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Factors That Impact Administrator-Teacher Relationships

Patrick Sean Gray

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The University of Southern Mississippi

FACTORS THAT IMPACT ADMINISTRATOR-TEACHER RELATIONSHIPS

by

Patrick Sean Gray

Abstract of a Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

May 2013

ABSTRACT

FACTORS THAT IMPACT ADMINISTRATOR-TEACHER RELATIONSHIPS

by Patrick Sean Gray

May 2013

Retaining teachers continues to be problematic for educational leaders across the country. With these numbers steadily increasing, one must examine the reasons as to why teachers are leaving the profession and how school administrators can address these problems if schools are going to maintain and increase their levels of success. Reasons teachers leave the profession can be attributed to the relationship teachers have with their building-level administrator.

The purpose of the study is to identify as well as describe the frequency and relative importance of circumstances that may impact administrator-teacher relationships. A questionnaire, developed by the researcher, was mailed to teachers to gauge their perspective on the following factors that may impact the administrator-teacher relationship: the administrator leadership style, the inclusion of induction/mentoring programs, teacher isolation, professional development/support, teacher incentives, and administrator-teacher relationships. Demographic information included gender, the grade level, number of years in the classroom, years taught in current school, and the ability level of the students served.

Data was collected from 79 teachers from schools of varying performance levels based on No Child Left Behind accountability standards. A Multiple Linear Regression found a statistically significant relationship between the dependent variable,

administrator-teacher relationships and the independent variables, administrator leadership style, induction mentoring programs, teacher isolation, professional development/support, incentives offered, and the relationship teachers have with their administrator. The study also found that the administrator's leadership style had the greatest impact of all the independent variables. In addition, the study found that the administrator-teacher relationship may depend upon the performance level of the school based on state and/or federal accountability standards.

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Patrick Sean Gray

A Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

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May 2013

DEDICATION

“For there is no one else like You, who is faithful, ever true. All my love, my heart, my life is a testimony...” What an unforgettable journey! Thank you Lord for all you have done. I would like to dedicate this work to my family. To my mother, Martha B. Gray, words cannot express my love for you. Thank you for encouraging me throughout this process. You believed in me even when I did not believe in myself. To my brother, Dr. Jermaine E. Gray (Bubba), you have always been my role model. I love you. Rest in peace, Daddy! I think about you everyday.

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TABLE OF CONTENTS

ABSTRACT.....	ii
DEDICATION.....	iv
ACKNOWLEDGMENTS.....	v
LIST OF TABLES.....	viii
CHAPTER	
I. INTRODUCTION AND PROBLEM.....	1
Introduction	
Problem Statement	
Purpose of the Study	
Research Questions	
Research Hypothesis	
Definition of Terms	
Delimitations	
Assumptions	
Justification of the Study	
II. LITERATURE REVIEW.....	16
Introduction	
Theoretical Framework	
Transactional Leadership	
Transformational Leadership vs. Transactional Leadership	
Situational Leadership	
Servant Leadership	
Balanced Leadership	
Factors Influencing Administrator-Teacher Relationships	
Conclusion	
III. METHODOLOGY.....	42
Overview	
Research Design	
Research Questions	
Research Hypothesis	
Participants	
Ethics	
Instrumentation	
Pilot Study	

	Procedures	
	Data Collection	
	Data Analysis	
	Summary	
IV.	RESULTS.....	48
	Introduction	
	Descriptive Statistics	
	Statistical Test	
	Summary of Findings	
V.	DISCUSSION.....	77
	Introduction	
	Summary of Procedures	
	Discussion	
	Limitations	
	Recommendations for Policy and Practice	
	Recommendations for Future Research	
	Summary	
	APPENDIXES.....	85
	REFERENCES.....	95

LIST OF TABLES

Table

1.	Frequency and Percentage Distribution of Demographic of Demographic Information.....	49
2.	Frequency and Percentage Distribution of Administrator's Leadership Style.....	51
3.	Frequency and Percentage Distribution of Induction/ Mentoring Programs.....	55
4.	Frequency and Percentage Distribution of Teacher Isolation.....	57
5.	Frequency and Percentage Distribution of Professional Development/Support.....	60
6.	Frequency and Percentage Distribution of Teacher Incentives.....	64
7.	Frequency and Percentage Distribution of Administrator-Teacher Relationships.....	67
8.	Means and Standard Deviations for Six Factors.....	70
9.	Unstandardized Coefficients.....	72
10.	Correlations.....	72
11.	Means of Potential Impact Descriptors Based on Performance Levels.....	74

CHAPTER I

INTRODUCTION AND PROBLEM

Introduction

Retaining teachers continues to be problematic for educational leaders across the country. As demands on teachers increase, school administrators must strive for ways to ensure that quality teachers remain in their schools if they are going to show gains in student achievement. The No Child Left Behind Legislation (NCLB, 2002) has undoubtedly increased accountability for schools and student achievement, placing much of the responsibility on the shoulders of administrators and classroom teachers. Many administrators and teachers were ready and willing to meet the challenges they face with NCLB, but there are dynamics at play that made accomplishing the goals set forth by school districts and national policymakers a more difficult feat. With teachers leaving the profession at such alarming rates, hiring quality teachers has been as taxing. Hull (2004) estimates that 3.5 million new teachers will need to be hired by the end of 2013 to support increased enrollment in public schools and to replace retiring teachers. With these numbers steadily increasing, one must examine the reasons as to why teachers are leaving the profession and how school administrators can address these problems if schools are going to maintain and increase their levels of success.

Research on teacher retention has shown that more than 25% of teachers are leaving the profession at the end of the first year (Norton, 1999) and up to 40% leaving at the end of the first two years (Karge, 1993). Many reasons were cited for this mass exodus of teachers including difficult teaching assignments, an inundation of extracurricular duties, and an isolation from colleagues. Chapman (1983) noted that teachers have left the profession due to personal characteristics, educational preparation,

a teacher's initial commitment to teaching, the quality of the first year experience, professional/social integration into teaching, and many external factors. One of the most important factors that influence a teacher's decision was the lack of support from administrators (Hope, 1999). Teachers complain of ineffective induction programs, lack of professional mentors, and an administrator's lack of fostering strong collaboration on site as reasons for leaving (National Commission on Teaching and America's Future, 2012). However, Murphy and Angelski (1996/1997) stated the relationship that teachers have with their school principal can be one of the most influential factors that may keep teachers in classrooms. The purpose of this study was to identify as well as describe the frequency and relative importance of circumstances that may jeopardize administrator-teacher relationships.

According to Brownell and Skritic (2002), teachers cited lack of professional support as a reason for leaving the profession, many beginning teachers stated that teaching was one of the few professions beginners must meet the same demands and standards as their more experienced counterparts. High stakes testing has been cited as having a negative impact on teacher retention in that school districts and principals have placed more pressure on teachers to produce higher levels of achievement on standardized tests (Hill & Barth, 2004). Because NCLB bases teacher competence to knowledge of content and student performance on state mandated tests, teacher practices come under more scrutiny when student test results are published. Teachers feel other measures may not be considered when measuring their successes or failures in the classroom. Hill and Barth (2004) noted teachers did not feel that student test scores should not be the sole factor when measuring their effectiveness in the classroom as noted by Hill & Barth (2004).

There are many factors that may contribute to a strained relationship between administrators and teachers, but research has shown that the most recurring issues that arise are those in which the administrator has complete control. Lack of support from administrators is a pivotal reason for teachers abandoning the profession. Support from an administrator may vary from teacher to teacher, but many teachers view support from administrators as providing effective orientation and induction activities (Hope, 1999). Administrators have the duty of hiring teachers with the long-term goal of retaining them by creating orientation and induction activities that will allow teachers to learn and grow as they enter the profession (Hope, 1999).

Carroll and Fulton (2004) suggest that teachers leave the profession because of lack of support from school administrators. If school districts are going to retain quality teachers, they must invest in effective mentoring programs, those that foster interaction and learning from experienced professionals. Leimann, Murdock and Waller (2008) assert that strong mentor programs could aid in the retention of teachers if the team maintained well-constructed, on-going professional development plans delivered by teaching professionals accompanied by one-on-one mentoring. They also suggested that administrators, principals, and new teachers support the idea that effective mentoring programs influence new teachers' decisions to stay in the profession, helping them achieve high levels of optimism as noted by Leimann et al. (2008).

Hiring the right teachers was cited as a key factor in retaining teachers and establishing satisfactory relationships with them. School districts seek to hire strong candidates for various teaching jobs, but because of the limited supply of these candidates, this endeavor becomes much harder to obtain (Fenwick, 2001). If districts are going to hire the right teachers, they must establish clear expectations of quality by

defining what quality teaching is and align their expectations with the framework of effective teaching and learning (Enhancing Professional Practice, 2007).

According to Minaruk, Thornton and Perreault (2003), administrators who foster the importance of establishing relationships within the educational community is another key ingredient to enhancing relationships with teachers. If teachers are going to be successful within the first few years in the field and throughout their careers, strong professional relationships must be established and readily available for teachers. Monk (2007) asserted that teachers have the tendency to feel isolated and suffer because they have very little contact with the professional community as a whole. Mentoring, coaching, team teaching, and induction programs aid in addressing the needs of teachers and connect them with other professionals in the field (Luft, 2009).

Teachers who are encouraged to stay in the field must not only endeavor to have lasting relationships with the educational community as a whole, but they must also have what Minarik et al. (2003) describe as a connectedness with the larger community as well. Ingersoll (2001) asserted the relationships with administrators, teachers, parents, students, has long been a staple in establishing successful schools. According to Minarik et al. (2003), by providing teachers opportunities to partner with other teachers and investigating opportunities for higher degrees built supportive relations between school administrators and teachers.

The principal's support of the classroom teachers encompasses the principal's accessibility and teaching assignments allotted. Price (2012) believed that a principal's relationship with teachers is germane in improving job satisfaction, cohesion, and the commitment from the teacher. Anhorn (2008) cited several areas where the school administrator is needed for teachers including seeking wisdom, help with parents,

conducting observation and providing feedback on instruction. Wrobel (1993) offered that the lack of teacher training is one of the most significant contributors to teachers failing and experiencing high levels of stress during their teaching experiences. He likens sending teachers into the classroom without proper training to that of sending football players into a game without a helmet (Wrobel,1993).

Teacher isolation is another common factor that has created a strain in the relationship between administrators and teachers. Therefore, it is the administrator's duty to foster a culture of collaboration, creating a community of learners in the process. Larry Ainsworth (2007) offered administrators and teachers an effective way to foster collaboration by creating professional learning communities whose goals are to create common assessments that will aid struggling teachers and increase student achievement. Bobek (2002) asserted that teachers enhance their resilience in the field by creating productive relationships with those who understand teaching and its function and more importantly offer insight and share knowledge with one another. One of the key areas in making this happen is for the administrator to be actively involved in these relationships and allowing teachers to feel empowered. Darling-Hammond (2003) found that with extensive mentoring by expert colleagues, beginning teachers are much less likely to leave teaching in early years.

Another reason cited for teachers leaving the profession is poor school leadership (Carroll & Fulton, 2004). Douglas Reeves (2007) stated that when administrators assess student learning, assessment must be accurate, timely, and specific. Principals must also nurture an environment that forces teachers to take ownership in how they teach while setting high standards for student achievement (Watkins, 2005). Watkins further states that an effective induction program rests on three significant activities:

1. Assigning a strong coaching mentor who can grow professionally as much as those they mentor
2. Supporting and extending innovative practice through active research
3. Supporting collegial discussion and learning among experienced staff and the principal through rigorous study groups.

According to Leech and Fulton (2008), the traditional roles of teachers and principals have evolved and changed to be all inclusive for members of the educational community, assuming decision making roles. The principal must be charged with creating an environment that enables participants to become a part of a learning organization. Leech and Fulton (2008) maintained that in order for schools to become learning organizations, environments must be rich in experimentation and risk-taking, a vision must be shared by all members of the school community, which is led by the school principal (Fulton, 2008). Further, school principals are in the position to create conditions that allot for teacher development and student learning by creating professional learning communities that distribute leadership and shared decision making (Mullen & Hutinger, 2008).

Other practices have been cited for school leaders to improve their relationships with teachers by understanding the nature of teacher resistance. Knight (2009) suggests school leaders may increase relationships with teachers by implementing the following:

1. Seek high-leverage teaching practices that are proven and powerful.
2. Use data to select and monitor the impact of practices
3. Provide quality coaching
4. Balance precise explanations with provisional comments
5. Obtain commitment by offering teachers choices and valuing their voices
6. Focus professional learning on a few critical teaching practices

7. Align all activities related to professional learning

Effective school leadership may be best defined by the Balance Leadership Model as developed by McREL. Effective leadership is cited as more than knowing what to do but when, how, and why to do it. Educational leaders know when, how, and why to create learning environments that support people, connect them with one another, and provide knowledge, skills, and resources needed to succeed (Marzano, Waters, & McNulty, 2005). Marzano et al. (2005) also conclude that research findings that are organized, accessible, and easily applied by practitioners can enhance the likelihood of effective education leadership (Marzano et al., 2005).

Problem Statement

The study will examine the factors that impact the relationship administrators have with teachers in hopes of creating an atmosphere for growth and learning from both parties that will ultimately have a positive impact on student achievement. In order for teachers and administrators to form collaborative relationships that will allow schools to meet the demands of state accountability systems and to produce productive citizens, those factors that prevent this endeavor from becoming a reality must be eliminated. Not only must these factors be eliminated but those factors that aid in producing relationships that allow teachers to remain in the profession and build sustaining partnerships with school administrators must be nurtured. The principal must build interpersonal relationships with teachers in order to change the climate and the culture of a school (Donald, Marnik, Mackenzie, & Ackerman, 2009). In order for school leaders to become agents of change, they must recognize what issues divide administrators and teachers and ultimately learn to value the potential impact of the relationship.

According to experts, there is a strong isolation between school leaders and teachers. The isolation between school administrators and teachers is a gap that has been perpetuated over time; therefore, there have been few opportunities for the two parties to collaborate and function as a unit. The traditional role of principal and teachers has changed, so administrators must give teachers a stronger voice in the decision making process in order to change the climate of the school (Donald et al, 2009). The researcher questions just how frequently these types of atmospheres are created by administrators in schools.

The study will also identify as well as describe the frequency and importance of the circumstances that may jeopardize administrator-teacher relationships. Because experts have cited that the school administrators must foster positive relationships with teachers through a reciprocal camaraderie and shared decision-making, administrators may be able to enhance teachers' professional practice while creating positive relationships through several key factors. Research has already shown that providing teachers with effective induction/mentoring programs, eliminating teacher isolation, providing strong professional development, creating rewards and incentives for knowledge and skill, and finally professional support will enhance the administrator-teacher relationship and increase teacher retention rates simultaneously. The research also questions if these elements are present on school campuses across the state and more importantly, if teachers feel the elements are present.

Purpose of the Study

The purpose of the study is to identify as well as describe the frequency and relative importance of circumstances that may impact administrator-teacher relationships. These circumstances are based upon the culture that the school administrator fosters as

the instructional leader. Because research has shown that school administrators can enhance professional relationships with teachers by providing effective induction/mentoring programs, eliminating teacher isolation, providing strong professional development for teachers, providing rewards and incentives for knowledge and skill, and providing dynamic professional support, the researcher questions how many of these elements are present on school campuses across the state and more importantly, the researcher questions the perceptions of teachers regarding these areas.

As the principal teacher and instructional leader, school administrators must practice a combination of transformational, transactional, and servant leadership if they wish to foster and maintain a strong, dynamic relationship with teachers. While there is debate on which leadership style is best suited to produce the best relationship with teachers, it is clear that each leadership style offers a unique effect on an administrator's relationship with his or her teachers. An important issue remains is the attitudes administrators and teachers have regarding the leadership style of their administrator. The administrator's perception of his or her leadership style is important in understanding the strength or lack of a relationship with teachers on their campus as well.

Research Questions

The study will attempt to answer the following research questions:

- R1. Which administrator leadership style has the greatest impact on the administrator-teacher relationship?
- R2. Is there a relationship between administrators providing effective induction/mentoring programs for teachers and the administrator-teacher relationship?
- R3. Is there a relationship between teacher isolation and the administrator-teacher relationship?

- R4: Is there a relationship between the level of professional development/support administrators provide and the administrator-teacher relationship?
- R5: Is there a relationship between incentives administrators offer teachers for knowledge and skill and the administrator-teacher relationship?
- R6: Which factor (leadership style, effective induction/mentoring programs, teacher isolation, lack of professional development, and incentives for knowledge and skill) has the greatest impact on the administrator-teacher relationship?

Research Hypothesis

The following hypothesis will be tested in the study:

- H₁: There is a statistically significant relationship between an administrator's leadership style, the provision of effective induction/mentoring programs for teachers, teacher isolation, lack of professional development/support, and incentives for knowledge and skill and the dependent variable, administrator-teacher relationships.

Definition of Terms

For the purposes of this study, the following terms are defined:

Administrator-teacher relationship: The association between a school administrator and an employed teacher that successfully promotes a collaborative, positive working environment that not only enhances the academic and behavioral performance of students they encounter but also promotes the vision of the school and the district as a unit (Price, 2012).

Induction/mentoring programs: “a purposeful, logically sequenced structure of extended professional development that prepares participating teachers to meet academic

learning needs of all P-12 students and retain high quality teachers (Commission on Teacher Credentialing, 2008)

Beginning teacher: one who holds a valid teacher's license issued by state departments of education, employed at least half-time as a classroom teacher, and has taught less than 180 consecutive school days (Mississippi Department of Education, 2011).

District: any local school district (Mississippi Department of Education, 2011).

Formal assistance: a program provided by a mentor teacher to the beginning teacher that seeks to enhance the professional performance and development of the beginning teacher" (Mississippi Department of Education, 2011).

Mentor teacher: one who possesses a teaching license issued by the state departments of education, is under contract as a classroom teacher by a local school district, has three or more years of experience, and has been selected and trained, (Mississippi Department of Education, 2011).

Isolation: A broad term that includes, but is not limited to, the structural set up of teachers that makes them hard to supervise for administrators, scheduling that makes feedback from the administrator and other teachers more difficult, and buffers that make collaboration between administrators, teachers, and others an impossible feat (Glickman, Gordon, & Ross-Gordon, 2007).

Leadership style: The varying styles a school leader implements to enhance the academic performance of students through faculty and staff members. The leader may implement a combination of styles appropriate to the school culture and climate. Though no one leadership style may be defined as best, Marzano et al. (2005) defined leaderships as "inducing followers to act for certain goals that represent the values and

motivation—the wants and the needs, the aspirations and expectations—of both leaders and followers (p. 13). An administrator’s leadership style may play a significant role in the strength of the relationship he or she has with teachers. A certain leadership style may produce a collaborative relationship with teacher but may also repel teachers, creating an isolation that can be counterproductive to the mission of the school and the district.

Professional learning communities (PLC): Collaborative efforts from a group of educators based on key principles that include the following: ensuring that all students learn, creating structures that promote a culture of collaboration, and having a focus on results (DuFour, 2005). PLCs often take time, often built into the school day, to have on-going discussions to unwrap power teaching and learning standards, engaging in dialogue that analyze and improve professional practices. Research has shown that transforming schools into PLCs not only yields increases in student achievement but also aids in preventing teacher isolation. This concept has been cited as the surest, fastest path to instructional improvement (Schmoker, 2006).

Professional support: Consistent and on-going learning opportunities for teachers employed by a school district in order to meet national, state, and local teaching standards. Professional support may include professional development offered by a local school district but may be sought in other areas by the individual teacher to enhance their own professional growth. The teacher becoming members of professional organizations relevant to their discipline can also be categorized as professional support in that these venues provide the teacher with new and relevant research in their area that can be useful in their development as a professional educator. Professional support may also come in the form of a feeling of confidence and security in the school administrator in their efforts

to promote a positive school climate and administer fair and appropriate discipline for students. One of the most important aspects of this term include the teacher's security in knowing the school administrator is available and approachable when it comes to matters of curriculum, instruction, and relationships with students, parents, community, and other educational stakeholders. This security aids the classroom teacher to enhance and build on their instructional knowledge (National Commission on Teaching and America's Future, 2012).

Teacher incentives: Actions or policies implemented that may “attract or retain qualified teachers or discourage qualified applicants and talented practitioners who are already in the profession” (Improving Teaching and Learning Through Effective Incentives). These actions or policies may serve as a rewards system for teachers for services rendered or for their professional expertise in the various educational areas.

Delimitations

The researcher sought to identify as well as describe the frequency and relative importance of the circumstances that may impact administrator-teacher relationships. The findings of the study were based upon teacher surveys and were limited to the following:

1. The participants were limited to completing only the teacher survey.
2. The participants were only teachers; therefore, the administrator's point of view was absent from the study.
3. The study was limited only to teachers in a specific geographic area of the United States (Mississippi).

Assumptions

The following assumptions guided this study:

1. The researcher assumed that all respondents were honest in their responses to
2. The respondents did not identify their school and administrator in completing the survey.
3. The respondents understood the directions and questions cited on the survey.
4. The respondents understood the factors that may impact administrator-teacher relationships.

Justification of the Study

As retaining teachers continues to be a problem for school administrators, an examination for the reasons teachers leave in such a mass exodus is appropriate. Because the relationship administrators have with their teachers is cited as a key factor for exceedingly high numbers of teachers leaving the profession, it is imperative that researchers evaluate if school districts and educational leaders foster dynamic, collaborative relationships between the two parties. Existing research has already stated that school districts that offer teachers professional development and support, strong mentoring/induction program, strong collaboration, and a voice in decision-making can enhance the relationships between administrators and teachers while retaining teachers. Langer (2002) cited that schools that succeed share characteristics such as teachers having access to professional development resources, function as members of professional communities, participate in meaningful decision-making processes, care about the curriculum and student learning, and make the commitment to becoming lifelong learners.

Jalongo and Heider (2006) contend that retaining teachers is an endeavor that must come from within school and work itself out. The authors cite that educational institutions must be better work places and environments that foster professional

development. Since research tells us what aspects must be implemented to retain teachers and develop positive relationships with them, the research questions how many school districts and more importantly, how many administrators are implementing these factors in their schools. Moreover, what are teachers' perceptions of the strengths of these factors on their campus? According to Sahin (2011), it is important to measure these factors and a teacher's perception of them in order to strengthen them and ensure the relationships between teachers and administrators are based on teacher productivity and student achievement. If these factors are lacking, moves should be made to ensure teachers are receiving professional development and support, eliminate isolation among teachers, and create incentives for teachers to grow and excel in the field.

CHAPTER II

LITERATURE REVIEW

Introduction

The purpose of the study is to identify as well as describe the frequency and relative importance of the circumstances that may jeopardize administrator-teacher relationships. The factors of focus are the administrator's style of leadership, the provision of effective induction/mentoring programs, the level of teacher isolation, the strength of professional development offered, and the incentives offered to teachers. Chapter II presents a review of related literature relevant to the study, beginning with a discussion of the theoretical framework, ending with a thorough discussion of existing literature related to the factors the research has cited that may negatively affect the administrator's relationship with a teacher. The theories discussed will be James MacGregor Burns' theory of leadership that will evolve into a thorough examination of transformational leadership, transactional leadership, situational leadership, servant leadership, and balanced leadership. All of these theories define who an administrator may be and that style that may directly and/or adversely affect the relationship with those he or she leads (Burns, 1978).

Research has shown that the elements of a productive relationship between a school administrator and a teacher exist when "they recognize they cannot help all students unless they work together collaboratively, and they constantly seek tangible evidence that students have acquired intended knowledge" (DuFour, 2005, p. 2). An administrator may foster such conditions when they endeavor to a share leadership, provide teachers and faculty members with productive and effective induction/mentoring program, and choose effective professional development opportunities. The researcher

questions the strength of an administrator's relationship with teachers when these elements are not provided or if these elements fail to produce collaborative relationships that enhance the productivity of the school.

Many school administrators have made exciting moves to ensure they provide teachers with tools needed to enhance their professional practice. Teachers in most, if not all school districts are provided with an induction program and are assigned a mentor teacher who aids them as they become acquainted with a new school and its policies. Principals work to ensure that teachers are not isolated from their peers through academic collaborative teaming and common planning periods. Professional development opportunities are allotted on various levels to ensure a teacher can pursue professional interests that positively affect their classroom practice. Teachers are encouraged to accept leadership roles and share their expertise, empowering them as leaders and experts in their practice.

It can be argued that when the school administrator makes provisions for all of these elements, an effective, powerful relationship with teachers will develop as a result. It is appropriate then to examine the extent to which these elements enhance the relationship between school administrators and classroom teachers. DuFour (2005) suggested school improvements cannot rest solely on the school administrator but through the empowerment of others. Principals have the daunting tasks of providing teachers with the tools needed for their individual and collective successes while effectively balancing decisions that can affect the productivity of the school as a whole. These tasks cannot be done alone, which mandates the examination of factors that will provide the best relationships with teachers to make this task less daunting and more achievable for educational leaders.

Theoretical Framework

Because teachers are leaving the profession in such high numbers, school leaders must identify factors that can effectively bring this trend to a halt and keep effective teachers in the classroom. If school leaders are going to be agents of change and reform schools in terms of academic success and teacher morale, then several factors must be identified. One way for school administrators to combat issues with retention and teacher morale is examine the issues that may jeopardize the administrator's relationship with teachers. One of the most significant ways to determine the long-term effects of a teacher's decision to leave a school or the profession rests with the examination of the style of the appointed leader. Burns (1978) noted that leadership occurs when those involved motives are realized and those motives of the followers are satisfied by the leader.

With this idea being a focal point, an examination of leadership is appropriate, starting with the ground-breaking work of Burns (1978). In his book *Leadership*, Burns (1978) contended that leadership is not an abstract, impersonal exchange between the leader and his or her followers. The most effective form of leadership occurs when all parties involved have genuine relationships with one another based on respect and the understanding of the persons' motives. The leader and the follower engage in a reciprocal relationship that will ultimately enhance the motivation and the morale of an organization (Burns, 1978). Burns insisted that leadership rests on the relationships established by the leader and the person(s) being led. He maintained that leaders and followers elevate one another who share a common purpose and similar values.

Burns (1978) also noted that leadership falls into three basic categories: (a) transactional, (b) transformational, and (c) moral. Each of these leadership styles has its

own distinctive traits, but one must examine which of these traits are most conducive to a school leader who aims to maintain effective relationships with teachers that lead to long-term academic success for the school district, teachers, students, and other stakeholders.

Transformational Leadership

One of the most recognized terms that stemmed from Burns' work is that of the *transformational leader*. According to Burns (1978) transformational leaders seek to satisfy high needs and engage the full person of the follower by raising the level of human conduct and ethical aspiration of both the leader and the led. The transformational leader's goal is to increase the moral fiber of the organization by maintaining a consistent focus of right and wrong, areas of importance to the organization, while fostering an environment of empowerment. This type of leader compels those under his or her leadership to focus on the group rather than personal interests of the individual. The objective is to shift the follower's attention from their individual needs to a more collective concern, the organization (Bass, 1985). Also, this type of leadership is also characterized by the charisma of the leader; however, the leader's charisma is based solely on high moral values and ethical standards. According to Leithwood and Slegers (2006), transformational leaders consist of a collaborative and shared decision-making approach, the professionalism of the teacher, and a clear understanding of change. Martin (2005) added that transformational leaders concentrate on terminal values such as integrity and fairness, while Nielsen and Munir (2009) maintained that this type of leader employs a visionary leadership style that inspires employees to make independent decisions and develop their own work. What begins as individual goals become a collective, collaborative endeavor for the leader and those being led (Bass, 1985).

Current research in transformational leadership has found that an individual's personality traits may be more compatible with various leadership styles. The following traits have been prone to thrive under transformational leaders:

1. *Idealized influence*: Followers tend to admire and respect the leaders for his or her vision and are committed to seeing that vision realized. Followers are given a sense of empowerment due to commitment of the leader and his or her ethical values (Van Eedens, Cilliers, & Van Deventer, 2008).
2. *Inspirational motivation*: The leader exhibits enthusiasm and creates a vision that motivates followers to collaborate in achieving this vision (Van Eeden et al., 2008)
3. *Intellectual stimulation*: The leader focuses on the intellectual prowess of followers and fosters their creativity. Followers are encouraged to problem-solve, challenge and have foresight to address current and future issues (Van Eeden et al., 2008).
4. *Individual consideration*: The leader actively evaluates the strengths and weaknesses of the follower in order to determine areas of growth and improvement. The leader mentors the follower's needs in order for them to reach higher and new levels of success (Van Eeden et al., 2008).

Leech and Fulton (2008) suggested that embracing transformational leadership is the key to a school's success because it empowers followers and aids in renewing their commitment to the school's vision.

Transactional Leadership

Another term associated with Burns' work is the transactional leader. Burns (1978) defined transactional leadership as the leader and the follower exchanging

gratifications or bargaining with one another in order to meet the goals or needs of an organization. Both parties are aware of the task and the outcome and how it is beneficial to them as a result of the endeavor. This relationship is constantly evolving because of the insatiable nature and new level of gratification of both parties (Burns, 1978). Bass (1985) concluded that transactional leadership emphasizes two important factors: contingent reward and management by exception. Contingent rewards are when leaders make efforts to clarify their expectations so that the follower can meet them to receive rewards while management by exception occurs when the leader simply communicates job expectations to followers, remaining uninvolved unless their performance mandates it. Whittington, Coker, Goodwin, Ickes, and Murray (2009) argued that transactional leadership clearly delineates the roles of the leaders and followers according to their respective responsibilities. Transactional leadership requires the leader to integrate the expectations of the organization with the personal needs of the people who work in the organization (Snowden & Gorton, 2002). Transactional leaders' motivations are centered upon modal values such as fairness, honesty, responsibility, and promise keeping. This type of leadership appeals to the leader and the followers' basic or lower-level needs first. A shift is then made to meeting those higher level needs (Martin, 2005).

Transformational Leadership vs. Transactional Leadership

There are several fundamental differences between transformational and transactional leadership. According to Burns (1978) transactional leadership is the most commonly used type of leadership, which produces fewer results than transformational leadership. Transformational leadership offers the development of the human and trust. It also entails fostering an alignment of individual and organizational goals. The transformational leader is able to see beyond personal needs and interest redirecting their

focus to the organization and its best interests. Transactional leadership fails to develop human interest and trust in that the focal point is the individual, separating the purposes of the leader, followers, and the organization as a whole. Because the transactional leader's focus is appealing to the immediate needs of the follower, the desired results will be ineffective and have little to no impact on the growth and productivity of the organization. The most productive and tangible results come from transformational leaders.

Situational Leadership

Vastly different from the previous cited leadership styles is situational leadership. Situational leadership is built more around the person and the situation in which he or she is presented according to Snowden and Gorton (2002). This theory is based on the work on Blanchard and Hersey (1970), which linked the leadership styles to the maturity of the person. The leader's style may vary based on the group being influenced, the task at hand, and the job that needs to be accomplished. Leadership styles are therefore categorized into four areas: telling, selling, participating, and delegating (Blanchard & Hersey, 1970).

S1: Telling/Directing: This style of leadership centers upon the task rather than the relationship between the leader and the follower. The leader is compelled to give directives to the person, detailing how he or she should complete the task since guidance is needed for productivity. Decisions are made by the leader and the follower completes the task without input or collaboration with others (Blanchard & Hersey, 1970).

S2: Selling/Coaching: This style of leadership involves effective collaboration between the leader and the follower. The task is still of high priority, but the leader fosters communication and effective feedback as he or she aids the follower to success

during the completion of a task. The leader is still prone to giving directions and making decisions for the follower, but the follower has more voice and input in the decision-making process (Blanchard & Hersey, 1970).

S3: *Participating/Supporting*: This style of leadership is more centered upon the relationships rather than the specific task. The leader becomes a facilitator who relinquishes control of decision-making and the delegating of tasks is given to the follower. The follower does not need direction from the leader as they possess the confidence and knowledge to move ahead with support of the leader as needed (Blanchard & Hersey, 1970).

S4: *Delegating/Observing*: This style of leadership allows the leader to remove him or herself from direct involvement in the task at hand. All decisions and the delegation of tasks are given to the follower since they possess the confidence to assume total responsibility. Little support of the follower is needed or given since the follower is capable of success without guidance from the leader (Blanchard & Hersey, 1970).

Snowden and Gorton (2002) maintained that in situational leadership, no particular style of leadership or personal qualities of the leader is appropriate for every situation; the administrator must be flexible and possess the appropriate level of adaptability to guarantee the success of the organization.

Servant Leadership

Another theory of interest is that of the servant leader, whose motivation of leadership comes from a different place. Greenleaf's (1970) view of leadership presents a dramatic shift from the original thoughts of what leadership is and what it ought to be. The original design for leadership comes under the thought that follower should serve leaders, but Greenleaf challenges this notion with the proposal that leaders should serve

his or her followers. The servant leader leads because he or she wants to serve others. Like that of the transformational leader, the servant leader's desire or goal rests upon followers being elevated to higher standards of performance, achieving personal and professional growth (Cilla, 1998). The leader is first and foremost a servant, fostering collaboration, trust, and the ethical use of power that will increase the productivity of the organization rather than the individual (Greenleaf, 1970).

Servant leaders have ten identifying characteristics according to Robert Greenleaf (1970).

1. *Listening*: The leader is committed to listening to others and his or her inner voice. Significant times for self-reflection and analysis are essential for the leader in order to ensure continually growth (Greenleaf, 1970).
2. *Empathy*: The leader makes a point of empathizing with others and understanding the motivations of those around. The leader realizes and understands the need for others to be understood (Greenleaf, 1970).
3. *Healing*: The leader understands the importance of healing himself or herself and the healing of those around them (Greenleaf, 1970).
4. *Awareness*: The servant leader has a keen awareness of oneself and others (Greenleaf, 1970).
5. *Persuasion*: The power of persuasion is a strength of the servant leader. The leader is able to rely on these skills rather than exercising his or her power of authority (Greenleaf, 1970).
6. *Conceptualization*: The leader is able to look at "the big picture" instead of the day-to-day issues. The servant leader can look to achieve

insurmountable obstacles and problem-solve by looking beyond present and seeing the future (Greenleaf, 1970).

7. *Foresight*: The leader can examine the past and analyze current situations in order to effectively plan for future endeavors. The leader can also determine how current decisions may affect future outcomes (Greenleaf, 1970).
8. *Stewardship*: The servant leader is entrusted perform his or her job tasks and make decisions that ensure the stability and success of the organization (Greenleaf, 1970).
9. *Commitment to growth of people*: The leader makes a commitment to the growth of individuals and of the organization as a whole. His or her individual growth is germane as well (Greenleaf, 1970).
10. *Building community*: The servant leader makes a commitment to collaboration and continually fosters an environment where team-building and sharing are key components to the strength of the organization (Greenleaf, 1970).

Balanced Leadership

All school administrators strive to effectively manage the daily operations of schools. Administrators strive to create safe and collaborative cultures within schools to meet federal and state mandates on student achievement. Research continues on the implementation of effective practices and the avenues school leaders must pursue to manage effective schools that consistently show improvements in student achievement. One of the most difficult feats for building level administrators is effectively focusing on issues that will guarantee an increase in student achievement while managing other

aspects of the school. The Mid-continent Research for Education and Learning (McREL) has insisted that knowing what to do in schools do not simply eliminate the problem; school leaders must know why, when, and how to implement policies and procedures that produces effective results in schools (Waters & Cameron, 2007). The research conducted by McREL found that effective school leadership has a significant impact on student achievement and 21 leadership practices enhance student achievement (Marzano, et al., 2005).

1. Establishing a set of standard operating procedures and routines
2. Fostering shared beliefs and sense of community and cooperation
3. Protecting teachers and their instructional time
4. Equipping teachers with tools and effective professional development to successfully perform jobs
5. Aligning and implementing curriculum, instruction, and assessment practices
6. Establishing clear goals and ensuring these goals are focal points for the faculty
7. Knowledge of current curriculum, instruction, and assessment practices
8. Providing quality contact and interactions with teachers and students
9. Recognizing and rewarding individual accomplishments
10. Establishing strong lines of communication with teachers and students
11. Being an advocate for the school and communicating with all stakeholders
12. Involving teachers in decision-making processes
13. Recognizing and celebrating school accomplishments and acknowledging failures

14. Demonstrating an awareness of the personal aspects of teachers and staff
15. Willing to and actively challenging the status quo
16. Inspiring and leading new and challenging innovations
17. Communicating and operating from strong ideals and beliefs about schooling
18. Monitoring the effectiveness of school practices and their impact on learning
19. Adapting leadership behavior to the needs of the current situation and is comfortable with dissent
20. An awareness of the details and undercurrents in the running of the school and using this information to address current and potential problems.
21. Ensuring faculty and staff are aware of the most current theories and practices

The list of responsibilities allotted to school administrators are exhaustive, a fact that McREL recognizes if student achievement will be positively affected. Because of this, McREL organizes the principal's responsibilities into a more manageable structure: leadership, focus, magnitude of change, and purposeful community (Waters & Cameron, 2007). This assembly of the responsibilities allows school administrators to create a hierarchy for these responsibilities and more effectively aligned them to the needs and focus of their schools.

Waters and Cameron (2007) also highlight that not all of these practices have the desired impact on student achievement. This makes it vitally important for school administrators balance these responsibilities, focusing on what is essential and important (Waters & Cameron, 2007). With this in mind, school leaders are charged with the duty of spending time researching which classroom practices have had the most significant impact on student achievement highlighting those practices and citing them as those that work.

One of the most significant aspects of creating balanced leadership will come from the school administrator's understanding of change and its impact. A stakeholder's interpretation of change may be influenced if the change is classified as first order or second order change. First order changes involve those that fall into the past and/or current culture of the school and can be easily implemented because stakeholders already possess the knowledge and skills to successfully complete the task(s). Second order change, however, involves a shift from past or previous culture of the school and involves stakeholders acquiring new skills and/or knowledge to successfully complete the task(s) (Walters & Cameron, 2007). School administrators must anticipate how change will be perceived by stakeholders and strategically move in order to create "buy in" to ensure increase in student achievement.

Factors Influencing Administrator-Teacher Relationships

The Administrator's Leadership Style

A charismatic, strong, fearless leader has always been held in high regard no matter the organization involved. In regards to schools, the principal is revered as that take-charge educational leader who molds and shapes the environment so that teachers and students can achieve to higher levels. However, with more demands placed on administrators, this call for leadership is not a job for the single person or principal; it is a collective endeavor that involves the entire educational body. Therefore, there is a new call for the effective leader, those who "share authority, empower others, and assess their effectiveness as leaders on the extent to which they create conditions that result in higher levels of learning—both for students and adult" (DuFour, 2005, p. 2). Hallingera and Heck (2010) have found that effective school leadership comes from collaborative leadership. This type of leadership, as evidenced through their study, can have a positive

impact on student achievement. In the study, the authors analyzed the effects of collaborative leadership in elementary schools over a four-year period.

Leadership styles have long been examined through the years. Erkens (2008) stated that leaders have led from the front in a traditional sense by giving clear mandates and directives for a group's next move. An effective leader is that person who can facilitate in several areas: serving, modeling, and celebrating, a series of actions that occur during the journey of a task. The author insisted that administrators have the duty to serve those around them by monitoring the progress of teachers, anticipating their questions and removing obstacles that may impede their progress. "One of the most important tasks of the administrator is to model that reflective, collaborative culture he or she wants in the school, and then celebrating the successes of the groups' accomplishments along the way" (Erkens, 2008, pp. 43-44).

The effects of the traditional leader on a school's academic achievement and culture have been far reaching. According to research the traditional school leader's focus was teaching and learning and highlighting curriculum and instruction as the solution to higher student achievement. These leaders had a "hands-on" approach that involved monitoring effective teacher practices and presenting in classrooms when necessary (Horng, Klasik, & Loeb, 2010). The effective school administrator was defined as one who implemented outstanding practices in the classroom and one who possessed exceptional skills that impacted student learning. Because of the focus on student achievement and schools having to show growth per year as cited by NCLB, a resurgence of instructional leadership has occurred (Hallinger & Murphy, 2013).

However, Horng et al. (2010) offered that school administrators cannot be short sighted in their thinking if they are going meet the demands placed on principals by state

and federal regulations. The key to meeting these demands and schools achieving higher levels of student performance will come from organizational management by the school administrator. This type of management veers from the administrator's focusing time and energy solely on classroom instruction, which is virtually impossible. Organizational management comes from choices made by the administrator in hiring practices, placement and assignment of teachers, and positioning teachers to cultivate their learning and growth (Hornig et al., 2010). A school leader who exercises effective organizational management strategically makes decisions that will have a global impact on his or her school.

Studies in organizational management found that school administrators should avoid "a narrow focus on classroom instruction" (Hornig et al., 2010, p. 67). As a result of their study, the researchers have found that school administrators, whose practices reflect that of the organizational manager have experienced tremendous growth in student achievement. The researchers have also found that the administrator who spends time with "administrative tasks" such as management of classroom instruction, discipline, and paperwork related to the job, has had little to no impact on student achievement (Hornig, et al., 2010). However, those organizational managers experience positive impacts on student achievement when they retain and hire high-quality teachers (Beteille, Kalogrides, & Loeb, 2009).

Roberson and Roberson (2009) concluded that administrators must continuously promote high levels of academic achievement through focusing on academic success of all students by encouraging novice and veteran teachers in a variety of ways. This can be accomplished by developing strategies to meet the needs of teachers and by providing meaningful, instructive feedback (Roberson & Roberson, 2009). The school leader who

creates the collaborative work environment by supporting teachers establishes dynamic relationships with teachers and those teachers are more prone to experience professional growth within the school rather than looking to outside sources for support (Horgn et al., 2010).

For administrators to effectively create the types of environments where they can foster collaboration, growth for teachers, and effective collaborative teams, a high level of trust must be established between the administrator and teacher (Buffum, 2008). In order to establish trust between the administrators and teachers, Buffum insisted that administrators must always operate and function with honesty and integrity, make themselves available, demonstrate a caring attitude, listen, encourage risk-taking, share in decision-making, share concerns, and voice disagreement. Buffum (2008) also cited that trust is built when administrators do not allow accountability to consume teachers making certain teachers have what they need to teach and confronting those who are ineffective.

In contrast to building trust within schools, Buffum (2008) also cited that trust must be maintained and that barriers to building and sustaining that trust must be eliminated. Brewster and Railsback (2003) found several barriers that hinder building trust in schools: decision making perceived as counterproductive to the school, lack of support from administrators, inadequate funding, and failure to remove ineffective teachers and/or administrators, and frequent turnover.

One of the most important aspects of principal leadership is the promotion of lifelong learning. Barth (2006) states that administrators can transform schools when they not only promote lifelong learning but also lead the way for this concept to become a regular practice for everyone in the school. The author states that this concept begins with the administrator modeling the behavior visibly for faculty, students, and other

stakeholders; this can also be accomplished by administrators joining with the faculty and students in learning activities (Barth, 2006). This idea is equally effective when the administrator builds a staff committed to lifelong learning, making their learning visible and enlisting parental support in the process (Barth, 2006).

Teacher Induction and Mentoring Programs

Beginning teachers face many struggles that include inadequate resources, difficult work assignments, unclear expectations, the sink-or-swim mentality, reality shock, and environmental issues (Glickman et al., 2007). These issues can be addressed through effective teacher induction and mentoring programs. Moir (2009) believes that support for new teachers can transform schools and thereby ensure that students are receiving a quality education by providing them with teachers who are able to effectively help them. According to Moir (2009), the research conducted by the New Teacher Center over the past twenty years have learned ten lessons that aid in creating an effective teacher induction program:

1. A system- wide commitment to teacher development
2. Accelerate teacher effectiveness
3. Standards-based formative assessment documents impact
4. Builds teacher leaders
5. Administrators create a culture of learning
6. Combines mentoring with communities of practice
7. Teaching conditions are important and influence support and retaining teachers
8. On-line programs are cost effective
9. Policy and practice go hand-in-hand

10. Accountability

Induction program that are subject-specific may prove beneficial to new teachers as well. Luft (2009) conducted a study in which 114 science teachers from across the country participated in an induction program. With the study's focus consisting of the participating teacher's beliefs regarding pedagogy, classroom observations, and their experiences throughout the school year, the results revealed that these teachers strengthened or sustained their beliefs regarding their discipline that were aligned with those of current national standards. Those teachers who had not participated in the subject-specific teacher induction program ideals and views were consistent with past or even current beliefs.

Athaneses, Abrams, Jack, Johnson, Kwock, McCurdy, and Totaro (2008) also conducted a study involving mentors of new teachers who assumed leadership of new teacher induction programs. Many induction programs suffer from leaders who present generic information that is not applicable to specific needs of the school or its students. The study found that effective new teacher programs should be adapted to the local needs of the school, of the students and their learning (Athaneses et al., 2008). The authors suggest that if educators are going to invest in quality learning for all students and retain teachers, the answer lies in investing in effective mentoring programs that will provide support for teachers in their quest of meeting the needs of students (Athaneses et al., 2008).

A study completed by Barrera, Braley, and Slate (2010) found that the success of first year teachers rest upon several factors. According to the teacher mentors who participated in the study, effective mentoring programs should contain specific goals that are defined, programs that are geared toward students with special needs and how they

can be better served (Barrera et al, 2010). Other important components that would greatly benefit the mentor teacher and the new teacher is providing time for scheduled meetings for both parties, a clear set of guidelines and expectations for the mentor's role in shaping the novice teacher, and adequate time for the novice teacher to engage in self-reflection regarding their practice (Barrera et al., 2010).

Mentor teachers have a varied view of their roles in shaping the experiences of the novice teacher. Veteran teachers who are allotted the responsibility of serving in this capacity must have a clear indication of what is expected on them in this role. According to Hall, Draper, Smith, and Bullough (2008) mentor teachers' perceptions of their roles varied greatly from the expectations administrators had of them. In the authors' study, 264 mentor teachers were surveyed regarding their vision of their role as mentor teachers. The authors correctly predicted that the mentors' perceptions of their roles were vastly different from the expectation that was placed upon them (Hall et al., 2008). The results of the authors' research indicate that mentor teacher selection should be considered and confusion regarding the responsibilities of mentor teachers should be clearly delineated.

Teacher Isolation

Teacher isolation has been a problem that has plagued education for many years. According to DuFour (2005), breaking the tradition of teacher isolation is an elusive endeavor. However, if school districts are going to break from this tradition, administrators must begin by creating a collaborative culture within the school that allows teachers to meet regularly and discuss school-wide goals outside of the monthly faculty meeting. The best way to ensure teacher collaboration and eliminate teacher isolation is to create professional learning communities, "the surest, fastest path to instructional improvement" (Schmoker, 2006, p. 105).

DuFour (2005) defined a professional learning community as a shift in focus for educators, complete with a concentration on student learning, collaboration, and results. The shift is one where educators are not simply focused on what they teach; they are focused on student learning and how this is going to be best accomplished. The author insists that the collaborative team's agenda is answering three very important concepts: a) what each student should learn, b) how educators know when students have learned the information, and c) how the team responds when students have difficulty (DuFour, 2005). A professional learning community strives to answer these questions and professionals pledge a commitment to ensure students overcome these difficulties.

Many (2008) noted that in order to break with tradition and ensure that teachers collaborate effectively, administrators must change practice, language and relationships. This can happen when administrators create a schedule that allows for teacher collaboration during the school day and when the expectation of collaboration is clearly communicated. Many (2008) found that administrators who schedule for teacher collaboration during the school day send a clear message of the importance of collaboration. A school's practice is changed when teachers come to a clear consensus regarding expectations they have of student learning when they have completed a unit or a course and/or grade. They also use data from formative and summative assessments to monitor student progress while creating interventions that aid students who are having difficulties (Many, 2008). Teachers also must agree upon the language of the professional learning community and ensure that the vocabulary is clearly defined so that there is no discrepancy as to what is important (Many, 2008). Teacher relationships change in that the focus is on shared responsibility, mutual and reciprocal accountability (Many, 2008).

Administrators have the responsibility of ensuring they embed the essential characteristics of an effective professional learning community in all courses of action. Mattos (2008) cited the six characteristics of a professional learning community as: (a) common mission, vision, values, and goals; (b) collaborative culture; (c) collective inquiry; (d) action orientation; (e) continuous improvement; and (f) focus on results. The administrator must be committed to implementing all of these characteristics, understand that each of the characteristics is co-dependent of each other if the professional learning community is going to be successful (Many, 2008).

The implementation of a professional learning community is also based upon the commitment of teachers to this on-going process, which is established through the administrators' relationship with teachers. Williams (2008) stated that the commitment to professional learning communities is contingent upon trust, integrity, and ownership. Administrators have the responsibility of ensuring teachers have a productive and positive environment to work with other teachers, getting close to the work by being visible and offering support where needed, and celebrate teams in terms of success (Williams, 2008).

Though professional learning communities combat teacher isolation and allow for meaningful interaction between teachers and their colleagues, the collaborative efforts between teachers must have specific purpose. Teachers engaging in consistent learning experiences must be apart of the process, which will result in higher levels of student achievement (DuFour, 2005). An alignment of national and state standards to the school's curriculum and pacing guides should drive the collaboration in these meetings and what students should know at the conclusion of the course, agreed upon formative and summative assessments, and an analysis of student data (DuFour, 2005).

Professional Development

Professional development has been a staple of education since its inception. Teachers are charged with the task of learning and growing as practitioners in the field so that they can yield results in student achievement. As stated above, teacher isolation is still problematic for educators, but research has shown that transforming isolated teachers to becoming apart of a professional learning community is germane in eliminating isolation. Current research in professional development has found a vastly different technique that allows teachers to participate and see effective professional development at play. Schmoker (2006) noted that effective professional development does not come from an outside source or from teachers attending conferences on the current trends in education. “Teachers learn best from other teachers, in settings where they literally teach each other the art of teaching” (Schmoker, 2006, p. 141).

Lieberman and Mace (2009) concluded effective professional development comes from accomplished, effective teachers who participate and lead in professional learning communities. Professional development practices are effective when teachers are able to engage in meaningful conversations regarding classroom practices, engaging one another on how they teach (Lieberman & Mace, 2009). Schmoker (2006) shared that administrators should tap into the existing potential of teachers who already have the expertise to reform and transform teaching practices. A focus on identifying positive deviants within schools will cut down on resistance because the knowledge comes from within and not outside of the organization (Schmoker, 2006).

Effective professional development should not only come from within the school and/or organization, but it must also focus on the nurturing of the teacher’s own practice. According to a study conducted by Koster, Dengerink, Korthagan, and Lunenberg

(2008), teachers participating in the study found more value in professional development opportunities that centered upon reflective practices that are led by a community of teachers. Teachers engaging in self-analysis and self-reflection prove the importance of reflection and how it influences the development of effective practice that can be shared with others engaging in the same behaviors. Administrators making conscious efforts to allow teachers to engage in analysis and reflection, produce meaningful experiences in the development of their teachers (Koster et al., 2008).

Another study conducted by Doppelt et al. (2009) cited that professional development practices should include a combination of elements that go beyond self reflection and the establishment of a community of learners. The results of the study confirmed that in order for professional development to impact student learning, it must be on-going and teachers must actively engage in the learning process. As a result of the professional development that intermingle these elements, student achievement for those teachers' students were higher than those teachers who had not participated in the professional development (Doppelt et al., 2009). Educational leaders have the task of ensuring that professional development is teacher-led, reflective, and on-going to be effective and produce positive results in student achievement.

Teacher Incentives

Educational leaders engage in a constant battle of retaining teachers in a time when teachers are held to higher accountability standards; therefore, administrators must create ways to retain teachers during the time of increased accountability (Greenlee & Brown, 2009). According to a study conducted by Greenlee and Brown, financial incentives, working conditions, and behaviors of the administrators play a vital role in retaining teachers in challenging schools. However, these incentives alone may not be

enough to retain teachers since these incentives may vary from school district to school district.

One of the most effective tools for educational leaders to enhance the performance of teachers is to offer reward, recognition, and celebration for individual and collective successes. Schmoker (2006) indicated that reward and recognition will result in enthusiastic work, support from faculty, and aid in eliminating resistance. However, administrators must be careful in that the celebration of teacher success must be aligned with school-wide performance goals and should therefore support teaching and learning. There must be an elimination of the barriers that force administrators to deny praise and recognition to teachers (Schmoker, 2006).

A study conducted by Muller, Gorrow, and Fiala (2011) found that teacher resilience can be enhanced through the inclusion of six elements: purpose and expectation, nurture and support, positive connections, meaning participation, life guiding skills, and clear and consistent boundaries. The results of the study found that these factors are important and that administrators must address these areas if they are going to retain their teachers for extended periods of time (Muller et al., 2011).

Conclusion

A principal's style of leadership has always been subject to scrutiny by other educational leaders, teachers, and parents. The decisions principals make undoubtedly have a direct effect on teachers and the types of experiences they have within their school. Since this is the case, principals must make certain they make decisions that will aid their teachers in professional growth and reflective practices that will produce higher levels of student achievement. Research has shown that when administrators provide teachers with opportunities to become reflective practitioners, teachers are able to

empower themselves to become leaders in the field. However, the decisions administrators make can directly affect the dynamics in their relationships with teachers.

Research has also shown that the most important endeavors for administrators are to provide teachers with leadership that promotes collaboration and shared opportunities. Administrators have the responsibility to ensure they create a culture that allows teachers to work together as teams to address issue involving curriculum, pacing guides, teaching practices, and pedagogy. This practice also eliminates the isolation that many teachers feel when they enter the profession. Allotting time for teachers to work in teams within the school day allows for endless opportunities for veteran and novice teachers to impact student learning in dynamic ways as led by the school administrator. Burns' theory of transformational leadership promotes a collaborative, sharing-decision making approach that rests on the empowerment of teachers. Though each leadership style has its strengths, the transformational leader is one that seems to support the collaborative culture that will enhance the relationships administrators can establish with teachers.

Effective professional development has also shown to enhance the relationships administrators have with teachers. Professional development should come from within the school and the expert teachers that are on campus. Administrators can also enhance their relationships with teachers by providing them the support needed in order for them to trust their practices and become leaders in the field. Teacher mentors and induction programs for novice teachers are effective when they are specific to individual teacher needs.

Current research in education proves that an administrator's relationship with teachers are enhanced when an administrator's leadership style is effective, when professional development and teacher induction programs are specific to teachers' needs,

and when teacher isolation is eliminated. More so, teachers are more apt to stay at their schools or in the profession as a result. The question arises is to what degree do the provision of these elements affect these relationships? A study to determine which of these factors affect administrator-teacher relationships the most can be beneficial to educational leaders so that these relationships can be improved in order to retain teachers and produce greater, powerful results in student learning and achievement.

CHAPTER III

METHODOLOGY

Overview

The purpose of the study was to identify as well as describe the frequency and relative importance of the circumstances that may jeopardize administrator-teacher relationships. These circumstances were based upon the culture that the school administrator fosters as the instructional leader. Because research has shown that school administrators can enhance professional practice and relationships with teachers by providing effective induction/mentoring programs, eliminating teacher isolation, providing strong professional development for teachers, providing rewards and incentives for knowledge and skill, and providing dynamic professional support, the researcher questions how many of these elements are present on school campuses across the state and more importantly, the perceptions teachers have regarding these factors. The quantitative study examined these factors and how they may affect administrator-teacher relationships.

Research Design

The research design implemented for the study was a multiple regression analysis to determine the relationships between dependent and independent variables of the study. A survey was designed by the researcher to measure the frequency at which the factors (induction/mentoring programs, elimination of teacher isolation, strong professional development/support, and rewards/incentives for knowledge and skill) were present at various through the attitudes and perceptions of teachers. The survey also gauged which of these factors have the greatest impact on the administrator-teacher relationship that

will ultimately aid administrators in retaining teachers and providing the type of relationships with teachers that will positively affect student achievement.

Research Questions

The study answered the following research questions:

1. Which administrator leadership style has the greatest impact on the administrator-teachers relationship?
2. Is there a relationship between administrators providing effective induction/mentoring programs for teachers and the administrator-teacher relationship?
3. Is there a relationship between teacher isolation and the administrator-teacher relationship?
4. Is there a relationship between the levels of professional development/support administrators provide and the administrator-teacher relationship?
5. Is there a relationship between incentives administrators offer teachers for knowledge and skill and the administrator-teacher relationship?
6. Which factor (leadership style, effective induction/mentoring programs, teacher isolation, lack of professional development, and incentives for knowledge and skill) has the greatest impact on the administrator-teacher relationship?

Research Hypothesis

The following hypothesis was tested in the study:

There is a statistically significant relationship between an administrator's leadership style, the provision for effective induction/mentoring programs for teachers, teacher isolation, the level of professional development/support, and

incentives for knowledge and skill and the dependent variable, administrator-teacher relationship.

Participants

The researcher selected 250 teachers from various regions of Mississippi. School districts were examined via the Mississippi Department of Education website based on the district's race and socioeconomic status of students, percentage of novice/veteran teachers, geographic location, and achievement status based on state/national accountability standards. The researcher sent a questionnaire (Appendix A) to teachers across the state via United States mail. A letter of introduction (Appendix B) was attached to the questionnaire for participants to complete.

Ethics

A letter of introduction and the questionnaire was mailed to participants of principals and teachers of the school districts. The study was implemented following the guidelines of each participating school district and the guidelines of the University of Southern Mississippi Institutional Review Board (IRB, Appendix D).

Instrumentation

The researcher used a questionnaire composed by the researcher to determine the factors that impact administrator-teacher relationships. The instrument was designed to ascertain the most conducive leadership style that greatly impacts the administrator's relationship with the teacher as well as the presence of induction/mentoring programs, teacher isolation, professional development/support, and incentives for knowledge and skill.

The Teacher Survey consisted of demographic information and questions that determine the perceptions from the classroom teacher of his or her administrator in the

proposed areas of induction/mentoring programs, teacher isolation, professional development/support, teacher incentives for knowledge and skill, and administrator-teacher relationships. Each subscale was designed to determine the strength and/or presence of the particular practice of the administrator and its potential impact on his or her relationship with the classroom teacher. The researcher constructed the survey by compiling a list of descriptors that would provide for an effective relationship between classroom teachers and administrators in the area of administrator's style of leadership, effective mentoring/induction programs, teacher isolation, professional development/support, teacher incentives, and administrator-teacher relationships. The goal was to measure the current practice of the administrator, measuring his or her leadership style or current practice as it relates to servant leadership, transformational leadership, and transactional leadership. The other subscales items (induction/mentoring programs, teacher isolation, professional development/support, and teacher incentives) were measured for presence of effective practice at a participating school. The ratings for each items were listed using a Likert Scale as 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, and 5= strongly agree. Participating teachers determined the strength of these factors by completing the survey based upon their personal experiences. The Teacher Survey was designed by the researcher to effectively gauge the areas that impact the administrator-teacher relationship. Questions 1-10 measured the administrator's leadership style; questions 11-17 measured the presence of teacher induction or mentoring programs offered; questions 18-23 measured teacher isolation; questions 24-34 measured the amount of professional development offered; questions 35-39 gauged teacher incentives for knowledge and skill; and finally, questions 40-46 measured the effectiveness of the administrator-teacher relationship. Subsequently, the researcher

ascertained which of these areas have the greatest impact on this relationship based on the participants' responses to each question and data gained as a result of the multiple regression analysis.

Pilot Study

A pilot study was conducted using 12 to 15 teachers to determine reliability. The questionnaire was administered teachers via United States mail (Appendix C). Teachers responded to the questionnaire, answering the questions regarding their experiences in the areas of the administrator's leadership style, effective induction/mentoring programs, teacher isolation, the lack of professional development, and incentives for knowledge and skill, and how these affect their relationship with their administrator. After the participants completed the survey, they returned it in an enclosed self-addressed, stamped envelope within seven days. The results of the pilot study indicated the reliability of the instrument based on the means of the independent variables using Cronbach's Alpha analysis. Each factor yielded the following reliabilities: administrator's leadership style (.946), induction/mentoring programs (.909), teacher isolation (.863), professional development/support (.720), teacher incentives (.905), and teacher relationship with administrator (.951). Therefore, the instrument proved reliable based on the numbers cited.

Procedures

The researcher identified 250 teachers across the state. The researcher sent a letter to various school administrators and teachers across the state via United States mail. A letter of introduction was attached to the questionnaire for participants to complete. For validity purposes, the questionnaire was administered to a panel of experts. Once the

questionnaire was complete, the participants returned the questionnaire in a self-addressed, stamped envelope within seven days.

Data Collection

The questionnaire was administered by the researcher via United States mail, which included a self-addressed, stamped envelope and the questionnaire. The questionnaire took approximately 20 minutes to complete.

Data Analysis

The data from the study utilized Multiple Linear Regression to describe the frequency and relative importance of the circumstances that impact administrator-teacher relationships. These factors included the administrator's leadership style, induction/mentoring programs, teacher isolation, professional development/support, and incentives for a teacher's knowledge and skill. Participants also provided demographic information that included the grade level taught, gender, number of years in the classroom, year taught in their current school, and the ability level of students.

Summary

Chapter III presented an overview of the proposed study and the dependent and independent variables the researcher will use for analysis. The study investigated the teacher's attitudes regarding the administrator's leadership style, the inclusion of effective induction/mentoring programs, teacher isolation, professional development/support, teacher incentives, and the relationship teachers have with their administrator, and the administrator-teacher relationship.

CHAPTER IV

RESULTS

Introduction

The purpose of the study was to identify as well as describe the frequency and relative importance of the circumstances that may impact administrator-teacher relationships. Chapter IV presents the statistics and statistical analyses for the study to determine if a relationship exists between the dependent variable, administrator-teacher relationships, and the following independent variables: the administrator's leadership style, the provision of effective induction/mentoring programs for teachers, professional development/support provided, incentives offered to teachers for their knowledge and skill, and the relationship that teachers have with their administrator. The research design was a survey methodology, and Multiple Linear Regression analysis was used to determine the statistical relationship between the variables. The descriptive statistics section describes demographic data for participants and means and standard deviations for variables as well. Cited statistical relationships are based on a significance level of .05. Of the 200 surveys mailed to participants, 79 surveys were returned for a return rate of 39.5%.

Descriptive Statistics

The participants in the study included 79 teachers from various regions of Mississippi. The descriptive data for demographic information, the administrator's leadership style, the inclusion of induction/mentoring programs, teacher isolation, professional development and support, teacher incentives, and administrator-teacher relationships are presented in Tables 1-8. The data in Table 1 highlights the most significant findings of the demographic data that describes the participants. The

demographic information for participants of the study indicated that 48.1% of the teachers taught in an elementary setting, while 51.9% were secondary teachers. Of the 79 teachers, 10.1% were male, and 88.6% were female. The number of years the participating teachers had been in the classroom varied: 21.5% of teachers had less than three years of classroom experience, 36.7% of teachers had 5-10 years of classroom experience, 15.2% of teachers had 10-15 years of classroom experience, and 26.6% of teachers had 15 or more years of experience in the classroom. The number of years the participating teachers taught in their current school revealed that 36.7% had been at their school less than three years, 41.8% had been at their school 5-10 years, 7.6% had been at their school 10-15 years, and 13.9% of teachers had been at their school 15 years or more. Of the 79 teachers, 8.9% worked with advanced or gifted students, 77.2% worked with regular education students, and 13.9% worked with special education students.

Table 1

Frequency and Percentage Distribution of Demographic Information

Demographic descriptor	Frequency	Percent
Grade level		
Elementary	38	48.1
Secondary	41	51.9
Gender		
Male	8	10.1
Female	70	88.6

Table 1 (continued).

Demographic descriptor	Frequency	Percent
Years in classroom		
Less than 3	17	21.
5-10	29	36.7
10-15	12	15
Years in current school		
Less than 3	29	36.7
5-10	33	41.8
10-15	6	7.6
15 or more	11	13.9
Students		
Advanced	7	8.9
Regular	61	77.2
SPED	11	13.9

The questions of the teacher survey were designed to effectively gauge the areas key that may impact administrator-teacher relationships. The survey addressed six areas: the administrator's leadership style (questions 1-10), the inclusion of induction mentoring programs (questions 11-17), teacher isolation (questions 18-23), professional development/support (questions 24-34), teacher incentives (questions 35-39), and administrator-teacher relationships (questions 40-46). Teachers were to rate these areas

from 1 to 5 using a Likert scale as 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree. Table 2 shows the frequencies and distributions of the teacher's responses to the administrator's leadership style. The mean of the administrator's leadership style was 4.18 (SD= 0.90)

Table 2

Frequency and Percentage Distribution of Administrator's Leadership Style

Potential impact descriptor	Frequency	Percent
Leadership Style		
1. Fosters a collaborative culture		
1 (strongly disagree)	2	2.5
2 (disagree)	5	6.3
3 (neutral)	6	7.6
4 (agree)	15	19.0
5 (strongly agree)	51	64.6
2. Encourages teacher leaders		
1 (strongly disagree)	2	2.5
2 (disagree)	3	3.8
3 (neutral)	11	13.9
4 (agree)	22	27.8

Table 2 (continued).

Potential impact descriptor	Frequency	Percent
5 (strongly agree)	41	51.9
3. Encourages teachers to share knowledge		
1 (strongly disagree)	2	2.5
2 (disagree)	0	0
3 (neutral)	4	5.1
4 (agree)	18	22.8
5 (strongly agree)	55	69.6
4. Uses fairness and integrity		
1 (strongly disagree)	4	5.1
2 (disagree)	6	7.6
3 (neutral)	7	8.9
4 (agree)	13	16.5
5 (strongly agree)	49	62.0
5. Offers incentives for sharing knowledge/expertise		
1 (strongly disagree)	9	11.4
2 (disagree)	6	7.6
3 (neutral)	17	21.5

Table 2 (continued).

Demographic descriptor	Frequency	Percent
4 (agree)	20	25.3
5 (strongly agree)	27	34.2
6. Cares about teachers personal needs		
1 (strongly disagree)	4	5.1
2 (disagree)	3	3.8
3 (neutral)	4	5.1
4 (agree)	19	24.1
5 (strongly agree)	49	62.0
7. Leadership style changes based on circumstance		
1 (strongly disagree)	5	6.3
2 (disagree)	9	11.4
3 (neutral)	10	12.7
4 (agree)	23	29.1
5 (strongly agree)	32	40.5
8. Flexible and adapts to situations		
1 (strongly disagree)	3	3.8
2 (disagree)	4	5.1
3 (neutral)	6	7.6
4 (agree)	23	29.1

Table 2 (continued).

Demographic descriptor	Frequency	Percent
5 (strongly agree)	43	54.4
9. Wants to serve teachers/faculty members		
1 (strongly disagree)	3	3.8
2 (disagree)	5	6.3
3 (neutral)	5	6.3
4 (agree)	16	20.3
5 (strongly agree)	50	63.3
10. Involves teachers in decision-making		
1 (strongly disagree)	3	3.8
2 (disagree)	7	8.9
3 (neutral)	8	10.1
4 (agree)	23	29.1
5 (strongly agree)	38	48.1

Table 3 shows the frequency and percentage distribution of induction/mentoring programs as a factor that impacts administrator-teacher relationships. The total mean for this factor was 4.17 (SD= 0.83).

Table 3

Frequency and Percentage Distribution of Induction/Mentoring Programs

Potential impact descriptor	Frequency	Percent
Induction/mentoring programs		
11. Provides an effective induction program		
1 (strongly disagree)	2	2.5
2 (disagree)	4	5.1
3 (neutral)	14	17.7
4 (agree)	24	30.4
5 (strongly agree)	35	44.3
12. Provides opportunities for teachers to consistently meet		
1 (strongly disagree)	2	2.5
2 (disagree)	2	2.5
3 (neutral)	12	15.2
4 (agree)	23	29.1
5 (strongly agree)	40	50.6
13. Provides new teachers with mentors		
1 (strongly disagree)	2	2.5
2 (disagree)	2	2.5
3 (neutral)	10	12.7

Table 3 (continued).

Demographic descriptor	Frequency	Percent
4 (agree)	23	29.1
5 (strongly agree)	42	53.2
14. Provides veteran teachers opportunities to mentor new teachers		
1 (strongly disagree)	2	2.5
2 (disagree)	3	3.8
3 (neutral)	7	8.9
4 (agree)	27	34.2
5 (strongly agree)	40	50.6
15. Mentors are provided with professional development		
1 (strongly disagree)	3	3.8
2 (disagree)	7	8.9
3 (neutral)	22	27.8
4 (agree)	19	24.1
5 (strongly agree)	28	35.4
16. Mentors are readily available to aid new teachers		
1 (strongly disagree)	2	2.5
2 (disagree)	6	7.6
3 (neutral)	10	12.7
4 (agree)	23	29.1

Table 3 (continued).

Demographic descriptor	Frequency	Percent
5 (strongly agree)	38	48.1
17. There are no induction/mentoring programs at my school		
1 (strongly disagree)	60	75.9
2 (disagree)	6	7.6
3 (neutral)	6	7.6
4 (agree)	2	2.5
5 (strongly agree)	5	6.3

Table 4 shows the frequencies and percentage distribution of teacher isolation.

The mean for this factor was 4.06 (SD= 0.83).

Table 4

Frequency and Percentage Distribution of Teacher Isolation

Potential impact descriptor	Frequency	Percent
Teacher isolation		
18. Provides ample time for team collaboration		
1 (strongly disagree)	7	8.9
2 (disagree)	1	1.3

Table 4 (continued).

Potential impact descriptor	Frequency	Percent
3 (neutral)	3	3.8
4 (agree)	20	25.3
5 (strongly agree)	48	60.8
19. Provides opportunities for teachers to observe/conference		
1 (strongly disagree)	5	6.3
2 (disagree)	5	6.3
3 (neutral)	25	31.6
4 (agree)	17	21.5
5 (strongly agree)	27	34.2
20. Does not provide opportunities for grade-level collaboration		
1 (strongly disagree)	57	72.2
2 (disagree)	11	13.9
3 (neutral)	5	6.3
4 (agree)	2	2.5
5 (strongly agree)	4	5.1

Table 4 (continued).

Potential impact descriptor	Frequency	Percent
21. Provides opportunities to meet in grade-level and school wide teams according to disciplines		
1 (strongly disagree)	2	2.5
2 (disagree)	2	2.5
3 (neutral)	2	2.5
4 (agree)	29	36.7
5 (strongly agree)	44	55.7
22. Aids in connecting to the educational community		
1 (strongly disagree)	6	7.6
2 (disagree)	10	12.7
3 (neutral)	25	31.6
4 (agree)	20	25.3
5 (strongly agree)	18	22.8
23. Encourages me to collaborate with teachers		
1 (strongly disagree)	1	1.3
2 (disagree)	5	6.3
3 (neutral)	10	12.7

Table 4 (continued).

Potential impact descriptor	Frequency	Percent
4 (agree)	29	36.7
5 (strongly agree)	34	43.0

Table 5 shows the frequency and percentage distribution of professional development/support and its impact on administrator-teacher relationships. The total mean for this factor was 3.77 (SD= 0.57).

Table 5

Frequency and Percentage Distribution of Professional Development/Support

Potential impact descriptor	Frequency	Percent
24. Provides professional support to accomplish goals		
1 (strongly disagree)	2	2.5
2 (disagree)	4	5.1
3 (neutral)	11	13.9
4 (agree)	22	27.8
5 (strongly agree)	40	50.6

Table 5 (continued).

Potential impact descriptor	Frequency	Percent
25. Encourages teachers to attend professional development seminars		
1 (strongly disagree)	2	2.5
2 (disagree)	9	11.4
3 (neutral)	10	12.7
4 (agree)	20	25.3
5 (strongly agree)	38	48.1
26. Offers support in effective teaching strategies		
1 (strongly disagree)	3	3.8
2 (disagree)	9	11.4
3 (neutral)	5	6.3
4 (agree)	25	31.6
5 (strongly agree)	37	46.8
27. Holds monthly meetings to discuss expectations		
1 (strongly disagree)	3	3.8
2 (disagree)	3	3.8
3 (neutral)	4	5.1
4 (agree)	25	31.6

Table 5 (continued).

Potential impact descriptor	Frequency	Percent
5 (strongly agree)	44	55.7
28. Cannot go to my administrator when problems arise.		
1 (strongly disagree)	56	70.9
2 (disagree)	11	13.9
3 (neutral)	4	5.1
4 (agree)	3	3.8
5 (strongly agree)	5	6.3
29. Makes himself/herself available to faculty members		
1 (strongly disagree)	3	3.8
2 (disagree)	5	6.3
3 (neutral)	10	12.7
4 (agree)	16	20.3
5 (strongly agree)	45	57.0
30. Feel supported by my administrator		
1 (strongly disagree)	4	5.1
2 (disagree)	3	3.8
3 (neutral)	3	3.8
4 (agree)	16	20.3

Table 5 (continued).

Potential impact descriptor	Frequency	Percent
5 (strongly agree)	53	67.1
31. Provides adequate instructional/emotional support		
1 (strongly disagree)	4	5.1
2 (disagree)	8	10.1
3 (neutral)	5	6.3
4 (agree)	20	25.3
5 (strongly agree)	42	53.2
32. Feel comfortable discussing issues		
1 (strongly disagree)	3	3.8
2 (disagree)	3	3.8
3 (neutral)	2	2.5
4 (agree)	18	22.8
5 (strongly agree)	53	67.1
33. Considers my personal strengths/weaknesses when allotting teaching assignments		
1 (strongly disagree)	2	2.5
2 (disagree)	5	6.3

Table 5 (continued).

Potential impact descriptor	Frequency	Percent
3 (neutral)	10	12.7
4 (agree)	17	21.5
5 (strongly agree)	45	57.0
34. Considered leaving my school because of lack of support		
1 (strongly disagree)	54	68.4
2 (disagree)	7	8.9
3 (neutral)	8	10.1
4 (agree)	3	3.8
5 (strongly agree)	7	8.9

Table 6 presents the frequency and percentage distribution of teacher incentives.

The total mean for this factor was 3.69 (SD= 1.07).

Table 6

Frequency and Percentage Distribution of Teacher Incentives

Potential impact descriptor	Frequency	Percent
Teacher incentives		

Table 6 (continued).

Potential impact descriptor	Frequency	Percent
35. Offers a “rewards system”		
1 (strongly disagree)	9	11.4
2 (disagree)	11	13.9
3 (neutral)	21	26.6
4 (agree)	13	16.5
5 (strongly agree)	25	31.6
36. Encouraged to obtain higher degrees		
1 (strongly disagree)	4	5.1
2 (disagree)	7	8.9
3 (neutral)	16	20.3
4 (agree)	23	29.1
5 (strongly agree)	29	36.7
37. Offered incentives for sponsoring extra-curricular activities		
1 (strongly disagree)	12	15.2
2 (disagree)	12	15.2
3 (neutral)	24	30.4
4 (agree)	10	12.7

Table 6 (continued).

Potential impact descriptor	Frequency	Percent
5 (strongly agree)	21	26.6
38. Encouraged to take leadership roles		
1 (strongly disagree)	5	6.3
2 (disagree)	2	2.5
3 (neutral)	14	17.7
4 (agree)	21	26.6
5 (strongly agree)	37	46.8
39. Unwilling to take more responsibilities at my schools because of no incentives		
1 (strongly disagree)	39	49.4
2 (disagree)	14	17.7
3 (neutral)	15	19.0
4 (agree)	7	8.9
5 (strongly agree)	4	5.1

Table 7 presents the frequency and percentage distribution of the quality of the relationship with teacher have with their administrator. The total mean was 4.36 (SD= 0.96).

Table 7

Frequency and Percentage Distribution of Administrator-Teacher Relationships

Potential impact descriptor	Frequency	Percent
Administrator-teacher relationships		
40. Have an effective working relationship		
1 (strongly disagree)	2	2.5
2 (disagree)	4	5.1
3 (neutral)	7	8.9
4 (agree)	15	19.0
5 (strongly agree)	51	64.6
41. Offers sound/sensible advice on professional/personal issues		
1 (strongly disagree)	1	1.3
2 (disagree)	4	5.1
3 (neutral)	7	8.9
4 (agree)	19	24.1
5 (strongly agree)	48	60.8

Table 7 (continued).

Potential impact descriptor	Frequency	Percent
42. Unapproachable and distant with teachers		
1 (strongly disagree)	58	73.4
2 (disagree)	7	8.9
3 (neutral)	7	8.9
4 (agree)	2	2.5
5 (strongly agree)	5	6.3
43. Comfortable engaging in conversation with administrator		
1 (strongly disagree)	4	5.1
2 (disagree)	0	0.0
3 (neutral)	5	6.3
4 (agree)	22	27.8
5 (strongly agree)	48	60.8
44. Administrator is verbally abusive		
1 (strongly disagree)	63	79.7
2 (disagree)	6	7.6
3 (neutral)	2	2.5
4 (agree)	3	3.8

Table 7 (continued).

Potential impact descriptor	Frequency	Percent
5 (strongly agree)	5	6.3
45. Considered leaving my school because of no relationship with administrator		
1 (strongly disagree)	62	78.5
2 (disagree)	6	7.6
3 (neutral)	4	5.1
4 (agree)	2	2.5
5 (strongly agree)	5	6.3
46. Relationship with administrator is a reason for staying at my school		
1 (strongly disagree)	6	7.6
2 (disagree)	6	7.6
3 (neutral)	7	8.9
4 (agree)	21	26.6
5 (strongly agree)	39	49.4

Table 8 presents the means and standard deviations of the factors that impact administrator-teacher relationships based on the responses of the 79 teachers who responded to the survey. For leadership style, the cited mean was 4.18 (SD= 0.90). The cited mean for induction/mentoring programs was 4.17 (SD= 0.83). The mean for teacher isolation was 4.06 (SD= 0.83), and the mean for professional

development/support was 3.77 (SD= 0.57). The mean for teacher incentives was 3.69 (SD= 1.07), and the mean for administrator-teacher relationships was 4.36 (SD= 0.96).

Table 8

Means and Standard Deviations for Six Factors

Potential impact descriptor	Mean	Standard Deviations
Leadership style	4.18	0.90
Induction/mentoring programs	4.17	0.83
Teacher isolation	4.06	0.83
Professional development/support	3.77	0.57
Teacher incentives	3.69	1.07
Admin-teacher relationships	4.36	0.96

Scale: 1= Strongly disagree, 2=disagree, 3=Neutral, 4=agree, 5=strongly agree

Statistical Test

The results from the analyses for the research questions and hypothesis are profiled in this section. The statistical test was to provide insight to the following questions:

1. Is there a relationship between the administrator's leadership style and the administrator-teacher relationship?
2. Is there a relationship between administrators providing effective induction/mentoring programs for teachers and the administrator-teacher relationship?

3. Is there a relationship between teacher isolation and the administrator-teacher relationship?
4. Is there a relationship between the level of professional development/support administrators provide and the administrator-teacher relationship?
5. Is there a relationship between incentives administrators offer teachers for knowledge and skill and the administrator-teacher relationship?
6. Which factor (leadership style, effective induction/mentoring programs, teacher isolation, lack of professional development, and incentives for knowledge and skill) has the greatest impact on the administrator-teacher relationship?

H₁: There is a statistically significant relationship between an administrator's leadership style, the provision for effective induction/mentoring programs for teachers, teacher isolation, the level of professional development/support, and incentives for knowledge and skill and the dependent variable, administrator-teacher relationships.

A Multiple Linear Regression was performed to analyze the hypothesis using a significance level of .05 to determine a statistical relationship between variables. The F statistic was cited as 79.212 of explained variability to the unexplained variability within the model. The model was significant since the value reported is less than (<) .05 at $F(5,73)=79.212, p<.001, R^2=.844$.

Table 9

Unstandardized Coefficients

Model	Unstandardized Coefficients	Sig.
Constant (-.618)		
Leadership Style	.615	.000
Induction/mentoring	.032	.749
Teacher isolation	.001	.997
Prof. development	.653	.002
Incentives	-.050	.495

Table 9 cites the results of the constant and the unstandardized coefficients in the model. The predicted value was -618 when leadership style is zero, when induction/mentoring programs is zero, when teacher isolation is zero, when professional development is zero, and when incentives are zero. The independent variable that has the greatest impact on administrator-teacher relationships was the administrator's leadership style.

Table 10 presents the correlations of the independent variables.

Table 10

Correlations

Potential Impact Descriptor	Correlations
	Admin-Teacher Relationship
Leadership style	.900*

Table 10 (continued).

Correlations

Potential Impact Descriptor	Correlations
Induction/mentoring programs	.773*
Teacher isolation	.834*
Professional development/support	.880*
Incentives	.740*

Note: * $p < .001$

Based on the results, there is a relationship between the administrator's leadership style, the provision of effective induction/mentoring programs, teacher isolation, professional development, teacher incentives, and the relationship teachers have with their administrator and the administrator-teacher relationship ($r=.900$, $r=.773$, $r=.834$, $r=.880$, $r=.740$, $p<.001$). There is a statistically significant relationship between administrator's leadership style, the provision for effective induction/mentoring programs for teachers, teacher isolation, the level of professional development/support, and incentives for knowledge and skill and the dependent variable, administrator-teacher relationships.

A T-Test was run to determine if perceptions of the administrator-teacher relationship varied among teachers who were employed at schools that received different performance ratings based on the NCLB accountability standards. Schools that received a Star or High Performance rating were grouped together, and successful schools were

group together. No surveys were returned from schools that were labeled as low performing or failing.

Table 11 cites the means and standard deviations of the six factors of each of the factors from schools based on their accountability ratings or performance levels. The mean of the administrator's leadership style based on respondents who were from Star and high performing schools was 4.39 (SD= 0.74), while the mean of the administrator's leadership style from respondents from successful schools was 3.87 (SD= 1.04). The mean of induction/mentoring programs from Star and High Performing schools was 4.33 (SD= 0.76), and the mean of these programs from Successful schools was 3.93 (SD= 0.90). The mean of teacher isolation from Star and High Performing schools was 4.23 (SD= 0.68), while the mean of this factor from Successful schools was 3.81 (SD= 0.99). The mean of professional development/support from Star or High Performing schools was cited as 3.88 (SD= 0.49), while the mean of this factor from Successful schools was cited as 3.60 (SD= 0.65). The mean of incentives from Star and High Performing schools was cited as 3.86 (SD= 0.98), while the mean of incentives from Successful schools was cited as 3.43 (SD= 1.18). The administrator-teacher relationship from Star and High Performing schools was cited as 4.60 (SD= 0.83), and the mean for Successful schools was cited as 4.00 (SD= 1.04).

Table 11

Means of potential impact descriptors based on performance levels

Potential Impact Descriptor	Performance Level	Mean
Leadership style	Star/High Performing	4.39*

Table 11 (continued).

Potential Impact Descriptor	Performance Level	Mean
	Successful	3.87*
Induction/mentoring programs	Star/High Performing Successful	4.33* 3.93*
Teacher isolation	Star/High Performing Successful	4.23* 3.81*
Professional development/support	Star/High Performing Successful	3.88* 3.60*
Incentives	Star/High Performing Successful	3.86* 3.43*
Admin-Teacher Relationship	Star/High Performing Successful	4.60* 4.00*

Note: *p< .05

Based on the numbers cited above, the administrator's leadership style, the provision of effective induction/mentoring programs, teacher isolation, professional development/support, teacher incentives and the administrator-teacher relationship were significantly higher at Star and High Performing schools than those schools who received a lower performance rating.

Summary of Findings

Chapter IV presented the descriptive and statistical test results for the study. Teachers from various schools across the state participated in the study, with 79 included in the sample. A Multiple Linear Regression was used to determine if there was a statistically significant relationship between the dependent variable, administrator-teacher

relationships and the independent variables administrator leadership styles, the inclusion of induction/mentoring programs, teacher isolation, professional development/support for teachers, incentives offered, the relationship that teachers have with their administrator.

The results indicated that there is a statistically significant relationship between the independent and dependent variables.

CHAPTER V

DISCUSSION

Introduction

Chapter V provides a detailed discussion of the study based on the results of the analyses presented in Chapter IV. The purpose of the study was to identify as well as describe the frequency and relative importance of the circumstances that may impact administrator-teacher relationships. The study also aimed to determine the relationships between the independent variables and dependent variable and ultimately determine which factor has the greatest impact on administrator-teacher relationships. Chapter V begins with a brief summary of the study, discussion, recommendations for policy and practice, and future study.

Summary of Procedures

The primary data for the study were obtained from the surveys completed by 79 teachers from various school districts across the state of Mississippi. School districts were selected after an examination of the school districts demographics that included students' race and socioeconomic status, percentage of novice/veteran teachers, geographic locations, and the school achievement status based on national accountability standards. The study examined the extent of the relationships between an administrator's leadership style, the provision of effective induction/mentoring programs, teacher isolation, the level of professional development/support allotted to teachers, incentives offered and the relationship administrators have with teachers. Finally, the aim was to determine which of these factors has the greatest impact on administrator-teacher relationships.

Prior to implementation of the study, permission was obtained from school district superintendents and The University of Southern Mississippi Institutional Review Board (IRB). The research design was quantitative. Teachers were asked to complete a survey that examined the presence or lack of presence of the potential factors: the administrator's leadership style, induction/mentoring programs, teacher isolation, professional development/support, teacher incentives, and administrator-teacher relationships. To measure reliability of items, a Cronbach alpha test of coefficient reliability was performed. Data was collected and analyzed using a Multiple Linear Regression, and the hypothesis was accepted.

Discussion

The study examined factors that may impact administrator-teacher relationships. There were distinctive, measurable behaviors to which teachers responded to examine the factors that may impact their relationship with their building-level administrator. The descriptive data and statistical relationships cited provided important information for administrators as they hope to not only retain their teachers but to also elevate their practice.

The demographic information was examined and provided insight into the background of the respondents. The majority of the teachers who responded to the survey were secondary, female teachers varying levels of classroom experience. Most of the teachers who responded had been employed at their same school for more than 5 years. Most teachers had experience working with regular education students. A smaller percentage of teachers worked with advanced or special education students.

The findings related to the hypothesis that were examined in the study were consistent with previous research. The results of the study showed that there was a

statistically significant relationship between the administrator's leadership style and the administrator-teacher relationship. Effective school leaders will enhance their relationship with teachers when their practice fosters a collaborative culture that involves teachers in the decision-making process. The administrator's leadership style is one that is sensitive to the needs of teachers, utilizes fairness and integrity, and whose leadership is grounded in consistency. Transactional leaders balance the expectations of the organization while effectively meeting the needs of employees (Snowden & Gorton, 2002). Effective leaders are also able to move those who follow to higher standards of performance, understand the needs of others, and ultimately adopt a servant's heart (Greenleaf, 1970).

The study also supports previous research that cites the effectiveness of providing effective induction/mentoring programs will positively affect the administrator-teacher. Novice teachers excel when they participate in teacher induction programs and are paired with effective mentor teachers. These mentoring and induction programs must aid beginning teachers with methodology and pedagogy. The effective program provides time for meetings between the mentor and beginning teacher and time for the teacher to engage in self-reflection and a study of current teaching strategies (Barrera et al., 2010).

The study supports previous research regarding the importance of connecting teachers to their colleagues and to the professional community as a whole. Teachers must be allotted time to observe and conference with other professionals at their schools. The most effective way to combat teacher isolation is to create professional learning communities that will allow time for sharing data and teaching strategies (DuFour, 2005). The creation of professional learning communities will not only eliminate teacher

isolation but will also result in what Schmoker (2006) concluded to be the “surest, fastest path to instructional improvement.”

The study complimented previous research that supports the importance of providing teachers with effective professional development. In order for teachers to meet district, state, and federal accountability standards, administrators must provide teachers with effective professional development that is relevant them and the needs of the school. Teachers must not only participate in professional development, but they must also lead and engage in meaningful conversations about their practice and the decisions they make as teachers (Lieberman & Mace, 2009).

The study also concurred with previous research regarding teacher incentives, even though this factor affected the administrator-teacher relationship the least. Teachers want and need to be recognized for successes inside and outside of the classroom environment. Therefore, administrators must purposefully celebrate the successes of teachers. Schmoker (2006) found that rewarding teachers and recognizing their contributions to the school will result in enthusiastic work and the elimination of resistance.

Of the factors discussed in the study, the administrator’s leadership style was cited as the most influential factor that impacts the administrator-teacher relationship. The results of the surveys support previous research of the behaviors of the effective school leader. Waters and Cameron (2007) found that effective leaders must balance responsibilities and focus on what is important to the organization as a whole.

Another important finding of the study revealed that the factors that may impact the administrator-teacher relationship may depend upon the performance level of the school based on state and/or federal accountability standards. The administrator’s

leadership style, the provision of effective induction/mentoring programs, teacher isolation, professional development/support, teacher incentives and the administrator-teacher relationship were significantly higher at Star and High Performing schools than those schools who received a lower performance rating.

Limitations

The following were considered to be limitations of the study, which may have affected the results of study:

1. Because of the time of year the mailings were sent, some teachers were not able to participate in the study. Surveys were mailed during the end of the school year. Therefore, it is likely that teachers were less apt to respond during off time of the academic year.
2. The number of schools and teachers who participated in the study was limited. As cited above, teachers are less accessible during the summer months than during the school year.
3. Surveys were not returned from low performing or failing schools. If surveys were returned from these schools, a comparison could have been made among administrators from all schools that are judged on federal accountability standards.

Recommendations for Policy and Practice

Research has shown that administrators play a vital role in not only enhancing the academic performance of students, but they also have the daunting task of motivating and cultivating his or her staff in order to make gains in student achievement. The most conducive way to effectively address teacher retention issues is to develop the relationship administrators have with teachers. The administrator must first take an

honest look at his or her practice and truly assess its effectiveness. Since the administrator's leadership style has been cited as the most influential factor that may impact the relationship he or she has with teachers, the administrator must examine the culture previously and currently established at the school. Building-level principals must assess the level of shared-decision making opportunities allotted to teachers. Teachers must be given more opportunities to participate in and voice their concerns that directly affect them and their students. Administrators must be able to show their willingness to adjust to the changing demographics of their schools and be ready to lead teachers to new and innovative ways in addressing academic and personal growth.

The study's findings provided a statistically significant relationship between the administrator's leadership style, the provision of induction/mentoring programs, teacher isolation, professional development/support, teacher incentives, and administrator-teacher relationships. This gives administrators insight into discovering new ways to positively enhance their practice while changing the culture of their school. For example, if teachers complain that they have little to no opportunities to collaborate with one another, the school administrator may establish professional learning communities that will combat these feelings of isolation while simultaneously providing effective professional development for teachers who wish to enhance their personal performance as well as the performance of their students. Research has shown that the most powerful form of professional development comes from within the school, not from outside resources. Repositioning teachers to actively participate in professional learning communities allows administrators to begin eliminating some of those barriers that negatively affect their relationship with teachers. Implementing effective PLCs combats teacher isolation,

provides teachers with on-going professional development and support while allowing teachers time to collaborate.

School administrators can begin evaluating the culture of their schools by allowing teachers time to reflect on these factors within their schools. The teachers' perception of the presence or lack of presence of these factors can greatly change the level of the administrator's effectiveness as a school leader. More importantly, these factors that impact administrator-teacher relationships may be the areas that allow both parties make a dynamic change in how their schools function and to meet the increasing demands of state and federal accountability standards. The end result will be increased teacher and student achievement.

Recommendations for Future Research

The following recommendations for future research are based on the findings of this study:

1. Future study could include the principal's perspective on the factors that may impact administrator-teacher relationships. There might be major differences between an administrator's perception of his or her practice and school culture as to the perception of teachers.
2. Future research could analyze how the effects the number of years in the classroom impacts administrator-teacher relationships. Veteran teachers may view their relationship with their administrator in different ways than a novice teacher. Also, novice teachers may need varying levels of professional development/support, or they may even require a vastly different relationship with their administrator than their veteran counterparts.

3. Future research could analyze if gender plays a role in the factors that impact administrator-teacher relationships. Male teachers may need more or less of a relationship with their administrator than female teachers. Female teachers may be more independent than their male colleagues.
4. A future study could analyze if teachers in low-performing or failing schools perceptions of administrator-teacher relationships vary from those teachers of Star, high performing, or successful schools. The study has already shown that administrator's at Star and High Performing schools have stronger relationships with their teachers than administrators at successful schools. The prediction is that teachers at low performing and failing schools relationships with their school administrator would be less than those of successful, high performing, and Star schools.

Summary

Chapter V provided a discussion of the analyses cited in the previous chapter of the study. Administrators must be proactive in providing elements that will make for dynamic relationships with teachers. These elements must include an effective leadership style, induction/mentoring programs for novice teachers, an elimination of teacher isolation, powerful professional development, and meaningful teacher incentives. These will not only foster dynamic relationships with teachers but will also provide students with an incredible learning experience that will enable them to be college and workforce-ready.

APPENDIX A
TEACHER SURVEY

Thank you for completing this survey. The survey should take approximately 20 minutes to complete. All responses are confidential and anonymous; therefore, your name is not required on the survey. Participation is strictly voluntary and greatly appreciated. You may discontinue your participation at any time.

When completed, please return the survey to me in the attached stamped envelope within seven days. The return of the survey indicates your consent to participate in this project. If you have any questions, please contact me at 601-310-6271. Thank you for your time and participation in this endeavor.

Demographic Information

Grade level: elementary ____ secondary ____ Gender: M or F

Number of years in the classroom: Less than 3 5-10 10-15 15 or more

Years taught in current school: Less than 3 5-10 10-15 15 or more

The majority of the students I work with are: advanced regular sped

Please circle the number below each question that most closely characterizes the practice at your school.

Rating: 1= Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly agree

Administrator's Leadership Style

1. My administrator fosters a collaborative culture for teachers.

1 2 3 4 5

2. My administrator encourages teachers to become masters in their field of expertise.

1 2 3 4 5

3. My administrator encourages teachers to share their knowledge with faculty members.

1 2 3 4 5

4. My administrator uses fairness and integrity in decision-making.

1 2 3 4 5

5. My administrator offers incentives for sharing my knowledge or expertise in the field.

1 2 3 4 5

6. My administrator cares about my personal needs.

1 2 3 4 5

7. My administrator's leadership style changes based on the situation or circumstance.

1 2 3 4 5

8. My administrator is flexible and adapts to various situations.

1 2 3 4 5

9. My administrator wants to serve teachers and other faculty members.

1 2 3 4 5

10. My administrator involves teachers in determining resource needs and allocation.

1 2 3 4 5

Induction/Mentoring Programs

11. My administrator provides an effective induction program for new teachers.

1 2 3 4 5

12. The teacher induction program at my school provides opportunities for teachers to meet consistently during the school year.

1 2 3 4 5

13. My administrator provides new teachers with effective teacher mentors.

1 2 3 4 5

14. My administrator provides veteran teachers opportunities to mentor new teachers on campus.

1 2 3 4 5

15. Mentor teachers are provided with professional development to become effective mentors.

1 2 3 4 5

16. Teacher mentors are readily available to aid new teachers when needed.

1 2 3 4 5

17. There is no induction/mentoring program on my campus.

1 2 3 4 5

Teacher Isolation

18. My administrator provides ample time for teachers to collaborate as teams.

1 2 3 4 5

19. My administrator provides opportunities for teachers to observe and conference with veteran teachers.

1 2 3 4 5

20. My administrator does not provide opportunities for teachers to collaborate in grade-level teams.

1 2 3 4 5

21. My administrator provides opportunities for teachers to meet in grade-level and school-wide teams according to the academic disciplines.

1 2 3 4 5

22. My administrator aids me in connecting to the educational community outside of the school.

1 2 3 4 5

23. My administrator encourages me to collaborate with all teachers on campus.

1 2 3 4 5

Professional Development/Support

24. My administrator provides the professional support needed to accomplish national, state, and district goals.

1 2 3 4 5

25. My administrator encourages teachers to attend professional development seminars.

1 2 3 4 5

26. My administrator offers support in effective teaching strategies and classroom management issues.

1 2 3 4 5

27. My administrator holds monthly meetings to ensure I know and understand what is expected of my colleagues and me.

1 2 3 4 5

28. I cannot go to my administrator if I am having a problem in the classroom.

1 2 3 4 5

29. My administrator makes himself/herself available when there are issues

concerning faculty members.

1 2 3 4 5

30. I feel supported by my administrator when I have a problem with students or parents.

1 2 3 4 5

31. My administrator provides adequate instructional and emotional support to teachers.

1 2 3 4 5

32. I feel comfortable going to my administrator to discuss issues involving students, teachers, and education in general.

1 2 3 4 5

33. My administrator considers my personal strengths and weaknesses when allotting teaching assignments so that I may be successful.

1 2 3 4 5

34. I have considered leaving my school because of a lack of support from my administrator.

1 2 3 4 5

Teacher Incentives

35. My administrator offers a “rewards system” for teachers.

1 2 3 4 5

36. Teachers are encouraged to obtain higher degrees.

1 2 3 4 5

37. Teachers are offered incentives for sponsoring clubs and other organizations on campus.

1 2 3 4 5

38. Teachers are encouraged to take leadership roles on campus.

1 2 3 4 5

39. I am unwilling to take on more responsibilities at my school because there are no incentives in place.

1 2 3 4 5

Administrator-Teacher Relationships

40. I have an effective working relationship with my administrator.

1 2 3 4 5

41. My administrator offers sound/sensible advice on professional and personal issues.

1 2 3 4 5

42. My administrator is unapproachable and distant with other teachers and me.

1 2 3 4 5

43. I feel comfortable around my administrator when engaging in conversation.

1 2 3 4 5

44. My administrator is verbally abusive to teachers.

1 2 3 4 5

45. I have considered leaving my school because of little to no relationship with my administrator.

1 2 3 4 5

46. My relationship with my administrator is a reason for staying at my school.

1 2 3 4 5

APPENDIX B

LETTER OF INTRODUCTION

Patrick S. Gray

28 Backwoods Trail

Petal, MS 39465

Phone: 601-310-6271

Email: psgray_2000@yahoo.com

Dear Teacher,

I am a doctoral student at the University of Southern Mississippi as well as principal at Oak Grove Middle School. I am conducting research for my dissertation entitled, "Factors That Impact Administrator-Teacher Relationships." You are being asked to participate in this study, which is completely voluntary, by completing a questionnaire that will ask you to reflect on your personal experiences. The questionnaire will take approximately 20 minutes to complete.

All information used in the study, including your responses to the questionnaire, will be confidential. As a participant, no information will be used to identify you or the responses to the survey. There are no known risks for you by participating in this study, and you may choose to withdraw at any time.

Your participation may offer administrators and teachers a better understanding of the factors that positive/negatively affect the relationships between administrators and teachers in hopes of increasing effective collaboration between the two that will result in higher student achievement. As a result of the study and as a principal, my aim is to share these results with administrators and teachers with the desire of enhancing these relationships.

Thank you for your time and participation in this study. If you have any questions regarding this questionnaire, you can contact me via email at psgray_2000@yahoo.com, or you can call me at 601-310-6271.

This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research participant should be directed to the Chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001, (601) 266-6820.

Sincerely,

Patrick S. Gray

APPENDIX C

COVER LETTER TO PILOT PARTICIPANTS

Patrick S. Gray

28 Backwoods Trail

Petal, MS 39465

Phone: 601-310-6271

Email: psgray_2000@yahoo.com

Dear Teacher,

My name is Patrick S. Gray and I am currently a doctoral student at the University of Southern Mississippi as well as principal at Oak Grove Middle School. For my dissertation, I am conducting research that examines factors that impact administrator-teacher relationships. This process will involve a questionnaire that will gauge these factors. In order for the survey to be effective, I must first establish instrument reliability.

I am asking for permission for teachers to complete the enclosed survey using the instructions provided, and then return the completed survey in the enclosed self-addressed stamped envelope no later than (insert date). The questionnaire will not take more than 20 minutes to complete.

All information used in the study, including your responses to the questionnaire, will be confidential. As a participant, no information will be used to identify you or the responses to the survey. There are no known risks for you by participating in this study, and you may choose to withdraw at any time.

Your participation may offer administrators and teachers a better understanding of the factors that positive/negatively affect the relationships between administrators and teachers in hopes of increasing effective collaboration between the two that will result in higher student achievement. As a result of the study and as a principal, my aim is to share these results with administrators and teachers with the desire of enhancing these relationships.

Thank you for your time and participation in this study. If you have any questions regarding this questionnaire, you can contact me via email at psgray_2000@yahoo.com, or you can call me at 601-310-6271. You may also contact the University of Southern Mississippi Institutional Review Board at 601-266-6820 if you have questions regarding your rights as a research subject.

Sincerely,

Patrick S. Gray

APPENDIX D

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



INSTITUTIONAL REVIEW BOARD

118 College Drive #5147 | Hattiesburg, MS 39406-0001 Phone: 601.266.6820 | Fax: 601.266.4377 | www.usm.edu/irb

NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

The risks to subjects are minimized. The risks to subjects are reasonable in relation to the anticipated benefits. The selection of subjects is equitable. Informed consent is adequate and appropriately documented. Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects. Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data. Appropriate additional safeguards have been included to protect vulnerable subjects. Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form". If approved, the maximum period of approval is limited to twelve months.

Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 12032201 **PROJECT TITLE:** Factors That Impact Administrator-Teacher Relationships **PROJECT TYPE:** Dissertation **RESEARCHER/S:** Patrick Sean Gray **COLLEGE/DIVISION:** College of Education & Psychology **DEPARTMENT:** Educational Leadership and School Counseling **FUNDING AGENCY:** N/A **IRB COMMITTEE ACTION:** Expedited Review Approval **PERIOD OF PROJECT APPROVAL:** 04/24/2012 to 04/23/2013

Lawrence A. Hosman, Ph.D. Institutional Review Board Chair

APPENDIX E

LETTER TO SUPERINTENDENT

Dr. Burnett,

Attached is a letter of introduction to teachers asking permission to conduct research for my dissertation in the Lamar County School District. With your approval, I would like to use several schools (teachers) in the district to complete my study.

The survey should take less than 20 minutes to complete. There will be no risk involved by participation in this study, and participation is completely voluntary. All data collected is confidential and will be discarded at the end of the study. If you have questions about this project, please feel free to contact me.

This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow regulations. Any questions or concerns about rights as a research subject should be directed to the chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive # 5147, Hattiesburg, MS 39406-0001.

I look forward to hearing from you.

Sincerely,

Patrick S. Gray

Letter of Approval

Mr. Gray,

We normally approve research projects through the district cabinet. It doesn't meet for another two weeks, so I will go ahead and give you permission to proceed. I KNOW they would approve to help you out. Good luck with it!

Ben

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