non-negotiables with your teachers?

24. Principals have a very large circle of influence. Reflect on how you impact your teachers, especially regarding their self-efficacy. How do you believe you effect your teachers' self-efficacy levels?

25. Is there anything else that you feel is important to add?

Appendix D: Teacher Self-Efficacy Survey and Consent Form

Dear Participant,

I am a doctoral student at Florida Southern College. I am doing a research for my dissertation on transformational leadership as it relates to teacher self-efficacy. You are invited to participate in one 20-minute survey as part of this research project.

The purpose of this research is to illuminate and measure how transformational leadership impacts teacher self-efficacy as either an advantage or a barrier. All information obtained in this survey will be treated with complete confidentiality.

Should you have any additional stories or experiences regarding transformational leadership and your self-efficacy please enter your preferred method of contact into the designated box at the end of this survey. I will then be in contact with you to set up an additional interview where you can share your experiences with me.

If you have any questions or concerns, feel free to contact me at (863) 604 – 0516. I hope you will enjoy this opportunity to share your experiences and viewpoints. Thank you very much for your help.

Sincerely,
Ashlee Lamb

This project has been reviewed and approved by the FSC Institutional Review Board under tracking number _____.
Title of Project: The relationship between transformational leadership and teacher self-efficacy.
Researcher: Ashlee Lamb (863) 604 – 0516

Teacher Self-Efficacy Scale

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 rate how certain you are that you can do the things discussed below by writing the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:

1	2	3	4	5	6	7
Cannot do at all			Moderately can do			Highly certain can do

Confidence 1-7

Efficacy to Influence Decision Making
    Influence the decisions that are made in the school   _____
    Express my views freely on important school matters   _____
    Get the instructional materials and equipment I need   _____

Instructional Self-Efficacy
    Get through to the most difficult students   _____
    Get students to learn when there is a lack of support from the home   _____
    Keep students on task on difficult assignments   _____
    Increase students' memory of what they have been taught in previous lessons   _____
    Motivate students who show low interest in schoolwork   _____
    Get students to work well together   _____
    Overcome the influence of adverse community conditions on students' learning   _____
    Get children to do their homework   _____

Disciplinary Self-Efficacy
    Get children to follow classroom rules   _____
    Control disruptive behavior in the classroom   _____
    Prevent problem behavior on the school grounds   _____

Efficacy to Enlist Parental Involvement
    Get parents to become involved in school activities   _____
    Assist parents in helping their children do well in school   _____
    Make parents feel comfortable coming to school   _____

Efficacy to Enlist Community Involvement
    Get community groups involved in working with the school   _____
    Get businesses involved in working with the school   _____
    Get local colleges and universities involved in working with the school   _____
Efficacy to Create a Positive School Climate
    Make the school a safe place   _____
    Make students enjoy coming to school   _____
    Get students to trust teachers   _____
    Help other teachers with their teaching skills   _____
    Increase collaboration between teachers and the administration
        to make the school run effectively   _____
    Reduce school dropout   _____
    Reduce school absenteeism   _____
    Get students to believe they can do well in school work   _____

The following questions will be added to the end of the teacher self-efficacy scale:

1. What has helped you build your self-efficacy?

2. Can you give an example of what your principal has done to build your self-efficacy?

3. Do you have any personal experiences regarding your principal's transformational leadership that you would like to share with the researcher? If so, input your contact information into the box and the researcher will be in contact with you.

Appendix E: Semi-Structured Teacher Interview Questions

Interview Script: *"Thank you so much for indicating that you had an experience or perception involving transformational leadership! Your willingness to share your experiences with me is incredibly valuable information. As we work through this interview, please don't hesitate to ask me any clarifying questions, tell personal stories, or share any other information you feel to be relevant. The more you feel you can contribute, the better. Do you have any questions before we begin?"*

1. What is your job here at school? What grade and subject area do you teach?

2. Can you give an example of what your principal has done to build your self-efficacy?

3. What experiences do you have to share that reveals examples of your principal exercising transformational leadership?

4. Do you see that experience as an advantage or a barrier to your self-efficacy? Why?

5. What has helped you build your self-efficacy?

6. Is there anything else that you feel is important to add?

Appendix F: Script for Staff Meetings

"Thank you for giving me a portion of your time, as a fellow educator I know how valuable your time is. I am currently a doctorate student at Florida Southern College, and I came today to invite you to be a part of my research study, which is on a topic incredibly important to teachers; self-efficacy. Your self-efficacy is the belief you have in yourself and in your ability to perform your job as a teacher. What my research is aiming to do is to examine teacher self-efficacy through a survey and collect the stories and experiences teachers have regarding transformational leadership and how their principals have impacted their self-efficacy levels. This topic is so vital to teachers because if we can isolate the behaviors of principals that have impacted our self-efficacy levels, we can better reproduce those positive actions and ultimately find ways to improve teaching conditions and self-efficacy levels. Research shows that students of teachers with high levels of self-efficacy consistently outperform teachers with low levels of self-efficacy. We all have unique reasons for how we ended up in a classroom and I really believe that if each of us had the opportunity to contribute a small portion of our time to not only improve our own working conditions, but to also improve academic success for our students, we would do it. What I am asking of you is to participate in a survey and then indicate at the bottom of the survey if you have a personal story or experience about your self-efficacy that you would like to share with me in a semi-structured interview. The survey should only take 20 minutes of your time, or less. And if you volunteer to share a story or experience with me I will contact you and schedule a convenient time for you to make that happen. Most importantly, I want to stress to you that through the entire process your identity will be totally confidential. I will never share any information about you that could identify you or your school in any way. Your participation in this study is 100 percent optional. I have slips of paper to hand you that include a link to the survey. I also have a QR code on the slip of paper that you can scan. This QR code will take you directly to the website. At the bottom of this slip of paper I have also provided you with my personal email address and cell phone number, should you have any questions you wish to contact me about. Are there any questions? Thank you so much!!"

Appendix G: Code Book for Principal and Teacher Interviews

Structural Codes:

1	Becoming a Principal
2	Average Day
3	Describing Own Leadership
4	Knowing Your Teachers
5	Challenges
6	Teacher Feedback
7	Following Through with Expectations
8	Going the Extra Mile
9	Prior Administrators
10	Difficult Teachers
11	Getting to Know Your Teachers
12	Setting an Example
13	Communicating with Teachers
14	Reflecting on Self-Practices
15	Passion
16	Interacting with Teachers
17	Teacher Practices
18	Non-negotiables
19	Making Decisions
20	Teacher Incentives
21	Promoting Teacher Education