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Administrative Involvement with Student Discipline and Teacher Morale in Mississippi Schools

Melanie Taylor
University of Southern Mississippi

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ADMINISTRATIVE INVOLVEMENT WITH STUDENT DISCIPLINE AND
TEACHER MORALE IN MISSISSIPPI SCHOOLS

by

Melanie Taylor

A Dissertation
Submitted to the Graduate School,
the College of Education and Human Sciences
and the School of Education
at The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Approved by:

Dr. Kyna Shelley, Committee Chair
Dr. David Lee
Dr. Thomas Lipscomb
Dr. Richard Mohn

Dr. Kyna Shelley
Committee Chair

Dr. Sandra Nichols
Director of School

Dr. Karen S. Coats
Dean of the Graduate School

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ABSTRACT

Administrative involvement is vital to the success of a school; therefore, the school principal has the authority and responsibility to offer various forms of support to teachers and students that make daily tasks and procedures more efficient and effective. The purpose of this study was to examine the influence of administrative involvement in student discipline on teacher morale. This quantitative study explored the relationship between administrative involvement and teacher morale by examining the administrator's involvement with student discipline accounting for school climate.

Informed by a theoretical framework that includes path-goal theory (House, 1996) and leadership behaviors and traits that are associated with transformational leadership (Burns, 2010) and transactional leadership (Burns, 2010), this study endeavored to determine the influence of administrative involvement with student discipline on teacher morale.

The results of this study found that three dimensions of teacher morale, rapport with principal, satisfaction with teaching, and teacher load, were related to administrative involvement with student discipline. The study found that certain aspects of teacher morale could be predicted by administrative involvement in student discipline. The results could be used by secondary education administrators to make more informed decisions regarding student discipline policies and practices.

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DEDICATION

I would like to dedicate this dissertation and study in memory of Mr. Steve Musgrove and Ms. Andrea Prine, two individuals who made a difference in my life as an educator. Although they have passed from this life, their influence will remain with me throughout my days in the field of education. Mr. Musgrove served as my first supervising principal and was the inspiration behind my dissertation topic; he was always faithful to take care of student discipline problems that arose in my classroom and was a model of strong leadership. Ms. Prine, one of my high school math teachers, always encouraged me to reach for the stars. She believed in me and in my dreams; I know that she would be proud of me for chasing after this particular dream. I will be eternally grateful to these two individuals who made an everlasting impression on me.

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CHAPTER I - INTRODUCTION

Overview

Many things contribute to an environment of excellence and collegiality within a school. One factor that has been identified as having an overarching influence on the learning environment and process is administrative involvement. Administrative involvement can influence other important factors such as school climate and teacher morale, both of which are essential to maintaining a successful, productive school. The climate of a school often determines the success of its processes and goals. School climate, defined by principal and teacher behaviors, can be considered closed and disengaged or open and collegial (Eshbach & Henderson, 2010). Schools with an open, positive school climate often experience higher teacher morale and student performance and achievement (Eshbach & Henderson, 2010).

Climates where high expectations and nurturing relationships are fostered experience greater success. Expectations and nurturing relationships are created and maintained by the principal who sets the tone and example for everyone else within the school setting (Shouppe & Pate, 2010). Administrative involvement has been implicated as a key component to school climate because the principal is responsible for assessing needs, creating a common vision, and inciting change (Kelley, Thornton, & Daugherty, 2005). The principal's ability to identify and address academic, physical, and social needs create an open environment where teachers and students feel valued, accepted, and purposeful (Black, 2010). Furthermore, principals who support teachers through a positive school climate where value is placed on integrity, collegial communication, and personal efficacy promote principal-teacher relationships that frequently result in

increased teacher retention, higher morale, and greater institutional commitment (Kelley et al., 2005).

As influenced by school climate, the relationship between principals and teachers is essential to teacher retention, job satisfaction, and morale. The actions, traits, and personal attributes of principals influence the way teachers perceive their job. Teacher work performance and morale are associated with the leadership style and practices of the principal (Stewart-Banks, Kuofie, Hakim, & Branch, 2015). Moreover, teachers respond to principals who are approachable, open-minded, and knowledgeable about trends in education and content areas (Stewart, et al.). Principals who take time to focus on instructional issues and building rapport with their faculty have greater influence on school-wide goals, vision, and climate (McKinney, Labat, & Labat, 2015). As the leader, the principal is often charged with the responsibility of ensuring that organizational expectations are maintained and motivating teachers toward excellence; therefore, the example they set through relationships and open communication build the foundation for school climate and teacher morale (McKinney et al., 2015; Stewart-Banks et al., 2015).

Whereas some variables within the school setting are within the control of the principal, other variables cannot be changed and are beyond his or her reach; the principal must be cognizant of his or her role in supporting teachers with both types of variables. Variables such as the socioeconomic status of a school's student population has been implicated as an important factor in determining teacher morale and school climate (Cheema & Hamilton, 2017). Although principals cannot control or alter the socioeconomic status of a school, they possess the ability to positively support their teachers by maintaining collegial relationships and offering personal assistance with

various issues (Cheema & Hamilton, 2017). Additionally, principals have an even greater ability to build and maintain positive relationships with teachers by offering support with variables that can be controlled or altered within the school (Cheng, 2014). Principals can ensure that teachers are treated equally, situations are addressed with consistency, and leadership decisions and responsibilities are shared and addressed with the consideration of all stakeholders (Cheng, 2014; Hauge, Norenes, & Vedoy, 2014).

Teacher retention, satisfaction, and morale is often correlated to the leadership traits and behaviors of the principal. Because the principal is the main authority figure within the school setting, the attitudes and behaviors of teachers are influenced by the actions and characteristics of the principal. Teachers prefer principals who demonstrate leadership traits that focus on the maintenance of academic achievement, common goals, and intellectual stimulation (Money, 2017). Furthermore, teachers identify with and respond to shared leadership practices that allow them to display their personal skill set and participate in leadership functions inside and outside of the classroom (Naicker & Mestry, 2011). Teachers are more likely to devote themselves to leaders who show a genuine interest in their abilities and ideas (Eliophotou-Menon & Ioannou, 2016) and invest time in making personal and professional connections with their staff (Gungor, 2016).

Research has implicated leadership styles as having an important role in creating and maintaining a school climate where teachers and students feel safe, appreciated, and valued (Black, 2010). Leadership styles that emphasize serving others and valuing people help create a school climate that is supportive (Black, 2010). Additionally, leadership styles often serve as a binding agent between teacher morale and school

climate; school climates that are maintained by leaders who demonstrate competence and a caring personality produce more satisfied and motivated teachers (Damanik & Aldridge, 2017). Teachers perceive their school climate as open, productive, and positive when they have a principal who uses effective leadership methods to offer support (May & Sanders, 2013). Administrative support is perhaps one of the most important ways principals can use their leadership style to influence both school climate and teacher morale (Pepper & Thomas, 2002).

Administrative involvement is a necessary aspect of the school setting that influences teachers, students, and the overall climate of the school. Principals have the authority and power to influence the feelings and expectations of both teachers and students; therefore, administrative involvement has been identified as one of the most important factors that influence teacher morale and school climate. Principals can use characteristics found in their personal leadership style to provide teachers with support that will encourage them to formulate new ideas and engage them in leadership practices (Burns, 1978). Administrative support with curriculum design, instructional practices, and classroom-related tasks help teachers feel more secure in their role and benefits the overall climate of the school through the maintenance of efficient procedures (Goodwin & Babo, 2014).

Although principals are not directly involved in delivering content material to students and maintaining classroom order, principals still have the responsibility to provide support to teachers in all areas of the school. Principal support with various necessary classroom and school-wide tasks such as designing the curriculum, addressing the needs of certain student populations, and maintaining order within the school leads to

a productive school climate. In order to ensure that a positive, productive school climate is preserved and teacher morale is optimal, administrative support must be present through cooperative relationships and shared leadership between the teachers and principal (Al-Safran, Brown, & Wiseman, 2014). Furthermore, administrative support that encourages teachers to be creative, collaborative, and confident helps build a positive school climate despite negative factors that may exist within the school, such as low socioeconomic status, poor student achievement, and student behavior problems (Habegger, 2008). Administrative involvement is not simply the act of ensuring that procedures and processes are carried out, it is the daily involvement of the principal in all tasks related to teachers and students.

Administrative involvement empowers and reassures teachers as well as addresses the needs of students regarding achievement, discipline, self-efficacy, and ownership of learning and responsibility. Teachers consider administrative support to be a necessary part of their job and feel better prepared and valued when they have assistance from their principal. Teacher retention and satisfaction is influenced by the level of involvement provided by the principal; teachers need to feel a sense of control over their classroom and view their work environment in a positive way (Sedivey-Benson & McGill, 2012). Teacher self-efficacy is also influenced by administrative support in that teachers feel a greater sense of purpose and well-being when they perceive their principal as being supportive of their efforts and needs (Stipek, 2012).

Principals can also offer support with situations that involve students by providing guidance to certain student populations and handling discipline issues. Student discipline is an inevitable aspect of the classroom and school setting and has been implicated as one

of the main areas where teachers need and demand administrative involvement; principals can support teachers with discipline problems by offering direct involvement with disciplinary actions, emotional support, and teamwork to solve various problems (Yoon & Gilchrist, 2003). Aside from taking an active role in disciplining disruptive students, principals can also provide support with discipline through the creation of school-wide behavior plans (Swain-Bradway, Loman, & Vincent, 2014). The universal policies and procedures found within a school-wide behavior plan provides teachers and students with a standard set of expectations (Swain-Bradway, et al., 2014). Furthermore, standard policies and procedures support a healthy school climate where students and teachers have clearly defined guidelines and outlets for communication (Nooruddin, Baig, & Balistan, 2014).

Administrative involvement is essentially the glue that holds the school together; teachers and students rely on the principal to maintain an environment that supports caring, meaningful relationships and productive outcomes (Nooruddin et al., 2014). Administrative involvement is an essential aspect of teacher morale and is rendered through the principal's leadership traits and ability to anticipate and meet needs within the school; furthermore, it contributes to the overarching factors that make a school productive and successful.

Statement of Problem

Principals are the ultimate authority within a school and must possess certain traits, characteristics, and abilities in order to successfully support the efforts of teachers and students (Anderson, 2017). Whereas the role and responsibilities of the principal are often unpredictable and specific to certain situations, principals must have basic

knowledge regarding curriculum design, instructional practices, and professional development to effectively lead (Crane & Green, 2013). Along with knowledge of curriculum and instruction, the principal must be able to play an active role in the discipline of students. Research has shown that teachers often report frustration and low morale when a principal demonstrates a lack of involvement with student discipline problems (Yoon & Gilchrist, 2003). While many studies have demonstrated the importance of the principal making informed, supportive decisions regarding rules, guidelines, and procedures within the school (Swain-Bradway et al., 2014), research regarding the administrator's involvement with student discipline is inadequate.

Because defining administrative involvement can be difficult due to the variation of opinions and attitudes of principals, teachers, and students (Yoon & Gilchrist, 2003), researchers have often turned to using the principal's leadership style as a method of determining the level of teacher morale or school climate within a school setting. Indeed, few studies have focused primarily on administrative support without the use of a specific leadership style in the methodology. Furthermore, studies that examine the influence of administrative involvement on both teacher morale and school climate are limited. An even smaller number of studies exist regarding the relationship between teacher morale and school climate in relation to administrative involvement with student discipline. Administrative involvement in regard to student discipline has in fact been identified as an area (Sedivey-Benton & McGill, 2012) that needs further research to examine teacher morale and school climate.

Purpose of the Study

The purpose of this study is to examine the influence of administrative involvement with student discipline on teacher morale. The study endeavors to determine how teachers perceive their morale and school environment when focusing on the specific ways their administrator is involved in disciplining students. The study also seeks to explore the possible relationship between administrative involvement with student discipline and teacher morale while accounting for the influences of school climate.

Justification

This study provides data that could allow school leaders to make more informed decisions regarding administrative support and student discipline options. Furthermore, principals and teachers could use the results to improve communication, create effective school-wide expectations and policies, and implement leadership techniques that are most beneficial to the environment they serve. This study may offer school leaders information concerning best practice as well as expand their knowledge of theory that surrounds several important components of administrative support. District leaders, principals, teachers, and other school stakeholders may be able to use the elements and results of this study to glean information and suggestions regarding the use of various forms of administrative support that are best suited for individual and school-wide student discipline actions and policies.

This study may be valuable to the field of education because it helps highlight the importance of administrative involvement as it relates to teacher morale. Because school climate and teacher morale are key components to a successful school, it is vital that

education policy makers, district administrators, and school leaders understand the influence of the principal on both individual classroom processes and school-wide operations, expectations, and goals. In order to better understand how administrative involvement benefits teachers and creates a positive, high performing school climate, further research can be conducted to determine other possible relationships between school climate and teacher morale that may result from administrative involvement with student discipline. The results of this study could be potentially beneficial to school districts and institutions in certain geographical areas that have similar demographics as the schools participating in this study.

Additionally, the research offered through this study may underscore the validity of prior studies that have been conducted regarding administrative support which will help create more substantial methods, techniques, and materials for educational leaders. This study could help expand upon the literature that surrounds the elements of this study to include greater insight into the relationships that may exist among administrative support, school climate, and teacher morale.

Theoretical Framework

Evidence for administrative involvement and its influences can be found within the path-goal theory; therefore, this study will be guided by the principles found within this theory. The path-goal theory is concerned with a superior's influence on a subordinate's motivation and satisfaction (House, 1996). Furthermore, motivation and satisfaction are driven by the leader's ability to use interpersonal skills and leadership behaviors that support subordinates by providing guidance and reducing obstacles to success in an environment that is conducive to the needs of the subordinates (House,

1996). Path-goal theory supports the notion that the principal can influence the environment and employees of a school. In order to understand how the principal influences those things, school climate and teacher morale must be examined through the lens of administrative involvement.

Leader behaviors and traits that are associated with leadership styles such as transformational and transactional leadership will also be used to inform this study. Transformational leadership is concerned with the leader's ability to create a common vision and goal through the use of certain characteristics and traits that promote teamwork (Burns, 2010). On the other hand, transactional leadership is mainly concerned with the leader's ability to meet the basic needs of subordinates (Burns, 2010) and providing a system of rewards for a job well done (Okcu, 2014). While these two important leadership styles offer different perspectives and traits, they are both beneficial in examining the ways leaders interact with subordinates.

Research Questions

This study is concerned with the following three research questions:

1. To what extent does administrative involvement with student discipline influence teacher morale?
2. Does administrative involvement with student discipline predict the ten dimensions of teacher morale?
3. Does administrative involvement with student discipline predict teacher morale while accounting for school climate?

Definition of Terms

Administrator/Leader/Principal- person who is in charge of the school and presides directly over students and teachers

Administrative Involvement/Support- an administrator's ability to support employees through the creation of common goals and vision and management of daily processes (The Wallace Foundation, 2013). For the purposes of this study, the terms involvement and support will be used interchangeably as they reference the same definition.

Administrative Involvement with Student Discipline- the leader's ability to provide procedures, guidelines, and assistance with student discipline issues to create a stable, effective learning environment (Colcord, Mathur, & Zucker, 2016)

Leadership- A person who or the act of influencing and encouraging others to achieve goals (Bateman & Snell, 2004)

Leadership Behaviors/Traits- actions or personal attributes used by leaders to bring about change within a group (Northouse, 2013)

School Climate- the way teachers and students feel about the characteristics of the school as well as factors that influence their behavior in the school setting (Sergiovanni and Starratt, 2007)

School Discipline- policies, procedures, rules, and consequences relating to the behavior of students

Teacher Morale- a teacher's perceived feelings regarding accomplishing tasks and goals as well as his or her perceived job satisfaction (Bentley & Rempel, 1967)

Delimitations

This study was limited to teachers who are employed in certain public schools in a southern state. Furthermore, nontraditional schools, specialty schools, agricultural high schools, and private schools were not eligible for participation. This study was limited to only the opinions and attitudes of teachers and did not account for the administrator's viewpoint regarding administrative involvement, school climate, and teacher morale. This study was also limited to only those teachers who voluntarily choose to participate and complete the questionnaire.

Assumptions

It is assumed that all participants participated in this study voluntarily and responded genuinely to the items on the questionnaire. It is assumed that the sample population of this study was representative of the population being studied. It is assumed that the privacy of all participants will be maintained through proper storage and discard procedures for questionnaires.

CHAPTER II – REVIEW OF THE LITERATURE

Introduction

The purpose of this study is to examine the possible influences of administrative involvement with student discipline on teacher morale in order to better understand how the role of the administrator is viewed by teachers and influences teacher morale and overall school processes that help teachers formulate opinions and feelings about the school climate. Since research has implicated student discipline as a main area where teachers need and demand support from their administrator (Yoon & Gilchrist, 2003), administrative involvement with student discipline will be used to attain specific information regarding the level of support perceived by teachers and its influences on school climate and teacher morale. Acquiring information regarding the influences of administrative involvement with student discipline on teacher morale could aid school leaders in creating policies that could make a positive difference on school-wide goals, expectations, and processes.

Administrators play a vital role within the school and have the ability to influence people, processes, and school-wide outcomes, so it is necessary for administrators to utilize behaviors and skills that promote success. Administrators are in a position of authority to offer support that can have positive influences on school climate and teacher morale (McKinney et al., 2015). Therefore, understanding the importance of administrative support is essential to ensuring that a productive learning environment can be maintained where teachers feel valued, encouraged, and fully engaged and procedures are effective (Day, 2000). Teachers' opinions about the school and learning environment is often influenced by the actions and behaviors of the administrator (Allen, Grigsby, &

Peters, 2015); consequently, the actions and behaviors of the administrator should be aligned with goals, beliefs, and processes that are most appropriate to his or her specific school (Eboka, 2016). Providing support to teachers in the form of direct and indirect methods has been shown to make a positive impact on daily processes and procedures throughout the school (Day, 2000; Graham, 2014). While research has indicated that one of the specific areas in which administrative support is needed and effective is student discipline (Marvin, LaCost, Grady, & Mooney, 2003; Yoon & Gilchrist, 2003), a review of the literature lends itself to the notion that administrative support has far-reaching influences on the school as a whole and must be examined with both a holistic and exclusive lens (Allen et al., 2015; Barrie & McDonald, 2002; Day, 2000; Graham, 2014; Habegger, 2008; Marvin et al., 2003; Nooruddin et al., 2014; Ross & Cozzens, 2016; Yoon & Gilchrist, 2003).

Theoretical Framework

Path-goal theory

According to House (1996), path-goal theory is concerned with the leader's ability and method of motivating subordinates to accomplish tasks and goals. Furthermore, path-goal theory deals with the relationships that exist and evolve between a leader and his or her subordinates; relationships are often influenced by a leader's behavior which in turn impacts employee work performance (House, 1996). Northouse (2013) noted that path-goal theory involves a leader's ability to assess the setting and environment of the work place and choose to assert certain behaviors that will best meet the needs of that particular work place (Northouse, 2013). Additionally, path-goal theory is defined by a leader's willingness to adapt to various work place situations in order to

help subordinates be successful and reach their fullest potential (Northouse, 2013).

Leader behaviors and leadership styles are described under four forms of leadership within path-goal theory, directive leadership, supportive leadership, participative leadership, and achievement-oriented leadership (Northouse, 2013).

Northouse (2013) described a directive leader as one who ensures that employees have clear standards and rules to follow and a supportive leader as one who focuses on building rapport with employees through showing genuine concern and affection.

Whereas a participative leader is one who includes subordinates in leadership processes, an achievement-oriented leader stresses the importance of achieving tasks at a high-performance level (Northouse, 2013). In a study conducted by Malik (2012), the author discovered that aspects of path-goal theory do have an impact on employee work performance in that employees tend to put forth extra effort when they believe that high performance will be rewarded. Furthermore, the author found that participative and directive forms of leadership are often effective because these forms allow the leader to provide a clear path for subordinates to follow and opportunities to engage in decision-making processes (Malik, 2012). Leader behaviors are important to work performance due to the fact that subordinates often identify with their work environment based on the behaviors and actions of the leader (Malik, 2012).

Although House (1996) acknowledged the fact that leaders do not set out to choose a specific leadership style, successful leaders do seek leadership behaviors and methods that are best suited to their skills and abilities. A successful leader understands that leadership behaviors and styles are most effective when they are complimentary to the social adeptness of the leader and are easily adaptable to the work place environment

(House, 1996). Northouse (2013) concurred by stating that leaders must meet the needs of subordinates through means of guidance and support that are tailored to helping each subordinate meet goals and overcome challenges.

Transformational leadership

According to Burns (2010), the foundational principles of transformational leadership can be traced back to the establishment of America's government system where each branch of government was to be independent yet interdependent in order to achieve a beneficial balance of power. Transformational leadership in the educational arena works much the same as principals must work with teachers to ensure a balance of power to meet individual and school-wide needs (Day, 2000). Transformational leadership promotes a democratic system where the leader is a member of the group who primarily serves as a manager or coordinator rather than an authoritative figure who makes all decisions without the consensus of others (Heyel, 1980). Furthermore, leaders who engage in transformational leadership listen to and use the ideas of others to further the efforts of the establishment or institution (Heyel, 1980). Leaders and subordinates are interdependent upon each other under the terms of transformational leadership (Heyel, 1980); the focus is on the big picture and collective goals (Burns, 2010).

Burns (2010) noted that transformational leadership focuses on a collective purpose that requires individuals to set aside their personal goals and agendas to unite for a greater purpose and cause. Transformational leaders have the ability to shape their followers by holding their values and goals to a higher level (Burns, 2010). Heyel (1980) partially countered the notions of Burns by asserting that a democratic form of leadership is productive for subordinates when the parameters are clearly established; additionally,

Heyel (1980) contended that shared leadership techniques are beneficial when the leader only takes input and suggestions that are within reason and feasible for a given situation. Day (2000) also echoed these views by stating that a principal must be mindful when allowing faculty and staff participation in decision-making processes by ensuring that he or she always holds the final say in a matter. While some variations in the foundational literature exist due to differing viewpoints and opinions, the basic commonalities of shared decision-making (Heyel, 1980) and common purpose and goals (Burns, 2010) are consistent principles for the leadership style.

In today's schools, transformational leadership has soared to the forefront of leadership styles in relation to teacher satisfaction and student achievement. Day (2000) stated that principals who engage in transformational leadership are often perceived as being caring and thoughtful in their attempts to include faculty and staff in administrative practices. Okcu (2014) furthered that perception by maintaining that teachers feel a greater sense of belonging through collaborating with their leader. Bateman & Snell (2004) noted that transformational leaders typically possess charismatic personalities that allow them to generate excitement and enthusiasm through collaboration. Hauserman and Stick (2013) indicated that transformational leaders not only foster collaborative conversations but also aid teachers in acquiring and refining their own leadership skills. Although shared decision-making and collaboration are large components of transformational leadership, other components such as trust relationships and inspirational motivation are also vital to effective management. Hauserman and Stick (2013) found that teachers who worked for transformational leaders had more positive

things to report about their principal than those who worked for transactional leaders; furthermore, transformational leaders nurtured reflective practices for problem-solving.

Transformational leaders share leadership responsibilities with others by delegating tasks and assignments to those who have proven themselves capable in a particular area (Bateman & Snell, 2004). Additionally, transformational leaders use their skills to promote common goals and purpose (Okcu, 2014) and motivate their teachers by encouraging teamwork and creative thinking (Hauserman & Stick, 2013). While transformational leaders see the value in teamwork, they also recognize and acknowledge individuality and diversity in the school setting by working one-on-one with teachers and students to meet needs (Bateman & Snell, 2004). In regard to the influence of transformational leadership on students, transformational leaders are found to be superior disciplinarians by serving as role models, openly collaborating, and holding students accountable for their actions (Hauserman & Stick, 2013). The overall effects of transformational leadership lead to academic optimism (Okcu, 2014), healthy school culture and climate (Day, 2000), and a greater sense of purpose within the institution (Hauserman & Stick, 2013), which make it the optimal leadership style in many educational arenas.

Transactional leadership

Burns (2010) described transactional leadership as a bargain system that is used to benefit the agendas of individuals. To provide a real-world illustration of transactional leadership, Burns (2010) stated, “Thus Dutchmen (colonists in America) give beads to Indians in exchange for real estate, and French legislators trade votes in the Assembly on unrelated pieces of legislation. This is transactional leadership” (p. 425). Burns (2010)

used the illustration to demonstrate the fact that transactional leadership does not promote shared or common goals and vision; on the contrary, transactional leadership's primary focus is on meeting the needs of individuals through an exchange process. Unlike the shared partnerships found within transformational leadership, transactional leadership involves transactions between the leader and followers, and these transactions have the potential to produce the realization of a higher purpose among the followers if basic needs are met by the leader (Burns, 2010). While Bateman and Snell (2004) concurred with the ideas of Burns that transactional leadership is an exchange process that involves a series of transactions for various services, they countered the idea that transactional leadership could incite common goals and purpose by stating that transactional leadership is only effective in influencing individuals and their goals and agenda. Transactional leadership simply focuses on basic values that include honesty, fairness, responsibility, and the honoring of commitments (Burns, 2010). It is a straightforward method of leadership that lacks the passion and drive necessary to inspire common vision among the masses (Bateman & Snell, 2004).

In the educational setting, transactional leadership has been found to be a commonly used form of leadership; however, only certain dimensions of it have been shown to be most preferred by teachers and students. In a study conducted by Okcu (2014), transactional leadership was found to be positively correlated to a leader's diversity management skills. Furthermore, the results of Okcu's study yielded that transactional leaders focus on task completion, contingency reward systems, and reprimand policies. Okcu suggested that while transactional leadership does not yield the

same forward-thinking approach and positive results as transformational leadership, transactional leadership does have some positive effects in the educational setting.

Administrative Support

Administrative support takes shape in many different forms; it helps mold the attitudes and behaviors of others and provides guidance by upholding values and expectations. Bateman and Snell (2004) remarked that leadership is the act of influencing and encouraging others to achieve goals; moreover, leaders help create and promote a shared vision among their followers. Sergiovanni and Starratt (2007) maintained that leadership should be viewed as a role and a function in that leaders use their official role to participate in and perform various functions that are intended to help their followers be more productive. Administrative support for teachers and students in various critical areas of the school setting creates a culture that is devoted to the advancement of student success, the implementation of best practices, and a commitment to teamwork (Sergiovanni & Starratt, 2007).

Functions of administrative support

Administrative support in the public school system can be defined through many lenses and viewpoints. School administrators serve as role models for desired expectations, behavior, and achievement; therefore, identifying and highlighting the various ways administrators support their students and teachers will provide insight into how support influences school climate and teacher morale. Research has shown that administrative support with discipline and other controllable aspects of the school can influence school climate; moreover, the promotion of a positive school climate through various acts of administrative support can influence teacher morale (Alsubaie, 2015;

Crane & Green, 2013). In order to assess the effects of administrative support on teacher morale, the functions of and need for administrative support must first be discussed.

While administrative support can be defined in many ways, The Wallace Foundation (2013) described it as an administrator's ability to support the efforts of his or her school by promoting a common vision for success, establishing positive, collaborative relationships, and managing necessary processes so that productive teaching and learning can occur. Burns (2010) offered a similar response by stating that leadership is a process where people with common goals and values assemble to achieve desired outcomes for both the leader and followers. School principals possess the ability to shape the school environment by forming relationships with students and openly collaborating with teachers; furthermore, teachers and students often see administrative support as being cared for and valued by the school's leader (Habegger, 2008).

Administrative support encompasses high expectations for all involved parties (The Wallace Foundation, 2013), the cultivation of a positive school climate (Habegger, 2008), and shared decision-making partnerships among the teachers and administrative body (Orr & Cleveland-Innes, 2015). The success of teachers and students rely upon the administrator's ability to manage the day-to-day operations of the school in a manner that allows them to feel comfortable enough to express their ideas and achieve new levels of success; moreover, caring relationships lead to a positive school climate and continuous academic improvement (Habegger, 2008). Administrative support, in its simplest form, is the principal serving as a role model in all areas of the school in order to uphold school-wide expectations (The Wallace Foundation, 2013). The need for professional development as it relates to school leadership and administrative support is on the rise

due to the great influence that principals have on teacher satisfaction and productivity and student success (The Wallace Foundation, 2013).

The effects of administrative support on teachers and students

School principals influence teachers and students through various outlets of the school setting; their behavior, support, and actions promote desired outcomes throughout the school. Avci (2016) reported that the leadership styles of principals have an effect on the organizational citizenship behaviors they use to interact and work with teachers and students. Avci (2016) continued by noting that organizational citizenship behaviors consist of characteristics possessed by the principal, such as exuding self-confidence, serving as a role model, and treating employees fairly and with respect. After conducting a study to examine the relationship between leadership styles and organizational citizenship behaviors, Avci (2016) found a highly significant correlation between principals' transformational and transactional leadership styles and their organizational citizenship behaviors. The organizational citizenship behaviors of principals were used to effectively communicate with and support teachers (Avci, 2016).

In order to properly support teachers and students, principals must rely upon their expertise in a variety of academic and social areas. Since principals serve as the main leader and role model of a school, they must be aware of each person's responsibilities and work-related needs. Marvin, et al. (2003) asserted that principals are faced with many demands and must make time to ensure that all staff receive attention and support that is appropriate to their area of need. For example, specialized programs, such as early childhood and special education, require principal support that differs from the traditional forms of monitoring, evaluating, and reviewing that most academic and extra-curricular

programs receive. Principals must support teachers in specialty areas to ensure that students are exposed to the best possible educational opportunities (Marvin et al., 2003). Furthermore, early childhood teachers are often subject to less principal communication and support due to the principal's limited knowledge of the content area and program requirements (Marvin et al., 2003). Research conducted by Barrie and McDonald (2002) furthered the notions regarding the need for principal leadership and support in all areas of the school by stating that principals should have a direct impact on the special education process by providing ongoing professional development for teachers and being actively involved in individualized education program (IEP) meetings. Principals who are involved in the special education process are more likely to see increased student success and advocacy for their needs and accommodations; likewise, principals who proactively support special education teachers and students are often able to utilize problem-solving techniques that include the student in his or her own disciplinary action (Barrie & McDonald, 2002).

While a call for increased specialized support exists in some areas of the school setting, principal support in the forms of ethical behavior and instructional leadership have been shown to be a thriving and necessary element to leadership in many schools. Graham (2014) contended that a collaborative approach to leadership allows for principal-teacher relationships that are built upon trust and respect. Principals can support their teachers through nonevaluative conversations that concentrate on reflective practices and productive learning; additionally, teachers tend to respond more positively to guidance and suggestions when they feel as though their principal is working alongside them to achieve the most practical and beneficial results (Graham, 2014). While

conversations regarding effective approaches to teaching and learning are a necessary administrative support and function, it takes time for principals to build enough rapport with teachers to offer candid advice and commentary (Graham, 2014). Therefore, it is essential that principals allot time in their schedules to provide a support system that will boost student achievement through encouraging the efforts of teachers (Graham, 2014).

Teacher productivity and student achievement can also be supported through specific leadership styles; principals who possess certain characteristics inspire teacher effectiveness and student success by offering personal support and assistance with various concerns and needs. Leadership styles account for a great portion of how and why principals offer administrative support to teachers since personality traits and characteristics aid principals in decision-making, communicating, and leading. While many leadership styles offer a shared partnership component between teachers and principals, principals still maintain more authority and responsibility (Vlachadi & Ferla, 2013) and must guide teachers through supervision and continuous professional development (Graham, 2014). Principals who serve and guide their teachers in an ethical manner, such as leadership through trust and social responsibility, are often successful in promoting a shared vision toward school-wide goals and overall achievement for both teachers and students (Katranci, Sungu, and Saglam, 2015).

School Climate

School climate has been proven to be one of the key components of defining the health and productivity of a school (May & Sanders, 2013). The climate of a school can be negative or positive, healthy or unhealthy, and inclusive or fractured; furthermore, the principal or school leader has the ability to greatly influence the overall climate through

personality traits, support of student and teacher work, and the implementation of practices and procedures that promote collaboration and positive relationships (Pepper & Thomas, 2002). The climate of the school typically reflects the contentedness of the faculty and academic and social success of students (Sergiovanni and Starratt, 2007), so school leaders should remain mindful of their influence on teachers and students by striving to maintain a school climate that supports the uniqueness and talents of everyone. In order to demonstrate the influence of school climate on teacher morale and student success, various aspects of school climate must first be examined and discussed.

Aspects of school climate

Sergiovanni and Starratt (2007) noted that school climate is often difficult to define because it is relative and subject to matter of opinion; however, the authors suggested that it could be described through terms of overarching characteristics that convey how teachers and students feel about the school as well as factors that influence the behavior of those who reside in the school. Sergiovanni and Starratt (2007) also conveyed that school climate influences and affects group behavior among teachers and staff. The authors denoted the importance of group behavior by stating that teachers and staff find meaning in participating in groups and are able to establish norms for certain behaviors and tasks through groups. Since group behavior occurs among teachers and has significant bearing on school climate, it is important that administrators view their faculty as a work group that should be achieving certain goals and expectations that have been established (Sergiovanni & Starratt, 2007). Another influence on school climate is collaboration between the administrator and staff. Hauge et al. (2014) asserted that leadership teams that involve both teachers and administrators can create a more

productive school by sharing leadership processes such as student assessment, shared vision, and high-quality practices.

Research has implicated leadership practices and behaviors as having a significant influence on school climate which in turn influences teacher morale. In a study conducted by Pepper and Thomas (2002), Pepper reflected upon her own personal experiences as an administrator and conducted a qualitative study where she found that a change in leadership style and practice fostered a school climate that was more caring and conducive to learning. Furthermore, the authors noted that the change in school climate yielded fewer student discipline problems and a decrease in discontentment among the faculty. The results of this study indicate that administrators have an influence on school climate, teacher morale and satisfaction, and school-wide values; therefore, administrators must take the initiative to ensure that their leadership practices and beliefs align with a school climate that will support student success and teacher morale.

Administrative support and school climate

Administrative support has been shown to have a direct influence on teacher attitudes and overall morale in that support from the principal or other school leader offers teachers motivation and working conditions that promote enthusiasm and productivity. The school leader is charged with the task of ensuring that the school's climate provides inclusiveness, support, and encouragement to both students and teachers to ensure that appropriate, effective teaching and learning can occur each day. Whitaker, Whitaker, and Lumpa (2000) suggested that the administrator is responsible for creating a climate where teachers take on greater responsibilities through assuming leadership roles;

furthermore, it is the role of the administrator to create a climate that promotes healthy growth and change.

In a study conducted by Ross and Cozzens (2016), school climate was explored through the lens of instructional leadership and Green's 13 core competencies for leadership. In order to examine how leadership influences school climate, the authors used Green's 13 core competencies which encompasses elements like diversity, collaboration, organizational management, and professionalism (Ross & Cozzens, 2016). The results of the study revealed that a significant correlation existed between teachers' perceptions of school climate and the core competencies exhibited by their administrators (Ross & Cozzens, 2016). Moreover, the competencies that were implicated as having the greatest impact on school climate were professional development, professionalism, and diversity (Ross & Cozzens, 2016). Teachers indicated that their principal's attitudes toward diversity and willingness to involve all stakeholders in various aspects of the school led to more productive professional development (Ross & Cozzens, 2016). The findings of this study expose the importance of leadership practices and support because they directly influence the school's climate and teachers' perceptions (Ross & Cozzens, 2016).

Cook (2014) conducted a study that was intended to determine teacher's views and opinions regarding sustainable leadership. The elements of sustainable leadership principles involve the principal's ability and willingness to communicate with, encourage, and serve as a role model to faculty and staff (Cook, 2014). The author found that the responses from teachers who participated in the study supported the notions that sustainable leadership promotes academic achievement for students and professional

achievement for teachers (Cook, 2014). The results of the study revealed that principals must provide support to teachers by utilizing strategies and attributes that promote collaboration and teamwork (Cook, 2014).

While collaboration, teamwork, and professionalism always play an essential role in sustaining a positive school climate, Whitaker et al. (2000) contended that administrative support as it relates to school climate may also be delivered through other practical administrative functions that assist teachers with day-to-day tasks involving students. Whitaker et al. (2000) noted that administrators can improve their school's climate by making themselves present and available through a variety of platforms, such as being visible in the hallways and classrooms, speaking to students as they enter the school each morning, and attending extra-curricular events (Whitaker et al., 2000). By having a visible presence in the daily lives and interactions of students, the administrator can have an influence on how both teachers and students view the school's climate (Whitaker et al., 2000). Students behave better and exhibit a greater response to instruction and school procedures when they feel supported by their administrator; furthermore, administrators have the opportunity to greatly affect the feelings, actions, and behaviors of students when they offer their support to teachers through positive reinforcements, a physical presence throughout the school day, and participation and personal interest in student events and activities (Whitaker et al., 2000). Having knowledge that the principal will always be present and proactive within the school will increase awareness among students regarding appropriate behavior and improve teacher morale (Whitaker et al., 2000). Sustaining a school climate that minimizes problems and

promotes productive learning helps improve teacher morale in that teachers feel supported through the efforts of the administrator.

Teacher Morale

Teacher morale is an essential part of the matrix of all educational institutions. Since teachers are charged with the responsibility of delivering high quality instruction and expectations, it is vital that administrators recognize the importance of ensuring that teacher morale consistently remains at a high level so that expert teachers stay in the profession and quality learning experiences are provided to students (Hughes, Matt, and O'Reilly, 2015). Administrative support has been implicated as one of the key components to ensuring high teacher morale. Administrative support that most directly affects teacher morale come in forms of school climate and student discipline; it is necessary for administrators to assert their skills and leadership styles in these areas to create an environment where teachers feel productive, valued, and successful (Pepper & Thomas, 2002). In order to understand the importance of teacher morale as it relates to leadership practices and administrative support, various aspects of teacher morale must be examined and discussed.

Administrative support and teacher morale

A report distributed by the National Center for Educational Statistics (2016) revealed that 95 percent of public school teachers during the 2011-2012 school year who reported being satisfied with their job also reported having a supportive administration. Hughes, et al. (2015) noted that administrative support is crucial to teacher morale, especially in problematic situations or schools that have difficulty with teacher retention. Principals can support teachers through simple techniques, such as providing positive

feedback and taking an interest in classroom activities that are designed to increase personal efficacy and morale (Hughes et al., 2015).

Principals must overcome institutional barriers that may prevent them from actively supporting the daily efforts of teachers to ensure that teachers know that they are a top priority (Hughes et al., 2015). Administrative support can sometimes be the difference between a teacher choosing to leave or remain in the profession (Duffy & Mooney, 2014). Increasing morale by supporting a teacher through a volatile situation can strengthen the emotional and professional abilities and skills of the teacher; whereas, choosing to leave the teacher without support services to protect the integrity or reputation of the school can lead to teacher frustration, backlash, and attrition (Duffy & Mooney, 2014). Hughes et al. (2015) concurred by noting that principals must work within the parameters and constraints of the institution to provide teachers with resources and tools so that attrition can be prevented in schools that desperately need to combat teacher turnover.

While the evidence is clear regarding the reasons principals should provide support to teachers who are faced with volatile or difficult work conditions, administrative support in schools with relatively decent resources and teacher morale should also be given consideration. Teacher morale and intent to remain in the profession depends upon many factors; however, principals can offer certain supports that can definitely increase morale and retention. Sedivy-Benton and McGill (2012) reported that principals can alter environmental factors that affect teachers, such as providing them with autonomy in the classroom and decision-making processes. Allowing teachers to have the ability to make decisions about certain aspects of the school and their personal

curriculum gives them a greater sense of ownership and decreases their discontentment with the job (Sedivy-Benton & McGill, 2012). Rafoth and Foriska (2006) further those notions by stating that administrative supports may not always be delivered through tangible goods and services; moreover, administrators can provide teachers with support by demonstrating a personal commitment to quality instruction and offering teachers opportunities to engage in decision-making. Administrative support often involves leading while allowing others to lead in areas where they demonstrate proficiency and skill (Rafoth & Foriska, 2006).

Teacher self-efficacy also plays a role in teacher morale; therefore, administrators must be aware of how their attitudes and actions influence the way teachers personally and professionally perceive themselves. Stipek (2012) argued that teachers' beliefs about their ability to deliver quality instruction is somewhat contingent upon perceived support from their administrator; teachers who feel as though they are supported by their administrator experience greater self-efficacy. Stipek (2012) advised administrators to converse with their teachers about specific areas where they feel support is needed or merited. Teachers can offer suggestions about areas that could be improved or altered through administrative support; furthermore, teachers are able to provide helpful feedback to principals regarding types of actions that are perceived as helpful and useful (Stipek, 2012). With the information gleaned from teachers, administrators can set out to establish support services and personal leadership behaviors that can improve teacher satisfaction and morale.

Leadership styles and practices have been shown to greatly influence teacher morale. A principal's personal attributes, characteristics, and drive can motivate teachers

and sustain a school climate where morale is high. Strasser (2014) interviewed administrators and teachers from the Rochester City School District in New York and found that one of the greatest factors contributing to teacher morale is support. The administrators who were interviewed indicated that they were passionate about finding ways to honor teacher requests because they know that they are in need of the things that they request (Strasser, 2014). The principals also reported that they openly communicated with their teachers about everything going on within the school so that shared decision-making would be productive and effective (Strasser, 2014). The leadership tactics demonstrated by the administrators in the Rochester City School District iterates the importance of leadership styles as they relate to leader morale and productivity.

Leadership styles and teacher morale

The leadership styles of administrators hold a significant role in generating and sustaining low or high teacher morale. The attitudes and actions of administrators greatly affect how teachers perceive their responsibilities and overall job satisfaction. Tsang and Liu (2016) contended that teachers like to have structure and administrative supervision for instructional work; however, they often feel overwhelmed or disheartened by an administration that strictly oversees areas of non-instructional work that is not essential to student learning. Teachers often become disillusioned with their work when they perceive the administration's supervision as being unconcerned with the actual processes of teaching and student success (Tsang & Liu, 2016). Mehdinezhad and Mansouri (2016) furthered these notions by asserting that a positive relationship exists between a principal's leadership behaviors and how teachers regard their self-efficacy in the classroom. The administrator's beliefs and actions influence others; therefore, school

leaders should be cognizant of how their leadership has the ability to stimulate or dampen the leadership skills of their followers (Mehdinezhad & Mansouri, 2016).

In a study conducted by Goodwin and Babo (2014), the authors surveyed elementary, middle, and high school teachers who had received a National Teacher of the Year award. The authors found contingent rewards to be ranked among the most preferred leadership behaviors by participants from all three categories, which indicates that teachers prefer administrators who acknowledge their work and individuality and provide some form of verbal or tangible reward for exceptional performance (Goodwin & Babo, 2014). Tsang and Lou (2016) agreed by stating that teachers prefer administrators who give them autonomy over instructional practices and acknowledge their work in a manner that makes them feel as though they have achieved success.

Abbey and Esposito (2001) noted that teachers feel a greater sense of support from their administrator when they choose to comply with his or her demands or requests because they have great respect for or trust the judgement of him or her rather than compliance that comes out of force or reprimand. Teachers often perceive higher levels of administrative support when their reasons for compliance derive from a place of admiration, trust, and mutual respect; administrative coerciveness often leads to teacher discontentment and lack of respect for leadership (Abbey & Esposito, 2001). Tsang and Liu (2016) suggested that administrators can build positive relationships with teachers and provide them with proper support by offering open communication and shared decision-making. Schools with considerable levels of high teacher morale often have open communication between the teachers and administration so that teachers fully understand how and why decisions are made; additionally, high teacher morale is often

generated through the administration's willingness to listen to the needs of teachers and respond accordingly (Tsang & Liu, 2016).

Teacher morale is greatly influenced by the leadership actions and styles of the administrator; administrators with leadership styles that provide inclusiveness and support will typically yield high teacher morale while leadership styles that promote strict compliance and a focus on non-instructional matters will often yield low teacher morale (Eboka, 2016). Eboka (2016) noted that teachers prefer an administrator who practices transformational leadership. Upon conducting a study regarding the differences between transformational and transactional leadership, Eboka (2016) found that teachers reported higher levels of morale under the leadership of transformational leaders while only moderate levels of morale were achieved for those working under the leadership of transactional leaders. Aydin, Sarier, and Uysal (2013) concurred with these notions by adding that transformational leadership greatly influences teacher job satisfaction, and an increase in the organizational commitment of teachers coincides with an increase in the transformational leadership behaviors of administrators. Schmidt et al. (2014) also noted that those who practice transformational leadership have the power to reduce employee strain and stress by offering actions and attributes that promote self-efficacy and work-life balance.

While the dimensions of transformational leadership have been shown to have a positive influence on teacher morale, some dimensions of transactional leadership have demonstrated negative effects on teacher morale and productivity (Kadi, 2015). Kadi (2015) reported that the laissez-faire dimension of transactional leadership is negatively associated with teacher motivation, which indicates that teachers do not respond well to

administrators who lead through passive and inactive methods and actions. On the contrary, Kadi (2015) also reported that transformational and transactional leadership traits may be present in the overall leadership style of an administrator; the administrator may exhibit traits from both styles where some aspects may be dominant over others. While teachers appreciate some of the structures found in transactional leadership, most prefer the individualized attention and charismatic leadership that is associated with transformational leadership (Kadi, 2015).

Administrative Support and Student Discipline

Research has implicated student discipline as an influencing factor on school climate and teacher morale. Thus, several aspects should be explored to determine how student discipline affects teacher attitudes and school-wide goals. Since problem behavior that cannot be corrected in the classroom usually falls on the principal, the leader's role in disciplining students should be given special consideration to ascertain the leader's support of teachers through the maintenance of and assistance with student disciplinary issues. Administrative support of student discipline not only provides teachers with a stable, orderly teaching platform but also creates a more productive, inclusive learning experience for students (Colcord et al., 2016).

Office referrals and disciplinary action

Research has shown that maintaining appropriate student behavior and combatting discipline issues is essential to a productive school; furthermore, it is primarily the principal's responsibility to ensure that disciplinary issues are dealt with so that effective teaching and learning can occur (Yoon & Gilchrist, 2003). Colcord et al. (2016) contended that principals must work in collaboration with teachers to best utilize

office discipline referral (ODR) data to solve reoccurring or chronic discipline issues. Since school climate is often affected by student behavior and the disciplinary actions that accompany those behaviors, it is imperative that principals communicate with their teachers to ensure that clear, consistent rules are found campus-wide (Colcord et al., 2016). Dealing with severe student behavior consumes valuable time and resources for both principals and teachers (Colcord et al., 2016); therefore, a viable suggestion for combatting the wasteful use of time and resources on ODRs could be found in a system of distributed leadership (Boscardin, 2005). Boscardin (2005) asserted that principals could best support teachers and students with disciplinary concerns by transitioning from a managerial role to an instructional role where evidence-based discipline strategies and goals are applied in a school-wide plan.

Behaviors that require attention through an office referral are frequently met with a consequence that removes the student from the school setting, such as suspension or expulsion. Meek (2009) reported that excluding students from the school setting through suspension and expulsion is counterproductive to creating a positive school climate. ODRs are frequently good indicators of chronic problem behavior (Tobin & Sugai, 1996). For example, students who receive several ODRs in lower grades often continue to exhibit problem behavior as they progress through school (Tobin & Sugai, 1996). Tobin and Sugai (1996) asserted that students with chronic behavior problems do not respond to traditional forms of discipline; therefore, principals and teachers should be aware of and utilize individualized behavior plans that will decrease behavior problems and keep students in school. Data-driven decision-making regarding ODRs and student

behavior helps principals best support students and teachers by offering feasible and practical solutions to chronic problems (Tobin & Sugai, 1996).

Administrative support of teachers and students regarding discipline

The influence of administrative support on student discipline is important to the productivity of students and teachers. Alsubaie (2015) reported that a correlation exists between leadership and discipline, and it is the role of the school leader to demonstrate appropriate behavior for students. Furthermore, Nooruddin, et. al (2014) contended that principals can manage behavior through policies and procedures designed to promote proper behavior. Since the daily operations of the classroom are often affected by student discipline issues, it is essential to understand how teachers and students perceive their principal's level of and type of support regarding student behavior. Nooruddin et al. (2014) suggested that several methodologies could be utilized to examine the principal's influence on student discipline; however, obtaining information from teachers and students is often the most effective in providing first-hand insight as teachers and students are the ones who are directly affected by the choices and actions of the administrative body.

In a study conducted by Nooruddin et al. (2014), the authors found that teachers were in agreeance on student behavior being influenced by administrative policies and procedures, a system of rewards and consequences, administrative support, and parental involvement in behavior management. Teachers hold the view that administrative support for staff and strong discipline policies and procedures have the greatest contribution on the management of student behavior; furthermore, the establishment of standard rules and procedures for daily operations, such as student-teacher communication, morning

assembly procedures, and conduct codes for behavior in the hallways and classrooms, assist in managing appropriate student behavior (Nooruddin et al., 2014). Teachers also indicated that administrative support in the form of providing helpful feedback following classroom observations improved their outlook on behavior management skills in their classrooms (Nooruddin et al., 2014).

While Norruddin et al. (2014) asserted that teachers prefer administrative supports that involve passive forms of managing discipline, such as rules, procedures, and feedback, Yoon and Gilchrist (2003) argued that teachers prefer direct, hands-on administrative support with student discipline. Teachers who participated in a study conducted by Yoon and Gilchrist (2003) indicated that they were best supported by their principal when he or she directly participated in disciplining students through means of removing problem children from the classroom and providing some form of punishment for misbehavior. One of the most effective means of assisting teachers with discipline is for principals to be actively involved in combatting aggressive and severely disruptive behavior (Yoon & Gilchrist, 2003). Although hands-on administrative support was identified as the preferred method of support with discipline, Yoon and Gilchrist (2003) also found that teachers benefit from support with discipline in the forms of emotional support and parental involvement.

In the study conducted by Nooruddin et al. (2014), student perceptions were also obtained to examine the ways administrative support influenced student behavior and discipline management. The results of the study revealed that students, like teachers, viewed direct administrative support as a positive influence on the management of their behavior and social skills. Students reported that support with sports, school-sponsored

activities, and needs-based counseling offered the greatest benefit to them in managing their behavior; conversely, consequence-based discipline that involved punishment, such as suspension or detention, or participation deprivation from school activities was viewed as an ineffective method to curb problem behavior (Nooruddin et al., 2014). Buckmaster (2016) agreed that punishment that carries negative consequences for students are often ineffective and alienate students from the educational environment. Students conveyed that positive rewards and affirmation, such as verbal praise, certificates or tangible rewards for good behavior, and written notifications better encourage and reinforce good behavior (Nooruddin et al., 2014). With the help of data obtained from teachers and students, principals must form plans and ideas regarding student discipline that best meet the needs of all involved parties. The preferences of teachers and students regarding disciplinary practices should be taken into consideration as principals attempt to support and serve their schools.

Alsubaie (2015) asserted that principals must be cognizant of how various disciplinary supports and methods affect students and teachers. Some research has called for action in regard to ensuring that discipline support and policies are effective for teachers and beneficial for students. Nooruddin et al. (2014) expressed that principals must live up to their responsibilities as the disciplinarian within the school by creating, maintaining, and promoting strategic plans for student behavior and discipline. Buckmaster (2016) concurred by suggesting that alternatives to traditional discipline are an essential piece of the matrix that surrounds student discipline; support for new practices has the potential to engage students in learning while improving school culture and restoring relationships between the school and community. It is important to establish

goals and procedures that engage everyone in the school in positive and appropriate behavior.

School-wide behavioral expectations and goals

The creation and promotion of school-wide expectations and goals provide teachers and students with structured guidelines for necessary processes in the school setting. Since principals are faced with monitoring and combatting an array of behavioral concerns, the transition toward a school-wide approach regarding discipline and behavior only seems prudent. The creation of a school-wide model for positive behavior interventions and support (SW-PBIS) can improve student behavior and teacher satisfaction (Feuerborn & Tyre, 2012) and bridge the gap between school and community (Swain-Bradway et al., 2014). Students often enter school with the attitudes and behavioral norms of their culture and family; therefore, new behaviors that are appropriate to the school setting must be systematically taught and reinforced (Golann, 2015). SW-PBIS structures offer students standard rules and procedures for public spaces, such as the cafeteria, play area, and bathrooms (Feuerborn & Tyre, 2012). These standard rules and procedures allow principals and teachers to minimize problem behavior by promoting consistency and structure.

In a case study conducted by Feuerborn & Tyre (2012), the professional development SW-PBIS program, *Foundations*, was examined in an urban school setting to better understand how teachers and leadership teams use SW-PBIS to support positive school-wide behavior expectations; the need for the program stemmed from numerous occurrences of problem behavior cited by the school's principal. The authors noted that a SW-PBIS team used discipline data as well as input from the school's staff to create

standard procedures for certain areas of the school. The team worked to ensure that the established rules were clear, concise, and representative of the school's social cultural demographics; furthermore, the final results were subject to a voting process where parents could provide input on whether the rules were adequately reflective of the school's social culture (Feuerborn & Tyre, 2012). The established rules were modeled and reinforced by teachers throughout the year, and the results of implementing the Foundations program yielded positive results in regard to school-wide discipline data (Feuerborn & Tyre, 2012). Similar SW-PBIS research was conducted by Swain-Bradway et al. (2014). In this research, the authors explored some literature regarding culturally responsive SW-PBIS programs. Swain-Bradway et al. (2014) determined that SW-PBIS is effective when teachers and principals reach out to community stakeholders when making decisions regarding behavior goals and conditioning; moreover, the importance in ensuring that expectations and goals are aligned with all cultural demographics is reflected in the student response to the SW-PBIS system. The authors suggested that SW-PBIS will be less effective if the expectations and goals only align with the dominating cultural or social demographic; expectations and goals that reflect the values of all cultural and social demographics should be included in the SW-PBIS. Accordingly, teachers and principals must be mindful of the cultural aspect of behavior management when designing a SW-PBIS.

While the focus on systematically training students through the approach of a school-wide behavior plan or program has yielded positive results in many schools, principals and other school leaders must not lose sight of individual needs and interests that coincide with behavior management and discipline. Special education programs

within the school setting are one good example of how principals must sometimes tailor disciplinary policies and procedures to appropriately address the needs of students (Boscardin, 2005). Boscardin (2005) noted that principal support with special education behavior needs could lead to guidelines and processes that benefit all students. Principals and other leadership team members should become familiar with and involved in meetings and processes that serve special education students so that they can provide more appropriate behavior support and disciplinary action; furthermore, principal support can assist the students in taking greater ownership of their behavior and education (Boscardin, 2005). Principals possess the ability to influence both students and teachers through evidence-based leadership practices (Boscardin, 2005); however, their influences can be negative if they are not thoughtful in their attempts to minimize discipline problems.

Golann (2015) stated that student behavior may be effectively managed through a system of rigid rules and regulations, but those systems often result in the loss of student creativity, assertiveness, and social independence and growth. Rather than employ strict, zero-tolerance guidelines for school-wide behavior, principals could improve their school by offering choices to students that allow them to express themselves, providing opportunities for students to assert their individuality through debates and school-sponsored activities, and opening lines of communication between teachers and students that foster good relationships (Golann, 2015). The need for administrative support through means of alternatives to traditional discipline is evident throughout the literature; therefore, it is vital that principals be aware of the influence new methods and techniques could have on their overall school climate.

Alternatives to traditional discipline and school climate

Seeking information regarding disciplinary options that deviate from the traditional reactive punishment methods can help principals and other school leaders make more informed decisions regarding behavior management. Research in the previous sections of this paper has alluded to the influence that various administrative practices have on school climate. Consequently, school principals must be aware of how new trends in disciplinary options and methods can influence the way teachers and students interact and view the school's climate. A focus on student behavior management that is holistic and proactive is becoming more evident in today's school systems (Thompson, 2015). Furthermore, the shift toward alternatives to traditional discipline has allowed principals to provide teachers with proactive measures to manage behaviors so that problem behavior remains minimized (Steinberg & Lacoe, 2017).

Wheatley et al. (2009) conducted a study to determine the effects of a praise note system on the behavior of elementary students. The study was designed to create a system of differential reinforcement through the use of praise notes for appropriate student behavior in common areas, such as the cafeteria. Students were provided with a small slip of paper, a praise note, whenever they exhibited appropriate behavior; furthermore, each praise note that was obtained represented a chance to win a small prize (Wheatley et al., 2009). Teachers received professional development to learn the requirements of the system, and signs were posted throughout the school to remind students of appropriate behavior expectations. The results of the study indicated that the praise note system was effective in decreasing problem behavior by providing consistent

reinforcement for appropriate behavior and immediate, tangible rewards for a job well done (Wheatley et al., 2009).

Support for nontraditional behavior management methods has been revealed within other studies that found similar results to those of Wheatley et al. (2009). Golann (2015) contended that zero-tolerance policies often lead to a decline in student creativity and self-expression, which in turn causes students to have a negative view of their school's climate and culture. Therefore, no-excuses schools that utilize zero-tolerance policies could improve school climate by gradually decreasing restrictions and increasing self-management of behavior so that students are better prepared for the freedoms offered at the college level. Yoon and Gilchrist (2003) further those notions by asserting that administrators could decrease their role in discipline by supporting consistent policies and procedures that allow teachers and students to practice self-management and self-reflection. Steinburg and Lacoe (2017) countered the ideas of Golann by stating that no-excuses policies are intended to decrease the unfairness that is associated with disciplinary actions by ensuring consistent punishment for every infraction.

Steinburg and Lacoe (2017) asserted that the government has begun to take a more proactive role in the disciplinary policies of schools by mandating that districts and schools adopt policies and methods that deviate from exclusionary practices in favor of nonpunitive options. Some of the new alternatives to traditional school discipline focus on school-wide support systems that promote a positive school climate through common rules and guidelines while others target the specific needs of problem students through behavior intervention plans (Steinburg & Lacoe, 2017). Most popular among the methods currently being tested and utilized are restorative justice (Ryan & Ruddy, 2015) and

school-wide interventions (Gordon, Downey, & Bangert, 2013). Ryan and Ruddy (2015) asserted that restorative justice involves a process where a problematic situation or behavior is dealt with by encompassing the viewpoints of the offender, victim, and community. Restorative justice is intended to help students understand how their behavior or actions affect others and provides solutions for rebuilding relationships and trust that may have been diminished as a result of the student's wrongdoing (Ryan & Ruddy, 2015). Ryan and Ruddy (2015) also noted that restorative justice will not solve all problem behavior and schools may have different experiences with implementing restorative practices depending upon their school climate and historical norms regarding discipline. The authors suggested that schools with a tradition of punitive discipline practices that eventually lead to removal from the educational setting should consider using a system of positively modeling restorative practices for teachers so that gradual changes can occur in the school's climate and culture that will one day allow for full implementation of restorative justice.

Since restorative justice may not be appropriate or warranted in every educational institution, Gordon et al. (2013) contended that mentoring programs could be a positive nontraditional method to improve student behavior and school-wide discipline concerns. Gordon et al. (2013) described a school-wide mentoring program called *Thrive* as a unique program that was designed outside of the structures of standard models. Thrive is focused on using school and community resources to ensure that students experience both social and behavioral health (Gordon et al., 2013). This particular mentoring program utilizes strategies that promote collaboration between the school and community as well as parental engagement. Thrive offers a parent liaison program so that parents can receive

support from and work alongside professionals to solve problems; furthermore, the program provides workshops and other educational opportunities to parents to help them understand how to use the school as a resource (Gordon et al., 2013). Thrive also offers professional development to teachers that is focused on developing and sustaining a school climate of collaboration and community engagement (Gordon et al., 2013). All of the strategies, educational preparation, and outreach done by Thrive is for the sole purpose of ensuring that students are paired with appropriate mentors that can help them understand and improve their behavioral and social well-being (Gordon et al., 2013).

When Gordon et al. (2013) studied the effects of school-wide mentoring programs, such as Thrive, in the educational setting, they found that students are less likely to have unexcused absences and discipline referrals when they participate in a school-wide mentoring program. Additionally, students who participate in a mentoring program experience a greater sense of connectedness to their learning environment and peers (Gordon et al., 2013). The evidence of studies regarding school-wide mentoring programs, restorative justice, and other nontraditional forms of behavior management suggest that school leaders should take school climate and the social and emotional health of students into account when attempting to create effective plans and strategies for discipline. Students are most successful in environments where they feel safe and accepted; moreover, environments that promote high levels of engagement and a school climate of inclusiveness typically experience fewer disciplinary problems from students (Thompson, 2015).

Administrative support of student discipline, school climate, and teacher morale

Goodwin and Babo (2014) asserted that leadership behaviors are important to teachers and influence how teaching and learning occur; certain administrator behaviors have an indirect, yet significant, effect on student achievement and teacher morale. Duffy and Mooney (2014) continued by adding that administrative support and support services are vital to ensuring that teachers remain in the profession as productive, effective, emotionally healthy educators. School climate also influences how teachers view their ability to achieve necessary instructional and non-instructional tasks. It is for all of these reasons that administrators should be mindful of their role in creating procedures, processes, and beliefs that uphold a positive, supportive school climate.

In order to achieve and maintain a positive school climate that promotes high teacher morale, administrators must consider the ways they support teachers in their efforts to educate students. Student discipline has been implicated in many studies as a leading reason that teachers either feel appropriately or inappropriately supported by their administrators (Yoon & Gilchrist, 2003). Nooruddin (2014) contended that administrator attitudes and actions support the efforts of teachers in regard to discipline; furthermore, policies and procedures created by the administration have a direct impact on student behavior. Through support with student discipline and behavior management and other necessary instructional tasks, administrators can build a school climate that promotes high teacher morale.

Ihtiyaroglul and Demirbolat (2016) asserted that school climate is positively correlated to teacher effectiveness and school commitment; teachers who perceive their school's climate as supportive and safe are more effective and devoted to their school.

Hughes (2013) concurred with those notions and added that teachers are most content with their job status and forming relationships with students when they serve under a leader who encourages them and advocates for their needs. Teacher morale is positively influenced by leadership traits that involve the administrator showing genuine concern for a teacher's feelings and needs as well as showing appreciation for good, effective teaching practices (Hughes, 2013). Having good rapport with teachers is an important aspect of sustaining high teacher morale because it makes teachers feel as though their administrator is making a concerted effort to get to know them personally and build a mutual relationship with them (Hughes, 2013).

Norwood (2016) reported findings similar to those of Hughes (2013) in that her findings alluded to administrators having the power to positively influence teacher behavior by creating a climate where trust, encouragement, and support are at the focus of decision-making processes and activities throughout the school. Administrators who want to create successful schools must put forth the effort to assist teachers with day-to-day operations by giving them the autonomy to excel in their areas of expertise and personal leadership abilities (Norwood, 2016). The overall purpose of administrative support lies in a leader's ability to promote teacher success through acknowledging and celebrating the teaching practices and qualities that promote and sustain high levels of student achievement (Norwood, 2016).

Summary

Administrative involvement provides teachers and students with the necessary tools to achieve their goals and reach for success in all aspects of the school setting. As evidenced by research on leadership styles and administrative support, it is clear that the

administrator plays a vital role in influencing the attitudes, actions, and morale of teachers (Day, 2000). Administrators should remain cognizant of how their actions and attributes affect their school's climate which in turn affects how teachers view their role and abilities within the institution (Allen et al., 2015). The literature has demonstrated the importance of administrative support; hence, administrators should be mindful of how their role plays into creating and maintaining a positive, efficient learning environment that upholds the values and goals of all stakeholders (Allen et al., 2015; Habegger, 2008). The literature has also alluded to the importance of administrative involvement with student discipline in that while disciplinary procedures and policies may take many shapes and forms, they should always be reflective of the school's climate and standards (Nooruddin, et al., 2014; Steinberg & Lacoe, 2017). Day (2000) suggested that the administrator sets the tone of the school and should be the one who serves as the role model of the school's expectations and goals. Administrators who offer support through serving as a role model can evoke action and enthusiasm from all stakeholders.

Identifying areas of administrative involvement that most influence the school's climate and teacher morale can assist leaders in creating a learning environment that best suits the needs and personal convictions of those under the leader's supervision. Understanding how the administrator's role guides all stakeholders could provide additional insight regarding ways to enhance the learning environment to a level that promotes success and high expectations (Allen et al., 2015).

CHAPTER III - METHOD

The purpose of this quantitative study was to examine the influence of administrative involvement with student discipline on teacher morale while accounting for the influence of school climate. This study focused on how teacher morale is directly influenced by the actions, behaviors, and leadership methods of the school administrator in that the administrator has the authority to implement certain support systems regarding student discipline that may have overarching outcomes for those in the school setting. This study provided insight into how the administrator's role influences school-wide opinions, goals, and procedures; furthermore, those insights contributed to the existing literature about this topic and provided additional information for the areas that are incomplete or contain disparities.

Research Questions

This study is concerned with the following three research questions:

1. To what extent does administrative involvement with student discipline relate to teacher morale?
2. Does administrative involvement with student discipline predict the ten dimensions of teacher morale?
3. Does administrative involvement with student discipline predict teacher morale while accounting for school climate?

Hypotheses

This study is concerned with the following three research hypotheses:

1. A statistically significant linear relationship exists between administrative involvement with student discipline and teacher morale.
2. A statistically significant linear relationship exists between administrative involvement with student discipline and each of the ten dimensions of teacher morale.
3. A statistically significant linear relationship exists between administrative involvement with student discipline and teacher morale while accounting for school climate.

Participants

Since this study sought to examine the influences of administrative involvement with student discipline on teacher morale, the participants for this study were secondary, grades 7-12, public school teachers. The researcher determined that secondary public school teachers were most appropriate for this study due to the nature of student discipline at the secondary level. Student discipline at the secondary level takes many forms and often requires the administrator's express attention to impose consequences and penalties for disruptive or inappropriate behavior. This study focused on public school teachers due to various disciplinary issues, policies, and standards that exist in the public school setting.

This study utilized a stratified random sample method for selecting possible participants. The researcher used the Mississippi Department of Education website as a guide to divide the state into four congressional districts so that selected school districts

would represent various geographical areas of Mississippi. The researcher then randomly selected twelve school districts with a total of twenty-four schools so that each congressional district was represented. The researcher focused on Mississippi teachers due to the state's policies regarding disciplinary options, reporting methods, and the unspecific parameters placed on suspensions and expulsions; furthermore, Mississippi is one of nineteen states that still allow corporal punishment and other disciplinary actions to be administered in its public school systems. Due to Mississippi allowing corporal punishment in its public schools, administrators may have more disciplinary options available to them; moreover, beliefs in southern states regarding student discipline and disciplinary options could be more heavily affected by family values, morals, and religious influences. The aforementioned information had the potential to aid the researcher in determining if Mississippi's disciplinary options and liberties could have possible influences on the level of support offered by administrators to teachers and teachers' perceptions regarding support.

In order to access the desired population for this study, the researcher first obtained permission from district superintendents to survey teachers. The researcher contacted the randomly selected school districts via phone and email and obtained permission from each superintendent for his or her district to participate in the study. The survey was distributed electronically to teachers via an email from the principal of each school that agreed to participate in the study. In order to be eligible for participation in the study, teachers had to meet the criteria of 1) currently employed in a public school district selected for participation in the study 2) certified teacher in any subject area in grades 7-12. Teachers employed in a private school setting or employees who serve in an

auxiliary area such as counselor or noncertified tutor were not eligible for participation. Participation in this study was voluntary and all respondents were allowed to cease participation at any time; moreover, respondents could choose to answer all or part of the questions on the questionnaire.

Instruments

This study utilized three separate instruments to analyze the relationship between administrative involvement with student discipline and teacher morale while accounting for the variable of school climate. The study used The Purdue Teacher Opinionaire (PTO), Organizational School Climate Description for Secondary Schools (OCI-RS), and an instrument designed by the researcher. The Purdue Teacher Opinionaire, designed by Bentley and Rempel (1970), was used to assess Teacher Morale. The researcher obtained permission to use the instrument through the Purdue Research Foundation, a non-profit organization that maintains rights to the instrument. The Organizational Climate Description for Secondary Schools, designed by Hoy, Tarter, and Kottkamp (1991), was used to assess school climate. The researcher obtained permission to use the instrument through email correspondence with Dr. Hoy. The final instrument that was used in the study will be an instrument designed by the researcher to assess administrative involvement with student discipline. A complete copy of the questionnaire is located in Appendix E.

The Purdue Teacher Opinionaire (PTO) contains 100 items relating to teacher morale. The instrument presents questions with a response format that includes a four-point Likert scale of disagree, probably disagree, probably agree, and agree. The

instrument contains ten dimensions that address things such as rapport with principal, curricular issues, and community support. The instrument was scored by correlating certain questions to each appropriate category/dimension. This instrument was used to address all three research questions. The Purdue Teacher Opinionnaire was created in 1965 and has been used in many studies that assess teacher morale. Original reliability scores and information are not available; however, the instrument has proven valid through repeated use with consistent results.

The Organizational Climate Description for Secondary Schools (OCI-RS) contains 34 items relating to school climate. The instrument presents questions with a response format that includes a four-point Likert frequency of rarely occurs, sometimes occurs, often occurs, and very frequently occurs. The instrument contains five dimensions that include supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. This instrument was used to address research question 3 of the research questions by summing the items that relate to each dimension of school climate. The OCI-RS is scored by assigning a number to each Likert scale response and calculating an average school score. The average school item scores were then summed according to the appropriate dimension. However, the researcher chose to find a mean score at the individual unit of analysis. Reliability scores for this instrument were reported by the authors as follows: supportive principal behavior .91, directive principal behavior .87, engaged teacher behavior .85, frustrated teacher behavior .85, and intimate teacher behavior .71. Construct validity was also achieved by the instrument's authors and has shown to be supported in other studies.

The instrument used to assess administrative involvement with student discipline was designed by the researcher. The instrument has ten items that relate to administrative involvement with student discipline. It presents questions that have a response format that includes a four-point Likert scale of strongly disagree, disagree, agree, and strongly agree. The instrument assesses elements that relate to general support offered by the administrator as well as involvement with student discipline. The researcher had several expert teachers critique the instrument prior to it being pilot tested. Upon completion of pilot testing, Cronbach's Alpha was used to verify internal consistency and yielded a score of .99. This instrument was used to address all three of the research questions. The researcher also included a short demographic portion that asked participants their gender and years of teaching experience.

The researcher gleaned information regarding administrative involvement with student discipline from several studies of administrative support and involvement and offered data that yielded categories of involvement that are important to teachers. The researcher included items that were found to have substantial meaning or importance to teachers and those serving in the field of education. Alsubaie (2015) reported that administrative support is essential to teacher performance and success in that principals should serve as the role model for teachers. Furthermore, Tsang and Liu (2016) identified emotional support through encouragement and communication as an excellent form of support for teachers. Hughes et al. (2015) echoed those notions by suggesting that administrative support in the form of emotional and environmental support is necessary to ensuring that teachers are happy and productive. Teachers prefer principals who are always available and provide feedback on a regular basis so that teachers know

how they need to improve (Hughes et. al., 2015). In regard to student discipline, Yoon and Gilchrist (2003) noted that teachers most prefer administrative involvement in the forms of emotional support, teamwork, and behavioral solutions to student discipline problems. Goodwin and Babo (2014) further noted that teachers expect principals to be of assistance with student discipline problems, especially when the discipline problems interfere with valuable teaching time. Moreover, teachers believe that principals should use their authority to create and enforce policies and procedures that influence student behavior (Nooruddin et al., 2014).

The PTO, the OCI-RS, and the researcher-designed instrument were pilot tested and field tested to build and ensure validity. The full version of the questionnaire was pilot tested using a convenience sample of teachers in a local school district that was exclude from participation in the live study. The researcher built the instrument for administrative involvement with student discipline based upon existing literature and then field tested it using a convenience sample of teachers who were not eligible for participation in the live study. The results were then checked for validity, and the researcher found that no revisions were necessary.

Research Design

This study utilized a quantitative correlational design method due to it being deemed as the most appropriate approach to seek data and results regarding the formulated research questions. The study used a cross-sectional approach that used survey methodology as the main approach to data collection. According to Spector (1981), scientific research in the social sciences is most often concerned with an

investigation into hypotheses that may be used to examine and explore human behavior. Quantitative studies with correlational design allow researchers to collect data on measurements that can be used to determine possible relationships that may exist between the measurements (Spector, 1981). Hoy and Adams (2015) concurred by adding that quantitative research allows the researcher to adequately focus on a hypothesis by using a scientific model and statistics to report on and quantify certain human behaviors.

Since this study focused on variables that are common to and experienced by all teachers, using a quantitative approach that is guided by theory was appropriate for acquiring data that helped answer the study's research questions. Creswell (2014) noted that quantitative research involves a process of using theory to test a hypothesis and confirm or disconfirm its relation to the theory. Furthermore, Hoy and Adams (2015) noted that models and theory are most helpful in exploring human behaviors and common experiences when conducting research in the areas of social science and psychology. This study was guided by leadership theories that aid in explaining various experiences and processes in the education arena. Survey methodology is often associated with quantitative studies because of its ease of use, ability to use randomization, and its generalizability to a larger population (Spector, 1981). A survey approach was used in this study so that data could be collected from a large number of people throughout the state. The use of a quantitative correlational design study that includes survey methodology was most appropriate in gleaning data from a population of teachers who share common experiences regarding the study's three variables.

Procedures

Once IRB approval for the project had been obtained, the researcher began the process of conducting a pilot for the study to ensure validity and reliability of the instruments. This study began by presenting the questionnaire formed from the three separate instruments and additional demographic information to a convenience sample of teachers in a local school district that was excluded for participation in the live study. The researcher contacted the superintendent of the school district and obtained permission to conduct research. The researcher then contacted the principals of each of the district's three high schools. The link to the survey was disseminated to teachers via an email from their principal. The researcher then checked for validity and reliability and found no major concerns that required alterations to the questionnaire.

Following completion of the pilot, the researcher used a stratified method to randomly select twelve school districts with a total of twenty-four schools from the Mississippi Department of Education website and contacted the superintendents of the selected districts to procure permission to conduct research in their district. The researcher obtained permission from nine of the twelve districts and sixteen of the twenty-four schools to survey teachers. Upon approval to conduct research in certain school districts, the researcher provided information regarding the study as well as the link for the questionnaire to the principal of each participating school and he or she disseminated the questionnaire to teachers via email. The information provided to the principals outlined the purpose of the study, noted IRB approval, addressed privacy concerns, and contained a statement regarding consent and voluntary participation. Teachers were able to read the statement concerning voluntary consent to participate

prior to beginning the questionnaire, and informed consent was obtained through participation in the survey.

The researcher did not collect any identifiable information from participants; furthermore, all demographic information was general in nature. Teachers accessed the instrument via an electronic link to a questionnaire that was provided through Qualtrics. When the data collection window closed, the researcher loaded the data into SPSS for analyzation. All data is stored and analyzed on a secure computer. After analysis is complete, the data will be stored on a secure computer server for a period of five years and then discarded through appropriate methods. The researcher did not need any additional information or follow-up contact with the participants once the questionnaires were completed. The results of the study were presented in the researcher's dissertation document and defense.

Data Analysis

The study had a sample population that included secondary (grades 7-12) school teachers. Teachers who participated in the study had to be currently employed as a certified teacher in a public school system and teaching at the secondary level. Demographic information regarding participants was collected but not analyzed as a major variable in the study.

Hypothesis 1 was analyzed using a multiple regression to determine if a statistically significant relationship exists between administrative involvement with student discipline and teacher morale. Hypothesis 2 was analyzed using a multiple regression to determine if a statistically significant relationship exists between

administrative involvement with student discipline and each dimension of teacher morale. Hypothesis 3 was analyzed using a hierarchical regression and covariance analysis to determine if a statistically significant relationship exists between administrative involvement with student discipline and teacher morale while accounting for school climate.

CHAPTER IV – RESULTS

Introduction

Administrative involvement through various support methods has been shown as a key component to creating a work environment where teachers feel productive and respected (Hughes et al., 2014). Furthermore, administrative involvement in areas that include the disciplining of students has been highlighted as an area where teachers need support and guidance from their principal (Yoon & Gilchrist, 2003). The purpose of this study was to identify a relationship between administrative involvement with student discipline and teacher morale. School climate was a major factor that was considered and accounted for when looking at the possible relationship between the two variables. The specific research questions addressed were: (1) To what extent does administrative involvement with student discipline relate to teacher morale? (2) Does administrative involvement with student discipline predict the ten dimensions of teacher morale? (3) Does administrative involvement with student discipline predict teacher morale while accounting for school climate?

Data were collected from 216 public school teachers who were employed by twelve school districts located throughout Mississippi. Demographic information regarding gender and years of teaching experience was collected; data involving Likert and frequency scale items were also collected for the purposes of gauging teachers' descriptions of administrative involvement with student discipline, teacher morale, and school climate.

The research questions were addressed using SPSS to conduct a multiple regression analysis. The purpose of the regression analysis was to predict teacher morale

based on administrative involvement of student discipline while accounting for school climate. The Purdue Teacher Opinionnaire contained 100 items used with permission from the Purdue Research Foundation. This instrument was scored along 10 subscales including rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curricular issues, teacher status, community support for education, school facilities and services, and community pressures. The Organizational Climate Description for Secondary Schools contained 34 items and was scored along five subscales including supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. In addition, 10 items related to student discipline were included after pilot testing showed them to be a reliable measure of administrative involvement with student discipline.

Descriptive Results

In this study, secondary public school teachers in select Mississippi schools were surveyed. Teachers were asked to identify their gender and years of teaching experience. The study had 63 male and 155 female participants; furthermore, the greatest number of participants reported having 11-19 years of teaching experience. The scale for administrative involvement with student discipline had a mean score of 3.12 and a standard deviation of .71. The subscales for the Purdue Teacher Opinionnaire had the following means and standard deviations: rapport with principal mean of 3.02 and standard deviation of .62, satisfaction with teaching mean of 3.03 and standard deviation of .37, rapport among teachers mean of 3.15 and standard deviation of .44, teacher salary mean of 2.44 and standard deviation of .69, teacher load mean of 2.80 and standard deviation of .61, curricular issues mean of 2.93 and standard deviation of .73, teacher

status mean of 2.58 and standard deviation of .63, community support for education mean of 3.09 and standard deviation of .73, school facilities and services mean of 3.05 and standard deviation of .62, and community pressures mean of 2.12 and standard deviation of .57. The subscales for the Organizational Climate Description for Secondary Schools had the following means and standard deviations: supportive principal behavior mean of 3.10 and standard deviation of .78, directive principal behavior mean of 2.01 and standard deviation of .66, engaged teacher behavior mean of 2.74 and standard deviation of .51, frustrated teacher behavior mean of 1.79 and standard deviation of .62, and intimate teacher behavior mean of 2.42 and standard deviation of .69.

Within the teacher morale subscales certain items were identified as having a higher mean score as related to other items in the instrument. Questions that related to teacher competency and a love of teaching were found to have higher reported values with means greater than 3.5 on a scale of one to four. The item entitled “I love to teach” had a mean score of 3.62. The item entitled “I feel successful and competent in my present position” had a mean score of 3.53. The item entitled “As a teacher, I think I am as competent as most other teachers” had a mean score of 3.68. The item entitled “I really enjoy working with my students” had a mean score of 3.57. It can be inferred that teachers feel strongly about competency and positive student relationships.

Statistical Results

Prior to conducting the regression analysis, the researcher used Cronbach’s alpha to calculate the mean and ensure internal consistency for the dimension within administrative involvement with student discipline, the 10 dimensions within teacher morale, and the five dimensions within school climate. The Cronbach alpha coefficients

for the school climate dimensions ranged from .74 to .89 and were closely aligned with the established means reported by the author of the questionnaire. The Cronbach alpha values for the teacher morale dimension ranged from .61 to .93. Within the teacher morale dimensions, the values for curricular issues and teacher salary were found to be somewhat low. The researcher recoded two items in the curricular issues dimension and the value increased to an adequate level. However, the coefficient for teacher salary could not be increased beyond its originally reported value and is subsequently included despite the alpha of .61. The specific values for each dimension are located in Appendix D.

In testing for the assumptions in a regression analysis, there were problems with linearity. Although the scatterplot for the discipline variable, used to identify linearity, demonstrated a linear relationship, some cause for concern was created by outliers in the data. Casewise diagnostics were used to identify case numbers 3, 6, and 8 as outliers. The researcher ran the regression analysis with and without the outliers present in the data and found that the absence of the outliers made a meaningful difference in the interpretation of the analysis. It was for this reason that the researcher decided to interpret the data with the outliers excluded. Table 1 displays the significance of the regression with and without the outliers. A histogram was used to determine that the distribution is positively skewed; moreover, the skewness for this distribution is 4.6 while the kurtosis is 1.78. Both indicate that this distribution has inconsistencies as compared to a normal distribution. The assumption of homoscedasticity has been met as variance along the line of best fit remained similar across the distribution. All variables except

rapport with principal met the assumption for normality of residuals by having values above .2. The value for rapport with principal was reported as .183.

Table 1
Regression Model Significance with and without Outliers

Scales	<i>p</i> with outliers	<i>p</i> without outliers
Rapport with Principal	.020	.010
Satisfaction with Teaching	.279	.043
Rapport among Teachers	.612	.258
Teacher Salary	.838	.944
Teacher Load	.071	.027
Curricular Issues	.797	.926
Teacher Status	.777	.867
Community Support for Education	.452	.670
School Facilities and Services	.982	.891
Community Pressures	.436	.570
Supportive Principal Behavior	.409	.239
Directive Principal Behavior	.170	.454
Engaged Teacher Behavior	.321	.773
Frustrated Teacher Behavior	.431	.381
Intimate Teacher Behavior	.885	.376

Research questions 1, 2, and 3 were addressed through a multiple regression analysis and a statistically significant relationship was found between administrative involvement with student discipline and teacher morale, $F(15,142) = 8.535, p < .001, R^2 = .326$. Certain dimensions of teacher morale can be predicted by administrative involvement with student discipline. The dimension of rapport with principal was found to be significant within the model, $t(197) = 2.607, p = .010$ as well as the teacher load dimension, $t(197) = 2.041, p = .043$. The dimension of satisfaction with teaching was also found to be significant, $t(197) = -2.236, p = .027$. Teachers feel a greater sense of self-efficacy and control over the learning environment when their administrator is proactive in disciplining students and creating processes that promote appropriate student behavior (Nooruddin, et al., 2014). Furthermore, teachers often rely on the administrator to be the supreme decision maker where student discipline is concerned and base their perceptions on their administrators chosen approach and technique (Yoon & Gilchrist, 2003). Tsang and Liu (2016) reported that teachers often feel disempowered by completing tasks that they see as noninstructional; therefore, they prefer to work for an administrator who safeguards their time from those tasks.

When the multiple regression was conducted to address research question 2, one of the 10 dimensions within teacher morale was found to be statistically significant. It was found that rapport with principal, satisfaction with teaching, and teacher load explained a significant amount of variance in teacher morale as it is influenced by administrative involvement with student discipline, $F(15,142) = 8.535, p < .001, R^2 = .326$. When the individual predictors were examined, it was found that rapport with principal, $t(197) = 2.607, p = .010$, was found to be significant in the model along with

satisfaction with teaching, $t(197) = -2.236, p = .027$ and teacher load, $t(197) = 2.041, p = .043$. For a one unit increase in rapport with principal, there is a .392 unit increase in teacher morale as influenced by administrative involvement with student discipline. For a one unit increase in satisfaction with teaching, there is a .320 unit increase in teacher morale as influenced by administrative involvement with student discipline. For a one unit increase in teacher load, there is a .223 decrease in teacher morale as influenced by administrative involvement with student discipline. All other dimensions within teacher morale and school climate were not statistically significant. Table 2 provides the regression model and significance information for each scale.

Table 2
Regression of Scales

Scales	B	Standardized Coefficients Beta	P
Rapport with Principal	.392	.370	.010
Satisfaction with Teaching	.320	.181	.043
Rapport among Teachers	-.169	-.113	.258
Teacher Salary	.006	.006	.944
Teacher Load	-.223	-.206	.027
Curricular Issues	.008	.009	.926
Teacher Status	-.018	-.017	.867
Community Support of Education	.042	.046	.670
School Facilities and Services	.014	.013	.891
Community Pressures	-.053	-.046	.570
Supportive Principal Behavior	.133	.157	.239
Directive Principal Behavior	.063	.062	.454
Engaged Teacher Behavior	-.044	-.034	.773
Frustrated Teacher Behavior	-.087	-.082	.381
Intimate Teacher Behavior	-.061	-.064	.376

Summary

While the overall model for the statistical analysis performed for this study was significant, only three of the ten dimensions of teacher morale were found to have been significant in relation to administrative involvement with student discipline. It was found that teacher morale was influenced by administrative involvement with student discipline in the area of rapport with principal, satisfaction with teaching, and teacher load. This indicates that these dimensions may hold a significant bearing on how teachers perceive their principal regarding aspects that deal with student discipline. While the sample size was adequate, issues with the analysis were present during interpretation that involve violations of the assumptions. The relationship was linear; however, skewness and kurtosis were too high and outliers were originally present within the distribution. Furthermore, an issue existed with one dimension not meeting the criteria for multicollinearity.

CHAPTER V – DISCUSSION

Overview

This study sought to discover the relationship between administrative involvement with student discipline and teacher morale; furthermore, the study also examined that relationship when accounting for school climate. The researcher wanted to allow teachers to express their opinions regarding administrative involvement and how that involvement provided them with the support systems that are necessary for creating a productive school environment.

The data for this study was obtained from public school teachers in nine randomly selected school districts that represented various regions of Mississippi. Teachers from sixteen public schools were asked to complete a questionnaire that assessed their morale and opinions regarding their school's climate and their administrator's involvement with student discipline. No teachers from private, nontraditional, agricultural, or gifted/specialty schools were included or eligible for participation in this study. While the researcher notes that the specific parameters placed around the eligibility for participation may not allow the results to be completely generalizable to the opinions of all teachers and school settings, it is the researcher's belief that shared experiences of working with students, colleagues, and administrators will resonate with those who are seeking ideas and knowledge regarding how teachers perceive their work environment. The researcher also endeavored to specifically highlight how teachers view their administrator's involvement with student discipline and the ways that involvement limits or enhances their ability to teach students in an environment that is conducive to learning.

Discussion

The researcher collected data through survey research from 216 public school teachers in Mississippi in order to determine teachers' opinions of teacher morale based upon administrative involvement with student discipline. Responses from three participants were eliminated due to their status as outliers. When research questions 1, 2, and 3 were assessed through a multiple regression analysis, the overall model was found to be statistically significant and in particular, the three dimensions of teacher morale which included rapport with principal, satisfaction with teaching, and teacher load. It appears that the relationship between teachers and their administrator may play an important role in how teachers perceive the work environment, their ability to productively teach students, and form opinions about how school policies and procedures should be rendered. While teachers report being satisfied with being in the teaching profession, they also reported that the work load negatively affects how they feel about their morale and ability to be productive in the school setting. Administrators should be mindful of that fact when creating school-wide procedures.

In accordance with path-goal theory, teachers often experience a greater sense of motivation to complete tasks when they have a superior who utilizes behaviors that are most appropriate to the environment and situations (Northouse, 2013). Teachers who feel as though they have friendly rapport with their administrator will derive more enjoyment in collaborating with him or her (Okcu, 2014) and therefore be more likely to trust the actions, decisions, and opinions of that person. These observations held true in this study as many teachers reported that their rapport with the principal did positively influence their morale which in turn had an influence on how they perceived their administrator's

involvement in the matters of student discipline. Nooruddin et al. (2014) notes that teachers believe that their administrator plays a vital role in the disciplining procedures and processes for students; the support or lack of support given by the administrator in this area often affects the relationship between teacher and administrator. Furthermore, administrators are often expected to take the lead in serving as an example of appropriate and positive behavior within the school (Alsubaie, 2015). These notions were again supported by the findings of this study in that teachers reported that praise and appreciation given by the administration, the ability to constructively criticize the administration, and close lines of communication between them and administration were all related to their morale.

The findings for teacher load and rapport with principal are aligned with findings in previous studies relating to teacher morale. Tsang and Liu (2016) suggest that high teacher morale is supported by open lines of communication between the staff and administration along with an environment where rapport between administrators and teachers is trusting and collegial. Furthermore, teachers' perceptions of a productive, positive work environment are influenced by the administrator's willingness to be visible throughout the school day and protect teachers' time from interruptions caused by student disciplinary problems (Goodwin & Babo, 2014).

Tsang and Liu (2016) contend that teachers report frustration and lower morale when they are forced to spend excessive amounts of time taking care of non-instructional situations and work. Teachers in schools where low morale is reported often feel as though their administrator does not listen to them and act in a manner that does not support teamwork and shared goals (Tsang & Liu, 2016). Teachers prefer working for an

administrator who will treat them with respect (Tsang & Liu, 2016) and take a proactive role in areas such as the disciplining of students (Yoon & Gilchrist, 2003). The findings for the dimension of satisfaction with teaching are reflected through research that reports that teachers often display a greater sense of commitment to the field of education when they work for an administrator who stays active in discipline and positive reinforcement of expectations (Sedivy-Benson & McGill, 2012).

Using the analysis as a guide, it is clear there is a relationship between how principals make disciplinary decisions, create disciplinary policies, and carry out disciplinary actions and how teachers perceive their rapport with the principal. A positive correlation was found between how teachers responded to questions regarding the way their administration treats them and how well they believe their principal upholds school policies and shares the responsibility of holding students accountable for appropriate behavior. It can be reasonably assumed that teachers see their personal relationship with their administrator in a manner that supports the notion that an administrator who takes a proactive stance against distractions and rule violations is an administrator who cares about them and has their best interest in mind each day. The questions found within the rapport with principal dimension focus on how well an administrator performs in making teachers feel valued, appreciated, utilized, and content in their work space; therefore, the researcher proposes that the administrator's willingness to consistently and effectively enforce rules and consequences regarding student discipline is a central way of demonstrating concern and respect for teachers.

The analysis also lends itself to the notion that teachers take great pride and joy in being educators and those feelings are often enhanced by their administrator's actions and

behaviors regarding the disciplining of students. It can be inferred that teachers feel better equipped to help students learn and overcome academic challenges when time in the classroom is appropriately safeguarded from behavioral disruptions. Principals can reinforce teachers' beliefs about working in the field of education by providing them with an environment that supports productive learning.

The teacher load dimension of teacher morale demonstrated the notion that teachers are negatively affected by completing tasks that they see as noninstructional. This idea can be applied to the specific area of student discipline in that it is the administrator's responsibility to ensure that teachers do not have to spend more time than necessary completing paperwork or tasks that stem from student behavior problems. It can be realistically presumed that teachers see their administrator's involvement with student discipline as a concern depending upon the amount of time they spend taking care of disciplinary problems that may arise from lack of support, poor procedures, or unclear expectations. No matter the cause, it is important for school leaders to note the influence their actions have on how teachers perceive the amount of additional work they are required to complete.

Limitations

A significant limitation of this study was the length of the questionnaire and the impact that factor had on the number of participants in the study. The questionnaire had a total of 146 items. While well over 200 teachers opened and began the first set of questions on the questionnaire, only an estimated 150 of them completed the questionnaire in its entirety. The researcher was concerned that the length of the questionnaire coupled with fact that the survey was conducted during the spring semester

of the school year would prevent teachers from having adequate time to devote to the survey. The researcher's concerns were confirmed through a personal email from a teacher who participated in the pilot study along with other forms of feedback provided by teachers who wanted to express their feelings regarding the time consumed completing the questionnaire. While obtaining adequate participation was a limitation, the researcher understands that using the complete versions of each instrument was necessary and useful.

The study was also limited by the number of questionnaires that were completed in their entirety. Many participants began the questionnaire and exited prematurely which left incomplete data, so perhaps the interpretation was influenced by some dimensions of school climate and teacher morale having more complete responses as compared to other dimensions. The researcher believes that the data would have greater impact had more responses been complete. Furthermore, the presence of outliers influenced the interpretation due to a few respondents who gave responses that were contrary to the responses of all other respondents. Perhaps those teachers had an extreme positive or negative situation in their work environment that influenced their opinions.

This study was conducted using teachers from a certain geographical region which limits its ability to be generalized to the entire population of teachers and administrators. Furthermore, the study's results are limited to the opinions of public school teachers and does not account for the opinions and experiences that may exist in the private, charter, or other nontraditional school sectors. Although the results are taken from a certain geographical region and only accounts for the responses of public school teachers, the study's finding can add to existing literature and possible gaps in literature

that could aid schools and school leaders in discovering productive and effective ways to influence teacher morale and the entire climate of the school.

Recommendations for Policy and Practice

This study concentrated on how administrative involvement, specifically in the area of student discipline, had the potential to influence teacher morale. While the researcher expected to find more significant results, the focus should be placed on the three dimensions of teacher morale that were identified to be influenced by administrative involvement of discipline. Since teachers reported that rapport with the principal, their satisfaction with their chosen profession, and their work load were important to them, it is useful to use this conclusion to further what is already known regarding administrative support and teacher morale. School leaders must take note of how teachers feel about the principal's willingness and efficiency at upholding school policies and rule violation consequences in matters of student discipline. It is imperative that administrators and policy makers understand how their decisions, actions, and behaviors affect teachers.

Administrators can see the relationship between teacher morale and administrative involvement through the lens of how teachers feel about their administrators and their role as a teacher; moreover, they can use this information to ensure that they are proactive in every aspect of the school. Administrators can use the information gleaned from the rapport with principal dimension to better understand their own role within the school; it is evident that teachers want their administrators to be a present, active authority in each and every activity. It is also important to note that teachers feel strongly about their time being managed properly and not having additional paperwork and events take up precious instructional planning time. Perhaps the

responses regarding administrative involvement with student discipline can prompt school leaders to take a closer look at how policies and procedures can be refined, revised, or rendered.

Implications for Future Research

More research is needed to determine the specific ways teacher morale is influenced by student discipline. Previous research clearly indicates that student discipline problems that go unattended create situations where teachers feel demoralized (Yoon & Gilchrist, 2003) and there is chaos due to lack of consistency and reinforcement (Nooruddin et al., 2014); therefore, more research should be conducted to identify ways that student discipline data can be used to influence school-wide procedures that are modeled and reinforced by first by the administrator.

A gap in the literature involving how administrative support and involvement in the area of student discipline still exists, so a further look at how this factor influences that school environment from an angle other than teacher morale could be beneficial to teachers, school leaders, and other school affiliates. Research regarding teacher morale could also be conducted through the focal point of rapport; it is possible that deeper understanding of teacher morale could be gleaned from identifying how the relationship between a teacher and principal is important to creating healthy schools. The data regarding satisfaction with teaching and teacher load could be helpful in identifying how teachers feel about their job when discipline problems cause them to spend time completing paperwork on students who consistently disrupt the classroom setting.

Future research could be conducted on administrative involvement and support in the area of discipline by using the scale designed specifically for this study. The 10 item

scale created by the researcher to assess teacher opinions regarding their administrator's level of involvement with policies, actions, and tasks that relate to student discipline was reviewed by a panel of expert teachers. The scale was then pilot tested by teachers in a public school district prior to its use in the study. The scale was found to have good reliability and could be useful to future studies that seek to take a deeper look into the areas discussed in this study. The conciseness of the scale would allow a researcher or school leader to obtain a quick assessment of teacher's opinions.

The researcher suspects that not a great deal of significance within the collected data was found due to an adequate but not dependable sample size. While 216 responses were obtained, many of the questionnaires were submitted incomplete with several sections of the teacher morale portion unanswered. Three responses were eliminated from analysis due to extreme answers that may have resulted from experiences that were not influenced by the administrator or any other controllable factor within the school setting. This fact may have some bearing on the results and how those results compared to previous studies that explored student discipline, teacher morale, or administrative support. Future studies could include a more holistic sample from one or multiple states. Moreover, the findings in this study could be furthered through research conducted through some other methodology such as qualitative or survey that is done face-to-face rather than electronic.

Summary

The success of a school often relies on the administrator's ability to offer support to teachers and students by promoting a common vision and direction for the school (The Wallace Foundation, 2013). It is the obligation of the administrator to ensure that

teachers feel supported and morale is optimal (Alsubaie, 2015). One important way administrators can achieve that level of support is through their involvement with student discipline (Yoon & Gilchrist, 2003). Administrators who take a proactive stance regarding school rules and disciplinary action that derives from violating those rules often have greater respect from their faculty and staff; furthermore, teachers frequently demand assistance from their administrator when it comes to disruptive students (Yoon & Gilchrist, 2003). Teachers report that a lack of discipline or behavior guidelines lead to a school environment where they do not feel as though learning and growth are at the forefront (Nooruddin et al., 2014). Providing support and active involvement in the area of student discipline is vital to ensuring that teacher morale is safeguarded and must always be present in the minds of administrators (Nooruddin et al., 2014; Yoon & Gilchrist, 2003).

The lack of administrative support can be detrimental to the learning environment and morale of teachers (Yoon & Gilchrist, 2003; Tsang & Liu, 2016). Furthermore, student discipline has become a major area of concern where teachers often feel under supported and over worked (Yoon & Gilchrist, 2003). It is essential that this fact must be acknowledged and carefully addressed. While many of the results of this study were not as significant as the researcher had expected, it did identify three specific dimensions of teacher morale that are influenced by the administrator's support and involvement with student discipline. This study demonstrates the importance of the role the administrator plays in the school environment and the fact that their rapport with teachers matters in many different ways. This study also exemplifies how teachers feel about their profession. They feel strongly about being a public school teacher and feel an even

greater sense of pride in their work when they know their administrator supports their efforts and involves him or herself in the process.

Based upon the limited discoveries uncovered by this study, it is recommended that this research and teacher responses be used by school leaders and teachers to better understand how interpersonal relationships benefit every member of the school setting. Teachers and administrators must rely on each other's knowledge in order to make the most informed decisions in areas such as student discipline; furthermore, they must work together to identify areas where improvement and change may be merited. School administrators should always be mindful of how their actions, support, demeanor, and attributes influence those who serve and learn under their leadership.

APPENDIX A - Cronbach's Alpha for All Scales

Cronbach's Alpha for All Scales

Dimension	Score
Administrative Involvement with Student Discipline	
Discipline	.96
Purdue Teacher Opinionaire	
Rapport with Principal	.93
Satisfaction with Teaching	.77
Rapport among Teachers	.82
Teacher Salary	.78
Teacher Load	.83
Curricular Issues	.85
Teacher Status	.78
Community Support for Education	.88
School Facilities and Services	.74
Community Pressures	.61
Organizational Climate Description for Secondary Schools	
Supportive Principal Behavior	.89
Directive Principal Behavior	.79
Engaged Teacher Behavior	.80
Frustrated Teacher Behavior	.77
Intimate Teacher Behavior	.74

APPENDIX B –IRB Pilot Study Approval Letter



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INSTITUTIONAL REVIEW BOARD

118 College Drive #5147 | Hattiesburg, MS 39406-0001

Phone: 601.266.5997 | Fax: 601.266.4377 | www.usm.edu/research/institutional-review-board

NOTICE OF COMMITTEE ACTION

The project below 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 regulations (45 CFR Part 46), and University Policy to ensure:

- The risks to subjects are minimized and 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 involving risks to subjects must be reported immediately, but not later than 10 days following the event. Problems should be reported to ORI via the Incident template on Cayuse IRB.
- The period of approval is twelve months. An application for renewal must be submitted for projects exceeding twelve months.

PROTOCOL NUMBER: IRB-18-82

PROJECT TITLE: Administrative Involvement with Student Discipline and Teacher Morale in Mississippi Schools

SCHOOL/PROGRAM: School of Education, Educational Research and Admin

RESEARCHER(S): Melanie Taylor
Kyna Shelley

IRB COMMITTEE ACTION: Approved

CATEGORY: Exempt

PERIOD OF APPROVAL: October 25, 2018 - October 25, 2019

Edward L. Goshorn, Ph.D.

Institutional Review Board Chairperson

APPENDIX C – Final Project Approval Letter

Office of
Research Integrity



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NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

The project below 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 regulations (45 CFR Part 46), and University Policy to ensure:

- The risks to subjects are minimized and 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 involving risks to subjects must be reported immediately. Problems should be reported to ORI via the Incident template on Cayuse IRB.
- The period of approval is twelve months. An application for renewal must be submitted for projects exceeding twelve months.

PROTOCOL NUMBER: IRB-19-34

PROJECT TITLE: Administrative Involvement with Student Discipline and Teacher Morale in Mississippi Schools (Final Project)

SCHOOL/PROGRAM: School of Education, Educational Research and Admin

RESEARCHER(S): Melanie Taylor, Kyna Shelley

IRB COMMITTEE ACTION: Exempt

CATEGORY: Exempt

Category 2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

APPROVED STARTING: February 13, 2019

A handwritten signature in cursive script, reading "Donald Sacco".

Donald Sacco, Ph.D.

Institutional Review Board Chairperson

APPENDIX D – Purdue Approval Letter

PURDUE

RESEARCH FOUNDATION
1281 Win Hentschel Blvd.
West Lafayette, IN 47906

OFFICE OF TECHNOLOGY COMMERCIALIZATION

PERMISSION TO USE

Requester:

Melanie Taylor
Doctoral Candidate
630 Lake Como Road
Laurel, MS 39443

Work requested for Usage (Material(s)): “The Purdue Teacher Opinionnaire” by Bentley, R., & Rempel, A. (1980).

Grant: Purdue Research Foundation (PRF), designated to act on behalf of Purdue University, gives the Requester, permission to use the Material solely for educational/academic research purposes.

The Material is provided by Purdue University for inclusion in the Publication as consistent with Purdue University’s instructional objective, and its overall mission as a non-profit educational institution.

THE MATERIAL IS PROVIDED “AS IS”, AND PRF MAKES NO REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED, AS TO ANY MATTER RELATING THERETO, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

The Requester will include an acknowledgement of the source of the Material.

The authorization provided is valid only to the extent that all of the activities undertaken are consistent with the understanding and conditions as stated herein.

Sincerely,



Brooke Beier, Ph.D
Executive Director, Office of Technology Commercialization

Date: 2/13/2018

APPENDIX E – Questionnaire

9/3/2019

Qualtrics Survey Software

Default QuPlease think of your direct supervisor or administrator who is most of

Participants,

You are being asked to participate in a study examining the influence of administrative involvement with student discipline and teacher morale. As a participant in the study, you will be asked to complete a questionnaire that should take no longer than 15 minutes.

Your participation is voluntary, and you will not be asked for any identifying information; furthermore, all information collected will be kept confidential. This study has the potential to provide information about how administrative involvement with student discipline influences teacher morale and how teachers view their work environment. Your participation in this study could help provide insight on effective and productive student discipline practices and policies. Only aggregated data results will be used. Results from this study will be used for meeting the researcher's dissertation requirements and may also be submitted to an appropriate educational conference or journal. There are minimal risks associated with participation in this study.

If you have questions, please contact Melanie Taylor at melanie.l.taylor@usm.edu.

This project has been reviewed by the Institutional Review Board, 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 IRB at 601-266-5997. Participation in this project is completely voluntary, and participants may withdraw from this study at any time without penalty, prejudice, or loss of benefits.

Any questions about the research should be directed to the Principal Investigator using the contact information provided in the Project Information Section above.

Please indicate your consent to participate in this study by answering "yes" to participate or "no" to decline participation.

- ☐ Yes
☐ No

I am currently employed in a public school in Mississippi as a certified teacher in grades 7-12.

- ☐ Yes
☐ No

Please identify your gender.

- ☐ Male
☐ Female

Please identify your years of teaching experience.

- ☐ 0-5 Years
☐ 6-10 Years
☐ 11-19 Years
☐ 20 or More Years

Please think of your direct supervisor or the administrator who is most often involved in the discipline of your students as you respond to each item.

	Strongly Disagree	Disagree	Agree	Strongly agree
My administrator is an integral part of the discipline process at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administrator directly engages when student discipline problems arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administrator enforces consequences when a student violates a discipline policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<https://usmep.co1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview>

1/6

	Strongly Disagree	Disagree	Agree	Strongly agree
My administrator supports policies that promote appropriate student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administrator's involvement in my effort to discipline students is helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administrator ensures that the discipline process involves the principal, teacher, and student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administrator ensures that teaching time is safeguarded from student discipline issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administrator actively listens when I express concerns that stem from student discipline issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administrator holds students accountable for their actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administrator enforces handbook policies on issues of student discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are from the Purdue Teacher Opinionaire. This instrument is intended to offer you an opportunity to express your opinion regarding various aspects of your school. Please read each statement carefully and respond.

	Disagree	Probably Disagree	Probably Agree	Agree
Details, "red tape," and required reports absorb too much of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work of individual faculty members is appreciated and commended by our principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel free to criticize administrative policy at faculty meetings called by our principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our principal shows favoritism in his relations with the teachers in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school are expected to do an unreasonable amount of record keeping and clerical work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal makes a real effort to maintain close contact with the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community demands upon the teacher's time are unreasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the policies under which pay raises are granted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching load is greater than that of most of the other teachers in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The extra-curricular load of the teachers in our school is unreasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our principal's leadership in faculty meetings challenges and stimulates our professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching position gives me the social status in the community that I desire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of hours a teacher must work is unreasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching enables me to enjoy many of the material and cultural things I like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides me with adequate classroom supplies and equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school has a well-balanced curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a great deal of griping, arguing, taking sides, and feuding among our teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching gives me a great deal of personal satisfaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum of our school makes reasonable provision for student individual differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are from the Purdue Teacher Opinionaire. This instrument is intended to offer you an opportunity to express your opinion regarding various aspects of your school. Please read each statement carefully and respond.

	Disagree	Probably Disagree	Probably Agree	Agree
The procedures for obtaining materials and services are well defined and efficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, teachers in our school do not take advantage of one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching enables me to make my greatest contribution to society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum of our school is in need of major revisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I love to teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Disagree	Probably Disagree	Probably Agree	Agree
If I could plan my career again, I would choose teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experienced faculty members accept new and younger members as colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend teaching as an occupation to students of high scholastic ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could earn as much money in another occupation, I would stop teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school schedule places my classes at a disadvantage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within the limits of financial resources, the school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal makes my work easier and more pleasant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up professionally is too much of a burden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our community makes its teachers feel as though they are a real part of the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary policies are administered with fairness and justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching affords me the security I want in an occupation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school principal understands and recognizes good teaching procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers clearly understand the policies governing salary increases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes are used as "dumping grounds" for problem students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are from the Purdue Teacher Opinionnaire. This instrument is intended to offer you an opportunity to express your opinion regarding various aspects of your school. Please read each statement carefully and respond.

	Disagree	Probably Disagree	Probably Agree	Agree
The lines and methods of communication between teachers and the principal in our school are well developed and maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching load at this school is unreasonable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal shows a real interest in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our principal promotes a sense of belonging among the teachers in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching load unduly restricts my nonprofessional activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find my contacts with students, for the most part, highly satisfying and rewarding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am an important part of this school system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides the teachers with adequate audio-visual aids and projection equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel successful and competent in my present position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working with student organizations, clubs, and societies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our teaching staff is congenial to work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching associates are well prepared for their jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school faculty has a tendency to form into cliques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers in our school work well together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am at a disadvantage professionally because other teachers are better prepared to teach than I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school provides adequate clerical services for the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As far as I know, the other teachers think I am a good teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library facilities and resources are adequate for the grade or subject area which I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The "stress and strain" resulting from teaching makes teaching undesirable for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are from the Purdue Teacher Opinionnaire. This instrument is intended to offer you an opportunity to express your opinion regarding various aspects of your school. Please read each statement carefully and respond.

	Disagree	Probably Disagree	Probably Agree	Agree
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	Disagree	Probably Disagree	Probably Agree	Agree
My principal is concerned with the problems of the faculty and handles these problems sympathetically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not hesitate to discuss any school problem with my principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching gives me the prestige I desire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching job enables me to provide a satisfactory standard of living for my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The salary schedule in our school adequately recognizes teacher competency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the people in this community understand and appreciate good education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my judgement, this community is a good place to raise a family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This community respects its teachers and treats them like professional persons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal acts interested in me and my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school principal supervises rather than "snooperises" the teachers in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult for teachers to gain acceptance by the people in this community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' meetings as now conducted by our principal waste the time and energy of the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal has a reasonable understanding of the problems connected with my teaching assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work is judged fairly by my principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the actions of students irritate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cooperativeness of teachers in our school helps make our work more enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students regard me with respect and seem to have confidence in my professional ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The purposes and objectives of the school cannot be achieved by the present curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers in our school have a desirable influence on the values and attitudes of their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are from the Purdue Teacher Opinionnaire. This instrument is intended to offer you an opportunity to express your opinion regarding various aspects of your school. Please read each statement carefully and respond.

	Disagree	Probably Disagree	Probably Agree	Agree
This community expects its teachers to meet unreasonable personal standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students appreciate the help I give them with their schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To me there is no more challenging work than teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers in our school are appreciative of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a teacher in this community, my nonprofessional activities outside of school are unduly restricted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a teacher, I think I am as competent as most other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers with whom I work have high professional ethics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school curriculum does a good job of preparing students to become enlightened and competent citizens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really enjoy working with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers in our school show a great deal of initiative and creativity in their teaching assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in our community feel free to discuss controversial issues in their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal tries to make me feel comfortable when visiting my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal makes effective use of the individual teacher's capacity and talent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The people in this community, generally, have a sincere and wholehearted interest in the school system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel free to go to the principal about problems of personal and group welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Disagree	Probably Disagree	Probably Agree	Agree
This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This community is willing to support a good program of education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our community expects the teachers to participate in too many social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community pressures prevent me from doing my best as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am well satisfied with my present teaching position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following are statements are about your school; please indicate the extent which each statement characterizes your school.

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
The mannerisms of teachers at this school are annoying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have too many committee requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers spend time after school with students who have individual problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are proud of their school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal sets an example by working hard himself/herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal compliments teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher-principal conferences are dominated by the principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Routine duties interfere with the job of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers interrupt other faculty members who are talking in faculty meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student government has an influence on school policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are friendly with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal rules with an iron fist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal monitors everything teachers do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' closest friends are other faculty members at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative paper work is burdensome at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers help and support each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following are statements are about your school; please indicate the extent which each statement characterizes your school.

	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
Pupils solve their problems through logical reasoning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal closely checks teacher activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal is autocratic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The morale of teachers is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers know the family background of other faculty members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned non-teaching duties are excessive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal goes out of his/her way to help teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal explains his/her reason for criticism to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal is available after school to help teachers when assistance is needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers invite other faculty members to visit them at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers socialize with each other on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers really enjoy working here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal uses constructive criticism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal looks out for the personal welfare of the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal supervises teachers closely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal talks more than listens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
Pupils are trusted to work together without supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers respect the personal competence of their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 1

Click to write the question text

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