THE PRINCIPAL'S TRUSTWORTHINESS: THE IMPACT ON EFFECTIVE

SCHOOL LEADERSHIP AS PERCEIVED BY TEACHERS ON

SELECTED CAMPUSES IN THE NORTH EAST

INDEPENDENT SCHOOL DISTRICT

A Dissertation

by

MARY MARGARET LONGLOY

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

December 2006

Major Subject: Educational Administration

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Approved by:

Chair of Committee,   Stephen L. Stark
Committee Members,   Walter F. Stenning
    Larry Dooley
    Julian Trevino
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ABSTRACT

The Principal's Trustworthiness: The Impact on Effective School Leadership as

Perceived by Teachers on Selected Campuses in the North East

Independent School District. (December 2006)

Mary Margaret Longloy, B.S., Texas State University;

M.A., Texas State University

Chair of Advisory Committee: Dr. Stephen L. Stark

The primary purpose of the study was to identify the effective school leadership behaviors that build trust with teachers, as perceived by teachers on selected campuses in the North East Independent School District. A secondary purpose of the study was to determine whether demographic variables, such as gender, experience, and level of teaching, influence the relationship between teacher trust and effective school leadership. Of the 3,974 teachers in the district, 457 teachers were surveyed from one high, two middle, and four elementary schools.

Findings in the study include the following:

1. The behaviors that had mean scores reflecting ratings closest to being critically important to building teacher trust were that the principal maintains confidentiality (4.76), is a good listener (4.73), gathers sufficient information before drawing a conclusion (4.61), reacts calmly in a crisis (4.59), and communicates clear expectations (4.55).

2. The Administrator Rating Form, developed by Ferris (1994), divided all the behaviors into three categories: (a) general professional, (b) personal authenticity, and (c) supervision/evaluation behaviors. The supervision/ evaluation behaviors were the least important of the three groups with a mean score of 4.14. This concludes that the general professional and authenticity behaviors result in building more trust than the supervision/evaluation behaviors.

3. It was determined that females show higher levels of trust in their administrators than that of their male counterparts. The teachers' number of years of experience had no effect on how they responded. Within the category of general professional behaviors of the principal, there was no significant difference in the responses of the three teaching levels. Within the other two categories, however, there was a significant difference in the responses of the three teaching levels.

The following recommendations are based on the findings and conclusions:

1. The principal must maintain confidentiality and be a good listener.

2. Principals should establish a professionally personal relationship with each teacher.

3. Principals should be aware that: (a) male teachers are less trusting than female teachers, (b) teachers' years of experience has no bearing on building trust, and (c) elementary teachers are generally more trusting than secondary teachers.

DEDICATION

This dissertation is dedicated to two of the most important people in my life: my parents. To my mother, Isabel Morrissey Longloy, her dedication to God is illustrated by the love and support she has always given, in the best of times and the worst of times. Her unconditional love and unwavering belief in my capabilities and value as a person are rooted deeply in who I am, as a person, a lifelong learner, and an administrator. She taught me that God truly has a purpose for each of us. "We talk, we laugh, we make time fly; we are best friends, my mother and I."

To my father, the late Maj. Francis E. Longloy (Ret.), who taught me, through his actions not his words, what true service leadership is. By his example, I learned that it is pointless to be in the limelight. What ultimately matters is being there behind the scenes, fully present everyday, and taking care of and guiding others so that they will be empowered to be successful. He also taught me the joy in hard work and the simple things in life. He remains my hero, and his memory and love continue to guide me.

ACKNOWLEDGEMENTS

I wish to acknowledge the other members of my family who have had a tremendous impact on my life. My big brother, the late Francis E. Longloy, Jr., taught me how important it is to laugh and have fun and to enjoy every precious moment there is in life. The love and appreciation he gave me for wanting to always know and do more, lives on and I know that somewhere, I still have a big brother who loves me.

My big sister, Rose Ellen Longloy San Martin, taught me the value of integrity and always trying to do the right thing, even when it is inconvenient. I value her wisdom and respect her judgment. She also taught me the joy of diversity and the importance of surrounding myself with people who think and do things differently. While we have always seemed to be at different ends of the spectrum in our views, talents, and even in the things we enjoy to do, two sisters could not be closer. May our children grow to be as close as we are.

My aunt, Mary Rose Morrissey Kelly, always served as a role model for balancing career and family. She proved to be a well-respected, accomplished professional as well as a devoted wife and mother. Her deep devotion to serving others resulted in a blending of her roles as a woman, such that one could not tell where one began and the other left off. Her calm and lighthearted manner always served as a port in any storm. The grace she possesses to overcome any trial or burden, without complaint, is a legacy she will leave to all who have had the good fortune to know her.

To my family of choice, Sue Cornell and the late Harold Cornell, their lives taught me that you can make your dreams a reality. Over the years, they provided me a place of respite and relaxation, for both my body and soul, in one of the most beautiful places on the planet. It has been during these times that I have gained insight into what it takes to make my dreams into reality. Their love, laughter, and acceptance have enriched my life beyond words.

Most importantly, I wish to acknowledge my daughter, Nicole Rose Mathis, who has, and always will be, the love of my life. Her spirit, individuality, talent, beauty, caring for others, and independence have inspired me to rise to the occasion of challenging myself to do my best. No matter when or where she goes, she will always be my baby. May this dissertation be a symbol and reminder to her that she can make all her dreams come true. May God always bless and protect her.

This endeavor could not have been completed without the support and assistance of many people who helped me along the way. I am very grateful to all of them in very special ways.

My chair, Dr. Stephen Stark, provided me with the support and encouragement to overcome barriers so that I might achieve my goal. He guided me through every aspect of this journey, from my first class, through the period of time I had to step away, and again, when I re-entered the world of academia to complete my dissertation. His guidance and support gave me confidence in my ability to achieve my goal.

Dr. Walter Stenning taught me, the dumbest student in the state, how to understand and utilize statistical analysis. When he said he would make time, he meant

it. If I said I did not understand five times, he would find five different ways of teaching me until I finally got it. He gave of his time, when his time was limited, and he had the patience of Job.

Dr. Julian Trevino assisted me in seeing things from a different perspective. He broadened my views and my understanding of the art and science of helping students achieve success within the bureaucracy of public education. In every class, he always brought us through the politics or the nature and problems of administrative behavior, back to the real focus: the success of kids! He helped me fully realize that we cannot accept any excuses for children not to succeed.

Dr. Larry Dooley encouraged and fostered the expansion of my thinking with regard to leadership. His teaching style was refreshing because it gave me the opportunity to identify and enhance my leadership style through the study of effective leadership practices. Dr. Dooley helped me think outside the box and be open to new perspectives, theories, and practices.

I am so very appreciative of the support and encouragement of my fellow doctoral students from the San Antonio Cohort. In particular, I wish to thank Dr. Sharon Skrobarcek for walking this journey with me. She provided much camaraderie and laughter during times of exhaustion, happiness in times of celebrations, and incredible faith in me during times when my challenges seemed to outweigh my comforts. How lucky I have been all these years to have a friend like her in my life.

The following talented and giving people were also quite instrumental in helping me complete the doctoral program: Mr. Bill Ashworth, Jr., without whom I would never

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CHAPTER I

INTRODUCTION

Background of the Study

Effective School Leadership

The current educational reform movement that began in the early eighties has

evolved to meet the needs of our more diverse, globally interconnected, and

technologically advanced society. If public school administrators are to successfully lead

their school communities to achieving academic success, they must be prepared to meet

the expectations of that society. Marzano, Waters, and McNutty (2005) found that, "a

highly effective school leader can have a dramatic influence on the overall academic

achievement of students" (p. 10). Bennis (2003) studied the behaviors necessary for

effective school leadership and identified four essential leadership skills. First, and

foremost, effective leaders believe in a higher good that motivates their efforts and keeps

them committed to a strong moral code. Second, they are able to communicate with a

strong sense of purpose and self-confidence. Third, school leaders are able to deal with

the intense pressure of continual change. Finally, the leader creates a shared vision with

all stakeholders.

Hoyle (1995) found that visionary leadership occurs when leaders care about

others, communicate clearly, and maintain a commitment to persist. Kouzes and Posner

(1995) identified five fundamental practices that enable leaders to get

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The style for this dissertation follows that of *The Journal of Educational Research*.

extraordinary things done. Exemplary leaders challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart.

Since the American worker must continuously learn new skills that go well beyond the basic competencies, administrators need to be strong instructional leaders to ensure that graduates are competent (Boyett & Conn, 1991). Blasé and Blasé (1999) identify the characteristics of instructional leadership in their Reflective-Growth model. These characteristics include encouraging the study of teaching and learning, facilitating teacher teamwork, and developing coaching relationships. The authors also stress using instructional research to make decisions and using the principles of adult learning when dealing with teachers.

As leaders, administrators must have a desire to be servant leaders. Service is based on a moral imperative to serve fellow human beings because it is the right thing to do (Nair, 1994). Value-based service leadership will depend greatly on an individual's ability to embrace five key value areas in order to be successful. They are open to participation, diversity, conflict, reflection, and mistakes (Patterson, 1994). Greenleaf (1977) promotes servant leadership in which the leader nurtures those within the organization not from a position at the top, but at its center. The critical skills he identifies as necessary to servant-leadership include understanding the personal needs of people within the organization, healing wounds caused by conflict, effectively managing the resources of the organization, developing the skills of others, and being an active listener.

When leaders possess integrity and values, they have what it takes to become principle-centered persons (Covey, 1992). These people make decisions based upon their vision, values, principles, mission, and conscience. Bennis (2003) suggests that these traits often manifest as an inner voice and that listening to that inner voice, trusting the inner voice, is one of the most important lessons of leadership. Bennis further suggests that leaders must be adept at using their inner voice for change if they are to be effective in establishing a school's culture and inspiring teachers, staff, and parents to do the right things for children. Bennis finds that the effective leader will no longer control his or her staff, but rather will strive to win staff commitment. This is achieved by setting an example of excellence by being ethical, open, empowering, and inspiring so that they are able to bring out the very best in others and respond quickly to change (Bennis, 2003). Kouzes and Posner (1993) found that, "constituents look for leaders who demonstrate an enthusiastic and genuine belief in the capacity of others, who strengthen people's will, who supply the means to achieve, and who express optimism for the future" (p. 218).

The Significance of Trustworthiness

While many administrators seem to possess the knowledge and skills to be successful principals, what quality do they utilize to enable stakeholders to create an organization ready to implement change? Bennis and Goldsmith (1994) suggest that, "trust is the essential quality that creates a following for leaders…It is the secret of their ability to inspire those who create movements for social change and build the organizations that realize their dreams" (p. 120). Trusting relationships, particularly between the principal and teachers is necessary to create an organization ready to

implement change (MacNeil, Spuck, & Ceyanes, 1998). Educational change often fails as a result of neglecting to develop trusting relations in the school, particularly between the teachers and the principal (Fullan, 1993).

Kanter (1997) points out that since trustworthiness is of fundamental importance, policymakers have made principals responsible for establishing trusting relationships within the schools. The author further states that mandating trusting relationships does not ensure that all schools develop them. Kanter concludes that enactment of mandates is easy, but establishing trusting relationships is much more difficult.

Statement of the Problem

The literature on effective school leadership makes many references to the importance of trust, why it is essential, and the role it plays in effective working relationships that facilitate educational reform. The literature advises leaders to develop, build, maintain, and acquire trust so that the organization functions well (Barth, 1990; Covey, 1992; Sergiovanni, 1995), yet little can be found that shows leaders how to build trust. As MacNeil and Spuck (1999) point out, "when one searches for studies of trust in school environments and its relationship to leadership efforts by principals, the body of research is more lacking" (p. 3). The principal's leadership involves creating and sustaining trust, yet the research base that supports those references is lacking (Blumberg, Greenfield, & Nason, 1978; Covey, 1992a; Golembiewski & McConkie, 1975; Mishra, & Morrissey, 1990). Educational research identifies the characteristics of effective school leadership, but gives little attention to studying trust in that context (MacNeil & Spuck, 1999).

Purpose of the Study

The primary purpose of the study was to identify the effective school leadership behaviors that build trust with teachers to facilitate student achievement, as perceived by teachers on selected campuses in the North East Independent School District. A secondary purpose of the study was to determine whether demographic variables such as teacher gender, teacher experience, and level of teaching influence the relationship between teacher trust and effective school leadership. It is hoped that this data can focus on training for principals on how to develop practices that build trust and trusting relationships, in our schools as well as develop a platform for reflective practice for principals to gage their effectiveness.

Research Questions

Answers to the following questions will be sought in this study:

1. What behaviors of principals build trusting relationships with teachers in the school climate as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

2. What are the levels of trustworthiness of effective school leaders as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

3. Do selected demographic variables affect the importance of trustworthiness on effective school leadership of selected teachers in the North East Independent School District in San Antonio, Texas?

Operational Definitions

Campus: The grounds and facility of an elementary, middle, or high school.

Capacity: The power, ability, or possibility of doing something.

Effective School Leadership: "The process of persuasion or example by which an
individual (or leadership team) induces a group to pursue objectives held by the
leader or shared by the leader and his or her followers" (Gardner, 1990, p. 1).

North East Independent School District: A public, urban school district that lies in the
northeast quadrant of Bexar County, San Antonio, Texas, with approximately
50,000 PreK-12 students enrolled at 60 campuses.

Principal: The instructional leader of a public school established by a local
superintendent and local school board (American Heritage Dictionary, 2000. p.
962).

Selected Demographic Variables: Characteristics of teachers completing the survey
including gender, years of experience, and type of teacher; elementary, middle
school, or high school.

School Climate: "Patterns of behavior that is significant in influencing organizational
outcomes" (Hoy & Miskel, 1996, p. 141).

Teacher: An individual who is certified by the Texas State Board of Educator
Certification and currently employed by a school district to provide instruction to
students in a Texas public school.

Trust: "One party's willingness to be vulnerable to another party based on the confidence

that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and

(e) open" (Hoy & Tschannen-Moran, 2002, p. 556).

Trustworthiness: The assured reliance on the character, ability, strength, or truth of

someone or something; resulting in the establishment of confidence of that

person by others (Tschannen-Moran & Hoy, 2000).

Assumptions and Limitations

Assumptions

1. The researcher was impartial in collecting and analyzing the questionnaire

   data.

2. Instrumentation used in this study was able to measure identified behaviors of

   principals that build trusting relationships with teachers as perceived by

   selected teachers in the North East Independent School District.

3. The respondents surveyed objectively and honestly answered the questions

   posed to them regarding the study.

4. The interpretation of the data collected accurately reflected the opinions of

   the individuals surveyed.

Limitations

1. The study was limited to data collected from teachers in the North East

   Independent School District in San Antonio, Texas.

2. Findings from this study may be generalized to other Texas schools with

   similar demographics and characteristics.

Significance of the Study

Today's principals must truly be leaders, producing change rather than managers who maintain order and consistency (Bennis, 2003). Sergiovanni (1994) believes that community rather than organization is the better metaphor for schools. Building trusting relationships is "the backbone of community-building in schools" according to Lambert et al. (1995, p. 6). Schmuck and Schmuck (1997) believe that "groups, like individuals, begin relationships by first building a sense of trust in others. A sense of trust, at whatever level, affects future relationships" (p. 259). As Speck (1999) states, trust is the "ingredient to developing a learning community…without trust, the learning community cannot function" (p. 59).

Principals must be able to build and maintain trusting relationships with their teachers to be effective school leaders. Whether the subordinates become followers depends on whether the executives act like leaders (Gardner, 1990). By studying the perceptions of selected teachers in the North East Independent School District, data from this study will provide information about principal behaviors that can effectively build trusting professional relationships necessary for effective school leadership. Results of the study can be used for administrative training and self-reflective purposes to positively affect the school climate by affecting teacher morale and student achievement. Additionally, this study will contribute to the limited literature and body of knowledge concerning the significance of trust to effective school leadership.

Contents of the Dissertation

The dissertation is divided into five major chapters. Chapter I contains an introduction, the statement of the problem, the purpose of the study, the research questions, the operational definitions, and a significance statement. Chapter II contains a review of the literature. The methodology and procedures followed are contained in Chapter III. Chapter IV contains the results of the data analysis. Finally, Chapter V includes the summary, conclusions, discussions, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Many issues related to effective school leadership have been addressed in the literature. Although the importance of trust has been mentioned, little work has identified the specific administrative behaviors that build the principal's trustworthiness with teachers. The present study explored the administrative behaviors that teachers perceive as developing and enhancing the principal's trustworthiness. Demographic variables including gender, years of experience, and level of teacher: elementary, middle school or high school were considered as well. In order to explain the underlying theoretical and research base that gave direction to this study, two areas of relevant literature were reviewed. These were effective school leadership and trust.

Effective School Leadership

Social Systems Theory

As early as 1957, Getzels and Guba stressed the significance of the role principals have in their social systems theory. The authors identified two dimensions to an organization: that of the nomothetic or institutional dimension and the idiographic or personal dimension. They further surmise that it is the principal's responsibility to serve as the agent for productive interaction between these two dimensions. Within this social systems theory, the challenge to the principal, according to Hughes and Ubben (1994), is to try to address both organizational needs and individual needs in order "to achieve as much congruence as possible. The greater the congruence, the more satisfied and productive the worker, and the more effective the organization" (p. 24).

In 1970, the importance of leadership in schools, and the central role of the principal in that leadership, was recognized as the primary indicator of student achievement. The 1970, U.S. Congress Senate Committee on Equal Education Opportunity in their report, "Toward Equal Educational Opportunity" stated:

> In many ways the school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she performs in this capacity largely determines the attitudes of parents and students about the school. If a school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success. (p. 56)

Servant Leadership

Greenleaf (1970) wrote *Servant Leadership* after he read Hesse's *Journey to the East*, which was an autobiography of a man's mythical journey in search of enlightenment. The central figure of the story is Leo, a loyal servant who sustains the man, and his group, through many difficult trials with his caring spirit. Leo then disappears, the group quickly falls into disarray, and the spiritual quest is abandoned. Years later, the man finds the esoteric society he was seeking. He discovers that Leo is its leader, "so the servant is the leader, and leadership is exercised through service" (Jaworski, 1996, p. 3). Servant leadership is now in its fourth decade as a specific leadership approach and is clearly a personal and evolutionary change. It provides a framework to help improve the way in which we treat those who do the work within our organizations. According to Spears (1995), servant leadership "attempts to

simultaneously enhance the personal growth of workers and improve the quality and

caring of our many institutions through a combination of teamwork and community,

personal involvement in decision making, and ethical and caring behavior" (p. 2). It is a

model that puts serving others, including employees, customers, and community, as the

top priority. Greenleaf (1970) stated that servant leadership:

> Begins with the natural feeling that one wants to serve, to serve first. Then
> conscious choice brings one to aspire to lead. The difference manifests itself in
> the care taken by the servant – first to make sure that other people's highest
> priority needs are being served. The best test is: Do those served grow as persons;
> do they, while being served, become healthier, wiser, freer, more autonomous,
> more likely themselves to become servants? (p. 31)

Servant leadership is a long-term, transformational approach to life and work and has the

potential to create positive change throughout our society.

After studying Greenleaf's original writing, Spears (1995) identified ten critical

characteristics of the servant leader. They include listening, empathy, healing, awareness,

persuasion, conceptualization, foresight, stewardship, commitment to the growth of

people, and building community. Spears stresses that servant leadership is an

institutional philosophy and model when he states that:

> Servant leadership advocates a group-oriented approach to analysis and decision
> making as a means of strengthening institutions and improving society. It also
> emphasizes the power of persuasion and seeking consensus. Some of the people
> have likened this approach to turning the hierarchical pyramid upside down.
> Servant leadership holds that profit is not the primary purpose of a business;
> instead it is to create a positive impact on its employees and community. (p. 8)

Transactional and Transformational Leadership

In 1978, Burns distinguished two types of leadership, transactional leadership and

transformational leadership. According to Burns (1978), transactional leadership is

defined as trading one thing for another to maintain the status quo. These leaders specify

and clarify tasks that followers perform and they reward satisfactory performances

through exchange relationships. On the other hand, transformational leadership is more

focused on change. Transformational leaders, according to Burns (1978), form "a

relationship of mutual stimulation and elevation that converts followers into leaders and

may convert leaders into moral agents" (p. 4). The author identified four factors that

characterize the behavior of transformational leaders. They provide intellectual

stimulation, give individual consideration, inspire motivation, and utilize their idealized

influence. Bass (1990) expounds on these factors as he explains that:

> Individual consideration is characterized by giving personal attention to members who seem neglected…Intellectual stimulation is characterized by enabling followers to think of old problems in new ways…Inspirational motivation is characterized by communicating high performance expectations through the projection of a powerful, confident dynamic presence that invigorates followers…(and) Idealized influence is characterized by modeling behavior through exemplary personal achievements, character, and behavior. (p. 218)

These leaders encourage followers to perform beyond expectations and to

transcend self-interests for the sake of the team (Bass, 1985; Burns, 1978). Hoy and

Miskel (1996) state that:

Transformational leaders are expected to:

- Define the need for change.
- Create new visions and muster commitment to the visions.
- Concentrate on long-term goals.
- Inspire followers to transcend their own interests for higher-order goals.
- Change the organization to accommodate their vision rather than work within the existing one.

- Mentor followers to take greater responsibility for their own development and that of others. Followers become leaders and leaders become change agents, and ultimately transform the organization (p. 393).

A reform movement began in education in the 1980's that sparked much reinventing or restructuring of schools throughout America (Wesson & Grady, 1994) for the purpose of improving schools. In the midst of this reform, many studies invariably identified the principal's leadership as a significant factor in a school's success (Donmoyer, 1985). Most would agree (Fullan, 1993; Leithwood, Begley, & Cousins, 1992; Sergiovanni, 1995) that the job of today's school principal is different from earlier descriptions. Many researchers have described the role change required of principals as transformational in nature. Leithwood (1994) referred to this type of leadership as "leading from the back of the band" (p. 481). Transformational leadership at the school level could be effective in fostering school restructuring because of its multidimensional nature (Leithwood & Altken, 1995).

Instructional Leadership

While instructional leadership is of primary importance to student achievement, the term carries with it many meanings. In broad terms, Greenfield (1991) defines it as "actions undertaken with the intention of developing a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for children" (p. 173). This can refer to lists of common characteristics usually associated with principals whose work has been described as effective (Blumberg & Greenfield, 1986). In more narrow terms, instructional leadership refers to the coordination, supervision, and evaluation of curriculum and instruction within an academic discipline (Sergiovanni,

1984). Four dimensions of the instructional leader perceived by Smith and Andrews (1989) include being an instructional resource, an effective communicator, a provider of resources to teachers, and a visible presence. Hallinger, Murphy, Well, Mesa, and Mitman (1983) identify three general practices essential to the effectiveness of the instructional leader. They include defining the school's mission, managing curriculum and instruction, and promoting a positive school climate. Glickman, Gordon, and Ross-Gordon (1995) attribute effective instructional leadership to the attainment and implementation of five practices: (a) the use of action research, (b) design and attainment of effective staff development activities, (c) development of collaborative groups among staff, (d) curriculum development, and (e) providing assistance to teachers in their day-to-day activities.

Leaders as Change Agents

As the complexity of public schools increased, demands upon the principal greatly increased (Bradshaw, 1997). In order to systematically deal with this complexity, administrators must be more than technical managers, which in the past, was the norm in schools (Wesson & Grady, 1994). As schools continue to change, the principal in today's educational system, has great opportunities but is faced with tremendous challenges (Sashkin, 1993). The literature reflected a paradigm shift in which leadership was valued over management in organizational structure and emphasized collaboration, consensus-building, and empowerment (Grady, Ourada-Sieb, & Wesson, 1994; Wesson & Grady, 1994).

Fullan (1993) focused his work on the process of change and leadership for change. He points out that the educational system continually seeks change but is also very resistant to change. Principals trying to bring about educational reforms are, therefore, in a no-win situation. Fullan also points out that "the main problem in public education is not resistance to change but the presence of too many innovations mandated or adopted uncritically and superficially on an ad hoc fragmented basis" (p. 23). While, clearly there is no solution to this dilemma, Fullan suggests new ways of thinking about change. He proposes seeing problems as opportunities, realizing that change cannot be mandated, ensuring that individualism and collectivism have equal power, and designing schools to be learning communities.

In his later study, Fullan (2001) suggests how to lead change. He believes that the knowledge base regarding effective leadership provides clear guidance for school leaders and that all leaders obtain the ability to be effective. He identifies five characteristics of effective leadership for change. They include having a moral purpose, understanding the change process, strong relationships, knowledge sharing, and connecting new knowledge to existing knowledge. The author further believes that an effective leader has the capability "to disturb them (staff) in a manner that approximates the desired outcome" (pp. 45-46). He also states that principals that are change agents do not "live more peacefully, but…they can handle more uncertainty—and conflict—and are better at working through complex issues in ways that energize rather than deplete the commitment of the organizational members" (p. 15). He concludes that

To recommend employing different leadership strategies that simultaneously and sequentially combine different elements seems like complicated advice, but developing this deeper feel for the change process by accumulating insights and wisdom across situations and time may turn out to be the most practical thing we can do. (p. 48)

Total Quality Management

Deming (1986) is generally considered the founder of total quality management (TQM). Although TQM was created for the business world, it has had a strong influence on leadership practices in education. Deming proposed 14 principles that may be applied to any organization. Waldman (1993) studied Deming's 14 points and organized them into five basic factors that more specifically define the actions of an effective leader. The author identifies them as: change agency,

teamwork, continuous improvement, trust building, and eradication of short-term goals.

Sosik and Dionne (1997) define change agency as the leader's ability to analyze the organization's need for change, creating a shared vision and sense of urgency, implanting plans and structures that enable change, and fostering open communication. One of the most important factors of TQM is the significance of teams within the organization. Sosik and Dionne (1997) define teams in the following way:

Teams consist of two or more individuals with complementary skills who interact with each other toward a common task-oriented purpose. Team members consider themselves to be collectively accountable for the attainment of their goals. Teams are formed to serve organizational interests within departments, and across departments and divisions. (p. 449)

According to Deming (1986), a leader must invite continuous improvement into the organization and keep it alive by keeping the goals of the organization according to the attainment of these goals. Sosik and Dionne (1997) describe trust building as "the

process of establishing respect and instilling faith into followers based on leader

integrity, honesty and openness" (p. 450). According to these authors, Deming did not

advocate short-term goals focused on short-lived quantitative results. The goals Deming

proposed focused more on process and the long-term prospective.

Mandated Leadership Skills

The National Policy Board for Educational Administration (1993) identified the

following Performance Domains of the Principalship:

I. Functional Domains

These domains address the organizational processes and techniques by which the
mission of the school is achieved. They provide for the educational program to be
realized and allow the institution to function.

1. *Leadership:* Formulating goals with individuals or groups, initiating and
   maintaining direction with groups and guiding them to the accomplishment of
   tasks; setting priorities for one's school in the context of community and
   district priorities and student and staff needs; integrating own and other' ideas
   for task accomplishment, initiating and planning organizational change.

2. *Information Collection:* Gathering data, facts, and impressions from a variety
   of sources about students, parents, staff members, administrators, and
   community members; seeking knowledge about policies, rules, laws,
   precedents, or practices, managing the data flow; classifying and organizing
   information for use in decision making.

3. *Problem Analysis:* Identifying the important elements of a problem situation
   by analyzing relevant information; framing problems; identifying possible
   causes; identifying additional needed information; framing and reframing
   possible solutions; exhibiting conceptual flexibility; assisting others to form
   reasoned opinions about problems and issues.

4. *Judgment:* Reaching logical conclusions and making high quality, timely
   decisions given the best available information.

5. *Organizational Oversight:* Planning and scheduling one's own and others' work so that resources are used appropriately; and short and long-tem priorities and goals are met; monitoring projects to meet deadlines.

6. *Implementation:* Making things happen; putting programs and plans into action; applying management technologies; applying methods of organizational change including collaborative processes; facilitating tasks; establishing progress checkpoints; considering alternative approaches; providing "mid-course" corrections when actual outcomes start to diverge from intended outcomes; adapting to new conditions.

7. *Delegation:* Assigning projects or tasks together with clear authority to accomplish them and responsibility for their timely and acceptable completion.

II. Programmatic Domains

These domains focus on the scope and framework of the educational program. They reflect the core technology of schools, instruction, and the related supporting services, developmental activities, and resource base.

8. *Instructional Program:* Envisioning and enabling instructional and auxiliary programs for the improvement of teaching and learning; recognizing the developmental needs of students; ensuring appropriate instructional methods; designing positive learning experiences; accommodating differences in cognition and achievement; mobilizing the participation of appropriate people or groups to develop these programs and establish a positive learning environment.

9. *Curriculum Design:* Interpreting school district curricula; planning and implementing with staff members a framework for instruction; initiating needs analyses and monitoring social and technological developments as they affect curriculum; responding to international content levels; adjusting content as needs and conditions change.

10. *Student Guidance and Development:* Providing for student guidance, counseling, and auxiliary services; utilizing community organizations; responding to family needs; enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life; planning for a comprehensive program of student activities.

11. *Staff Development:* Identifying with participants the professional needs of individuals and groups; planning and organizing programs to improve staff effectiveness; supervising individuals and groups; engaging staff members and others to plan and participate in recruitment and development; initiating self-development.

12. *Measurement and Evaluation:* Determining what diagnostic information is needed about students, staff, and the school environment; examining the extent to which outcomes meet or exceed previously defined standards, goals, or priorities for individuals or groups; drawing inferences for program revisions; interpreting measurements or evaluations for other; relating programs to desired outcomes; developing equivalent measures of competence.

13. *Resource Allocation:* Planning and developing the budget with appropriate staff members; seeking allocating and adjusting fiscal, human, and material resources; utilizing the physical plant; monitoring resource use and reporting results.

III. Interpersonal Domains

These domains recognize the significance of interpersonal connections in schools. They acknowledge the critical value of human relationships to the satisfaction of personal and professional goals, and to the achievement of organizational purpose.

14. *Motivating Others:* Building commitment to a course of action; creating and channeling the energy of self and others; planning and encouraging participation; supporting innovation; recognizing and rewarding effective performance; providing coaching, guidance, or correction for performance that needs improvement; serving as a role model.

15. *Sensitivity:* Perceiving the needs and concerns of others; dealing with others tactfully; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multicultural sensibilities.

16. *Oral Expression:* Making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing, and summarizing for groups; utilizing appropriate communicative aids; adapting for audiences.

17. *Written Expression:* Expressing ideas clearly in writing; writing appropriately for different audiences such as students, teachers, and parents; preparing brief memoranda.

IV. Contextual Domains

These domains reflect the world of ideas and forces within which the school operates. They explore the intellectual, ethical, cultural, economic, political, and governmental influences upon schools, including traditional and emerging perspectives.

18. *Philosophical and Cultural Values:* Acting with a reasoned understanding of the role of education in a democratic society and in accord with accepted ethical standards; recognizing philosophical and historical influences in education; recognizing global influences on students and society.

19. *Legal and Regulatory Applications:* Acting in accordance with relevant laws, rules, and policies; recognizing governmental influences on education; working within local rules, procedures, and directives; administering contracts.

20. *Policy and Political Influence:* Identifying relationships between public policy and education; recognizing policy issues; examining and affecting policies individually and through professional and public groups; relating policy initiatives to the welfare of students; addressing ethical issues.

21. *Public and Media Relationships:* Developing common perceptions about school issues; interacting with parents and community opinion leaders; understanding and responding skillfully to the electronic and printed news through appropriate channels; enlisting public participation; recognizing and providing for market segments. (Appendix B, pp. 38-41)

The Texas State Board for Educator Certification, Standard Principal

Certification Renewal (Texas Administrative Code, 1999) requires all principals to go

through an assessment process entitled "Selecting and Developing the 21st Century

Principal Skill Rating Overview" once every five years. It is comprised of five domains

and skills that include the following:

Educational Leadership

Setting Instructional Direction: Implementing strategies for improving teaching and learning including putting programs and improvement efforts into action. Developing a vision and establishing clear goals; providing direction in achieving stated goals; encouraging others to contribute to goal achievement; securing commitment to a course of action from individuals and groups.

Teamwork: Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishment.

Sensitivity: Perceiving the needs and concerns of others; dealing tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying backgrounds.

Resolving Complex Problems

Judgement: Reaching logical conclusions and making high-quality decisions based on available information. Giving priority and caution to significant issues. Seeking out relevant data, facts and impressions. Analyzing and interpreting complex information.

Results Orientation: Assuming responsibility. Recognizing when a decision is required. Taking prompt action as issues emerge. Resolving short-term issues while balancing them against long-term objectives.

Organizational Ability: Planning and scheduling one's own and the work of others so that resources are used appropriately. Scheduling flow of activities; establishing procedures to monitor projects. practicing time and task management; knowing what to delegate and to whom.

Communication Skills

Oral Communication: Clearly communicating. Making clear oral presentations that are easy to understand.

Written Communication: Expressing ideas clearly in writing; demonstrating technical proficiency. Writing appropriately for different audiences.

Developing Self and Others

Development of Others: Teaching, coaching, and helping others. providing candid and specific feedback based on observations and data.

Understanding Own Strengths and Weaknesses: Identifying personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continuous learning.

Situational Leadership

The best-known literature on situational leadership is that of Blanchard and Hersey (1996). The authors describe situational leadership as the leader's ability to adapt his/her leadership behavior to the followers' level of maturity, based on their willingness and ability to perform a specific task. Four leadership styles match high and low willingness and competency levels. Marzano, Waters, and McNutty (2005) describe these as:

- When followers are unable and unwilling to perform a given task, the leader directs the followers' actions without much concern for personal relationships. This style is referred to as a high risk-low relationship focus, or the 'telling" style.

- When followers are unable but willing to perform the task, the leader interacts with the followers in a friendly manner but still provides concrete direction and guidance. This style is referred to as high task-high relationship focus, or the "participating" style.

- When followers are able but unwilling to perform the task, the leader does not have to provide much direction or guidance but must persuade followers to engage in the task. This style is referred to as low task-low relationship focus, or the "selling" style.

- When followers are able and willing to perform the task, the leader leaves the execution of the task to the followers with little or no interference, basically trusting followers with little or no interference, basically trusting followers to accomplish the task on their own. This style is referred to as low task-high relationship focus, or the "delegating" style. (pp. 17-18)

The effective leader realizes that no one leadership style is appropriate for all members of the organization or all situations. The effective leader is skilled in all four styles and accurately determines which style is appropriate for which member in which situations.

Linsky (as cited in Heifetz & Linsky, 2002a, 2002b) and Heifetz (1994) stress the importance of adapting leadership behaviors to three types of organizational situations. Type I situations involve those managerial day-to-day normal problems. Leadership behaviors appropriate for Type I situations include protecting staff from problems that might distract them from their work, establishing routines, and operating procedures. Type II situations cannot be handled with traditional methods. The leader needs to provide resources that assist stakeholders in identifying new ways of addressing problems. Lastly, Type III situations cannot be addressed within the organization's current set of beliefs and values. The leader must utilize conflict resolution strategies and their authority to shift responsibility for the success of the organization to the stakeholders. This facilitates new beliefs and values to immerge so that innovative actions can address the situation.

Distributed Leadership

The concept of distributed leadership is significantly different from situational leadership. Distributed leadership is characterized by an interactive web of followers and leaders who change rolls from time-to-time as the situation changes (Spillane & Sherer, 2004). Spillane and his associates (Spillane, Halverson, & Diamond, 2003) propose that there are three ways that leadership functions are shared by multiple leaders. Collaborative distribution is utilized when the actions of one leader become the basis for the actions of another leader. Collective distribution is utilized when leaders act separately and

independently from one another, but for a shared goal. Finally, coordinated distribution is utilized when sequential tasks are led by different leaders (Spillane, Halverson, & Diamond, 2003).

Elmore (2003) agrees that the instructional leader must understand effective practices in curriculum, instruction, and assessment. He or she must possess the ability to work with teachers daily on problems related to teaching and learning. Elmore points out, however, that the knowledge base the leader must have to provide guidance on curriculum, instruction, and assessment is overwhelming. Elmore proposes that the responsibility for instructional leadership be distributed throughout the school.

Sensitivity for Others

Effective school administrators are those who are capable of providing clear instructional leadership, can handle multiple tasks at once, and have interpersonal skills that enable them to manage schools in more of a democratic fashion (Deal & Peterson, 1999). Hoyle and Crenshaw (1997) emphasized that a valuable attribute for school principals to have is the ability to be sensitive to others and help them through difficulties so they may reach their goals. The authors further stress that administrators who build their interpersonal skills of listening, collaboration, empathy, and handling criticism will be better able to lead teachers through stressful times, improve morale, and thereby increase staff performance. Numerous works, some empirical and some theoretical, claim that schools are effective under a leader that stresses acceptance, nurturing, cooperation, and interdependence (Beck, 1994). In public education, it is a desirable goal for a relationship to exist between all members of the school staff. If

schools are to function effectively as human organizations to meet human needs, they

must be permeated by an atmosphere of interpersonal sensitivity that enables adults and

youngsters to genuinely care about each other, look for the best in each other, and seek to

help each other (Erlandson & Wilson, 1997). In this relationship, administrators

understand the goals and needs of individual subordinates, value their opinions, respect

their needs as important, and create a pleasant working environment (Gazda, Asbury,

Balzer, Childers, & Walters, 1984).

Another proponent of paying increased attention to interpersonal sensitivity

behaviors is Mitchell (1990) who asserts that such behaviors "encourage the

development of caring relationships which are necessary in school settings" (p. 227).

Mitchell further states that such relationships must be achieved if other institutional

goals, such as increased student learning or improved staff morale, are to be realized. In

Turning Points, a report of the Carnegie Corporation's Task Force on Education Young

Adolescents, Maeroff supported Mitchell's assertions. Maeorff (1990) noted several

characteristics that seem to be significant to a record of high scholastic achievement and

community satisfaction. The primary element identified to affect school climate was the

quality of human interactions, which in turn, led to a strong sense of community.

Principals need to heighten their progress toward greater interpersonal sensitivity

so that they may prevent low staff morale and performance problems (Muse, Sperry,

Voelker, Harrington, & Harris, 1993). The qualitative research of Cresswell and Fisher

(1998) found that there were significant relationships between campus climate and

principals' interpersonal behaviors. One of the key elements of administrator behavior is

interpersonal sensitivity (Hoyle & Crenshaw, 1997). Campus principals who are not

aware of the potential impact of interpersonal sensitivity behaviors run the risk of

adversely affecting the educational climate at their schools (Hughes & Ubben, 1994).

One of the expectations of good interpersonal relations among administrations and staff

members is that the motivation for work will increase because of good rapport, amity,

and harmony within the organization (Wendell, Hoke, & Joekel, 1996). Since principals

interact with countless individuals and groups each working day, it is not hard to surmise

that those who are sensitive and use that sensitivity to guide their interactions will be

more successful than those who are careless or awkward in relating with the

stakeholders. Some think this sensitivity may be the greatest of all the talents that a

principal needs (McCall, 1997).

Respected Authors on Leadership

A good number of accomplished authors have significantly influenced leadership

practices in schools. Bennis (2003) looks at the behaviors necessary for effective school

leadership in the 21st century. He stresses that today's leaders cannot rely on their

interpersonal skills or likeability to bring about needed change. He points to the

importance of creating a shared vision, communicating with a strong conviction of

purpose, acting from a belief in a higher good and strong moral code, and finally being

able to deal with constant change.

Perhaps the most critical of Bennis' (2003) behaviors is that of acting from a belief

in a higher good and strong moral code. In studying the lessons from the life of Gandhi,

Nair (1994) promotes a concept of leadership that is absolutely committed to moral

principles and service instead of leadership that is driven by the individual's drive for power; he points to two lessons from Gandhi that illustrated this premise. "If you are not committed to adhering to absolute values in implementation, the entire fabric of a higher standard of leadership breaks down" (Nair, 1994, p. 15). He further emphasizes that this commitment to moral principles must permeate all levels of the organization so as to influence the actions of all individual stakeholders. Bolman and Deal (1995) relate an understanding of the ties that bind moral spirituality and leadership together. They believe that spirit and soul are the essence of leadership and that "the spiritual journey that leaders must take, and inspire others to take, begins with ourselves but not necessarily by ourselves" (Bolman & Deal, 1995, p. 57). Finally, they conclude that successful leaders are those who truly embody their stakeholder's most precious values and beliefs.

Colllins (2001) further expounds this idea when he studied the difference between good companies and great companies. He found that great companies identify their core values and do not, regardless of external pressures, waiver from them. All decisions made are based on the company's commitment to their core values. Collins also identified what he refers to as a "Level 5" leader found in great companies. These leaders are more committed to doing what matters the most for the values of their company than promoting their own career or prestige or succumbing to the overwhelming challenges they face. When situations d not work out, they do not pin blame on external factors but look inwardly for reasons. Collins identifies other characteristics of a "Level 5" leader:

- Maintaining high standards to attain goals rather than use of their charisma.
- Surrounding themselves with the right people to attain identified goals.

- Creating a culture of discipline.

- Reviewing sound data to determine the organization's performance.

- Listening to difficult questions about the future of their organization.

In alignment with Bennis (2003), a shared vision, Senge (1990) reminded us, is not just an idea. It is a force in people's hearts of such impressive power that it is no longer an abstraction. Shared vision is vital for the learning organization because it provides the focus and energy for learning. This shared vision, to be of value to both the leader and his or her colleagues, needs to be the product of much thought and discussion (Lethwood, Begley, & Cousins, 1992). As stated by Kouzes and Posner (1995):

> In some ways, leaders live their lives backward. They see pictures in their mind's eye of what the results will look like even before they've started their project, much as an architect draws a blueprint or an engineer builds a model. Their clear image of the future pulls them forward. Yet visions seen only by leaders are insufficient to create an organized movement or a significant change in a company. A person with no constituents is not a leader, and people will not follow until they accept a vision as their own. Leaders cannot command commitment, only inspire it. (p. 11)

In an attempt to better understand exactly what vision is, Sashkin and Walberg (1993) studied the elements of vision as a cultural ideal in which shared values support the critical functions of the school. These values that are essential to the school's survival, according to Parsons (1960), include adapting to the environment, achieving goals, and coordinating, through effective integration, the activities of the school. Hoy and Ferguson (1985) determined that there is evidence to show that when these valued-based functions are accomplished well, schools are more effective. Sashkin and Walberg (1993) conclude that "these value-based functions should be built into the principal's vision for the school" (p. 77). They further surmise that "effective visionary leaders put their visions into practice

by means of their own specific interpersonal behaviors on a one-on-one basis" (p. 83).
These behaviors include:

- Using effective communication practices such as active listening, asking
  questions well, and effective use of feedback.

- Expressing the vision in unusual, exciting, and attention-grabbing ways.

- Displaying actions consistent with the attainment of their vision.

- Acting to create risks that stakeholders will believe in and share. (Sashkin &
  Walberg, 1993).

Previous studies have supported Bennis' (2003) premise that leaders must
communicate with a strong sense of purpose. Huddle (1988) pointed out that principals
must now be "skillfully adept at communicating inside the school" (p. 19). Stone, Patton,
and Heen (2000) surmise that effective communication occurs when leaders engage
followers in conversations that do not have the purpose of changing the follower; they
have the purpose in which mutual learning is the goal. They propose that to reach mutual
understanding, the leader must keep three purposes for communication as a priority: (a)
learning their story, (b) expressing views and feelings, and (c) problem solving together.
Block (2003) takes a bit of a different perspective on effective communication from
Bennis (2003). He frames leadership communication skills as the act of effective
questioning. He suggests that leaders create a "social space" that can inhibit or enhance the
success of the organization. The best "social space" possible is conducive to solving the
most challenging organizational problems. The most effective leadership communication

skills, according to Block (2003), include convening critical discussions, naming the question, and focusing discussion on learning instead of premature problem solving.

Like Bennis (2003), Johnson (1996) found that engaging stakeholders in change is vitally important but is especially hard because so many teachers have had to deal with decades of shifting priorities, urgency, blame, and failed promises. She states that "These educators have seen reforms introduced in a flurry of excitement, only to be abandoned suddenly and supplanted by new programs requiring entirely different approaches to classroom instruction or school governance" (p. 92). No reform will succeed without the endorsement and energetic support of all stakeholders. Leaders who remain conscience of three factors needed for successful change will be able to successfully deal with necessary change. Johnson (1996) states that:

- First, constituents must be convinced that the proposed reform is educationally worthwhile and locally warranted, that it provides promising answers to important problems.

- Second, the strategy for implementing the reform must be viable, taking into account the expectations and experiences of those in the district.

- Third, teachers must believe that the leader's advancing reform is credible, trustworthy, and ready to see change through. (p. 93)

No review of respected theorists would be complete without reviewing the work of Covey (1989) in his book, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. They include:

- *Be Proactive* – the leader must control her environment and not let it control her.

- *Begin With the End in Mind* – the leader keeps focused on the goals of the organization.

- *Put First Things First* – the leader focuses on behaviors that will help the organization reach its goals.

- *Think Win-Win* – the leader makes sure that all stakeholders benefit when the goals of the organization are realized.

- *Seek First to Understand and Then to be Understood* – the leader establishes communication by listening to and understanding the needs of the stakeholders.

- *Synergize* – the leader promotes cooperation and collaboration to produce more than what individuals are able to do by themselves.

- *Sharpen the Saw* – the leader learns from previous mistakes and develops skills to prevent them from happening again.

In Covey's (1992) second book, *Principle-Centered Leadership*, he emphasizes the need for the leader to have a deep sense of personal purpose and principles that guide their actions everyday. The leader's actions alone communicate to others their clear sense of purpose and what they want their lives to stand for. The third book by Covey, *First Things First*, (Covey, Merrill, & Merrill, 1994) is referenced more within the field of education. Covey addresses time management from the perspective of what is the highest and best use of the leader's time. Leaders should conscientiously use their time on actions that most effectively address the present challenges and is most consistent with the leaders' identified purpose in life and the school's goals.

One of the most recent well-respected authors on leadership is Marzano, Waters, and McNutty (2005). Their meta-analysis of 35 years of study of effective leadership theories defined 21 leadership responsibilities that are significant to student achievement and important to the effective execution of leadership in schools. They include:

1. "*Affirmation* is the extent to which the leader recognizes and celebrates the school accomplishments and acknowledges failures" (p. 41).

2. "*Change Agent* refers to the leader's disposition to challenge the status quo" (p. 44).

3. "*Contingent Rewards* refers to the extent to which the school's leader recognizes and rewards individual accomplishments" (p. 45).

4. "*Communication* refers to the extent to which the school leader establishes strong lines of communication with and between teachers and students" (p. 46).

5. "An effective leader builds a *culture* that positively influences teachers, who, in turn, positively influence students" (p. 47).

6. "*Discipline* refers to protecting teachers from issues and influences that would detract from their instructional time or focus" (p. 48).

7. "*Flexibility* refers to the extent to which leaders adapt their leadership behavior to the needs of the current situation and are comfortable with dissent" (p. 49).

8. "*Focus* occurs when the leader establishes clear goals and keeps those goals in the forefront of the school's attention" (p. 42).

9. "*Ideals/Beliefs* is important so that the leader communicates and operates from strong ideals and beliefs about schooling" (p. 51).

10. "*Input* refers to the extent to which the school leader involves teachers in the design and implementation of important decisions and policies" (p. 51).

11. "*Intellectual Stimulations* refers to the extent to which the school leader ensures that faculty and staff are aware of the most current theories and practices regarding effective schooling and makes discussions of those theories and practices a regular aspect of the school's culture" (p. 52).

12. "*Involvement* in Curriculum, Instruction, and Assessment addresses the extent to which the principal is directly involved in the design and implementation of curriculum, instruction, and assessment activities at the classroom level…(it) is considered critical to the concept of instructional leadership" (p. 53).

13. "*Knowledge* of Curriculum, Instruction, and Assessment addresses the extent to which the leader is aware of best practices in these domains" (p. 54).

14. "*Monitoring/Evaluation* is the extent to which the leader monitors the effectiveness of school practices in terms of their impact on student achievement" (p. 55).

15. "*Optimizer* refers to the extent to which the leader inspires others and is the driving force when implementing a challenging innovation" (p. 56).

16. "*Order* is the extent to which the leader establishes a set of standard operation principles and routines" (p. 57).

17. "*Outreach* refers to the extent to which the leader is an advocate and a spokesperson for the school to all stakeholders" (p. 58).

18. "*Relationships* refers to the extent to which the school leader demonstrates an awareness of the personal lives of teachers and staff" (p. 58).

19. "*Resources* refers to the extent to which the leader provides teachers with materials and professional development necessary for the successful execution of their duties" (p. 60).

20. "*Situational Awareness* is attained when the leader is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems" (p. 43).

21. "*Visibility* addresses the extent to which the school leader has contact and interacts with teachers, students, and parents" (p. 61).

The authors determined that two traits or factors seem to underline all 21 responsibilities. These two factors include what they refer to as first-order and second-order change. First order change is incremental and is often the next most obvious step to take in a school. Second order change, in contrast, involves dramatic differences in both defining a given problem and in finding a solution. Marzano, Waters, and McNutty (2005)

explain that "Incremental change fine-tunes the system through a series of small steps that do not depart radically from the past. Deep change alters the system in fundamentally different ways, offering a dramatic shift in direction and requiring new ways of thinking and acting" (p. 66). The authors found that all 21 responsibilities are utilized in first-order change, but only 7 relate to second-order change. These include:

1. Knowledge of Curriculum, Instruction, and Assessment

2. Optimizer

3. Intellectual Stimulation

4. Change Agent

5. Monitoring/Evaluation

6. Flexibility

7. Ideas/Beliefs

They surmise that in schools with poor student performance, it is not a lack of effort, but rather getting people to do the "right work." To do this, designing a site-specific approach is essential. In this approach, a school begins with a model or framework of those factors that can be altered in a school to improve student achievement. These factors include:

School Level Factors

- Guaranteed and viable curriculum

- Challenging goals and effective feedback

- Parent and community involvement

- Safe and orderly environment

- Collegality and professionalism

Teacher-Level Factors

- Instructional strategies

- Classroom management

- Classroom curriculum design

Student-Level Factors

- Home environment

- Learned intelligence and background knowledge

- Motivation

Marzano, Waters, and McNutty (2005) conclude that "the school leader's ability to select the right work is a critical aspect of effective leadership" (p. 97).

Trust

Defining Trust

Hosmer (1995) addressed the challenge in defining trust when he wrote that "there appears to be widespread agreement on the importance of trust in human conduct, but unfortunately there also appears to be an equally widespread lack of agreement on a suitable definition of the construct" (p. 380). MacNeil, Spuck, and Ceyanes (1998) define trust as the reliability of the relationship that exists between people, developed over time, caused by the behaviors that are formed by the principles and competencies of a person, Tschannen-Moran and Hoy (2000) define trust as "one party's willingness to be vulnerable

to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (p. 556).

Hoffman, Sabo, Bliss, and Hoy (1994) defined trust as a "general confidence and overall optimism in occurring events; it is believing in others in the absence of compelling reasons to disbelieve" (p. 486). The authors more specifically define trust in the principal as "the faculty having confidence that the principal will keep his or her word and act in the best interest of the teachers" (p. 486). Tarter, Sabo, and Hoy (1995) state that trust is the "generalized expectancy held by teachers that the word, action, and written or oral statement of others can be relied upon" (p. 42). Cummings and Bromiley (1996) define trust as:

> An individual's belief or a common belief among a group of individuals that another individual or group (a) makes good-faith efforts to behave in accordance with any commitments both explicit or implicit, (b) is honest in whatever negotiations preceded such commitments, and (c) does not take excessive advantage of another even when the opportunity is available. (p. 303)

The authors argue that the "rationale for this definition of trust rests on the socially embedded, subjective, and optimistic nature of most interactions within and between organizations that involve trust" (p. 303).

Jones and George (1998) suggest that "trust in terms of psychological construct, the experience of which is the outcome of the interaction of people's values, attitudes, and moods and emotions" (p. 532). They divide trust into conditional and unconditional trust. According to Jones and George (1998):

> Conditional trust is a state of trust in which both parties are willing to transact with each other, as long as each behaves appropriately, uses a similar

interpretative scheme to define the situation, and can take the role of the other. (p. 536)

The authors continue to state that:

> Unconditional trust, however, characterizes an experience of trust that starts when individuals abandon the "pretense" of suspending belief, because shared values now structure the social situation and become the primary vehicle through which those individuals experience trust. With unconditional trust each party's trustworthiness is now assured, based on confidence in the other's values that is backed up by empirical evidence derived from repeated behavioral interactions, knowledge of which is contained in each individual's attitude toward the other. (pp. 536-537)

Lewicki and Bunker (1996) suggest that there are three types of trust: calculus-based trust, knowledge-based trust, and identification-based trust. The authors describe calculus-based trust being developed when:

> Individuals will do what they say because they fear the consequences of not doing what they say. Like any behavior based on a theory of deterrence, trust is sustained to the degree that the deterrent (punishment) is clear, possible, and likely to occur if the trust is violated. (p. 119)

The authors describe knowledge-based trust as:

> Grounded in the other's predictability – knowing the other sufficiently well so that the other's behavior is anticipatable…It develops over time, largely as a function of the parties having a history of interaction that allows them to develop a generalized expectancy that the other's behavior is predictable and that he or she will act trustworthy. (p. 121)

Lastly, Lewicki and Bunker (1996) state that identification-based trust as being:

> Based on identification with the other's desires and intentions. At this third level, trust exists because the parties effectively understand and appreciate the other's wants; this mutual understanding is developed to the point that each can effectively act for the other. (p. 122)

Golembiewski and McConkie (1975) express perhaps the most commonly accepted definition of trust as "reliance on, or confidence in, some event, process, or

person" (p. 133). Similar to Golembiewski and McConkie, most definitions of trust based upon research seem to center around three areas: (a) trusting relationships between two individuals (Frost & Moussavi, 1992), (b) the trust between the organization and the individual (Hoy & Kupersmith 1985), and (c) trust in processes or events (Hoffman, Sabo, Bliss, & Hoy, 1994).

Rousseau, Sitkin, Burt, & Camerer (1998) reflect what many researchers have found, that trust is very difficult to define when they state that "to date, we had no universally accepted scholarly definition of trust" (p. 394), and they view trust as a "psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another" (p. 395).

Lewicki, McAllister, and Bies (1998) state that "trust in terms of confident positive expectations regarding another's conduct, and distrust in terms of confident negative expectations regarding another's conduct" (p. 439). The authors further state that they "assert that both trust and distrust involve movements toward certainty: trust concerning expectations of things hoped for and distrust concerning expectations of things feared" (Lewicki, McAllister, & Bies, 1998, p. 439).

McKnight, Cummings, and Chervany (1998) define trust "to mean that one believes in, and is willing to depend on, another party" (p. 474). They further explain that "this high level trust concept can be broken into two constructs: (1) trusting intention, meaning that one is willing to depend on the other person in a given situation" and (2) trusting beliefs, meaning that one believes the other person is benevolent, competent,

honest, or predictable in a situation" (p. 474). Whitener, Brodt, Korsgaard, and Werner

(1998) define trust from a three-pronged description and propose that:

> Trust in another party reflects an expectation or belief that the other party will act
> benevolently. Second, one cannot control or force the other party to fulfill this
> expectation – that is, trust involves a willingness to be vulnerable and risk that
> the other party may not fulfill that expectation. Third, trust involves some level of
> dependency on the other party so that the outcomes of one individual are
> influenced by the actions of another. (p. 513)

Results of Trust and Mistrust

Organizations with mutual trust in their environments have the advantages of

greater predictability; improved communications; dependability and confidence; a

reduction in employee turnover; openness, willingness to listen and to accept criticism

non-defensively; and a reduction of friction among employees (Mishra & Morrissey,

1990).

On the other hand, societies with low levels of trust, according to Fukuyama

(1995), "must fence in and isolate their workers with a series of bureaucratic rules" (p.

31). High trust societies, on the other hand, organize on a more flexible and group-

oriented basis, with more, not less, responsibility delegated to lower levels of the

organization (Fukuyama, 1995). He points out that generally, professionals tend to be

trusted more than nonprofessionals and work in an environment with fewer rules and that

overall "there is usually an inverse relationship between rules and trust: the more people

depend on rules to regulate their interactions, the less they trust others, and vice versa"

(Fukuyama, 1995, p. 224). He stresses that communities rely on mutual trust to thrive,

and he describes trust as the expectation of regular, cooperative, and honest behaviors

that are based upon the community's shared norms. He states that "by contrast, people who do not trust one another will end up cooperating only under a system of formal rules and regulations, which have to be negotiated, agreed to, litigated, and enforced, sometimes by coercive means" (Fukuyama, 1995, p. 27).

Lewicki and Bunker (1996) state that mistrust sometimes "occurs in a single violation that is so severe that it effectively eliminates all trust; other times the decline is a more gradual erosion of trust" (p. 125). Lewicki and Bunker further state that "emotionally, individuals often experience strong feelings of anger, hurt, fear, and frustration; these reactions lead them to reassess how they feel about the other" (p. 25). Kanter (1997) observes that mistrust within an organization creates a vicious cycle in which "it makes success harder to attain, which means someone has to be blamed for the lack of success" (p. 238). The blaming then creates more mistrust and thus the cycle continues. Tyler and Kramer (1996) support this observation and state that "as trust declines, people are increasingly unwilling to take risks, demand greater protections against the possibility of betrayal, and increasingly insist on costly sanctioning mechanisms to defend their interests" (p. 4). Mishra's (1996) work supports this premise. He went to 11 different firms and interviewed 33 managers. He found that trust leads to collaboration, clear communication, shared decision-making, and crisis resolution.

Jones and George (1998) studied the effects of what they term conditional and unconditional trust. They state that:

> Conditional trust – in which developing attitudes are favorable enough to support interactions – is sufficient to facilitate many kinds of exchanges between coworkers in organizational settings or business acquaintances. When

unconditional trust exists – in which shared values create a common bond – a different scenario occurs; people begin to feel that they are not mere coworkers or business acquaintances but colleagues, friends, or team members. In other words, although the presence of conditional trust allows a group to work toward a common goal, the existence of unconditional trust can fundamentally change the quality of exchange relationship and convert a group into a team. (p. 539)

Unconditional trust has positive effects on communal relationships, free exchange of knowledge and information, high involvement in the activity of others, broadening roles, high confidence in others, help-seeking behavior, and putting aside personal needs and ego for the common good (Jones & George, 1998). The authors further believe that "at the organizational level the performance benefits deriving from unconditional trust include the competitive advantage that accrues from an organization's ability to reap the added value produced by teamwork, synergy, and the development of valuable organizational capabilities" (p. 542).

Lewicki, McAllister, and Bies (1998) "propose that trust and distrust are not opposite ends of a single continuum. There are elements that contribute to the growth and decline of trust, and there are elements that contribute to the growth and decline of distrust" (p. 440). The authors propose that trust is not all encompassing: that an individual can both trust and distrust within a relationship depending on the situation. A person may have high distrust regarding an individual maintaining confidentiality but also high trust that the same individual can be relied upon to skillfully complete necessary projects. The authors found that low trust is demonstrated by no faith, no confidence, no hope, passivity, and hesitance, whereas high trust is demonstrated by faith, confidence, hope assurance, and initiative. Further, high distrust manifests fear,

wariness, cynicism, skepticism, watchfulness, and vigilance, while low distrust manifests

the absence of skepticism, cynicism, fear, low monitoring, and no vigilance (Lewicki,

McAllister, & Bies, 1998).

The Importance of the Principal's Trustworthiness

As stated by Tschannen-Moran and Hoy (2000),

> Trust is fundamental to functioning in our complex and interdependent society. We count on the people who grow and process our food and medicines to do so properly; we depend on those who build our houses to do so sensibly; we rely on other people with whom we share the roadways to obey traffic laws; we trust those who hold and invest our money to deal with us honestly; we depend on our government to maintain the safety of our infrastructure and to protect us from aggressors. In short, in every facet of our lives, we are dependent on other people to behave in accordance with or expectations. It is imperative that we have confidence that our expectations of other people are met. (p. 549)

Lewickie and Bunker (1996) state "trust is central to relationships. It is the glue

that holds most cooperative relationships" (p. 129) and further conclude that:

> Trust is so intimately connected to the fundamental nature of a relationship that trust-shattering events that cannot be repaired will probably be coincident with destroying the essence of the relationship itself. If the relationship does sustain, it is likely to be a "shell" in which only the most formal, emotionally distant, and calculative exchanges can continue to occur. (p. 129)

Baloche (1998) believes that "in the early stages of group life, individuals tend to be

mistrustful, uncertain, cautious and fearful" (p. 25). He goes on to suggest that "when

groups are able to build trust, fear diminishes and groups have the opportunity to build

communication and decision-making systems that are honest and responsive to group

problems and tasks" (p. 25). Covey (1989) states that "Trust is the highest form of

human motivation. It brings out the best in people. But it takes time and patience" (p.

178). Covey (1992) further proposes that permanent, successful relationships will not exist if there is little or no trust.

In Whitney's (1994) book, *The Trust Factor*, Demming asserted in the forward that "Trust is mandatory for optimization of a system. Without trust, there cannot be cooperation between people, teams, departments, or divisions…The job of the leader is to create an environment of trust so that everyone may confidently examine himself" (p. viii). Supervisors are instrumental in developing trusting relationships, according to Creed and Miles (1996) who state that:

> Within organizations, managers obviously play a central role in determining both the overall level of trust and the specific expectations within given units. Managers initiate most vertical exchanges; thus, whatever level of trust or mistrust is evident in their actions may well be reciprocated. Moreover, managers design reward and control systems that are visible displays of base levels of trust or mistrust within departments or the organization as a whole. (p. 19)

Maxwell (1993) determined trust as being directly linked to the leader's integrity. He refers to a study in which "only forty-five percent of four hundred managers in a Carnegie-Mellon survey believed their top management; a third distrusted their immediate bosses" (p. 35). Maxwell goes on to point out that "with so much depending on credibility and trust, someone in every organization must provide the leadership to improve these numbers" (p. 35).

According to MacNeil, Spuck, and Ceyanes (1998), the principal's trustworthiness is as important, or possibly even more important, than their leadership skills. "In the absence of trust, it does not matter what the principal's leadership skills or professional competence may be, trust must be established first" (MacNeil, Spuck, &

Ceyanes, 1998, p. 4). It is critical for the principal to develop trusting relationships with

their staff in order to establish a learning community that promotes high student

achievement (MacNeil, Spuck, & Ceyanes, 1998). Trust, as Speck (1999) states, is the

"ingredient to developing a learning community…without trust, the learning community

cannot function" (p. 59). Bryk and Schneider (2003) conducted a ten-year study

involving over 400 Chicago elementary schools. The researchers found that a school

identified as having little relational trust:

> had only a one-in-seven chance of demonstrating improved academic
> productivity. In contrast, half of the schools that scored high on relational trust
> were in the improved group. On average, these improving schools recorded
> increases in student learning of eight percent in reading and twenty percent in
> mathematics in a five year period. The schools in the non-improving group lost
> ground in reading and stayed about the same in mathematics. Most significant
> was the finding that schools with chronically weak trust reports throughout the
> period of the study had virtually no chance of improving in either reading or
> mathematics. (p. 43)

Sergiovanni (1994) also views school as a "community" rather than on "organization."

Within this community, as Speck (1999) points out, trust is the "ingredient to developing

a learning community…without trust, the learning community cannot function" (p. 59).

Establishing and Sustaining Trustworthiness

Seyfarth (1999) proposes that the principal's leadership involves creating and

sustaining trust so that decision-making, teaming, and collaboration can thrive in a

learning community. Tarter, Sabo, and Hoy (1995) state that "effective school principals

are actively engaged in the organizational life of the school and support the faculty. Such

principals are strong, energetic leaders who apparently affect the outcomes of schooling"

(p. 46). After conducting a study of 2,777 middle school teachers, the authors found that

"what is important to effectiveness in middle schools appears to be a culture of trust, a pervasive atmosphere of trust where teachers not only have confidence in the principal but also rely on each other as well" (p. 46). Tarter, Sabo, and Hoy (1995) propose that in schools that have a supportive administrative environment:

> Teachers develop harmonious, open professional relations with their colleagues, come to trust the principal, and finally, each other. It is an atmosphere of openness and professionalism that leads to a trust and cooperation among colleagues and the principal, which ultimately promotes effective schools. (pp. 47-49)

Norton, Webb, Dlugosh and Sybouts (1996) state that "trust is the key to the maintenance of a strong professional identity. People who are trusted are reliable and constant. On important issues they do not waffle or shy away from the set of principles that guide them" (p. 54). Norton, Webb, Dlugosh, and Sybouts (1996) further state that:

> A key to managing trust is to be focused on the set of intentions that have been shared with constituencies. It means that leaders must live up to the expectations, that they are predictable in matters that involve the vision of the school district (p. 54).

According to Whitener, Brodt, Korsgaard, and Werner (1998), "the five categories of behavior that capture the variety of factors that influence employee's perception of managerial trustworthiness are:

1. behavioral consistency,

2. behavioral integrity,

3. sharing and delegation of control,

4. communication (e.g., accuracy, explanations, and openness), and

5. demonstration of concern. (p. 516)

Bryk and Schneider (2003) state that "collective decision making with broad teacher buy-in, a crucial ingredient for reform, occurs more readily in schools with strong relational trust" (p. 42). The authors also propose that mutual relational trust "makes it more likely that reform initiatives will diffuse broadly across the school because trust reduces the sense of risk associated with change" (p. 43). Bryk and Schneider (2003) conclude that "relational trust supports a moral imperative to take on the difficult work of school improvement" (p. 43).

Schmuck and Schmuck (1997) state that "groups, like individuals begin relationships by first building a sense of trust in others. A sense of trust, at whatever level, affects future relationships" (p. 259). Lambert et al. (1995) propose that building and sustaining trusting relationships of all stakeholders is the backbone of community building in schools. Ross Perot, in an interview about leadership in the 21st century stressed that:

> There's nothing more fragile than another person's trust. There is no shortcut. You have to earn it. You have to deserve it, day after day, for years. You can lose it in an instant. If you lose it, you'll probably never get it back. How do you get and keep people's trust and respect? Simply by doing what you say you will do. By not playing games with them. By not using them for your benefit. (McFarland, Senn, & Childress, 1994, p. 73)

Mishra and Morrissey (1990) offered four elements that their research found to be essential for building trusting relationships. They include sharing critical information, greater decision power for employees, open communication, and true sharing of perceptions and feelings. Kupersmith and Hoy (1989) identified three factors that gained teacher trust. The principal was seen as a person first, then as the administrator. The

principal was viewed as non-manipulative and the principal always took responsibility

for his or her behavior. MacNeil, Spuck, and Ceyanes (1998) found that:

> Building trusting relationships between teachers and principals needs to start with principals being kind, considerate, and principled toward teachers. Principals need to demonstrate competence, use power wisely, and make sensible decisions; promote curriculum and professional growth. They need to be confident and focused and they need to empower teachers. (p. 9)

> As early as 1978, Blumberg, Greenfield, and Nason found that:

> Teachers tended to focus more on one-to-one relationships with their principal when they thought about trusting the principal than they did about the principal's organizational responsibilities. That is, it seemed more important to teachers how the principal relates to them professionally than how the principal managed the school. (p. 85)

The authors also found that the top five expectations that teachers had for their principal

included credibility, support, fairness, professional openness, and shared decision-

making. Additionally, Blumberg, Greenfield, and Nason (1978) identified four factors

that they believed contributed to the principal's trustworthiness: the principal's

personality, interpersonal style, professional role expectation, and administrative

expectations.

CHAPTER III

METHODOLOGY

Following a review of the literature, this study was designed to collect and analyze data regarding the impact on the principal's trustworthiness on effective school leadership as reported by teachers on selected campuses in the North East Independent School District. The researcher utilized the survey research methodology for this study. The primary purpose of the study was to identify the effective school leadership behaviors that build trust with teachers to facilitate student achievement, as perceived by selected teachers in the North East Independent School District. A secondary purpose of the study was to determine whether demographic variables such as teacher gender, teacher experience, and level of teaching influence the relationship between teacher trust and effective school leadership. It is hoped that this data can focus on inservice training for principals on how to develop practices that build trust, and trusting relationships, in our schools as well as develop a platform for reflective practice for principals to gage their effectiveness. A questionnaire was utilized from a previous study (Ferris, 1994), and the data were analyzed to determine the nature and significance of the relationship between the variables in the study relating to the impact of the principal's trustworthiness to effective school leadership.

Chapter III is comprised of the research methods used to accomplish this study. This chapter is divided into the following categories: population, procedures, instrumentation and data analysis.

The three major questions to be answered through this research study were as follows:

1. What behaviors of principals build trusting relationships with teachers in the school climate as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

2. What are the levels of trustworthiness of effective school leaders as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

3. Do selected demographic variables affect the importance of trustworthiness on effective school leadership of selected teachers in the North East Independent School District in San Antonio, Texas?

Population

The population for this study was composed of the teachers in the North East Independent School District. The North East Independent School District has been rated as a Recognized District by the Texas Education Agency based upon its schools' Academic Excellence Indicator System indicators. The district spans 140 square miles in the north central and northeast sectors of Bexar County, Texas. The majority of the district lies within the boundaries of the City of San Antonio. Student enrollment in the district's schools is approximately 55,000.

The sample selected for this study was the teaching faculty of selected campuses in the North East Independent School District. The researcher surveyed 457 teachers at 1 high school, 2 middle schools, and 4 elementary schools from the 3974 certified teachers

employed by the district in the 2005 2006 school year. The campuses surveyed

represented all 5 clusters of the district. Of the 1144 elementary teachers, 188 or

approximately 10% responded. Of the 847 middle school teachers, 128 teachers or

slightly more than 15% responded. Of the 1183 high school teachers, 149, or

approximately 12% of the teachers responded. The total sample size 457 teacher

respondents represent almost 12% of the teachers in the district, and, therefore, can infer

the views of the entire population of teachers in this district.

The 457 respondents in the sample population, 104 or almost 13% were males

and 353 or about 77% were females. The 457 respondents were grouped by their

years of teaching experience of the sample population. There were 132 teachers, or

approximately 29% that had 1-5 of experience. There were 96 teachers, or 21% that had

6-10 years of experience. There were 27 teachers, or approximately 17% with 11-15

years of experience. There were 44 teachers, or approximately 10% with 16 20 years of

experience. Lastly, there were 108 teachers, or approximately 24% with 20 or more years

of experience.

Procedures

Prior to beginning research, approval from the Institutional Review Board had to

be granted. The first step of this process was to obtain a certificate of completion from

the CITI Course in the Protection of Human Research Subjects. This online course

requires competency in 14 required modules. These include an introduction, History and

Ethical Principles, Defining Research with Human Subjects, the Regulations and the

Social and Behavioral Sciences, Assessing Risk in Social and Behavioral Sciences,

Informed Consent, Privacy and Confidentiality, Research with Prisoners, Research with

Children, Research in Public Elementary and Secondary Schools, International Research,

Conflicts of Interest in Research Involving Human Subjects and Texas A&M University.

Since this study only involved participants over the age of 18, had no sensitive subject

matter, no international component, and no supervisory relationship with the subjects, an

Exempt Review Application was submitted for approval. As a requirement of the

application, written approval had to be obtained from North East Independent School

District (Appendix A) and an Information Sheet (Appendix B) for the participants had to

be developed. Once final IRB approval was granted, data gathering could begin.

  The researcher contacted the principals of the identified schools to obtain

permission to survey the teachers on each of the campuses. The researcher provided each

principal with the Information Sheet that would be given to the teachers, a copy of the

questionnaire, and a copy of the district letter granting approval for the study. The

researcher also provided each principal with a brief verbal explanation of the purpose

and methodology for the study and then answered any questions that the principals

posed. Dates and times of faculty meetings were scheduled for the data collection.

  At the faculty meetings, all subjects were assured of confidentiality and careful

instructions were given for completion of each questionnaire. The researcher stressed

that the questionnaire was not about the behaviors of any particular principal, but rather

how important the identified behaviors are to attaining their trust in order to be an

effective school leader.

In addition to the Information Sheet and questionnaire, volunteers were given pencils and a scantron sheet on which to mark their responses to the short questionnaire. As the teachers completed the surveys during the faculty meetings, the researcher collected them and placed them in an envelope to ensure the confidentiality of the responses and to encourage honest participation. Upon completion of gathering data at all the scheduled campuses, the scantron sheets were utilized to gather raw data on each of the questions for further data analysis. The research department of North East Independent School District volunteered to run the scantron sheets for generation of the raw data.

Instrumentation

The questionnaire (Appendix C) used to collect data for this study utilized the behaviors identified in the Administrator Rating Form developed by Charles H. Ferris, Jr., Ed.D., Superintendent of Schools in Harwich, Massachusetts. The instrument focused on gathering the perceptions of the identified sample population. Dr. Ferris developed the instrument in his paper "A Program for Building Trust between Teachers and Administrators to Enhance the Supervision Evaluation Process" that was presented at the Annual Conference of the American Educational Research Association in 1994. Behavior components of Dr. Ferris' instrument were also utilized by Angus J. MacNeil and Dennis W. Spuck from the University of Houston-Clear Lake in their paper "Developing Trust to Enable the Capacity-Building for Successful Change" in 1999. The instrument consists of three categories: Items 4 through 15 indicate personal behaviors related to authenticity; items 16 through 25 indicate general professional behaviors; and

items 26 through 33 indicate behaviors related to supervision/evaluation. Responses to

the questionnaire were made on a 5-point Likert Scale. Response A represented the

behavior to be critically important to gaining their trust, Response B was very important,

C was important, D was somewhat important, and E was not important at all. Reliability

was determined by calculating the alpha reliability of the questionnaire.

Data Analysis

Data collected from the respondents were analyzed to gain an overall

understanding of the responses to the questionnaire as well as to obtain an overall

description of respondent characteristics regarding gender, teaching level, and years of

experience. Several statistical procedures were performed to answer the research

questions including both descriptive and inferential statistics: the independent samples t-

test and analysis of variance (ANOVA) to test for significant differences in answers to

the questions for each demographic group. Results of the study were reported using

graphic and numerical techniques to report descriptive and inferential statistics such as

means, frequencies, percentages, standard deviations, independent samples t-test,

analysis of variance (ANOVA), and post hoc tests as part of the descriptive and

inferential analysis. Demographical data were analyzed as they pertained to each factor.

An alpha level of 0.05% was used to establish significance. Multiple displays such as

tables, charts, and graphs were utilized to present the findings. Analysis and

interpretation of the data have followed the prescribed principles based on *Educational

Research: An Introduction* (6th ed.) by Gall, Borg, and Gall (1996).

The data collected from the questionnaire instrument were entered into a personal computer using Microsoft Excel and descriptive statistics were calculated using the statistical package entitled *Statistical Package for Social Studies (SPSS) 11.5 Version I4*. Data analysis included specific statistical procedures for use in answering each research question. The analysis of the data was divided into three areas, which correspond with the three sections in the questionnaire: (a) personal behaviors related to authenticity, (b) general professional behaviors, and (c) behaviors related to supervision/evaluations.

Research Question #1

What behaviors of principals build trusting relationships with teachers in the school climate as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

This question was addressed with descriptive statistics by analysis of all survey items in the form of mean scores, to rank all 30 items in two ways: highest to lowest and by groups of questions; authenticity, professionalism and evaluation/supervision, also from highest to lowest. Frequencies, percentages, mean scores, and standard deviations were presented. This procedure has been discussed in more detail in Chapter IV.

Research Question # 2

What are the levels of trustworthiness of effective school leaders as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

This question was specifically addressed with inferential statistics by an analysis of survey responses to all the items in the survey. A one-way analysis of variance (ANOVA) was utilized to analyze by the three groups of questions: authenticity,

professionalism, and supervisory/evaluation. Post hoc tests were used to determine if there were any statistical differences among the groups of homogeneous subsets. Frequencies, percentages, mean scores, standard deviations, and analysis of variance (ANOVA) were presented. This procedure has been discussed in more detail in Chapter IV.

Research Question #3

Do selected demographic variables affect the importance of trustworthiness on effective school leadership of selected teachers in the North East Independent School District in San Antonio, Texas?

This question was addressed by an analysis of the principal demographic information item numbers one through three contained in the first section of the survey instrument. A total of nine analyses were run. For the variable of gender, three *t*-tests were run: male/female for authenticity, male/female for professionalism, and male/female for supervision/evaluation. For the variable of years of experience, there were five groups. Three, one-way analyses of variances (ANOVAs), one for authenticity, one for professionalism, and one for supervision and evaluation, were conducted. For the last variable there were three groups designating the level of teaching. As with the previous variable, three, one-way analyses of variances (ANOVAs) were utilized: one for authenticity, one for professionalism, and one for supervision and evaluation. This procedure has been discussed in more detail in Chapter IV.

In summary, the population of this study was elementary, middle, and high school teachers in the North East Independent School District in San Antonio, Texas. Of

the 3974 teachers employed in the district, 457 accurately completed the questionnaire, which represents a sample size of approximately 12% of the total population. Within the sample population, 188 were elementary teachers, 128 were middle school teachers, and 141 were high school teachers. In addition to the 457 completed questionnaires, 20 additional questionnaires were not usable due to: (a) demographic information unable to be ascertained, (b) duplication of surveys, (c) notation indicating that the subject did not wish to participate, or (d) incomplete responses.

The questionnaire used to collect data for this study utilized the behaviors identified in the Administrator Rating Form developed by Charles H. Ferris, Jr., Ed.D., Superintendent of Schools in Harwich, Massachusetts. Dr. Ferris developed the instrument in his paper, "A Program for Building Trust between Teachers and Administrators to Enhance the Supervision Evaluation Process." The instrument focused on gathering the perceptions of the identified sample population.

This study utilized both descriptive and inferential statistics detailing the frequencies and percentages of responses by the research participants. Results for the total population and each subgroup were reported in numerical table presentations for frequencies, percentages, means, and standard deviations. In addition, independent samples *t*-test and analysis of variance were performed to determine if differences existed between and within demographic groups. Analysis and interpretation of the data followed principles as established by Gall, Borg, and Gall (1996).

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The primary purpose of the study was to identify the effective school leadership behaviors that build trust with teachers to facilitate student achievement, as perceived by selected teachers in the North East Independent School District. A secondary purpose of the study was to determine whether demographic variables such as teacher gender, teacher experience, and level of teaching influence the relationship between teacher trust and effective school leadership. It is hoped that this data can focus on training for principals on how to develop practices that build trust, and trusting relationships, in our schools as well as develop a platform for reflective practice for principals to gage their effectiveness. This chapter presents the results of the data analysis. The three major research questions in this quantitative study are as follows:

1. What behaviors of principals build trusting relationships with teachers in the school climate as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

2. What are the levels of trustworthiness of effective school leaders as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

3. Do selected demographic variables affect the importance of trustworthiness on effective school leadership of selected teachers in the North East Independent School District in San Antonio, Texas?

Data Analysis Procedure

Chapter IV provides the results of the data collected from the selected sample populations utilizing a questionnaire. The questionnaire utilized the behaviors identified in the Administrator Rating Form developed by Charles H. Ferris, Jr., Ed.D., Superintendent of Schools in Harwich, Massachusetts. The instrument focused on gathering the perceptions of the identified sample population as the method for the data collection. The results were analyzed for identification of effective school leadership behaviors that build teacher trust. Data collected with the questionnaire were analyzed using the statistical analysis software program *SPSS 11.5 Version 14 for Wind*ows (2002).

Data for the research questions are reported through the use of numbers, means, and standard deviations. Independent samples *t*-test, analysis of variance (ANOVA), and post hoc tests were used to determine if there were any statistical differences among the homogeneous subsets of the respondents. Data from the 33-item questionnaire that was gathered from the respondents was then able to be used to answer the three research questions.

The analysis of the data that follows is divided into three areas, which correspond with the three attributes in the questionnaire: (a) personal principal behaviors related to authenticity, (b) general professional principal behaviors, and (c) supervision/evaluation principal behaviors. The respondents utilized a 5-point Likert scale to rate the importance of the effective leadership behaviors that build teacher trust. A rank of 1 indicated "Not Important," 2 indicated "Somewhat Important," 3 indicated "Important,"

4 indicated "Very Important," and 5 indicated "Critically Important." Consequently, a lower score indicated a lower rating of importance. Data analysis of the demographics of (a) gender, (b) teaching level, and (c) years of experience were done to determine if these variables influenced responses.

The first section of this chapter presents demographic data as requested in the questionnaire from the respondents that participated in the study. It reports participant gender, years of experience, and organizational level of teaching. These data were reported through the use of descriptive statistics by frequencies and percentages. The next section of this chapter presents data from the findings used to answer each of the three research questions.

Demographic Data

The number and percent of teacher respondents by organizational level is shown in Figure 1. The number and percent of male and female respondents is shown in Table 1. Finally, the number and percent of teacher's years of experience is shown in Table 2.

Table 3 reports the number of valid cases used to calculate the study's statistics for each of the three demographic variables; 457 fully completed questionnaires consistently reported gender, years' experience, and organizational level. There were no missing respondents as only fully completed questionnaires were utilized. In addition to the 457 completed questionnaires, 20 more questionnaires were not usable due to (a) demographic information unable to be ascertained, (b) duplication of surveys, (c) notation indicating that the subject did not wish to participate, or (d) there were incomplete responses. These 20 questionnaires, therefore, were not used in the study.

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┌─────────────────────────────────────┐
│         Teacher Population of        │
│ North East Independent School District│
│              N = 3974                │
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Elementary Population	Middle School Population	High School Population N = 1183
Number of Campuses N = 44	Number of Campuses N = 12	Number of Campuses N = 5
Sample of Campuses N = 4	Sample of Campuses N = 2	Sample of Campuses N = 1
Sample of Teachers N = 188	Sample of Teachers N = 128	Sample of Teachers N = 141
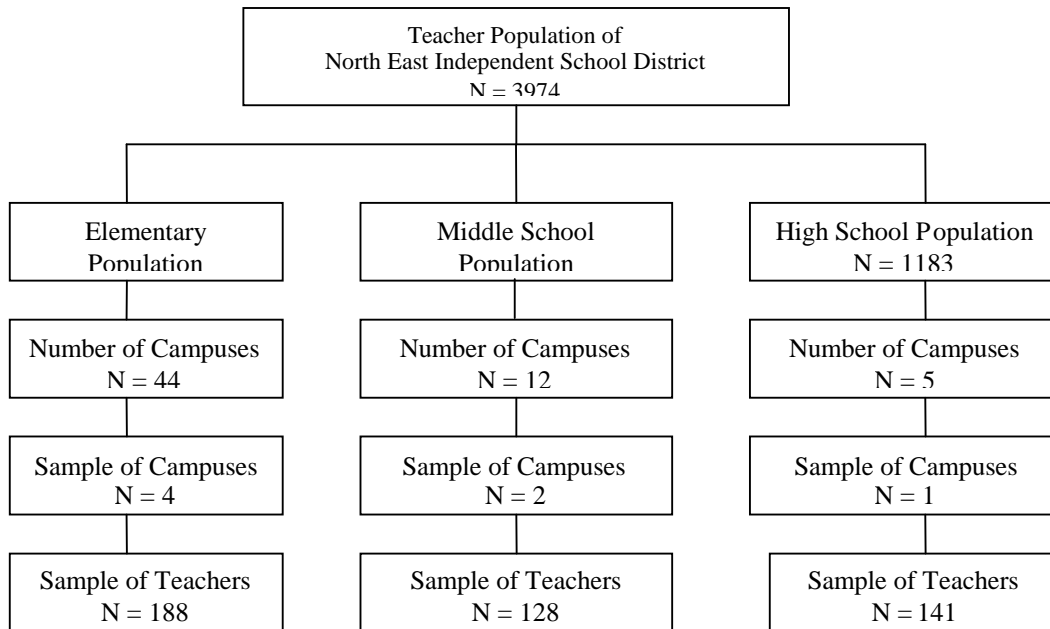
Figure 1. Number of teacher respondents by organizational level from selected campuses in the North East Independent School District.

Table 1. Number and Percentages of Male and Female Teacher Respondents From Selected Campuses in the North East Independent School District

Gender	Respondents	Percent of Sample Population
Male	104	22.75
Female	353	77.24
Total Sample	457	100.00

Table 2. Number and Percentages of the Years of Experience of the Teacher
Respondents From Selected Campuses in the North East Independent School District

Years of Experience	Number of Teachers	Percent of Sample Population
1-5 Years	132	28.88
6-10 Years	96	21.00
11-15 Years	77	16.84
16-20 Years	44	9.62
20 Plus Years	108	23.63
Total Sample	457	100.00

Table 3. Participation Statistics of the Study of the Principal's Trustworthiness: The
Impact on Effective School Leadership as Perceived by Teachers on Selected Campuses
in the North East Independent School District

Questionnaires	Gender	Years of Experience	Organizational Level
Number Valid	457	457	457
Number Invalid	20	20	20

Reason:
6 No Demographic Data
1 Duplication of Survey
5 Declined Participation
8 Surveys Incomplete

The organization of this chapter is based upon findings that address the research questions in the study.

Analysis of Research Questions

Research Question #1

What behaviors of principals build trusting relationships with teachers in the school climate as perceived by teachers on selected campuses in the North East Independent School District in San Antonio, Texas?

To answer this question, the researcher utilized descriptive statistics on all 30 principal behaviors identified in the questionnaire and ranked them according to their mean scores. Behaviors that respondents found to be critically important were given a value of 5, very important behaviors were given a value of 4, behaviors thought to be important were weighted as a 3, somewhat important behaviors were weighted as 2, and behaviors thought to be not important at all were given the value of 1.

Additionally, descriptive statistics were used to rank the principal behaviors by their mean score within each of the principal behavior categories that build trust with teachers, specifically, those of personal authenticity, general professional, and supervision/evaluation.

Table 4 reflects the ranking of all 30 items. All of the items had mean scores that reflected that, as a group, the teachers thought that all of the items were important, very important, or very close to critically important to gaining their trust. None of the items had mean scores that reflected that, as a group, the teachers thought that any of the

behaviors were somewhat important or not important to building their trust with the principal.

The behavior that was identified by the teachers as being the most important to gaining their trust was that the principal maintains confidentiality. The next most important behavior identified was that the principal is a good listener. With mean scores of 4.76 and 4.73, respectively, these two behaviors were the closest to the highest rating of being critically important to building teacher trust. The behavior with the lowest mean score of 3.67 was that the principal has a sense of humor. The behavior with the second lowest mean score of 3.71 was that the principal spends time in the classrooms. These two behaviors were the closest to the third highest rating of being important to building teacher trust.

Table 4 also shows some logical breaks within the list of mean scores in which the behaviors may be viewed in groups of similar mean scores indicating very close levels of importance. These breaks are indicated according to tenth of one hundredths of a point. For example, the two most important behaviors identified by the teachers had mean scores around 4.07. As stated previously, these two behaviors of the principal are maintains confidentiality and is a good listener. The next group of important behaviors dropped to mean scores around 4.05. These behaviors are listed in order of importance:

- Gathers sufficient information before drawing a conclusion
- Reacts calmly in a crisis
- Communicates clear expectations
- Gives criticism in private

- Takes action on serious concerns of teachers

The behaviors listed in Table 4 from most important to least important are identified by their principal behavior category: personal authenticity behaviors, general professional behaviors, and supervision/evaluation behaviors. It appears that the number of personal authentic behaviors and general professional behaviors in the upper half of the table are approximately the same. It appears, however, that most of the supervision/ evaluation behaviors fall in the bottom half of the table. This indicates that while they are still important, as a group, they are less important than personal authentic and general professional behaviors.

Table 4. Principal Behaviors That Build Teacher Trust Listed From Most Important to Least Important as Perceived by Teachers (N = 457) on Selected Campuses in the North East Independent School District

Behavior	Group	Mean	SD
Maintains confidentiality	Personal	4.76	.513
Is a good listener	Personal	4.73	.505
Gathers sufficient information before drawing a conclusion	Supervision/ Evaluation	4.61	.643
Reacts calmly in a crisis	Personal	4.59	.615
Communicates clear expectations	General	4.55	.626
Gives criticism in private	General	4.54	.661
Takes action on serious concerns of teachers	General	4.53	.639
Is approachable as a person	Personal	4.46	.688

Table 4 (continued)

Behavior	Group	Mean	SD
Provides support wit respect to parent complaints	General	4.46	.671
Shows personal concern for teachers	Personal	4.43	.679
Treats all persons impartially	Personal	4.42	.749
Consistently enforces school policies	General	4.41	.711
Is consistent in his/her behavior	Personal	4.38	.688
Gives priority to educational matters over political	General	4.32	.780
Respects different teaching styles	Supervision/ Evaluation	4.26	.711
Gives teachers autonomy to make professional decisions	Supervision/ Evaluation	4.22	.780
Treats teachers as colleagues	General	4.22	.795
Is willing to admit mistakes	Personal	4.22	.757
Is aware of own strengths and weaknesses	Personal	4.20	.780
Is flexible	Personal	4.16	.787
Provides support for improving weaknesses	Supervision/ Evaluation	4.15	.736
Gives praise for achievements	General	4.14	.804
Encourages opportunities for professional growth	Supervision/ Evaluation	4.10	.770
Shares decision-making with teachers	General	4.10	.801

Table 4 (continued)

Behavior	Group	Mean	SD
Gives Constructive feedback	Supervision/ Eval	4.09	.783
Has a pleasant manner	Personal	3.97	.844
Actively participates in the school community	General	3.96	.853
Encourages risk taking and innovation	Supervision Evaluation	3.95	.806
Spends time in classrooms	Super/ Evaluation	3.71	.919
Has a sense of humor	Personal	3.67	.929

Table 5 reflects the ranking of the 10 items within the general professional

behaviors thought to build trust with teachers. All of the items had mean scores that

reflected that, as a group, the teachers thought that these ten items ranged from being

close to very important, to midway of being critically important, to gaining their trust.

None of the items had mean scores that reflected that, as a group, the teachers thought

that any of the behaviors in the general professional category were less than very

important to building their trust with the principal.

Within this group of general professional behaviors that build teacher trust, the

most important behavior was that the principal communicates clear expectations. This

behavior had a mean score of 4.55, which is slightly more than midway between being

identified as very important to critically important. The least important behavior was that

the principal actively participates in the school community. This behavior had a mean

score of 3.95, which is very close to being identified as a behavior that is very important

to building teacher trust.

Table 5. General Professional Behaviors of Principals to Build Teacher Trust Listed
From Most Important to Least Important as Perceived by Teachers on Selected
Campuses in the North East Independent School District

Behavior	N	Mean	SD
Communicates clear expectations	457	4.55	.626
Gives criticism in private	457	4.54	.661
Takes action on serious concerns of teachers	457	4.53	.639
Provides support with respect to parent complaints	457	4.46	.671
Consistently enforces school policies	457	4.41	.711
Gives priority to educational matters over political	457	4.32	.780
Treats teachers as colleagues	457	4.22	.795
Gives praise for achievements	457	4.14	.804
Shares decision making with teachers	457	4.10	.801
Actively participates in the school community	457	3.96	.853

Note 1. Questionnaire goes from 1-5 with 1 as low and 5 as high.
Note 2. Group behavior scores are based on the sum of the individual behavior identified for this category
(Ferris, 1994).

Table 6 reflects the ranking of the 12 items within the personal authenticity

behaviors thought to build trust with teachers. All of the items had mean scores that

reflected that, as a group, the teachers thought that these 12 items ranged from being

fairly close to very important to three quarters of the way of being critically important to

gaining their trust. None of the items had mean scores that reflected that, as a group, the

teachers thought that any of the behaviors in the general professional category were

somewhat less than very important to building their trust with the principal.

Table 6. Personal Authenticity Behaviors of the Principal Listed From Most Important to Least Important as Perceived by Teachers on Selected Campuses of the North East Independent School District

Behavior	N	Mean	SD
Maintains confidentiality	457	4.76	.513
Is a good listener	457	4.73	.505
Reacts calmly in a crisis	457	4.59	.615
Is approachable as a person	457	4.46	.688
Shows personal concern for teachers	457	4.43	.679
Treats all persons impartially	457	4.42	.749
Is consistent in his/her behavior	457	4.38	.688
Is willing to admit mistakes	457	4.22	.757
Is aware of own strengths and weaknesses	457	4.20	.780
Is flexible	457	4.16	.787
Has a pleasant manner	457	3.97	.844
Has a sense of humor	457	3.67	.929

Note 1. Questionnaire goes from 1-5 with 1 as low and 5 as high.
Note 2. Group behavior scores are based on the sum of the individual behavior identified for this category (Ferris, 1994).

Within this group of personal authenticity behaviors that build teacher trust, the

most important behavior was that the principal maintains confidentiality. This behavior

had a mean score of 4.76, which is three quarters of the way between being identified as very important to critically important. The least important behavior was that the principal has a sense of humor. This behavior had a mean score of 3.97, which is somewhat close to being identified as a behavior that is very important to building teacher trust.

Table 7 reflects the ranking of the 8 items within the supervision/evaluation behaviors thought to build trust with teachers. All of the items had mean scores that reflected that, as a group, the teachers thought that these 8 items ranged from being fairly close to critically important to three quarters of the way of being very important to gaining their trust. None of the items had mean scores that reflected that, as a group, the teachers thought that any of the behaviors in the supervision/evaluation category were somewhat less than important to building their trust with the principal.

Within this group of supervision/evaluation behaviors that build teacher trust, the most important behavior was that the principal gathers sufficient information before drawing a conclusion. This behavior had a mean score of 4.61, which is over half of the way between being identified as very important to critically important. The least important behavior in this group was that the principal spends time in classrooms. This behavior had a mean score of 3.71, which is three quarters of the way to being identified as a behavior that is very important to building teacher trust.

Table 7. Supervision/Evaluation Behaviors Listed From Most Important to Least Important as Perceived by Teachers on Selected Campuses in the North East Independent School District

Behavior	N	Mean	SD
Gathers sufficient information before drawing a conclusion	457	4.61	.643
Respects different teaching styles	457	4.26	.711
Gives teachers autonomy to make professional decisions	457	4.22	.780
Provides support for improving & professional development	457	4.15	.736
Encourages Opportunities to improve weaknesses	457	4.10	.770
Gives constructive feedback	457	4.09	.733
Encourages risk taking & innovation	457	3.95	.806
Spends time in classrooms	457	3.71	.919

Note 1. Questionnaire goes from 1-5 with 1 as low and 5 as high.
Note 2. Group behavior scores are based on the sum of the individual behavior identified for this category (Ferris, 1994).

In summary, the teachers thought that all of the identified principal behaviors were important, very important, or very close to critically important to gaining their trust. As a group, the teachers thought that none of the principal behaviors were somewhat important or not important to building their trust with the principal. The behavior that was identified by the teachers as being the most important to gaining their trust was that the principal maintains confidentiality. The next most important behavior identified was

that the principal is a good listener. The two lowest principal behaviors were the closest to the third highest rating of being important to building teacher trust. They were the principal behaviors of having a sense of humor and spending time in the classroom.

All the principal behaviors to gain teacher trust were divided into three categories: general professional behaviors, personal authenticity behaviors, and supervision/evaluation behaviors. In the category of general professional behaviors, the highest rated behavior was that the principal communicates clear expectations. In the category of personal authenticity behaviors, the highest-rated behavior was that the principal maintains confidentiality. In the category of supervision/evaluation behaviors, the highest rated behavior was that the principal gathers sufficient information before drawing a conclusion.

When looking at the categories of principal behaviors that build trust with teachers, it appears that personal authentic behaviors and general professional behaviors of the principal are more important to building teacher trust than the supervision/ evaluation behaviors of the principal to gain teacher trust. This indicates that while supervision/evaluation behaviors of the principal are still important, as a group, they are less important than personal and general behaviors of the principal in gaining teacher trust.

Research Question #2

What are the levels of trustworthiness of effective school leaders as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

To answer this question, first the researcher examined the difference of mean scores within each of the three categories of behaviors. Then, to determine if there was a significant difference between the three categories, the researcher compared the mean scores of each of the three categories.

Using the descriptive analysis of the mean scores within each of the three categories of behaviors (shown previously in Tables 5, 6, and 7), a one-way analysis of variance (ANOVA) was done on each of the three categories to determine if there was a significant difference between the behaviors within each of the three categories. Table 8 shows that the level of significance between the personal authenticity behaviors was 0.00.

Table 8. One-Way ANOVA Results of the Behaviors Within the Personal Authenticity Category of Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	492.255	11	44.750	86.050	0.00
Within Groups	2845.733	5472	.520		
Total	3337.988	5483			

Table 9 shows that the level of significance between the general professional behaviors was 0.00.

Table 9. One-Way ANOVA Results of the Behaviors Within the General Professional Category of Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	178.552	9	19.839	36.409	0.00
Within Groups	2484.735	4560	.545		
Total	2663.288	4569			

Table 10 shows that the level of significance between the supervision/evaluation behaviors was 0.00.

Table 10. One-Way ANOVA Results of the Behaviors Within the Supervision/ Evaluation Category of Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	215.564	7	30.795	51.682	0.00
Within Groups	2173.681	3648	.596		
Total	2389.245	3655			

Since the level of significance within each of the three categories was 0.00, which is less than the alpha value of 0.05, the Null Hypothesis, which states that there is no difference between the behaviors within each category, is set aside. To determine the

significant difference between the behaviors in each of the three categories, the

researcher utilized a post hoc analysis. Table 11 depicts the seven subsets of behaviors

from those deemed less important to those reported to be most important in the category

of personal authenticity behaviors.

Table 11. Results of the Post Hoc Analysis on the Homogeneous Subsets of the Category of Personal Authenticity Behaviors That Build Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Behavior	Subset for alpha = 0.05						
	1	2	3	4	5	6	7
Has a sense of humor	3.67						
Has a pleasant manner		3.97					
Is flexible		4.16	4.16				
Is aware of own strengths & weaknesses			4.20	4.20			
Is willing to admit mistakes			4.22	4.22	4.22		
Is consistent in his/her behavior				4.38	4.38	4.38	
Treats all persons impartially					4.42	4.42	
Shows personal concern for teachers						4.43	
Is an approachable as a person						4.46	
Reacts calmly in a crisis						4.59	4.59
Is a good listener							4.73
Maintains confidentiality							4.76
Significance	1.00	.144	1.00	.225	.069	.062	.329

Means for groups in homogeneous subsets are displayed.
Uses Harmonic Mean Sample Size = 457.

Table 12 depicts the six subsets of behaviors from those deemed less important to those reported to be most important in the category of general professional behaviors.

Table 12. Results of the Post Hoc Analysis on the Homogeneous Subsets of the Category of General Professional Behaviors That Build Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Behavior	Subset for alpha = 0.05					
	1	2	3	4	5	6
Actively participates in the school community	3.96					
Shares decision making w/teachers	4.10	4.10				
Gives praise for achievements	4.14	4.14	4.14			
Treats teachers as colleagues		4.22	4.22	4.22		
Gives priority to educational matters			4.32	4.32	4.32	
Consistently enforces school policies			4.41	4.41	4.41	
Provides support with respect to parent complaints					4.46	4.46
Takes action on serious concerns of teachers						4.53
Gives criticism in private						4.54
Communicates clear expectations						4.55
Significance	.170	.732	.129	.095	.588	.436

Means for groups in homogeneous subsets are displayed.
Uses Harmonic Mean Sample Size = 457.

Table 13 depicts the four subsets of behaviors from those deemed less important

to those reported to be most important in the category of supervision/evaluation

behaviors.

Table 13. Results of the Post Hoc Analysis on the Homogeneous Subsets of the Category
of Supervision/Evaluation Behaviors That Build Trust as Perceived by Teachers on
Selected Campuses in the North East Independent School District

Behavior	Subset for alpha = 0.05			
	1	2	3	4
Spends time in classrooms	3.71			
Encourages risk taking & innovation		3.95		
Gives constructive feedback		4.09	4.09	
Encourages opportunities for professional growth		4.10	4.10	
Provides support for improving weaknesses			4.15	
Gives teachers autonomy to make professional decisions			4.22	
Respects different teaching styles			4.26	
Gathers sufficient information before drawing a conclusion				4.61

Means for groups in homogeneous subsets are displayed.
Uses Harmonic Mean Sample Size = 457.

To determine if there was a significant difference between the three categories of

behaviors, the researcher compared the mean scores of each of the three categories. To

maintain the Likert scale of interpretation, mean scores were calculated for each of the

three categories. As with the individual item scores, a lower score indicated a lower rating of importance.

Table 14 represents the descriptive data on the three groups of behaviors. The data were complete as all 457 of the respondents completed all 33 items (30 trust-based and 3 demographic) on the questionnaire. The mean score of behaviors of authenticity were 4.33. The mean score of general professional behaviors were 4.32. The mean score of evaluation/supervision behaviors were 4.14. All the mean scores of the three categories of behaviors indicated that all the behaviors were valued between very important and critically important. The mean scores show that behaviors of authenticity and general professional behaviors were closer to being critically important to building teacher trust. The mean score of supervision/evaluation was closer to being very important to building teacher trust.

Table 14. Descriptive Data on the Three Groups of Principal Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Behavior Category	N	Mean	SD
Authenticity	457	4.33	0.457
General Professional	457	4.32	0.470
Supervision/Evaluation	457	4.14	0.554

To determine if there was a significant difference between the three categories of behaviors, as they relate to building teacher trust, a one-way analysis of variance (ANOVA) was done. To be able to infer the results from the sample population to the entire population, four steps were followed.

The first step was to compare the output of the procedure to the alpha level. The level of significance generated by the inferential procedure was 0.001. The critical level of significance, for this study was set at the alpha value of 0.05. Table 15 lays out the statistical analysis done to compare the scores between the categories of behaviors.

Table 15. One-Way ANOVA Results of the Three Groups of Principal Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	10.643	2	5.322	21.636	.001
Within Groups	336.476	1368	.246		
Total	347.120	1370			

The second step in this process is making a decision, based on the comparison, by asking "What decision should be made about the Null Hypothesis?" The Null Hypothesis states that, in the population, there is no difference between those things being compared. Since the level of significance was .001, which is less than the critical level of

significance defined as the alpha value of 0.05, the decision was made to Reject the Null Hypothesis, or put another way, the Null is set aside.

Since the Null Hypothesis was rejected, the third step in this process is to determine the implications for the population by asking, "What does the decision infer about the relationship in the population?" In the population at least one of the categories of behaviors that build trust with teachers is significantly different from at least one other category of behaviors in the study.

The fourth step then in this process is the application of the significant statistical data to determine how the categories of behaviors are different. In natural language, we ask "What do we say about the specific variables involved?" In other words, "Specifically, who was different from whom?" To answer this question, the researcher utilized a post hoc analysis to determine how the categories of behaviors are different. Table 16 reports the results of the post hoc analysis on the homogeneous subsets of the categories of behaviors, which include supervision/evaluation, general professional, and authenticity, that build trust with teachers. A Scheffe procedure was selected because it is one of the more conservative tests. The chart shows where those statistical differences occur. The supervision/evaluation behaviors lead to building less trust with teachers than the general professional behaviors or authenticity behaviors. Further, the means of the general professional and authenticity behaviors are statically the same and both are higher than the supervision/evaluation behaviors' mean. This leads to the inference that the general professional and authenticity behaviors result in building more trust than the supervision/ evaluation behaviors.

Table 16. Results of the Post Hoc Analysis on the Homogeneous Subsets of the Categories of Behaviors, to Include Supervision/Evaluation, General Professional, and Authenticity That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Scheffe *a

Behavior Category to Build Teacher Trust	Number of Respondents	Subset for alpha = .05	
		1	2
Supervision/Evaluation	457	4.14	
General Professional	457		4.32
Authenticity	457		4.33

Means for groups in homogeneous subsets are displayed.
Uses Harmonic Mean Sample Size = 457.

In summary, the research found that all the behaviors were valued between very important and critically important. The sample's mean scores show that behaviors of authenticity and general professional behaviors were closer to being critically important to building teacher trust. The mean score of supervision/evaluation were closer to being very important to building teacher trust. The results of the inferential tests allows the researcher to infer that in the population, from which this sample was drawn, the general professional and authenticity behaviors result in building more trust than the supervision/ evaluation behaviors.

Research Question #3

Do selected demographic variables affect the importance of trustworthiness on effective school leadership of selected teachers in the North East Independent School District?

To answer this question, the researcher ran a total of nine analyses:

- Question 3a involved the demographic variable of gender. Three *t*-tests were run: male/female for authenticity, male/female for professionalism; and male/female for supervision/evaluation.

- Question 3b involved the demographic variable of five groups of years of experience. Upon completion of descriptive statistics to determine the means of years of experience for each of the three categories of behaviors, three, one-way analyses of variances (ANOVAs) was conducted: one for authenticity, one for professionalism, and one for supervision/evaluation.

- Question 3c involved the demographic variable of three groups of organizational level of teaching. three, one-way analyses of variances (ANOVAs) was conducted: one for authenticity, one for professionalism, and one for supervision/evaluation.

Question 3a

Does the demographic variable of gender affect the importance of trustworthiness on effective school leadership of selected teachers in the North East Independent School District?

To answer Question 3a, the researcher first ran three descriptive group statistics: behaviors related to authenticity, general professional behaviors, and behaviors related to supervision/evaluation that were disaggregated by gender. The researcher then conducted an independent samples *t*-test to determine if there was a significant difference in the responses of males/females for authenticity, males/females for general professional, and males/females for supervision/evaluation behaviors of the principal to gain teacher trust. The data were complete as all 457 of the respondents completed all 33 (30 trust based and 3 demographic) items of the questionnaire.

Table 17 shows the descriptive statistics related to the variable of gender within the group of principal behaviors related to authenticity, general professional behaviors, and supervision/evaluation behaviors to build teacher trust. As shown in the table, the results indicated the mean scores.

In the category of principal behaviors of authenticity that build teacher trust, the gender mean scores differed. The mean score of the males was 4.19. The mean score of the females was 4.37.

In the category of general professional principal behaviors that build teacher trust, the gender mean scores differed. The mean score of the males was 4.20. The mean score of the females was 4.35.

In the category of supervision/evaluation principal behaviors that build teacher trust, the gender mean scores differed. The mean score of the males was 4.01. The mean score of the females was 4.17.

Table 17. Descriptive Statistics on the Impact of the Variable of Gender on the Groups of Principal Behaviors to Built Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Behavior Category	Gender	N	Mean	SD
Authenticity	Male	104	4.19	.51
.	Female	353	4.37	.43
General Professional	Male	104	4.20	.50
.	Female	353	4.35	.45
Supervision/Evaluation	Male	104	4.01	.58
.	Female	353	4.17	.54

To determine whether these differences were significant enough to be inferred to the general population, an independent samples *t*-test was conducted. The selection of a *t*-test, instead of an analysis of variance (ANOVA), was utilized due to the fact that only two groups were being tested: males and females. One mean comes into existence totally independent of the other. Said another way, a person can only be male or female, and as such, one is part of the male mean or the female mean. That is why the independent samples *t*-test was selected.

Table 18 shows that in the category of principal behaviors related to authenticity, the level of significance between males and females was 0.001. To determine if there was significant difference between the responses of males and females, the first step was to compare this output of the *t*-test to the alpha level of 0.05. It was determined that the level of significance generated by the *t*-test was lower. Based upon this comparison, the

researcher completed the second step by Rejecting the Null hypothesis, which asserted that there is no difference between male and female responses. The Null was set aside, and finally, the implication was made that in the population, from which this sample was drawn, the male and female responses are significantly different from one another within the category of principal behaviors related to authenticity to build teacher trust, with females showing higher levels of trust.

Additionally, Table 18 shows that in the category of general professional principal behaviors, the level of significance between males and females were 0.003. To determine if there was significant difference between the responses of males and females, the first step was to compare this output of the t-test to the alpha level of 0.05. It was determined that the level of significance generated by the t-test was less. Based upon this comparison, the researcher completed the second step by Rejecting the Null hypothesis, which asserted that there was no difference between male and female responses. The Null was set aside. Finally, the implication was made that in the population, from which this sample was drawn, the male and female responses are significantly different from one another within the category of general professional principal behaviors to build teacher trust, with females showing higher levels of trust.

Lastly, Table 18 shows that in the category of principal behaviors related to supervision/evaluation, the level of significance between males and females was 0.009. To determine if there was significant difference between the responses of males and females, the first step was to compare this output of the t-test to the alpha level 0.05. It was determined that the level of significance generated by the t-test was lower. Based

upon this comparison, the researcher completed the second step by Rejecting the Null

hypothesis, which stated that there was no difference between male and female

responses. The Null was set aside, and finally, the implication was made that in the

population, from which this sample was drawn, the male and female responses are

significantly different from one another within the category of principal behaviors related

to supervision/ evaluation to build teacher trust, with females showing higher levels of

trust.

Table 18. Independent Samples *t*-test to Determine Significant Differences Between the
Groups of Principal Behaviors That Build Teacher Trust as Perceived by Teachers on
Selected Campuses in the North East Independent School District

t-test for Equality of Means

Behavior Category	t	df	Sig. (2-tailed)	Mean Difference
Authenticity (1)	-3.282	455	0.001	-.1796
General Professional (2)	-2.939	455	0.003	-.1530
Supervision/Evaluation (2)	-2.629	455	0.009	-.1617

(1) equal variances not assumed.
(2) equal variances assumed.

In conclusion, the implication was made that in the population, from which this

sample was drawn, the male and female responses are significantly different from one

another within all three of the categories of principal behaviors to build teacher trust. In

conclusion, it was determined that females show higher levels of trust in their administrator than that of their male counterparts.

Question 3b

Does the demographic variable of five groups of years of experience affect the importance of trustworthiness on effective school leadership as perceived by selected teachers in the North East Independent School District?

To answer Question 3b, the researcher first ran three descriptive group statistics: behaviors related to authenticity, general professional behaviors and behaviors related to supervision/evaluation; disaggregated by five levels of years of experience: 1-5 years, 6-10 years, 11-15 years, 16-20 years, and 20 or more years of experience. To determine if there was a significant difference between the five groups of years of experience in each of the three categories of principal behaviors identified to build trust with teachers, the researcher ran three analyses of variances (ANOVAs), one for each of the three categories of behaviors. The data were complete as all 457 of the respondents completed all 33 items (30 trust based and 3 demographic) on the questionnaire.

Table 19 shows the descriptive statistics related to the variable of years of experience within the group of principal behaviors related to authenticity to build teacher trust. The table provides the number of participants, the mean scores, and the standard deviations.

Table 19. Mean Scores of Categories of Years of Experience Within the Group of Principal Authenticity Behaviors to Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Descriptive Statistics on Authenticity

Years of Experience	N	Mean	SD
1-5 years	132	4.36	0.480
6-10 years	96	4.32 .	0.442
11-15 years	77	4.31	0.441
16-20 years	44	4.33	0.487
20+ years	108	4.32	0.460

To determine if there was a significant difference between the five categories of years of experiences, as they relate to principal behaviors of authenticity identified to build trust with teachers, a one-way analysis of variance (ANOVA) was conducted. To be able to infer the results from the sample population to the entire population, three steps were followed.

The first step was to compare the output of the procedure to the alpha level. The level of significance generated by the inferential procedure was 0.945. The critical level of significance, the alpha level, for this study was set at 0.05. Table 20 shows the statistical analysis done to compare the scores between the categories of years of experience.

Table 20. One-Way ANOVA to Determine Any Significant Difference Between the Groups of Years of Experience in the Category of Principal Authenticity Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Authenticity	Sum of Squares	df	Mean Square	F	Significance
Between Groups	.158	4	.040	188	0.945
Within Groups	95.188	452	.211		
Total	95.346	456			

The researcher compared this level of significance of 0.945 with the alpha value of 0.05. It was determined that the procedures' level of significance was greater. Based upon this comparison, the researcher completed the second step and failed to Reject the Null, which states that there is no difference between the groups of behaviors. The Null stands. Finally, the implication was made that within the category of principal behaviors of authenticity identified to build trust with teachers, no significant difference between the five groups of teachers based on years of experience was observed.

Table 21 shows the descriptive statistics related to the variable of years of experience within the group of behaviors related to general professional behaviors of the principal to build teacher trust. As shown in the table, the results indicated the mean scores.

Table 21. Mean Scores of Years of Experience within the Group of General Professional Principal Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Descriptive Statistics on General Professional Behaviors

Years of Experience	N	Mean	SD
1-5 years	132	4.40	0.434
6-10 years	96	4.32	0.473
11-15 years	77	4.24	0.532
16-20 years	44	4.28	0.471
20+ years	108	4.31	0.458

To determine if there was a significant difference between the five categories of years of experiences, as they relate to general professional behaviors of the principal identified to build trust with teachers, a one-way analysis of variance (ANOVA) was conducted. To be able to infer the results from the sample population to the entire population, three steps were followed.

The first step was to compare the output of the procedure to the alpha level of 0.05. Table 22 shows that the level of significance generated by the inferential procedure was 0.223. To complete the second step, the researcher compared this level of significance with the alpha value of 0.05. It was determined that the level of significance was greater. Based upon this comparison, the researcher failed to Reject the Null, which

states that there is no difference between the groups of behaviors. The Null stands.

Finally, the implication is made that within the category of general professional

behaviors of the principal identified to build trust with teachers, the means have no

significant difference among the five groups of teachers based on years of experience.

Table 22. One-Way ANOVA to Determine Any Significant Difference Between the Groups of Years of Experience in the Category of General Professional Principal Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

General Professional	Sum of Squares	df	Mean Square	F	Significance
Between Groups	1.262	4	.315	1.431	0.223
Within Groups	99.627	452	.220		
Total	95.346	456			

Table 23 shows the descriptive statistics related to the variable of years of

experience within the group of behaviors related to principal supervision/evaluation

behaviors that build teacher trust. The table provides the number of participants, the

mean scores, and the standard deviations. To be able to infer the results from the sample

population to the entire population, three steps were followed.

Table 23. Mean Scores of Years of Experience Within the Group of Principal Supervision/Evaluation Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Descriptive Statistics on Supervision/Evaluation Behaviors

Years of Experience	N	Mean	SD
1-5 years	132	4.17	0.564
6-10 years	96	4.17	0.583
11-15 years	77	4.07	0.563
16-20 years	44	4.11	0.561
20+ years	108	4.13	0.514

To determine if there was a significant difference between the five categories of years of experiences, as they relate to supervision/evaluation behaviors of the principal identified to build trust with teachers, a one-way analysis of variance (ANOVA) was conducted. To be able to infer the results from the sample population to the entire population, three steps were followed. The first step was to compare the output of the procedure to the alpha level of 0.05.

Table 24 shows that the level of significance generated by the inferential procedure was 0.774. To complete the second step, the researcher compared this level of significance with the alpha value of 0.05. It was determined that the level of significance was greater. Based upon this comparison, the researcher failed to Reject the Null, which

states that there is no difference between the groups of behaviors. The Null stands.

Finally, the implication was made that within the category of supervision/evaluation

behaviors of the principal identified to build trust with teachers, There are no significant

differences between the five groups of teachers based on years of experience.

Table 24. One-Way ANOVA to Determine Any Significant Difference Between the
Groups of Years of Experience in the Category of Supervision/Evaluation Principal
Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in
the North East Independent School District

General Professional	Sum of Squares	df	Mean Square	F	Significance
Between Groups	.554	4	.139 .448	.774	
Within Groups	139.836	452	.309		
Total	140.390	456			

In conclusion, the data used to answer question 3b showed that the demographic

variable of the teachers' years of experience had no effect on how the teachers rated the

behaviors they thought were important for an effective school leader to utilize, in order

to gain their trust. Upon completion of descriptive statistics to determine the mean of

each category of years of experience, a one-way analysis of variance (ANOVA) was run

for each of the three categories of behaviors. All three ANOVAs, one for authenticity,

one for general professionalism, and one for supervision/evaluation showed that the

demographic variable of years of experience was not consequential. Put another way, the

teachers' number of years of experience has no effect on how the population means that indicated the level of importance of all the identified behaviors on the questionnaire that effective school leaders utilize to build trust.

Question 3c

Does the demographic variable of three groups of organizational level of teaching affect the importance of trustworthiness on effective school leadership as perceived by selected teachers in the North East Independent School District?

To answer question 3c, the researcher first ran descriptive statistics on the three organizational levels of teaching: elementary school, middle school, and high school. This procedure was done within each of the three categories of principal behaviors to build teacher trust: personal authenticity, general professional, and supervision/evaluation. To determine if there was a significant difference, the researcher ran three one-way analyses of variances (ANOVAs), one for each of the three categories of behaviors. Where a statistical significance was determined, the researcher utilized a post hoc analysis to determine which organizational levels of teaching were significantly different from one another. To be able to infer the results from the sample population to the entire population, four steps were followed.

Table 25 shows the descriptive statistics related to the variable of organizational level of teaching within the group of principal behaviors related to authenticity. As shown in the table, the results indicated the number of scores, the mean scores, and the standard deviation of the scores within the category of principal behaviors related to authenticity.

Table 25. Mean Scores of Organizational Level of Teaching Within the Group of Principal Authenticity Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Descriptive Statistics on Authenticity

Level of Teaching	N	Mean	SD
Elementary School	188	4.43	0.430
Middle School	126	4.24	0.475
High School	141	4.29	0.454

To determine if there was a significant difference between the three organizational levels of teaching, as they relate to principal behaviors of authenticity identified to build trust with teachers, a one-way analysis of variance (ANOVA) was conducted. To be able to infer the results from the sample population to the entire population, multiple steps were followed.

The first step was to compare the output of the procedure to the alpha level of 0.05. Table 26 shows that the level of significance generated by the inferential procedure was less than .001. The researcher compared this level of significance with the alpha value of 0.05. It was determined that the level of significance was less. Based upon this comparison, the researcher rejected the Null hypothesis, which states that there is no difference between the organizational levels. The Null was set aside, and finally, the implication was made that within the category of principal behaviors related to

authenticity, one mean was significantly different from the other between the three

groups of teachers based on organizational level of teaching. Stated another way, one or

more group of teachers, either elementary, middle or high, feel differently in terms of

how much trust they apply to the principal's behaviors related to authenticity.

Table 26. One-Way ANOVA to Determine Any Significant Difference Between the
Groups of Levels of Teaching in the Category of Principal Authenticity Behaviors That
Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East
Independent School District

Authenticity	Sum of Squares	df	Mean Square	F	Significance
Between Groups	3.167	2	1.583	7.798	.001
Within Groups	92.180	454	.203		
Total	95.346	456			

A statistical significance was determined. A fourth step, therefore, was utilized to

specifically determine who was different from whom in each of the subsets. Post hoc

analysis was conducted to determine which organizational levels of teaching were

significantly different from one another These homogeneous subsets included principal

behaviors related to authenticity and supervision/evaluation to build teacher trust.

Table 27 reports the results of the post hoc analysis on the homogeneous subset

of the organizational levels taught: elementary, middle, or high, in the category of

principal behaviors related to authenticity that build trust with teachers. A Scheffe

procedure was selected because it is one of the more conservative tests. The chart shows where those statistical differences occur. The means of the middle and high school teachers are statistically the same. They appear to show that the principal behaviors related to authenticity have less of an impact to gaining their trust. Further, the mean of the elementary level teachers is higher. This concludes that the elementary teachers appear to show that the principal behaviors related to authenticity have more of an impact on gaining their trust. This concludes that the behaviors related to the authenticity of the principal result in building more trust with the elementary teachers than they do with the middle and high school teachers.

Table 27. Results of the Post Hoc Analysis on the Homogeneous Subsets of the Organizational Level of Teaching in the Category of Principal Behaviors Related to Authenticity That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Scheffe *a

Organizational Level of Teaching	Number of Respondents	Subset for alpha = .05	
		1	2
Middle School	128	4.24	
High School	141	4.29	
Elementary School	188		4.43

Means for groups in homogeneous subsets are displayed.
Uses Harmonic Mean Sample Size = 148.340.

Table 28 shows the descriptive statistics related to the variable of organizational level of teaching within the group of general professional principal behaviors to build teacher trust. As shown in the table, the results indicated the mean scores, the number of scores, and the standard deviation of the scores within the category of principal behaviors related to authenticity.

Table 28. Mean Scores of Organizational Level of Teaching Within the Group of General Professional Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Descriptive Statistics on General Professional Behaviors

Level of Teaching	N	Mean	SD
Elementary School	188	4.38	0.445
Middle School	128	4.28	0.503
High School	141	4.29	0.460

To determine if there was a significant difference between the three organizational levels of teaching, as they relate to general professional behaviors of the principal identified to build trust with teachers, a one-way analysis of variance (ANOVA) was conducted. To be able to infer the results from the sample population to the entire population, the following steps were completed.

The first step was to compare the output of the procedure to the alpha level of

0.05. Table 29 shows that the level of significance generated by the inferential procedure

was 0.106. When the researcher compared this level of significance with the alpha value

of 0.05, it was determined that the level of significance was greater. Based upon this

comparison, the researcher failed to Reject the Null hypothesis, which states that there is

no difference between the organizational levels. Finally, the Null stands and the

implication was made that within the population there is no significant difference in the

means. Stated another way, it can be inferred that the population of the three groups of

teachers: elementary, middle, and high, would show no significant difference in terms of

how much trust they apply to the principal's behaviors related to general professional

behaviors.

Table 29. One-Way ANOVA to Determine Any Significant Difference Between the
Groups of Levels of Teaching in the Category of General Professional Principal
Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in
the North East Independent School District

General Professional	Sum of Squares	df	Mean Square	F	Significance
Between Groups	.992	2	.496	2.254	0.106
Within Groups	99.897	454	.220		
Total	100.889	456			

Table 30 shows the descriptive statistics related to the variable of organizational level of teaching within the group of supervision/evaluation principal behaviors. As shown in the table, the results indicated the number of scores, the mean scores, and the standard deviation of the scores within the category of supervision/evaluation principal behaviors.

Table 30. Mean Scores of Organizational Level of Teaching Within the Group of Supervision/Evaluation Principal Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Descriptive Statistics on Supervision/Evaluation

Level of Teaching	N	Mean	SD
Elementary School	188	4.24	0.538
Middle School	128	4.05	0.590
High School	141	4.09	0.527

To determine if there was a significant difference between the three organizational levels of teaching, as they relate to supervision/evaluation behaviors of the principal identified to build trust with teachers, a one-way analysis of variance (ANOVA) was conducted. To be able to infer the results from the sample population to the entire population, the following steps were taken.

The first step was to compare the output of the procedure to the alpha level of 0.05. Table 31 shows that the level of significance generated by the inferential procedure was .005. The researcher compared this level of significance with the alpha value of 0.05. When the researcher compared this level of significance with the alpha value of 0.05, it was determined that the level of significance was less. Based upon this comparison, the researcher Rejected the Null hypothesis, which stated that there is no difference between the groups of behaviors. Finally, the Null is set aside and the implication is made that within the population, one mean is significantly different from the other. Stated another way, one or more group of teachers, either elementary, middle, or high, feel differently in terms of how much trust they apply to the principal's behaviors related to supervision/evaluation.

Table 31. One-Way ANOVA to Determine Any Significant Difference Between the Groups of Levels of Teaching in the Category of Supervision/Evaluation Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Supervision/ Evaluation	Sum of Squares	df	Mean Square	F	Significance
Between Groups	3.196	2	1.598	5.287	.005
Within Groups	137.194	454	.302		
Total	140.390	456			

Table 32 reports the results of the post hoc analysis on the homogeneous subset of the organizational levels taught: elementary, middle, or high, in the category of supervision/evaluation principal behaviors that build trust with teachers. A Scheffe procedure was selected because it is one of the more conservative tests. The chart shows where those statistical differences occur. For middle school teachers, the evaluation/supervision behaviors of the principal had less of an impact to gaining their trust. The high school teachers had statistically the same mean as the middle school teachers and the elementary teachers, which means that no conclusion can be drawn regarding to the impact that supervision/evaluation behaviors of the principal have on gaining their trust. Further, the mean of the elementary level teachers was higher. This infers supervision/evaluation behaviors of the principal had more of an impact on gaining the elementary teachers' trust. Thus, the supervision/evaluation behaviors of the principal result in building more trust with the elementary teachers than they do with the middle school teachers.

Table 32. Results of the Post Hoc Analysis on the Homogeneous Subsets of the Organizational Level of Teaching in the Category of Supervision/Evaluation Principal Behaviors That Build Teacher Trust as Perceived by Teachers on Selected Campuses in the North East Independent School District

Scheffe *a

Organizational Level of Teaching	Number of Respondents	Subset for alpha = .05	
		1	2
Middle School	128	4.0498	
High School	141	4.0869	4.0869
Elementary School	188		4.2367
Significance		.845	.065

Means for groups in homogeneous subsets are displayed.
Uses Harmonic Mean Sample Size = 148.340.

In conclusion, within the category of general professional behaviors of the principal to gain teacher trust, there was no significant difference in the responses of the three organizational teaching levels of elementary, middle, and high school. Within the other two categories of principal behaviors that build teacher trust, there was a significant difference in the responses of the three organizational teaching levels. In the category of principal behaviors related to personal authenticity, the elementary teachers responded significantly different than the middle school and high school teachers. In the category of supervision/evaluation principal behaviors, the elementary teachers responded significantly different from the middle school teachers. The high school

teachers, however, showed no significant difference from either the middle school teachers or the elementary school teachers in the category of supervision/evaluation behaviors of the principal to build teacher trust.

Summary of Findings

The data collected from the survey questionnaire led the researcher to utilize both descriptive and inferential procedures to answer the three research questions. Descriptive analysis was necessary to obtain group means. The analysis of variance (ANOVA) was instrumental in determining whether population subgroups were significantly different from one another. The Scheffe, post hoc analysis, and independent samples t-tests were instrumental in determining how those subgroups were significantly different from one another. The resulting data indicated that, as a group, all the teachers found the identified administrator behaviors that build teacher trust to be important, very important, or close to critically important. The behaviors that were rated closest to being critically important to building teacher trust were that the principal:

- Maintains confidentiality

- Is a good listener

- Gathers sufficient information before drawing a conclusion

- Reacts calmly in a crisis

- Communicates clear expectations

The principal behaviors were divided into three categories: general professional, personal authenticity, and supervision/evaluation behaviors. Although all the behaviors

were thought to be important, the supervision/evaluation behaviors were the least important of the three groups.

The variables of gender, years of experience, and organizational level of teaching were analyzed. It was concluded that there was a significant difference between the males and females when it came to the level of trust they had with their principal. Women had more trust in their administrator than men did.

No significant difference were found between the years of experience a teacher had and how they rated the importance of the behaviors of the principal that build teacher trust. Put another way, the teachers' number of years of experience had no effect on how they responded to the level of importance of all the identified behaviors on the questionnaire that effective school leaders utilize to build trust.

Finally, the organizational levels of teaching showed a significant difference between the groups in the behavior categories of personal authenticity and supervision/evaluation behaviors of the principal to build teacher trust. In the category of principal behaviors related to personal authenticity, the elementary teachers responded significantly different than the middle school and high school teachers with elementary teachers showing more trust for the administrators. In the category of supervision/evaluation principal behaviors, the elementary teachers responded significantly different from the middle school teachers with elementary teachers showing more trust for the administrators. The high school teachers, however, showed no significant difference from either the middle school teachers or the elementary school

teachers in the category of supervision/evaluation behaviors of the principal to build

teacher trust.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V presents a summary of the purpose, procedures, and major findings of this research study. A discussion of the implications and recommendations for further study are also presented.

Summary

The primary purpose of the study was to identify the effective school leadership behaviors that build trust with teachers to facilitate student achievement, as perceived by teachers on selected campuses in the North East Independent School District. A secondary purpose of the study was to determine whether demographic variables such as teacher gender, teacher experience, and level of teaching influence the relationship between teacher trust and effective school leadership due to the effect the variables had on the perception of the principal behaviors by teachers. This study reviewed literature to identify effective school leadership and the importance the principal's trustworthiness has on being an effective school leader.

The findings of this study provide information that can be used to focus on training for principals. The information is useful in helping administrators develop practices that build trust and trusting relationships, in our schools as well as develop a platform for reflective practice for principals to gage their effectiveness. The research attempted to identify specific principal behaviors that build teacher trust. In addition, this study attempted to determine whether the variables: gender, years of teaching experience,

and organizational level of teaching, had an effect on the perception of the principal

behaviors by teachers.

Three research questions were posed for this study:

1. What behaviors of principals build trusting relationships with teachers in the

   school climate as perceived by selected teachers in the North East

   Independent School District in San Antonio, Texas?

2. What are the levels of trustworthiness of effective school leaders as perceived

   by selected teachers in the North East Independent School District in San

   Antonio, Texas?

3. Do selected demographic variables affect the importance of trustworthiness

   on effective school leadership of selected teachers in the North East

   Independent School District in San Antonio, Texas?

Review of the Procedure

The population selected for this study was the teaching faculty of North East

Independent School District. To obtain a significant sample of the population, the

researcher surveyed 457 teachers at one high school, two middle schools and four

elementary schools from the 3,974 certified teachers employed by the district in the

2005-2006 school year. The total sample size represents almost 12% of the teachers in

the district, and, therefore, can infer the views of the entire population of teachers in this

district.

The questionnaire used to collect data for this study utilized the behaviors

identified in the Administrator Rating Form developed by Charles H. Ferris, Jr., Ed.D.,

Superintendent of Schools in Harwich, Massachusetts. The instrument focused on gathering the perceptions of the identified sample population. Dr. Ferris developed the instrument in his paper "A Program for Building Trust between Teachers and Administrators to Enhance the Supervision Evaluation Process" that was presented at the Annual Conference of the American Educational Research Association in 1994. The instrument consists of three categories: items 4-15 indicate personal behaviors related to authenticity, items 16-25 indicate general professional behaviors, and items 26-33 indicate behaviors related to supervision/evaluation. Responses to the questionnaire were made on a 5-point Likert scale. Response A represented the behavior to be critically important to gaining their trust and was given a 5-point weighted score. Response B was very important with a 4-point weighted score. Response C was important with a 3-point weighted score, D was somewhat important with a 2-point weighted score, and E was not important at all with a 1-point weighted score. Reliability was determined by calculating the alpha reliability of the questionnaire, which in this case is 0.05.

Data collected with the questionnaire were analyzed using the statistical analysis software program *SPSS 11.5 Version 14 for Win*dows (2002). Data for the research questions were reported through the use of numbers, means, and standard deviations. Independent samples *t*-test, analysis of variance (ANOVA), and post hoc, analysis were used to determine if there were any statistical differences among the homogeneous subsets of the questionnaire. Data from the 33-item questionnaire that was gathered from the respondents was then able to be used to answer the three research questions:

Findings

A review of the findings for each research question is provided below:

Research Question #1

What behaviors of principals build trusting relationships with teachers in the school climate as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

To answer this question, the researcher utilized descriptive statistics on all 30 principal behaviors identified in the questionnaire and ranked them according to their mean scores. Additionally, descriptive statistics were used to rank the principal behaviors by their mean score within each of the principal behavior categories that build trust with teachers, specifically, those of personal authenticity, general professional, and supervision/evaluation.

All of the items had mean scores that reflected that, as a group, the teachers thought that all of the items were important, very important, or very close to critically important to gaining their trust. None of the items had mean scores that reflected that, as a group, the teachers thought that any of the behaviors were somewhat important or not important to building their trust with the principal.

The behavior that was identified by the teachers as being the most important to gaining their trust was that the principal maintains confidentiality. The next most important behavior identified was that the principal is a good listener. With mean scores of 4.76 and 4.73 respectively, these two behaviors were the closest to the highest rating of being critically important to building teacher trust. The next group of important

behaviors dropped to mean scores around 4.05. These behaviors listed in order of importance included:

- Gathers sufficient information before drawing a conclusion

- Reacts calmly in a crisis

- Communicates clear expectations

- Gives criticism in private

- Takes action on serious concerns of teachers

The behavior with the lowest mean score of 3.67 was that the principal has a sense of humor. The behavior with the second lowest mean score of 3.71 was that the principal spends time in the classrooms. These two behaviors were the closest to the third highest rating of being important to building teacher trust.

The behaviors listed from most important to least important were identified by their principal behavior category: personal behaviors of authenticity, general professional behaviors and supervision/evaluation behaviors. It appears that the number of principal personal authenticity behaviors and principal general professional behaviors in the upper half of the list are approximately the same. It appears, however, that most of the supervision/evaluation principal behaviors fall in the bottom half of the table. This indicates that while they are still important, as a group, they are less important than principal personal authentic and general principal professional behaviors.

The study also ranked the items within each of the three categories of principal behaviors. Within the group of general professional behaviors of the principal that build

teacher trust, the most important behavior was that the principal communicates clear expectations. This behavior had a mean score of 4.55, which is slightly more than mid-way between being identified as very important to critically important. The least important behavior was that the principal actively participates in the school community. This behavior had a mean score of 3.95, which is very close to being identified as a behavior that is very important to building teacher trust.

Within the group of personal authentic behaviors of the principal that build teacher trust, the most important behavior was that the principal maintains confidentiality. This behavior had a mean score of 4.76, which is three quarters of the way between being identified as very important to critically important. The least important behavior was that the principal has a sense of humor. This behavior had a mean score of 3.97, which is somewhat close to being identified as a behavior that is very important to building teacher trust.

Within the group of supervision/evaluation principal behaviors that build teacher trust, the most important behavior was that the principal gathers sufficient information before drawing a conclusion. This behavior had a mean score of 4.61, which is over half of the way between being identified as very important to critically important. The least important behavior in this group was that the principal spends time in classrooms. This behavior had a mean score of 3.71, which is three quarters of the way to being identified as a behavior that is very important to building teacher trust.

Implications for Practice

Principals must be very cognizant of the practices they utilize daily. They must be aware of and train themselves to utilize behaviors that will result in gaining their teachers' trust so they may be effective leaders. It is not surprising that to gain teacher trust, the most important thing a principal must do is maintain confidentiality. It is also critical for the principal to be a good listener. While this may appear to be just common sense, with the time constraints placed upon a principal, it may be more difficult than one might think. Principals must be conscientious of the privacy of the information that is given to them as well as practice active listening skills on a daily basis.

Principals should also focus on the next set of behaviors the teachers identified as being more than very important to trustworthiness. Although principals must often multitask and make a multitude of decisions daily, it is very important that they gather sufficient information about a situation before drawing a conclusion if they want their teachers to trust them. While this may be a time-consuming process, the benefits of building rapport will be well worth the effort. In today's schools, we are often faced with potentially dangerous situations and teachers want to know that their leader is capable of taking care of them. Principals who train themselves to react calmly in a crisis gain the trust of their staff. It may be necessary for principals to develop crisis intervention plans to assist them in remaining calm during a crisis. Principals must communicate clear expectations that do not waiver or change so that teachers can trust that the work they are doing is in alignment with attaining the school's goals. When there is a concern, teachers want to receive criticism in private. Principals must work at finding a time to conduct

private professional dialogues when they are aware of a problem with a teacher. Finally, teachers want to know that their principal values them and will take immediate action on serious concerns they bring to the attention of their administrator. Principals must "walk the talk, not just talk the talk" to be viewed as trustworthy.

Although all of the behaviors utilized in the questionnaire were considered to be important, the behavior that was least important in gaining their trust was that the principal has a sense of humor. So, if a principal is cracking jokes but cannot maintain confidentiality, they will not gain their teachers' trust. Surprisingly, the behavior that ranked second lowest in terms of importance was that the principal spends time in the classrooms. While it may be important, it is not as significant as the other behaviors.

Research Question #2

What are the levels of trustworthiness of effective school leaders as perceived by selected teachers in the North East Independent School District in San Antonio, Texas?

To answer this question, the researcher examined the difference of mean scores within each of the three categories of behaviors. Then, to determine if there was a significant difference between the three categories, the researcher compared the mean scores of each of the three categories.

The researcher found that within the category of personal authenticity, the 12 behaviors fell into 7 subsets. Within the category of general professional, the 10 behaviors fell into 6 subsets and within the category of supervision/evaluation the 8 behaviors fell into 4 subsets.

To determine if there was a significant difference between the three categories, the researcher began with a descriptive analysis of the mean score for each of the three categories of principal behaviors rated on the questionnaire. The mean score of principal behaviors of authenticity was 4.33. The mean score of general professional principal behaviors was 4.32. The mean score of evaluation /supervision principal behaviors was 4.14. All the mean scores of the three categories of behaviors indicated that all the behaviors were valued between very important and critically important. The mean scores show that behaviors of authenticity and general professional principal behaviors were closer to being critically important to building teacher trust. The mean score of supervision/evaluation was closer to being very important to building teacher trust.

To determine whether there was a significant difference between the three categories of principal behaviors to build teacher trust, an analysis of variance (ANOVA) and a post hoc analysis was conducted. The supervision/evaluation principal behaviors lead to building less trust with teachers than the general professional principal behaviors or principal authenticity behaviors. Further, the means of the general professional and authenticity principal behaviors are the same and rate higher than the supervision/ evaluation principal behaviors mean. This concludes that the general professional and authenticity principal behaviors result in building more trust than the supervision/ evaluation behaviors.

Implications for Practice

Principals desiring to be effective leaders should conscientiously strive to establish an individual, professionally personal relationship with each member of their

faculty. Displaying their personal authenticity and general professional behaviors, exclusive to their own personality and leadership style, will lay an important foundation of trust on which to build. It would appear that building an authentic professional relationship is critically important to the teachers progressing to acceptance and trust of supervision/evaluation principal behaviors that are critical to effective instructional leadership. The old saying of, "People need to know you care before they care what you know" would seem to apply well here.

Research Question #3

Do selected demographic variables affect the importance of trustworthiness on effective school leadership of selected teachers in the North East Independent School District in San Antonio, Texas?

To answer this question and determine if these variables have an effect on how the trustworthiness of the principal is perceived, the researcher divided the question into three parts; 3a dealt with the variable of gender, 3b dealt with the variable of years of experience, and 3c dealt with the organizational levels of teaching. A total of nine analyses were conducted to draw conclusions about these variables.

To answer Question 3a, the researcher first ran three descriptive group statistics: behaviors related to authenticity, general professional behaviors, and behaviors related to supervision/evaluation that were disaggregated by gender. The researcher then conducted an independent samples t-test to determine if there was a significant difference in the responses of males/females for authenticity, males/females for general professional, and males/females for supervision /evaluation behaviors of the principal to gain teacher trust.

The implication was made that in the population from which this sample was drawn, the male and female responses are significantly different from one another within all three of the categories of principal behaviors to build teacher trust. In conclusion, it was determined that females show higher levels of trust in their administrator than that of their male counterparts.

Implications for Practice (3a)

Principals should be aware that it may take a somewhat longer period of time to gain the trust of their male teachers than their female teachers. It is important that principals be consistent with the behaviors they utilize to gain the trust of their male teachers over a period of time.

To answer Question 3b, the researcher first ran three descriptive group statistics: behaviors related to authenticity, general professional behaviors, and behaviors related to supervision/evaluation that were disaggregated by five levels of years of experience: 1-5 years, 6-10 years, 11-15 years, 16-20 years, and 20 or more years of experience. To determine if there was a significant difference between the five groups of years of experience in each of the three categories of principal behaviors identified to build trust with teachers, the researcher ran three analyses of variances (ANOVAs), 1 for each of the three categories of behaviors.

In conclusion, the data used to answer question 3b showed that the demographic variable of the teachers' years of experience had no effect on how the teachers rated the behaviors they thought were important for an effective school leader to utilize, in order to gain their trust. Upon completion of descriptive statistics to determine the mean of

each category of years of experience, a one-way analysis of variance (ANOVA) was run for each of the three categories of behaviors. All three ANOVAs, one for authenticity, one for general professionalism, and one for supervision/evaluation, showed that the demographic variable of years of experience was not consequential. Put another way, the teachers' number of years of experience had no effect on how they responded to the level of importance of all the identified behaviors on the questionnaire that effective school leaders utilize to build trust.

Implications for Practice (3b)

Teachers, regardless of how many years of experience they have, will view the behaviors of the principal that build trustworthiness, essentially with no difference. So, whether the principal is interacting with a new teacher or a veteran teacher, the most critically important behaviors must be consistently utilized to gain the teacher's trust.

To answer Question 3c, the researcher first ran descriptive statistics on the three organizational levels of teaching: elementary school, middle school, and high school. This procedure was done within each of the three categories of principal behaviors to build teacher trust: personal authenticity, general professional, and supervision/ evaluation. To determine if there was a significant difference, the researcher ran three one-way analyses of variances (ANOVAs), one for each of the three categories of behaviors. In the homogeneous subsets, where a statistical significance was determined, the researcher utilized a post hoc analysis to determine which organizational levels of teaching were significantly different from one another.

In conclusion, within the category of general professional behaviors of the principal to gain teacher trust, there was no significant difference in the responses of the three organizational teaching levels of elementary, middle, and high school. Within the other two categories of principal behaviors that build teacher trust, there was a significant difference in the responses of the three organizational teaching levels. In the category of principal behaviors related to personal authenticity, the elementary teachers responded significantly different than the middle school and high school teachers. In the category of supervision/evaluation principal behaviors, the elementary teachers responded significantly different from the middle school teachers. The high school teachers, however, showed no significant difference from either the middle school teachers or the elementary school teachers in the category of supervision/evaluation behaviors of the principal to build teacher trust.

Implications for Practice (3c)

Teachers do appear to view some categories of behaviors of the principal that build trustworthiness, with significant difference according to the level they teach. Generally speaking, it is not surprising to find that elementary teachers responded significantly different than their secondary counterparts. So, principals should be aware that elementary teachers are generally more trusting than secondary teachers. Secondary principals will need to be aware that more time and effort is needed in gaining their teachers' trust. Since the middle school teachers appeared to have a significant difference from their elementary and high school counterparts in the area of supervision/evaluation,

middle school principals need to be aware that they need to know more of what is going on in their building.

Discussion

The results of this study support the existing literature on the significance of the principal's trustworthiness to effective school leadership. The results of the study indicated that all of the principal behaviors were important, very important, or critically important to building teacher trust. None of the behaviors were found to be somewhat important or not important at all. Principals need to focus on developing trusting relationships to improve the school climate and increase student performance. In the forward to Whitney's (1994), *The Trust Factor*, Deming wrote that "trust is mandatory for optimization of a system. Without trust, there cannot be cooperation between people, teams, departments, or divisions…The job of a leader is to create an environment of trust so that everyone may confidently examine himself" (p. viii). Covey (1989)) states that, "Trust is the highest form of human motivation. It brings out the best in people" (p. 178). Covey (1992) believes that if there is little or no trust, there is no opportunity to build permanent success. Ouchi (1981) perceived trust to be fundamentally critical to schools and for the leadership of schools. Without trust, site-based decision-making, teaming, and collaboration cannot occur. Knowledge of trust – what it is, how it is created is critical to creating a positive learning community.

One of the most critically important behaviors of the principal identified in the study was being a good listener. Being an active listener was one of the critical skills Greenleaf (1977) identified as necessary to servant-leadership. Another behavior of the

principal identified in the study as being very important was the ability to communicate

clear expectations. One of the five fundamental practices identified by Kouzes and

Posner (1995) that enable leaders to get extraordinary things done was to inspire a shared

vision. Bennis (2003) identified the behavior of communicating and creating a shared

vision as one necessary for effective school leadership. Hoyle (1995) found that

visionary leadership occurs when leaders communicate clearly.

The principal behaviors identified in the study to build teacher trust were divided

into three categories, one being the principal's authenticity. This category, overall, was

thought to be very important to teachers. Kupersmith and Hoy (1989) identified three

characteristics that fostered teacher trust. One of the behaviors was that the principal was

perceived as a person first ... and given the term "principal authenticity."

A number of principal behaviors identified by the teachers to being important to

very important include encourages opportunity for professional growth, treats teachers as

colleagues, has a pleasant manner, and is approachable as a person. These results support

MacNeil and Blake (1998) conducted a study that discovered that certain behaviors of

principals such as…promoting professional growth…empowering teachers…presenting

themselves in a pleasant and cheerful manner….and being approachable, were more

likely to build trust with their teachers.

Conclusions

Based on the findings of this study, the following conclusions can be drawn:

1. The resulting data indicated that, as a group, all the teachers found the

    identified administrator behaviors that build teacher trust to be important,

very important, or close to critically important. The behaviors that were rated

closest to being critically important to building teacher trust were that the

principal maintains confidentiality, is a good listener, gathers sufficient

information before drawing a conclusion, reacts calmly in a crisis, and

communicates clear expectations.

2. The principal behaviors were divided into three categories: general

professional, personal authenticity, and supervision/evaluation behaviors.

Although all the behaviors were thought to be important, the supervision/

evaluation behaviors were the least important of the three groups. This

concludes that the general professional and authenticity principal behaviors

result in building more trust than the supervision/ evaluation behaviors.

3a. The implication was made that in the population, from which this sample was

drawn, the male and female responses are significantly different from one

another within all three of the categories of principal behaviors to build

teacher trust. In conclusion, it was determined that females show higher

levels of trust in their administrator than that of their male counterparts.

3b. The teachers' number of years of experience had no effect on how they

responded to the level of importance of all the identified behaviors on the

questionnaire that effective school leaders utilize to build trust.

3c. Within the category of general professional behaviors of the principal to gain

teacher trust, there was no significant difference in the responses of the three

organizational teaching levels. Within the other two categories of principal

behaviors that build teacher trust, there was a significant difference in the responses of the three organizational teaching levels. In the category of principal behaviors related to personal authenticity, the elementary teachers responded significantly different than the middle school and high school teachers. In the category of supervision/evaluation principal behaviors, the elementary teachers responded significantly different from the middle school teachers. The high school teachers, however, showed no significant difference from either the middle school teachers or the elementary school teachers in the category of supervision/evaluation behaviors of the principal to build teacher trust.

Recommendations

The following recommendations are based on the findings and conclusions:

1. Principals must be very cognizant of the practices they utilize daily. They must be aware of and train themselves to utilize behaviors that will result in gaining their teachers' trust so they may be effective leaders. It is not surprising that to gain teacher trust, the most important thing a principal must do is maintain confidentiality. It is also critical for the principal to be a good listener. While this may appear to be just common sense, with the time constraints placed upon a principal, it may be more difficult than one might think. Principals must be conscientious of the privacy of the information that is given to them as well as practice active listening skills on a daily basis.

2. Principals desiring to be effective leaders should conscientiously strive to establish an individual, professionally personal relationship with each member of their faculty. Displaying their personal authenticity and general professional behaviors, exclusive to their own personality and leadership style, will lay an important foundation of trust on which to build. It would appear that building an authentic professional relationship is critically important to the teachers progressing to acceptance and trust of supervision/evaluation principal behaviors that are critical to effective instructional leadership. The old saying of, "People need to know you care before they care what you know" would seem to apply well here.

3. (3a.). Principals should be aware that it may take a somewhat longer period of time to gain the trust of their male teachers than their female teachers. It is important that principals be consistent with the behaviors they utilize to gain the trust of their male teachers over a period of time.

   (3b.). Principals should be aware that teachers do not appear to view the behaviors of the principal that build trustworthiness, with significant difference according to the years of experience that they have. So, whether a principal is dealing with a new teacher or a veteran teacher, in terms of trust, his or her behaviors of gaining trust will be equally effective, regardless of the years of experience of the teachers.

   (3c.). Principals should be aware that teachers do appear to view the behaviors of the principal that build trustworthiness, with significant

difference according to the level they teach. Generally speaking, it is not surprising to find that elementary teachers responded significantly different than their secondary counterparts. Principals should be aware that elementary teachers are generally more trusting than secondary teachers, so secondary principals need to take more time to consistently exhibit trust building behaviors with their teachers. Finally, middle school principals have to be aware that they need to know more of what is going on in the everyday operation of their school, than high school and elementary principals, in order to gain more of their teachers' trust in the area of supervision and evaluation.

Recommendations for Future Research

1. This study could be replicated with central office administrators and campus level administrators.

2. This study could be replicated with a larger teacher population such as in a Region Service Center area to determine whether the results are similar.

3. Qualitative research could be conducted to more accurately define trust building behaviors of administrators.

4. This study could be enhanced by establishing how trust relates to student achievement in low-performing to exemplary schools in Texas.

5. Further study could be done to find out the reasons for middle school teachers being less trusting of supervision/evaluation behaviors than elementary and high school teachers.

6. This study could be replicated with additional variables such as ethnic groups

    and socio-economic level of schools.

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APPENDIX A

APPROVAL LETTER FROM NORTH EAST

INDEPENDENT SCHOOL DISTRICT

North East Independent School District

8961 TESORO DRIVE – SAN ANTONIO, TEXAS 78217-6225

Research and Information
Technologies

6 March 2006

Ms. Mary Longloy
707 Turtle Hill
San Antonio Tx. 78258

Dear Ms. Longloy:

I have reviewed your request to conduct research on "The Principal's Trustworthiness: The impact of Effective School Leadership as Perceived by Teachers on Selected Campuses in the North East Independent School District. Your study is hereby approved subject to the following conditions and limitations:

1. The study makes minimal interruptions to the regular school program and makes no undue demands upon the time of students, teachers, administrators, or other district personnel.
2. The study does not involve research during the first and/or last three weeks of the semester as determined by the adopted NEISD calendar.
3. The study is not scheduled during district-wide testing periods.

You may proceed to contact study participants. **Please note – participation in your study by individual district personnel is strictly voluntary.** A copy of this letter should accompany your solicitation to district personnel. Should you have questions or need additional information, please contact me at jcaden@neisd.net or by telephone at (210) 804-7140.

Sincerely,

John H. Cadena
Director, Research

Cc: Alicia Thomas, Associate Superintendent Instruction
Mark Scheffler, Associate Superintendent Campus Support
Mike Lara, Executive Director for Research & Information Technologies

APPROVED

APPENDIX B

PARTICIPANT INFORMATION SHEET

INFORMATION SHEET

"The Principal's Trustworthiness: The Impact on Effective School Leadership as
Perceived by Teachers on Selected Campuses in the
North East Independent School District."

You should know that this study is part of my Ph.D. requirements. With your input, I hope to learn what principal behaviors you believe to be the most important to earn your trust. As a teacher, your perspectives and opinions are very important! Please keep in mind that in no way is this questionnaire about any particular principal but rather about principals in general.

The Purpose of the Study: The primary purpose of the study is to identify the effective school leadership behaviors that build trust with teachers to facilitate student achievement, as perceived by selected teachers in the North East Independent School District. A secondary purpose of the study is to provide data that can focus on inservice training for principals on how to develop practices that build trust, and trusting relationships in our schools, as well as develop a platform for reflective practice for principals to gage their effectiveness.

The survey should take about 5 minutes to complete. There is very low risk to participation in this study because it is totally voluntary and you can refuse to answer the questions or quit at any time without penalty.

You will be one of approximately 500 teachers from high schools, middle schools, and elementary schools in the North East Independent School District that have been asked to participate in the study. There are no direct positive or negative benefits to you from responding to this survey. There is no risk to you because I assure you that your responses are completely anonymous because you are in no way connected to the data. In no way can you, or your responses, be identified. Please do not put your name or school name on the survey. Upon completion, they will be collected and placed in an envelope to ensure the anonymity of your responses.

This research study has been reviewed by the Institutional Review Board – Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, you can contact the Institutional Review Board through Ms. Angelia M. Raines, Director of Research Compliance, Office of the Vice President for Research at (979)458-4067, araines@vprmail.tamu.edu

If you have further questions you can contact me, Mary Longloy at (210) 494-7107 and my email address is mlongloy@satx.rr.com You can also address questions to Dr. Stephen Stark, my committee chair at Texas A&M University. His phone number is (979) 845-2656 and his email address is sstark@tamu.edu

APPENDIX C

QUESTIONNAIRE

QUESTIONNAIRE IDENTIFYING BEHAVIORS SIGNIFICANT TO

TRUST FOR EFFECTIVE SCHOOL LEADERSHIP

AS PERCEIVED BY TEACHERS IN NEISD

1. PROFILE INFORMATION
Please fill in the appropriate bubble on your answer sheet.

1. I am: a.) male   b.) female

2. I have: a.) 1-5 b.) 6-10 c.) 11-15   d.) 16-20 e.) 20+ years of experience.

3. I work at: a.) elementary school b.) middle school c.) high school

II. QUESTIONNAIRE
To what extent do you feel the identified behaviors listed below are important for a principal to have in order to gain your trust so they can be an effective school leader? The questionnaire is not about the behaviors of any particular principal. Record the letter that best applies to each practice by filling in the appropriate bubble on your answer sheet.

A – Critically Important
B – Very Important
C – Important
D – Somewhat Important
E - Not Important

1. Is a good listener

2. Maintains confidentiality

3. Reacts calmly in a crisis

4. Shows personal concern for teachers

5. Is an approachable as a person

6. Treats all persons impartially

7. Is flexible

8. Has a sense of humor

9. Has a pleasant manner

10. Is aware of own strengths and weaknesses

11. Is consistent in his/her behavior

12. Is willing to admit mistakes

13. Treats teachers as colleagues

14. Provides support with respect to parent complaints

15. Gives praise for achievements

16. Gives criticism in private

17. Shares decision making with teachers

18. Communicates clear expectations

19. Takes action on serious concerns of teachers

20. Consistently enforces school policies

21. Actively participates in the school community

22. Gives priority to educational matters before political matters

23. Spends time in classrooms

24. Gives teachers autonomy to make professional decisions

25. Encourages risk taking and innovation

26. Gives constructive feedback

27. Respects different teaching styles

28. Provides support for improving weaknesses

29. Encourages opportunities for professional growth

30. Gathers sufficient information before drawing a conclusion

VITA

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EDUCATION

2006	Doctor of Philosophy, Educational Administration Texas A&M University, College Station, Texas
1981	Master of Arts, Educational Administration Texas State University, San Marcos, Texas
1978	Bachelor of Science, Elementary Education Texas State University, San Marcos, Texas
CERTIFICATION	Superintendent (Grades PK – 12) Mid-Management Administrator (Grades PK – 12) Elementary Self-Contained (Grades 01 – 08) Elementary English (Grades 01 – 08)

EXPERIENCE

1999 – Present	Principal
1995 – 1999	Assistant Principal
1992 – 1995	Teacher North East Independent School District, San Antonio, Texas
1990 – 1992	Teacher Austin Independent School District, Austin, Texas
1988 – 1990	Director, Rural Upward Bound St. Edward's University, Austin, Texas
1985 – 1987	Teacher Austin Independent School District, Austin, Texas
1978 – 1985	Teacher North East Independent School District, San Antonio, Texas

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