

Behaviors That Develop Mutual Trust and Its Association with Job Satisfaction

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Dissertation submitted to the faculty of  
the Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirements for the degree of

Doctor of Education

In

Educational Leadership and Policy Studies

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March 17, 2010  
Blacksburg, Virginia

Keywords: trust, principal, teacher

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### ABSTRACT

The purpose of this study was to use quantitative data to answer the overarching question, what behaviors develop mutual trust, and what is its association to job satisfaction? This study expanded on the research of Tschannen-Moran, considering mutual trust and job satisfaction. Using quantitative research, the researcher considered the five constructs of trust originally identified by Hoy and Tschannen-Moran to determine what behaviors are needed on the part of the principals and teachers to develop mutual trust and if there is an association between mutual trust and job satisfaction.

The quantitative data were collected from four schools in a medium-sized rural school division in Virginia. Survey questions were developed with the five constructs of trust from Tschannen-Moran's research as the foundation and provided information on principals' and teachers' behaviors. Most questions were formatted to use a 5-point Likert scale; however, two open-ended questions provided more specific information on behaviors needed to develop mutual trust. Through analysis of the data, the researcher found that the development of trust is primarily the result of the behaviors of the principals. Further, there are differences between the perceptions of principals and teachers regarding behaviors needed to develop trust.

This information is helpful for future educators, both principals and teachers. As part of an individual's preparation for a career in education, it is beneficial for them to have some understanding of how to develop a trusting relationship in a school between a teacher and principal. Current administrators need to understand if there is an overall culture of trust in the school they lead, and if not, where the gap in trust is.

## DEDICATION

I would like to thank Dr. Theodore Creighton, my dissertation chairperson, for his unfailing support throughout the entire process of writing my dissertation. He was always available to answer questions and provide encouragement. I would also like to thank the other members of my dissertation committee, Dr. Carol Cash, Dr. Travis Twiford, and Dr. Wayne Tripp. Their round of questions and in-depth probing helped shape the direction of my research.

There have been other people, who without their encouragement, I may have never even started this project. Dr. Brenda Vogel was the first professor I had when I returned to college in my thirties to get my Bachelor's Degree. She helped me learn how to believe in myself. Dr. Brenda Cowlbeck was one of the last professors I had in my Post-master's program in administration. At the last class, she told us not to forget about King William County. I didn't. First as an assistant principal and then as a principal, she gave me endless opportunities to grow as an administrator. Both of these individuals helped me become who I am today, and over the years, they have both remained dear friends to me. Members of the Richmond Doctoral cohort, particularly LuAnne, Kerry, and Kitty, provided support, encouragement, and sometimes even humor. My hope is that our friendships will continue beyond our years in class together.

Last, but certainly not least, is my family. My parents, Norm and Ellie Ritchie, always encouraged me to work hard and reach for my dreams. My father is now deceased, but I know he would be proud of me and what I have accomplished. In our daily conversations, my 82-year old mother never failed to ask how things were progressing and tell me how proud she is of all of my hard work. My husband, George, and two sons, Joshua and Jason never complained when I spent most evenings and weekends working on papers, projects, or research. They provided constant support and encouragement, and they are happy that I have reached my dream. Now, I am going to learn how to relax and have fun, and I know they are thrilled to hear that.

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## CHAPTER I

### INTRODUCTION

An elementary school principal, new to the county, was meeting with a feeder school principal to discuss reading performance of in-coming sixth graders. Traditionally, students from this elementary school are low readers, and the middle school had started using a reading program with a direct instruction approach. The elementary school principal was invited to participate in a pilot program using this reading program in the hopes that the students' reading levels would increase as a result of this direct instruction. Participation in the pilot program was shared with the special education teachers since the focus would be on special education students during the first semester of the pilot. There was some delay in working out the logistics of the program's implementation, and the materials were not ordered until March.

As part of the pilot, the company would provide four days of coaching to assist with the implementation of the program. The elementary principal was concerned about the timing of the pilot's implementation; she felt that since Spring Break and Standards of Learning assessments were right around the corner, it would be more effective to wait until the following year to begin the program. Despite her concern, it was determined that the pilot would get underway, although later in the year than hoped. Because the special education teachers would provide the instruction, the principal informed the special education teachers that the coach would be in the building on specific days to assist with the implementation.

When the coach arrived on the first day, he was met with reluctance from two of the three teachers. The principal scheduled a second day for coaching; hopefully allowing the teachers more time to begin implementation. However, on the second day, only the one teacher continued to try the program. A research-based tool that would improve students' reading levels was available to use for instruction, and yet only one teacher was willing even to try to implement it. The other two teachers never communicated with administration that they were having a difficult time working this new program into their day. It appeared that the teachers did not trust that the principal was suggesting a valid program. Conversely, the principal trusted that the teachers would do what she had asked; that did not happen either. The principal was new; had there been enough interactions between the principal and teachers to develop trust? What can the teacher and principal do to develop mutual trust?

### *Context for the Inquiry*

In *Building Trust for Better Schools*, Kochanek (2005) built a case for trust in schools by comparing how Americans select doctors or mechanics, as compared to selecting schools or teachers. Kochanek explained that if an individual does not trust his car mechanic or doctor, a search will be made to secure a new one, one that can be trusted. However, when one considers schools, there is little choice as to where a child will attend school or what teacher will work with that child.

Trust, as defined by Tschannen-Moran, is “one’s willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent” (2004, p.17). In exploring trust in schools, several questions regarding trust need to be considered. What are the differences between the perceptions of principals and teachers regarding the development of trust in a principal? What are the differences between the perceptions of principals and teachers regarding the development of trust in teachers? What do principals and teachers report as the association between their levels of trust and their level of job satisfaction?

### *Historical Prospective*

There was a time when schools had the implicit trust of the communities (Tschannen-Moran, 2004). It wasn’t that long ago that business deals were closed with a handshake, instead of a signature. Those days represent ones where our society was one that trusted. That is no longer the case.

In *The Speed of Trust*, Covey (2006) suggests that as a society, we are in a crisis where trust is concerned. “News headlines reveal the symptoms of the compelling truth: low trust is everywhere. It permeates our global society, our marketplace, our organizations, our relationships, our personal lives” (Covey, 2006, p. 10). “People want to trust other people. But in the United States and in Britain, though not in continental Europe, levels of trust have plummeted in recent decades” (Layard, 2005, p. 7). In the 1960s, 56% of Americans surveyed responded that they felt most people could be trusted. That percent dropped to 33% by 1998 (Layard, 2005).

On a daily basis, one can read about a trusted person who has been accused of one scandalous behavior or another. “We live in an era in which all of our social institutions have

come under unprecedented scrutiny” (Tschannen-Moran, 2004, p. xi). Trust is absent in American society today, except trust in oneself. In *The Mortal Storm: Righteousness and Compassion in Moral Conflict*, Goldberg (2002) identified three events that shook the fiber of American society’s trust. These outrages include “Catholic priests abusing children, sexual predators abducting and murdering young girls, and officers of large corporations illegally manipulating their accounting practices in order to collect millions of dollars for themselves; while at the same time, depriving their rank-and-file employees of their pensions and life-savings” (p. 265). These changes provide some explanation as to why there may be so little trust in America’s schools today.

This diminished trust is also evident in personal relationships. The *Statistical Abstract of the United States: 2008* (U. S. Census Bureau, 2007) reports that in 1998 there were 1,135,000 divorces as compared to 393,000 in 1960, and in those same years, there were 2,244,000 and 1,523,000 marriages, respectively. These numbers indicate that while the divorce rate almost tripled in this time period, marriages did not even double. In a small study, Brimall, Wampler, and Kimball (2008) studied the relationships of 16 individuals in second marriages as the result of divorce. They found that 56% of the individuals experienced betrayal in their first marriage.

Clearly, there has been a diminished level of trust in American society. Parents do not have the same flexibility to change schools and teachers as they do with doctors and mechanics when there is no trust. This brings up the question of trust in schools. In *Professional Learning Communities at Work*, DuFour & Eaker (1998) suggest that there is a discrepancy between parents’ perceptions of schools and of educators. This is due to the fact that Americans rank their neighborhood schools high, but at the same time indicate that education is a national concern.

#### *Public’s Grading of Public Schools*

In *The 37<sup>th</sup> Annual Phi delta Kappa Gallup Poll of the Public’s Attitudes Toward the public Schools*, Rose and Gallup (2005) report that Americans have consistently rated their neighborhood schools higher than schools nationally. Rose and Gallup state, “The high level of support Americans give to schools in their community is unchanged, and support for the public schools grows in direct proportion to the closeness of respondents to those schools” (2005, np). Table 1.1 below shows the public’s grades for national and local schools over a period of years.

Table 1.1

*Grading of Local and National Public Schools from Phi Delta Kappan/Gallup Poll (2008)*

<i>Grade</i>	<i>09/04</i>	<i>09/05</i>	<i>09/06</i>	<i>09/07</i>	<i>09/08</i>
1. Assigning an A or B to local public schools	47%	48%	49%	45%	46%
2. Assigning an A or B to national public schools	26%	24%	21%	16%	22%

In *Empowering Teachers*, Rebora (2008, March) interviewed Hirsch who is the director of special projects with the New Teacher Center at the University of California, Santa Cruz. In that interview, Rebora asked Hirsch if there are danger signs that indicate a school’s environment is one where teachers feel they can’t thrive. In his response, Hirsh shared that he relies on the answer to the question that asks if the teachers believe there is an atmosphere of mutual respect and trust. Hirsh goes on to say, “Teachers want to work in environments where they can thrive, and they are not going to thrive and extend themselves if they don’t feel comfortable with their colleagues and the school leaders” (Rebora, 2008, np). Hirsch refers to mutual respect, but not mutual trust.

Professional learning communities is a term often referred to in schools today. “Trust was seen as the social condition that acts as the foundation for the mature adult relationships necessary in professional learning communities” (Cranston, 2009, p. 11). Hipp (2001) states that when building and sustaining a professional learning community trust is the foundation.

There has been little research conducted that analyzes trust as it relates to schools and their stakeholders. Research to date has addressed trust between principals and teachers where the actions considered are those of the principal. Little research has been done to date on mutual trust between principals and teachers and whether there is an association between the level of mutual trust and job satisfaction.

#### Statement of the Problem

Currently, we know very little about trust as it relates to the school environment. The research to date relies heavily on quantitative data from large urban schools. The researcher will analyze quantitative data from a medium-sized rural school division in order to understand what

behaviors are needed to develop mutual trust and if there is an association between the level of mutual trust and job satisfaction.

### Significance of the Study

A thorough examination of this topic will allow principals to understand what trust is as it relates to school culture. What behaviors must the administration possess that will foster trust among staff? Conversely, what behaviors must the staff possess that will foster trust with the administrator? This study will also allow principals and teachers to understand what is needed in order to develop a mutual trust between administration and teachers. “Teachers need to be able to trust that the principal will support them in their work, and principals need to be able to trust teachers to teach” (Macmillan, Meyer, & Northfield, 2004, p. 283).

Principals need to have the knowledge of how to use trust to foster the ability of teachers to take risks in their practices. In *Renewing America’s Schools*, Glickman (1993) suggests that being dissatisfied with the current instructional practices is a strength evidenced in successful schools. Glickman further suggests that it is healthy to question existing practices.

### Purpose of the Study

The purpose of this study is to answer the overarching research question, what behaviors develop mutual trust, and what is its association with job satisfaction? These research questions will also guide this study.

1. What behaviors do teachers perceive a principal should exhibit to develop a teacher’s trust?
2. What behaviors do principals perceive a teacher should exhibit to develop a principal’s trust?
3. What are the differences between the perceptions of principals and teacher regarding behaviors needed to develop trust?
4. Is there an association between levels of mutual trust and job satisfaction?

### Theoretical Framework

In recent years, Tschannen-Moran (2004) and Bryk and Schneider (2002, 2003) have conducted studies that allowed them to consider trust in large urban districts. Tschannen-Moran’s case study involving a combination of qualitative and quantitative research to look at trust in inner-city Chicago schools was reported in *Trust Matters: Leadership for Successful*

*Schools*. In this book, Tschannen-Moran (2004) identified and explained in great detail five faces of trust. These faces, developed through a thorough review of the literature and survey work conducted separate from this study, are benevolence, honesty, openness, reliability, and competence. The survey used in her study can be reviewed in Appendix A.

A second study, *Trust in Schools: A Core Resource for School Reform*, by Bryk and Schneider is also a combination of qualitative and quantitative research. This study, reported in part in *Educational Leadership* in March 2003, was reported in its entirety in a book by the same title in 2002. In that study, Bryk and Schneider (2002, 2003) identified the components of relational trust as interpersonal respect, personal regard, role competence, and integrity, which are somewhat similar in meaning to those identified by Tschannen-Moran. Personal regard is similar to Tschannen-Moran's benevolence, honesty and integrity are synonymous, and both name competence as a factor. When these components were present in elementary schools, Bryk and Schneider (2002, 2003) found that those schools were exhibiting relational trust, and significant academic improvement in those schools was noted.

In this study, the researcher will consider the concept of mutual trust; how it is developed and if mutual trust affects one's level of job satisfaction. It is important to consider the behaviors of both the principal and teachers when studying trust because trust should not be one-sided. The behaviors are support of the existence of trust. Evidence reveals that principal behaviors more heavily influence overall job satisfaction than those of teachers. It is important to work toward job satisfaction with principals and teachers. Job satisfaction is a balancing act that is impacted by principal behaviors and teacher behaviors. This framework is shown in Figure 1 below.



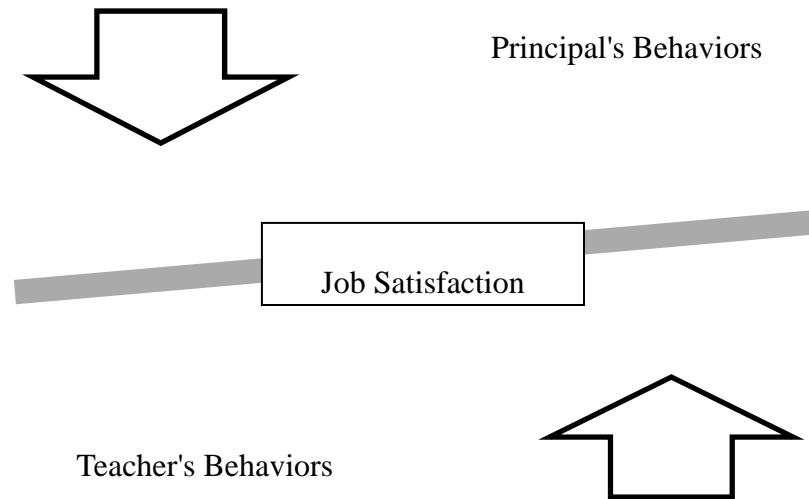


Figure 1. Behaviors lead to job satisfaction (C. Wolfe, 2010).

#### Definition of Terms

*Authenticity*: “The extent to which subordinates described their leader as accepting responsibility for actions, as being non-manipulating, and as demonstrating a salience of self over role” (Henderson & Hoy, 1983, p. 124).

*Communication*: Ability to effectively convey ideas through verbal and non-verbal means.

*Competence*: Ability to do the job to which one is assigned.

*Confidentiality*: Respect given to the privacy of certain events or conversations.

*Fairness*: Act of objectively handling people and situations.

*Implied Trust*: Trust that is given simply because it is expected that one is able to do what they are supposed to do in a given situation.

*Job satisfaction*: Level of contentment, or discontent, when considering the positive and negative aspects of one’s job.

*Mutual trust:* A reciprocal willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent.

*Relational Trust:* Trust based on roles that respondents have in an organization, in this case the roles of principals and teachers. There are role obligations and trust of another is based on whether or not that person has fulfilled his role obligations. It is, however, impacted by one's personal experiences and cultural beliefs (Bryk & Schneider, 2002)

*Reliable:* Acting in a way that allows one to do what they said they would do.

*Trust:* "One's willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent" (Tschannen-Moran, 2004, p. 17).

### Limitations and Delimitations

Delimitations are the limits or parameters that the researcher or investigator chooses to include or leave out of a study (Gall, Gall & Borg, 2003). There are several delimitations in this study. The sample will be limited to one moderately sized rural school division. The county will be selected for convenience. It is not known to the researcher whether the demographics of this system are similar to any other in Virginia. If there is no similarity, it will be difficult to predict whether it is likely to obtain similar results if the study were replicated in a different division. Without similarity, the study would be an exploratory one. Also, only the principal and teachers will be included as respondents; staff members not included are secretarial, nurses, instructional assistants, transportation, cafeteria, and custodial. Since the study will be conducted at the mid-way point in the first semester, first-year teachers to the division or profession may have restricted prior knowledge on which to base their responses.

Limitations are those factors over which the investigator has no control. A limitation of this study may be in the data. People may also hesitate to respond honestly, despite the assurance of confidentiality, fearing retribution from their administrators. Finally, while surveys were distributed during faculty meetings, there was really no control over the return rate.

In this study, the researcher is only considering trust in school between principals and teachers. The other referents identified by Hoy and Tschannen-Moran will not be considered. Also, trust between the central office administration and building level administration will not be considered. Future studies may involve the other referents. Demographic information obtained in this study may be worthy of consideration in future studies.

Further researchers would want to review newsletters, test data, and previous school improvement plans. Observations would also provide valuable information. Observations in classrooms, during various meetings, in the teachers' lounge, and in the cafeteria are some examples that would allow the researcher to have a firsthand experience with the school's teachers and principal.

#### Organization of the Study

This study is organized using the traditional five-chapter dissertation format. The researcher introduces the study in the first chapter. In the second chapter, the researcher presents a synthesis of the current literature on trust in schools. Chapter three presents the methodology for the study. The researcher analyzes the data from the study in chapter four and presents a summary and conclusions, as well as suggests implications for future study in chapter five.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Background Data

While there may be many factors that determine whether a change will be successfully implemented in schools, trust is certainly a key factor (Bryk & Schneider, 2002, 2003). It is a key factor because when there is a relationship among administrators, faculty, and staff based on trust, staff and faculty will feel safe in taking risks. Taking risks is a part of creative problem solving. Just as Alexander thought outside of the box to solve the problem of untying the famous Gordian Knot (Gordian Solutions, Inc., 1997-1998), educators need to feel safe taking risks to think outside the box and implementing change that will allow the achievement gap to close for all.

The literature review of this study begins by examining current research that identifies what trust is and what the specific components of trust are. Similarities and differences of these studies will be reviewed. Qualitative and quantitative results will be considered.

As the literature is reviewed, the following overarching question is considered: How is mutual trust developed, and what is its association to job satisfaction? These additional questions will also guide this study.

1. What behaviors do teachers perceive a principal should exhibit to develop a teacher's trust?
2. What behaviors do principals perceive a teacher should exhibit to develop a principal's trust?
3. What are the differences between the perceptions of principals and teacher regarding behaviors needed to develop trust?
4. Is there an association between levels of mutual trust and job satisfaction?

Answers to these questions will allow for a more complete understanding of exactly what trust is and what behaviors principals and teachers can exhibit in order to develop a mutual trust.

The improved culture of trust will enhance transformation, and it is successful transformation that will allow children's achievement to soar. In *Speed of Trust*, Covey states, "Low trust creates friction, whether it is caused by unethical behavior or by ethical but incompetent behavior" (2006, p. xxv). Covey (2006) goes on to say that low trust slows decisions, communication, and relationships. "Without trust, it is unlikely that schools can be

successful in their efforts to improve” (Tschannen-Moran, 2004, p. xii). The findings of research done by Bryk and Schneider (2002) indicate that a positive relationship between trust and change leads to improved academic performance of the students. Further, they suggest that relational trust does not directly affect student learning; however, “it is a catalyst for innovation” (Bryk & Schneider, 2002, p. 23). Schools that were considered to be improving were in the top quartile on relational trust, compared to those not improving in the bottom quartile on relational trust (Bryk & Schneider, 2002). Vodicka (2006) considers consistency, compassion, communication, and competence as the key factors when developing trust. Improving the level of teachers’ trust in their principal leads to improved teaching, learning, and student achievement (Vodicka, 2006).

This study will attempt to explain trust as it relates to the relationship between principals and teachers. It will also endeavor to categorize what principals do to create an atmosphere of trust. It will also attempt to categorize what teachers do to create an atmosphere of trust between the principal and teacher.

#### Search Methods

The researcher initially became very interested in the topic of trust in schools when reading *Trust Matters: Leadership for Successful Schools* by Tschannen-Moran (2004). The researcher referred to the bibliography in that book to become acquainted with other people who had similar research interests. Using the EBSCOHost Database, Education Research Complete, the researcher reviewed other relevant studies based on the key words, Trust, Principal, and Teacher. This yielded 131 results. That search was revised to include scholarly reviewed articles from January 1990 to July 2009. This revised search rendered 40 results. From these articles, those articles that dealt with specific content areas, geographical areas outside of the United States and specific demographic groups were not considered. A total of 24 studies were considered as a result of the key word search and bibliographic information from other articles. Ten of those studies are included in this review. Appendices B and C provide a timeline and summary of those studies.

#### Research Findings

To date, there has been little research done that focuses on trust in schools. Macmillan, et al. (2004) categorize the research on trust in schools to date as trust based on abilities and trust based on interpersonal relationships. Hoy and a group of researchers from Ohio State University, including Tarter and Gage, along with Tschannen-Moran from The College of William and Mary

have conducted several studies on trust that have led to the identification of five key faces or descriptors of trust. This first group of researchers focused on what Macmillan, et al. refer to as the ability descriptors (2004). A second team of researchers, Bryk and Schneider, also conducted several studies. These focus on what Macmillan et al. refer to as the interpersonal relationship descriptors (2004). Their studies built on those of the Ohio researchers and tended to focus on the different roles that people in the school environment play (Bryk & Schneider, 2002). Kochanek (2005), a researcher who studied under Bryk and Schneider, explained that parents, teachers, and administrators all know what to expect in terms of their individual role obligations. Trust, as developed by Bryk and Schneider, is dependent on how those expectations are communicated (Kochanek, 2005). Researchers, such as Kochanek (2005), Louis (2007), and the team of Brewster and Railsback (2003) have conducted studies that extend the findings of Tschannen-Moran, Hoy, Kupersmith, and Bryk and Schneider. The literature to date includes quantitative and qualitative research conducted for the most part in large urban districts.

Trust is difficult to define. In *Five Faces of Trust: An Empirical Confirmation in Urban Elementary Schools*, Hoy and Tschannen-Moran (May, 1998) state, “It is a multi-faceted and complex concept” (p.184). Figure 1 illustrates the many referents of trust involved in a school environment. The referents in a school include community, parents, students, teachers, and principals. Trust in a school is affected by the behaviors and interactions among these referents. Society also has an impact on the level of trust in a school. Figure 2 represents the interactions among the referents. Trust is based on those interactions.

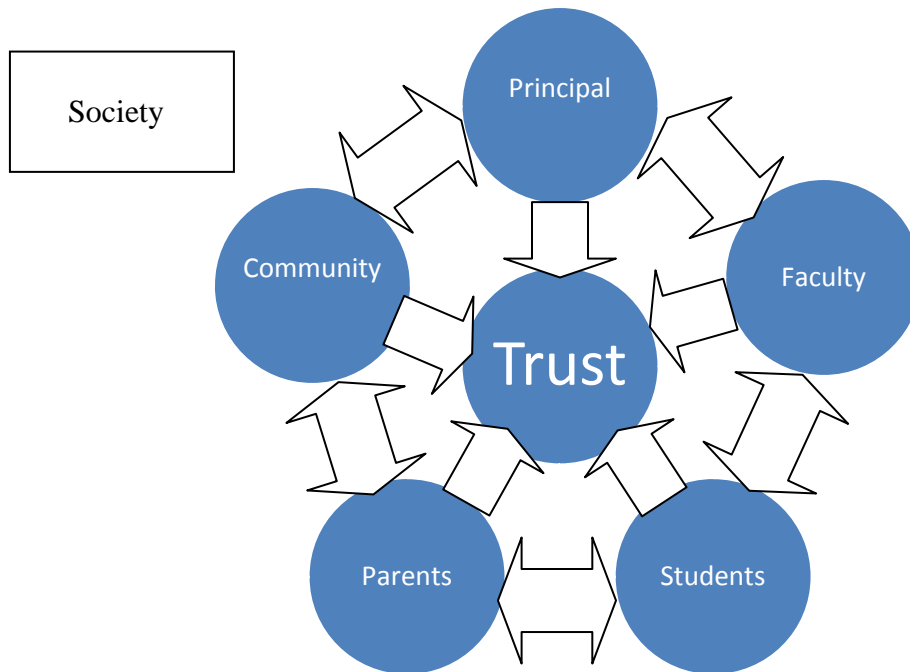


Figure 2. Trust Referents (C. Wolfe 2010).

This diagram not only shows the various groups of people involved in trust in a school environment, but also the role society plays in trust. When a faculty trusts the principal, there is a confidence that the principal is going to keep his or her word and act in the best interest of the school. “School climate can determine the success or failure of a school” (Whitaker, Whitaker, Lumpa, 2000, p. 97). One of the indicators of school climate is trust (Whitaker, et al.). Trust between faculty means that they can depend on each other (Hoy & Kupersmith, 1985). Tschannen-Moran and Hoy (1998) used the metaphor of a moving target when they considered the study of trust. This concept illustrates that trust is not steady in a relationship and it can be altered, and even destroyed, as the result of one single action. For the purposes of this literature review, only information focusing on the trust between administrators and teachers was considered. Appendix B shows the progression of these studies.

#### Timeline of the Studies Focusing on the Five Faces of Trust

Beginning with the study published in 1985 in *Educational and Psychological Research*, Hoy and Kupersmith reported their findings from a quantitative study that served as a pilot study using a trust scale they had developed. In this initial study, Hoy and Kupersmith found that there is a correlation between principal authenticity and faculty trust. In other words, the principal’s

authenticity sets the stage for the school organization. They also found that authenticity is not the sole influence on teacher to teacher trust. Finally, they concluded that the trust scales developed were reliable.

A second study, this one conducted by Tschannen-Moran and Hoy, focused on the meaning of trust, the impact of authenticity and climate on trust. They also wanted to develop an agenda for the study of trust (Tschannen-Moran & Hoy, 1998). In looking at authenticity, this study expanded on the earlier work of Hoy and Kupersmith, and the findings were consistent with those in the earlier study. A principal controls his or her destiny, based on the authenticity of daily actions and interactions. At the same time, Tschannen-Moran and Hoy (1998) found that while a principal's behaviors determine principal trust, it does not create trust between teachers.

A subsequent study by Hoy and Tschannen-Moran was conducted in 1999. Using the trust scales developed earlier by Hoy and Kupersmith, they added several new items that would allow them to look at openness and competency. The sole focus of this study was faculty trust in schools. Hoy and Tschannen-Moran (1999) wanted to conceptualize the faces of trust, develop reliable measures of trust, and test how useful the measure would be in predicting a correlation with parents. Again, through their analysis of quantitative data, they found a correlation between the various dimensions of trust in principal, staff, and parents.

In an article reported in *Review of Educational Research*, Tschannen-Moran and Hoy (2000) presented their findings from a multi-disciplinary review of the literature on trust that spanned four decades. In their analysis of the research, they reviewed many definitions of trust and applied their previously identified faces of trust. Based on that analysis, Tschannen-Moran and Hoy (2000) developed a definition of trust as, "one's willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (p. 556). Further synthesis of the research allowed them to apply these faces of trust to "organizational processes such as communication, collaboration, climate, organizational citizenship, collective efficacy, achievement, and effectiveness" (p. 547). They were able to take many different aspects of trust previously studied and analyze how those pieces were all connected.

Brewster and Railsback (2003) expanded further on the research of Tschannen-Moran, Hoy, and Kupersmith by summarizing existing research in *Building Trusting Relationships for School Improvement: Implications for Principals and Teachers*. In that report, they included



information summarizing Tschannen-Moran's and Hoy's five faces of trust, obstacles to face when building trust, and how to build trust. As part of their report, they also included an analysis of trust in two specific schools, a middle school and a high school.

In *Trust Matters*, Tschannen-Moran (2004) combined information from an extensive review of literature outside of the educational arena with qualitative and quantitative data from her previous research. In this book, Tschannen-Moran presents the case studies of three inner-city elementary school principals and how they successfully [or unsuccessfully] executed each of the five faces of trust established in previous studies. The three schools for the case studies were selected based on the results from a qualitative study conducted in a large urban school division. By thoroughly describing each principal and the school each served, the dos and don'ts in building trust between administrators and faculty are identified.

Hoy, Gage, and Tarter (2006) conducted a study reported in *Educational Administration Quarterly*. In this study, they used data from 75 middle schools that represented urban, suburban, and rural districts to explore the relationship between trust in schools and mindfulness. They developed the School Mindfulness Scale to measure the five elements of mindfulness and used it along with the Omnibus Trust Scale to study trust teachers have with the principal, with other teachers, and with parents. The results of their study indicated that mindfulness impacts trust and trust impacts mindfulness.

#### Timeline of Studies Focusing on Role Expectations

*Trust in Schools: A Core Resource or School Reform*, a study by Bryk and Schneider is a combination of qualitative and quantitative research. This study, reported in part in *Educational Leadership* in March 2003 is reported in its entirety in a book by the same title. The authors spent four years in twelve inner-city schools, attending meetings and events, conducting interviews, observing classroom instruction, and holding focus group meetings. For the article, they selected two schools that illustrated the impact relational trust has on a school's ability to transform. They used those same two schools and added a third one in their book by the same title. In addition to the field study, Bryk and Schneider analyzed data collected through periodic surveys from the Consortium on Chicago School Research.

In this study, they reported information obtained through surveys at all Chicago elementary schools over a six-year period (Bryk & Schneider, 2002, 2003). Data were analyzed that first measured whether teachers could trust their principals. They found that where there was

high trust among all adult roles there was a shared commitment to advance the best interests of the students. A second finding in their study was that the level of trust teachers felt toward their principal was associated with level of student performance. The third component of the study they looked at was achievement in reading and math; it was this component that allowed them to document that trust does impact transformation in schools. They shed light on trust as it relates to various expectations people have based on role responsibilities.

Their initial analysis used data from the school productivity level and the quality of social relations in schools. Bryk and Schneider (2002) found that “the composite trust measure is highly predictive of school productivity trends” (p. 111). Their more in-depth analysis utilized a series of Hierarchical Multivariate Linear Model analyses, specifically focusing on reading and mathematics. They included predictors that would allow them to analyze the student composition and teachers’ backgrounds and experience. They found no correlation between any of these predictors and relational trust and change.

In *Building Trust for Better Schools Research Based Practices*, Kochanek (2005) reported the findings of a study conducted by the author. The findings of the study reflect the combined concepts from the literature with survey analysis and case studies of three schools. By culling the literature and the analysis of the case studies, a 3-tiered model of how to build trust was developed. They also presented clear examples for each of the model’s components. At the first tier, the stage was set with positive base conditions. The second was promoting successful low-risk interactions, and the final tier was promoting successful high-risk interactions. Each level offered more challenge, but by starting at step one, trust is progressively built.

Louis (2007) conducted a qualitative study where the initial focus was the effort to implement quality management principles as part of school improvement; however, trust emerged as a prominent theme in coding responses. Louis then shifted the direction of the study and studied the correlation between trust and teachers’ willingness to implement change as proposed by their principals. This paper was actually part of a longitudinal study involving nine districts, although in this paper Louis only considered five schools. Rather than considering factors relating to change and determining if the school’s environment was one of trust, she studied schools that had been identified as *trust* schools and *low trust* schools and compared the various components of change between those two environments.

Cosner (2009) conducted an in-depth qualitative study during which the concept of organizational capacity and trust was analyzed. Cosner found that principals consistently “identified trust as a critical support for their schools’ reform work or pointed to their own trust-building efforts as an important feature of their own capacity-building work to support [school wide] reform efforts” ( p. 263). In schools where trust was a concern, principals set, reinforced, and enforced norms as a first step. It is important to establish a common set of norms for professional interaction and collaboration, allowing teachers to know the expectations.

### *Levels of Trust*

Trust is a complex construct with different levels. Not only are many different groups of people involved with trust, there are various levels of trust. In *Trust in Schools: A Conceptual and Empirical Analysis*, Tschannen-Moran and Hoy (1998) identify three levels of trust. Initially, people experience provisional trust. This level of trust is the trust that is assumed when two or more people enter a relationship. A second level of trust is knowledge-based. Over time people become better acquainted with each other. Assuming nothing has occurred to hamper the provisional trust, the respondents are willing to move to the next level of trust because they feel safe in the relationship. The highest level of trust is identity-based trust. It is this level of trust where those involved can empathize with the others’ needs and can truly identify with that other person. This level of trust develops over time as individuals get to know each other. If trust has been compromised, this level of trust will be slow to attain.

While this third level of trust is considered the optimum level, there are risks involved. It is possible that agreement may be reached in some situations that may not, in fact, be in the best interest of the students. This action would resemble groupthink as described by Janis [as cited in Shafritz, Ott, Jang, 2003]. In this article, Janis refers to groupthink as agreeing with decisions, despite their quality, in order to have consensus and be a part of the group. In this higher level of trust, it would be easy to trust to the degree where one is unable to see the fallacy in a decision because of that high level of established trust.

### *Forms of Trust*

While Tschannen-Moran and Hoy (1998, 2000) discuss levels or faces of trust, Bryk and Schneider (2002) refer to forms of trust. These forms relate to the theme of their research, as it focused on the individual role obligations. One of the forms of trust, as explained by Bryk and

Schneider is organic trust. In this form of trust, the members of the social group trust unconditionally. Bryk and Schneider believe that this form of trust is not evidenced in modern institutions because membership is not life-long and diversity among people prevents automatically assumed core beliefs.

The second form of trust is contractual. In relationships where trust is contractual, actions are based on contractual agreements. Unions work to establish contracts to protect teachers from such things as salary, schedules, and work demands but it does not ensure quality instruction (Bryk & Schneider, 2002; Bryk & Schneider, 2003; Kochanek, 2005). Bryk and Schneider provide three reasons why contractual trust is ineffective in schools. First, contractual trust is not effective in schools due to the multileveled goals that exist in schools. Second, contractual trust does nothing to identify good instructional practices. Finally, contractual trust can not ensure that behind closed doors best instructional practice is occurring day after day, year after year (Bryk & Schneider, 2002, 2003).

The third form of trust identified by Bryk and Schneider (2002) is relational. In relational trust, each party has a specific role expectation, and there is an expectation that the other parties will perform based on their role expectations. Further, these judgments in expectations are based on an “individual’s perspective on the institution, personal and cultural beliefs rooted in his or her family and community of origin, and prior workplace socialization experiences” (pp. 21-22).

Bryk and Schneider propose a three-level theory when describing relational trust. The levels are intrapersonal, interpersonal, and organizational. At the initial level, people are involved in a complex cognitive activity of discerning the intentions of others. At the second level, these perceptions occur based on role expectations as defined by the institution and the individuals. “Interpersonal trust deepens as individuals perceive that others care about them and are willing to extend themselves beyond what their role might formally require in any given situation” (Bryk & Schneider, 2002, p. 25). Finally, the results of these trust relations have important consequences at the organizational level (Bryk & Schneider, 2002). Actions should all promote the primary mission of the organization; in the case of schools, all actions should be in the best interest of the students. Schools are different from businesses in their power distribution. Schools are asymmetric in their power distribution, but there is not a role that has absolute power. “This is quite different from the more absolute power exercised in a patron-client

arrangement” (Bryk & Schneider, 2002, p. 27). If there is a high level of trust at the organizational level, close supervision of one’s work should not be needed.

### *Faces of Trust*

In much of the research conducted by Hoy and Tschannen-Moran (1999), Tschannen-Moran and Hoy (2000), and Tschannen-Moran (2004), these researchers identify the five faces of trust as benevolence, honesty, openness, reliability, and competence. In *Trust Matters*, Tschannen-Moran (2004) used both quantitative and qualitative research conducted previously to thoroughly explain not only the five faces of trust, but also how to cultivate, build and repair trust between each of the parties in a school relationship. Benevolence, the most important face, not only centers on the immediate outcome, but on the relationship as well. Honesty, the second face, involves, “a person’s character, their integrity, and authenticity” (Tschannen-Moran, 2004, p. 22). Openness is the third face. Openness involves not just being open with communication but with influence and control. Reliability, the fourth face, establishes the feeling of being dependable. When principals are seen as dependable, people are free to focus on the job at hand and not on whether or not a principal will do what he or she said. Competence, the ability to do the tasks assigned, is the fifth face of trust. People in a school environment must rely on each other’s competence in order to accomplish the goals of education (Tschannen-Moran, 2004; Tschannen-Moran & Hoy, 2000).

### *How Can a Principal Nurture Trust?*

According to the studies reviewed, principals’ actions play a large part in nurturing trust. Tschannen-Moran and Hoy (1998) found that climate and actions of the principal do influence trust. Kochanek (2005) developed a model that shows how trust is developed in a school by the climate established by the principal. As a way to set the stage, a principal should offer opportunities that Kochanek refers to as easing the level of vulnerability. This act can be accomplished by putting forward a belief system where children are the primary concern. Reshaping the faculty to eliminate incompetent or oppositional staff also sets the stage. Kochanek further suggests that there must be opportunities for low-risk exchanges. These low-risk exchanges include many of the trust building strategies proposed by other researchers, as shown below.

Brewster and Railsback (2003) suggest that the most important way for a principal to build trust is by demonstrating personal integrity. They suggest that the principal is setting the stage when they exhibit honesty and commitment in all actions. Tschannen-Moran (2004) also connects modeling hard work and commitment to caring. Personal integrity would also include authenticity and professionalism, two additional ways to build trust suggested by Hoy and Kupersmith (1985) and Tschannen-Moran & Hoy (1998).

Dependability is considered to be a behavior that represents reliability. When a principal's behavior is predictable, that is also seen as a form of reliability. Consistent behaviors and fairness will inspire trust (Tschannen-Moran, 2004). Teachers need to feel that they can go to their principal, knowing that the principal will be there to listen, guide, and support them (Bryk & Schneider, 2002).

According to Brewster and Railsback (2003), actions that demonstrate a principal cares also build trust. Showing consideration, being sensitive to the needs of the faculty, and showing appreciation will help bolster trust between the principal and faculty. Caring is also demonstrated when a principal listens to the professional and personal needs of the teachers (Tschannen-Moran, 2004).

Brewster and Railsback (2003) also name accessibility as a way to enhance the development of trust. Tschannen-Moran (2004) agrees that visibility and accessibility promote trust. Tschannen-Moran and Hoy (1998) proposed openness as a way to encourage trust. Principals who regularly visit classrooms, are available to discuss concerns, and are willing to listen openly to new ideas are more likely to create an environment of trust than those who stay behind their desk. Whitaker, et al. (2000) also encourage high principal visibility in the classrooms, followed by written positive feedback. This not only demonstrates openness; it helps to build credibility.

Actions that demonstrate competence build trust, as suggested by Tschannen-Moran (2004). Accepting responsibility for actions, good and bad, is a way for faculty to see the principal as competent and authentic. Accuracy in information and maintaining confidentiality are also important. The ability to serve as a buffer between upset parents and the teachers is one way to show competence. Effectively handling problems between the staff and difficult students are other ways. An atmosphere of collegiality fosters trust, as suggested by Tschannen-Moran and Hoy (1998). Principals need to be open to ideas, sharing information, and delegating

authority, (2004). Whitaker, et al. (2000) suggests that principals teach classes for teachers. This affords teachers the freedom in their schedule to participate in peer observations; however, it also builds credibility that the principal knows what it is like to be in the classroom.

Brewster and Railsback propose that principals should involve staff in decision making (2003). Louis (2007) also found that when people are involved in the decision making process, they believe the decisions are sound. Conversely, when teachers are not involved in the decision making process, they believe there is an in-group and an out-group (Louis, 2007). Cosner (2009) identified the need for principals to provide more interaction time for colleagues. Through increased department meeting time and teacher interaction time during faculty meetings, teachers are able to contribute more to the decision-making process. Whitaker, et al. (2000) also stresses the importance of teacher leadership. Suggestions are presented by Whitaker, et al. (2000) that will encourage staff ownership in decisions; among them are having staff build the agenda for the monthly faculty meeting, building committees to solve specific problems, developing a shared vision and group goals.

Disposition to trust also influences the level of trust a person is able to develop. A person's background will affect whether they are able to trust easily or not. When a person has a disposition to trust, they will have an overall faith in humanity and will believe that others are well-intentioned (Tschannen-Moran, 2004). Kochanek (2005) suggests that a person's propensity to trust also describes the vulnerability that a person will feel as he or she enters a relationship. This would mean that principals should be aware of the staff's individual needs based on the individual dispositions to trust. One person may need more interactions that will ease vulnerability, while another is ready for interactions that involve low or high risks.

#### *What Negatively Affects Trust?*

There are numerous actions that will compromise the level of trust. In *Trust in Schools; a Conceptual and Empirical Analysis*, Tschannen-Moran and Hoy (1998) present betrayal and revenge as behaviors that will compromise the quality of trust. Broken promises, shirking responsibilities, abusing authority, sharing confidential information, and lying are examples of betrayal. When individuals feel that they have been betrayed, they are likely to seek support for their feelings of confusion and anger, sometimes to the point of seeking revenge. Revenge can be in the form of withdrawal, confrontation, and feuding. When a principal does not follow through

on a threat of consequence, trust is damaged (Tschannen-Moran, 2004). Bryk and Schneider (2002) found that when a principal says one thing and then does another, trust is compromised.

Perceptions of lack of authenticity will also inhibit the development of trust. In *Trust Matters*, Tschannen-Moran (2004) suggests that a principal is perceived as not being authentic when the faculty feels that the principal is exploiting them for his or her own benefit. When recognizing staff members, it is important that the recognition is authentic (Whitaker, 1999). Whitaker (2003) suggests that authentic praise, even for small acts, is an effective technique to build a positive environment. Additionally, principals are seen as authentic when they are willing to accept responsibility for their poor decisions.

Principals create an atmosphere of distrust if they are not open to suggestions of the staff or take credit for ideas that were not theirs (Bryk & Schneider, 2002). The perception of being guarded with information breeds suspicion, and ultimately distrust. Bryk and Schneider (2002) suggest that a feeling of vulnerability also threatens the level of trust. Vulnerability is eased when teachers feel that the principal is willing to stand up for the faculty. It is also helpful for teachers to know what the principal's beliefs and expectations are. Teachers may also feel vulnerable if the principal shows favoritism.

#### *How Does Trust Affect Change?*

With the changes in economic realities and social problems, increased expectations have been placed on schools. New standards and higher measures of accountability are in place. Bryk and Schneider (2003) identified a correlation between the level of trust and student learning. In schools where there is minimal trust, there is little chance of improvement in student achievement. Tschannen-Moran and Hoy (2000) found that a lack of trust presents a serious impediment to reform in schools. They go on to say that the move toward site-based management, collective decision making, and teacher empowerment require mutual trust between teachers and principals. In schools where there is a high level of trust, people do not hesitate to seek professional and personal guidance from others (Tschannen-Moran, 2004). Kochanek (2005) suggests that where there is trust, people feel free to share their views on the proposed change. Additionally, in an environment of trust, the faculty is more open to the new ideas or changes proposed by the principal. Louis (2007) noted in her study that the key factor in both trust and distrust was the integrity with which the change initiative was made. This factor



corresponds to the issue of authenticity in principals' actions as a determinant to teachers trusting them.

### Conclusion

It will be important for principals to have a clear understanding of how to nurture and then maintain trust. There is also a gap, indirectly introduced by Louis between the actual and perceived levels of trust (Louis, 2007). Whitaker et al. (2000) states, "Though people's trust of us may be based substantially on perceptions, the resulting impact on our ability to lead effectively is very much based in reality" (p. 9). It would be important that the level of trust is perceived in the same manner between principals and teachers. Also, there has been little research looking at trust in schools, particularly as it relates to school change. Case studies involving non-urban elementary schools need to be done so that principals in these environments will have a better understanding of what to do to build a culture of trust so that change can be effectively implemented.

As the people in our schools change over the next decade, staff will have to face change. Whitaker, Whitaker, & Lumpa (2000) suggest that if a leader is not trusted, decisions will be challenged. In *Motivating and Inspiring Teachers, The Educational Leader's Guide for Building Staff Morale*, Whitaker et al. refer to [zones of indifference] discussed by Chester Barnard in 1938. Whitaker et al. explain that the greater the zone of indifference, the more likely a person is to accept a leader's decision. A person's zone of indifference is his or her willingness to do what the leader says without question; one's zone of indifference increases as the level of trust increases.

"Finding ways to overcome the breakdown of trust is essential if we want schools to reach the aspirations we hold of them" (Tschannen-Moran, 2004, p. 175). It stands to reason that in order to improve; we need to consider what teachers and principals can do to develop mutual trust and to determine if there is an association between the levels of mutual trust and job satisfaction.

## CHAPTER III

### METHODOLOGY

Currently, we know very little about trust as it relates to the school environment. The studies to date have been primarily quantitative ones. Many researchers relied on data from the Chicago Consortium of School Improvement. Another common factor in much of the research is the use of the T-Omnibus Scales developed by Hoy and Tschannon-Moran.

#### Purpose of the Study

The purpose of this study is to use quantitative data to answer one overarching research question. What behaviors develop mutual trust, and what is its association with job satisfaction?

#### *Design*

The researcher will analyze quantitative data in order to understand whether there is mutual trust in schools and what behaviors of the principal and teachers led to the development of mutual trust. The researcher will also analyze data to see if there is an association between the level of mutual trust between the principal and teacher and job satisfaction. This study is a non-experimental design study using quantitative data. Neither manipulation of independent variables nor randomization is used. “Another term frequently used in lieu of non-experimental design is [survey research]” (Pedhazur & Schmelkin, 1991, p. 304). Through the use of a survey, the researcher hopes to explain the phenomena of what behaviors teachers and principals exhibit in order to develop mutual trust between principals and teachers and what the association between mutual trust and job satisfaction is. The survey is cross-sectional; the researcher collects data using a one-time presentation at a regularly scheduled faculty meeting (Creswell, 2003).

In this study the independent variable is the role descriptors of teacher and principal. The dependent variables are the faces of trust, hereafter referred to as constructs, and job satisfaction. Table 3.1 shows the independent and dependent variables.

Table 3.1

*Independent and Dependent Variables*

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*Variable*

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Independent Variable
Job Role
Dependent Variable
Constructs of Trust
Benevolence
Honesty
Openness
Reliability
Competence
Job Satisfaction

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Research Questions

The purpose of this study is to use quantitative data to answer the overarching research question, what behaviors develop mutual trust, and what is its association with job satisfaction? These research questions will also guide this study.

1. What behaviors do teachers perceive a principal should exhibit to develop a teacher's trust?
2. What behaviors do principals perceive a teacher should exhibit to develop a principal's trust?
3. What are the differences between the perceptions of principals and teacher regarding behaviors needed to develop trust?
4. Is there an association between levels of mutual trust and job satisfaction?

The null hypothesis put forward is that the means for the principals and teachers will be the same for the five constructs of trust and job satisfaction. The alternate hypothesis proposed is that the means for principals and teachers will be different.

### *Site and Sample Selection*

The researcher conducted the study using data from a medium-sized school division that was conveniently selected based on location. Because a sample based on convenience was used, it was a non-probability sample (Pedhazur & Schmelkin, 1991). The researcher assumed equal variances in the school division's teachers compared to the state's teacher population. There are twenty schools in the county; four schools are included in the study. The researcher randomly selected two elementary, one middle, and one high school. The random selection was done by putting all elementary school names in a hat and drawing two out. This same process was repeated in selecting the middle and high schools. Respondents at each school took the survey at the school's regularly scheduled faculty meeting. It was a one-time survey, and all those present at the individual faculty meetings had the opportunity to participate.

### *Data Collection Procedures*

Data collection procedures that followed the Virginia Polytechnic Institute and State University Institutional Review Board, hereafter referred to as IRB, were followed. The researcher participated in the on-line tutorial program and submitted an IRB application prior to collecting data (Appendix D). Participation of the researcher was overt; respondents were aware of the researcher and the purpose of the research (Rossman & Rallis, 2003). The researcher obtained written consent from the division superintendent (Appendix E). Once this was received, the researcher discussed the project with the principals whose schools had been selected and obtained their consent (Appendix F). Letters of Consent were given to each teacher and principal participating in the study (Appendix G). The surveys were completed during a regularly scheduled faculty meeting at each individual school. This face-to-face method of data collection has several advantages. It allows for a greater response level, the respondents are able to associate with the researcher, and the target population is easily identified (*Survey System, 2007-2009*).

### *Instrument Validation*

A 5-point Likert Scale survey, Mutual Trust and Job Satisfaction, was developed by the researcher. The categories for the Likert Scale were 5 – Always, 4 – Usually, 3 – Sometimes, 2 – Rarely, and 1 – Never. The five constructs of trust identified by Tschannen-Moran(2004) served

as the foundation for the development of the survey statements. Four of the statements came from the trust instrument used by Tschannen-Moran in *Trust Matters* (2004).

In this study, the researcher developed a 39- statement survey that identifies behaviors associated with the five constructs of trust identified in *Trust Matters* by Tschannen-Moran (2004). Those surveys are shown on Appendix H. Table 3.2 identifies which research question and which survey statements address each construct. With the exception of statements 38 and 39, statements were answered using a 5-point Likert scale.

“The most obvious type of validity evidence needed is content-related, which may be gathered by having some competent colleagues who are familiar with the purpose of the survey examine the items to judge whether they are adequate for measuring what they are supposed to measure and whether they are a representative sample of the behavior domain under investigation” (Ary, Jacob, & Razavieh, 1990. Pg. 434). Content validity was determined by having a panel of experts review the survey and classify the statements based on the construct of trust each statement is addressing. This panel was comprised of eleven individuals enrolled in a doctoral program in educational leadership. Four of the panel members were assistant principals, two were principals, four were assistant superintendents, and one was a professor. This form is shown on Appendix I. Based on that review, statements were modified to more clearly address the five constructs of trust and job satisfaction.

The researcher began to administer the survey. It was coincidental that the first school visited was also the school with the smallest faculty. This served as a pilot study, although the data were included as part of this study. Piloting the instrument in one school allowed the survey to be tested with the same types of people that were also participating in the study. Using the same types of people to test the survey is an ideal way to test it (The Survey System, 2007-2009). According to Ary, Jacobs, and Razavieh (1990), it is beneficial to individually administer the survey so that during this time, there can be discussion about the statements. For example, the respondent might say that they are not clear on what the researcher means in a particular statement. While the surveys were not individually administered, because of the low number of participants, they felt comfortable asking questions for clarification. Also, it is beneficial for the researcher to observe the respondents while they are taking the survey, paying particular note of the following: Do the respondents look comfortable? Do they look confused? Could any of the

Table 3.2

*Construct, Research Questions and Items on a Survey*

<i>Variable</i>	<i>Research Questions</i>	<i>Item on Survey</i>
<b>Independent</b>		
#1 Role	Overarching question - What behaviors develop mutual faculty trust between teachers and administrators?	# 5 through 39 on each survey
<b>Dependent</b>		
#1 Benevolence	Research question #1 - What behaviors should a principal exhibit to develop a teacher's trust?	#6, 9 and 19
	Research question #2 - What behaviors should a teacher exhibit to develop a principal's trust?	#10, 14 and 23
	Research question #3 - What are the differences between the perceptions of principals and teacher regarding behaviors needed to develop trust?	#38 and 39
#2 Honesty	Research question #1 - What behaviors should a principal exhibit to develop a teacher's trust?	#11 and 21
	Research question #2 - What behaviors should a teacher exhibit to develop a principal's trust?	#5 and 15
	Research question #3 - What are the differences between the perceptions of principals and teacher regarding behaviors needed to develop trust?	#38 and 39
#3 Openness	Research question #1 - What behaviors should a principal exhibit to develop a teacher's trust?	#12, 17, 22, 31 and 32
	Research question #2 - What behaviors should a teacher exhibit to develop a principal's trust?	#7, 8 and 26
	Research question #3 - What are the differences between the perceptions of principals and teacher regarding behaviors needed to develop trust?	#38 and 39
#4 Reliability	Research question #1 - What behaviors should a principal exhibit to develop a teacher's trust?	#13 and 20
	Research question #2 - What behaviors should a teacher exhibit to develop a principal's trust?	#18, 24 and 29
	Research question #3 - What are the differences between the perceptions of principals and teacher regarding behaviors needed to develop trust?	#38 and 39
#5 Competence	Research question #1 - What behaviors should a principal exhibit to develop a teacher's trust?	#16 and 25
	Research question #2 - What behaviors should a teacher exhibit to develop a principal's trust?	#27, 28 and 30
	Research question #3 - What are the differences between the perceptions of principals and teacher regarding behaviors needed to develop trust?	#38 and 39
#6 Satisfaction	Overarching questions - What is its association with job satisfaction?	#33, 34, 35, 36, and 37 on each survey
	Research question #3 - What are the differences between the perceptions of principals and teacher regarding behaviors needed to develop trust?	#38 and 39 on each survey

questions cause hostility? This allows the researcher to determine the adequacy of the research procedures and correct any unanticipated problems prior to beginning the study (Ary, et.al, 1990).

## Survey Administration

Surveys were distributed at regularly scheduled faculty meetings at each of the remaining three schools in the sample. The respondents recorded their responses on individual survey sheets. At each of the schools, there was a brief introduction of the project and a review of the *Letter of Consent*, which had been emailed to them earlier. The participants seemed comfortable throughout the process; they were seated by colleagues and had some conversation with their colleagues as they completed the survey. They were given a sufficient amount of time to complete the survey without feeling rushed.

The researcher entered the data into a personal computer. Anonymity and confidentiality were maintained. The name of the division, names of schools and individuals were not used. Data are maintained on the researcher's personal computer; other data are stored in a locked cabinet in the researcher's home. Confidentiality does not mean that direct quotes of the participants are not used. Direct quotes from the survey may be a part of the report; however, the names of the individual making the comment remained anonymous.

## Data Analysis

Once all surveys were completed and data entered into the computer, the researcher conducted data analysis. In *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Creswell (2003) suggests the following steps:

1. Use a table to report the number of members of the sample who did and did not respond to the survey.
2. Determine the response bias. A wave analysis was done to determine if the survey results collected early in the study differ from those collected near the end of the data collection period.
3. Descriptive analysis of the data was done. The researcher discussed the frequencies and percentages of responses to statements that will call for the respondent to give nominal data. By including a frequency table, the researcher displayed the number and percent of people belonging in one category.
4. Determine reliability. The researcher calculated the response rate by using this calculation:  $(\# \text{ of surveys received} / \text{total } \# \text{ of surveys}) \times 100$ . The researcher used a Cronbach Alpha to determine reliability of the statements measuring the five constructs of trust.

5. Analyze data. The researcher used SPSS 16 to run various statistical tests in order to analyze the data and determine if there are behaviors that principals and teachers exhibit that lead to mutual trust and if there is an association between the levels of mutual trust and job satisfaction.

#### Methodology Summary

This study provided information that identified specific behaviors of administrators and teachers that encourage the development of trust, sustain trust, or diminish the development of trust. Once all data were analyzed, the researcher reported the answers to the research questions. The steps followed in this study utilized best practice. The problem was identified and a thorough review of the current literature conducted. Research questions were developed. The researcher used survey responses to analyze data in order to understand what behaviors are present in order to develop mutual trust and whether there is an association between mutual trust and an individual's level of job satisfaction. Data were analyzed in order to draw conclusions.



## CHAPTER IV

### RESULTS OF THE STUDY

#### Purpose of the Study

The purpose of this chapter is to present the results and analysis of the data compiled from the study to consider what behaviors develop mutual trust and what is its association with job satisfaction? Data were collected using an instrument developed by the researcher based on the five constructs of trust identified by Tschannen-Moran and Hoy: benevolence, honesty, openness, reliability, and competence.

#### Data Findings

##### *Descriptive Data*

Data were collected at four schools in one medium-sized rural school division in Virginia. According to information available on the division's website, there are 895 teachers and 46 administrators in the division. Two elementary schools, one middle school, and one high school were randomly selected from other schools in the county representing that same grade levels. There are 268 teachers and ten administrators in the four schools randomly selected. Table 4.1 shows that of the 268 staff, 197 were present on the day the surveys were administered; three were not returned. The number of administrators for the schools is considered in the total number of staff of 268, 197 and 194, respectively. This means that for every 18.4 teachers, one administrator completed the survey. The response rate, based on the total number of teachers and principals at those schools, was 70%; the response rate based on the number distributed at the meetings was 98.5%.

Table 4.1

*Survey Completion*

<i>Total Number of Staff</i>	<i>Number Present</i>		<i>Number Completed</i>	
#1 – 31	24	77%	22	92%
#2 – 71	52	73%	52	100%
#3 – 124	87	70%	87	100%
#4 – 52	34	65%	33	97%

The distribution of demographics is shown in Table 4.2 and Table 4.3. Even though two elementary schools were included in the survey, the total percent of participants from the two elementary schools together only accounted for 28% of the total number of participants. The high school represented close to one-half of the total participants. There were ten administrators responding to the survey and 184 teachers. Only administrators and teachers were included in this study. Twenty-one percent of the participants were male and seventy-nine percent were female.

Table 4.2

*Demographic Characteristics of Participants ( N =194 )*

<i>School Level</i>	<i>N</i>	<i>%</i>
Elementary School 1	22	11%
Middle School 1	52	27%
High School 1	87	45%
Elementary School 2	33	17%

Table 4.3

*Demographic Characteristics of Participants ( N =194 )*

<i>Characteristic</i>	<i>N</i>	<i>%</i>
<i>Position</i>		
Administrator	10	5%
Teacher	184	95%
<i>Gender</i>		
Male	40	21%
Female	154	79%

A Crosstabs analysis was done on the demographic data of gender and position. Table 4.4 displays that data.

Table 4.4

*Demographic Characteristics of Participants ( N = 194 )*

<i>Communication</i>	<i>Male</i>		<i>Female</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Principal	6	3%	4	2%
Teacher	34	18%	150	77%

The percent of males represented in this group of participants is slightly below the national and state percent of educators who are male. Nationally, 26.5% of educators are male and in Virginia, 25.5% are male (U. S. Census Bureau). Also, according to the U. S. Department of Education (2003-2004), 44% of elementary principals are male and 56% are female. At the secondary level, 74% of principals are male and 26% are female. Of the ten principals participating in this study, 60% were male and 40% were female. One male principal was at the elementary school, two at the middle school, and three at the high school. One school had no males on staff. There were three elementary principals and one at the high school.

### *Response Bias*

Creswell (2003) advised the importance of considering whether there was a difference between responses received at the beginning and end of the collection period. The surveys were distributed and collected at the monthly faculty meeting; therefore there was a one-time collection of data at each of the four schools. When comparing the data collected at the first and last school, there were eight statements reporting a significant difference. Coincidentally both of these schools were the elementary schools. The first school’s principal was *Principal of the Year* in 2009 and the last school’s principal was newly appointed during the 2008-2009 academic year. Identity-based trust, the highest level of trust, develops over time (Tschannen-Moran & Hoy, 1998); therefore, it is possible that responses from the school with a newly appointed principal would differ when compared to the other schools where the principals have served for more than six years.

### *T-Tests*

The researcher then turned to Independent Samples *t*-Tests, which allowed her to assess whether the means of the two groups, teachers and principals, were statistically different from each other. Tables 4.5 through 4.10 display the results of the Independent Samples *t*-Tests independently performed on each construct of trust and job satisfaction.

Table 4.5

*Group Differences between “Principals and Teachers” on “Honesty” Construct*

	<i>Principals</i>		<i>Teachers</i>		<i>Df</i>	<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
1. The principal has faith in teachers’ integrity.	4.5	.527	4.4	.751	191	.329	.743
2. Teacher has faith in the integrity of the principal	4.3	.707	4.2	.816	191	.595	.552
3. The principal has no reason to doubt what teachers tell him/her	3.9	.568	4.6	.850	190	-2.645	.009**
4. Teachers do not question the honesty of the principal.	4.2	1.302	4.2	1.083	185	.174	.862

\**p* < .05; \*\**p* < .01.

Table 4.6

*Group Differences between “Principals and Teachers” on “Benevolence” Construct*

<i>Measure</i>	<i>Principals</i>		<i>Teachers</i>		<i>Df</i>	<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
1. The principal demonstrates that he/she cares about others in the school	4.7	.483	4.1	.781	192	2.258	.025*
2. The principal is sensitive to teachers’ needs	4.5	.707	3.7	.866	191	2.773	.006* *
3. Teachers demonstrate that they care about the people in the school.	4.4	.699	4.3	.630	192	.492	.623
4. Teachers demonstrate appreciation towards the principal.	3.8	.632	4.0	.822	191	-.653	.514
5. The principal is often the first to arrive or last to leave.	3.6	.843	3.7	.981	182	-.229	.819
6. It bothers teachers how some treat the principal.	3.5	.850	3.5	.920	187	.028	.978

\* $p < .05$ ; \*\* $p < .01$ .

Table 4.7

*Group Differences between “Principals and Teachers” on “Openness” Construct*

<i>Measure</i>	<i>Principals</i>		<i>Teachers</i>		<i>df</i>	<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
1. Teachers feel that they can share opinions with the principal.	4.3	.675	3.7	1.06	191	1.647	.101
2. The principal encourages discussions.	4.5	.707	3.7	1.10	191	2.285	.023*
3. The principal is accessible to others.	4.5	.527	4.1	.747	191	1.516	.131
4. The principal listens to ideas.	4.4	.516	3.8	.970	191	1.822	.070
5. The principal shares information with me.	4.3	.483	3.6	.866	192	2.459	.015*
6. Teachers keep the principal informed about events in classrooms.	3.7	.675	3.7	.978	189	.012	.990
7. Principal includes teacher leaders in developing programs/ideas.	4.5	.707	3.9	.794	187	2.186	.030*
8. Teachers feel that they can share concerns with the principal.	4.4	.699	3.8	1.07	189	1.780	.077

\* $p < .05$ ; \*\* $p < .01$ .

Table 4.8

*Group Differences between “Principals and Teachers” on “Reliability” Construct*

<i>Measure</i>	<i>Principals</i>		<i>Teachers</i>		<i>Df</i>	<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
1. Teachers rely on the principal.	4.6	.527	4.1	.884	190	1.628	.105
2. Principal can rely on the teachers.	4.3	.483	4.8	.456	192	-3.069	.002**
3. If principal is asked to do something, it will be done.	4.5	.527	4.2	.786	191	1.226	.222
4. If principal asks for something to be done, teachers will do it.	4.0	.471	4.7	.478	189	-4.596	.000**
5. If a teacher is asked to do something, she/he will do it (reworded).	4.2	.422	4.6	.513	190	-2.411	.017*

\* $p < .05$ ; \*\*  $p < .01$ .

Table 4.9

*Group Differences between “Principals and Teachers” on “Competence” Construct*

<i>Measure</i>	<i>Principals</i>		<i>Teachers</i>		<i>Df</i>	<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
1. The principal is competent.	4.2	.667	4.4	.735	191	.785	.433
2. Teachers value the principals’ suggestions on instruction.	3.7	.675	4.1	.919	189	-1.259	.210
3. Teachers seek information about best instructional practices.	3.1	.568	3.9	1.03	189	-2.333	.021*
4. Teachers do whatever it takes for students to learn.	4.0	.471	4.4	.653	189	-2.109	.036*
5. Teachers provide varied experiences for their students.	3.7	.483	4.4	.548	191	-3.791	.000**

\* $p < .05$ ; \*\*  $p < .01$ .

Table 4.10

*Group Differences between “Principals and Teachers” on “Job Satisfaction”*

<i>Measure</i>	<i>Principals</i>		<i>Teachers</i>		<i>Df</i>	<i>t</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
1. Overall, individual is satisfied.	4.2	.632	4.2	.663	190	-.015	.988
2. The level of trust teachers have for principal affects the level of satisfaction.	4.2	.919	3.9	1.01	186	.786	.433
3. Individual believes there is mutual respect.	4.1	.568	3.7	.807	187	1.680	.095
4. Individual believes there is a difference in level of trust.	3.8	.632	3.5	1.05	184	.773	.441
5. Mutual trust makes individual want to return to that school.	4.6	.516	4.4	.770	188	.923	.357

\* $p < .05$ ; \*\* $p < .01$ .

*Honesty.* An independent sample t test was carried out between principals and teachers on honesty. The test revealed that there was a statistically significant difference between principals and teachers when considering one statement, the principal has no reason to doubt what teachers tell him/he,  $t(190) = (-2.645)$ ,  $p < .05$  (computed  $p = (.009)$ ). The mean of principals ( $M = 3.9$ ,  $SD = .568$ ) was lower than the mean of teachers ( $M = 4.6$ ,  $SD = .850$ ). All other statements addressing honesty did not indicate a statistically significant difference.

The null hypothesis was accepted for all statements considering honesty with the exception of that one statement, *the principal has no reason to doubt what teachers tell him/her*. The alternate hypothesis was accepted for that statement which is a teacher behavior.

*Benevolence.* Analysis of the data from the Independent Samples t-test considering those questions addressing benevolence indicated two statements with a significant difference. The test revealed that there was a statistically significant difference between principals and teachers when considering the statement, the principal demonstrates that he/she cares about others in the school,  $t(192) = (2.258)$ ,  $p < .05$  (computed  $p = (.025)$ ). The mean of principals ( $M = 4.7$ ,  $SD = .483$ ) was higher than the mean of teachers ( $M = 4.1$ ,  $SD = .781$ ).

A second statement, *the principal is sensitive to teachers' needs*, also indicated a significant difference between principals and teachers. The test revealed that there was a

statistically significant difference between principals and teachers,  $t(191) = (2.773)$ ,  $p < .05$  (computed  $p = .006$ ). The mean of principals was ( $M = 4.5$ ,  $SD = .707$ ) was higher than the mean of teachers ( $M = 3.7$ ,  $SD = .866$ ). The remaining four statements addressing benevolence of principals and teachers did not indicate a significant difference.

The null hypothesis, the means of the principals and teachers would be the same for the construct benevolence, was accepted for those four statements that were not significantly different. The alternate hypothesis was accepted for the two statements, *the principal demonstrates that he/she cares about others in the school* and *the principal is sensitive to teachers' needs*. Both of the statements rejecting the null hypothesis are principal behaviors.

Openness. An Independent Samples t-test was carried out between principals and teachers on openness. The test revealed that there was a statistically significant difference between principals and teachers when considering the statement, *the principal encourages teachers to have productive discussion about various topics important to the school*,  $t(191) = (2.285)$ ,  $p < .05$  (computed  $p = (.023)$ ). The mean of principals ( $M = 4.5$ ,  $SD = .707$ ) was higher than the mean of teachers ( $M = 3.7$ ,  $SD = 1.10$ ).

A second statement, *the principal shares information with me*, also indicated a statistical difference. The test revealed that there was a statistically significant difference between principals and teachers,  $t(192) = (2.459)$ ,  $p < .05$  (computed  $p = (.015)$ ). The mean of principals ( $M = 4.3$ ,  $SD = .483$ ) was higher than the mean of teachers ( $M = 3.6$ ,  $SD = .866$ ).

A statistical difference was identified on a third statement, *principals include teacher leaders in developing programs/idea*. The test revealed that there was a statistically significant difference between principals and teachers,  $t(187) = 2.186$ ,  $p < .05$  (computed  $p = (.030)$ ). The mean of principals ( $M = 4.5$ ,  $SD = .707$ ) was higher than the mean of teachers ( $M = 3.9$ ,  $SD = .794$ ). The remaining five statements addressing openness of principals and teachers did not indicate a significant difference.

The null hypothesis, the means of the principals and teachers would be the same for the construct openness, was accepted for those five statements that did not indicate a significant difference. The alternate hypothesis was accepted for the three statements, *the principal encourages teachers to have productive discussion about various topics important to the school*, *the principal shares information with me*, and *the principal includes teacher leaders when developing ideas or programs*. Two of the three statements rejecting the null hypothesis are



principal behaviors. One could easily make an argument that the statement *the principal encourages me to have productive discussions about various topics important to the school* is really a principal behavior in that it is the result of the principal creating an environment where teachers will participate in productive discussions.

Reliability. An Independent Samples t-Test was carried out between principals and teachers on reliability. The test revealed that there was a statistically significant difference between principals and teachers when considering the statement, the principal can rely on the teachers,  $t(192) = (-3.069)$ ,  $p < .05$  (computed  $p = (.002)$ ). The mean of principals ( $M = 4.3$ ,  $SD = .483$ ) was lower than the mean of teachers ( $M = 4.8$ ,  $SD = .456$ ).

A second statement, *if the principal asks for something, it will be done*, also showed a statistical difference. The test revealed that there was a statistically significant difference between principals and teachers,  $t(189) = (-4.596)$ ,  $p < .05$  (computed  $p = (.000)$ ). The mean of principals ( $M = 4.0$ ,  $SD = .471$ ) was lower than the mean of teachers ( $M = 4.7$ ,  $SD = .478$ ).

A third statement, similarly worded to the statement above, *if a teacher is asked for something it will be done*, also confirmed a statistical difference. The test revealed that there was a statistically significant difference between principals and teachers,  $t(190) = (-2.411)$ ,  $p < .05$  (computed  $p = (.017)$ ). The mean of principals ( $M = 4.2$ ,  $SD = .422$ ) was lower than the mean of teachers ( $M = 4.6$ ,  $SD = .513$ ). There were only two remaining statements addressing reliability of principals and teachers; neither indicated a significant difference.

The null hypothesis, the means of the principals and teachers would be the same for the construct reliability, was accepted for those statements with no significant difference. The alternate hypothesis was accepted for the three statements, *the principal can rely on teachers*, *if the principal asks a teacher to do something it will be done*, and *if a teacher is asked to do something it will be done*. Each of these three statements is a teacher behavior.

Competence. An Independent Samples t-test was carried out between principals and teachers on competence. The test revealed that there was a statistically significant difference between principals and teachers when considering the statement, teachers seek information on best instructional practices,  $t(189) = (-2.333)$ ,  $p < .05$  (computed  $p = (.021)$ ). The mean of principals ( $M = 3.1$ ,  $SD = .568$ ) was lower than the mean of teachers ( $M = 3.9$ ,  $SD = 1.03$ ).

A second statement, *as a teacher I do whatever it takes for students to learn*, also showed a statistical difference. The test revealed that there was a statistically significant difference

between principals and teachers,  $t(189) = (-2.109)$ ,  $p < .05$  (computed  $p = (.036)$ ). The mean of principals ( $M = 4.0$ ,  $SD = .471$ ) was lower than the mean of teachers ( $M = 4.4$ ,  $SD = .653$ ).

A third statement, *teachers provide varied experiences for their students*, also verified a statistical difference. The test revealed that there was a statistically significant difference between principals and teachers,  $t(191) = (-3.791)$ ,  $p < .05$  (computed  $p = (.000)$ ). The mean of principals ( $M = 3.7$ ,  $SD = .483$ ) was lower than the mean of teachers ( $M = 4.4$ ,  $SD = .548$ ). There were only two remaining statements addressing competence of principals and teachers that did not indicate a significant difference.

The null hypothesis, the means of the principals and teachers would be accepted for the construct competence, was accepted for those two statements. The alternate hypothesis was accepted for the three statements, *teachers seek information on best instructional practices*, *as a teacher I do whatever it takes for students to learn*, and *teachers provide varied experiences for their students*. These statements rejecting the null hypothesis are targeting teacher behaviors.

Job satisfaction. There were five statements that focused on job satisfaction. There were no statements that indicated a statistically significant difference between principals and teachers. Therefore the null hypothesis would be accepted in the construct of job satisfaction.

#### *Pearson Correlation*

In order to determine if there was an association between the mutual level of trust between principals and teachers and job satisfaction, the researcher performed a Pearson correlation using five statements from the survey. Those five statements addressed the overall job satisfaction, whether the participant felt there was mutual trust, and whether that mutual trust was a factor influencing their decision to work in that setting. The data from that analysis are shown in Table 4.11.

Table 4.11

*Intercorrelations Among Mutual Trust and Job Satisfaction*

<i>Measure</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1. Overall job satisfaction	-	.134	.437**	.308**	.633**
2. Trust affects satisfaction	.134	-	.318**	.147*	.295**
3. Mutual trust	.437**	.318**	-	.435**	.583**
4. Differences in trust	.308**	.147*	.435**	-	.385**
5. Mutual trust and staying in job	.633**	.295**	.583**	.385**	-
M	4.20	3.96	3.69	3.55	4.38
SD	.660	1.00	.801	1.03	.759

\* $p < .05$ ; \*\* $p < .01$ .

A Pearson correlation was carried out on all statements related to job satisfaction and mutual trust. The tests revealed that in most cases, there was at least a small significant correlation between trust and job satisfaction.

Job satisfaction. There was a small significant correlation between job satisfaction and mutual respect  $r(189) = .437, p < .01$  (computed  $p = .000$ ). Therefore, job satisfaction is positively associated with mutual respect between principals and teachers and job satisfaction accounts for  $.437^2$  ( $r^2$ ) equals .19 of the variability in mutual trust. Although job satisfaction can account for 19% of the variation in job satisfaction and mutual trust, it does not necessarily cause this variation.

When taking into consideration job satisfaction and differences in levels of trust, the test revealed that there was a small significant correlation between job satisfaction and differences in levels of trust  $r(186) = .308, p < .01$  (computed  $p = .000$ ). Therefore, job satisfaction is positively associated with differences in levels of trust and we can say that the job satisfaction accounts for  $.308^2$  ( $r^2$ ) equals .09 of the variability in differences in levels of trust. Although job satisfaction can account for 9% of the variation in job satisfaction and differences in levels of trust, it does not necessarily cause this variation.

Analysis of data considering job satisfaction and mutual trust/staying in job revealed that there was a moderately significant correlation between job satisfaction and mutual trust/staying

in job  $r(190) \times .633 = 120.3$ ,  $p < .01$  (computed  $p = .000$ ). Therefore, job satisfaction is positively associated with mutual trust/staying in job and we can say that the job satisfaction accounts for  $.633^2$  ( $r^2$ ) equals .40 of the variability in mutual trust/staying in job. Although job satisfaction can account for 40% of the variation in job satisfaction and mutual trust/staying in job, it does not necessarily cause this variation.

Trust affecting satisfaction. A Pearson correlation was carried out on trust affecting satisfaction and mutual trust. The test revealed that there was a small significant correlation between trust affecting satisfaction and mutual trust  $r(185) \times .318 = 58.8$ ,  $p < .01$  (computed  $p = .000$ ). Therefore, trust affecting satisfaction is positively associated with mutual trust and we can say that the trust affecting satisfaction accounts for  $.318^2$  ( $r^2$ ) equals .10 of the variability in mutual trust. Although trust affecting satisfaction can account for 10% of the variation in trust affecting satisfaction and mutual trust, it does not necessarily cause this variation.

Data pertaining to trust affecting satisfaction and differences in levels of trust revealed that there was a small significant correlation between trust affecting satisfaction and differences in levels of trust  $r(183) \times .147 = 26.9$ ,  $p < .05$  (computed  $p = .047$ ). Therefore, trust affecting satisfaction is positively associated with differences in levels of trust and we can say that the trust affecting satisfaction accounts for  $.147^2$  ( $r^2$ ) equals .02 of the variability in differences in levels of trust. Although trust affecting satisfaction can account for 2% of the variation in trust affecting satisfaction and differences in levels of trust, it does not necessarily cause this variation.

When considering the correlation between trust affecting satisfaction and mutual trust/staying in job, the test revealed that there was a small significant correlation between trust affecting satisfaction and mutual trust/staying in job  $r(187) \times .295 = 55.2$ ,  $p < .01$  (computed  $p = .000$ ). Therefore, trust affecting satisfaction is positively associated with mutual trust/staying in job and we can say that the trust affecting satisfaction accounts for  $.295^2$  ( $r^2$ ) equals .09 of the variability in mutual trust/staying in job. Although trust affecting satisfaction can account for 9% of the variation in trust affecting satisfaction and mutual trust/staying in job, it does not necessarily cause this variation.

Mutual trust. A Pearson correlation was carried out on mutual trust and differences in levels of trust. The test revealed that there was a small significant correlation between mutual trust and differences in trust  $r(183) \times .435 = 79.6$ ,  $p < .01$  (computed  $p = .000$ ). Therefore,

mutual trust is positively associated with differences in trust and we can say that mutual trust accounts for  $.435^2$  ( $r^2$ ) equals .19 of the variability in differences in trust. Although mutual trust can account for 19% of the variation in mutual trust and differences in levels of trust, it does not necessarily cause this variation.

A Pearson correlation was carried out on mutual trust and mutual trust/staying in job. The test revealed that there was a moderately significant correlation between mutual trust and mutual trust/staying in job  $r(188) = .583$ ,  $p < .01$  (computed  $p = .000$ ). Therefore, mutual trust is positively associated with mutual trust/staying in job and we can say that the mutual trust accounts for  $.583^2$  ( $r^2$ ) equals .34 of the variability in mutual trust/staying in job. Although mutual trust can account for 34% of the variation in mutual trust and mutual trust/staying in job, it does not necessarily cause this variation.

Differences in trust. A Pearson correlation was carried out on differences in trust and mutual trust/staying in job. The test revealed that there was a small significant correlation between differences in trust and mutual trust/staying in job  $r(183) = .385$ ,  $p < .01$  (computed  $p = .000$ ). Therefore, differences in trust is positively associated with mutual trust/staying in job and we can say that the differences in trust accounts for  $.385^2$  ( $r^2$ ) equals .15 of the variability in mutual trust/staying in job. Although differences in trust can account for 15% of the variation in differences in trust and mutual trust/staying in job, it does not necessarily cause this variation.

When considering data from the various Pearson Correlation tests conducted, it should be noted that there were only two areas where there was a moderately significant correlation, job satisfaction and mutual trust/staying in job and mutual trust and mutual trust/staying in job. This indicates that in most cases a random, non-linear relationship exists between the two variables. The coefficients of determination indicate that in most cases, the variance between the two variables is unexplained. The two areas noted above had the highest percent of variance able to be explained.

Additional Pearson correlation analyses were conducted to determine the association between principal behaviors, mutual trust, and job satisfaction and teacher behaviors, mutual trust, and job satisfaction. Appendices I and J show the results of those analyses. It was noted that there was a stronger association when correlating the Principal Behaviors and Job Satisfaction than when considering Teacher Behaviors and Job Satisfaction. Also, the standard

deviation was large on most statements that were related to principal behaviors, mutual trust, and job satisfaction. Standard deviations were large when teacher behaviors were correlated to job satisfaction and mutual trust but most notably when job satisfaction and mutual trust were considered.

### Reliability

Internal consistency for each of the scales was examined using Cronbach’s alpha. A Cronbach alpha of .60 is commonly used as a cut-off in exploratory research. To be considered adequate, the alpha should be .70 or higher (Gall, Gall, & Borg). Table 4.12 through Table 4.14 show those data. The alpha was large, .923 when considering all survey statements together. No substantial increases or decreases in alpha would have been achieved by eliminating items.

When considering statements by construct, the internal consistency was not consistent. Only those statements addressing openness had a large Cronbach alpha, .884. All other constructs had a moderate Cronbach alpha.

There was a distinct difference in the reliability of the items when considering statements based on a principal role and a teacher role separately, although both remained large. When considering principal role statements, the Cronbach alpha score, .913, was large. The Cronbach alpha score, .732, was moderate when considering items based on the teacher’s role. In both cases, when items addressing job satisfaction were eliminated, the Cronbach alpha did not significantly change.

Table 4.12

*Internal Consistency Reliability of the Survey Statements*

<i>Name of Factor</i>	<i>N</i>	<i>Alpha</i>
1. All survey statements	150	.923

Table 4.13

*Internal Consistency Reliability of the Survey Statements by Construct*

<i>Name of Factor</i>	<i>N</i>	<i>Alpha</i>
1. Honesty	185	.559
2. Benevolence	179	.492
3. Openness	182	.884
4. Reliability	187	.562
5. Competence	186	.604
6. Job Satisfaction	180	.723

Table 4.14

*Internal Consistency Reliability of the Participants*

<i>Name of Factor</i>	<i>N</i>	<i>Alpha</i>
1. Principal	169	.913
2. Teacher	174	.732

*Factor Reduction Analysis*

The researcher developed the survey instrument based on the five constructs of trust identified by Hoy and Tschannen-Moran. The Independent Samples *t*-Tests and Pearson Correlations analyses indicate that it is the behaviors of the principal that are more closely associated with job satisfaction than those behaviors of the teachers. However, reliability tests did not consistently confirm a large internal reliability among survey statements. Therefore, a factor reduction analysis was conducted to further consider if the statements were measuring the constructs identified by Hoy and Tschannen-Moran and job satisfaction. Appendix L shows the data from the factor reduction analysis when an Eigenvalue of 1 was used.

Thirty-three statements relating to principal behaviors, teacher behaviors, mutual trust, and job satisfaction were factor analyzed using Principal Component Analysis. The analysis yielded seven factors. Factor one loaded on 21 of the statements. This first factor explained 35.9% of the variance. Twelve of the fourteen statements centering on principal behaviors loaded as factor one. Four of the fourteen statements centering on teacher behaviors loaded as factor

one, as were all five statements centering on job satisfaction and mutual trust. One of the three statements focusing on teacher behaviors targeted open communication with the principal, one targeted benevolence, and the other statement targeted honesty.

Factor two loaded on eight of the statements and explained 8.9% of the variance. All of the eight statements focused on teacher behaviors. One statement targeted teachers caring about people in the school, one targeted honesty, three targeted the reliability of teachers and the remaining three targeted the competency of teachers.

The remaining five factors did not load as strongly as the first two factors. Factor three loaded on two of the statements focusing on principal behaviors that were not loaded as factor one. One statement targeted the principal's honesty, and the other statement targeted a principal's accessibility or openness. No statements addressing teacher behaviors loaded on this factor. Factor five loaded only one statement; that statement targeted teacher openness. Factor six also loaded only one statement; that statement targeted teacher benevolence towards the principal. Factors four and seven did not load any statements. Though it is acceptable to use an Eigenvalue of 1, an Eigenvalue of 1 represents a substantial amount of variation (Field, 2006). There were some factors that did not demonstrate strength. In order to strengthen the criteria, an Eigenvalue of 2 and above was used. Appendix M shows the data from the factor reduction analysis when that higher Eigenvalue was used.

The factor analysis using an Eigenvalue of 2 or higher loaded only two factors. Fourteen principal behavior statements, four teacher behavior statements, and all statements addressing mutual trust and job satisfaction loaded onto factor one. Nine teacher statements loaded onto factor two and one teacher behavior statement did not positively load to either factor.

#### *Data from Open-ended Questions*

The final two questions on the survey allowed for participants to add additional thoughts. Not all participants included answers to questions 38 and 39, while others included multiple comments for each question. Also, most comments did not designate whether it was a principal or teacher behavior. In some cases, it was clear that the participant was referring specifically to one or the other. On those responses where a role was not designated, the researcher inferred the role. Appendix N shows each response and the frequency that behavior was reported in the comments. When considering those responses, the researcher noted that those responses might be



organized into the five C's constructs: communication, consistency, compassion, competence, and champion. Table 4.15 shows how the responses factored into these five constructs.

Table 4.15

*Behaviors Necessary for Establishing Trust*

<i>Category</i>	<i>N</i>	<i>Principal Responses</i>	<i>Teacher Responses</i>
<b>Communication</b>			
Principal	67	9	58
Teacher	6	0	6
Both	18	0	18
<b>Champion</b>			
Principal	44	1	43
Teacher	5	0	5
Both	1	0	1
<b>Consistency</b>			
Principal	33	1	32
Teacher	0	0	0
Both	1	0	1
<b>Compassion</b>			
Principal	7	1	6
Teacher	0	0	0
Both	1	0	1
<b>Competence</b>			
Principal	4	2	2
Teacher	0	0	0
Both	1	1	0

Summary: Emerging Themes

The survey instrument was developed based on the five constructs of trust identified by Hoy and Tschannen-Moran. In considering the concept of mutual trust, the researcher developed statements that would target principal behaviors and teacher behaviors and were parallel in nature. For example, if one statement targeted the benevolence of the principal towards people in the school, there was a similar statement targeting the benevolence of the teacher towards people in the school.

It appeared from the initial factor analysis that there is a clear line between behaviors of the principal and the teacher. The factor analysis clearly identified principal behaviors, mutual trust, and job satisfaction together. On the other hand, the teacher behaviors were loaded under

separate factors and the factor analysis linked mutual trust and job satisfaction with only four teacher behaviors.

As with the initial factor analysis using an Eigenvalue of 2, teacher behaviors did not load with mutual trust or job satisfaction. The fact that the principal sets the overall tone for mutual trust and job satisfaction through his or her behaviors remains strong.

When comparing the factor analysis data for the two different Eigenvalues calculated, it should be noted that teacher statements one, three, four, and ten, loaded into factor one both times. Teacher statements six, eleven, fourteen, twenty and twenty-three through twenty-six loaded into factor two both times. Statements three and four both target openness; however, both statements could also be interpreted as principal behaviors in that the principal essentially is the person to create an environment where teachers feel comfortable to share ideas. This is further evidence that the null hypothesis is rejected and the alternate hypothesis is accepted.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

In conducting this study, the researcher was interested in answering the overarching question, what behaviors develop mutual trust, and what is its association with job satisfaction? Several additional questions will also guide this study.

1. What behaviors do teachers perceive a principal should exhibit to develop a teacher's trust?
2. What behaviors do principals perceive a teacher should exhibit to develop a principal's trust?
3. What are the differences between the perceptions of principals and teacher regarding behaviors needed to develop trust?
4. Is there an association between levels of mutual trust and job satisfaction?

#### Summary of Findings

The research relied primarily on quantitative data culled from a survey using a 5-point Likert scale. Two open-ended questions also provided information on what behaviors teachers and principals perceive will lead to the development of trust. Triangulation of the data was achieved by collecting survey data using the 5-point Likert scale from teachers, collecting survey data using the 5-point Likert scale from principals, and obtaining information from the open-ended questions. Further, schools from the three different levels were included in this study.

The null hypothesis, the means for the principals and teachers would be the same and there would be an association between trust and job satisfaction, was rejected. The alternate hypothesis, the means for principals and teachers would be different and there would not be an association between trust and job satisfaction, was accepted. T-tests supported that principals and teachers only demonstrated a sense of mutuality in job satisfaction. Of the five constructs of trust, only honesty was considered to be mutual, yet all statements addressing honesty did not load to the same factor on the Factor Analysis.

The findings of the study are listed below:

1. A divergence exists between principals and teachers when considering their views of each other and the concept of trust.

2. Job satisfaction is more closely linked to principal behaviors than to teacher behaviors.
3. Communication is the most essential behavior a principal can exhibit when developing trust. The constructs of champion, consistency, compassion, and competence all fall under communication.
4. These same behaviors apply to teacher behaviors. However, it is important to keep in mind that the principal sets the tone.

The findings of the study are discussed in more depth below. Each of the research questions is discussed based on findings from the specific tests conducted. Additional discussion centers on the five constructs proposed in this study as a result of the findings.

#### Discussion of Findings

This study used the work of Tschannen-Moran as a launching point. Tschannen-Moran's work established a working definition of trust to include the five constructs of trust and identified behaviors that principals should exhibit and conversely avoid when creating an environment of trust. The overarching research question in this study was two-fold. What behaviors develop mutual trust, and what is its association with job satisfaction through the use of quantitative data?

##### *What Behaviors Develop Mutual Trust and What is Its Association with Job Satisfaction?*

The overarching research question was *what behaviors develop mutual trust and what is its association with job satisfaction?* In considering the first part of the question, what behaviors develop mutual faculty trust, keep in mind the definition of mutual trust used in this study was a reciprocal willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent. None of the quantitative data identified any behaviors that satisfy this definition. The survey asking for people's opinions from their own perspectives did not illicit comments about mutual trust. They did illicit comments on trust from each individual's perspective.

Analyses of the various t-tests indicate that the concept of trust based on the five constructs of trust identified by Tschannen-Moran was not found to be mutual between principals and teachers. Job satisfaction was the only construct where there was mutual agreement with all statements. Teachers responded lower than principals when considering the

statement *do you believe there is mutual trust between the teachers and principals in this school?* The mean score of principal responses was 4.1, and the mean score of teacher responses was 3.7.

When considering each construct in the t-test analyses, the construct with the fewest number of statements with a statistically significant difference was honesty. Principals and teachers similarly responded to 75% of the statements on honesty. They responded similarly to 66% of the statements considering benevolence and 62% on statements addressing openness. A greater discrepancy was found on the constructs of reliability and competence. Principals and teachers had similar responses on only 40% of the statements on reliability and competence. Therefore, the conclusion can be made that a divergence exists between principals and teachers when considering their views of each other and the concept of trust.

Twelve statements showed a statistically significant difference. Of those twelve, eight statements targeted behaviors of teachers. On each of those eight statements, the teachers' mean score was higher than the principals'. Of the four statements that targeted the principals' behaviors, the principals' mean score was higher than the teachers'. This indicates that on those statements where the behavior was considering those of the teachers, the teachers scored themselves higher than the principals. The converse was true for principals' scores when considering their own behaviors. This is further evidence to support that there is a difference in principals' and teachers' perceptions of each other and the concept of trust.

Further proof that principals and teachers view mutual trust differently came to light when considering responses to the last two questions on the survey: *Are there any other examples of behaviors that you feel help to develop mutual trust between teachers and principals, and are there any other examples of behaviors that you feel inhibit the development of mutual trust between teachers and principals?* It appears that principals and teachers view trust of one another differently. Participants were asked to identify if the behavior belonged to a principal or teacher. Many of the open-ended comments expressed on the final two questions of the survey identified behaviors that principals should practice as well as those behaviors that should be avoided when considering how to build and maintain trust. As with the quantitative data, most participants referenced what principals should do; very few referenced teacher behaviors. This was to be expected because the number of teachers who completed the survey far exceeded the number of principals. However, it should also be noted that all of the comments by principals addressed behaviors principals should exhibit or avoid when building mutual trust.

The second part of the overarching research questions was *what is its association with job satisfaction* is closely related to the additional research question, *is there an association between levels of mutual trust and job satisfaction?* The Pearson Correlation tests supported that job satisfaction is more closely linked to principal behaviors than to teacher behaviors. A separate Pearson Correlation supported that there is an association to mutual trust and job satisfaction. Trust was found to be associated with job satisfaction; however, because the construct of mutual trust was not supported in this study, it cannot be concluded that mutual trust is associated with job satisfaction. Rather, it can be said that trust in the principal is associated with job satisfaction. The wording of the survey and the differing perspectives of the teachers and principals may account for the inability to make conclusions regarding mutual trust. Both groups responded from their own points of view.

*What Behaviors Do Teachers Perceive a Principal Should Exhibit  
to Develop a Teacher's Trust and What Behaviors Do Principals Perceive  
a Teacher Should Exhibit to Develop a Principal's Trust?*

In addition to the overarching research question, there were several other questions at the heart of this study. The data supported that principals need to exhibit certain behaviors in order to develop trust. The Factor Analysis first identified seven factors, and a second analysis identified two factors. Both analyses loaded principal behaviors with job satisfaction and mutual trust. While the factor analysis loaded all principal behavior statements and trust statements together, the factor analysis loaded most teacher behaviors separately from trust.

Using the responses from questions 38 and 39, the researcher now turns to the remaining two research questions addressing principal and teacher behaviors necessary to develop trust: *What behaviors should a principal exhibit to develop a teacher's trust and what behaviors should a teacher exhibit to develop a principal's trust?* Behaviors will be identified based on the five constructs identified in this study.

Communication. Communication is the most essential behavior a principal can exhibit when developing trust of the teachers. Communication should include such behaviors as openness and honesty, positive feedback, and honest timely feedback. Dialogue with teachers should be respectful in nature. Principals should seek ideas from teachers and then implement those ideas. To ask for ideas and then never implement those ideas will have the opposite effect on trust. Teachers need to have a sense of security in being able to discuss concerns with the

principal without retribution. Clarity in expectations is important. Concerns should be handled privately.

Are there behaviors that will obstruct the development of trust or cause the level of trust between a principal and teacher to crumble? Breaking confidentiality in communication will hinder trust. Listening only to certain staff such as department heads will impede the development of trust. Using an employee as the messenger of bad news will negatively impact trust. Maligning staff against each other, not using ideas that staff have given, and fabricating lies on an observation will also obstruct trust.

What behaviors should teachers exhibit within the construct of communication? Open communication was identified as an important behavior for teachers when considering how to develop trust with the principal. Gossip was noted frequently as a negative behavior. Breaking a confidence and rudeness were noted as negative behaviors, as they were for principal behaviors as well.

Champion. The term champion is used synonymously with support. Teachers want to feel supported by their principal. The most noted way for principals to champion teachers is when dealing with discipline situations or difficult parents. Teachers want the principal to be visible and to visit their classrooms frequently. Empowering teachers and treating them as professionals are other ways to champion teachers.

What behaviors might negatively impact trust? Intimidation will hinder the development of trust. A lack of support in front of a parent or colleague, selfishness, and not treating teachers professionally as behaviors will impede the development of trust.

Are there behaviors teachers should demonstrate when considering the construct, champion? Those identified in this study would negatively impact trust. Teachers not doing what they have been asked to do by their principals, and teachers not getting involved with the overall school program will have a negative impact on the development of trust. Selfish behaviors will also deter the development of trust.

Consistency. Are there behaviors that will either promote or obstruct trust when considering consistency? Fairness when working with different staff members is critical. It is also important that a principal follows through on what he or she says will be done. Showing favoritism and not following through on something will have a negative impact on trust. Having a lack of focus and displaying anger also impact trust in negative ways. Teachers and principals

need to share the same educational philosophy.

Compassion. Behaviors in this construct are those that might be considered the warm and fuzzy behaviors. Bonding with teachers as individuals will facilitate the development of trust. Conversely, bonding with principals as individuals will facilitate the development of trust. Teachers want to know that the principal cares about them. Having special perks, such as jean days or candy in the mailboxes, is another way to demonstrate compassion. Doing an ice breaker at the Back to School Faculty Meeting is another way to demonstrate that principals see their teachers as individuals, as human beings, and not just seeing them as teachers.

Competence. Surprisingly, this construct was identified the least. No specific behaviors were identified; the participant's comment simply referred to the principal being competent. Two additional comments included not micromanaging and not doing one's job; both have a negative impact on trust. Doing one's job was also identified as a teacher behavior needed to develop the principal's trust.

*What are the Differences Between the Perceptions of Principals and Teachers Regarding Behaviors Needed to Develop Trust?*

The quantitative data, along with an analysis of the comments to two objective questions on the survey, indicate that there are differences between the perceptions of principals and teacher regarding behaviors needed to develop trust. As was previously noted, when considering the association between trust and job satisfaction, the standard deviation was large on most statements that were related to principal behaviors, mutual trust, and job satisfaction. Standard deviations were large when teacher behaviors were correlated to job satisfaction and mutual trust but most notably when job satisfaction and mutual trust were considered. This large difference in standard deviation would support a difference in the way principals and teachers view behaviors, trust, and job satisfaction.

*Is there an Association Between Levels of Mutual Trust and Job Satisfaction?*

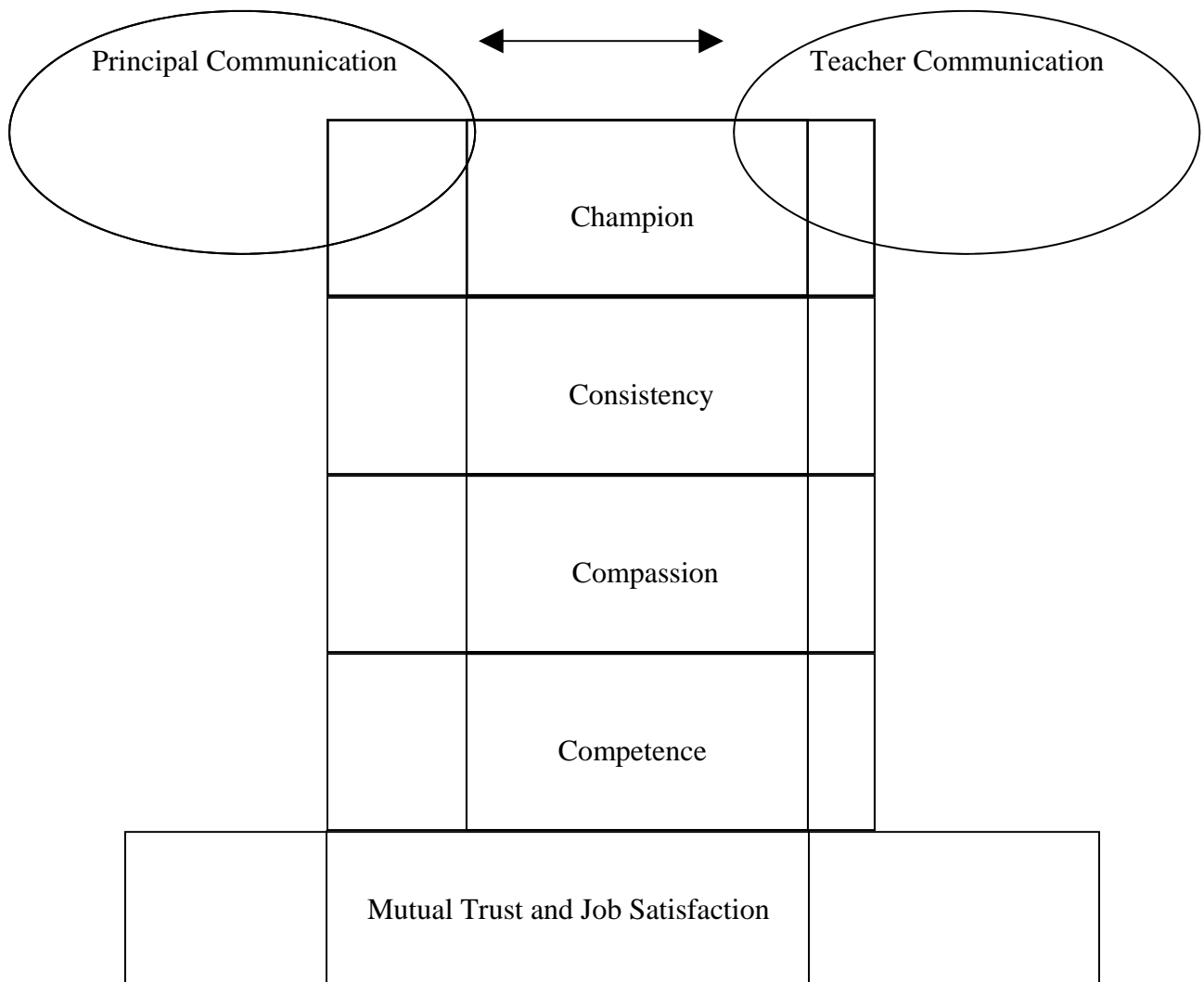
Mutual trust was defined as a reciprocal willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent. Using that definition, the data did not support the existence of mutual trust. Therefore, it is not possible to determine if there is an association between levels of mutual trust and job satisfaction. There does appear to be an association between a principal's behaviors and job satisfaction.



### Implications of Findings

Figure 3 shows a construct based on the findings of this study. The quality of job satisfaction is ultimately established and preserved by the behaviors of the principal. The tone set by the principal leads to trust and ultimately job satisfaction. The teacher behaviors in the model use much smaller shapes to visually present that while their behaviors impact trust and job satisfaction, those behaviors have a minimal impact.

The model shown in Figure 3 is a synthesis of the data analysis of the t-tests, Pearson Correlation, reliability, Factor Analysis, and coding of the responses to questions 38 and 39. Mutual trust and job satisfaction, as well as the five constructs, are situated in the model more directly under Principal Behaviors; as was noted in the Factor Analysis, trust and job satisfaction are a direct result of the behaviors of the principal. Teacher behaviors factored separately from those of the principal behaviors, mutual trust, and job satisfaction on the factor analysis. This is reflected in the inner lines within each segment. The outer lines are centered beneath principal communication and teacher communication; this indicates the need to have more reciprocity in behaviors in order to achieve mutual trust and job satisfaction.



*Figure 3.* Principal and teacher behaviors as they relate to mutual trust and job satisfaction (C. Wolfe, 2010).

It is important to note that communication is clearly the foundation of building trust. Communication, important in both roles, should not be the sole responsibility of the principal. This is a change from what currently existed in the schools studied. Without communication, it will be hard to exhibit behaviors in the other four constructs, making it difficult to move toward the concept of mutual trust and job satisfaction. The remaining four constructs should not be considered to be hierarchical in developing mutual trust and job satisfaction. Rather, they all develop through communication.

Being able to champion for a teacher relates back to communication. If the principal or teacher does not communicate his or her support, that support will go unnoticed. The principal needs to take the lead for establishing the support. Teachers can negatively impact trust through their behaviors in this construct. Those behaviors include such things as gossiping and not doing what they have been asked to do.

Consistency is based on communication as well. This construct considers such behaviors as fairness, doing what one says he or she will do, and having a clear identified purpose for meetings. Emotions also need to be consistent so that people are able to anticipate one's behaviors or reactions to situations; exhibition of emotions should not be an elevator, going up one minute and down the next. Consistency needs to include the words and actions of the principal and teacher used to communicate expectations.

Communication is also necessary when considering compassion. Making someone feel that he or she is cared for as an individual depends not just on words and actions but the sincerity with which those words and actions are conveyed. As with the other constructs, the principal should take the lead in developing compassion.

Competence is the final construct identified in this study. As with the other constructs, communication is the basis of competence. Open dialogue between teachers and principals is needed. Competence is hard to accurately consider, particularly in the role of teacher. Teaching remains a very isolationist profession. Unless teachers actively participate in peer observations and inter-grade level discussions, it is difficult for them to know what exactly occurs in any classroom other than their own.

### Implications for Practice

Mutual trust was defined as a reciprocal willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent. As principals and teachers move toward developing mutual trust, communication is clearly the most important construct. Several key points should be remembered when honing behaviors that will encourage the development of mutual trust.

1. Communication should be viewed as the cornerstone upon which the constructs of champion, consistency, compassion, and competence are built.

2. When considering communication, non-verbal and verbal communication should be in harmony; otherwise it is possible that communication will be perceived as insincere.
3. Communication that epitomizes support of principals and teachers is needed. Public championing of staff demonstrates that they are valued and respected as professionals.
4. Consistency in the tone of communication is needed. Everyone should know what to expect. Demonstrating behaviors that represent an even-temper day after day is essential.
5. Open and honest dialogue is important. Being open and honest will help create an atmosphere where competence is understood and valued.

### *Reflections*

The fact that trust is not developed through reciprocal behaviors was somewhat disappointing to the researcher. It appears that the burden to develop trust fell primarily on the principal. *Professional learning communities* is a prevalent term in educational dialogues today. For that reason, it might have been presumed that there would be a more reciprocal representation of behaviors between principals and teachers when considering mutual trust and job satisfaction. DuFour (May 2004) identifies three big ideas that are the core principles in a professional learning community. Those ideas are ensuring that students learn, creating a culture of collaboration, and focusing on results. In terms of trust, creating a culture of collaboration is essential. Emphasis should be given to what the term *professional* means in the expression *professional learning communities*.

What behaviors do a professional principal and a professional teacher exhibit? There is a difference between liking a person and believing in the quality of the person's level of professionalism as an educator. Creating times for social interaction is important, but so is the need for interaction among staff that promotes the idea of professionalism in teaching. Teachers need to see each other teaching if they are to see beyond an individual being nice and seeing other teachers as professionals. Offering to cover classes so that teachers are able to observe other teachers will open the doors to classrooms. Other suggestions that will promote an understanding of teachers as professionals include teachers modeling strategies they have found effective in increasing student achievement, providing additional inter-grade level planning time

to review and discuss strategies, and videotaping teachers using effective strategies to share at faculty meetings. Open the doors and let others see what you are doing; isolation in teaching will not create open communication.

In this study, it was found that the principal's behaviors are more closely associated with establishing mutual trust and job satisfaction. This represents the traditional top-down organizational style. Using the top-down organizational style holds the supervisory person responsible for building trust. The principal establishes trust in the school through his or her actions; the teacher establishes trust in the classroom through his or her actions. The researcher would suggest that principals can begin to build mutual trust by creating dialogue and opportunities that disenfranchises the concept of nice teachers and quality teachers. Rather than using a top-down organizational style, principals should consider implementing a style where the student is the hub of the school and each grade level or department is a spoke off of that hub. Open communication going back and forth between all spokes is necessary.

Consideration, therefore, should also be given to what *open communication* is? The principal should provide opportunities that will allow teachers to consider whether open communication is synonymous to knowing everything. Teachers need to feel that there is reciprocal open communication, but they also need to understand that they don't necessarily need to know everything. Small group discussions to explore open communication using this new organizational structure may help clear up confusion on whether open communication is the same as knowing everything. Rather than always having grade level meetings or inter-grade level meetings, principals might try having meetings using a jigsaw model where one representative from each grade level or department meet to discuss various topics and then report back to their respective grade levels to report the various discussions. Using this model, five different meetings would occur simultaneously. Each group would have one representative from each grade level and each group would have a different topic to discuss. This represents Meeting A. Meeting B would follow, allowing time for grade levels to meet together and share the information from the various A Meetings.

For one moment, ask yourself whether it is possible to explain why you make every decision the way you do. This would be as challenging as teachers being asked to explain all of their decisions in teaching a particular lesson. Role playing various situations that portray

confidential situations will help teachers see that open communication is not the same thing as all communication.

Discussion that develops a mutual understanding of professionalism and open communication will also help to establish mutual compassion and competence. As faculties or groups discuss the difference between *nice and professional* and *open communication and knowing everything* compassion and competence will naturally become a part of those discussions. It is possible for a principal or teacher to care about someone as an individual even though there is a level of dissatisfaction when considering that same person from a professional viewpoint. Teachers care about their students even if they did not do well on an assignment. The same is true when considering the adults in the educational setting.

#### Suggestions for Future Study

This study expanded on the research of Tschannen-Moran, considering mutual trust and job satisfaction. Using quantitative research, consideration was given to the five constructs of trust originally identified by Hoy and Tschannen-Moran to determine what behaviors are needed on the part of the principals and teachers to develop mutual trust and if there was an association between mutual trust and job satisfaction. Qualitative research on mutual trust and job satisfaction would provide more in-depth knowledge based on first-hand experiences. Qualitative data would provide a more in-depth understanding of the participants' thoughts and experiences. Further research may want to review newsletters, test data, and previous school improvement plans. Observations in classrooms, during various meetings, in the teachers' lounge, and in the cafeteria are some examples that would allow the researcher to have a firsthand experience with the school's teachers and principal.

Because mutual trust was unable to be identified through the survey questions, a new study that more explicitly addresses mutual trust and how to achieve that among teachers and principals is recommended. A qualitative study on this topic might provide a substance for developing a new survey instrument.

In this study, the researcher only considered trust in schools between principals and teachers. The other referents, students and parents, identified by Hoy and Tschannen-Moran may provide additional areas for future research. Also, trust between the central office administration and building level administration will not be considered. In *Development of a Survey Instrument for the Measure of School District-Wide Relational Trust*, Redburn discusses the use of an

established instrument that can measure the trust levels between adult referents at the division level. That instrument might possibly be used to study trust between the central office administration and building level administration.

A medium-sized school division in Virginia was used for this study. Other studies in large urban, as well as small rural divisions are an additional area of possible study. By using the same survey instrument used in this study, analysis could be done to see if the findings of this study are repeated in other settings.

Finally, future research is needed that will consider organizational structures and leadership styles when considering behaviors of principals and teachers needed to develop mutual trust and if there is an association between mutual trust and job satisfaction. This would be beneficial information for educators enrolled in administrative programs as it would help future leaders have a better understanding of how different behaviors may be necessary when building mutual trust in different types of environment based on the organizational structure or leadership style.

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APPENDIX A  
TRUST SURVEYS DEVELOPED BY HOY AND TSCHANNEN-MORAN

Faculty Trust Survey

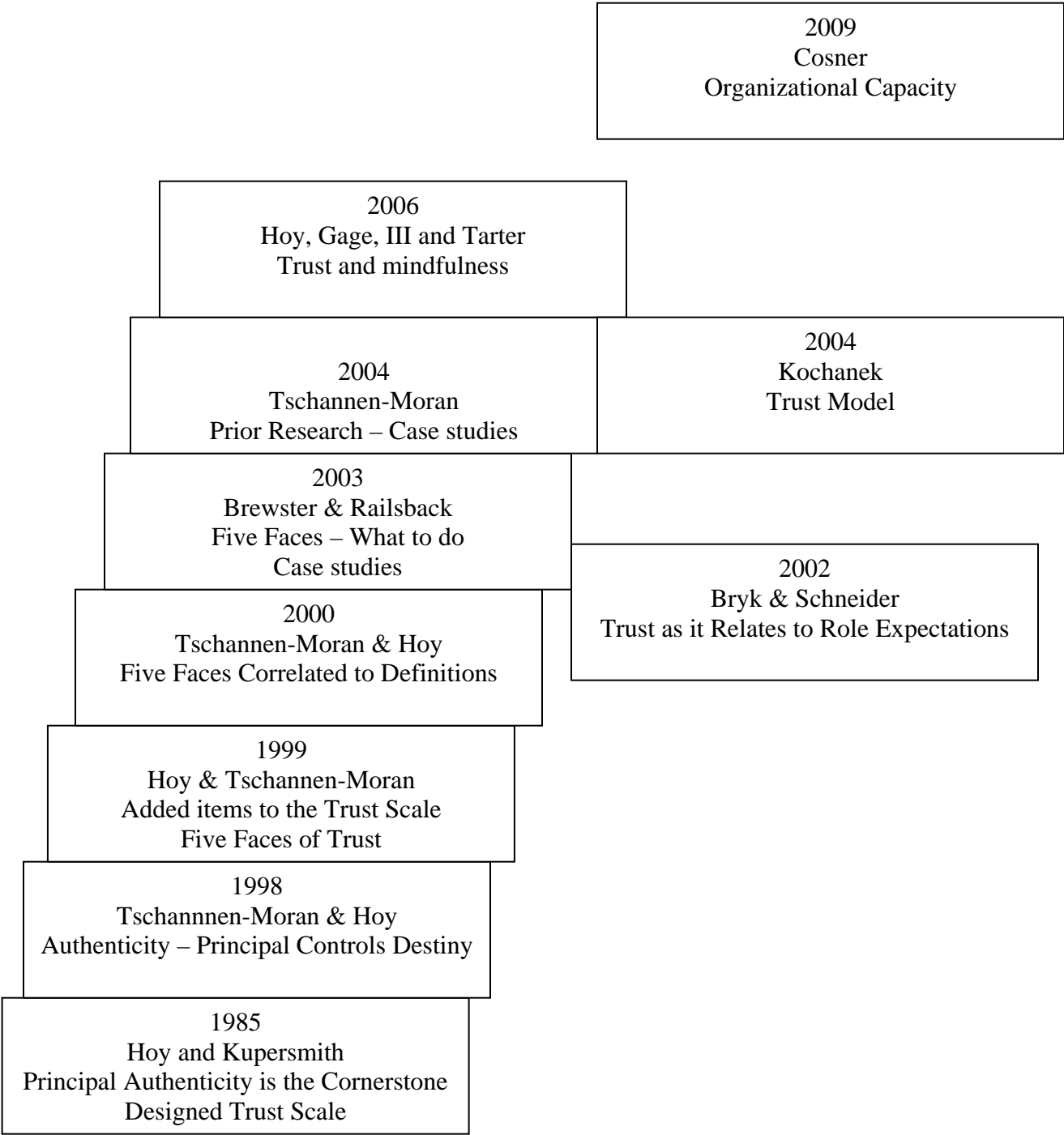
- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1. Students in this school care about each other.                                   | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Teachers in this school typically look out for each other.                       | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Teachers in 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 usually 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 the 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

### Principal Trust Survey

1. Teachers in this school are candid with me. 1 2 3 4 5 6
2. I can count on parents to support this school. 1 2 3 4 5 6
3. Students here really care about the school. 1 2 3 4 5 6
4. I have faith in the integrity of my teachers. 1 2 3 4 5 6
5. Students in this school can be counted on to do their work. 1 2 3 4 5 6
6. I believe in my teachers. 1 2 3 4 5 6
7. Most students in this school are honest. 1 2 3 4 5 6
8. I question the competence of some of my teachers. 1 2 3 4 5 6
9. I am often suspicious of my teachers' motives in this school. 1 2 3 4 5 6
10. Most students are able to do the required work. 1 2 3 4 5 6
11. I trust the students in this school. 1 2 3 4 5 6
12. When teachers in this school tell you something, you can believe it. 1 2 3 4 5 6
13. Even in difficult times, I can trust my teachers. 1 2 3 4 5 6
14. Parents in this school have integrity. 1 2 3 4 5 6
15. Parents in this school are reliable in their commitments. 1 2 3 4 5 6
16. Most parents openly share information with the school. 1 2 3 4 5 6
17. My teachers typically look out for me. 1 2 3 4 5 6
18. I trust the teachers in this school. 1 2 3 4 5 6
19. Students in this school are reliable. 1 2 3 4 5 6
20. Most parents here have good parenting skills. 1 2 3 4 5 6

APPENDIX B  
PROGRESSION OF STUDIES



APPENDIX C  
SUMMARY OF THE LITERATURE REVIEW

Study and Authors	Focus	Type of Study	Suggestions for Future Study
<p>The Meaning and Measure of Faculty Trust Hoy and Kupersmith</p>	<p>Principal Authenticity is the Cornerstone Designed Trust Scale “The purposes of this study were (a) to conceptualize trust in the context of schools, (b) to develop constitutive definition for each aspect of trust, (c) to operationalize corresponding measures for each dimension of trust, and (d) to examine the construct validity of each measure by testing a set of hypotheses relating dimensions of trust to a theoretically relevant concept of leader behavior-authenticity.”</p>	<p>Quantitative</p>	<p>They developed a reliable and valid set of trust scales for future research, but do not suggest any specific areas of focus.</p>
<p>Trust in Schools: A Conceptual and Empirical Analysis Tschannen-Moran &amp; Hoy</p>	<p>Authenticity – Principal Controls Destiny “Our analysis is a modest beginning with three purposes: first, to explore the meaning and conceptual underpinnings of trust, second, to measure two-dimensions of trust, and then examine the consequences of climate and the authenticity of principal and teacher behavior in developing trust, and third, to sketch a research agenda for the study of trust in schools.”</p>	<p>Quantitative</p>	<p>They suggested several areas for future studies, including the need to study other referents of trust in schools – parents and students. Case studies may be appropriate to study broken trust. They also suggested the need for longitudinal studies looking at how trust is formed.</p>
<p>Five Faces of Trust: An Empirical</p>	<p>Added items to the Trust Scale</p>	<p>Quantitative</p>	<p>The authors suggest several paths for future</p>



Confirmation in Urban Elementary Schools Hoy & Tschannen-Moran	“This analysis has three purposes: to conceptualize the faces and referents of trust, to develop valid and reliable measures of faculty trust in schools, and to test the utility of the measures in predicting school collaboration with parents.”		research, each one to have an impact on how principals lead their schools. All, either directly or indirectly, impact student achievement.
A Multidisciplinary Analysis of the Nature, Meaning, and Measurement of Trust Tschannen-Moran & Hoy	Five Faces Correlated to Definitions “First the authors examine the importance of trust for schools. Then they explore the nature and meaning of trust and the dynamics of trust (initiating, sustaining, breaking, and repairing trust). Finally, they synthesize the research on trust as it relates to organizational processes such as communication, collaboration, climate, organizational citizenship, collective efficacy, achievement, and effectiveness.”	Literature review was the source of data.	The authors suggest that both quantitative and qualitative studies are needed. Specific examples for each type of study were also presented to look at the various facets of trust and their relationship in other constructs across a large number of schools and to explore the dynamic nature of trust within particular school buildings.
Trust in Schools: A Core Resource for Improvement Bryk & Schneider	Trust as it Relates to Role Expectations This in-depth study allowed the authors to develop the theory of relational trust; what that trust is and what role it plays in school reform.	Qualitative and Quantitative	None are presented.
Building Trusting Relationships for School Improvement: Implications for Principals and Teachers. (By request series) Brewster &	Five Faces – What to do; Case studies The article uses previous literature to discuss the key components of trust, obstacles to building and maintaining trust, building trust teacher to principal and teacher to teacher.	Literature review and qualitative	None are presented.

Railsback			
Trust Matters: Leadership for Successful Schools Tschannen-Moran	Prior Research – Case studies The author offered ways for school leaders to practice building, sustaining, and repairing trust in the educational environment among all stakeholders.	Qualitative and Quantitative	The author provided numerous suggestions for future study. Those suggestions included both quantitative and qualitative studies of trust and trustworthy leadership in schools are needed.
Building Trust for Better Schools Kochanek	Trust Model	Qualitative and Quantitative	None are presented
School Mindfulness and Faculty Trust: Necessary Conditions for Each Other? Hoy, Gage, III and Tarter	Trust and mindfulness “The objectives are to conceptualize and apply the construct of mindfulness to schools and to explore trust as a school condition that fosters mindfulness.”	Quantitative	Trust has been linked to school success. More studies need to look at the construct of mindfulness in schools.
Trust and Improvement in Schools Karen Seashore Louis	“...analyze the centrality of trust to teachers’ willingness to work with administrators to implement continuous improvement and quality management practices for their school and classrooms.”	Qualitative	None are presented

APPENDIX D  
IRB APPROVAL LETTER



Office of Research Compliance  
Institutional Review Board  
2000 Kraft Drive, Suite 2000 (0497)  
Blacksburg, Virginia 24061  
540/231-4991 Fax 540/231-0959  
e-mail [moored@vt.edu](mailto:moored@vt.edu)  
[www.irb.vt.edu](http://www.irb.vt.edu)

FWA00000572( expires 1/20/2010)  
IRB # is IRB00000867

DATE: November 9, 2009

MEMORANDUM

TO: Theodore Creighton  
Christine Wolfe

FROM: Carmen Green 

SUBJECT: **IRB Amendment 2 Approval:** "Behaviors that Develop Mutual Trust and the Association with Job Satisfaction", IRB # 09-852

This memo is regarding the above referenced protocol which was previously granted approval by the IRB on October 20, 2009. You subsequently requested permission to amend your IRB application. Approval has been granted for the requested protocol amendment, effective as of November 9, 2009.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in the research proposal. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

cc: File

*Invent the Future*

VIRGINIA POLYTECHNIC INSTITUTE UNIVERSITY AND STATE UNIVERSITY  
*An equal opportunity, affirmative action institution*

APPENDIX E  
LETTER REQUESTING PERMISSION

Christine R. Wolfe  
5111 Fielding Lewis Court  
Fredericksburg, Virginia 22408  
October 19, 2009

Dr. XXXXX  
Superintendent XXXXX County Public Schools  
XXXXX  
XXXXX, VA

Dear Dr. XXXXX:

I am currently enrolled in a doctoral program majoring in Educational Leadership and Policy Studies at Virginia Polytechnic Institute and State University. In order to complete my program, I must complete my dissertation project. The area of focus in my dissertation is mutual trust between principals and teachers and its association to job satisfaction. Over the next ten years, there is expected to be much change in schools in terms of instruction and who is in our schools. As we look to the future, it will be important to understand whether there is an association between trust and an individual's level of job satisfaction.

My study will be a quantitative study. I will be surveying teachers and administrators in four of the county's schools. I will request permission from the building principals and will consider completion of a survey as implied consent of the individual respondents.

The overarching question for the study is, How is mutual trust developed and what is its association to job satisfaction? I will analyze responses to the survey statements using various statistical analyses.

Please sign the statement below granting me permission to conduct this study in XXXXX County Public Schools. Your assistance with this is greatly appreciated.

Best regards,

Christine R. Wolfe  
Doctoral Candidate  
Virginia Polytechnic Institute and State University

---

Christine R. Wolfe has my permission to conduct this study in XXXXX County Public Schools.

---

XXXXX, Superintendent

APPENDIX F  
LETTER TO THE PRINCIPALS

Christine R. Wolfe  
5111 Fielding Lewis Court  
Fredericksburg, VA 22408  
September 5, 2009

Dear Principal:

I am currently enrolled in a doctoral program majoring in Educational Leadership and Policy Studies at Virginia Polytechnic Institute and State University. In order to complete my program, I must complete my dissertation project. The area of focus in my dissertation is mutual trust between principals and teachers and the association between mutual trust and one's level of job satisfaction. Over the next ten years, there is expected to be much change in schools in terms of instruction and who is in our schools. As we look to the future, it will be important to understand whether there is a relationship between trust and job satisfaction. XXXXXXXX has granted permission for me to conduct this survey. I am interested in using your school as part of my study on trust and its association to job satisfaction.

My study will be a quantitative study. I would like to attend a regularly scheduled faculty meeting for the purpose of administering a 39-statement survey. I will send a letter of explanation to you and ask that you forward it to your staff. Consent of the respondents is implied with completion of the survey.

The overarching question for the study is, "How is mutual trust developed and what its association to job satisfaction is? Responses to the survey will remain confidential and anonymous. I will analyze their responses to the statements in order to consider whether there are behaviors that create mutual trust and is there an association with mutual trust and the level of job satisfaction.

Please sign the statement below granting me permission to conduct this study in your school. Your assistance with this is greatly appreciated.

Best regards,

Christine R. Wolfe  
Doctoral Candidate  
Virginia Polytechnic Institute and State University

---

Christine R. Wolfe has my permission to conduct this study in my school.

---

--, Principal

APPENDIX G  
LETTER OF CONSENT

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY  
Informed Consent for Respondents  
in Research Projects Involving Human Subjects

Title of Project: Developing Mutual Trust and its Association to Job Satisfaction

Investigator(s): Christine R. Wolfe

I. Purpose of this Research/Project: The purpose of the study is to use quantitative data to answer one overarching research question. What behaviors develop mutual trust and what is its association with job satisfaction? Elementary principals and teachers will be asked to participate in this quantitative study. Data will be collected by the researcher that will allow her to consider what behaviors a principal and teachers should exhibit in order to build mutual trust and whether there is an association between this level of mutual trust and job satisfaction.

II. Procedures

The researcher will distribute 39-statement surveys at a regularly scheduled faculty meeting during the fall of 2009. Participation is voluntary. The researcher will use various statistical analyses in order to determine what behaviors are needed in order to develop mutual trust and if there is an association between mutual trust and the level of job satisfaction.

III. Risks

There are minimal risks associated with this study. As you recall various experiences regarding trust and change, it may cause you to experience emotional stress. You will be able to leave any statement blank that do not feel comfortable answering.

IV. Benefits

No promise or guarantee of tangible benefits has been made for participating in this study. As a result of participation in the survey, you may reflect more purposefully on trust and change. As the school division, and schools nationwide, prepare for the 21<sup>st</sup> Century, it will be beneficial to understand from a quantitative perspective the association between mutual trust and one's level of job satisfaction. Upon completion of the study, you may contact the researcher to review the overall research results.

V. Extent of Anonymity and Confidentiality

The information you provide will be confidential. All data will be secured in a locked file cabinet. Names and locations of respondents will remain anonymous. Your social security number will not ever be used as an identifier. Data involving survey information will be locked in a cabinet in the researcher's home. No one other than the researcher has access to that file cabinet. The survey sheets will be destroyed five years after the dissertation process is complete. It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research. The only reason the researcher would break confidentiality is if there is a

legal concern, such as suspected child abuse, or if the respondent is believed to be a threat to himself or another person.

#### VI. Compensation

There is no compensation for participating in this study.

#### VII. Freedom to Withdraw

As a respondent, you are free to withdraw from the study at any time without penalty. You are also free to not answer any statement that you choose.

#### VIII. Subject's Responsibilities

By completing the survey, it is implied that the following is true:

1. I voluntarily participated in this study.
2. I answered the statements honestly.
3. I do not have any medical conditions that would affect my participation in this study.

#### IX. Subject's Permission

I have read the Consent Form and conditions of this project. I have had all my questions answered. By completing and returning the survey, it is implied that I acknowledge the above and give my voluntary consent:

Christine R. Wolfe    [cwolfe@fcps1.org](mailto:cwolfe@fcps1.org)    540-760-2993  
Researcher

Theodore Creighton    [creigh@vt.edu](mailto:creigh@vt.edu)    540-231-4546  
Dissertation Chairperson

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact in the event of a research-related injury to the subject, I may contact:  
David M. Moore 540-231-4991/moored@vt.edu  
Telephone/e-mail

[NOTE: Subjects must be given a complete copy (or duplicate original) of the signed Informed Consent.]

APPENDIX H  
MUTUAL TRUST AND JOB SATISFACTION SURVEYS

Teacher Survey - Trust and Job Satisfaction

Please answer the questions by selecting the one that best describes your situation.

1. What is your gender?                       Male                                       Female
2. What level is your current placement?  
 Elementary               Middle                       High
3. How long have you taught under this administrator?  
 0 – 5 year               6 – 10 years               11 – 15 years               >15 years
4. How long have you taught at this school?  
 0 – 5 year               6 – 10 years               11 – 15 years               >15 years
5. The principal in this school has faith in my integrity.  
 Never    Rarely    Sometimes    Usually    Always
6. The principal demonstrates that he or she care about the people in our school.  
 Never    Rarely    Sometimes    Usually    Always
7. I feel like I can share my opinions and ideas with my principal.  
 Never    Rarely    Sometimes    Usually    Always
8. The principal encourages me to have productive discussions about various topics important to the school.  
 Never    Rarely    Sometimes    Usually    Always
9. The principal in our school is sensitive to our needs.  
 Never    Rarely    Sometimes    Usually    Always
10. I demonstrate that I care about people in my school.  
 Never    Rarely    Sometimes    Usually    Always
11. I have faith in the integrity of the principal.  
 Never    Rarely    Sometimes    Usually    Always
12. The principal is accessible to parents, students, and teachers.  
 Never    Rarely    Sometimes    Usually    Always
13. I can rely on the principal.  
 Never    Rarely    Sometimes    Usually    Always
14. I demonstrate appreciation towards my principal.  
 Never    Rarely    Sometimes    Usually    Always
15. The principal would have no reason to doubt what I tell him/her.  
 Never    Rarely    Sometimes    Usually    Always
16. The principal in this school is competent in doing his/her job.  
 Never    Rarely    Sometimes    Usually    Always
17. The principal listens to my ideas.



- Never
- Rarely
- Sometimes
- Usually
- Always

18. The principal can rely on me.

- Never
- Rarely
- Sometimes
- Usually
- Always

19. My principal is often one of the first people to arrive at school and one of the last to leave.

- Never
- Rarely
- Sometimes
- Usually
- Always

20. If my principal says that he/she will do something, you can count on it.

- Never
- Rarely
- Sometimes
- Usually
- Always

21. I never question the honesty of my principal.

- Never
- Rarely
- Sometimes
- Usually
- Always

22. The principal shares information with me.

- Never
- Rarely
- Sometimes
- Usually
- Always

23. It bothers me the way some people treat the principal.

- Never
- Rarely
- Sometimes
- Usually
- Always

24. If my principal asks me to do something, it will be done.

- Never
- Rarely
- Sometimes
- Usually
- Always

25. I value my principal's suggestions on instructional issues.

- Never
- Rarely
- Sometimes
- Usually
- Always

26. I keep the principal informed about events in my classroom.

- Never
- Rarely
- Sometimes
- Usually
- Always

27. I seek information about best instructional practices.

- Never
- Rarely
- Sometimes
- Usually
- Always

28. I demonstrate that I believe all children can learn and have a "do whatever it takes" mindset.

- Never
- Rarely
- Sometimes
- Usually
- Always

29. If I am asked to do something, I will do it.

- Never
- Rarely
- Sometimes
- Usually
- Always

30. I demonstrate that I provide varied opportunities for my students to learn the same concept.

- Never
- Rarely
- Sometimes
- Usually
- Always

31. The principal includes teacher leaders when developing ideas or programs.

- Never
- Rarely
- Sometimes
- Usually
- Always

32. I feel like I can go to the principal to share concerns or get support.

- Never
- Rarely
- Sometimes
- Usually
- Always

33. Overall, I am very satisfied with my job.

- Never
- Rarely
- Sometimes
- Usually
- Always

34. The level of trust I have for my principal affects my level of job satisfaction.

- Never
- Rarely
- Sometimes
- Usually
- Always

35. Do you believe that there is mutual trust between the teachers and principal in this school?

- Never
- Rarely
- Sometimes
- Usually
- Always

36. Do you feel there are significant differences in the levels of trust between you and your principal?

- Never
- Rarely
- Sometimes
- Usually
- Always

37. Because of the mutual trust my principal and I have, I would be happy to continue teaching at this school in the future.

- Never    Rarely    Sometimes    Usually    Always

38. Are there any other examples of behaviors that you feel help to develop mutual trust between teachers and principals? Please include whether the behavior is one belonging to a teacher or a principal.

39. Are there any other examples of behaviors that you feel inhibit the development of mutual trust between teachers and principals? Please include whether the behavior is one belonging to a teacher or a principal.

Thank you for taking the time to complete and return this survey. By completing the survey you have given implied consent to participate in this study.

### Principal Survey - Trust and Job Satisfaction

Please answer the questions by selecting the one that best describes your situation.

1. What is your gender?  
 Male  Female
2. What is your current placement?  
 Elementary  Middle  High
3. Approximately what percent of the staff has been here for the entire time that you have been the administrator?  
 0 – 25%  26 – 50%  51 – 75%  >75
4. How long have you been the administrator at this school?  
 0 – 5 year  6 – 10 years  11 – 15 years  >15 years
5. As principal I have faith in the integrity of my staff.  
 Never  Rarely  Sometimes  Usually  Always
6. I demonstrate that I care about the people in our school.  
 Never  Rarely  Sometimes  Usually  Always
7. Teachers feel like they can share their opinions and ideas with me.  
 Never  Rarely  Sometimes  Usually  Always
8. I encourage teachers to have productive discussions with me about various topics important to the school.  
 Never  Rarely  Sometimes  Usually  Always
9. I am sensitive to the needs of the people in our school.  
 Never  Rarely  Sometimes  Usually  Always
10. Teachers demonstrate that they care about people in our school.  
 Never  Rarely  Sometimes  Usually  Always
11. Teachers have faith in my integrity.  
 Never  Rarely  Sometimes  Usually  Always
12. I am accessible to parents, students, and teachers.  
 Never  Rarely  Sometimes  Usually  Always
13. Teachers can rely on me.  
 Never  Rarely  Sometimes  Usually  Always
14. Teachers demonstrate appreciation towards me.  
 Never  Rarely  Sometimes  Usually  Always
15. I would never have reason to doubt what a teacher tells me.  
 Never  Rarely  Sometimes  Usually  Always
16. I am competent in doing my job.  
 Never  Rarely  Sometimes  Usually  Always

17. I listen to ideas that teachers share with me.  
 Never     Rarely     Sometimes     Usually     Always
18. I can rely on the teachers.  
 Never     Rarely     Sometimes     Usually     Always
19. I am often one of the first people to arrive at school and one of the last to leave.  
 Never     Rarely     Sometimes     Usually     Always
20. If I say that I will do something, teachers can count on it.  
 Never     Rarely     Sometimes     Usually     Always
21. Teachers never question my honesty.  
 Never     Rarely     Sometimes     Usually     Always
22. I share information with the teachers.  
 Never     Rarely     Sometimes     Usually     Always
23. The teachers show that the way some people treat me bothers them.  
 Never     Rarely     Sometimes     Usually     Always
24. If I ask a teacher to do something, it will be done.  
 Never     Rarely     Sometimes     Usually     Always
25. The teachers value my suggestions on instructional issues..  
 Never     Rarely     Sometimes     Usually     Always
26. Teachers keep me informed about events in their classroom.  
 Never     Rarely     Sometimes     Usually     Always
27. The teachers seek information about best instructional practices.  
 Never     Rarely     Sometimes     Usually     Always
28. The teachers demonstrate that they believe all children can learn and have a “do whatever it takes” mindset.  
 Never     Rarely     Sometimes     Usually     Always
29. If teachers are asked to do something, they will do it.  
 Never     Rarely     Sometimes     Usually     Always
30. Teachers demonstrate that they provide varied opportunities for their students to learn the same concept.  
 Never     Rarely     Sometimes     Usually     Always
31. I include teacher leaders when developing ideas or programs.  
 Never     Rarely     Sometimes     Usually     Always
32. Teachers feel like they can come to me to share concerns or get support.  
 Never     Rarely     Sometimes     Usually     Always
33. Overall, I am very satisfied with my job.  
 Never     Rarely     Sometimes     Usually     Always
34. The level of trust I have for my teachers affects my level of job satisfaction.  
 Never     Rarely     Sometimes     Usually     Always
35. Do you believe that there is mutual trust between the teachers and principal in this school?  
 Never     Rarely     Sometimes     Usually     Always
36. Do you feel there are significant differences in the levels of trust between you and your teacher?  
 Never     Rarely     Sometimes     Usually     Always

37. Because of the mutual trust my teachers and I have, I would be happy to continue serving at this school in the future.

- Never       Rarely       Sometimes       Usually       Always

38. Are there any other examples of behaviors that you feel help to develop mutual trust between teachers and principals? Please include whether the behavior is one belonging to a teacher or a principal.

39. Are there any other examples of behaviors that you feel inhibit the development of mutual trust between teachers and principals? Please include whether the behavior is one belonging to a teacher or a principal.

Thank you for taking the time to complete and return this survey. By completing the survey you have given implied consent to participate in this study.

APPENDIX I

FORM USED BY EXPERTS IN SURVEY REVIEW

Please review the questions below. If there are questions that are included in the first section that you feel are not necessary, please cross them out.

Item #	Question	Teacher Survey			
Please answer the demographic questions by selecting the one that best describes your situation.					
1.	What is your gender?	Male	Female		
2.	What level is your current placement?	Elementary	Middle	High	Itinerant
3.	How long have you taught under this administrator?	0 – 5 years	6 – 10 years	11 – 15 years	>15 years
4.	How long have you taught at this school?	0 – 5 years	6 – 10 years	11 – 15 years	>15 years

Item #	Question	Principal Survey			
Please answer the demographic questions by selecting the one that best describes your situation.					
1.	What is your gender?	Male	Female		
2.	What level is your current placement?	Elementary	Middle	High	Itinerant
3.	Approximately what percent of the staff has been here for the entire time that you have been the administrator	0 – 25%	26 – 50%	51 – 75%	>75
4.	How long have you been the administrator at this school?	0 – 5 years	6 – 10 years	11 – 15 years	>15 years

Please indicate whether you feel each question below is addressing B – Benevolence, H – Honesty, O – Openness, R – Reliability, or C – Competence. Also, please consider whether each question listed on the Teacher Survey and Principal Survey is reciprocal and measuring the same thing.

Please answer the questions below using 1 – Strongly Disagree, 2 – Disagree, 3 – Neither Disagree nor Agree, 4 – Agree, or 5 – Strongly Agree.							
#	Question on Teacher Survey	Question on Principal Survey	B	H	O	R	C
5.	The principal in this school has faith in my integrity.	As principal I have faith in the integrity of my staff.					
6.	The principal demonstrates that he or she cares about the people in our school.	I demonstrate that I care about the people in our school.					
7.	I feel like I can share my opinions and ideas with my principal.	Teachers feel like they can share their opinions and ideas with me.					
8.	The principal encourages me to have productive discussions about various	I encourage teachers to have productive discussions with me about					

	topics important to the school.	various topics important to the school.					
9.	The principal in our school is sensitive to our needs.	I am sensitive to the needs of the people in our school.					
10.	I demonstrate that I care about people in my school.	Teachers demonstrate that they care about people in our school.					
11.	I have faith in the integrity of the principal.	Teachers have faith in my integrity.					
12.	The principal is accessible to parents, students, and teachers.	I am accessible to parents, students, and teachers.					
13.	I can rely on the principal.	Teachers can rely on me.					
14.	I demonstrate appreciation towards my principal	Teachers demonstrate appreciation towards me.					
15.	The principal would never doubt what I would tell him/her about a situation.	I would never doubt what a teacher would tell me about a situation.					
16.	The principal in this school is competent in doing his/her job.	I am competent in doing my job.					
17.	The principal listens to my ideas.	I listen to ideas that teachers share with me.					
18.	The principal can rely on me.	I can rely on the teachers.					
19.	My principal is often one of the first people to arrive at school and one of the last to leave.	I am often one of the first people to arrive at school and one of the last to leave.					
20.	If my principal says that he/she will do something, you can count on it.	If I say that I will do something, teachers can count on it.					
21.	I never question the honesty of my principal.	Teachers never question my honesty.					
22.	The principal shares information with me.	I share information with the teachers.					
23.	I show my commitment to my school by my hard work.	The teachers show my commitment to my school by their hard work.					
24.	I am supportive of the principal.	Teachers are supportive of me.					
25.	The principal offers to teach classes for me.	I offer to teach classes for teachers.					
26.	I keep the principal informed about events in my classroom.	Teachers keep me informed about events in their classroom.					
27.	I seek information about best instructional practices.	The teachers seek information about best instructional practices.					
28.	I demonstrate that I believe all children can learn and have a “do whatever it takes” mindset.	The teachers demonstrate that they believe all children can learn and have a “do whatever it takes” mindset.					
29.	If I am asked to do something, I will do it.	If teachers are asked to do something, they will do it.					
30.	I demonstrate that I provide varied opportunities for my students to learn the same concept.	Teachers demonstrate that they provide varied opportunities for their students to learn the same concept.					
31.	The principal includes teacher leaders	I include teacher leaders when					

	when developing ideas or programs.	developing ideas or programs.					
32.	I feel like I can go to the principal to share concerns or get support.	Teachers feel like they can come to me to share concerns or get support.					
33.	Overall, I am very satisfied with my job.	Overall, I am very satisfied with my job.					
34.	The level of trust I have for my principal affects my level of job satisfaction.	The level of trust I have for my teachers affects my level of job satisfaction.					
35.	Do you believe that there is mutual trust between the teachers and principal in this school?	Do you believe that there is mutual trust between the teachers and principal in this school?					
36.	Do you feel there are significant differences in the levels of trust between you and your principal?	Do you feel there are significant differences in the levels of trust between you and your teachers?					
37.	Because of the mutual trust my principal and I have, I would be happy to continue teaching at this school in the future.	Because of the mutual trust my teachers and I have, I would be happy to continue serving at this school in the future.					
38.	Are there any other examples of behaviors that you feel help to develop mutual trust between teachers and principals? Please include whether the behavior is one belonging to a teacher or a principal.	Are there any other examples of behaviors that you feel help to develop mutual trust between teachers and principals? Please include whether the behavior is one belonging to a teacher or a principal.					
39.	Are there any other examples of behaviors that you feel inhibit the development of mutual trust between teachers and principals? Please include whether the behavior is one belonging to a teacher or a principal.	Are there any other examples of behaviors that you feel inhibit the development of mutual trust between teachers and principals? Please include whether the behavior is one belonging to a teacher or a principal.					



APPENDIX J

INTERCORRELATIONS AMONG THE PRINCIPAL BEHAVIORS AND JOB SATISFACTION

Measure	1	2	3	4	5	6	7	8	9	10	**	12	13	14	15	16	17	18	19
1. Cares	—	.715**	.650**	.605**	.676**	.538**	.637**	.184*	.408**	.234**	.456**	.467**	.301**	.711**	.515**	.316**	.626**	.452**	.565**
2. Sensitive	.715**	—	.615**	.644**	.675**	.494**	.659**	.149*	.433**	.201**	.547**	.498**	.334**	.732**	.520**	.305**	.643**	.496**	.534**
3. Integrity	.650**	.615**	—	.513**	.720**	.701*	.558**	.362**	.599**	.238**	.441**	.517**	.322**	.559**	.503**	.276**	.594**	.445**	.561**
4. Accessible	.605**	.644**	.513**	—	.617**	.432**	.644**	.148*	.360**	.202**	.491**	.406**	.375**	.669**	.377**	.320**	.543**	.412**	.429**
5. Reliable	.676**	.675**	.720**	.617**	—	.616**	.662**	.312*	.542**	.262**	.506**	.517**	.317**	.652**	.514**	.273**	.570**	.401**	.577**
6. Competent	.538**	.494**	.701**	.432**	.616**	—	.480**	.415**	.577**	.331**	.357**	.551**	.404**	.411**	.489**	.154*	.554**	.393**	.490**
7. Listens	.637**	.659**	.558**	.644**	.662**	.480**	—	.158*	.421**	.170*	.596**	.476**	.377**	.724**	.471**	.279**	.541**	.438**	.495**
8. 1 <sup>st</sup> to arrive	.184*	.149*	.362**	.148*	.312**	.415**	.158*	—	.529**	.134	.212**	.315**	.260**	.096	.160*	.151*	.294**	.136	.133
9. Counted on	.408**	.433**	.599**	.360**	.542**	.577**	.421**	.529**	—	.314**	.415**	.439**	.368**	.376**	.304**	.258**	.467**	.293**	.350**
10. Honesty	.234**	.201**	.238**	.202**	.262**	.331**	.170*	.134	.314**	—	.201**	.296**	.186*	.232**	.191**	.229**	.181*	.212**	.200**
11. Shares information	.456**	.547**	.441**	.491**	.506**	.357**	.596**	.212**	.415**	.201**	—	.352**	.377**	.553**	.351**	.166*	.438**	.340**	.341**
12. Suggestions valuable	.467**	.498**	.517**	.406**	.517**	.551**	.476**	.315**	.439**	.296**	.352**	—	.276**	.500**	.444**	.260**	.432**	.324**	.514**
13. Includes teachers	.301**	.334**	.322**	.375**	.307**	.404**	.377**	.260**	.368**	.186*	.377**	.276**	—	.365**	.273**	.206**	.400**	.240**	.273**
14. Supportive	.711**	.732**	.559**	.669**	.652**	.411**	.724**	.096	.376**	.232**	.553**	.500**	.365**	—	.525**	.279**	.573**	.503**	.547**
15. Job satisfaction	.515**	.520**	.503**	.377**	.514**	.489**	.471**	.160*	.304**	.191**	.351**	.444**	.273**	.525**	—	.134	.437**	.308**	.633**
16. Trust affects satisfaction	.316**	.305**	.276**	.320**	.273**	.154*	.279**	.151*	.258**	.229**	.166*	.260**	.206**	.279**	.134	—	.318**	.147*	.295**
17. There is mutual trust	.626**	.643**	.594**	.543**	.570**	.554**	.541**	.294**	.467**	.181*	.438**	.432**	.400**	.573**	.437**	.318**	—	.435**	.583**
18. There are differences	.452**	.496**	.445**	.412**	.401**	.393**	.438**	.136	.293**	.212**	.340**	.324**	.240**	.503**	.308**	.147*	.435**	—	.385**
19. Trust makes me return	.565**	.534**	.561**	.429**	.577**	.490**	.495**	.133	.350**	.200**	.341**	.514**	.273**	.547**	.633**	.295**	.583**	.385**	—
M	4.17	3.77	4.18	4.16	4.09	4.41	3.87	3.67	4.21	4.16	3.66	4.05	3.97	3.82	4.20	3.96	3.69	3.55	4.38
SD	.778	.874	.810	.741	.875	.731	.959	.971	.777	1.09	.863	.910	.789	1.06	.660	1.00	.801	1.03	.760

\* $p < .05$ ; \*\* $p < .01$ .

APPENDIX K

INTERCORRELATIONS AMONG THE TEACHER BEHAVIORS AND JOB SATISFACTION

Measure	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Integrity	-	.656**	.504**	.144*	.434**	.230**	.212**	.211**	.164*	.149*	.019	-.012	.095	.030	.440**	.175*	.514**	.436**	.520**
2. Shares ideas	.656**	-	.722**	.254**	.461**	.167*	.183*	.286**	.065	.281**	.025	.032	.067	.021	.507**	.314**	.560**	.510**	.548**
3. Prof. conversation	.504**	.722**	-	.190**	.272**	.027	.084	.206**	.003	.266**	.079	-.006	.018	.022	.390**	.236**	.433**	.330**	.406**
4. Cares	.144*	.254**	.190**	-	.397**	.085	.313**	.107	.124	.296**	.226**	.294**	.152*	.241**	.292**	.148*	.125	.052	.246**
5. Appreciates principal	.434**	.461**	.272**	.397**	-	.197**	.358**	.276**	.197**	.317**	.183*	.243**	.150*	.297**	.437**	.246**	.346**	.229**	.457**
6. Honesty	.230**	.167*	.027	.085	.197**		.319**	.101	.316**	.150*	.104	.076	.202**	.107	.138	.135	.032	.036	.133
7. Reliable	.212**	.183*	.084	.313**	.358**	.319**	-	-.007	.360**	.224**	.230**	.255**	.207**	.326**	.179*	.167*	.067	-.010	.163*
8. Compassionate	.211**	.286**	.206**	.107	.276**	.101	-.007	-	.067	.184*	.093	.009	-.053	-.038	.247**	.131	.050	.084	.173*
9. Does what asked	.164*	.065	.003	.124	.197**	.316**	.360**	.067	-	.201**	.114	.287**	.442**	.193**	.195**	.162*	.027	.020	.168*
10. Communicates	.149*	.281**	.266**	.296**	.317**	.150*	.224**	.184*	.201**	-	.405**	.334**	.174*	.258**	.139	.281**	.158*	.056	.171*
11. Seeks information	.019	.025	.079	.226**	.183*	.104	.230**	.093	.114	.405**	-	.374**	.134	.329**	.079	.225	.039	-.080	.152*
12. "Whatever it takes"	-.012	.032	-.006	.294**	.243**	.076	.255**	.009	.287**	.334**	.374**	-	.244**	.429**	.144*	.180*	.061	.010	.078
13. Does what asked	.095	.067	.018	.152*	.150*	.202**	.207**	-.053	.442**	.174*	.134	.244**	-	.262**	.199**	.141	.095	.059	.212**
14. Differentiates	.030	.021	.022	.241**	.297**	.107	.326**	-.038	.193**	.258**	.329**	.429**	.262**	-	.149*	.125	-.027	-.082	.145*
15. Job satisfaction	.440**	.507**	.390**	.292**	.437**	.138	.179*	.247**	.195**	.139	.079	.144*	.199**	.149*	-	.134	.437**	.308**	.633**
16. Trust affects satisfaction	.175*	.314**	.236**	.148*	.246**	.135	.167*	.131	.162*	.281**	.225**	.180*	.141	.125	.134	-	.318**	.147*	.295**
17. Mutual trust	.514**	.560**	.433**	.125	.346**	.032	.067	.050	.027	.158*	.039	.061	.095	-.027	.437**	.318**	-	.435**	.583**
18. There are differences	.436**	.510**	.330**	.052	.229**	.036	-.010	.084	.020	.056	-.080	.010	.059	-.082	.308**	.147*	.435**	-	.385**
19. Trust makes me return	.520**	.548**	.406**	.246**	.457**	.133	.163*	.173*	.168*	.171*	.152*	.078	.212**	.145*	.633**	.295**	.583**	.385**	-
M	4.42	3.77	3.74	4.30	3.96	4.58	4.73	3.49	4.68	3.70	3.83	4.42	4.58	4.34	4.20	3.96	3.69	3.55	4.38
SD	.740	1.05	1.10	.632	.812	.852	.469	.915	.502	.964	1.02	.651	.516	.564	.660	1.00	.801	1.03	.759

\* $p < .05$ ; \*\* $p < .01$ .

APPENDIX L

FACTOR ANALYSIS TABLE FOR MUTUAL RESPECT AND JOB SATISFACTION USING  
AN EIGENVALUE OF 1

Statement	1	2	3	4	5	6	7	Communality
1. T integrity	.693	-.051	-.004	-.116	-.268	-.095	.260	.645
2. P cares	.804	-.156	-.113	-.147	-.062	.018	.174	.739
3. T shares ideas	.862	-.087	-.165	-.169	.035	-.076	.121	.829
4. T discusses	.719	-.140	-.247	.000	.138	.032	.112	.631
5. P sensitive	.820	-.163	-.233	-.093	.112	.112	-.056	.791
6. T care	.364	.450	-.226	.333	-.125	.072	.014	.518
7. P integrity	.813	-.118	.171	.123	-.081	-.039	.095	.736
8. P accessible	.735	-.147	-.200	-.102	.096	.026	.078	.628
9. P reliable	.812	-.175	.078	.058	.030	-.082	.121	.722
10. T appreciation	.649	.294	-.092	.109	-.205	-.175	.033	.601
11. T honest	.183	.421	.285	-.445	.059	-.236	.338	.663
12. P competent	.717	-.106	.355	.249	-.067	-.050	.024	.721
13. P listens	.812	-.168	-.212	-.042	.037	-.108	.063	.751
14. T reliable	.345	.551	.178	.064	-.119	.039	.518	.742
15. P presence	.377	-.131	.597	.426	.047	-.060	-.039	.704
16. P reliable	.642	-.105	.468	.243	.100	-.093	-.059	.723
17. P honest	.346	.036	.445	-.341	.266	.186	-.115	.553
18. P shares	.632	-.161	-.080	.112	.162	-.042	-.069	.477
19. T cares	-.227	-.112	.046	.075	.222	.705	.390	.771
20. T reliable	.233	.543	.249	-.337	-.272	.080	-.054	.607
21. P competent	.711	.166	.101	-.067	.002	-.185	-.307	.677
22. T informs P	.402	.406	-.117	.039	.444	-.250	-.180	.633
23. T best practice	.288	.506	-.195	.214	.300	-.129	-.016	.530
24. T “can do”	.206	.643	-.138	.115	.144	.153	-.135	.551
25. T reliable	.208	.432	.144	-.262	-.154	.383	-.380	.634
26. T differentiates	.118	.637	-.199	.282	.049	.173	.118	.585
27. P uses TL	.554	-.024	.135	.333	.084	.271	-.107	.528
28. P open	.790	-.125	-.289	-.166	.088	.086	-.056	.769
29. Job satisfaction	.662	.051	-.113	.033	-.427	.105	-.173	.679
30. Trust impacts	.423	.174	.215	-.314	.385	.007	.013	.502
31. Mutual trust	.789	-.220	.029	.041	.009	.204	-.018	.715
32. Is trust mutual	.545	-.236	-.021	-.171	.045	.214	-.148	.452

Statement	1	2	3	4	5	6	7	Communality
33. Trust/Sat.	.734	.060	-.003	-.021	-.339	.106	-.128	.686
Eigenvalue	11.8	2.9	1.7	1.5	1.2	1.2	1.1	
% Variance	35.9	8.9	5.2	4.4	3.7	3.6	3.4	
Total Variance	65.1							

APPENDIX M

FACTOR ANALYSIS TABLE FOR MUTUAL RESPECT AND JOB SATISFACTION USING  
AN EIGENVALUE OF 2

Statement	1	2	Communality
1. T integrity	.693	-.051	.483
2. P cares	.804	-.156	.670
3. T shares ideas	.862	-.087	.751
4. T discusses	.719	-.140	.537
5. P sensitive	.820	-.163	.700
6. T care	.364	.450	.335
7. P integrity	.813	-.118	.674
8. P accessible	.735	-.147	.562
9. P reliable	.812	-.175	.691
10. T appreciation	.649	.294	.507
11. T honest	.183	.421	.211
12. P competent	.717	-.106	.526
13. P listens	.812	-.168	.687
14. T reliable	.345	.551	.422
15. P presence	.377	-.131	.159
16. P reliable	.642	-.105	.423
17. P honest	.346	.036	.121
18. P shares	.632	-.161	.425
19. T cares	-.227	-.112	.064
20. T reliable	.233	.543	.349
21. P competent	.711	.166	.533
22. T informs P	.402	.406	.326
23. T best practice	.288	.506	.339
24. T "can do"	.206	.643	.456
25. T reliable	.208	.432	.230
26. T differentiates	.118	.637	.420
27. P uses TL	.554	-.024	.307
28. P open	.790	-.125	.639
29. Job satisfaction	.662	.051	.441
30. Trust impacts	.423	.174	.209

Statement	1	2	Communality
31. Mutual trust	.789	-.220	.671
32. Is trust mutual	.545	-.236	.353
33. Trust/Sat.	.74	.060	.543
Eigenvalue	11.8	2.9	
% Variance	35.9	8.9	
Total Variance	44.7		

APPENDIX N  
PARTICIPANT RESPONSES TO QUESTION 38 AND 39

Behavior	Role	# of Times Suggested
Principals including teachers in disc or teachers seeking ideas from prin	P	11
Listen to your staff	P	4
Principals getting into classrooms and providing (positive) feedback	P	9
Trying some of the ideas your staff suggests	P	1
One on one bonding	Both	1
Being supportive with parents or discipline	P	15
Be consistent	P	2
Address concerns with teacher privately	P	2
Open door	P	12
Be fair	P	1
Allowing "me" to do my job	P	5
Not over delegating to make his job easier	P	1
Principal must be honest and truthful to all.	P	1
Appreciating teachers for their own teaching style	P	1
Treat teachers professionally	P	1
Show respect to teachers (one was principal too)	B	4
Treating people equally	P	1
Communication	Both	8
Providing structure and consistency - meetings with purpose ex.	P	1
Takes time to establish	Both	1
Motivators - jean days, candy	P	2
Open and honest	P	7
P does what he says	P	2
Caring about them as people	P	4
Being able to discuss concerns with principal	Both	1
Moral behavior	Both	1
No hidden agenda	P	1
honest timely feedback	P	1
ice breaker activities at beg of yr or social times	P	3
keeping us informed	P	1
empower teachers	P	2
POSITIVE FEEDBACK	P	1
anonymous suggestion box	P	1
Appreciation	P	1

Visible	P	1
Approachable	P	1
p competent	P	1
being made to feel welcome	P	2
Getting ideas from staff and then not using them	P	4
Principal should not say one thing and do another	P	7
Principal should relay neg news personally, not use secretary	P	1
Gossip	T	5
Showing favoritism	P	10
Principal acting on a power trip	P	1
Principal showing intimidation	P	3
Teachers s/b able to express concerns without neg. cons		1
anger issues P	P	4
Don't correct or support a teacher in front of a parent	P	2
Principal not open to others' ideas	P	3
Principal does not always make us aware of things	P	3
Principal discussing other teachers with teachers	P	3
rudeness	Both	1
Lack of focus	P	1
Vague expectations	P	1
P micromanaging	P	3
P not caring about teacher concerns	P	1
T ignoring P rules	T	1
T /P breaking confidence of P/T	Both	4
staff that doesn't want to get involved	T	1
P making up lies on an observation	P	1
selfishness both	Both	1
difference in philosophy	Both	1
inconsistent expectations - don't model what you expect	P	1
walk through's make it seem like principal doesn't trust teachers	P	1
only listening to department heads	P	1
malign one colleague against another	P	3
not doing your job	Both	
not treating us professionally	P	1
t make neg comments about admin	T	1
lack of consistency	P	1
invalid data because reports to Ap, not P	survey	2