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Influence of School Principals on Teachers' Perceptions of School Culture

Evelyn M. Britton
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Evelyn Maxine Britton

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Walden University
2018

Abstract

Influence of School Principals on Teachers' Perceptions of School Culture

by

Evelyn Maxine Britton

MEd, University of West Georgia, 1996

BS, University of South Carolina, 1975

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

K-12 Educational Leadership

Walden University

April 2017

Abstract

Teachers' perceptions of leadership are often based on the leaders' behavior, and what leaders model daily. The problem in this case study was that teachers' perceptions of school leadership were not well enough understood to leverage as a tool for school improvement. The purpose of this study was to explore how teachers' perceptions of school principal's leadership style, and behavior affect school culture. The conceptual framework was based on literature of 3 key dynamics: leadership styles, and approaches, school culture, and influences of leadership on teachers' perceptions of school culture. The primary research question explored how teachers' perceptions of school leadership style, and behavior influenced the culture, and work of the school. Purposeful sampling was used to recruit 15 elementary, middle, and high school teachers from across the United States who taught during the 2014-2015 school year. Data were collected using email interviews, and surveys. Data were coded using computer assisted data analysis and analyzed for themes using an inductive process. Emergent themes for school culture were identified as collaboration, teacher support, and professionalism. Leadership themes included equity and fairness, communication, and trustworthiness. Results suggest that teachers' perceptions of school principals influenced school culture and affected teacher's work. As a result, training is recommended for school leaders in the areas of ethics, professionalism, and school culture. Implications for social change are that leadership staff may become more knowledgeable and influence the teachers' perceptions of school leadership, thereby promoting school culture, resulting in improved student achievement, profiting both the community, and society.

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Dedication

This work is dedicated to those I love the most: God, my parents, Mr. and Mrs. Cleveland and Evelyn Britton, and my sister and brother, Barbara and Cleveland Britton, Jr. Thank you for your encouragement, your never-wavering support, and most of all your love.

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Chapter 1: Introduction to the Study

Introduction

The purpose of this qualitative case study was to explore how teachers' perceptions of the school principal's leadership style and behavior affect school culture. However, the phenomenon of teachers' perceptions of school leadership is not well enough understood to leverage as a tool for school improvement. If teachers' perceptions of school leadership were better understood, the relationship between teachers' perceptions, school leadership, and school culture could be managed to the benefit of student achievement, community, and society. The conceptual framework was drawn from theory on leadership styles and approaches, school culture, and influences of leadership on teachers' perceptions of school culture.

Implications for change based on the findings of this study showed that the perceptions of school leadership style and behavior influence the culture and the work of the school. Principals need to be cognizant of how their leadership style and behavior influence the culture and work of school. Exceptional principals realize that people, rather than programs, determine the quality of a school (Whitaker, 2012). Thus, three areas of implications for this study include school leadership and school culture, student achievement, and teachers.

Lastly, Chapter 1 provided details on the background, problem statement, and purpose of the study. The primary research question was addressed. This question was divided into two subquestions. The nature of the study, definitions, assumptions, scope,

and delimitations were addressed. Finally, Chapter 1 included the significance of this research study.

Background of the Study

The literature review, explored a multidimensional conceptual framework, which entailed the following: (a) leadership styles and approaches, (b) school culture, and (c) teachers' perceptions of leadership style and behavior on school culture. The leadership staff of schools have a major role in molding and enforcing the values that shape its culture. School leadership or school principals have significantly influenced school culture (Sahin, 2011). Moreover, school leaders often played an important role in creating school culture (Aypay, Tas, & Boyaci, 2012). Additionally, researchers purported that successful leadership is not capricious, but deliberate, thus positively affecting school culture (Daiktere, 2009; Whitaker, 2012; Yager, Pedersen, Yager, & Noppe, 2011). Simply put, leadership influenced school culture. Furthermore, teachers' perceptions of the school principal's leadership style and behavior also affect school culture.

Teachers' perceptions of the school principal's leadership style and behavior affected school culture. Teachers must perceive principals as modeling and demonstrating school cultural values on a consistent basis for effective culture building or improvement (Karakose, 2008; Lingam & Lingam, 2015). Principals must promote a positive school culture through their actions, in which both students and teachers can achieve more success (Aldridge & Fraser, 2016; Lingam & Lingam, 2015; Sahin, 2011). To the degree that leadership is responsible and accountable for improving the school's

culture, cultural values must be implemented, maintained, and ongoing within schools. Consequently, to ensure a sound school culture, school principals must display equity, tolerance, honesty, and respect towards all staff and faculty members (Karakose, 2008; Tschannen-Moran & Gareis, 2015). School leaders must interact with faculty and staff in such a manner as to establish, validate, and model the culture that will ultimately lead to the accomplishment of school objectives. For schools to attract better teachers and leaders, there must also be a change within the cultures in which the educational members work (Fullan, 2007). Thus, teachers' perceptions of school culture as influenced by school leaders were critical to the enhancement of teaching and learning (Munir & Khalil, 2016; Velasco, Edmonson, & Slate, 2012). The phenomenon of teachers' perceptions of school leadership is a vital factor for school improvement. However, an understanding of teachers' perceptions of school leadership is not well enough understood to leverage as a tool for school improvement. If the teachers' perceptions of school leadership were better understood, the relationship between teachers' perceptions, school leadership, and school culture could be managed to the benefit of student achievement, community, and society (Dewey, 1938/1997).

Problem Statement

The research problem for this study was that teachers' perceptions of school leadership was not well enough understood to leverage as a tool for school improvement. Researchers indicated that teachers were the primary factor influencing student achievement and success (Velasco et al., 2012). Researchers have shown that teachers play a major role affecting student achievement through teacher efficacy, beliefs, and

expectations of student learning for all students (Cawelti, 1999; Cotton, 2000, Hoover-Dempsey, Bassler, & Brissie, 1987 as cited in Lezotte & Snyder, 2011; Sehgal, Nambudiri, & Mishra, 2017). Consequently, teacher behaviors and beliefs about themselves and their students affected how students performed (Lezotte & Snyder, 2011; Sehgal et al., 2017). When students were aware of their teacher's beliefs and expectations for successful academic performance they strived to meet those expectations. Thus, teachers' perceptions, beliefs, and behaviors significantly influenced student performance.

Additionally, the second factor for affecting student success was the school leadership or principal (Velasco et al., 2012). The effect of school leadership on school culture was paramount to both student and teacher success. Effective school leaders tended to demonstrate trustworthiness, competence, forward-looking, which indicated the leader's ability to move the organization in the right directions, competence, and enthusiasm (Lezotte & Snyder, 2011). Exceptional principals realized that people, not programs determined the quality of a school (Whitaker, 2012). Researchers have shown and linked positive school culture to increased student achievement (Lezotte & Snyder, 2011). Lezotte and Snyder (2011), Tschannen-Moran and Gareis (2015), and Tschannen-Moran, Parrish, and DiPaulo (2006) discussed three characteristics of school culture: teacher professionalism, academic press, and community engagement. Lezotte and Snyder described academic press as the "overall tone of the school as serious, orderly and focused on the learning environment" (p. 104). Characteristics of academic press included an enthusiasm for excellence, hard work, and collaboration (Lezotte & Snyder,

2011; Tschannen-Moran & Gareis, 2015; Tschannen-Moran et al., 2006). Lastly, community engagement referred to the positive correlation between parental involvement and student achievement (Lezotte & Snyder, 2011; Tschannen-Moran & Gareis, 2015; Tschannen-Moran et al., 2006). The three characteristics teacher professionalism, academic press, and community engagement influenced school culture.

Connections between the relationships of school leadership, school culture, and student achievement have the potential to produce effective school leaders, positive school culture, and improved student achievement. Moreover, researchers (Turan & Bektas, 2013) have also suggested that there is a “positive and significant relationship between primary school teachers’ perceptions and the leadership practices of school principals” (p. 162). Recent researchers have found that how teachers perceive school leaders can affect the culture of the school (Aypay et al., 2012; Velsco et al., 2012; Whitaker, 2012). Moreover, that school culture and leadership are connected to student achievement (Allen, Grigsby, & Peters, 2015; Shouppe & Pate, 2010; Tschannen-Moran & Gareis, 2015; Tschannen-Moran et al., 2006). However, the lack of research regarding the phenomenon of teachers’ perceptions of school leadership prevents it from being utilized as a tool for school improvement. If teachers’ perceptions of school leadership were better understood, the relationship of teachers’ perceptions, school leadership, and school culture could be managed to the benefit of student achievement, community, and society.

Purpose of the Study

The purpose of this qualitative research study was to explore how teachers' perceptions of the school principal's leadership style and behavior affected school culture. Previous researchers indicated that school leaders who were proactive as change agents influenced school culture via their thinking and behavior (Allen, Grigsby, & Peters, 2015; Morrison & Cooper, 2008; Negis-Isik & Gursel, 2013; Shoupe & Pate, 2012; Whitaker, 2012). The phenomenon of teachers' perceptions of school leadership was a vital factor for school improvement. However, an understanding of the phenomenon of teachers' perceptions of school leadership is not well enough understood to leverage as a tool for school improvement. If teachers' perceptions of school leadership were better understood, the relationship between teachers' perceptions, school leadership, and school culture could be managed to the benefit of student achievement, community, and society (Dewey, 1938/1997).

Research Questions

The primary research question was: How do the perceptions of school leadership style and behavior influence the culture and work of school? This question was divided into the following two subquestions: (a) How do teachers' perceptions of school principals influence school culture? and (b) How do teachers' perceptions of school leadership style affect teacher's work? All research questions were addressed in this study.

Conceptual Framework

The conceptual framework for this research study focused on three key dynamics: (a) leadership styles and approaches, (b) school culture, (c) and influences of leadership on teachers' perceptions of school culture. Leadership is "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2010, p. 3). Various leadership styles and approaches of principal leaders were viewed and studied in research literature. For purposes of this study, leadership research that focused on transformational, transactional, and transformative were explored. These leadership theories often influenced school culture.

One of the dynamics of the conceptual framework involved school culture. School organizations that shared the same norms, values, and qualities developed school culture. School culture was described "as the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people. It is these shared qualities of a group that makes them unique" (Northouse, 2010, p. 336). School culture can adversely affect not only a teacher's work through poor or low morale and teacher efficacy but student achievement as well. Teachers' perceptions of school culture and the principal's influence on culture were also be explored. Often it is not what a principal says but his or her behavior that influences teacher perceptions of school culture (Whitaker, 2012). Researchers have found that effective principals lead or influence members of the organization through practiced behaviors (Kouzes & Posner, 2010, 2012, 2017; Whitaker, 2012). This qualitative case study examined a multidimensional conceptual framework

that entailed the following: (a) leadership styles and approaches, (b) school culture, and (c) teachers' perceptions of leadership on school culture.

Interpretive Framework

Philosophical assumptions are often ingrained with interpretive frameworks. Creswell (2013) identified various interpretive frameworks as (a) postpositivism, (b) social constructivism, (c) transformative framework, (d) postmodern perspectives, (e) pragmatism, (f) feminist theories, (g) critical theory and critical race theory, and (h) queer theory. The interpretive framework selected that aligns with the ontological philosophical assumption for this research study is social constructivism. Social constructivism focuses on individuals and how they seek understanding of the world in which they live and work (Creswell, 2013). The implication of social constructivism centers on more of a literary style of writing and the use of inductive methods of emergent ideas. The consensus of these inductive methods is often obtained through qualitative data collection such as observation, interviews, and analysis of texts (Creswell, 2013).

Research Approaches

The research strategies considered for this study include heuristic inquiry, constructivism, and case study. The focal points of the three approaches encompassed the following views. Heuristic inquiry allowed the researcher to share his or her views, experience and insights with the participants (Patton, 2002). The principles of social construction or constructivism posited that there are various worldviews held by people and no two views or perceptions will necessarily be the same (Patton, 2002). Finally,

case studies leaned toward providing broad explanations for behavior and attitudes and allow the researcher to apply a variety of data collection procedures (Creswell, 2009).

Heuristic Inquiry

Heuristic inquiry allowed the researcher to share views, experiences, and insights with the participants (Patton, 2002). Heuristic research was unique in that it validated and placed the researcher's views, experience, and insights in the foreground. The researcher understood the experience of the phenomenon that was shared with coresearchers or participants. Patton (2002) stated the researcher and participants shared a bond through the developing sense of connection. I considered this inquiry and noted that it could be utilized, but preferred to align the theory, assumptions, and interpretive frameworks with the case study inquiry. The case study inquiry also helps to minimize validity and credibility issues.

Social Construction and Constructivism

The tenets of social construction or constructivism suggest various worldviews held by people and no two views or perceptions would necessarily be the same (Patton, 2002). Foundational questions of constructivism included the following: (a) How have the people in the setting constructed reality? (b) What were their reported perceptions, *truths*, explanations, beliefs, and worldview? and (c) What were the consequences of their constructions for their behaviors and for those with whom they interact? Consequently, constructivism was framed on the philosophical assumption of ontology (Patton, 2002). Thus, I considered the use of the case study method.

Case Study

The nature of this study was a qualitative case study. Qualitative studies tend to provide broad explanations for behavior and attitudes (Creswell, 2009, 2013). Case studies allow the researcher to apply a variety of data collection procedures (Creswell 2009, 2013) to seek understanding of teacher perceptions of school leaders and their impact on school culture. Baxter and Jack (2008) also agreed that the advantage of utilizing various data collection procedures allows a subject matter to be researched through a variety of means, thus permitting multiple factors of the issue to be uncovered and understood (Baxter & Jack, 2008).

The philosophical groundwork for case studies was based on the findings of Stake and Yin's (2014) constructivist paradigm. Other researchers such as Baxter and Jack (2008) also pointed out that "Constructivists state that truth is relative and that it is dependent on one's perspective. One of the advantages of this approach was the close collaboration between the researchers while enabling the participants to tell their story" (p. 545). Other advantages of using a case study for this research were as follows: (a) case studies focused on the answers to the questions *why* and *how*, (b) behavior of those involved in the study could not be manipulated or controlled, (c) contextual conditions that were relevant to the phenomenon could be covered, and (d) boundaries that were unclear between the phenomenon and the context were clarified (Baxter & Jack, 2008).

Case studies are not without limitations. Some of the primary limitations are: (a) the time and the length of the research study may be too lengthy, involved, or detailed for policymakers or practitioners to read; (b) limitation of the sensitivity and integrity of the

researcher; (c) the researcher's ethics as related to data collection and analysis; and (d) researcher's biases (Merriam, 2009). Although some limitations for case studies can occur, the case study allowed for a multidynamic conceptual frame work. Merriam (2009) concurred with Baxter and Jack (2008) that the strength of a case study rests in the truth that results provided are a rich and general account of the phenomenon. Insights of the meaning of the phenomenon are provided and enhance the reader's understandings. The findings can contribute to possible hypotheses and construct future research, thereby expanding a field's knowledge base. Subsequently, the strengths of case studies were often utilized in such fields of studies such as education, social work, administration, and health (Merriam, 2009; Yin, 2011).

Nature of the Study

Research Design and Rationale

Qualitative research as purported by Creswell (2009) provided an avenue for exploring and understanding the meaning individuals or groups attribute to social and or human challenges. Qualitative research is characterized as a method of research that includes emerging questions and procedures, data collected in the participant's natural setting, inductive analyses which move from specific to general themes, and the researcher interpreting meaning of the data (Creswell, 2009). Furthermore, Creswell (2013) outlined the qualitative research process into the following phases: (a) the researcher as a multicultural subject (b) theoretical paradigms and perspectives (c) research strategies (d) methods of collections and analysis (e) and the art, practice, and politics of interpretation and evaluation.

A trademark of an exemplary case study is the use of various data sources, which also enriches the credibility of one's research study (Baxter & Jack, 2008). Respondents answered the research questions through email interviews and surveys. The primary research question was: How do the perceptions of school leadership style and behavior influence the culture and work of school? This question was divided into the following two subquestions: (a) How do teachers' perceptions of school principals influence school culture? and (b) How do teachers' perceptions of school leadership style affect teachers' work? Because case studies allow for a variety of data collection sources, organization of data was crucial. The use of a database assisted the researcher in effectively collecting, storing, and organizing data.

Definition of Terms

Laissez-Faire leadership: Leader tends to lead by utilizing a *hands-off* approach, hesitant to make decisions, does not provide feedback, relinquishes responsibility (Northouse, 2010, p. 182).

School climate/culture: "The learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people. It is these shared qualities of a group that makes them unique" (Northouse, 2010, p. 336).

School leadership: "A process whereby individual influences a group of individuals to achieve a common goal" (Northouse, 2010, p. 3)

Transactional leadership: "Contingent reward leadership attempts to gain agreement from members within the organization (school) on what is to be accomplished and what the resulting payoff or reward will be for accomplishing task(s); management

by-exception-leadership is prompted via corrective criticism, negative feedback, and negative reinforcement” (Northouse, 2010, p. 177).

Transformational leadership: “Idealized influence or a charismatic, strong role model, considered to be ethical and moral; inspirational motivation communicates high expectations, motivates and inspires members to share in organizational vision; individualized consideration provides supportive environment, listens to individuals; intellectual stimulation encourages creativity and innovation of members” (Northouse, 2010, p. 177).

Transformative leadership: “A leadership approach that encompasses the elements for “the need for social betterment, enhancing equity, and for a through reshaping of knowledge and belief structures” (Shields, 2009, p. 55).

Assumptions

I made the following assumptions regarding this research study. The participants would be honest and transparent. The research study would aid in the improvement of school leadership and student achievement. Moreover, it will inform school leaders, mentor, design professional development opportunities, and provide feedback regarding effective leadership. If the teachers’ perceptions of school leadership were better understood, the relationship between teachers’ perceptions, school leadership, and school culture could be managed to the benefit of student achievement, community, and society.

Scope and Delimitation

The research problem was that teachers’ perceptions of school leadership is not well enough understood to leverage as a tool for school improvement. The conceptual

framework for this study focused on three dynamics: leadership styles, approaches, school culture, and influences of leadership on teacher perceptions of school culture. The study was also limited fifteen elementary teachers. The research study was conducted online via email interviews only.

Limitations

Limitations in methodology may exist. The use of primarily email interviews may also lead way to personal interviews being conducted if time and funding had permitted. Email follow-up interviews from participants were very limited. For example, only two participants responded when I requested feedback from the research summary. Limitations to email interviews include the inability to observe body language or nonverbal language, the potential that some participants do not provide detail responses, or that participants may not effectively express themselves in writing (Meho, 2006). Since email interviews were used, the participant nor the researcher could not provide immediate feedback for questions to provide clarification if needed. As a qualitative case study, the findings cannot be generalized beyond the case itself; however, the study's findings may be transferable to similar settings.

Significance of the Study

Principals are expected to have a major role in creating and influencing a shared vision, as well as establishing appropriate values and beliefs (Daiktere, 2009). The results of this research were used to inform principals of all experiences how teachers' perceptions of school culture, which was influenced by school leadership, affects teacher effectiveness and student success. The purpose of this qualitative research study was to

explore how teachers' perceptions of the school principal's leadership style and behavior affect school culture. Previous research studies have indicated that leaders affect change and influence school culture via their thinking and behavior (Morrison & Cooper, 2008). The present research study was utilized to gain additional data based on teachers' perceptions to support best practices for new and experienced principals to impact school culture positively. Positive influence on school culture by principals ultimately affects student achievement and growth. Student achievement and growth affects community and society (Dewey, 1938/1997). Moreover, anticipated benefits of this research will provide general knowledge for society regarding improved school leadership, school culture, and student achievement in education.

Implications for change based on the findings of this study showed that the perceptions of school leadership style and behavior influenced the culture and work of school. Principals need to be cognizant of how their leadership style and behavior influence the culture and work of school. Exceptional principals realized that people not programs determine the quality of a school (Whitaker, 2012). Thus, three areas of implications for this study included school leadership and school culture, student achievement, and teacher success.

Summary

The purpose of this qualitative research study was to explore how teachers' perceptions of school principal's leadership style and behavior affect school culture. Previous research studies have indicated that school leaders that are proactive as change agents impact school culture via their thinking and behavior (Morrison & Cooper, 2008).

Chapter 2, the literature review, explores a multidimensional conceptual framework, which entails the following: (a) leadership styles and approaches, (b) school culture, and (c) teachers' perceptions of leadership style and behavior on school culture. Chapter 3 reviews the methodology; and Chapters 4 and 5 include the data and results of the research study.

Chapter 2: Literature Review

Introduction

The research problem previously stated in Chapter 1, was that teachers' perceptions of school leadership is not well enough understood to leverage as a tool for school improvement. The way in which teachers perceive school leaders can affect the culture of the school (Aypay et al., 2012; Velsco et al., 2012; Whitaker, 2012). In turn, school culture and leadership are correlated to student achievement (Allen, et al., 2015; Shouppe & Pate, 2010; Tschannen-Moran et al., 2006). However, there has been minimal research of teachers' perceptions of school leadership to be utilized as a tool to improve school culture. If the teachers' perceptions of school leadership were better understood, the relationship between teachers' perceptions, school leadership, and school culture could be managed to the benefit of student achievement, community, and society (Dewey, 1938/1997). The purpose of this qualitative research study was to explore how teachers' perceptions of the school principal's leadership style and behavior affect school culture. School principals influence and affect school culture by their actions and behavior. For example, previous research studies have indicated that school leaders who are proactive as change agents influence school culture via their thinking and behavior (Allen, et al., 2015; Morrison & Cooper, 2008; Negis-Isik & Gursel, 2013; Shouppe & Pate, 2010; Whitaker, 2012). Thus, teachers' perceptions of school principal's leadership style and behavior as a reflection of school culture is vital as a tool for school improvement.

Review of Literature Search Strategy

The review of literature search strategy involved the use of databases and educational-specific search engines. Education Research Complete, Academic Search Complete, Sage, Thoreau, and Google Scholar were the databases and search engines used for research. The following key terms were utilized in the literature review search: *leadership, teacher perceptions, teacher perceptions of school principals, laissez-faire leadership, transactional leadership, transformative leadership, transformative and transformational leadership, school culture and/or climate, email interviewing, and email-interviewing techniques*. The Education Research Complete database was utilized the most to search for terms on *school culture and or school climate, school leadership, teacher perceptions of school culture, and teacher perceptions of principal behaviors*.

Conceptual Framework

The conceptual framework for this research study focused on three key dynamics: (a) leadership styles and approaches, (b) school culture, and (c) influences of leadership on teachers' perceptions of school culture. Leadership is "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2010, p. 3). School culture is described "as the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people. It is these shared qualities of a group that makes them unique" (Northouse, 2010, p. 336). Teachers' perceptions of school culture and the principal's influence on culture were also explored in this research study. Often it is not what a principal says but his or her behavior that influences teacher perceptions of school culture (Whitaker, 2012). Further, researchers have found that

effective principals lead or influence members of the organization through practiced behaviors (Kouzes & Posner, 2010, 2012, 2017; Whitaker, 2012).

Figure 1 depicts the relationships between the key dynamics in the conceptual framework.

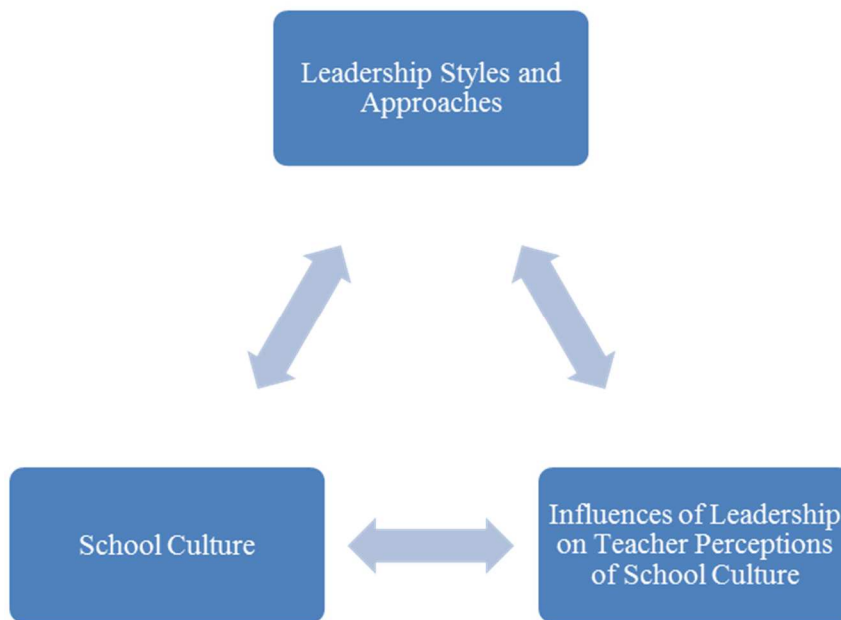


Figure 1. Conceptual framework key dynamics concepts.

This study explored a multidimensional conceptual framework that entailed the following: (a) leadership styles and approaches, (b) school culture, and (c) teachers' perceptions of leadership on school culture. Additionally, I expected that the findings gained from this study would aid principals in establishing a positive culture.

Specifically, principals should be able to utilize these findings to understand how teachers perceive principal leadership styles. Moreover, it should also allow them to understand how their influence on teachers eventually leads to student achievement.

Anticipated benefits of this research, such as quality preservice and inservice training and awareness at the college and district school level, will further provide general knowledge for society regarding improved school leadership, school culture, and student achievement in education.

Leadership

School leaders or principals shaped the culture of the school. Previous researchers have established that teachers are the primary factor influencer in student achievement and success (Velasco et al., 2012). An additional factor for influencing student success was the school leadership or principal (Velasco et al., 2012). The effect of school leadership on school culture was paramount to both student and teacher success (Huguet, 2017; Wilhelm, 2017). School leadership established the school culture and set the tone and direction for both students and teachers to follow.

In the past, the principal's responsibility as the school leader generally involved and was defined as operating the daily managerial functions of the school. By default, however, functional responsibilities of the principal were often identified as *school leadership* (Donaldson, 2001, p. 1). Eventually, the position as the teacher-principal evolved into the disciplines that included management, administration, instruction, and politics with less teaching responsibilities (Brown, 2005; Cuban, 1988; Kafka, 2009; Pierce, 1935; Rousmaniere, 2007 as cited in Velasco, Edmonson, & Slate, 2012). However, simply performing the functions above is not enough to constitute leadership (Donaldson, 2001),

Subsequently, the concept of leadership progressed further. The 21st century conceptualization of leadership components can be identified as follows: (a) leadership as a process, (b) leadership involves influence, (c) leadership occurs in groups, and (d) leadership involves common goals (Northouse, 2010). Researchers have posited that leadership involves an individual influencing a group of individuals who work to accomplish or achieve a common goal (Huguet, 2017; Northouse, 2010). Leaders who understand and are capable of influencing members within the organization towards a common goal affected school culture. Additionally, effective school leaders often modeled and demonstrated school expectations. Effective leadership was an active function not passive. For example,

Any principal can fill a bookshelf with books about educational leadership. Any Principal can study lists of guidelines, standards, principles, and theories. The best administrators and the worst administrators can ace exams in their graduate classes. The difference between more effective principals and their less effective colleagues is not what they know. It is what they do. (Whitaker, 2012, p. xi)

Consequently, effective school leaders actively practiced and modeled the behaviors and norms of the organization.

School Leadership Styles and Approaches

School leadership styles and approaches frequently shaped school culture. Although there is some disagreement over the relationship between culture and leadership (Bolman & Deal, 2008), the framework for this research study was based on the theories and practices related to leadership. Devine and Alger (2011) indicated

leadership involved the motivation of members, implementation of ideas and goals, as well as the style or approach of direction delivered. Although there are various leadership styles and approaches, this study addressed the leadership styles and approaches of transformational, and transactional leadership (Okçu, 2014). Views by various theorists such as Bennis, Nanus, Kouzes, and Posner (as cited in Northouse, 2010), and others were examined and reflected in school culture. Transformative leadership as noted by Shields (2009) and its effect on school culture was examined as well (Brooks, Normore, & Wilkinson, 2017; Mafora, 2013). Transformational, transactional, and transformative leadership styles and approaches can affect school culture. Laissez-faire is another type of leadership style or approach that can also affect school culture.

Laissez-Faire Leadership

I also examined the research on laissez-faire leadership style. This type of approach is characterized as an inactive or passive form of leadership style (Munir & Khalil, 2016). Northouse (2010) expressed the laissez-faire approach to leadership as follows: “This leader abdicates responsibility, delays decisions, gives no feedback and makes little effort to help followers satisfy their needs. There is no exchange with followers or attempt to help them grow” (p. 182). Devine and Alger (2011) suggested that the laissez-faire approach to leadership is nonexistent. Although the school leader may hold the title or position, the school leader does not often model or demonstrate leadership behavior.

Transactional Leadership

Transactional leadership is another type of approach. It can be described as an exchange between leaders and followers (Munir & Khalil, 2016; Northouse, 2010). Devine and Alger (2011) pointed out that transactional leadership “motivate followers through negotiation, exchange, and contractual dimensions” (p. 3). Transactional leaders exchange things of value with subordinates to advance their own and their subordinate’s agendas (Kuhnert, 1994 as cited in Northouse, 2010). Transactional leaders are influential because it is in the best interest of subordinates for them to do what the leader wants (Munir & Khalil, 2016; Kuhnert & Lewis, 1987 as cited in Northouse, 2010). Accordingly, members within an organization who sought compensation of some type were usually influenced by the needs or desires of the transactional leader. Furthermore, transactional leadership can be characterized by two factors.

The two main factors utilized by transactional leaders to influence members include contingent reward and management-by exception. Contingent reward offers an exchange process between the leader and the follower for certain rewards (Northouse, 2010). Management-by exception leadership encompasses corrective criticism, negative feedback, and negative reinforcement (Munir & Khalil, 2016; Northouse, 2010). Management-by exception is characterized in two fashions as either active or passive (Northouse, 2010). Management- by exception can be described as “A leader who watches followers closely for mistakes or rule violations and then takes corrective action” (Northouse, 2010, p. 181). A leader using the passive form can be identified as one who “intervenes only after standards have not been met or problems have arisen” (Northouse,

2010, p. 181). Northouse (2010) noted transactional leaders that use either active or passive types of influence to engage members within the organization often use more negative reinforcement than positive reinforcement. Additionally, Transactional leaders also have a tendency of not being proactive. Transactional leadership can have a negative influence on members and the culture of the organization.

Transformational Leadership

Transformational leadership which differs from transactional leadership focuses on the organizational goals as well as the goals of the members. Transformational leadership is characterized by leaders who focus on the development and improvement of performance of followers (Avolio, 1999; Bass & Avolio, 1990 as cited in Northouse, 2010). Transformational leadership encouraged followers to achieve above and beyond expectations (Munir & Khalil, 2016). Moreover, transformational leadership influenced or motivated followers to rise above their self-interests for the benefit of the group or organization (Munir & Khalil, 2016). Other theorists (Balyer and Ozcan (2012 and Bennis and Nanus (1985 as cited in Northouse, 2010) suggested four methods utilized by transformational leaders who reform or change organizations:

- (1) Transformational leaders share and ensure that all members of the organization are aware of the vision (Balyer & Özcan, 2012). A clear vision allows members to identify how they fit within the direction and goal (s) of the organization.

(2) Transformational leaders communicated a shared meaning, direction, and transformed values and norms (Balyer & Özcan, 2012). Communication of shared meaning and transformed values and norms is critical for the directions of organizations.

(3) Transformational leaders like all other leaders must create an environment of trust within the organization (Demir, 2015). Transformational leaders that have established environments of trust form healthy organizations (Bennis & Nanus, 1985, as cited in Northouse, 2010).

(4) Transformational leaders are self-aware of their strengths and weaknesses but choose to focus on their strengths to meet the objectives and goals of the organization. For instance, leaders that modeled and demonstrated high expectations often created the same standards throughout the organization. Additionally, researchers proposed that successful transformational and instructional leaders affect student outcomes and achievement (Day, Gu, & Sammons, 2016; McCarley, Peters, & Decman, (2016).

Thus, this model of transformational leadership focused on a shared vision and meanings of organizational norms and values, healthy organizations with a foundation of trust, and leaders who were self-aware used their strengths to meet the goals of the organization.

Another model of transformational leadership included the model by Kouzes and Posner (Lingam & Lingam, 2015; 1978; 2002 as cited in Northouse, 2010).

Kouzes and Posner also developed a model of transformational leadership. The transformational leadership model encompasses five elements that empower leaders to obtain the goals of the organization:

1. **Model the Way:** Leaders are sure about their own values and philosophy by modeling and setting examples through their actions and behavior.
2. **Inspire a Shared Vision:** Transformational leaders share the vision of the organization with followers that help guide the behavior of all members. In addition, leaders listen to the dreams of other and challenge others to go beyond the status quo (Northouse, 2010).
3. **Challenge the Process:** When leaders challenge the process, they take risks that often lead to transforming an organization. These risks are taken gradually while reflecting on success as well as mistakes.
4. **Enable Others to Act:** Transformational Leaders support and encourage collaboration and teamwork of organizational members.
5. **Encourage the Heart:** Transformational leaders encourage the hearts of members of the organization. Leaders will often reward members for their achievements and accomplishments. This type of authentic support for members builds positive organizational moral and team spirit.

Kouzes and Posner's model of transformational leadership centered on the behaviors and practices of leaders versus the personality of leaders (Northouse, 2010).

Furthermore, the research of Kouzes and Posner's model of transformational leadership was similar to some of the elements of the model of Balyer and Ozcan (2012) and

Bennis and Nanus (1985 as cited in Northouse, 2010). Both models included leader self-awareness in which behavior of values and philosophy were modeled. A shared vision among members was also a part of the two models. However, other aspects of the two models differed slightly. For instance, Kouzes and Posner's model of transformational leadership highlighted challenging the process or taking risks, enabling members to act by encouragement and support, and encouraging the heart or authentically rewarding achievements and accomplishments. Whereas, Balyer and Ozcan (2012) and Bennis and Nanus (1985 as cited in Northouse, 2010) spotlighted the element creating an environment of trust and communication of shared direction, norms and values. In summary, transformational leadership emphasized leader influence to attain organizational objective and goals and the goals of members within the organization too.

Transformative Leadership

The final leadership approach discussed will emphasis transformative leadership. Weiner (2003) theorized that transformative leadership ascertains power and authority as an integral factor highlighting issues of justice, democracy, and the conflict between individual and social obligation. Further research (Brooks, Normore, & Wilkinson, 2017; Mafora, 2013) also indicated characteristics of transformative leadership focused on concerns of injustice, power, and conflict within the organizations and among members. Shields (2009) purported that transformative leadership is "A leadership approach that encompasses the elements for the need for social betterment, enhancing equity, and for a through reshaping of knowledge and belief structures" (p. 55). Shields

also scrutinized the long-established reticence of educational leaders that are inclined to pathologies. Researchers, Shields and Mafora, maintained transformative leaders must be more willing to stand and speak up and not remain reticent regarding issues of inequity, control, and power (Mafora, 2013; Shields, 2009).

To conclude, transformative leadership established an approach for leadership to minimize injustice and conflict as well as equalize power within the organization. Transformative leadership confirmed that educators should speak out and not remain silent regarding issues of inequity. Merging traditional leadership responsibilities along with transformative leadership can lead to parity transformations within the organization.

Moreover, transformative leadership can be obtained by balancing traditional responsibilities and tasks with transformative obligations for critique and promise as well as to effect deep and equitable changes (Mafora, 2013, Shields, 2009). Transformative leadership tended to deconstruct and reconstruct knowledge frameworks that generated inequity. Thus, transformative leadership eradicated or tore down issues of inequity and built or shaped norms and values that promoted equity. Likewise, transformative leadership challenged inappropriate uses of power and privilege and emphasized both individual achievement and the public good. This aspect of transformative leadership, emphasizing both individual achievement and public good was also similar to a tenet of transformational leadership. Transformative leadership focused on liberation, democracy, and justice as well. Additionally, transformative leadership demonstrated courage and activism (Shields, 2009). Finally, Transformative leadership provided a leadership style

or approach that led toward influencing school culture in a positive manner by affording members an environment of equity and justice. Leadership styles and approaches can and do affect school culture. In Table 1, I compared transactional, transformational, and transformative leadership theories.

Table 1

Distinctions among Three Theories of Leadership

Elements	Transactional Leadership	Transformational Leadership	Transformative Leadership
Foundation	An exchange	Meets the needs of complex & diverse systems	Critique & promise
Emphasis	Means	Organization	Deep & equitable change in social changes
Processes	Immediate cooperation through mutual agreement benefit	Understanding of organizational culture; setting directions, developing people, redesigning the organization, and managing the instructional program	Deconstruction and reconstruction of social/cultural knowledge frameworks that generate inequity; acknowledgment of power & privilege; dialectic between individual & social
Key Values	Honesty responsibility fairness and honoring commitments	Liberty, justice, equity	Liberation, emancipation, democracy, equity, justice
Goal Power	Agreement; mutual goal achievement mostly ignored	Organizational change, inspirational	Individual, organizational & societal transformation, positional, hegemonic, tool for oppression as well as for action
Leader	Ensues smooth and efficient organizational operation through transactions	Looks for motive, develops common purpose, focuses on organizational goals	Lives with tension & challenge; requires moral, courage, activism
Related Theories	Bureaucratic leadership; scientific management	School effectiveness; school reform; school improvement; instructional leadership	Critical theories (race, gender); cultural and social reproduction; leadership for social justice

Adapted from Shields (2009, p. 56)

School Culture

Within any organization, the culture or the perception of the culture influenced the members in the organization. Culture is defined “as the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people. It is these shared qualities of a group that makes them unique” (Northouse, 2010, p. 336). Hence, the culture of an organization is vital to the health and the success of the organization.

Karakose (2008), utilized research that studied teacher perceptions by using the Cultural Leadership Scale (CLS: Yildirim, 2001 as cited in Karakose, 2008). Results of the research study indicated that teacher perceptions of principal cultural leadership varied depending on the teacher’s subject taught, gender, and years of experience. In addition, some principals were perceived as not demonstrating or implementing cultural leadership practices. Those principals that were perceived as not demonstrating or implementing cultural leadership practices were viewed negatively by teachers. Principals were also perceived as a negative influence on school culture. Consequently, to ensure a sound school culture, school principals must display equity, tolerance, honesty, and respect towards all staff and faculty members (Karakose, 2008). Researchers, Shields (2009) and Mafora (2013), also supported (transformative) leadership which focused on equity and tolerance in which to influence school cultures in a positive manner. Additionally, Rhodes, Stevens, and Hemmings (2011) conducted a narrative study to explore how positive school culture would influence the opening of a new science, technology, engineering, and math (STEM) high school. This study involved members of the

planning committee, which consisted of the principal, teachers, university faculty members, and others involved in the planning process. The researchers' findings indicated that a positive school culture would be the key to success for the new school. Positive school cultures are embedded with a shared vision, values, and norms that direct organizational behavior. Additionally, positive school cultures included the following factors: (a) principal and teacher leadership, (b) principal and teacher collaboration on a regular basis, (c) professional learning communities (PLCs), and (d) relational trust or trust among members of the organization (Rhodes, Stevens, & Hemmings, 2011). Another view of the study concluded that there was a need to for a strong school-wide discipline policy as well as a parent support system.

Several researchers have purported similar findings pertaining to school culture. Factors regarding school culture evident in the studies of Yager, Pedersen, Yager, and Noppe (2012) and Karakose (2008) were also reported in the research of Rhodes, Stevens, and Hemmings' (2011) study. For example, such factors included creating a positive school culture. Also, Leadership ensured and provided a shared vision, belief system, and values as school norms Principal and teacher leadership both communicated and collaborated to influence school culture in a positive manner. Likewise, professional learning communities were implemented with fidelity as well. Finally, it was necessary to establish or build relational trust among school members (Rhodes, et al., 2011). Thus, researchers suggested that the all the above factors aid in the realization of a positive school culture.

Additional researchers also indicated that school leadership influences school culture and can affect teacher performance and student achievement (Sabancı, Ahmet Şahin, Sönmez, & Yılmaz, 2016). Tschannen-Moran, Parrish, and DiPaola (2006) suggested that school culture or climate impacts student learning (Sabancı et al., 2016; Tschannen-Moran & Gareis, 2015). Tschannen-Moran, Parrish, and DiPaola stated, “The idea that the quality of interpersonal relationships in a school can influence student learning is not new” (p. 387). Prior researchers (Anderson, 1982; Brookover, Schweitzer, Beady, Flood, & Wisenbaker, 1978; Hoy & Feldman, 1987; Hoy & Sabo, 1998; Hoy, Tarter, & Kottkamp, 1991 as cited in Tschannen-Moran, Parish, & DiPaola, 2006) have supported a connection between school climate and student achievement (Tschannen-Moran et al., 2006). Thus, school culture impacts the environment as well as student learning.

In addition, DiPaola and Hoy (2005) concluded that the willingness of organizational members to work over and beyond the minimum requirements of their work or position description is a key element of effective organizations (DiPaola & Hoy, 2005). “The organizational beneficial behavior of workers that was not prescribed but occurred freely to help others achieve the task at hand” (Bateman & Organ, 1983 as cited in DiPaola & Hoy, 2005, p. 35) is known as organizational citizenship behavior (OCB) (DiPaola & Hoy, 2005). Therefore, organizational citizenship behavior (OCB), or members assisting each other willingly to accomplish goals, is another factor that effected school culture. Members who freely communicated and collaborated within the organization often influenced school culture and student achievement.

In addition to organizational citizenship leading to positive changes in school culture (DiPaola & Hoy, 2005), another factor that influenced school culture was trust. Accordingly, Tschannen- Moran (2003) suggested that along with encouraging organizational citizenship, trust is another component that will influence school culture or school climate. “If schools are to garner the benefits of greater citizenship behaviors among the faculty, fostering a trusting work environment through trustworthy leadership on the part of principals is a good place to start” (p. 175). Trustworthiness among faculty and leadership played a major role in determining if the school environment or school culture was positive or negative (Tschannen-Moran & Gareis 2015). Trustworthiness was a vital factor between leadership and school members. Without trust, organizational citizenship was not easy to build, and school culture was often negative. Therefore, it was imperative for school leaders to recognize in what way they influence school culture.

The Principal and School Culture

School principals have a major role to play in molding and enforcing the values of the school in a way that foster and create a positive school culture. According to Sahin (2011) instructional leadership influences school culture significantly. Moreover, successful leadership is not haphazard but deliberate thus positively affecting school culture. Principals played a major role in the creation of a shared vision and establishing within the school appropriate values and beliefs (Daiktere, 2009; Hauserman, Ivankova, & Stick, 2013).

Educators are charged with and are expected to prepare students for the demands of the 21st century. Ensuring that students are prepared and ready to meet the challenges

of the 21st century, however, requires positive school transformation. Yager et al. (2011) suggested positive school transformation relies heavily upon how well educators work together with their colleagues and school leaders or principals. Principals play a major role in establishing positive conditions that are conducive for teachers to work and collaborate, thus empowering teachers to become better teachers. Karakose (2008) asserted that irrespective of intentions or not, the behavior and attitudes of leadership affect the actions, perspectives, and attitudes of staff and faculty. Leadership roles focused on creativity and encouragement. Moreover, leadership is the motivating and influencing of members within an organization to achieve organizational goals (Aypay et al., 2012; Karakose, 2008). Leadership influenced school culture (Aypay, et al., 2012). Inspiring leaders must influence norms, beliefs, values, traditions, and behaviors that guide faculty and staff to meet the goals and objectives of the organization (Aypay et al., 2012; Hauserman et al., 2013; Karakose, 2008). Additionally, principals must be perceived by teachers as modeling and demonstrating school cultural values on a consistent basis to be effective in building and or improving their schools (Aypay et al., 2012; Hauserman et al., 2013; Karakose, 2008).

While there is some disagreement over the relationship between culture and leadership (Bolman & Deal, 2008) the framework for this research study was based on the theories and practices related to leadership. Various leadership styles and approaches and behaviors of principal leaders were explored. Such leadership styles and approaches to be examined included transformational and transactional leadership and views by, but not limited to, various theorists such as Bennis and Nanus, Kouzes and Posner (as cited in

Northouse, 2010) and others (Okcu, 2014). Leadership styles and approaches was examined as reflected in school culture. Transformative leadership as noted by Shields (2009) and its effect on school culture was examined. Leadership styles, practices, and behavior were also examined through the lenses or perception of teachers and the impact on school culture. Thus, this study explored a multi-dimensional conceptual framework that entails the following: (a) leadership theories and practices linked to leadership styles and approaches, (b) school culture and school achievement, and (c) the influence of school leadership style and behavior on teachers' perceptions of school culture.

Principals must develop a positive school culture by conveying a strong message through their actions that both students and teachers can achieve more success (Sahin, 2011).

Karakose (2008) stated that principals must operate in accordance with school culture.

Principals should display or model the cultural values of the school to faculty and staff through their communication, action, and behavior. To the degree that principals are responsible and accountable for improving the school's culture, cultural values must be implemented, maintained, and ongoing within schools.

Accordingly, school leaders must interact with faculty and staff in such a manner as to establish, validate, and model the culture that will ultimately lead to the accomplishment of school objectives (Hauserman et al., 2013). Furthermore, literature also suggested that the school leader influences school culture regardless of the type of school leader or the nature of his or her personality (Northouse, 2010). Teachers' perceived attitudes and behaviors of school culture as influenced by the principal could affect the environment of the organization.

Teacher performance has been shown to be directly related to school leadership. Often teacher low morale and principal leadership fostered teacher negative engagement and performance. Cheng's (1996) study postulated "Teacher professionalism was strongly and positively associated with teachers' esprit, school formalization, and all five measures of principal's leadership and negatively related to teacher disengagement" (p. 8). The five measures of a principal's leadership included the following: (a) human leadership, (b) structural leadership, (c) political leadership, (d) symbolic leadership, and (e) educational leadership. Moreover, Cheng's (1996) conclusions and others (Greenlee & Brown, 2009) indicated the importance of principal leadership to teacher professionalism was based on the following: principal support, encouraging participation, developing clear goals and policies, and holding people accountable. As a result, principals have significant influence over teacher performance and the way they integrate themselves into school culture.

Influence of School Principals on Teacher Perception of School Culture

Effective principals lead or influence members of the organization through practiced behaviors (Kouzes & Posner, 2010, 2012, 2017; Whitaker, 2012). Standards for Advanced Programs in Educational Leadership dictate that candidates for leadership can perform or demonstrate the following standards effectively to foster and influence positive school culture:

- a) develop, articulate, implement, steward, and promote community involvement in the vision, (b) promote positive school culture, provide effective instructional programs, apply best practice to student learning, and develop professional

growth plans, and (c) acts with integrity, acts fairly, and acts ethically (National Policy Board for Educational Administration, 2015, 2002, pp. 2-13).

According to these findings, an effective principal can not only develop a positive school culture through a shared vision but can also influence teachers' perception of the principal's leadership and positive school culture. Leaders must model the way for followers (Kouzes & Posner, 2012). Kouzes and Posner (2012) stated, "Words and deeds must be consistent. Exemplary leaders set the example by aligning actions with shared values. Through their daily actions, they demonstrate their deep commitment to their beliefs and those of the organization" (p. 17). Teachers' perceptions of leadership are often based on leaders' behavior and what leaders model consistently on a daily basis. Dr. Jiangwan, an experienced project manager for Amgen emphasized this practice of exemplary leadership. He expressed that it was better to provide examples of leadership versus giving leadership commands. One of the best ways to prove that something is important is by doing it yourself and setting an example (Kouzes & Posner, 2012). Whitaker (2012) in support of the findings above, held that, "The difference between more effective principals and their less effective colleagues is not what they know. It is what they do" (p. xi). Effective leadership is based on the leader's behavior and the modeling of school norms and expectations opposed to rhetoric.

The principal's influence on school culture showed that the principal's behavior can have a positive or negative influence on school culture (Bektaş & Öçal, 2012; Kouzes & Posner, 2010, 2012, 2017; Velasco, et al., 2012; Whitaker, 2012). Principal communication, support of teachers, and decision-making are behaviors that shape school

culture along with such factors as trust, organizational effectiveness, collegiality, and self-image (Kouzes & Posner, 2010, 2012, 2017; Velasco, et al., 2012; Whitaker, 2012). Effective school principals not only influence school culture but also are essential to retaining teachers. Specifically, principals can retain teachers by offering support, providing growth opportunities, sharing decision-making, encouraging staff members, and creating positive work environments (Grissom, 2011). Additional studies suggested that leader behaviors contribute to employees being highly motivated, productive, and contributing to job satisfaction (Webb, 2009).

Teachers need various types of support, developmental orientations, and preferences. Yet, many principals are not trained nor have adequate support to meet all the teachers' needs (Bradley-Levine 2016; Drago-Severson, 2012; Gurley, Anast-May, O'Neal, Lee, & Shores 2015). A principal's influence on school culture not only affects teachers but students as well. Principals shaped teacher growth and learning as well as student achievement (Drago-Severson, 2012; Goddard, Goddard, Salloum, & Berebitsky, 2010; Velasco et al., 2012). Moreover, principal behavior contributed to the health or lack of health of an organization. Kouzes and Posner (2010, 2012, 2017) identified five practices of exemplary leadership that can influence school culture. Kouzes and Posner asserted that leaders should model the way by setting examples for others to follow. Leaders inspired and shared a common vision with members. Leadership challenged the process by taking necessary risks that lead to transformations within the organization. Effective leaders enabled others to act by listening members to meet and supporting collaboration among colleagues. Finally, leaders encouraged the heart by rewarding

members for their achievements and successes. Additional Whitaker (2012) provided 18 behaviors or practices that great principals engage to influence teacher perception of school culture:

1. Great principals never forget that it is people, not programs that determine the quality of a school.
2. Great principals have clarity about who they are, what they do, and how others perceive them.
3. Great principals take responsibility for their own performance and for all aspects of their school.
4. Great principals create a positive environment in their schools. They treat every person with respect., they understand the power of praise.
5. Great principals consistently filter out the negatives that do not matter and share a positive attitude.
6. Great principals deliberately apply a range of strategies to improve teacher performance.
7. Great principals take every opportunity to hire and retain the very best teachers.
8. Great principals understand the dynamics of change.
9. Great teachers keep standardized testing in perspective and focus on the real issue of student learning.
10. Great principals know when to focus on behavior before beliefs.
11. Great principals are loyal to their students, to their teachers, and to the school.

They expect loyalty to students and the school to take precedence over loyalty to themselves.

12. Before making any decision or attempting to bring about any change, great principals ask themselves one central question: What will my best teachers think of this?

13. Great principals continually ask themselves who is most comfortable and who is least comfortable with each decision they make. They treat everyone as if they were good.

14. Great principals understand high achievers, are sensitive to their best teachers' needs and make the most of this valuable resource.

15. Great principals make it cool to care. They understand that behaviors and beliefs are tied to emotion, and they understand the power of emotion to jump-start

16. Great principals work hard to keep their relationships in good repair- to avoid personal hurt and to repair any possible damage.

17. Great principals take steps to improve or remove negative and ineffective staff members.

18. Great principals establish clear expectations at the start of the year and follow them consistently as the year progresses (pp. 143-144).

These 18 behaviors and practices addressed by Whitaker should be considered and viewed by leaders as a guide to viable actions for leaders to use and follow. The behaviors and practices, both Kouzes and Posner and Whitaker listed above encompassed

the characteristics of the conceptual framework: (a) leadership styles and approaches, (b) school culture, and (c) influences of leadership on teacher perceptions of school culture. Utilizing the conceptual framework of this research study, the research of Kouzes and Posner and Whitaker as well as others demonstrated how leadership practice and behavior merge together to influence culture. Additionally, the influences of leadership on teacher perceptions of school culture had a propensity to affect both teacher and student achievement and success.

culture.

People are the main and the most important resource of any organization. People are the heart of every organization (Kouzes & Posner, 2010, 2012; Turan & Bektas, 2013). School principals establish school culture by influencing people. Turan and Bektas (2013) best summarize this concept: “Good leaders have the power to change organizations, while better leaders have the power to change people” (p. 157). A principal not only influence school culture through style and behavior, but also creates a positive culture through the development of values, expectations of moral behavior, establishment of a shared vision, and professional development opportunities. (Balkar, (2015); Turan & Bektas, 2013). Consequently, real or authentic leadership involved influence of members within an organization. Additionally, leaders understood that modeled and practiced behaviors can create a positive school culture. A shared vision, meaningful professional development, and equity within the organization were also viable factors that effective or the best leaders embrace.

Summary

Although every school is different, and principals have varying experiences, their style and behavior influences teachers' perception of school culture. Principal leadership behavior tended to affect teacher performance as well as student achievement. Major themes identified from the literature included leadership, leadership styles and approaches, school culture, and influence of school principals on teachers' perceptions of school culture. Both the literature and my research both pointed out that leadership influences the culture of school. My research, however, explored and extended the gap or phenomenon that teachers' perceptions of school leadership is not well enough understood to leverage as a tool for school improvement. Next, Chapter 3 will review the methodology for the qualitative research regarding the principals' influence on teachers' perceptions of school culture.

Chapter 3: Research Method

Introduction

As stated in Chapter 1 and Chapter 2, the way in which teachers perceive school leaders can affect the culture of the school (Aypay et al., 2012; Velsco, et al., 2012; Whitaker, 2012). In turn, school culture and leadership are correlated to student achievement (Shoupe & Pate, 2010; Tschannen-Moran et al., 2006). The lack of research regarding teachers' perceptions of school leadership prevents it from being utilized as a tool for school improvement. Teachers' perceptions of school leadership are not well enough understood to leverage as a tool for school improvement. If the teachers' perceptions of school leadership were better understood, the relationship between teachers' perceptions, school leadership, and school culture could be managed to the benefit of student achievement, community, and society (Dewey, 1938/1997).

Purpose

The purpose of this qualitative research study was to explore how teachers' perceptions of the school principal's leadership style and behavior affect school culture.

Chapter Preview

Chapter 3 will contain the research design and rationale, the role of the researcher, and the methodology. Additionally, Chapter 3 will discuss the advantages of small sample use for qualitative research, participants and site, instrumentation, data collection, and NVivo, a qualitative software data program. Finally, Chapter 3 will also address the data analysis plan, issues of trustworthiness, and ethical procedures.

Research Design and Rationale

This is a qualitative research study. Qualitative research is characterized as an approach used to explore and understand the meaning of individuals or groups who belong to a social or human problem (Creswell, 2009). Moreover, it utilizes various methods. These methods include characteristics such as emerging questions and procedures, data collection in the participant's natural setting, inductive analyses that move from specific to general themes, and the researcher interpreting the meaning of the data. The nature of this study was a qualitative case study. I selected to use case study because it allowed for a variety of data collections sources. Case studies allow the researcher to apply a variety of data collection procedures to seek understanding of the phenomenon teacher perceptions of school leaders and their influence on school culture (Creswell, 2013).

A trademark of an exemplary case study is the use of various data sources, which also enriches the credibility of one's research study (Baxter & Jack, 2008). Data sources that answered the following questions included the use of email interviews and surveys. The primary research question for this study was: How do the perceptions of school leadership style and behavior influence the culture and work of school? This question was divided into the following two subquestions: (a) How do teachers' perceptions of school principals influence school culture? and (b) How do teachers' perceptions of school leadership style affect teacher's work? Databases are used in case studies to effectively collect, store, and organize data (Baxter & Jack, 2008).

Role of the Researcher

The role that I undertook as the researcher was primarily to collect data via instruments such as email interviews (see Appendix A). Other instruments that were utilized included the Comprehensive Teacher Trust Scale (principal, colleagues, students, & parents), Faculty Survey (Tschannen-Moran & Hoy, 2003), and the School Climate Index (Tschannen-Moran & Hoy, 2003) (see Appendices B and D). School site names were kept anonymous. Because the participants for the research study were obtained through the Walden University's Research Participant Pool and the snowball technique, I did not encounter any issues as related to personal, professional, power, or site relationships with participants. Furthermore, participants were not offered incentives to participate in the research study. Although I am a teacher and can relate to participants in that capacity, I used the Walden Participant Pool, and thus have no personal or professional relationship with the participants in the study outside of the study itself.

Methodology

Maxwell (2013) maintained that data in qualitative research studies included the use of some of the five senses. For example, we utilize our sense of hearing and sight when collecting data. Thus, as suggested by Maxwell there is no one particular manner or procedure to use for qualitative methods. Accordingly, decisions regarding the research study should be based on the research study itself, the context of your research, and other components of the design (Maxwell, 2013). Although it was imperative that the research study methods were selected in advance, the researcher should be flexible and open to revisions along the way (Maxwell, 2013).

Perhaps a major difference between quantitative research and qualitative research lies within the means of data collection. For instance, quantitative research entails collecting large samples selected randomly; whereas, qualitative research relies on in-depth small samples often selected purposefully (Patton, 2002). In addition, the rationale for collecting sample sizes differs as well between quantitative and qualitative studies.

Quantitative inquiry's rationale of sampling size is based on statistical probability, which allows random samples to generalize to the greater population (Patton, 2002). Although a small sampling would be considered a weakness and bias in statistical sampling or quantitative research, it is considered a strength in qualitative research (Patton, 2002).

Advantages of Small Sample Use for Qualitative Research

There were advantages to using small samples for qualitative research. Qualitative research sampling often reflected the following characteristics: (a) Qualitative researchers frequently use small samples in order to "Work with small groups of people nested in their context and studied in- depth" (Miles & Huberman, 1994, p. 27), (b) Purposeful sampling permits the use of small samples, thus minimizing biases that can be caused via the use of random sampling, (c) Qualitative samples are not prescribed and can develop once field work begins, (d) Qualitative sampling requires setting boundaries that covered details of a case that may be studied within a particular time frame and also based on the means of the researcher; and (e) qualitative sampling is theoretical driven on the front end or evolutionary as in grounded theory (Miles & Huberman, 1994). Maxwell

(2013) also purported that small sample use for qualitative research studies was beneficial. As a result, he identified five goals for purposeful sampling:

1. To achieve typicality of the settings, individuals or activities selected.
2. Purposeful sampling can also achieve the goal heterogeneity in the population thus ensuring that the conclusions accurately portray variety within the population and not just the average or a subset.
3. Still, another advantage of purposeful sampling is to purposefully select individuals or cases that are vital for testing theories that one begins with or theories that have emerged throughout the study.
4. Often purposeful sampling can be used to compare and spotlight the reasons for differences between settings and individuals.
5. Another reason is to select individuals, participants, or groups that one can develop a productive relationship, thus allowing one to answer one's research questions (Maxwell, 2013, pp. 98-99).

One must keep in mind that the sampling size must be selected to fit the goals and the purpose of the research study, the resources available, the questions being asked, and the limitations of the study (Patton, 2002). There are no rules for selecting sample size for qualitative research. According to Patton (2002), "Sample size depends on what you want to know" (p. 244). In-depth and enriched information can be obtained from a small number of participants and prove to be extremely valuable. The validity of a qualitative research study was based more upon the rich information gained from the study and the

analytical proficiency of the researcher than the sample size (Patton, 2002). Thus, the sample size for this research study included fifteen participants.

Participants and Site

Case study sites may be determined or selected based on the programs, events, processes, activities, or individual(s) selected to study (Creswell, 2013). Additionally, purposeful sampling was used for this study. Purposeful sampling allows for specific settings, persons, or activities to be selected purposely to provide data that is germane to ones questions and goals, which may not be otherwise obtained from other sources (Maxwell, 2013). Ten participants (teachers) were obtained through Walden University's Research Participant Pool and five participants were obtained via the snowball technique. Participants were selected from throughout the United States from rural, suburban, or urban school districts. Participants consisted of new teachers (3 years or less) and/or experienced teachers (4 years and over) who taught during the 2014-2015 school year.

Instrumentation

One of the instruments used to collect data for this research study was the Influence of School Principals on Teacher Perceptions of School Culture an email interview that I produced (see Appendix A). This three-part instrument consists of questions regarding participant demographics, school culture, and school leadership. This instrument will answer the following primary research question: How do the perceptions of school leadership style and behavior influence the culture and work of school? Subsequently, this question was divided into the following two sub-questions:

(a) How do teachers' perceptions of school principals influence school culture, and (b) How do teachers' perceptions of school leadership style affect teacher's work?

The instrument that I developed was designed based on literature on leadership (Kouzes & Posner, 2010, 2012, 2017; Northouse, 2010; Shield, 2009 Whitaker, 2012;), school culture (Daiktere, 2009; Drago-Severson, 2012; Rhodes et al., 2011; Velasco et al., 2012), and influences of leadership on teachers' perceptions of school culture (Devine & Alger, 2011; Kafka, 2009; Karakose, 2008; Shoupp & Pate, 2010; Tschannen-Moran et al., 2006; Yager et al., 2011, 2012) (see Appendices H and I).

The other instruments that were used in this study were the Comprehensive Teacher Trust Scale (principal, colleagues, students, & parents) Faculty Survey (Tschannen-Moran & Hoy, 2003), and the School Climate Index (Tschannen-Moran & Hoy, 2003). The reliability for the Comprehensive Teacher Trust Scale 26 item study for both elementary and high school results was as follows: the three trust areas were .98 (trust in principal), .93 (trust in colleagues), and .94 trust in clients (Tschannen-Moran & Hoy, 2003). The reliability of the 15-item measure of the School Climate Index for the first study (elementary) was .96 and the reliability for the second study (high school) 15 item measure was .87 (Tschannen-Moran & Hoy, 2003) (see Appendices B and D). Permission was granted to use the surveys by Tschannen- Moran (see Appendices C and E). Surveys by Tschannen- Moran and Hoy (2003) both address the previously discussed research questions as well.

All instruments were developed or selected for use with this research based on the following concepts for exploration: leadership, school culture, and the teachers'

perceptions of leadership on school culture. Previous use of the Tschannen-Moran and Hoy (2003) Climate Survey instrument was used in research involving 50 different schools with 50 different teachers in five different states. In addition, the three instruments were used to establish triangulation of the research data (Tschannen-Moran & Hoy, 2003).

Data Collection

Patton (2002) posited that the main use for interviews was to provide researchers the opportunity to gain access to the participant's perceptions. Participant perceptions through interviews served to provide information rich and meaningful data in qualitative studies (Patton, 2002). This study utilized e-mail interviews to collect data specifically, telephone interviews were employed if further clarification or explanation was required of the participant. However, e-mail interviews were the main source of data collection. The following advantages of e-mail interviews included: (a) e-mail interviews were cost and time effective; (b) e-mail interviews also allowed the participant more time to reflect and respond to questions; and (c) e-mail interviews provided anonymity, especially when dealing with sensitive issues (Creswell, 2013). Conversely, disadvantages of e-mail interviews included the following: (a) e-mails can be annoying and often go unread or deleted due to lack of person contact; (b) e-mail interviews cannot detect body language or nonverbal language or cues; and (c) some participants may be ineffective writers (Meho, 2006). The email interview instrument that I developed was designed based on literature on leadership (Kouzes & Posner, 2010, 2012, 2017; Northouse, 2010; Shield, 2009; Whitaker, 2012), school culture (Daiktere, 2009; Drago-Severson, 2012; Rhodes et

al., 2011; Velasco et al., 2012), and influences of leadership on teachers' perceptions of school culture (Devine & Alger, 2011; Kafka, 2009; Karakose, 2008; Shouppe & Pate, 2010; Tschannen-Moran et al., 2006; Yager et al., 2011, 2012) In addition to ensuring triangulation of research data, the Comprehensive Teacher Trust Scale (principal, colleagues, students, & parents) Faculty Survey (Tschannen-Moran & Hoy, 2003) and the School Climate Index (Tschannen-Moran & Hoy, 2003) were administered (see Appendices B and D).

The collection, analysis, and reporting of qualitative data vary and can be quite challenging for the qualitative researcher. Creswell (2013) purported a method to represent qualitative data via an analytical model referred to as the Data Analysis Spiral. This model included the following procedures or spiral loops for organizing data: (a) data management, (b) reading and memoing, (c) describing, classifying, and interpreting, and (d) representing and visualizing (p. 183). Subsequently, a researcher may easily become overwhelmed with the amount of data and organization required to collect, organize, and analyze. One such tool that was extremely helpful was the use of qualitative computer programs. Advantages of using qualitative computer programs included: (a) a means for quickly storing data, (b) easy access for locating data, (c) researchers may exam data closely by viewing texts by paragraphs or line by line, (d) concept-mapping features provide visualization of codes and themes, and (e) memos and or documents can be retrieved as well (Creswell, 2013). Although one may consider some of the disadvantages of computer software programs, such as requiring how to learn and use the program, the ease or difficulty of instructions provided to the researcher, and all

computer programs may not have the features or capabilities needed or required by the researcher (Creswell, 2013), “Ordinary typing and retyping is too slow and costly” (Miles & Huberman, 1994, p. 44). Thus, it would be beneficial for the researcher to examine various computer software programs to determine which program will provide the best features for collecting, organizing, analyzing, and reporting data. I elected to utilize the NVivo computer software and Excel to collect, analyze, and report data. I also collected data from Survey Monkey. Survey Monkey was used to gather additional participants due to the few participants collected via the Walden Participant Pool. The frequency for gathering data from all participants occurred once.

NVivo® 11

NVivo® 11 is a qualitative software program used by researchers. This researcher observed that instructors at Walden University often listed the above software program either as a requirement or as an additional resource for students to use. NVivo® 11 provided qualitative researchers with the means to organize, analyze, and report data for both qualitative and mixed methods research studies (QSR International, 2013).

NVivo® 11 provided the following features:

- uses various languages;
- creates new projects or merge with existing projects;
- works with projects from other software programs such as Atlas.ti and MAXQDA 10;
- purports to be user friendly;
- moves data easily via drop and drag method;

- imports documents from Microsoft Word, Excel, PDFs, video files, social media, and digital pictures (QSR International, 2013).

Additional features also include the ability to work with literature reviews and bibliographies such as Zotero, Endnote, and Refworks; explore data and test theories; work in groups or teams and share data; and import data from programs such as Excel and SPSS Statistics (quantitative).

Data Analysis Plan

The data analysis plan that I utilized will use the research questions as a guide. As one recalled, the primary research question was: How do the perceptions of school leadership style and behavior influence the culture and work of school? This question was divided into the following two subquestions: (a) How do teachers' perceptions of school principals influence school culture? and (b) How do teachers' perceptions of school leadership style affect teacher's work? The sources that I used in the NVivo® 11 program included email interviews, surveys, and reflections. The data collected using the Influence of School Principals on Teacher Perceptions of School Culture Instrument (Appendix A) was reviewed, memos and or reflections noted, and then coded. Coding was based on words, phrases, sentences, or portions of the participant's responses.

Next, categories or themes will also be created. I utilized the term themes in this research study. Connections of themes were identified. Using the NVivo® 11 program, I generated nodes for the email interviews as follows: demographics, school culture, school leadership, and influences of leadership on teachers' perceptions of school culture. Once the coding was complete and themes identified, I ran a word frequency and a text

query. I described how themes were connected. I then wrote and discussed the interpretations of the data findings.

Data was also obtained through the Comprehensive Teacher Trust Scale (principal, colleagues, students, & parents) Faculty Survey (Tschannen-Moran & Hoy, 2003), and the School Climate Index ((Tschannen-Moran & Hoy, 2003) The Comprehensive Teacher Trust Scale (principal, colleagues, students, & parents) Faculty Survey (Tschannen-Moran & Hoy, 2003), and the School Climate Index (Tschannen-Moran & Hoy, 2003) instruments (Appendices B and D) were scored using the scoring rubrics designed by Tschannen-Moran and Hoy specifically for this purpose (see Appendices F and G for the scoring rubrics). I interpreted and wrote a summary of the findings from the survey. Since the same participants participated in the email interviews also participated in the surveys, I looked for any links or connections. This step can be achieved by selecting questions and responses from the survey to import to NVivo® 11 as data sets. The questions and the scaled response was coded. Any discrepant cases were noted as such (Creswell, 2013; Patton, 2002; Yin, 2014).

Issue of Trustworthiness

Credibility

The issue of trustworthiness is critical to all research studies including qualitative research. Trustworthiness can be established by examining the following four criteria: credibility, dependability, conformability, and transferability. First, I established credibility using triangulation. Researchers have established that the use of various data

sources as a means of triangulation can be used to support evidence and credibility for case studies (Blackstone, 2012; Creswell, 2013; Patton, 2002; Yin, 2014). The research instruments that I used to gather data to establish credibility were the Influence of School Principals on Teacher Perceptions of School Culture instrument (Appendix A), the Comprehensive Teacher Trust Scale (principal, colleagues, students, & parents) Faculty Survey (Tschannen-Moran & Hoy, 2003) and the School Climate Index (Tschannen-Moran & Hoy, 2003) (see Appendices B and D). Additionally, member check was another strategy that I employed to establish credibility.

Member Checks

Member check was another means to determine internal validity or credibility. Member checks were used to assess the accuracy of the data being reported by participants to the researcher. Member checks can be performed during the research process or at the end of the study (Shenton, 2004). For this study, I provided the research summary at the conclusion. However, only two participants responded when I requested feedback from the research summary or member check.

Transferability

Transferability was another means to establish trustworthiness. Transferability can be described as a way to obtain external validity via the use of external thick description (Lincoln & Guba, 1985). Another researcher, Patton (2002) referred to transferability as “lesson learned” (p. 565). “Lesson learned is the idea that the greater the number of sources supporting, the more rigorous the evidence” (p. 565). Additionally,

Guba and Lincoln (1985) also noted that reflection was another way to gain transferability. By triangulating sources, I was able to provide transformability for this research with thick rich descriptions.

Dependability

To establish dependability, I reported and disclosed the design of the research details. Researchers used dependability to demonstrate that research findings were consistent and can be replicated (Lincoln & Guba, 1985). Dependability is “an evaluation of the quality of the integrated processes of data collection, data analysis, and theory generation” (Universal Teacher, 2013). By using the email interviews and surveys, I established dependability using overlying methods. In addition, evaluation of the effectiveness of the process through the reflection is another means of dependability (Shenton, 2004).

Confirmability

Confirmability aided to ensure the objectivity of the research study. Confirmability, which is “the degree to which the outcomes could be confirmed or corroborated by other people” (Universal Teacher, 2013), was documented through rich descriptions of the research process. This included a reflective journal, notes, including the structure of categories (themes, definitions, and relationships), research design, and data choices (Blackstone, 2012). Thus, Confirmability which is also a process of triangulation, helped to minimize researcher’s bias.

Ethical Procedures

Ethical procedures mandated that participants are made aware of the purpose of the research study and receive informed consent from all participants noting that participation will be voluntary (Creswell, 2013; Patton, 2002; Yin, 2014). Confidentiality of sites and participants were maintained as part of the ethical procedures and protocol (Creswell, 2013; Patton, 2002; Yin, 2014). Participants were advised that the research study would not provide any risks such as ostracism from colleagues or retaliation by leadership (Patton, 2002)

Another measure to ensure ethical procedures was the Walden University Internal Review Board (IRB). The Walden University IRB sets forth guidelines for all research before, during, and after the research study. The IRB approval number for the present study was #08-18-15-0091194. Participants were obtained from Walden University Participant's Pool. Walden University Participant Pool notified participants via general announcements. I ensured confidentiality of participants via random coding. The data were stored using paper and electronic media. The data obtained from the participants' email response was downloaded, transferred, and stored on paper, CD, external drive, and a flash drive. Once the data was transferred and stored, the data (paper, CD, external drive, and flash drive) was archived in a lock box. Data was then deleted from the internet/server. Research data was then stored for a minimum of five years. Data disposal occurred by paper shredding and the deletion of electronic media sources. Member checking was also a means for ensuring the accuracy of data collection. Summaries were provided to participants to verify data. Furthermore, in the case of an

adverse event, I will cease data collection and notify the chair of the committee and IRB for guidance and protocol to follow.

Summary

Chapter 3 explored the methodology applied for this qualitative research study. Teacher participants were gathered from Walden University Pool and the method of snowballing. A small sampling size of 15 new and experience teachers participated in the research. Chapter 3 also covered such topics as research design and rationale, the role of the researcher and methodology. Issues of trustworthiness and ethical procedures were reviewed. Chapter 4 will discuss the results of the data and Chapter 5 will offer the conclusion of the research study.

Chapter 4: Results

Introduction

The purpose of this qualitative case study was to explore how teachers' perceptions of the school principal's leadership style and behavior affect school culture. The nature of this qualitative case study included e-mail interviews and surveys. Chapter 4 outlines the research questions, setting, demographics, and number of participants. I also discuss data collection and analysis, coding, evidence of trustworthiness before presentation of the results.

Research Questions

To enhance the reliability of my findings, I used both email interviews and surveys for data collection to answer the research questions. The primary research question was: How do the perceptions of school leadership style and behavior influence the culture and work of school? This question was divided into the following two subquestions: (a) How do teachers' perceptions of school principals influence school culture? and (b) How do teachers' perceptions of school leadership style affect teacher's work?

I developed open-ended interview questions that incorporated insights from sources I found during the literature review (see Appendices H and I). I used the Comprehensive Teacher Trust Scale Faculty Survey and the School Climate Index (Tschannen-Moran & Hoy, 2003) as survey questionnaire instruments (see Appendices B, C, D, and E).

Setting

The setting for this qualitative case study was an electronic environment. The schools were in districts throughout the northern, eastern, southern, and western regions of the United States. However, the participant selection was rather nontraditional as the process involved more than one type of recruitment. The participants were recruited from the Walden University Participant Pool and from snowball sampling. The case study included rural, urban, and suburban schools. Recruitment led to participation in the study from teachers in elementary, middle, and high schools. I requested that participants not divulge the name of their school, district, or principal to reduce the likelihood of any reprimand or retaliation for participation in this study. Although I am an educator, I had no direct work or supervisory interaction with the participants in this study. I did not impose any influence upon participant responses.

Participant Demographics

Initially, 16 individuals responded to my request for participation. However, one recruited participant elected to exit the survey before completion for unspecified reasons. As a result, 15 individuals fully participated in this study. Participants from the Walden University Participant Pool were provided identification numbers generated by the pool administrators. I created identification numbers for participants via snowball sampling. I assigned all participants gender-neutral pseudonyms. In Chapter 3, I stated that I would identify the gender of participants. However, to maintain confidentiality, anonymity and consistency with Walden University's ethical requirements and to encourage participant responses, all participants were assigned gender-neutral pseudonyms.

Rural, urban, and suburban school districts were identified from each region of the United States. Participants' teaching experience in Grades 1-12, ranged from 3-27 years. All participants were at least 34 years old.

The email interviews I conducted with participants included three sections of questions: (a) demographics, (b) school culture, and (c) school leadership.

Most of the participants had more than 10 years of teaching experience (80%).

Participants had an average of 16 years of teaching experience (see Table 2).

Table 2

Teaching Experience of Participants

Gender- Neutral Name	Teaching Experience
Brook	15
Campbell	16
Chris	3
Dakota	13
Drew	11
Harper	20
Jordan	7
Lake	22
Logan	17
Morgan	3
Alex	17
Brett	24
Bailey	25
Addison	19
Adrian	27
Total Average Years of Experience	15.9 = 16 Years

Elementary school teachers comprised 40% of the population, middle school teachers comprised 13.3%, and high school teachers comprised 26.7%. However, some

participants (20 %) did not disclose their grade level or listed grade levels that were questionable such as a grade level of 14 (see Table 3). The grade level of 14 was not subjected to probable interpretation by the researcher but taken as an incomplete response. I thought the participant intended to list grade level of first through fourth but did not alter the response as it was written.

Table 3

Demographics-Current Grade Level

Gender-Neutral Name	Current Grade Level			
Brook	3rd			
Campbell	6th-8th			
Chris	KDG-6th			
Dakota	8th			
Drew	9th,10 th , &12th			
Harper	N/A			
Jordan	5th			
Lake	9th-12th			
Logan	9th-12th			
Morgan	N/A			
Alex	N/A			
Brett	1st			
Bailey	2nd			
Addison	9th-12th			
Adrian	KDG-2nd			
Average Grade Level	Elementary 6=40%	Middle 2=13.3%	High 4=26.7%	Unknown 3=20%

Most teachers (67%) worked less than 10 years at their place of employment.

Teachers worked at their current educational site an average of 8.7 years (see Table 4).

Thirty-three percent of the participants-maintained employment at the same educational site for at least 10 years.

Table 4

Demographics-Present Site Location

Gender-Neutral Name	Years at Present Site Location
Brook	7 Years
Campbell	3 Years
Chris	2 Years
Dakota	1 Year
Drew	9 Years
Harper	20 Years
Jordan	1 Year
Lake	16 Years
Logan	4 Years
Morgan	1 Year
Alex	7 Years
Brett	15 Years
Bailey	18 Years
Addison	4 Years
Adrian	23 Years
Average Site Location Employment	8.7 Years

Most of the participants were 46 years of age or older. Seventy-three percent of the teachers were 46 years old and above (see Table 5). No participants in the study were younger than 34 years of age.

Table 5

Demographics-Age Range

Gender-Neutral Names	A. Less than 23	B. 23-33	C. 34-44	D. 44-45	E. 46-Above
Brook					X
Campbell					X
Chris					X
Dakota					X
Drew			X		
Harper					X
Jordan					X
Lake					X
Logan			X		
Morgan					X
Alex				X	
Brett					X
Bailey					X
Addison				X	
Adrian					X
Average Age Range	0	0	13% (2)	13% (2)	73% (11)

The distribution of location of participation was relatively even. There was slightly more representation by participants who taught in the urban school districts. Thirty-three percent of the participants taught in rural school districts, 27% taught in suburban districts, and 40% taught in urban districts (see Table 6).

Table 6

Demographics-Type of School District

Gender-Neutral Names	Rural	Suburban	Urban
Brook			X
Campbell	X		
Chris	X		
Dakota			X
Drew	X		
Harper			X
Jordan			X
Lake	X		
Logan			X
Morgan	X		
Alex			X
Brett		X	
Bailey		X	
Addison		X	
Adrian		X	
Type of School District (Average)	33% (5)	27% (4)	40% (6)

Participants were from all regions of the country including the North (7%), South (53%), East (20%), and West (20%). More than half of those who participated in the study were from the southern region of the United States. Most of the participants came from the South as noted in Table 7 below.

Table 7

Demographics-Region of School District

Gender-Neutral Names	A. North	B. East	C. South	D. West
Brook				X
Campbell			X	
Chris		X		
Dakota				X
Drew				X
Harper			X	
Jordan		X		
Lake	X			
Logan			X	
Morgan			X	
Alex			X	
Brett			X	
Bailey			X	
Addison		X		
Adrian			X	
Region of District (Average)	7% (1)	20% (3)	53% (8)	20% (3)

Data Collection

Upon approval from the Walden Institutional Review Board (IRB approval # 08-18-15-0091194) and the Walden University Participant Pool, I posted my study on the Walden University Participant Pool site. Study elements I posted included: (a) consent form, (b) IRB approval, (c) email interview questions, (d) *Comprehensive Teacher Trust Scale Faculty Survey* (Tschannen- Moran & Hoy, 2003), and (e) *School Climate Index* (Tschannen-Moran & Hoy, 2003).

My goal was to obtain 8 to 12 participants from the participant pool. The collection of data from participants began in October of 2015. By the end of December 2015, only six participants had responded. Consequently, I extended the posting of the research study on the Walden University Participant Pool. Because of the slow response, I solicited additional participants using the snowball-sampling technique. The participants who responded through the snowball sampling technique received email interviews and surveys via Survey Monkey®. By May of 2016, I gained five additional participants from snowball sampling and five additional participants from the Walden Survey Participant Pool. This case study initially involved 16 participants. However, one of the Walden Participants elected for unknown reasons to withdraw from the study. Thus, the case study involved a total of 15 participants.

Recruitment Procedures

Walden University Participant Pool: Purposeful Sampling

Walden University Pool Participants volunteered to participate in research studies posted online through the Walden Participant Pool. The Walden Participant Pool provided Walden participants a user name and password. Members of the pool reviewed posted research studies and selected studies in which to participate. As the researcher, I was also provided a user name and password from the Walden University Participant Pool. The Walden University Participant Pool notified me upon the participant's decision to participate in my research study. Only an ID number provided by the Walden Survey Participant Pool identified the participants for this study. I provided gender-neutral pseudonyms for the participants.

Survey Monkey®: Snowball Sampling

I recruited Survey Monkey® participants via snowball sampling. Snowball sampling involves researchers relying on participants, who may be known to the researcher, to refer possible volunteers to join in the research study (Blackstone, 2012). I initiated contact with educators I knew and persons who knew educators to recruit participants for addition to the research study. Participants consisted of educators from urban and suburban school districts in the southern United States. I sent eight email invitations to snowball sampling recruits who agreed to participate in the study. Four referrals from those knowledgeable of educators assisted in obtaining participants. One referral, Jesse (pseudonym), enlisted three participants who responded to the study.

I made initial contact with three of the snowball-sampling participants. Two of the participants that I initiated contact with responded to the research study on Survey Monkey®. Another referrer, Taylor, provided two prospective participants who did not respond to the research study. I received responses from five participants from snowball sampling.

I requested participants provide a personal email address to allow direct routing of email interview and surveys to the participant. Participants responded to the email interview and surveys. Identification numbers and gender-neutral pseudonyms were provided for the snowball-sampling participants as were provided for participants gathered through the Walden University Participant Pool. Fifteen participants, 10 from the Walden University Pool and 5 from snowball sampling, responded to the research study.

Data Analysis

Data analysis for this research study was guided by the primary research question: How do the perceptions of school leadership style and behavior influence the culture and work of a school? The sub-questions for the case study were: (a) How do teacher perceptions of school principals influence school culture? and (b) How do teacher perceptions of school leadership style affect teacher's work performance? Participant responses were entered into NVivo® 11 and categorized as interview Sources. Qualitative responses were coded from the participants' email interviews (See Appendix J) using NVivo® 11.

NVivo® 11 was used to create the following two nodes: school culture and school leadership. School culture was comprised of the following subnodes (a) change school culture, (b) school environment, (c) teacher support, (d) teacher work collaboration, and (e) understand school culture. School leadership subnodes included (a) leadership builds capacity, (b) leadership communicates, (c) leadership demonstrates trust, (d) leadership ensures and promotes equity, (e) leadership motivates and encourages, (f) leadership styles and approaches, and (g) understands leadership. Participant responses were entered for each subnode.

NVivo® 11 was also used to examine word frequencies and text searches among participant responses. I used NVivo® 11 to explore and determine recurrent underlying themes embedded in participant responses. Subsequently, themes and codes were additionally mined in an effort to identify commonalities among participants.

Excel was utilized to record and analyze data responses obtained from the Comprehensive Teacher Trust Scale Faculty Survey (Tschannen- Moran & Hoy, 2003) and the School Climate Index Survey (Tschannen-Moran & Hoy, 2003). Both surveys were Likert-type scales that were suitable for analysis with Excel. NVivo® 11 and Excel data sets assisted in the discovery of recurrent and common themes regarding school culture and school leadership.

School Climate Index Survey

The School Climate Index (Tschannen-Moran & Hoy, 2003) questions referring to Collegial Leadership (questions 7, 8, 16, 17, 23, 24, 25) and Teacher Professionalism (questions 3, 4, 11, 12, 13, 18, 19, 20) were used to gauge teacher perception of school culture and teacher perceptions of leadership influence on school culture. The participants rated their responses from never (1), rarely (2), sometimes (3), often (4), and very frequently (5). The calculation of these averages was facilitated by using Excel® to examine participant responses.

Comprehensive Teacher Trust Scale Faculty Survey

The Comprehensive Teacher Trust Scale (principal, colleagues, students, & parents) Faculty Survey (Tschannen-Moran & Hoy, 2003) was grouped so that each question was in one of the following categories: (a) trust in principal, (b) trust in colleagues, and (c) trust in clients (students and parents). The participants rated their responses from strongly disagree (1) to strongly agree (6). I selected the questions from the *trust in principal* category of the Faculty Trust Survey as part of the triangulation of the conceptual framework, leadership, school culture, and the teacher perceptions of

leadership on school culture. Participants rated their responses for the Teacher Trust Scale Faculty Survey from strongly disagree (1) to strongly agree (6). The averages for the responses were calculated using Excel.

Evidence of Trustworthiness

Trustworthiness is fundamental to all research studies, quantitative, mix studies, and qualitative research. Trustworthiness was established by examining the following four criteria: credibility, dependability, conformability, and transferability. Credibility was established using triangulation. Transferability was established via rich description and reflection.

Credibility

The research instruments that I used to gather data to establish credibility were the Influence of School Principals on Teacher Perceptions of School Culture instrument (Appendix A), the Comprehensive Teacher Trust Scale (principal, colleagues, students, & parents) Faculty Survey (Tschannen-Moran & Hoy, 2003) and the School Climate Index (Tschannen-Moran & Hoy, 2003) (see Appendices B and D). Additionally, member check was another strategy that I employed to establish credibility.

Member check was another means to establish internal validity or credibility. Member checks were used to assess the accuracy of the data being reported by participants to the researcher. Member checks can be performed during the research process or at the end of the study (Shenton, 2004). For this study, I provided the research summary at the conclusion. However, only two participants responded when I requested feedback from the research summary or member check.

Transferability

Transferability was another means to establish trustworthiness. By triangulating sources such as, the Influence of School Principals on Teacher Perceptions of School Culture Email Interview instrument (Appendix A), the Comprehensive Teacher Trust Scale (principal, colleagues, students, & parents) Faculty Survey (Tschannen-Moran & Hoy, 2003) and the School Climate Index (Tschannen-Moran & Hoy, 2003) (see Appendices B and D) I established transferability. In addition, I provided transformability by using thick rich descriptions of the participants' perceptions. Lastly, as noted by Guba and Lincoln (1985), I also used reflection as another way to gain transferability.

Dependability

To establish dependability, I reported and disclosed the design of the research details. By using the email interviews and surveys, I established dependability using overlying methods. In addition, evaluation of effectiveness of the process through the reflection is another means of dependability (Shenton, 2004).

Confirmability

Another area used to establish trustworthiness is confirmability. Confirmability entailed using rich details to provide evidence of the research design and process. Confirmability ensured that outcomes could be replicated or confirmed by others (Universal Teacher, 2013). I obtained confirmability by including a reflective journal, notes, including structure of categories (themes, definitions, and relationships), research design and data choices.

Results

This section contained a summary of the findings for this case study. The primary research question was: How do the perceptions of school leadership style and behavior influence the culture and work of school? This question was divided into the following two subquestions: (a) How do teachers' perceptions of school principals influence school culture? and (b) How do teachers' perceptions of school leadership style affect teacher's work? Appendix P displayed the results of research questions addressed by the email school culture interview section on school culture. Each of the email interview questions, 1-5, concerning school culture addressed the research question: How do the perceptions of school leadership style and behavior influence the culture and work of school? Email school culture interview questions 2, 3, 4, and 5 addressed research Question: How do teachers' perceptions of school principals influence school culture? Email interview question one addressed research question: How do teachers' perceptions of school leadership style affect teacher's work? (See Appendix P). The School Climate Index Survey also addressed all the research questions.

Appendix Y displays the results of research questions addressed by the email interview section on school leadership. Email interview school leadership questions, 1-7, addressed the research question: How do the perceptions of school leadership style and behavior influence the culture and work of school? Email interview school leadership questions, 1-7, also addressed the research question: How do teachers' perceptions of school principals influence school culture? Finally, Email school leadership interview questions two and five addressed research question: How do teachers' perceptions of

school leadership style affect teacher's work performance? (See Appendix Y.) The Comprehensive Teacher Trust Scale Faculty Survey addressed research questions how the perceptions of school leadership style and behavior influence the culture and work of the school, and the research question how teachers' perceptions of school principals influence.

Themes

School Culture Summary

Themes emerging from the findings on School Culture Summary that resulted from the School Climate Index Survey and Section 2 of the email interview, were school culture, included collaboration, teacher support (instruction, discipline, & professional development), professional leadership, and school culture. The School Culture Summary may be viewed on pages 100-101. The School Climate Index Survey and the email surveys revealed common themes throughout the research study. Ultimately, teachers' perceptions concerning the school principal's support or lack of support of team collaboration, equity and fairness, professionalism, teacher support (instruction, discipline, and professional development) influenced the teachers' perception of school culture. Also view tables 8 through 15 below.

School Leadership Summary

The themes that emerged from the Comprehensive Teacher Trust Scale Faculty Survey, the School Climate Index Survey, and email interviews regarding school leadership included equity and fairness, motivation and encouragement, communication, trustworthiness of the school principal, professionalism, leadership styles and behaviors,

and years of experience of the principal. School leaders influence teachers' perceptions of school culture on a daily basis. The School Leadership Summary maybe found on pages 101 and 102. Detail information for each research question may be found in Tables 8 through 15 below.

The School Climate Index Survey

The School Climate Index (Tschannen-Moran & Hoy, 2003) questions referring to Collegial Leadership (questions 7, 8, 16, 17, 23, 24, 25) and Teacher Professionalism (questions 3, 4, 11, 12, 13, 18, 19, 20) were also as part of the triangulation for the conceptual framework, leadership, school culture, and the teacher perceptions of leadership on school culture.

Table 8

Participant Responses to the School Climate Index Survey Questions with Average Ratings: Collegial Leadership Questions

Average Total Participant Responses: Never (1), Rarely (2), Sometimes (3), Often (4), and Very Frequently (5) N=15	
Question 7	The principal is friendly and approachable. (4)
Question 8	The principal puts suggestions made by the faculty into operation. (3)
Question 16	The principal explores all sides of topics and admits that other opinions exist. (3) <i>(table continues)</i>

Question	The principal treats all faculty members as his or her equal. (3)
17	
Question	The principal is willing to make changes. (3)
23	
Question	The principal lets faculty know what is expected of them. (4)
24	
Question	The principal maintains definite standards of performance. (4)
25	
Participant Responses to the School Climate Index Survey Questions with Average Ratings: Teacher Professionalism Questions N=15	
Questions 3	The interactions between faculty members are cooperative. (4)
Question 4	Teachers respect the professional competences of their colleagues. (4)
Question	Teachers help and support each other. (4)
11	
Question	Teachers in this school exercise professional judgment. (4)
12	
Question	Teachers accomplish their jobs with enthusiasm. (3)
18	
Question	Teachers provide strong social support for colleagues. (3)
20	

Responses to the following *collegial leadership* questions reflected the theme of communication. The participants agreed (4) that the principal is friendly and approachable; the principal lets faculty know what is expected of them; and the principal maintains definite standards of performance. Participants disagreed (3) that the principal puts suggestions made by the faculty into operation; the principal explores all sides of topics and admits that other opinions exist; the principal treats all faculty members as his or her equal; and the principal is willing to make changes. These *collegial leadership* questions addressed the issues or themes of professionalism and equity.

Participants rated the following *teacher professionalism* questions with the rating of often (4): the interactions between faculty members are cooperative; teachers respect the professional competences of their colleagues; teachers help and support each other; and teachers in this school exercise professional judgment. Teachers, however, indicated that teachers accomplish their jobs with enthusiasm, and teachers provide strong social support for colleagues with a rating of sometimes (3).

Responses to *teacher professionalism* received the rating of often (4) for the following questions: the interactions between faculty members are cooperative; teachers respect the professional competences of their colleagues; teachers help and support each other; and teachers in this school exercise professional judgment.

Teachers indicated Sometimes (3) for the question 18, Teachers accomplish their jobs with enthusiasm, and question 20 teachers provide strong social support for colleagues. Both the *collegial leadership* and *teacher professionalism* responses addressed themes of professionalism, communication, trustworthiness and school culture.

Teacher perceptions of school culture and the influence of the principal on school culture were addressed via the *collegial leadership* and the *teacher professionalism* sections of The School Climate Index (Tschannen-Moran & Hoy, 2003)

Table 9

Walden Participant Pool Responses to the School Climate Index Survey Questions with Average Ratings: Collegial Leadership Questions

Walden Participant Pool Responses: Never (1), Rarely (2), Sometimes (3), Often (4), and Very Frequently (5) N=10	
Question 7	The principal is friendly and approachable. (4)
Question 8	The principal puts suggestions made by the faculty into operation. (3)
Question 16	The principal explores all sides of topics and admits that other opinions exist. (3)
Question 17	The principal treats all faculty members as his or her equal. (3)
Question 23	The principal is willing to make changes. (3)
Question 24	The principal lets faculty know what is expected of them. (4)
Question 25	The principal maintains definite standards of performance. (4)
Walden Participant Pool Responses to the School Climate Index Survey Questions with Average Ratings: Teacher Professionalism Questions N=10	
Questions 3	The interactions between faculty members are cooperative. (4)
Question 4	Teachers respect the professional competences of their colleagues. (4)
Question 11	Teachers help and support each other. (4)
Question 12	Teachers in this school exercise professional judgment. (4)
Question 18	Teachers accomplish their jobs with enthusiasm. (3)
Question 20	Teachers provide strong social support for colleagues. (3)

Teachers in the Walden Participant Pool evaluated *collegial leadership* as Sometimes (3) for the following questions: the principal puts suggestions made by the faculty into operation; the principal explores all sides of topics and admits that other opinions exist; the principal treats all faculty members as his or her equal; and the principal is willing to make changes. These questions addressed the issues or themes of professionalism and equity. Questions, such as, the principal is friendly and approachable; the principal lets faculty know what is expected of them; and the principal maintains definite standards of performance; which received a rating of often (4) reflected the theme of communication.

Responses to *teacher professionalism* received the rating of often (4) for the following questions: the interactions between faculty members are cooperative; teachers respect the professional competences of their colleagues; teachers help and support each other; and teachers in this school exercise professional judgment. Teachers indicated Sometimes (3) for the question 18, Teachers accomplish their jobs with enthusiasm, and question 20 teachers provide strong social support for colleagues. Both the *collegial leadership* and *teacher professionalism* responses addressed themes of professionalism, ethics, communication, or school environment (school culture).

Table 10

Snow Ball Participant Responses to the School Climate Index Survey Questions with Average Ratings: Collegial Leadership Questions

	Never (1), Rarely (2), Sometimes (3), Often (4), and Very Frequently (5) N=5
Question 7	The principal is friendly and approachable. (4)
Question 8	The principal puts suggestions made by the faculty into operation. (3)
Question 16	The principal explores all sides of topics and admits that other opinions exist. (4)
Question 17	The principal treats all faculty members as his or her equal. (3)
Question 23	The principal is willing to make changes. (4)
Question 24	The principal lets faculty know what is expected of them. (4)
Question 25	The principal maintains definite standards of performance. (4)

Teachers in the Snow Ball survey evaluated *collegial leadership* as sometimes (3) for question 8, the principal puts suggestions made by the faculty into operation, and question 17, the principal treats all faculty members as his or her equal. These two questions addressed the themes of communication and equity. Questions, such as, the principal is willing to make changes; the principal lets faculty know what is expected of them; the principal maintains definite standards of performance; the principal is friendly and approachable; and the principal explores all sides of topics and admits that other opinions exist, which received a rating of often (4) reflected the themes of communication and professionalism.

Table 11

Snow Ball Participant Responses to the School Climate Index Survey Questions with Average Ratings: Teacher Professionalism Questions

	Never (1), Rarely (2), Sometimes (3), Often (4), and Very Frequently (5) N=5
Questions 3	The interactions between faculty members are cooperative. (4)
Question 4	Teachers respect the professional competences of their colleagues. (4)
Question 11	Teachers help and support each other. (4)
Question 12	Teachers in this school exercise professional judgment. (4)
Question 18	Teachers accomplish their jobs with enthusiasm. (4)
Question 20	Teachers provide strong social support for colleagues. (4)

Responses to *teacher professionalism* received the rating of often (4) for all 6 of the following questions in that category: the interactions between faculty members are cooperative; teachers respect the professional competences of their colleagues; teachers help and support each other; teachers in this school exercise professional judgment; teachers accomplish their jobs with enthusiasm; and teachers provide strong social support for colleagues. The School Climate Index revealed themes that included school culture (environment) and professionalism. These themes were also prevalent in the email interview themes below.

Collaboration

Collaboration was a major theme identified by respondents that factor into positive school culture.

For example, Logan stated, “Collaborative work is supported and encouraged although sometimes, the expectations are such that teacher’s originality is limited. This can be restrictive.”

Brett echoed, “Team work is highly valued. This is evident by our grade level team meetings, vertical team meetings, and data talks.”

Dakota reiterated the theme regarding collaboration by stating, “Highly valued: There are a lot of team initiatives at my school, including team training.”

Jordan indicated, “Both are required but teamwork is emphasized. We have weekly PLC meetings and monthly co-planning.” Participant responses generated the theme of collaboration (see Appendix K).

Yager et al. (2011) suggested positive school transformation relies heavily upon how well educators work together with their colleagues and school leaders or principals. Principals play a major role in establishing positive conditions that are conducive for teachers to work and collaborate, thus empowering teachers to become better teachers.

Collaboration was addressed as a critical aspect of school culture. The theme of collaboration addressed the following research subquestions: How do teachers’ perceptions of school principals influence school culture? and How do teachers’ perceptions of school leadership style affect teacher’s work? Teachers’ perceptions of school principals influence of school culture and teacher perceptions of how school leadership style affect teacher’s work were revealed by coding.

For example, “We are evaluated on individual work, but team work is considered important for planning to benefit student learning”, as stated by Bailey.

Lake stated, “There are several individuals who were selected by leadership. The selected individuals work as a team and disseminate what the team determines important.”

Chris proclaimed, “We are not being noticed this year. We have no leadership support in our school at all.” Teachers seek and need support from leadership.

Teacher Support

The following codes and themes for teacher support included discipline, instructional support, and professional development emerged among teachers for Question 2: How do you feel that teachers and teams are supported in the following areas: discipline, instruction, and professional development? For example, although, it is vital to have discipline within the classrooms, some teachers such as Logan and Lake expressed that discipline was not supported while other teachers, Chris and Bret felt that they received the necessary support for discipline from school principals. Participants viewed instruction support and professional development as being supportive or nonsupportive.

According to Chris:

As a site we can request site specific professional development to help us meet the needs of our students. We have an on-site resource director to help with instructional needs. District coaches to improve instruction. Discipline begins in the classroom.

Logan stated, “Discipline is not administered with a consistency that has a positive impact. Frequently, student behaviors are overlooked or excused to avoid high

suspension rates. Instructional support is solid, but professional development gets very little.”

Brett proclaimed the following: “Discipline: The principal and the school counselor are very supportive; Instruction: The principal supports our instruction by monitoring our instructional practices with walk through and leaves a feedback form; Professional Development: The district leaders, principals, and leadership team provide professional development based on our school goals and needs assessment.”

Lake maintained, “Teachers are not supported in areas of discipline or professional development. A top down management informs teachers what is to be done and what professional development activities will occur.”

The literature review purported that positive school cultures include the following factors: (a) principal and teacher leadership, (b) principal and teacher collaboration on a regular basis, (c) professional learning communities (PLCs), and (d) relational trust including trust among members of the organization (Rhodes et al., 2011). Additionally, Rhodes et al., (2011) revealed the following: (a) the development of a shared vision and core values to ensure norms created relational trust; (b) a sense of strong community was built through formal and informal interactions; and (c) teachers were empowered as instructional leaders. The study also revealed a need for a strong school-wide discipline policy as well as a parent support system. Furthermore, according to Sahin (2011), instructional leadership influences school culture significantly. The theme of teacher

support, including discipline, instruction, and professional development was revealed in this research case study results.

The theme teacher support introduced minor themes: professional development, discipline, and instruction, which were informed by the following research questions: How do the perceptions of school leadership style and behavior influence the culture and work of school? and How do teachers' perceptions of school principals influence school culture?

According to Lake, "Teachers are not supported in areas of discipline or professional development. A top down management informs teachers what is to be done and what professional development activities will occur." Leadership influences school culture (Aypay et al., 2012). The research study subquestion: How do teachers' perceptions of school leadership style affect teacher's work was addressed by Alex who stated,

Discipline: Teachers need to establish their own discipline in their classrooms.

Administration only intervenes when there is a serious issue that may have legal implications. Instruction: Yes, teachers have autonomy to teach their content as they see fit but are held accountable for her scores individually.

Chris stated,

As a site we can request site specific professional development to help us meet the needs of our students. We have an on-site resource director to help with instructional needs-district coaches to improve instruction. Discipline begins in the classroom.

The theme of Teacher support: discipline, instruction, and professional development addressed school culture and the research questions: how do the perceptions of school leadership style and behavior influence the culture and work of school, and how do teacher perceptions of school principals influence school culture? (See Appendix L.)

Teacher perceptions of leadership or principal support in the areas of discipline, instruction, and professional development influenced school culture. School leaders must model and demonstrate the norms and behaviors that they value and expect from teachers and students.

Professionalism and Leadership

Themes that emerged in both school culture and school leadership were professionalism and leadership. Question 3 stated: Describe what you like the most about your school. What teachers liked least was addressed in the following manner: (See Appendix M.)

Logan “I enjoy the collegiality I enjoy with a small cadre of my colleagues. Unfortunately, the administration is negative and domineering, which has prompted my decision to leave after this school year.”

Question 4, (see Appendix N) asked: If you had the opportunity, how would you change the culture of your school? This question addressed issues regarding professionalism.

Chris and Lake would make leadership changes at their school. Dakota and Alex would seek more collegiality and professionalism among colleagues. Brett and Harper would not make any changes to the school culture. The participants’ detailed responses follow:

Chris: “I would change leadership to someone who cares about teacher safety and protect us from the disrespectful students.”

Lake: “I would insist that leaders model the demands of the profession. Leaders would be led by example, by integrity, and a sincere concern for the learners who attend our school.”

Dakota: “I would squash the gossip; make the students more accountable for their actions; stop teachers from having grown-up conversations with the students.”

Alex: “I would improve unity between teachers, staff, and administration.”

Brett: “I would not change the culture of our school because it is a caring, nurturing, and data-driven school that focuses on student achievement.”

Harper: “I see no reason to change the culture of my school.”

Effective principals lead or influence members within the organization through practiced behaviors (Kouzes & Posner, 2010, 2012, 2017; Whitaker, 2012). Data results indicated that professionalism and leadership were key themes of school culture. The themes of professionalism and leadership addressed school culture and the research questions. Teacher perceptions of the principal’s influence on school culture reveal that the principal’s behavior can have a positive or negative impact on school culture (Kouzes & Posner, 2010, 2012, 2017; Velasco et al., 2012; Whitaker, 2012). Daily modeling of behaviors and standards significantly influenced school cultures.

Velasco, Edmondson, and Slate (2012) found that the number one factor influencing student achievement and success is the teacher. Moreover, the second factor influencing student achievement and success is the school leadership or principal

(Velasco, et al., 2012). The effect of the school leadership or the principal on school culture is critical to both student and teacher success. The Teacher Trust Scale (principal, colleagues, students, & parents) Faculty Survey (Tschannen-Moran & Hoy, 2003) and section 3, leadership, of the open-ended email interview questions (see Appendix Q) were used to address the conceptual framework of school leadership.

The Teacher Trust Scale (principal, colleagues, students, & parents) Faculty Survey were grouped so that each question is in one of the following categories: (a) trust in principal, (b) trust in colleagues, and (c) trust in clients (students and parents). The participants rated their responses from strongly disagree (1) to strongly agree (6). I selected the questions from the trust in principal category of the Faculty Trust Survey as part of the triangulation of the conceptual framework, leadership, school culture, and the teacher perceptions of leadership on school culture. The averages for the responses were calculated using Excel.

Participants rated their responses for the Teacher Trust Scale Faculty Survey from strongly disagree (1) to strongly agree (6).

Table 12

Participant Responses Faculty Trust Survey Questions with Average Ratings

Total Participant Responses (strongly disagree (1) to strongly agree (6) N=15	
Question 3	Teachers in this school have faith in the integrity of the principal. (4)
Question 5	The principal in this school typically acts in the best interest of the teachers. (4)
Question 6	Teachers in this school can rely on the principal. (4)
Question 10	Teachers in this school trust the principal. (4)

Question 14	The principal does not tell teachers what is really going on. (4)
Question 15	The principal of this school does not show concern for teachers. (4)
Question 23	The teachers in this school are suspicious of most of the principal's actions. (4)
Question 25	The principal in this school is competent in doing his or her job. (4)

The participants agreed (4) to the following: teachers in this school have faith in the integrity of the principal; the principal in this school typically acts in the best interest of the teachers; teachers in this school can rely on the principal; teachers in this school trust the principal; the principal doesn't tell teachers what is really going on; the principal of this school does not show concern for teachers; the teachers in this school are suspicious of most of the principal's actions; and the principal in this school is competent in doing his or her job.

Table 13

Walden Participant Pool Responses of Faculty Trust Survey Questions with Average Ratings

Walden Participant Pool Responses (strongly disagree (1) to strongly agree (6)) N=10	
Question 3	Teachers in this school have faith in the integrity of the principal. (3)
Question 5	The principal in this school typically acts in the best interest of the teachers. (3)
Question 6	Teachers in this school can rely on the principal. (3)
Question 10	Teachers in this school trust the principal. (3)
Question 14	The principal does not tell teachers what is really going on. (4)
Question 15	The principal of this school does not show concern for teachers. (4)
Question 23	The teachers in this school are suspicious of most of the principal's actions. (4)

Question 25	The principal in this school is competent in doing his or her job. (4)
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Walden participants disagreed that teachers have faith in the integrity of the principal; the principal acts in the best interest of the teachers; teachers can rely on the principal; and teachers in the school trust the principal, The Walden participants agreed that the principal doesn't tell teachers what is really going on; the principal of the school does not show concern for teachers; the teachers in this school are suspicious of most of the principal's actions; and that the principal is competent in doing his or her job. Email interview questions and the survey questions addressed communication, leadership, professionalism, and trust as themes generated in the study.

Table 14

Snowball Participant Responses of Faculty Trust Survey Questions with Average Ratings.

Snowball Participant Responses (strongly disagree (1) to strongly agree (6) N=5	
Question 3	Teachers in this school have faith in the integrity of the principal. (4)
Question 5	The principal in this school typically acts in the best interest of the teachers. (4)
Question 6	Teachers in this school can rely on the principal. (4)
Question 10	Teachers in this school trust the principal. (4)
Question 14	The principal does not tell teachers what is really going on. (5)
Question 15	The principal of this school does not show concern for teachers. (5)
Question 23	The teachers in this school are suspicious of most of the principal's actions. (5)
Question 25	The principal in this school is competent in doing his or her job. (4)

Snowball participant responses agreed that teachers have faith in the integrity of the principal; the principal acts in the best interest of the teachers; teachers can rely on the principal; teachers in the school trust the principal; and that the principal is competent in doing his or her job. Snowball participants strongly agreed that the principal doesn't tell teachers what is really going on; the principal of the school does not show concern for teachers; and the teachers in this school are suspicious of most of the principal's actions. Themes addressed were communication, trustworthiness, professionalism, and leadership.

Table 15

Group Response Comparison of the Faculty Trust Survey Questions with Average Ratings

	<i>Walden & Snowball Participant Responses (strongly disagree (1) to strongly agree (6))</i>	Walden Participants Average Response N=10	Snow Ball Participants Average Response N=5
Survey Question 3	Teachers in this school have faith in the integrity of the principal.	3	4
Survey Question 5	The principal in this school typically acts in the best interest of the teachers.	3	4
Survey Question 6	Teachers in this school can rely on the principal.	3	4
Survey Question 10	Teachers in this school trust the principal.	3	4
Survey Question 14	The principal does not tell teachers what is really going on.	4	5
Survey Question 15	The principal of this school does not show concern for teachers.	4	5
Survey Question 23	The teachers in this school are suspicious of most of the principal's actions.	4	5
Survey Question 25	The principal in this school is competent in doing his or her job.	4	4

Both the Walden and Snowball participants agreed or highly agreed that the principal doesn't tell teachers what is really going on; the principal of the school does not show concern for teachers; the teachers in this school are suspicious of most of the principal's actions; and the principal in this school is competent in doing his or her job. However, the Walden participants were inclined to disagree with the following questions; the teachers have faith in the integrity of the principal; the principal acts in the best interest of the teachers; teachers can rely on the principal; and teachers in the school trust the principal. Whereas, the Snowball participants agreed with the following; the teachers have faith in the integrity of the principal; the principal acts in the best interest of the teachers; teachers can rely on the principal; and teachers in the school trust the principal. Themes addressed encompassed communication, professionalism, leadership, and trustworthiness. These themes also appeared in the school leadership email interviews below.

Equity and Fairness

Data analysis of the email interview of school leadership for question one expressed how educators feel leadership ensures and promotes equity and fairness among teachers and staff members. Themes such as equity, fairness, inequity, unfairness, and partiality arose out of the responses. According to Whitaker (2012), "Great principals create a positive environment in their schools. They treat every person with respect. In particular, they understand the power of praise" (p. 29). Participants agreed and/or disagreed about the equity and fairness received from leadership (see Appendix R).

Logan: “This only happens for those teachers whom the administration likes. For those who are not part of the inner sanctum, hypercritical evaluations and minute searches for any flaw are the order of the day.”

Chris: “Our leadership plays favoritism. If she likes you, you are in. If not, she gets rid of you and she does not value other teachers' opinions.”

Brett: “The school principal considers our strengths and supports us all in our weaknesses to improve staff members. When she chooses team members, she considers how each person will bring something to the team.”

Campbell: “The principal has an open-door policy and seems to want to work through conflicts with staff professionally and fair.”

Issues of fairness, equity, and partiality were common themes that were repeated frequently in question one.

Motivation and Encouragement

Question 2 was: How do you feel school leadership motivates and provides encouragement to teachers and staff members? Participants responses and themes that emerged were often more positive. Although most themes such as professionalism, recognition, rewards, and kudos were more a tune (Brook and Dakota), some participants like Lake, however, did not feel motivated and encouraged by school leadership.

Brook: “All teachers are treated as professionals and allowed to make decisions based on their classroom needs.”

Dakota: “Administration treats us as if we are the greatest teachers in the world and we respond accordingly.”

Lake: “School leadership attempts to motivate teachers through intimidation and retribution.”

Principal acknowledgements and demonstrations of teachers’ work provide the greatest factors for motivation and encouragement. Question 2 also focused on concerns of equity and fairness as well (see Appendix S).

Communication

Principal communication, support of teachers, and decision-making are behaviors that shape school culture along with such factors as trust, organizational effectiveness, collegiality, and self-image (Kouzes & Posner, 2010, 2012, 2017; Velasco et al., 2012; Whitaker, 2012). Responses for question 3: How does school leadership communicate and share the school’s vision with all stakeholders resulted in a variety of accounts by participants.

Brett stated:

The principal uses various mediums to communicate the school's vision with all stakeholders. She begins with face-to-face meetings with parents, and then meets quarterly to share data results. She requires all staff members to have the school vision and goals in their signature for email communications. The school vision is on all correspondence such as school newsletters (electronically and hard copies).

Dakota: “Staff meetings; team meetings; department meetings; clear expectations; weekly calendar updates; team leaders who have embraced the culture.”

There were some teachers, however, who expressed that often leadership does not communicate and share the school's vision with all stakeholders.

For instance, Chris declared that, "They don't. Everything is a secret until we have a staff meeting which is only once a month."

Brook confessed that, "This is an area that we could improve-we use web site, meetings, flyers- Teachers need to take an active role in communicating our vision with parents and the community."

Communicating and sharing the school's vision with all stakeholders was vital to how teachers perceive the influence of the school principal on school culture (see Appendix T).

Trustworthiness

Trustworthiness among faculty and leadership played a major role in determining if the school environment or school culture is positive or negative. Effective school leaders tend to demonstrate trustworthiness. Question 4: How does school leadership communicate and demonstrate that he/she is trustworthy generated a series of outcomes (see Appendix U).

Logan professed, "I have seen very little of this, but I have co-workers who have been treated in a more positive fashion who have satisfactory interactions."

Morgan stated, "Not trustworthy."

Chris' response was similar to Morgan's response: "She doesn't. No one trusts her."

Other teachers such as Brett found demonstrations of trustworthiness and communicated the following: “The principal has closed-door meetings when needed. She will pull in any party associated with a particular circumstance to discuss the issue. She does not believe in discussing anything without all parties involved.”

Brook stated, “Our admin has an open-door policy- and has shown that suggestions are taken seriously.”

Campbell expressed the same sentiments as Brook: “The principal has an open-door policy and seems to want to work through conflicts with staff professionally and fair.”

Additionally, Dakota responded that, “Leadership is very open and direct with their expectations as well as redirection. There is no guess work in how well or badly a teacher may be performing.”

Professionalism

Describe how school leadership builds capacity by developing leadership within the school is the focus of Question 5 (see Appendix V).

Lake stated that, “School leadership has built capacity by giving the selected leaders more accountability and visibility.”

Drew responded that leadership builds capacity “By mentoring teachers and encouraging participation and leadership.”

While Dakota exclaimed “Leadership announces often that our school develops leaders and then sends them on.”

Chris insisted that, “Good leadership is yet to be seen at my school. But we definitely cannot speak our mind, or we are put on the black list of getting fired.”

Leadership Styles and Behaviors

Question 6, addressed leadership styles and behaviors that described one’s principal. The leadership characteristics were described as the following: (a) charismatic, strong role model, considered to be ethical and moral; communicates high expectations & motivates and inspires members to share in organizational vision; provides supportive environment, listens to individuals; encourages creativity and innovation of members; (b) leadership tends to lead by utilizing a “hands-off” approach, hesitant to make decisions, does not provide feedback, relinquishes responsibility; and (c) Leadership attempts to gain agreement from members within the organization (school) on what is to be accomplished and what the resulting payoff or reward will be for accomplishing the task(s). Northouse (2010) emphasized that leadership is prompted via corrective criticism, negative feedback, and negative reinforcement (see Appendix Q).

Five participants described the principal as being charismatic, four participants described their principal as a leader that tends to be “hands- off, two participants selected that leadership attempts to gain agreement from members...on what is to be accomplished and what the resulting payoff or reward will be...leadership is prompted via corrective criticism, negative feedback, and negative reinforcement, and two participants provided other responses such as the following:

Morgan stated, “Our school principal was fired” and

Logan indicated that leadership was “D_ negative feedback” (see Appendix W).

Experience

Question 7, asked if there is anything else you feel you would like to say that will help me understand the leadership in your school?

Logan responded, “The system has limited measures for assessing and correcting poor leadership. Once put in an administrative position, it is seldom that leaders are replaced even bad ones.”

Morgan, Jordan, and Brook declined to answer.

Bailey proclaimed that, “The lack of experience does make a difference and communication is the key.”

Campbell stated that, “He's been teaching for 11 years only.”

Chris protested, “The leadership at my school needs to go.”

Dakota stated that, “Leadership has high expectations for their teachers. We also see them in the trenches working hard” (see Appendix X).

Leadership Styles and Behaviors

The data results for the theme Leadership Styles and Behaviors revealed that participants described their school leader’s style and behavior as being transformational, laissez-faire, transactional, or “other response.” Transformational Leadership (A) was a recurrent theme recognized by five participants. The participants described this type of leadership as charismatic, strong role model, considered ethical and moral; communicates high expectations and motivates and inspires members to share in organizational vision; provides supportive environment, listens to individuals; encourages creativity and innovation of members (Northouse, 2010). Transformational leaders are interested in

both the performance and development of the organizational member (Avolio, 1999; Bass & Avolio, 1990 as cited in Northouse, 2010).

Laissez-Faire Leadership (B), selected by four participants, was expressed as leadership that tends to lead by utilizing a “hands-off” approach, hesitant to make decisions, does not provide feedback, relinquishes responsibility (Northouse, 2010).

Transactional Leadership (C), selected by two participants, represented leadership attempts to gain agreement from members within the organization (school) on what is to be accomplished and what the resulting payoff or reward will be for accomplishing task(s); Leadership is prompted via corrective criticism, negative feedback, and negative reinforcement (Northouse, 2010).

Other responses, selected by two participants, responded as follows:

Logan stated, “Negative feedback”

Morgan replied, “Our principal was fired.”

The theme, leadership styles and behaviors, addressed school leadership and all research questions. Data revealed that the leadership styles and behaviors influenced the culture and work of school; teacher perceptions of school principals influence on school culture; and teacher perceptions of how school leadership style affect teacher’s work.

School Culture Summary

The concluding themes that resulted from the School Climate Index Survey and section 2 of the email interview, school culture, included collaboration, teacher support (instruction, discipline, & professional development), professionalism, and leadership and school culture. As stated in the literature review by Rhodes et al., (2011),

Positive school cultures are embedded with a shared vision, values, and norms that direct organizational behavior. Additionally, positive school cultures include the following factors: (a) principal and teacher leadership, (b) principal and teacher collaboration on a regular basis, (c) professional learning communities (PLCs), and (d) relational trust or trust among members of the organization. The above dynamics help to create a positive school culture. The study also revealed a need for a strong school-wide discipline policy as well as a parent support system (pp. 83-84).

Team collaboration was the norm and expectation although teachers were also held to individual accountability. Standards of professionalism must be demonstrated and modeled daily by teachers and principals. This also encompassed the distribution of teacher support (instruction and discipline). Professional development must be meaningful and effective to affect school culture. Leadership was viewed as either professional or nonprofessional, fair or unfair, and equitable or inequitable. The School Climate Index Survey and the email surveys revealed common themes throughout the research study. Ultimately, teachers' perceptions concerning the school principal's support or lack of support of team collaboration, equity and fairness, professionalism, teacher support (instruction, discipline, and professional development) influenced the teacher's perception of school culture.

School Leadership Summary

Kouzes and Posner (2012) suggested, "Leading by example is more effective than leading by command. If people see that you work hard while preaching hard, they are

likely to follow you” (p.17). One of the best ways to prove that something is important is by doing it yourself and setting an example (Kouzes& Posner, 2012). School leaders influence teachers’ perception of school culture daily. The themes that emerged from the Comprehensive Teacher Trust Scale Faculty Survey, the School Climate Index Survey, and email interviews regarding school leadership included equity and fairness, motivation and encouragement, communication, trustworthiness of the school principal, professionalism, leadership styles and behaviors, and years of experience of the principal.

For example, the Comprehensive Teacher Trust Scale Faculty Survey showed that both the Walden and Snowball participants agreed or highly agreed that the principal doesn’t tell teachers what is really going on; the principal of the school does not show concern for teachers; the teachers in this school are suspicious of most of the principal’s actions; and the principal in this school is competent in doing his or her job. The School Climate Index Survey revealed that participants disagreed (3) that the principal puts suggestions made by the faculty into operation; the principal explores all sides of topics and admits that other opinions exist; the principal treats all faculty members as his or her equal; and the principal is willing to make changes. These Collegial Leadership questions addressed the issues or themes of professionalism and equity. Email interview school leadership responses from teachers also indicated concern about the equity or inequity shown by principals. Some teachers indicated that they were afraid of providing any input for fear of being put on a *black list* or fear of being retaliated against by the principal who often practiced *favoritism*. Furthermore, these feelings also generated fear and apprehension for one’s job.

Other teachers that felt that their principal employed equity toward all stated that the principal not only had *an open-door policy* but would also work with teachers and staff members to ensure that the work of the school was accomplished and provided a *supportive and comfortable* environment. Equity or the lack of equity also entails the idea of professionalism and non-professionalism. For example, not valuing all teachers' opinions and views and only the opinions and views of the *chosen few* or *favorite ones* was perceived as unprofessional. Whereas, the principal leader that provided opportunities for teachers and staff, had an open-door policy, *treated us as if we are the greatest teachers in the world and we responded accordingly* and promoted fairness was considered as professional. The level of years and experience and the way the school leader communicated also reflected on teacher perceptions of school culture. Lastly, teachers indicated that principal trust and/or distrust was paramount to how teachers view the influence of school principals on teacher perceptions of school culture.

Research Questions and School Culture

The purpose of this qualitative research study was to explore how teachers' perceptions of the school principal's leadership style and behavior affected school culture. The primary research question explored was: How do the perceptions of school leadership style and behavior influence the culture and work of school? Subquestions addressed by the case study included the following: How do teachers' perceptions of school principals influence school culture; and How do teachers' perceptions of school leadership style affect teacher's work?

Appendix P displayed the results of research questions addressed by the email school culture interview section on school culture. Each of the email interview questions, 1-5, concerning school culture addressed the research question: How do the perceptions of school leadership style and behavior influence the culture and work of school? Email school culture interview questions 2, 3, 4, and 5 addressed the research question: How do teachers' perceptions of school principals influence school culture? Email interview question one addressed the research question: How do teachers' perceptions of school leadership style affect teacher's work? (See Appendix P). The School Climate Index Survey also addressed all the research questions.

Research Questions and School Leadership

The purpose of this qualitative research study was to explore how teachers' perceptions of the school principal's leadership style and behavior affected school culture. Research questions explored or addressed by the research study were as follows: How do the perceptions of school leadership style and behavior influence the culture and work of school?

- How do teachers' perceptions of school principals influence school culture?
- How do teachers' perceptions of school leadership style affect teacher's work?

Appendix Y displays the results of research questions addressed by the email interview section on school leadership. Email interview school leadership questions, 1-7, addressed the research question: How do the perceptions of school leadership style and behavior influence the culture and work of school? Email interview school leadership questions, 1-7, also addressed the research question: How do teachers' perceptions of

school principals influence school culture? Finally, Email school leadership interview questions two and five addressed the research question: How do teachers' perceptions of school leadership style affect teacher's work (see Appendix Y)? The Comprehensive Teacher Trust Scale Faculty Survey addressed research questions how do the perceptions of school leadership style and behavior influence the culture and work of the school, and the research question how do teachers' perceptions of school principals influence school culture? The School Climate Index Survey addressed all the research questions.

Summary

Chapter 4 focused on the coding of themes, data analysis, and the results of the research study. The data addressed school culture themes such as collaboration, teacher support: discipline, instruction, and professional development. The following themes addressed school leadership: equity and fairness, motivation and encouragement, communication, trustworthiness, professionalism, and leadership styles and behavior. The research questions below were answered by the school culture themes and the school leadership themes:

How do the perceptions of school leadership style and behavior influence the culture and work of school?

- How do teachers' perceptions of school principals influence school culture?
- How do teachers' perceptions of school leadership style affect teacher's work?

Whether negative or positive, perceptions of school leadership style and behavior, perceptions of school principal's influence on school culture, and perceptions of school leadership style affected teacher's work. In Chapter 5, I focused on the interpretation of

the findings of the research study, limitations of the study, recommendations, implications, and the conclusion of the research study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative research case study was to explore how teachers' perceptions of the school principal's leadership style and behavior affect school culture. The conceptual framework was based on research relating to leadership styles and approaches, school culture, and influences of leadership on teachers' perceptions of school culture. The research question addressed in this study focused on how the perceptions of school leadership style and behavior influence the culture and work of a school. Subsequently, if teachers' perceptions of school leadership were better understood, the relationship of teachers' perceptions, school leadership, and school culture could be managed to the benefit of student achievement, community, and society.

Interpretation of the Findings

The conceptual framework was based on research relating to leadership styles and approaches, school culture, and influences of leadership on teachers' perceptions of school culture. The research study addressed the following research questions: How do the perceptions of school leadership style and behavior influence the culture and work of school?

- How do teachers' perceptions of school principals influence school culture?
- How do teachers' perceptions of school leadership style affect teacher's work?

Major themes identified for school culture included collaboration, teacher support, professionalism and leadership, and school culture. Leadership themes included equity and fairness, motivation and encouragement, communication, trustworthiness,

professionalism, leadership styles and behavior, and experience. Much of the literature review from Chapter 2 indicated that leadership styles and approaches, school culture, and influences of leadership on teachers' perceptions of school culture, influence school culture. However, the literature does not indicate how the phenomenon of teachers' perceptions of school leadership was not understood well enough to leverage as a tool for school improvement. The purpose of this qualitative case study was to explore how teachers' perceptions of school principal's leadership style and behavior affect school culture. Using the conceptual framework above, my research findings explored and extended the knowledge of how teachers' perceptions of school principal's leadership style and behavior affect school culture.

As stated previously in Chapter 1, the way in which teachers perceive school leaders can affect school culture (Aypay et al., 2012; Velsco et al., 2012; Whitaker, 2012) and, in turn, school culture and leadership directly influences student achievement (Shoupe & Pate, 2010; Tschannen-Moran et al., 2006). One of the findings suggested by the present research study was that school leadership style and behavior influenced the culture and the work of the school. For instance, participants indicated that leadership styles such as transformational, laissez-faire, and transactional existed among their school cultures. Further examinations of these findings indicated the leadership style and behavior of the principal influenced school culture.

Participant Brett's reflection noted that the principal was, "Charismatic, a strong role model, who was considered to be ethical and moral; communicated high expectations, motivated and inspired members to share in organizational vision; provided

a supportive environment, listened to individuals; encouraged creativity and innovation of member”.

Whereas Logan described the principal’s style and behavior of leadership as “Negative feedback.”

According to Whitaker (2012), it is often not what a principal says that influences teachers’ perceptions, but his or her actions. Researchers, Kouzes and Posner, (2010, 2012, 2017) and Whitaker (2012) stated that effective principals lead or influence members within the organization through practiced behaviors. Furthermore, Whitaker (2012) also stated, “The difference between more effective principals and their less effective colleagues is not what they know. It is what they do” (p. xi). Effective principals demonstrate practice behaviors to influence positive school culture and motivate members towards the goals of the school and district.

Additionally, studies have shown that teachers’ perceptions of school principals do indeed influence school culture. Moreover, effective principals lead or influence members within the organization through practiced behaviors (Kouzes & Posner, 2010, 2012, 2017; Whitaker, 2012).

The last finding of the research study I addressed was the research subquestion: How do teachers’ perceptions of school leadership style affect teacher’s work? Research study findings indicated the following reflections and views of the participants: Effective school principals not only influence school culture but were often the key to retaining teachers. By exhibiting such behaviors as teacher support, providing growth

opportunities, sharing decision-making, encouraging staff members, and creating positive work environments, school principals were often able to retain teachers (Grissom, 2011).

Limitations to the Study

Limitations of the research study existed in the methodology. The use of primarily email interviews limited the number of personal interviews. Personal, face-to-face or telephone interviews were curtailed owing to time constraints and unavailability of funding for this research study. Since the participants were from all over the United States, travel for face-to face interviews was not feasible. Face-to-face interviews would have allowed me to seek further clarification of participant responses as well as prompted participants to share more information or reflections. Email follow-up interviews from participants were very limited. For example, only two participants responded when I requested feedback from the research summary. Limitations to email interviews include the inability to observe body language or nonverbal language, the potential that some participants do not provide detail responses, or that participants may not effectively express themselves in writing (Meho, 2006). As a qualitative case study, the findings cannot be generalized beyond the case itself; however, the study's findings may be transferable to similar settings.

Recommendations

The purpose of this qualitative research study was to explore how teachers' perceptions of the school principal's leadership style and behavior affect school culture. However, teachers' perceptions of school leadership are not understood well enough to leverage as a tool for school improvement. Researchers have indicated that how teachers perceive

school leaders can affect the culture of the school (Aypay et al., 2012; Velsco et al., 2012; Whitaker, 2012); and that school culture and leadership are connected to student achievement (Shoupe & Pate, 2010; Tschannen-Moran et al., 2006). In this study, I did not identify male or female genders of participants. Recommendations could include exploring the following: (a) How do similarities and differences of perceptions of the school principal's leadership style and behavior affect the school culture of male and female teachers; (b) How do similarities and differences of perceptions of the school principal's leadership style and behavior affect the school culture of beginning and experienced teachers; and (c) How do the perceptions of female or male school principal's leadership style and behavior affect the school culture? An additional recommendation includes training and coaching of school principals on how their leadership style and behavior influence the positive culture and work of the school. Moreover, a major recommendation for practice to improve school culture and school leadership would be training and awareness at the preservice and inservice levels for school leaders in the areas of ethics, professionalism, school culture, and school leadership with a focus addressing the findings that emerged from this study. Finally, the findings suggested that implications for a leadership style and behavior such as those purported in the transformative leadership style might be applicable for further study.

Implications

Implications for change based on the findings of this study showed that the perceptions of school leadership style and behavior influence the culture and work of school. Principals need to be cognizant of how their leadership style and behavior

influence the culture and work of school. Exceptional principals realize that people not programs determine the quality of a school (Whitaker, 2012). Thus, three areas of implications for this study include school leadership and school culture, student achievement, and teachers.

School Leadership and School Culture

Literature reveals that instructional leadership influences school culture significantly (Sahin, 2011). The findings of this research study are consistent with Sahin's (2011) research in that these data supported that leadership styles and behaviors can and do affect school culture. The themes addressed in this research study regarding school leadership included equity and fairness, motivation and encouragement, communication, trustworthiness, and professionalism. Yager, Pedersen, Yager, and Noppe (2011) suggested positive school transformation relies heavily upon how well educators work together with their colleagues and school leaders or principals. Principals play a major role in establishing positive conditions that are conducive for teachers to work and collaborate, thus empowering teachers to become better teachers. Karakose (2008) asserted that irrespective of intentions or not, the behavior and attitudes of leadership affect the actions, perspectives, and attitudes of staff and faculty.

Data from the study suggested transformative leadership style and behaviors are effective and desirable. Transformative leadership entails not only some of the attributes of transformational leadership, but also includes other stresses and attributes such as the following: (a) deep and equitable change in social changes; (b) deconstruction and reconstruction of social/cultural knowledge frameworks that generate inequity,

acknowledgement of power and privilege, dialectic between individual and social; (c) liberation, emancipation, democracy, equity, justice; (d) individual, organizational and societal transformation, positional, hegemonic, tool for oppression as well as for action; (e) lives with tension and challenge; requires moral, courage, activism; and (f) Critical theories (race, gender); cultural and social reproduction; leadership for social justice (Shields, 2009). Connections between the relationships of school leadership, school culture, and student achievement have the potential to produce effective school leaders, positive school culture, and improved student achievement. To ensure and maintain a positive and supportive school culture, school principals must display equity, tolerance, honesty, and respect towards all staff and faculty members (Karakose, 2008). Principal communication, support of teachers, and decision-making are behaviors that shape school culture along with such factors as trust, organizational effectiveness, collegiality, and self-image (Kouzes & Posner, 2010, 2012, 2017; Velasco et al., 2012; Whitaker, 2012).

Student Achievement

Another implication of the study was school culture influence over student achievement. Tschannen-Moran et al., (2006) suggested that school culture or climate affects student learning. The researchers stated, “The idea that the quality of interpersonal relationships in a school can influence student learning is not new” (p. 387). Prior research (Anderson, 1982; Brookover, Schweitzer, Beady, Flood, & Wisenbaker, 1978; Hoy & Feldman, 1987; Hoy & Sabo, 1998; Hoy, Tarter, & Kottkamp, 1991 as cited in Tschannen-Moran et al. 2006) has supported a connection between school climate and student achievement. Additionally, influence of the school principal’s

behavior on teachers' perceptions of school culture not only influences teachers but students as well. Principals shape teacher growth and learning as well as student achievement (Drago-Severson, 2012; Goddard, Goddard, Salloum, & Berebitsky, 2010; Velasco et al., 2012;). Moreover, principal behavior can contribute the health or lack of health of an organization.

Teachers

Teacher perception of school principals was another implication arising out of this study. School culture is not only influenced by leadership but is affected by teacher perception of school leadership. Tschannen- Moran (2003) suggested that along with encouraging organizational citizenship another component that will influence school culture or school climate was trust. "If schools are to garner the benefits of greater citizenship behaviors among the faculty, fostering a trusting work environment through trustworthy leadership on the part of principals is a good place to start" (p. 175). Additionally, creating a trusting environment was essential to teachers for creating a positive environment. "Bennis and Nanus (1985) found that when leaders established trust in an organization it gave the organization a sense of integrity analogous to a healthy identity" (Bennis & Nanus, 1985, p. 48). Teacher's perception of the school leader's influence on school culture can be affected by whether the school leader is viewed as being trustworthy, equitable, or fair.

Implications for Social Change & Practice

Teachers need various types of support, developmental orientations, and preferences to effectively develop as teachers in order to influence student achievement.

Yet, many principals are not trained nor have adequate support to affect school culture positively through leadership style. (Drago-Severson, 2012). As stated by Kouzes and Posner (2012), “Leading by example is more effective than leading by command” (p. 17). This research study along with other studies have purported that it is not what the school leader knows but what the school leader does that influences school culture the most. The leadership’s communications, actions, and behaviors must be consistent, especially since the perceptions of school leadership style and behavior influence the culture and work of the school. If teachers’ perceptions of school leadership were better understood, the relationship of teachers’ perceptions, school leadership, and school culture could be managed to the benefit of student achievement, community, and society.

Reflections

My interest in school leadership began years ago when I decided as a middle school teacher I wanted to become an elementary teacher. One of the observations that amazed me was how different the schools were organized despite being in the same school district. My new school provided instructional resources, professional development and teacher support just like my previous school. So, what was so different? What I did not know then and I know now was that the difference in the schools was not so much that one was a middle school and the other an elementary school, but that the school cultures were different. I did recognize that the school leaders’ style and behavior were different. Another major difference I found between the schools, through my growing experience as an educator, was how the perceptions of school leadership style and behavior influenced the culture and work of the school.

Upon further reflection of my case study, I found common dynamics between research data and actual practice. Equity, fairness, trust, communication, and professionalism determine how teachers' perceptions of school principals influence school culture, and how teachers' perceptions of school leadership style affect teacher's work. As I read and meditated over some of the participant responses about their experiences and perceptions of the lack of the dynamics above, it was very disheartening and sad to say the least. Participants expressed fear, lack of support, and even retaliation. Not all participants responded with distress. Their leaders modeled and demonstrated trust, fairness, and professionalism. For instance, one participant responded a willingness to work with teachers and get their hands dirty. Others practiced providing open-door policies. The data from this study reinforced the issues that teachers face in everyday practice, no matter in a rural, urban, or suburban school district. These issues revolve around equity, fairness, trustworthiness, communication, and professionalism. I find that when I speak with other educators from other districts, the issues unfortunately are the same. As previously stated, teachers' perceptions of school leadership influences school culture and, in turn, school culture can affect the work of teachers. This conceptual framework: (a) leadership styles and approaches, (b) school culture, and (c) teachers' perceptions of leadership on school culture needs to be examined by academia, school leaders, school districts, and educators nationwide as a tool for overall improvement. Ultimately, the hope is that this leads to increase student achievement and success.

Conclusion

The multidimensional conceptual framework of this case study entailed the following: (a) leadership styles and approaches, (b) school culture, and (c) teachers' perceptions of leadership on school culture. The findings of this research study indicated that the perceptions of school leadership style and behavior influence the culture and work of the school. The themes addressed in this research study regarding school leadership included equity and fairness, motivation and encouragement, communication, trustworthiness, and professionalism. Data showed teachers' perceptions of the school principal's influence on school culture can positively or negatively influence school culture and affect teacher's work. Future recommendations included examining different principal leadership styles and how they affect perceptions of male and female teachers separately. Moreover, how do the perceptions of school leadership differ between male and female teacher affects school culture. Lastly, a key recommendation for practice to improve school culture and school leadership would be training and awareness at the preservice and inservice level for school leaders in the areas of ethics, professionalism, school culture, and school leadership.

Implications for social change and practice include preparation, training, and coaching of school leadership. Specifically, how do perceptions of school leadership style and behavior influence school culture and the professional environment. Moreover, teachers' perceptions of the school principals' influence on school culture reflected that creating a trusting environment was essential for creating a positive environment or school culture. Subsequently, influence of the school principal's behavior on teachers'

perceptions of school culture not only influences teachers but student achievement as well. I hope that the research gained from this study will aid to the understanding and practice of principal leadership styles. Furthermore, I would also hope for principals to become more aware that teachers' perceptions of their leadership style and behavior affect school culture and student achievement. Anticipated benefits of this research will further provide general knowledge for society regarding improved school leadership, school culture, and student achievement in education.

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Appendix A: Interview Questions

Influence of School Principals on Teacher Perceptions of School Culture

Please do NOT write your name or school on this form. Thank you for assisting me with my research study. School Number, Teacher Number, and Responses are Confidential

Please tell me about yourself.

1. How many years of teaching experience do you have?
2. What is your current grade level?
3. How long have you taught at your present site?
4. Select the choice that best matches your age range:
A. Less than 23 ____ B. 23-33 ____ C. 34-44 ____ D. 44-45 ____
E. 46- above ____
5. Select the type of school district below:
A. Rural ____ B. Suburban ____ C. Urban ____
6. Select the region of your district:
A. North ____ B. East ____ C. South ____ D. West ____

In the following questions, please tell me about the culture at your school.

Tell me about the faculty at your school and how they work together. (Prompt: Tell me about how they collaborate; what kinds of work they do together, anything else you can tell me about them. Remember to keep names confidential.)

1. How are individual work and team work viewed at your school? (Prompt: Is one more highly valued than the other? How is this evident?)
2. How do you feel that teachers and teams are supported in the following areas:

Discipline:

Instruction:

Professional Development:

3. Describe what you like most about your school? Least?
4. If you had the opportunity, how would you change the culture of your school?
5. Is there anything else you feel you would like to say that will help me understand the culture of your school?

The questions below ask about leadership in your school.

1. Express how you feel school leadership ensures and promotes equity and fairness among teachers and staff members?
2. How do you feel school leadership motivates and provides encouragement to teachers and staff members?
3. How does school leadership communicate and share the school's vision with all stakeholders?
4. How does school leadership communicate and demonstrate that he/she is trustworthy?
5. Describe how school leadership builds capacity by developing leadership within the school?

6. Please select and check one of the leadership styles below that best describes your school leadership (principal).

Please select and check one box.	Which leadership style best describes your principal?
A	charismatic, strong role model, considered to be ethical and moral; communicates high expectations & motivates and inspires members to share in organizational vision; provides supportive environment, listens to individuals; encourages creativity and innovation of members
B	leadership tends to lead by utilizing a "hands –off" approach, hesitant to make decisions, does not provide feedback, relinquishes responsibility,
C	leadership attempts to gain agreement from members within the organization (school) on what is to be accomplished and what the resulting payoff or reward will be for accomplishing task(s); Leadership is prompted via corrective criticism, negative feedback, and negative reinforcement

Adapted from Northouse, 2010

7. Is there anything else you feel you would like to say that will help me understand the leadership in your school?

**Thank you for assisting me my research study.
School Number, Teacher number, and Responses are Confidential.**

Appendix B: Comprehensive Teacher Trust Scale Faculty Survey

Note: Permission pending to use Comprehensive Teacher Trust Scale Faculty Survey.

Faculty Survey	Strongly Disagree	Strongly Agree
<i>Directions:</i> This questionnaire is designed to help us gain a better understanding of the quality of relationships in schools. Your answers are confidential. Please indicate the extent that you agree or disagree with each of the statements about your school, marking in the columns on the right, ranging from (1) Strongly Disagree to (6) Strongly Agree, filling the bubbles completely.		
1. Students in this school care about each other.	(1) (2) (3) (4) (5) (6)	
2. Teachers in this school typically look out for each other.	(1) (2) (3) (4) (5) (6)	
3. The teachers in this school have faith in the integrity of the principal.	(1) (2) (3) (4) (5) (6)	
4. Even in difficult situations, teachers in this school can depend on each other.	(1) (2) (3) (4) (5) (6)	
5. The principal in this school typically acts in the best interests of the teachers.	(1) (2) (3) (4) (5) (6)	
6. Teachers in this school can rely on the principal.	(1) (2) (3) (4) (5) (6)	
7. Teachers in this school trust each other.	(1) (2) (3) (4) (5) (6)	
8. Teachers can count on parental support.	(1) (2) (3) (4) (5) (6)	
9. Teachers think that most of the parents do a good job.	(1) (2) (3) (4) (5) (6)	
10. Teachers in this school trust the principal.	(1) (2) (3) (4) (5) (6)	
11. Teachers in this school are open with each other.	(1) (2) (3) (4) (5) (6)	
12. Students in this school can be counted on to do their work.	(1) (2) (3) (4) (5) (6)	
13. Parents in this school are reliable in their commitments.	(1) (2) (3) (4) (5) (6)	
14. The principal doesn't tell teachers what is really going on.	(1) (2) (3) (4) (5) (6)	
15. The principal of this school does not show concern for teachers.	(1) (2) (3) (4) (5) (6)	
16. Teachers in this school have faith in the integrity of their colleagues.	(1) (2) (3) (4) (5) (6)	
17. Teachers in this school trust the parents.	(1) (2) (3) (4) (5) (6)	
18. Teachers in this school are suspicious of each other.	(1) (2) (3) (4) (5) (6)	
19. Students here are secretive.	(1) (2) (3) (4) (5) (6)	
20. When teachers in this school tell you something you can believe it.	(1) (2) (3) (4) (5) (6)	
21. Teachers in this school do their jobs well.	(1) (2) (3) (4) (5) (6)	
22. Teachers here believe that students are competent learners.	(1) (2) (3) (4) (5) (6)	
23. The teachers in this school are suspicious of most of the principal's actions.	(1) (2) (3) (4) (5) (6)	
24. Teachers in this school believe what parents tell them.	(1) (2) (3) (4) (5) (6)	
25. The principal in this school is competent in doing his or her job.	(1) (2) (3) (4) (5) (6)	
26. Teachers in this school trust their students.	(1) (2) (3) (4) (5) (6)	

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This instrument may be used for scholarly purposes
without fee.

For office use only.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Appendix C: Teacher Trust Scale Faculty Survey: Letter of Permission



School of Education
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 Williamsburg, Virginia 23187-8795
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Megan Tschannen-Moran, Ph.D.
 Professor of Educational Policy, Planning, and Leadership
mxtsch@wm.edu
 (757) 221-2187

June 25, 2014

Evelyn,

You have my permission to use the Faculty Trust Scale (also called the Omnibus T-Scale), which I developed with Dr. Wayne K. Hoy of the Ohio State University. Below is the citation to use.

Hoy, W. K. & Tschannen-Moran, M. (2003). The conceptualization and measurement of faculty trust in schools: The omnibus T-Scale. In W.K. Hoy & C.G. Miskel, *Studies in Leading and Organizing Schools* (pp. 181-208). Information Age Publishing: Greenwich: CT.

You can find scoring directions on my web site at <http://wmpeople.wm.edu/site/page/mxtsch>. I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for these measures as well as other articles I have written on this and related topics.

I would love to receive a brief summary of your results when you finish.

All the best,

Megan Tschannen-Moran
 The College of William and Mary
 School of Education
<http://wmpeople.wm.edu/site/page/mxtsch>

Appendix D: School Climate Index

Note: Permission pending to use (Organizational) School Climate Index Survey.

School Climate Index

Directions: The following are statements about your school. Please indicate the extent to which each occurs, from Never (1) to Very Frequently (5).		Never	Rarely	Sometimes	Often	Very Frequently
1.	Our school makes an effort to inform the community about our goals and achievements.	①	②	③	④	⑤
2.	Our school is able to marshal community support when needed.	①	②	③	④	⑤
3.	The interactions between faculty members are cooperative.	①	②	③	④	⑤
4.	Teachers respect the professional competence of their colleagues.	①	②	③	④	⑤
5.	The school sets high standards for academic performance.	①	②	③	④	⑤
6.	Students respect others who get good grades.	①	②	③	④	⑤
7.	The principal is friendly and approachable.	①	②	③	④	⑤
8.	The principal puts suggestions made by the faculty into operation.	①	②	③	④	⑤
9.	Parents and other community members are included on planning committees.	①	②	③	④	⑤
10.	Community members are responsive to requests for participation.	①	②	③	④	⑤
11.	Teachers help and support each other.	①	②	③	④	⑤
12.	Teachers in this school exercise professional judgment.	①	②	③	④	⑤
13.	Teachers are committed to helping students.	①	②	③	④	⑤
14.	Academic achievement is recognized and acknowledged by the school.	①	②	③	④	⑤
15.	Students try hard to improve on previous work.	①	②	③	④	⑤
16.	The principal explores all sides of topics and admits that other opinions exist.	①	②	③	④	⑤
17.	The principal treats all faculty members as his or her equal.	①	②	③	④	⑤
18.	Teachers accomplish their jobs with enthusiasm.	①	②	③	④	⑤
19.	Teachers "go the extra mile" with their students.	①	②	③	④	⑤
20.	Teachers provide strong social support for colleagues.	①	②	③	④	⑤
21.	The learning environment is orderly and serious.	①	②	③	④	⑤
22.	Students seek extra work so they can get good grades.	①	②	③	④	⑤
23.	The principal is willing to make changes.	①	②	③	④	⑤
24.	The principal lets faculty know what is expected of them.	①	②	③	④	⑤
25.	The principal maintains definite standards of performance.	①	②	③	④	⑤
26.	Community members attend meetings to stay informed about our school.	①	②	③	④	⑤
27.	Organized community groups (e.g., PTA, PTO) meet regularly to discuss school issues.	①	②	③	④	⑤
28.	School people are responsive to the needs and concerns expressed by community members.	①	②	③	④	⑤

Adapted from Tschannen-Moran & Hoy, 2003

Appendix E: Organizational Climate Index: Letter of Permission



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Megan Tschannen-Moran, Ph.D.
Professor of Educational Policy, Planning, and Leadership
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June 20, 2014

Evelyn,

You have my permission to use the Organizational Climate Index in your research. The best citations to use are:

DiPaola, M. F. & Tschannen-Moran, M. (2005). Bridging or Buffering: The Impact of Schools' Adaptive Strategies on Student Achievement. *Journal of Educational Administration*, 43, 60 - 71.

Hoy, W. K., Hannum, J., & Tschannen-Moran, M. (1998). Organizational climate and student achievement: A parsimonious and longitudinal view. *Journal of School Leadership*, 8, 336-359.

You can find a copy of this measure and scoring directions on my web site at <http://wmpeople.wm.edu/site/page/mxtsch>. I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for these measures as well as other articles I have written on this and related topics.

I would love to receive a brief summary of your results when you finish.

All the best,

Megan Tschannen-Moran
The College of William and Mary
School of Education
<http://wmpeople.wm.edu/site/page/mxtsch>

Appendix F: Directions for Administering Trust Surveys

It is critical that ethical standards are adhered to in administering the surveys.

The surveys (other than the principal survey) must be administered anonymously so that there is no way for the results to be traced to the individual who completed the survey.

Participants should be told the purposes of the research, that their participation is voluntary, and that they may skip any items they are uncomfortable answering. Faculty, parent, and student surveys should be returned to someone other than the principal.

Student surveys should be administered outside of class because they may perceive their completion of the survey to be compulsory, even if they are told their participation is voluntary.

Sample Script for Administering Survey

Thank you for agreeing to participate in this study. This survey is part of research on teacher perceptions and beliefs that is being conducted by _____.

Your participation is voluntary. You may decline to complete the survey or you may skip any item that you feel uncomfortable answering. The surveys should take about ten minutes to complete.

All responses are anonymous. There are no correct or incorrect answers. The researchers are interested only in your frank opinion in order to determine the statistical relationships between the variables.

Please do not complete the survey if you are not a teacher.

Adapted from (Tschannen-Moran, M., 2003).

Scoring Directions for Faculty Survey

Scoring directions are provided for each of these surveys, as well as evidence on the reliability and validity of the scales. Directions for calculating a standardized score are included so that schools can compare their results with other schools. The standardized score is presented on a scale with a mean of 500 and a standard deviation of 100, much like a SAT or GRE score. For example, a school with a score of 600 on faculty trust in colleagues is two standard deviations above the average score on faculty trust in colleagues of all schools in the sample. That means that the school has higher faculty trust in colleagues than 84% of the schools in the sample.

The range of the standardized scores is presented below:

If the score is 200, it is lower than 99% of the schools.

If the score is 300, it is lower than 97% of the schools.

If the score is 400, it is lower than 84% of the schools.

If the score is 500, it is average.

If the score is 600, it is higher than 84% of the schools.

If the score is 700, it is higher than 97% of the schools.

If the score is 800, it is higher than 99% of the schools.

The Faculty Trust Scale measures the level of faculty trust in a school and consists of three subscales: Faculty Trust in the Principal, Faculty Trust in Colleagues, and Faculty Trust in Clients (students and parents). It can be used at the elementary, middle school or high school levels.

Adapted from (Tschannen-Moran, M., 2003).

Please return the completed survey to the person who gave it to you. If you have any questions, please feel free to call _____

Your time, insights, and perceptions are valuable resources. Thank you for sharing them!

Step 1: Reverse the response code the items that are negatively worded.

Because some items are written as negative rather than positive statements, the response code needs to be reverse, that is, [1=6, 2=5, 3=4, 4=3, 5=2, 6=1]. Items to be reverse-coded are identified by an asterisk. For the Faculty Survey, these are items 14, 15, 18, 19, and 23. In this case, because there are six response categories, an easy way to reverse the coding using your statistical package is to program it to rescore each of the selected items by calculating the difference from 7. For example, a score of 5 would be converted to 2 because $7 - 5 = 2$, and a score of 3 would be converted to 4 because $7 - 3 = 4$.

Step 2: Calculate the average score for each item on the survey.

You will need to calculate the average of all the responses to the survey for each item on the questionnaire. You can use a spreadsheet program like Microsoft Excel or calculate the means by hand. If you are using a statistical package such as SPSS, you can skip this step and go directly to Step 3 because the package will calculate the mean of the means.

Step 3: Calculate the mean score for your school on each of the three subscales:

Use your spreadsheet or statistical package to calculate the school means on each

Adapted from (Tschannen-Moran, M., 2003).

of the subscales.

Faculty Trust in the Principal

$$(3 + 5 + 6 + 10 + 14^* + 15^* + 23^* + 25) / 8$$

Faculty Trust in Colleagues

$$(2 + 4 + 7 + 11 + 16 + 18^* + 20 + 21) / 8$$

Faculty Trust in Clients (students and parents)

$$(1 + 8 + 9 + 12 + 13 + 17 + 19^* + 22 + 24 + 26) / 10$$

Step 4: Computing the Standardized Scores for the Faculty Trust Scales for purposes of comparison:

You can convert your school score on each of the subscales to a standardized score with a mean of 500 and a standard deviation of 100 to make comparison with other schools possible. First, compute the difference between your school score on faculty trust of the principal (FTP) and the mean for the normative sample. For a high school, this would mean $(FTP - 4.512)$. Then multiply the difference by one hundred $[100(FTP - 4.512)]$. Next divide the product by the standard deviation of the normative sample (.662). Then add 500 to the result. You have computed a standardized score.

Standard Score for Faculty Trust in the Principal

Repeat the process for each trust dimension as follows, depending on the level of your school:

For High Schools, calculate standardized trust scores using the following formulas:

Adapted from (Tschannen-Moran, M., 2003).

Standard Score for Faculty Trust in the Principal

$$(FTP) = 100(FTP - 4.512)/.662 + 500$$

Standard Score for Faculty Trust in Colleagues

$$(FTT) = 100 (FTT) - 4.399)/.357 + 500$$

Standard Score for Faculty Trust in Clients

$$(FTCI) = 100(FTCI - 3.685)/.349 + 500$$

For Middle Schools, calculate standardized trust scores using the following

formulas:

Standard Score for Faculty Trust in the Principal

$$(FTP) = 100(FTP - 4.606)/.704 + 500$$

Standard Score for Faculty Trust in Colleagues

$$(FTT) = 100(FTT - 4.204)/.401 + 500$$

Standard Score for Faculty Trust in Clients

$$(FTCI) = 100(FTCI - 3.42)/.466 + 500$$

For Elementary Schools, calculate standardized trust scores using the following

formulas:

Standard Score for Faculty Trust in the Principal

$$(FTP) = 100(FTP - 4.608)/.81 + 500$$

Standard Score for Faculty Trust in Colleagues

$$(FTT) = 100(FTT - 4.758)/.534 + 500$$

Standard Score for Faculty Trust in Clients

$$(FTCI) = 100(FTCI - 3.966)/.584 + 500$$

Adapted from (Tschannen-Moran, M., 2003).

Reliability and Validity of the Faculty Trust Scale

The norms for the Faculty Trust Scales are based on a sample of 97 high schools in Ohio, 66 middle schools in Virginia, and 146 elementary schools in Ohio. The reliabilities of the three subscales typically range from .90 to .98. Factor analytic studies of the Faculty Trust Scale support the construct validity of the measure. For more information on the reliability and validity of the Faculty Trust Scale see Hoy, W. K. & Tschannen-Moran, M. (2003). The conceptualization and measurement of faculty trust in

schools: The Omnibus T-Scale. In W. K. Hoy & C. G. Miskel, *Studies in Leading and Organizing Schools* (pp. 181-208). Information Age Publishing: Greenwich: CT.

Guide for Presenting Results of the Trust Surveys to Your Faculty

The study of trust has been likened to the study of the roots of a delicate plant. Without great care, the examination can damage or even destroy the very thing about which greater understanding is sought. Consequently, I urge caution in the use of these trust scales. Although they can be powerful tools in helping to reveal the underlying dynamics of trust in the relationships within your school, they can do more harm than good if the information is not handled with sensitivity and care. If these data reveal that there are problems in the patterns of trust within your building, there is no better time to begin to exercise trustworthy behavior than in the presentation of these results.

While these tools hold the possibility of improving the productivity and effectiveness of your school by identifying areas in need of improved trust, the revelation of distrust or even less than optimal trust can be hard to take. Principals have described feeling very hurt and disappointed or like they have been “kicked in the stomach” on receiving results that reveal a lack of trust in their leadership. Teachers may have similar feelings. It is important not to lash out in reaction to this perceived insult. It is important to understand the perceptions and feelings that are revealed on the surveys. If you do not want to know the truth, do not administer the surveys in the first place. You can be glad for the opportunity to get a window into others’ thinking that might not otherwise be available to you. Suppressing negative results will only lead to greater distrust, so do not

administer the surveys if you do not intend to share the results with those who offered their opinions.

One thing to keep in mind about the scoring norms is that a score of less than 500 does not necessarily mean that the respondents have indicated distrust of you or others. They may, in fact, have tended to agree more than disagree with the positive statements on the survey but still come out with a standardized score of less than the mean. A score below 500 simply means that the average trust rating at your school was not as high as the average for the larger sample of schools on which the norms were based. For example, the mean score for faculty trust in the principal at the elementary and middle school level is 4.6. A mean score within your school of 4.5, or halfway between slightly agree and somewhat agree, would result in a score that was nonetheless below 500.

In presenting the results of the surveys to the faculty or other stakeholders, it is important to avoid blaming or looking for scapegoats. This is the time for openness, vulnerability, and authenticity. It is time for open-minded curiosity about how things got to be the way they are, followed by a conversation about how participants would like for them to be and about how to make that happen. Compelling evidence on the importance of trust to high-performing schools has been presented in this book. If your scores indicate there is a problem with trust in your building, you have the opportunity to make it a priority to address these concerns.

Appendix G: Scoring the School Climate Index and Organizational Citizenship Behavior

Scoring directions for the School Climate Index are described below. In addition, directions for calculating a standardized score are included so that schools can compare their results with other schools. The standardized score is presented on a scale with a mean of 500 and a standard deviation of 100, much like a SAT or GRE score. For example, a school with a score of 600 on teacher professionalism is one standard deviation above the average score on teacher professionalism of all schools in the sample. That means that the school has higher faculty trust in colleagues than 84% of the schools in the sample.

The range of the standardized scores is presented below:

If the score is 200, it is lower than 99% of the schools.

If the score is 300, it is lower than 97% of the schools.

If the score is 400, it is lower than 84% of the schools.

If the score is 500, it is average.

If the score is 600, it is higher than 84% of the schools.

If the score is 700, it is higher than 97% of the schools.

If the score is 800, it is higher than 99% of the schools.

It is critical that ethical standards are adhered to in administering the surveys. The surveys (other than the principal survey) must be administered anonymously so that there is no way for the results to be traced to the individual who completed the survey.

Adapted from (Tschannen-Moran, M., 2003).

Participants should be told that their participation is voluntary and that they may skip any

items they are uncomfortable answering. Faculty, parent, and student surveys should be returned to someone other than the principal. Student surveys should be administered outside of class because they may perceive their completion of the survey to be compulsory, even if they are told their participation is voluntary.

Scoring Directions for the Faculty SCI Survey

There are four subscales to the School Climate Index: Collegial Leadership, Teacher Professionalism, Academic Press, and Community Engagement. The SCI can be used at the elementary, middle school or high school levels. The Organizational Citizenship Behavior Survey is computed as a single score.

Step 1: Calculate the average score for each item on the survey.

You will need to calculate the average of all the responses to the survey for each item on the questionnaire. Assign 2 pts for every Rarely response, 3 pts for every Sometimes response, 4 pts for every Often response, and 5 pts for every Very Frequently response. You can use a spreadsheet program like Microsoft Excel or calculate the means by hand. If you are using a statistical package such as SPSS, you can skip this step and go directly to Step 2 because the package will calculate the mean of the means.

Step 2: Calculate the mean score for your school on each of the four subscales:

Use your spreadsheet or statistical package to calculate the school means on each of the subscales.

Adapted from (Tschannen-Moran, M., 2003).

Collegial Leadership

Mean (7, 8, 16, 17, 23, 24, 25)

Teacher Professionalism

Mean (3, 4, 11, 12, 13, 18, 19, 20)

Academic Press:

Mean (5, 6, 14, 15, 21, 22)

Community Engagement:

Mean (1, 2, 9, 10, 26, 27, 28)

Organizational Citizenship Behavior

Mean (29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43)

Step 3: Computing the Standardized Scores for the School Climate Index for purposes of comparison:

You can convert your school score on each of the subscales to a standardized score with a mean of 500 and a standard deviation of 100 to make comparison with other schools possible. First, compute the difference between your school score on Collegial Leadership (CL) and the mean for the normative sample. For a high school, this would mean $(CL - 3.946)$. Then multiply the difference by one hundred $[100(CL - 3.946)]$. Next, divide the product by the standard deviation of the normative sample (.4127). Then add 500 to the result. You have computed a standardized score Standard Score for Collegial Leadership. Repeat the process for each subscale as follows, depending on the level of your school:

Adapted from (Tschannen-Moran, M., 2003).

For Elementary Schools, calculate standardized trust scores using the following

formulas:

$$\text{Standard Score for Collegial Leadership (CL)} = 100(\text{CL} - 3.847) / .4946 + 500$$

$$\text{Standard Score for Teacher Professionalism (TP)} = 100(\text{TP} - 4.072) / .280 + 500$$

$$\text{Standard Score for Academic Press (AP)} = 100(\text{AP} - 3.656) / .286 + 500$$

$$\text{Standard Score for Community Engagement (CE)} = 100(\text{CE} - 3.597) / .431 + 500$$

For Middle Schools, calculate standardized trust scores using the following

formulas:

$$\text{Standard Score for Collegial Leadership (CL)} = 100(\text{CL} - 3.886) / .380 + 500$$

$$\text{Standard Score for Teacher Professionalism (TP)} = 100(\text{TP} - 3.932) / .265 + 500$$

$$\text{Standard Score for Academic Press (AP)} = 100(\text{AP} - 3.574) / .318 + 500$$

$$\text{Standard Score for Community Engagement (CE)} = 100(\text{CE} - 3.60) / .418 + 500$$

For High Schools, calculate standardized trust scores using the following formulas:

$$\text{Standard Score for Collegial Leadership (CL)} = 100(\text{CL} - 3.946) / .4127 + 500$$

$$\text{Standard Score for Teacher Professionalism (TP)} = 100(\text{TP} - 4.089) / .218 + 500$$

$$\text{Standard Score for Academic Press (AP)} = 100(\text{AP} - 3.631) / .276 + 500$$

$$\text{Standard Score for Community Engagement (CE)} = 100(\text{CE} - 3.48) / .343 + 500$$

Organizational Citizenship Behavior

$$\text{Standard Score for Organizational Citizenship Behavior (OCB)} = 100(\text{OCB} - 3.675) / .194 + 500$$

Adapted from (Tschannen-Moran, M., 2003).

Appendix H: Influence of School Principals on Teacher Perceptions of School Culture

School Culture Interview Protocol: Literature Sources for the Questions.

	Karakose, 2008; Rhodes, Stevens, & Hemmings, 2011; Yager, Pedersen, Yager, & Noppe, 2011-2012	Drago-Severson, 2012; Velasco, Edmondson, & Slate, 2012	Tschannen-Moran, Parish, & DiPaola, 2006; Tschannen-Moran & Hoy, 2003	Northouse, 2010
Interview Question				
How are individual work and team work viewed at your school? (Prompt: Is one more highly valued than the other? How is this evident?)	X		X	X
How do you feel that teachers and teams are supported in the following areas: Discipline: Instruction: Professional Development:	X			
Describe what you like most about your school? Least?	X			X
If you had the opportunity, how would you change the culture of your school?	X		X	X

Britton, 2014

Appendix I: Influence of School Principals on Teacher Perceptions of School Culture

School Leadership Interview Protocol: Literature Sources for the Questions.

	Whitaker, 2012; Devine & Alger, 2011; Karakose, 2008	Kouzes & Posner, 2017, 2012, 2010; Karakose, 2008; Shield, 2009	Northouse, 2010: Rhodes, Stevens, & Hemmings, 2011; Daiktere, 2009	Tschannen- Moran, & Hoy, 2003
Interview Question				
Express how you feel school leadership ensures and promotes equity and fairness among teachers and staff members?		X		X
How do you feel school leadership motivates and provides encouragement to teachers and staff members?	X		X	
How does school leadership communicate and share the school's vision with all stakeholders?			X	
How does school leadership communicate and demonstrate that he/she is trustworthy?			X	X

Britton, 2014

Appendix J: School Culture Open-Ended Question

How are individual work and team work viewed at your school? (Prompt: Is one more highly valued than the other? How is this evident?)

1. How do you feel that teachers and teams are supported in the following areas:

Discipline:

Instruction:

Professional Development

2. Describe what you like the most about your school? Least?
3. If you had the opportunity, how would you change the culture of you school?
4. Is there anything else you would like to say that will help me understand the culture of your school?

Appendix K

How are individual work and team work viewed at your school? (Prompt: Is one more highly valued than the other? How is this evident?)

Gender-neutral pseudonym	Code	Theme
Logan	Collaborative work is supported and encouraged although sometimes, the expectations are such that teacher originality is limited. This can be restrictive.	Collaboration
Morgan	Declined to answer	N/A
Alex	It is viewed as important. Both are valued.	Collaboration
Brett	Team work is highly valued. This is evident by our grade level team meetings, vertical team meetings, and data talks.	Collaboration
Bailey	We are evaluated on individual work, but team work is considered important for planning to benefit student learning.	Collaboration
Chris	We are not being noticed this year. We have no leadership support in our school at all	Collaboration
Brook	Team work is valued. We work in data teams and PLC's. Collaborate on units of study	Collaboration
Campbell	They are inter-related. Collaboration is a buzz word - Professional development is standardized as is individual work because you are evaluated as an individual not as a team.	Collaboration
Dakota	Highly valued; There are a lot of team initiatives at my school, including team training	Collaboration
Drew	Team work is considered optional. There is general collaboration between departments and instructors, but is not required. Teachers are expected to be able to work independently.	Collaboration
Harper	Good- team work has always been better	Collaboration
Jordan	Both are required but teamwork is emphasized. We have weekly PLC meetings and monthly co-planning.	Collaboration
Lake	There are several individuals who were selected by leadership. The selected individuals work as a team and disseminate what the team determines important.	Collaboration
Addison	About the same	Collaboration; teamwork; individual work
Adrian	Team work is more valued. Collaborative grade level meetings are encouraged.	Collaboration

Appendix L

How do you feel that teachers and teams are supported in the following areas: Discipline, Instruction, & Professional Development?

Gender-neutral pseudonym	Coding	Themes
Logan	Discipline is not administered with a consistency that has a positive impact. Frequently, student behaviors are overlooked or excused to avoid high suspension rates. Instructional support is solid, but professional development gets very little.	Discipline Instructional Support Professional Development
Morgan	Not very supported and it depends on the teacher's affiliation	Teacher Support: Administration
Alex	Discipline: Teachers need to establish their own discipline in their classrooms. Administration only intervenes when there is a serious issue that may have legal implications. Instruction: Yes, teachers have autonomy to teach their content as they see fit but are held accountable for her scores individually.	Teacher Autonomy Discipline: Classroom, Administration
Brett	Discipline: The principal and the school counselor are very supportive; Instruction: The principal supports our instruction by monitoring our instructional practices with walk through and leaves a feedback form; Professional Development: The district leaders, principals, and leadership team provide professional development based on our school goals and needs assessment.	Discipline: Administration Instructional Support: Administration Professional Development
Bailey	Discipline: Somewhat supported; Instruction: Supported; Professional Development: Well Supported	Discipline Instruction Professional Development
Chris	As a site, we can request site specific professional development to help us meet the needs of our students- We have an on -site resource director to help with instructional needs-district coaches to improve instruction. Discipline begins in the classroom	Professional Development_ Site Administrator Instructional- District Coach Discipline_ Classroom
Brook	Discipline; good instruction; horrible professional development: Waste of time	Discipline Instruction Professional Development
Campbell	In discipline poor; instruction good; PD good	Discipline; Instruction; Professional Development
Dakota	Discipline- moderate; Instruction- intermediate support; Professional Development- intermediate support	Discipline Instruction Development
Drew	Our administration is supportive of discipline practices followed by teachers. Administrators help with instruction by conducting walkthroughs and observations with feedback. We have multiple opportunities for professional development each year.	Discipline_ Administration, class Instructions_ Administration Professional Development
Harper	Very supported in all three areas	Discipline Instruction Professional Development
Jordan	Discipline- well within building; poorly within district: Instruction_ expectations unrealistic, insufficient time: PD- large amounts are offered but it is of minimal value.	Discipline: Site, District Instruction Professional Development
Lake	Teachers are not supported in areas of discipline or professional development. A top down management informs teachers what is to be done and what professional development activities will occur.	Discipline Instruction: Teacher Support Professional Development
Addison	Discipline: not consistently; Instruction; always; Professional Development: Unless county mandated, you are on your own	Discipline, Instructional Support; Professional Development
Adrian	Discipline: Discipline could be better; Instruction: Instruction could have more hands-on resources; Professional Development: Professional development is highly encouraged	Discipline; Instructional Support; Professional Development

Appendix M

Describe what you like the most about your school? Least

Gender-neutral pseudonym	Coding	Themes
Logan	I enjoy the collegiality I enjoy with a small cadre of my colleagues. Unfortunately, the administration is negative and domineering, which has prompted my decision to leave after this school year	Professionalism
Morgan	The teamwork but the segregation	Professionalism
Alex	Most: Small classes; Least: Everyone stays in everyone else's business because the school is so small.	Professionalism
Brett	Most: The collaborative environment among our staff; Least: The turnover rate due to military permanent change of stations and school closings.	Professionalism: External Sources
Bailey	Most: The students and faculty; Least: Discipline	Professionalism: Discipline
Brook	We pull together to meet the needs of or students and community- Least some teachers are not team players	Professionalism
Campbell	I like the new principal. I do not like that there are people in leadership and support staff who seem to have a lot of time to gossip	Professionalism
Chris	I like the time we spend in PD. I don't like that we have no leader support when it comes to student disrespecting teachers.	Professional Development: Professionalism
Dakota	I like the way the principals trust us to do what we are supposed to do; I like the way the administration supports us when we are under wrongful scrutiny.	Professionalism
Drew	Most- positive community of teachers, parents, and students; Least- lack of opportunity	Professionalism: Community Stakeholders
Harper	Order	Discipline
Jordan	Most- It is staffed with a sufficient number of people and it is new and esthetically pleasing; Least- Staff is minimally friendly, rarely see principal, student population is very difficult because of little parent involvement.	Professionalism
Lake	The community of students is what is most likable about my school. The students are challenging, yet loyal when they sense a teacher is truly an advocate for learning. The least attribute of my school is the lack of authentic leadership.	Professionalism
Addison	Most: respectful; Least: not enough diversity in the faculty	Respect; Faculty Diversity
Adrian	Most: I like that the teachers are dedicated to their career objectives; Least: Parental involvement	Professionalism: Parent involvement

Appendix N

If you had the opportunity, how would you change the culture of your school?

Gender-neutral pseudonym	Coding	Themes
Logan	I would choose a leader with a style more distributive and supportive in nature. I would also design a more intentional system for emotional support for teachers	Leadership
Morgan	I would provide an opportunity for all students.	Student achievement
Alex	I would improve unity between teachers, staff, and administration.	Professionalism
Brett	I would not change the culture of our school because it is a caring, nurturing, and data-driven school that focuses on student achievement.	School culture
Bailey	Be consistent in regards to consequences for their (students) behavior	Discipline
Chris	I would change leadership to someone who cares about teacher safety and protect us from the disrespectful students.	Leadership
Brook	Remind teachers that it's not about them it's about our students-parents send us their best.	Professionalism
Campbell	Add better technology, add more virtual labs	Technology
Dakota	I would squash the gossip; make the students more accountable for their actions; stop teachers from having grown-up conversations with the students.	Professionalism
Drew	I would increase funding to provide smaller class sizes and more course selections for students.	Class sizes: instruction
Harper	I see no reason to change the culture of my school.	School culture
Jordan	I would add more team building PD and I would add socio-emotional curriculum for students to improve behavior.	Collaboration: Professional Development
Lake	I would insist that leaders model the demands of the profession. Leaders would be led by example, by integrity, and a sincere concern for the learners who attend our school.	Leadership
Addison	Provide more guidance to the students in their career choices and not just the "privileged"	Student Career and Guidance; Equity
Adrian	I would probably offer parenting classes. In these classes I would stress the benefits of parents involved in their child's school.	Parental Involvement

Appendix O

Is there anything else you would like to say that will help me understand the culture of your school?

Gender-neutral pseudonym	Coding	Themes
Logan	The system is currently under threat of state takeover, which also contributes to heightened stress and anxiety.	External Sources
Morgan	Decline to answer	N/A
Alex	This school is a school of choice. Students have to apply and be accepted here. There has never been more than 200 students enrolled at any given time. Our school is designed to operate on a small teacher and student ratio in efforts to move the moderately performing student to high academic achievement.	External Sources
Brett	The school is a Department of Defense School on a military base.	External Sources
Bailey	Teachers should be allowed to teach in their most highly qualified areas.	Professionalism
Brook	High poverty rate-project improvement status-keeping staff motivated	External Sources
Campbell	Four years ago, the culture was extremely toxic. The last principal changed the culture. Students are more respectful now.	Leadership
Chris	We are a Title I Elementary School in XXXXX. The poverty rate is 47%. ELL Students 15%	External Sources
Dakota	Discipline is under control. Teachers have 100% autonomy to be the professionals we were trained to be. The principal is very personable and friendly.	Discipline: Professionalism
Drew	No	N/A
Harper	No	N/A
Jordan	It is an urban school that is in area that has little traditional family scenarios. There is high poverty, unemployment, and crime.	External Sources
Lake	The students are well aware of the leadership dilemma. There are not enough members of the community who understand how to approach leadership. The only method the community understands is for fomenting their frustration quite publicly.	Communication
Addison	Nope	N/A
Adrian	N/A	N/A

Appendix P

Research Questions and Email Interview Questions: School Culture

<i>Research Question: How do the perceptions of school leadership style and behavior influence the culture and work of school?</i>	
Email Interview Question 1	How are individual work and team work viewed at your school? (Prompt: Is one more highly valued than the other? How is this evident?)
Email Interview Question 2	How do you feel that teachers and teams are supported in the following areas: Discipline, Instruction, Professional Development
Email Interview Question 3	Describe what you like the most about your school? Least?
Email Interview Question 4	If you had the opportunity, how would you change the culture of you school?
Email Interview Question 5	Is there anything else you would like to say that will help me understand the culture of your school?

Each of the email interview questions, 1-5, concerning school culture addressed the research question, how do the perceptions of school leadership style and behavior influence the culture and work of school?

<i>Research Question: How do teachers' perceptions of school principals influence school culture?</i>	
Email Interview Question 2	How do you feel that teachers and teams are supported in the following areas: Discipline, Instruction, Professional Development
Email Interview Question 3	Describe what you like the most about your school? Least?
Email Interview Question 4	If you had the opportunity, how would you change the culture of you school?
Email Interview Question 5	Is there anything else you would like to say that will help me understand the culture of your school?

Email interview questions 2, 3, 4, and 5 addressed research the question how do teachers' perceptions of school principals influence school culture?

<i>Research Question: How do teacher perceptions of school leadership style affect teacher's work?</i>	
Email Interview Question 1	How are individual work and team work viewed at your school? (Prompt: Is one more highly valued than the other? How is this evident?)

Email interview question 1 addressed research question how do teachers' perceptions of school leadership style affect teacher's work?

Appendix Q

School Leadership Open-Ended Questions

1. Express how you feel school leadership ensures and promotes equity and fairness among teachers and staff members?
2. How do you feel school leadership motivates and provides encouragement to teachers and staff members?
3. How does school leadership communicate and share the school's vision with all stakeholders?
4. How does school leadership communicate and demonstrate that he/she is trustworthy?
5. Describe how school leadership builds capacity by developing leadership within the school?
6. Please select and check one of the leadership styles below that best describes your school leadership (principal). Please select one. Which leadership style best describes your principal?
 - a. Charismatic, strong role model, considered to be ethical and moral; communicates high expectations, motivates and inspires members to share in organizational vision; provides supportive environment, listens to individuals; encourages creativity and innovation of members (Adapted from Northouse, 2010).
 - b. Leadership tends to lead by utilizing a "hands-off" approach, hesitant to make a decision, does not provide feedback, relinquishes responsibility (Adapted from Northouse, 2010)
 - c. Leadership attempts to gain agreement from members within the organization (school) on what is to be accomplished and what the resulting payoff or reward will be for accomplishing the task(s); Leadership is prompted via corrective criticism, negative feedback, and negative reinforcement (Adapted from Northouse,2010).
7. Is there anything else you feel you would like to say that will help me understand the leadership in your school?

Appendix R

Express how you feel school leadership ensures and promotes equity and fairness among teachers and staff members?

Gender-neutral pseudonym	Coding	Themes
Logan	This only happens for those teachers whom the administration likes. For those who are not part of the inner sanctum, hypercritical evaluations and minute searches for any flaw are the order of the day.	Equity & Fairness
Morgan	There is no equity and fairness is based on personal perception not by laws and policies.	Equity & Fairness
Alex	I don't know.	N/A
Brett	The school principal considers our strengths and supports us all in our weaknesses to improve staff members. When she chooses team members, she considers how each person will bring something to the team.	Equity & Fairness
Bailey	Equity and fairness is not always promoted in some areas of the school.	Equity & Fairness
Brook	All teachers share in adjunct duties, committees, and co-curricular everyone can pick what they like	Equity & Fairness
Campbell	The principal has an open-door policy and seems to want to work through conflicts with staff professionally and fair.	Equity & Fairness
Chris	Our leadership plays favoritism. If she likes you, you are in. If not she gets rid of you and she does not value other teachers' opinions.	Equity & Fairness
Dakota	Administration makes sure that teachers and para professionals participate in every aspect of school business. For example, everyone is involved in student led conferences, not just the teachers the maintenance staff are included as well.	Equity & Fairness
Drew	By giving teachers equal opportunity to participate in activities related to the direction of school policies and choices.	Equity & Fairness
Harper	Good- Team work has always been better.	Equity & Fairness
Jordan	I think it is important for a school leader to be involved and visible. It is also important to treat all staff equally in interactions.	Equity & Fairness
Lake	For several years, it is quite evident that leadership does not equate fairness with equity among teachers.	Equity & Fairness
Addison	There is a form that the leadership uses when issues (punishment) to students to try to stay consistent	Equity & Fairness
Adrian	There has to be quality leadership to ensure and promote equity and fairness among teachers and staff. Leadership should be focused on obtaining the school's and district's academic and safety goals, not cliques or personal gains.	Leadership/Equity & Fairness

Appendix S

How do you feel school leadership motivates and provides encouragement to teachers and staff members?

Gender-neutral pseudonym	Coding	Themes
Logan	There are occasional observations of jobs well done at faculty meetings or in announcements.	Motivates & Encourages
Morgan	Decline to answer	N/A
Alex	Occasional dinners and luncheons; School paraphernalia: shirts and water bottles, etc.	Motivates & Encourages
Brett	Our principal has a very positive demeanor and will work with us in all endeavors set before us. She doesn't mind getting her hands "dirty" for the school community.	Motivates & Encourages
Bailey	They give some recognition to the staff members by having other members of the administration staff to do pop in visits. Shout outs for a job well done on Fridays and birthday celebration each month.	Motivates & Encourages
Brook	All teachers are treated as professionals and allowed to make decisions based on their classroom needs	Motivates & Encourages
Campbell	Recently, they started rewarding teachers for having perfect attendance monthly.	Motivates & Encourages
Chris	Only through PD	Motivates & Encourages
Dakota	Administration treats us as if we are the greatest teachers in the world and we respond accordingly.	Motivates & Encourages
Drew	By creating a supportive environment where teachers feel comfortable.	Motivates & Encourages
Harper	Leadership motivation has always played a major role	Motivates & Encourages
Jordan	It is the foundation of a strongly bonded team- oriented structure. It is a leader's responsibility to motivate, praise, and provide correction for those in her care.	Motivates & Encourages
Lake	School leadership attempts to motivate teachers through intimidation and retribution.	Motivates & Encourages
Addison	Not sure, still waiting on this. Oh, they do leave you alone and let you teach if you know what you are doing	N/A
Adrian	School leadership recognizes teachers and staff member's accomplishments. A leadership team is established to provide input and output from the teachers and staff.	Motivates & Encourages

Appendix T

How does school leadership communicate and share the school's vision with all stakeholders?

Gender-neutral pseudonym	Coding	Themes
Logan	Online, robocalls, and occasional letters from the administration are submitted to disseminate information.	Communication
Morgan	The school is bias.	Communication
Alex	Faculty Meetings; SIT Team Meetings	Communication
Brett	The principal uses various mediums to communicate the school's vision with all stakeholders. She begins with face to face meetings with parents, then meets quarterly to share data results. She requires all staff members to have the school vision and goals in their signature for email communications. The school vision is on all correspondence such as school newsletters (electronically and hard copies).	Communication
Bailey	This is done through announced meetings during the school year. Special programs and activities are used to increase their participation with the community.	Communication
Brook	This is an area that we could improve-we use web site, meetings, flyers- Teachers need to take an active role in communicating our vision with parents and the community	Communication
Campbell	We worked on a mission statement together.	Communication
Chris	They don't. Everything is a secret until we have a staff meeting which is only once a month.	Communication
Dakota	Staff meetings; team meetings; department meetings; clear expectations; weekly calendar updates; team leaders who have embraced the culture.	Communication
Drew	Through frequent meetings and memos	Communication
Harper	Good	Communication
Jordan	Ours uses extensively email and phone communication.	Communication
Lake	School leadership communicates their vision via email and memos.	Communication
Addison	At the beginning of the school year, it is explained and expressed.	Communication
Adrian	School leadership communicates and shares the school's vision withal stakeholders by Robo calls, written communication, infinite campus, and morning inspirations over the intercom when students repeat the school mission and vision statements,	Communication

Appendix U

How does school leadership communicate and demonstrate that he/she is trustworthy?

Gender-neutral pseudonym	Coding	Themes
Logan	I have seen very little of this, but I have co-workers who have been treated in a more positive fashion who have satisfactory interactions.	Trustworthy
Morgan	Not trustworthy	Trustworthy
Alex	I don't know.	Trustworthy
Brett	The principal has closed-door meetings when needed. She will pull in any party associated with a particular circumstance to discuss the issue. She does not believe in discussing anything without all parties involved.	Trustworthy
Bailey	He tries to hold weekly meetings to inform the staff of upcoming events and budgets.	Trustworthy
Brook	Our admin has an open-door policy- and has shown that suggestions are taken seriously	Trustworthy
Campbell	The principal has an open-door policy and seems to want to work through conflicts with staff professionally and fair.	Trustworthy
Chris	She doesn't. No one trusts her.	Trustworthy
Dakota	Leadership is very open and direct with their expectations as well as redirection. There is no guess work in how well or bad a teacher may be performing.	Trustworthy
Drew	Through transparent and honest dialogue and action	Trustworthy
Harper	Good	Trustworthy
Jordan	By being consistent, fair, and showing little bias. As well, it is shown by supporting the staff in their growth as a professional.	Trustworthy
Lake	School leadership attempts to demonstrate trustworthiness through random acts of kindness. This is short lived.	Trustworthy
Addison	Being present	Trustworthy; Supportive
Arian	That could get better. There are times when leadership will say one thing and someone inquiries about something different from what the leadership initially said, and leadership changes their opinion that has already been expressed to the first person.	Trustworthy

Appendix V

Describe how school leadership builds capacity by developing leadership within the school?

Gender-neutral pseudonym	Coding	Themes
Logan	The leadership team is hand selected by administration and those teachers chosen receive leadership coaching and training.	Builds Capacity
Morgan	For certain cultures only	Builds Capacity
Alex	Teachers sometimes teach lessons during the faculty meeting.	Builds Capacity
Brett	The principal provides opportunities for all teachers to be leaders. It may be in the classroom, school, or district level. She demonstrates confidence in our abilities as professionals.	Builds Capacity
Bailey	Other teachers are used to present workshops or handle leadership roles for school functions.	Builds Capacity
Brook	Our leaders look at everyone's abilities and provide opportunities to build a great team using the talents of many and not just one	Builds Capacity
Campbell	I have not seen this- it is a hit or miss subject	Builds Capacity
Chris	Good leadership is yet to be seen at my school. But we definitely cannot speak our minds or we are put on the black list of getting fired.	Builds Capacity
Dakota	Leadership announces often that our school develops leaders and then sends them on.	Builds Capacity
Drew	By mentoring teachers and encouraging participation and leadership	Builds Capacity
Harper	Allowing each team member to have an input	Builds Capacity
Jordan	Decline to answer	Builds Capacity
Lake	School leadership has built capacity by giving the selected leaders more accountability and visibility.	Builds Capacity
Addison	Developing various professional learning teams within each department with teachers who have the same curriculum, so they can work together.	Building Concepts
Adrian	School leadership develops leadership within the school by allowing teachers and staff to be creative in ways that benefit the school as a whole. Academics is stressed strongly. When others here about the wonderful things that happen at our school, they want to come.	Building Concepts

Appendix W

Please select and check one of the leadership styles below that best describes your school leadership (principal).

Please select and check one box.		Which leadership style best describes your principal?
Leadership Style	Participant Responses	
A	6	charismatic, strong role model, considered to be ethical and moral; communicates high expectations & motivates and inspires members to share in organizational vision; provides supportive environment, listens to individuals; encourages creativity and innovation of members
B	5	leadership tends to lead by utilizing a "hands-off" approach, hesitant to make decisions, does not provide feedback, relinquishes responsibility,
C	2	leadership attempts to gain agreement from members within the organization (school) on what is to be accomplished and what the resulting payoff or reward will be for accomplishing task(s); Leadership is prompted via corrective criticism, negative feedback, and negative reinforcement

Adapted from Northouse, 2010

Other Responses

Leadership Style	Participant Response	
	1	D_ Negative feedback
	1	Our school principal was fired

Logan	D_ Negative feedback
Morgan	Our school principal was fired.
Alex	B. Leadership tends to lead by utilizing a "hands-off" approach, hesitant to make decisions, does not provide feedback, relinquishes responsibility,
Brett	A. Charismatic, strong role model, considered to be ethical and moral; communicates high expectations & motivates and inspires members to share in organizational vision; provides supportive environment, listens to individuals; encourages creativity and innovation of member.
Bailey	B._ Leadership tends to be led by utilizing a "hands-off" approach, hesitant to make decisions, does not provide feedback, and relinquishes responsibility.
Brook	A- but with some characteristics of B-gets us started-leads then hands offish....
Campbell	A. Charismatic, strong role model, considered to be ethical and moral; c
Chris	B
Dakota	Charismatic
Drew	C
Harper	I select A.
Jordan	B
Lake	C. Leadership is prompted via negative feedback and negative reinforcement.
Addison	A. Charismatic, strong role model, considered to be ethical and moral; communicates expectations and motivates and inspires members to share in organizational vision; provides supportive environment, listens to individuals; encourages creativity and innovation of members
Adrian	B. Leadership tends to lead utilizing a "hands-off" approach, hesitant to make decisions, does not provide feedback, relinquishes responsibility

Appendix X

Is there anything else you feel you would like to say that will help me understand the leadership in your school?

Non-Gender Names	Coding	Themes
Logan	The system has limited measures for assessing and correcting poor leadership. Once put in an administrative position, it is seldom that leaders are replaced even bad ones.	Leadership Professionalism
Morgan	Declined to Answer	N/A
Alex	New principal. He started after January 2016.	Leadership
Brett	No	N/A
Bailey	The lack of experience does make a difference and communication is the key.	Leadership Professionalism Communication
Brook	Declined to Answer	N/A
Campbell	He's been teaching for 11 years only.	Leadership
Chris	The leadership at my school needs to go	Leadership Professionalism
Dakota	Leadership has high expectations for their teachers. We also see them in the trenches working hard.	Leadership Professionalism
Drew	No	N/A
Harper	No	N/A
Jordan	Declined to Answer	N/A
Lake	Leadership has created a toxic environment in which there is a great divide between the selected leadership team and the teaching staff.	Leadership Professionalism Equity Fairness
Addison	Nope	N/A
Adrian	N/A	N/A

Appendix Y

Research Questions and Email Interview Questions: School Leadership

<i>Research Question: How do the perceptions of school leadership style and behavior influence the culture and work of school?</i>	
Email Interview Question 1	Express how you feel school leadership ensures and promotes equity and fairness among teachers and staff members?
Email Interview Question 2	How do you feel school leadership motivates and provides encouragement to teachers and staff members?
Email Interview Question 3	How does leadership communicate and share the school's vision with all stakeholders?
Email Interview Question 4	How does school leadership communicate and demonstrate that he/she is trustworthy?
Email Interview Question 5	Describe how school leadership builds capacity by developing leadership within the school?
Email Interview Question 6	Please select and check one of the leadership styles below that best describes your school leadership (principal): (a) charismatic, strong role model, considered to be ethical and moral; communicates high expectations & motivates and inspires members to share in organizational vision; provides supportive environment, listens to individuals; encourages creativity and innovation of members; (b) leadership tends to lead by utilizing a "hands-off" approach, hesitant to make decisions, does not provide feedback, relinquishes responsibility; (c) leadership attempts to gain agreement from members within the organization (school) on what is to be accomplished and what the resulting payoff or reward will be for accomplishing task(s); Leadership is prompted via corrective criticism, negative feedback, and negative reinforcement
Email Interview Question 7	Is there anything else you feel you would like to say that will help me understand the leadership in your school?

Email interview questions, 1-7, addressed the research question how do the perceptions of school leadership style and behavior influence the culture and work of school?

<i>Research Question: How do teachers' perceptions of school principals influence school culture?</i>	
Email Interview Question 1	<i>Express how you feel school leadership ensures and promotes equity and fairness among teachers and staff members?</i>
Email Interview Question 2	<i>How do you feel school leadership motivates and provides encouragement to teachers and staff members?</i>
Email Interview Question 3	<i>How does leadership communicate and share the school's vision with all stakeholders?</i>
Email Interview Question 4	<i>How does school leadership communicate and demonstrate that he/she is trustworthy?</i>
Email Interview Question 5	<i>Describe how school leadership builds capacity by developing leadership within the school?</i> <i>(table continues)</i>

Email Interview Question 6	<i>Please select and check one of the leadership styles below that best describes your school leadership (principal): (a) charismatic, strong role model, considered to be ethical and moral; communicates high expectations & motivates and inspires members to share in organizational vision; provides supportive environment, listens to individuals; encourages creativity and innovation of members; (b) leadership tends to lead by utilizing a “hands –off” approach, hesitant to make decisions, does not provide feedback, relinquishes responsibility; (c) leadership attempts to gain agreement from members within the organization (school) on what is to be accomplished and what the resulting payoff or reward will be for accomplishing task(s); Leadership is prompted via corrective criticism, negative feedback, and negative reinforcement</i>
Email Interview Question 7	Is there anything else you feel you would like to say that will help me understand the leadership in your school?

Email interview questions, 1-7, addressed the research question *how do teachers' perceptions of school principals influence school culture?*

<i>Research Question: How do teachers' perceptions of school leadership style affect teacher's work?</i>	
Email Interview Question 2	How do you feel school leadership motivates and provides encouragement to teachers and staff members?
Email Interview Question 5	Describe how school leadership builds capacity by developing leadership within the school.

Email interview questions 2 and 5 addressed research question, *how do teachers' perceptions of school leadership style affect teacher's work?*