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THE PRESENCE OF RELATIONAL TRUST IN TEACHER-PRINCIPAL RELATIONSHIPS AND THE CORRELATION OF TEACHER INTENT-TO-PERSIST AND TEACHER EFFICACY

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THE PRESENCE OF RELATIONAL TRUST IN TEACHER-PRINCIPAL RELATIONSHIPS AND THE CORRELATION OF TEACHER INTENT-TO-PERSIST AND TEACHER EFFICACY

by

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ABSTRACT

Principals and teachers must work together for students to be academically successful. Teachers directly influence the students, and principals directly affect the teachers. Before students' success can occur, the principal and teachers must have a relationship. The development of trust begins with leaders who have quality relationships with their teachers (Bryk & Schneider, 2002). When teachers trust their principals, teachers are loyal and develop self-efficacy. According to Lacks and Watson (2018), teacher self-efficacy is developed through significant interactions with the principal, making teachers feel better about themselves and their collective mission, and they become more effective in the classroom. Trust in principal/teacher relationships also affects teachers' intent-to-persist. Satyanarayana et., al (2017) found that the relationship quality between staff and their principals significantly influences staff productivity and loyalty. The principal's leadership determines the relationship with the teachers. According to Bryk and Schneider (1996), teachers in schools rich in relational trust have a higher sense of "loyalty to their school, interest in continuing to work there, and a willingness to speak well of the school to others" (p. 23).

This study aims to determine if the presence of relational trust in principal/teacher relationships correlates with teacher efficacy and intent-to-persist. The framework used for this study is Bryk and Schneider's RTT. This quantitative study uses Pearson's correlation to analyze the teachers' perceptions of relational trust with their principals, self-efficacy, and intent-to-persist.

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DEDICATION

I would like to thank God for allowing me to make it through this journey. It has been a humbling process that has taught me many life lessons. I appreciate the patience that my son CJ and my daughter Evelynn have shown to me during this process.

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LIST OF ABBREVIATIONS

IRB	International Review Board
RTT	Relational Trust Theory
SPSS	Statistical Package for the Social Sciences
TCI	Trust in Clients
TCO	Trust in Colleagues
TP	Trust in Principal

CHAPTER I - INTRODUCTION

Education is a diverse system with various external and internal stakeholders. Each of these stakeholders plays a vital role in the educational system. Each of these educational stakeholders aims to produce successful, productive students. To build successful students, the leaders of these educational institutions must work successfully together. The main components of the team are principals and teachers. Positive principal/teacher relationships are essential for the success of the students. This success starts with educational planning.

Educational planning is a critical component for the development of successful schools. Within this planning, principals collaborate with teachers. Trust between principals and teachers is necessary to have successful collaborations between principals and teachers. Research has shown that trust is the basis for cooperation, and collaboration develops a reliable organization (Modoono, 2017).

Background of the Study

The leadership of a successful principal begins with trust. Winning over employees' trust is a vital element of being an effective leader (Wang and Hsieh, 2013). Trust within the relationship between educators can be broken into two categories: Teachers' trust in each other and teachers' confidence in the principal (Tschannen-Moran and Gareis, 2015). Although trust among teachers is vital for the collaboration and growth of educators, it is not enough. Principals must be trusted to lead teachers. This leadership includes guidance, support, and resources (Bryk and Schneider, 2002). Teachers directly influence the student, and principals directly affect the teachers.

According to Tschannen-Moran and Gareis (2015), principals and teachers working together allow higher student achievement. Tschannen-Moran (2014) state:

> Higher student achievement is likely to produce even greater trust. In contrast, low student achievement could be expected to lead to a self-reinforcing spiral of blame and suspicion on the part of teachers, parents, and students that would further impair student achievement (p. 15).

Teachers develop efficacy through trusting principal/teacher relationships. Teachers begin to feel better about themselves and their collective mission due to significant interactions with their principals, and they become more effective in the classroom (Lacks and Watson, 2018). The interactions of the teacher and principal happen through daily social interactions. According to researchers, the interpersonal interactions of a principal are necessary to garner trust and support from teachers (Lacks and Watson, 2018). When teachers develop confidence, principals can create a conducive environment for teachers to be effective. One of the most important of all the relational components is that of trust. School leaders must develop the trust factor necessary for teachers to follow and support their efforts. The building and sustaining of one-to-one relationships with teachers via communicative and supportive behaviors is the overarching trust-promoting behavior of the principal (Kutsyuruba and Walker, 2016). Practices that promote trust ensure the Intent-to-Persist of teachers.

Sathyanarayana, Gargesha, and Bellave (2017) found that the relationship quality between staff and their supervisors or principals significantly influences staff productivity and loyalty. Teacher Intent-to-Persist is affected by the trust in principal/teacher relationships. Having a sense of confidence in their supervisor contributes to decreases in

employee turnover (Meng, Cheng, and Guo, 2016). Establishing and maintaining trust is a crucial component in the Intent-to-Persist of teachers. The development of trust begins with the leaders who have quality relationships with their teachers (Bryk and Schneider, 2002). The principal's leadership determines the amount of trust present in teacher-principal relationships. Principals can create environments that allow teachers to trust principals. Researchers found that if principals were willing to assist teachers with instructional matters, teachers were more apt to believe the principals because of the supportive characteristics of the principal (Tschannen-Moran and Gareis, 2015). When teachers work in a trusting culture, they are more likely to stay within the teaching profession. Bryk and Schneider (1996) reported that teachers employed in schools rich in relational trust have a higher sense of "loyalty to their school, interest in continuing to work there, and a willingness to speak well of the school to others" (p. 23).

Relational trust is essential to principal/teacher relationships because of the school's hierarchical, governmentally inspired educational structure (Tschannen-Moran and Gareis, 2015). There is a constant amount of communication with the school's hierarchical system. Trust between teachers becomes an essential component in the discussion process because current trends in education involve the cultivation of collegial trust. A vital part of an organization's success relies on elevated levels of trust (Cosner and Jones, 2016). Trust is critical in the success of a school's hierarchical system. However, there cannot be trust within the hierarchical system if there is no relational trust in principal/teacher relationships.

Focus on Attitudes and Achievement

School reform is an issue that is prominent in America's consciousness (Green, 2016). Even though restructuring of American schools has been primarily associated with high-stakes testing, federal and state constructs of school accountability, a body of literature related to the role of relational trust in public school reform is emergent (Bryk and Schneider, 2002). Relational trust is essential in school reform because it is the key to reforming teacher-principal relationships. The purpose of improving principal/teacher relations is to improve students' academic success, which is accomplished through effective instruction from teachers. Student achievement is obtained through teacher effectiveness. Teacher effectiveness goes along with teacher efficacy. Although teachers deliver direct instruction for the students' academic success, success can only emanate when principals and teachers work together cohesively through a trust-based relationship. If principals are useful in the restructuring process and sustain new reform initiatives, trust must exist among all stakeholders (Hanselman et al., 2016). Learning the role that relational trust plays in principal/teacher relations.

Problem Statement

Little research has been conducted regarding understanding and learning the role relational trust plays in principal/teacher relations. Further, there is a need to determine the level of relational trust between teachers and principals and determine whether those relationships correlate with teacher efficacy and intent-to-persist or retention in the field.

Purpose of the Study

The aim of this study is to determine if principal/teacher relationships with relational trust correlate with teacher efficacy and intent-to-persist. Bryk and Schneider (2002) found that relational trust relates with teacher orientation to innovation, teacher commitment to the school community, peer collaboration, reflective dialog, collective responsibility, focus on student learning, and teacher socialization. Analyzing teachers' perspectives will determine if relational trust in principal/teacher relationships correlates with teacher efficacy and intent-to-persist or retention. Udemba (2021**)** has studied teachers' job satisfaction, principal's behaviors, and school practices; however, the outcomes of relational trust in principal/teacher relationships have received less attention.

Research Questions

The following research questions guide this quantitative study:

1. To what extent is relational trust present?
2. Does relational trust in principal/teacher relationships correlate with teacher efficacy?
3. Does relational trust in principal/teacher relationships correlate with teacher intent-to-persist?

Theoretical or Conceptual Framework

The framework to guide this study is Relational Trust Theory (RTT). Bryk and Schneider argued that trusting relationships were a critical resource for improving schools and increasing academic focus, collective responsibility for student learning, and school-wide commitment (Bryk and Schneider, 2002). Their interpretation is that if the relational trust is within the relationships, expectations and dedication will be in

harmony. Bryk and Schneider's framework shows that respect, regard, competence, and integrity lead to relational trust. RTT is grounded in social exchanges within schools: teachers with students, teachers with other teachers, parents, and all groups with the school principal (Bryk and Schneider, 2002).

Justification - Significance of the Study

"Teachers need to be able to trust that the principal will support them in their work, and principals need to be able to trust teachers to teach" (Macmillan, Meyer, and Northfield, 2004, p. 283). For teachers to trust that principals will support them and principals to trust that teachers will teach, there must be relational trust within the principal/teacher relationship. According to Bryk and Schneider 2002, relational trust within schools contributes significantly to teachers' efficacy. Literature about relational trust in teacher principal relationships, retention, and efficacy is robust when the concepts are considered separately. Unfortunately, there is a gap in the research connecting these three concepts. To address this gap, I will conduct a quantitative research study to identify if relational trust in principal/teacher relationships correlates with teacher retention (teachers' intent-to-persist) and teacher efficacy. The findings will inform educational leaders if relational trust in the principal/teacher relationship correlates with teacher efficacy and intent-to-persist.

Overview of Methodology

This study will be a quantitative study that aims to determine if relational trust in principal/teacher relationships correlates with teacher intent-to-persist and teacher efficacy. The study will use surveys to collect data from the teachers. The investigation will use the Omnibus T-Scale (Hoy and Tschannen-Moran, 2003 and the Teachers' Sense

of Efficacy Scale Tschannen-Moran and Woolfolk Hoy, 2001). The teachers will be teachers. Their perspectives on trust, efficacy, and commitment will be analyzed. The independent variable is relational trust in the principal/teacher relationships. The dependent variables are efficacy and intent-to-persist. The independent variable is relational trust in the principal/teacher relationships.

Definition of Terms

This section includes a discussion of key terms and concepts utilized in this study. These terms are being discussed to relate to this research, and the population studied. The following terms are used operationally in this study:

Retention – Retention has been defined as teachers' intent-to-persist or return to their same school from one year to the next (Kukla-Acevedo, 2009).

Relational trust – Relational trust is defined as the interpersonal social exchanges in a school community, which is shown through communication, participation, and positive interactions between trusting parties (Bryk and Schneider, 2002, p. 20). Trust-Trust is defined as an individual or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, dependable, competent, honest, and open (Tschannen-Moran and Hoy,1998, p.346).

Stereotype threat: Stereotype threat is a dilemma that causes people to feel that they are at risk of fitting into stereotypes about their identified group. Stereotype threat depresses teachers' performance by interfering with their ability to formulate problem-solving strategies (Quinn & Spencer, 2001).

Student Achievement: Student achievement refers to a child's growth as measured by test scores on standardized assessments and observing the educational outcomes (LaRocque et al., 2011).

Teachers' Sense of Efficacy Scale (TSES)- Scale to measure teachers' sense of self-efficacy (their confidence in their ability to promote student learning) (Tschannen-Moran and Woolfolk Hoy, 2001).

Teacher Self-Efficacy- Teachers' confidence in promoting students' learning (Hoy, 2000).

Omnibus T-Scale- A short operational measure of the three dimensions of trust (Hoy and Tschannen-Moran, 2003).

School principal- A person with leadership skills who can maintain accountability, see potential and creative value in fellow teachers, peers, and students to strive for higher education by focusing on goal setting and daily objectives that are productive to the overall community, family, and the individual. The principal helps build leaders in our world (Smith & Jones, 2009).

Assumptions

It is assumed that teachers will be honest in answering the survey's item. Further, it is assumed that teachers' response to the survey reflected the Teachers' Sense of Efficacy Scale (TSES), which measures efficacy in student engagement, instructional practices, and classroom management; Omnibus T-Scale (OTS), which measures teacher trust. It is assumed that results from the study will inform principals of the correlation that trust, and teacher efficacy has to relational trust in the principal/teacher relationships.

Limitations

The following limitations are present in this study:

1. Time constraints will limit the scope of this study as the study will focus on teachers who participate in this study.
2. The principal's perspective was absent from the study, may be a limiting factor in the research.
3. The teachers have the privacy to answer the item truthfully.
4. The teachers are in an environment that allows professional growth and expression.
5. The teachers' answers may not be accurate due to the personal relationships that the teachers have with the principals.

Delimitations

The following delimitations are present in this study:

1. The quantitative research was delimited to one school district within Mississippi, limiting the demographic sample.
2. The teachers were limited to taking only the teacher survey provided during the study.
3. The principal's perspective was absent from the study because the teachers only completed the surveys.

Summary and Organization of the Remainder of the Study

This section summarizes the key points of Chapter 1. Students' success will always be the goal of the educational system. The principal/teacher relationships must ensure that students are successful. Good principal/teacher relationships are built through

relational trust. According to Bryk and Schneider (1996), teachers in schools rich in relational trust have a higher sense of "loyalty to their school, interest in continuing to work there, and a willingness to speak well of the school to others" (p. 23). For student success, teachers must be retained to perfect their craft, and teachers must have confidence in their abilities to make students successful. If principal/teacher relationships are not functioning correctly, it affects the long-term goals of the students, teachers, and principals. Relational trust in teacher-principal relationships positively or negatively correlates to teacher intent-to-persist and efficacy.

Chapter 2 will present a review of current research of the dissertation literature review. Chapter 3 will describe the methodology, research design, and procedures for this investigation. Chapter 4 details how the data is analyzed and provides a written and graphic summary of the results. Chapter 5 interprets and discusses the results related to the existing body of research related to the dissertation topic.

CHAPTER II - LITERATURE REVIEW

The aim of this study is to determine the nature of principal/teacher relationships regarding relational trust and whether these relationships correlate with teacher efficacy and teacher retention. The variables investigated in this quantitative study are teacher efficacy and teacher retention. Relational trust is the theoretical framework discussed further in the chapter. The presence of relational trust in principal/teacher relationships will be used to see a correlation between teacher efficacy and retention. This chapter analyzes each variable through an overview of literature related to teacher efficacy, retention, and relational trust. Specific definitions of teacher efficacy and intent-to-persist will further understand these variables within education. The theoretical framework will show the history and relational trust concepts, detailing how relational trust forms an educational organization.

Origins of Teacher Efficacy

Self-efficacy was established from Bandura's social learning theory; the social theory presumes people learn through monitoring people (Rhee, Seog, Bozorov, and Dedahanov, 2017). Self-efficacy focuses on a person's beliefs on their ability to do something (Bandura, 1971). Self-efficacy shapes individuals' feelings, ideas, and behaviors (Temiz and Topcu, 2013). The sense of self-efficacy is contingent upon four factors: mastery levels of experience, second-hand experience, persuasive communication, and emotions (Temiz and Topcu, 2013). The most influential source among these four sources explained above is the second-hand expertise in which the learning is done through observing and experiencing the processes (Bandura, 1994). An individual's self-efficacy for a situation influences his efforts, effort to reach the goal,

patience, and reactions under adverse circumstances (Çaycı, 2011). Factors regarding direct experience are vital for self-efficacy (Bandura, 1977). Self-efficacy is not a common attribute of a person; it is specific for different functioning (Bandura, 1977). An individual can have a high feeling of self-efficacy while learning a new concept. On the other hand, they have low self-efficacy in starting relationships with other people (Temiz and Topcu, 2013).

Some studies found that self-efficacy beliefs are predictors of mastery and factors between Subjective Well Being and general health (Natovová and Chýlová, 2012). Researchers have found that mental health problems were linked to a lack of confidence, limiting every day. It can be perceived that self-efficacy is connected to setting targets individually and overcoming failure, which can be considered a vital psychological resource and a factor of positive mental resilience (Connell et al., 2014). This relationship is essential for the stability of a student-teacher or a practicing teacher in developing student-teacher self-efficacy.

Thus, this study is framed through Bandura's Social Learning Theory and the concept of stereotype threat. Stereotype threat depresses trust by interfering with their ability to formulate problem-solving strategies. Bandura's Social Learning Theory posits that people learn via observation, imitation, and modeling. The approach has often been called a cognitive learning theory because it encompasses attention, memory, and motivation. It is more closely related to Vygotsky's Social Development Theory, which emphasizes the importance of social learning. Bandura's theory of self-regulatory mechanisms and the influential role of perceived self-efficacy in self-development, adaptation, and change laid the theoretical foundation for his theory of human agency.

Among the mechanisms of human agency, none is more central or pervasive than people's beliefs in their efficacy to influence events that affect their or their children's lives. This core belief is the foundation of human inspiration, motivation, performance accomplishments, and emotional well-being. Unless people believe they can produce desired effects by their actions, they have little incentive to undertake activities or persevere in the face of difficulties. Whatever other factors serve as guides and motivators; they are rooted in the core belief that one has the power to effect changes by one's actions. This core belief operates through its impact on cognitive, motivational, affective, and decisional processes.

The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Many human behaviors, which are purposive, is regulated by fore-thought embodying cognized goals. One's self-appraisal of their capabilities influences personal goal setting. The stronger the perceived self-efficacy, the higher the goals people set for themselves and their commitment (Bandura, 1991).

Student-Teachers and Self Efficacy

The belief that a student teachers' self-efficacy can bring a beneficial change in their students has research literature proving that fact (Frazier, Bendixen, and Hoskins, 2019). The self-efficacy beliefs of prospective teachers have been researched, and the research has been helpful in teacher education programs (Berg and Smith, 2018). Researchers reported that the student teacher's efficacy could be analyzed in a developmental framework**.** A student teacher's grooming focal point begins from their practicum (Putney and Broughton, 2010; Sangueza, 2010). When the student-teacher takes a teacher's role during their internship, their focus drifts from observing to

producing instructional activities and materials for the classroom (Frazier, Bendixen, and Hoskins, 2019). Near the end of their student teaching assignment, those with higher teacher self-efficacy turn their energy towards the interactions essential to facilitate student efficacy along with content mastery (Frazier, Bendixen, and Hoskins, 2019). Student-teachers change the direction of their energy which leads to the difference between student-teachers and practicing teachers.

The crucial differences lie in the self-efficacy beliefs of student-teachers and practicing teachers. Student-teachers are more naïve and have a higher sense of self-efficacy. This difference makes sense since student teachers have not yet experienced the real teaching world (Duffin, French, and Patrick, 2012). When student-teachers become practicing teachers, their teachers' self-efficacy journey begins.

Fackler and Malmberg (2016) asserted that a teacher's self-efficacy is the teacher's belief of the extent to which they can influence the school's achievement. Tschannen-Moran et al. (1998) describe teacher efficacy as "the teacher's belief in his or her capability to organize and execute the course of action required to accomplishing a specific teaching task in a particular context" (p. 224). Yet, when inexperienced teachers are at the beginning of their careers, other factors are critical in forming their sense of self-efficacy (Temiz and Topcu, 2013).

Emotional intelligence reflects a person's ability to understand and control their emotions and identify and respond appropriately to others' feelings (Wu, 2013). This ability is a significant factor that may affect teachers' self-efficacy (Wu, 2013). Teachers judge their teaching ability when considering their self-efficacy (Tschannen-Moran et al., 1998). Each teacher's competence varies with each teacher's teaching assignments;

however, working with emotions is essential for all teaching (Corcoran and Tormey, 2013; Sutton and Wheatley, 2003). The art of teaching is an emotional endeavor (Hargreaves, 1998). Teachers supervise, monitor, and control their emotions to accomplish pedagogical success and create a positive learning environment. Teachers have many responsibilities, most likely to involve emotional intelligence and self-efficacy (Wu et al., 2019).

For teachers, self-efficacy is the confidence that they can meet various responsibilities and cope with adversities in their teaching environment (Bandura, 1997; Chudzicka-Czupała and Zalewska-Łunkiewicz, 2020). Teachers with low self-efficacy are prone to stress out quickly and are uncertain of their capabilities than teachers with high self-efficacy (Chudzicka-Czupała and Zalewska-Łunkiewicz, 2020). High self-efficacy promotes positive perceptions of one's abilities. Teachers with high self-efficacy usually set challenging goals for themselves and strive to achieve these by making and maintaining an effort (Federici, 2013). Failures are accredited to a lack of trying or knowledge, even though the experience can be obtained (Bandura, 1997). Teachers with low self-efficacy are more prone to withdraw from perceived tasks as threatening or challenging (Federici, 2013). When faced with a challenge, teachers with low self-efficacy focus on barriers that will arise and typically limit their efforts and quickly give up (Federici, 2013).

In several studies reviewed by Mehdinezhad and Mansouri (2016), they found that efficacy, or whether teachers reach a feeling of success in their work with students, is one of the essential factors of beginning teachers' decisions about staying, leaving, or moving schools. Adverse working conditions such as lack of support from principals add

to teachers' low sense of efficacy, leading to increased voluntary turnover Mehdinezhad and Mansouri (2016). Boyd et al. (2011) found that beginning teachers' assessment of their teaching readiness parallels career decisions. Beginning teachers who expressed less satisfaction with their preparation path reported lower self-efficacy and were at greater risk for planning to leave and subsequently leaving the teaching field (Boyd et al., 2011). Teachers' collective efficacy has a position in beginning teachers wanting to leave the profession. According to Tiplic et al. (2015), beginning teachers keep their stress and workload to themselves, which happens when beginning teachers do not feel part of the collective efficacy within the school.

Teachers' Collective Efficacy

Even though Bandura (1997) emphasized that people's self-efficacy beliefs play a vital role in their functioning, he recognized that each person does not work as a social isolate and forms opinions about the group's collective capabilities (s) to which they belong. Bandura established collective efficacy as "a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments" (Bandura 1997, p. 477). Much like self-efficacy's role in an individual's functioning, collective efficacy beliefs influence the staff performance in various fields of work such as politics, sports, education, and business (Klassen et al., 2011). Teachers' collective efficacy refers to the belief that teachers possess collaborative capabilities to influence their students' lives (Bandura 1993). Yet, successful teachers are more liable to have a uniquely strong sense of self-efficacy. Still, successful schools are distinguished by the teachers' collective beliefs in their school staff's abilities to assist students in developing and learning (Klassen et al., 2011).

Research has shown that teachers' collective efficacy is significantly related to student academic climate and achievement, even after monitoring prior student achievement and essential demographic characteristics, such as students' socioeconomic status (Klassen et al., 2011). It is predicted that teachers' collective efficacy beliefs are nurtured by the sources believed to influence personal efficacy beliefs— prior experiences, second-hand experience, persuasive communication, and group-level emotional arousal—but experienced at the group level (Klassen et al., 2011). When teachers encounter problems and disappointments that stagnate their motivation, these setbacks may be improved by the teacher's beliefs in their colleagues' collective impact to effect change (Klassen et al., 2011). Teachers' collective efficacy beliefs are then connected to the teachers' self-efficacy beliefs. Still, they are a beginning group property that affects how teachers cope with various challenges.

When groups of teachers collectively analyze their procedures and results for professional development, the teachers can help each other prosper and create a way of achieving collective efficiency (Mehdinezhad and Mansouri, 2016). Joint efficiency can significantly impact the growth of learners (Klassen et al., 2011). Collective efficiency is a useful measure for teachers to grow their teaching capabilities and improve learning quality, enhancing teaching quality (Mehdinezhad and Mansouri, 2016). Teachers' position in improving their teaching quality is making speeches and placing scientific facts in lessons to learn the information through the address (Mehdinezhad and Mansouri, 2016). Teachers give prior knowledge and exposure, using communication, to focused students on class and give them lectures about the procedure of growth, knowledge of their conduct, and extensive information (Mehdinezhad and Mansouri, 2016). In addition

to the planned activity, the awareness of educational objectives with regular procedures to evaluate the effectiveness of their teaching and the academic achievement of learners is very paramount in further developing individual teacher's self-efficacy that adds to the teachers' collective efficacy (Mehdinezhad and Mansouri, 2016).

The research of collective teacher efficacy is fundamental. Stajkovic, Lee, and Nyberg (2009) proposed that collective efficacy completely mediates the relationship between group strength and group performance. Zambo and Zambo (2008) established that short-term professional collaboration between teachers allowed the chance and time for the teachers to collaborate, increasing their perceptions of the proficiency of other teachers. The study of collective teacher efficacy can help teachers identify the organizational-level rationale behind keeping strong academic success and learning development. A high percentage of collective efficacy can keep a collaborative belief system in academic success and strong expectations for teachers' and students' learning results. This collaboration aided teachers in overcoming some of the adverse effects of teaching in lower-performing schools. A study of 500 teachers from the United States, Canada, and Korea focused on teachers' collective efficacy, job stress and satisfaction, and collectivism's cultural dimension. It underlined the importance of collective motivation as a source of individual job satisfaction (Peng, 2019).

Calik et al. (2012) found that the relationships between principals' instructional leadership behaviors, teachers' self-efficacy, and collective teacher efficacy had a direct impact and positive impact on collective teacher efficacy. Also, teachers' self-efficacy balances the relationship between principals' instructional leadership and collective teacher efficacy. In a different study by Walker and Slear (2011) about the impact of

principal leadership behaviors on teachers' effectiveness, it was shown that there was a positive link between the principal's behavior and teacher efficacy (Mehdinezhad and Mansouri, 2016). In additional studies, it was indicated that beneficial experiences mediate the relationship between teacher efficacy and principals' leadership style that teachers go through on the job (Mehdinezhad and Mansouri, 2016). According to Mehdinezhad and Mansouri (2016), teachers' perceptions of principals' leadership behavior also affect teachers' success in elementary schools but do not affect individual teachers' success. Teachers' counsel and perceptions about principals' leadership behaviors of a teacher's overall efficiency indicated that teachers felt a positive effect on individual teachers (Mehdinezhad and Mansouri, 2016). As a result, it was concluded in a review of studies that there is a significant positive relationship between leadership behaviors and teachers' self-efficacy (Mehdinezhad and Mansouri, 2016). Positive principals' leadership behaviors are related to principal efficacy.

Principal Efficacy

Principal efficacy is defined as a principal's judgment of their abilities to produce a successful school (Lowrey, 2014). The principal should develop a school climate and culture instrumental in reaching its goals (Lowrey, 2014). This claim is consistent with principals' indirect position in student academic success (Lowrey, 2014). It was stressed that anything of merit in public education is developed through teamwork and joint support, creating solid teams by bringing the right people into the school, and discovering ways to build all team members' input (Lowrey, 2014). Leithwood and Jantzi (2008) found that principals' collective efficacy is moderated by the districts, student achievement, and school environment. Developing conditions that add to the

development of collective efficacy is one way to use this influence (Lowrey, 2014). Leithwood and Jantzi (2008) stated that principals' collective efficacy predicts job perspective, practical training, and job performance. It can be implied that the principal's efficacy has been studied further to understand its importance in the school culture and climate.

Many studies are based on Bandura's definition of self-efficacy and have partially focused on constructing the construct and its relation to other concepts (Federici, 2013). Regardless of the different approaches, prior studies indicated that the principal's self-efficacy is affiliated with adaptive functioning (Fredici, 2013). For example, in similar studies, effective principals are likely to be more determined to pursue their objectives and adapt to change. Besides, Skaalvik (2020) found that principals' self-efficacy is aligned with the quality of teachers' supervision. Abusham (2018) found self-efficacy a respected element for principals in a school restructuring procedure.

In contrast, Cobanoglu and Yurek (2018) presumed that the principals' self-efficacy affects the quality of teaching and learning. They found that ineffective principals use external-based power sources as management's rights to push others into wanted actions. In contrast, effective principals use internal power sources to take the forefront and set examples for others to follow. A principal's self-efficacy is their capability to actively help teachers ensure teachers' staying in the field (Dahlkamp, Peters, and Schumacher, 2017).

Teacher Intent-to-persist

Teachers leave the profession of teaching for many reasons. Many teachers leave the job or move to another school or district (Dahlkamp, Peters, and Schumacher, 2017).

The National Center for Education Statistics (NCES) reported in 2014 that 9.0% of public-school teachers and 20.0% of private schools left the teaching profession during the first three years (Goldring, Taie, and Riddles, 2014). Also, out of 3,377,900 public school teachers, 15.8% left their schools to relocate to another school or left the teaching profession (Goldring et al., 2014). The reasons for these turnovers stem from unsatisfactory work conditions, such as class size, working conditions, and salary; teachers also leave the teaching profession due to retirement. (Tran and Smith, 2020). Some teachers temporarily leave the profession to raise a family and then return to teaching later. These teachers are considered returners (Gray and Taie, 2015). Tran and Smith (2020) identify shifters as teachers who are no longer in the classroom but are still in education, such as principals or counselors. Kelchtermans (2017) defines teacher retention as "the need to prevent good teachers from leaving the job for the wrong reasons" (Kelchtermans, 2017, p. 965). One of the main reasons teachers leave the teaching profession is inadequate administrative support (Tran and Smith, 2020). This reason is vital since the principal's backing has been identified as a significant factor affecting teacher retention and recruitment (Tran and Smith, 2020).

Continuous teacher turnover terrorizes the educational system progressively, depletes institutional memory, breaks down trust within schools, damages the school culture, is costly to the districts, and often hurts student achievement (Carver-Thomas and Darling-Hammond, 2019; Sutcher, 2016). High teacher attrition in a school district has adversely affected student achievement by disrupting the educational community (Dahlkamp, Peters, and Schumacher, 2017). Ronfeldt, Loeb, and Wyckoff (2013) reported students with higher teacher turnover scored lower in math and reading. These

lower scores of students were identified within schools with larger numbers of low-performing students and Black students. Students in schools that are harder to staff experience larger rates of unqualified and inadequately trained teachers and the need for substitute teachers (Tran and Smith, 2020). Other factors that can either positively or negatively affect the preservation of teachers include (a) a teacher's perception of their influence on the students and the relationships with students; (b) principal's leadership (Kelly, Gningue, and Qian, 2015); (c) school vision (Rose and Sughru, 2020); (d) school culture (Rose and Sughru, 2020); (e) perceptions of merit and rank as a professional (Easley, 2006, 2008); (f) availability of resources, supplies, and curriculum (Kelly et al., 2015).

Preparation

Karge and McCabe (2014) reported they surveyed 124 teachers from different California State University educational programs. Within the study by Kare and McCabe, ten program features were identified: high entrance standards, through guidance through mentorship and on-site supervision, extensive pedagogy training, substantial and frequent evaluation, hands-on practice developing lesson plans, high exit standards, purposeful collaboration, rigor, and structure of the program, curriculum-based standards, and through program evaluation. Karge and McCabe (2014) found that the interns' retention rate will increase if attributes are included in the teacher certification programs. The interns from their study were ten-year veterans who received this support at the beginning of their program and had a 96% retention rate. A teacher's tenacity to work through difficult conditions or situational events leads to the teacher's decision to remain in the teaching profession; this can be influenced by the teachers' chosen certification path

(Boyd et al., 2011). According to Zhang and Zellar (2016), preparation is one of the significant factors in teachers' intent-to-persist. The better the teacher's practice, the greater the job satisfaction, leading to more excellent retention (Darling-Hammond, 2010). Although teacher preparation is important, principal support is also vital.

Support

The evaluation of data from Every Student Succeeds Act (ESSA), Sherratt (2017) explained the primary issues linked to teacher intent-to-persist. According to Karden, Kaden, Patterson, Healey, and Adams (2016), related studies utilized whole groups of teachers and found that teachers had to feel supported to stay in the classroom. According to Karge and Reitman (2019), when appropriate support is available to novice teachers, they improve their teaching craft and obtain the self-assurance needed to stay in the teaching profession. Karge and McCabe (2014) examined the exceptional education division of education and reported novice special education teachers to leave the teaching profession twice as often as veteran teachers. In their beginning years, novice teachers come into the job between 25 and 30, but between 35 and 40, teachers leave the profession (Karge and Reitman, 2019). No matter the type of teaching certification, the principal's support is necessary for teachers. (Karge and Lasky, 2009). Karge and Reitman (2019) reported that teachers leave the teaching profession because of the lack of support from principals. Principals must know and understand the different growth stages teachers transition through and support their professional growth (Protheroe, 2012).

The principal's support influenced teachers' job satisfaction and a sense of worth (Hasselquist and Graves, 2020). Clark, Kelsey, and Brown (2014) explained in detail

stories of how strong principal support was a significant key for veteran agriculture teachers' decisions to remain in the teaching profession, even though the veteran teachers were eligible for retirement. Novice teachers with strong principal support were encouraged by this support to stay in the teaching profession (Hasselquist and Graves, 2020). When teachers lack full backing from the top, it is a significant reason teachers leave the work. Lack of principal support has frequently been cited as a reason for leaving the profession (Hasselquist and Graves, 2020). Principal support is a part of principal leadership.

Principal's Leadership

Research has focused on school size, student demographics, school population minority status, type of school (private, public, charter), resources, principal support, and mentoring (Whipp and Geronime, 2017). As a whole, the studies illustrate teachers who keep teaching come from school districts and schools that have a higher ratio of White students who perform well on standardized tests **(**Sass et al., 2012). Teachers stay where they feel they have access to enough resources (Whipp and Geronime, 2017). Teachers who remain have a sense of support from their principal and coworkers (Boyd et al., 2011). Teachers also stay where the students are showing academic success and where their school is showing growth (Boyd et al., 2012). Researchers believe a combination of principal leadership, work relationships, school environment, and school culture are essential factors depicting whether a teacher stays or leaves the teaching profession (Boyd et al., 2012; Ladd, 2011; Simon and Johnson, 2013). Whipp and Geronime (2017) reported that dissatisfaction with the principal's leadership had the most considerable impact on these teachers' decisions to stay or leave their schools. In several studies, Ladd

(2011) found that the greater the teachers' perception of top-quality leadership, the less likely the teachers would leave the school. In another study in New York with first-year teachers, Boyd et al. (2011) found the working environment might influence whether a teacher leaves the profession or that particular school.

In a review of different studies, Dahlkamp, Peters, and Schumacher (2017) reported principal leadership was used to analyze teacher retention, attrition, and transfer rates. Principals identified their primary role in retaining teachers as support (Dahlkamp, Peters, and Schumacher, 2017). Likewise, when asked why teachers leave the profession, all teachers identified a lack of support as the primary reason. Several principals detailed the need for personal confidence in their abilities as leaders within the support area before giving teachers the proper support needed. Another finding was the importance of creating a collegial environment free of dominating power, fostering a teacher's feeling of success, and further decreasing attrition (Dahlkamp, Peters, and Schumacher, 2017).

School Climate

Teacher job satisfaction significantly affects a school's climate, and the school's environment affects teacher career persistence (Dahlkamp, Peters, and Schumacher, 2017). In a review of recent studies, Dahlkamp, Peters, and Schumacher (2017) identified teachers' satisfaction with their school significantly influencing their decision to stay or leave the profession. The study showed that school climate defined job satisfaction when teachers decided to stay or teach (Dahlkamp, Peters, and Schumacher, 2017). The results from this study showed that if a teacher's satisfaction with their school climate and the variables of personal teaching efficacy, working conditions factor into a teacher's

decision to stay or leave the teaching (Dahlkamp, Peters, and Schumacher, 2017). The factors that affect teachers leaving the profession of teaching are:

> the school's climate shows the teacher's perceptions of the work environment (Lan et al., 2020). The teacher's perception is valuable information and can help the school identify and improve workplace deficits while improving teachers' intention to stay (Shim, 2010). Studies have shown that a supportive school climate, teacher satisfaction, and motivation positively connect and reduce teachers' pressure.

Lee, Liu, Hung, Mao (2016) reported that a school's climate applies a notable amount of unfavorable influence on the teacher's plans to leave. The negative impact increased with stress levels. Also, job stress had significant modulating consequences on a school's climate and the teachers' plans to leave the teaching profession **(**Lee et al., 2016**).** Higher volumes of stress highlight the importance of school climate; therefore, in a school environment with high job stress, schools must create a positive school climate to strengthen teachers' positive perceptions and effectively reduce their plans to leave the teaching **(**Lee et al., 2016**).**

High teacher burnout can lead to high attrition. When teachers have high stress from work, the pressure causes teacher burnout and leads to higher plans to leave teaching. Teachers who work with limited resources, time constants, heavy workloads, minimal sleep, fatigue, and unreal expectations are at risk of job-related stress (Lan et al., 2020). Stress and a sense of fatigue are the major factors that add to large teacher turnover rates (Lan et al., 2020). Teachers who endure job stress become vulnerable to a negative frame of mind. Their unrelieved negative feelings tend to accumulate for years,

causing mental or physical suffering and developing an overlooked threat to the teacher's responsibilities (Leung, Liang, Olomolaiye, 2016). Similar studies verified that teachers' job stress could cause workplace burnout (Lin, Chou, Tsai, 2017).

School climate, also considered workplace conditions, impacted teacher retention. Kukla-Acevedo (2009) extracted three independent variables to represent teachers' perceptions of school climate: (a) classroom autonomy, (b) principal support, and (c) student behavior. These results indicated that classroom autonomy or behavioral support had no significant effect on a teacher's decision to stay in the teaching profession; however, principal support was the most substantial factor in this study.

Quality teachers and school leaders play a significant role in affecting teacher-working conditions. Effective instructional leadership is typically considered a fundamental characteristic of a school's principal (Ohlson et al., 2016). They found that promoting professional development for teachers is an essential instructional leadership behavior. Principals are needed to lead educational improvement, foster productive change efforts, implement new standards while being at the center of shaping a robust professional school culture (Ohlson et al., 2016). Principals are critical factors in the development of school culture.

Principals should participate in activities that encourage teacher learning to shape strong school cultures. These activities could consist of professional development, fostering change efforts, and directing new standards (Ohlson et al., 2016; Webb and Norton, 2013). Additionally, principals should develop partnerships with teachers to improve teaching and learning (Hoy and Hoy, 2009). A good education is the goal of principal leadership. Thus, the principal's educational policies and actions should

promote teaching and learning (Ohlson et al., 2016). Therefore, administrators at every level must be knowledgeable of successful techniques for teacher evaluations, but most importantly, know the research-based educational strategies that have been proven effective through improved teacher efficacy and student learning (Ohlson et al., 2016; Webb and Norton, 2013).

The school culture supports an effective teaching and leadership partnership (Hsin-Hsiange and Mao-neng, 2015). There are various definitions of school culture. Ohlson et al. (2016) stated that school culture is the values, traditions, and beliefs that have been developed over the years at the school and are understood by the school community. They also found that culture is created in a school over time as principals, teachers, and students collaborate. School culture influences the staff and professional growth (Ohlson et al., 2016). Boonstra (2013) declared that the answer to significant change must be in the organizational structure and culture difference. A thriving school culture could influence the students' academic and social success within schools (Ohlson et al., 2016). When a school displays positive school culture attributes, there is more excellent student attendance, fewer suspensions, and high standardized test scores (Ohlson et al., 2016). Maintaining a positive school culture is vital to the growth of the entire school. The culture in a school influences student achievement (Ohlson et al., 2016).

It can be implied that schools with little teamwork were more likely to have lower academic success. Higher achieving schools have cultures that encourage collaboration, empowerment, and engagement. Schools with little cooperation were more likely to have lower academic success (Ohlson et al., 2016). Successful schools share similar attributes,

such as understanding professional growth, dedication to the students, regard for shared decision making, collective celebrations of success, and a vision that every student can learn (Ohlson et al., 2016).

Theoretical Framework

The framework to lead this study is Relational Trust Theory (RTT). Bryk and Schneider's (2002) concept of relational trust is centered on relationships between principals and teachers. Principals and teachers need mutual trust for relational trust to be present. Understanding the existence of a relational trust offers insight into the effects of relational trust between principals and teachers. Bryk and Schneider (2002; 2003) are considered the authorities in this theory through their comprehensive 400 Chicago elementary schools' study. Bryk and Schneider (2002) created a multilevel functional approach of relational trust as a critical component in a successful educational system. Relational trust is a visible connection originating from relational social exchanges during direct and indirect interactions (Bryk and Schneider, 2002). Relational trust is identified as an outcome of a multilevel system of interpersonal social exchanges working within an educational setting; this makes relational trust a second-order variable within a school (Supovitz and Sirinides, 2010). The variable of relational trust is vital to school improvement even though it seems less evident in contrast to teachers' attendance, professional learning communities, instructional leadership, and professional development. Bryk and Schneider (2002) described relational trust as "the social exchanges of schooling as organized around a distinct set of role relationships: teachers with students, teachers with other teachers, teachers with parents, and with their school principal" (2002, p. 20). The researchers defined relational trust by discovering that

personal integrity, principal respect, personal consideration for teachers, and competence in leadership duties were connected to relational trust (Wahlstrom et al., 2010).

RTT alludes to an individual's level of faith in the strength of a relationship and the positive feelings given to it (Zheng, Hui, and Yang, 2017). When social interactions happen, each notices the behavior of others, takes notice of the actions being established to keep the desired outcome, regulate how they feel about these interactions, and probe their beliefs about the fundamental goal that inspired the other participant to act (Zheng, Hui, and Yang, 2017). Furthermore, relational trust decreases when individuals recognize that other teachers are not working consistently with their responsibilities and obligations (Bryk and Schneider, 2002). Additionally, meeting the required obligations is not carrying out what is anticipated to be right, but respectfully completing duties and completing the task for the right reasons (Bryk and Schneider, 2002).

In the RTT application to schools, Bryk and Schneider (2002) saw social exchanges in the schools located around a clear set of role relationships between teachers, principals, students, and parents. The individuals in these role relationships know and understand their position and the other individuals' expectations in the role relationships (Saphier, 2018). Also, maintaining and growing relational trust in any given role embodies harmony in mutual expectations and obligations (Bryk, Sebring, Allensworth, Luppescu, and Easton, 2010). Bryk and Schneider's (2002) study of relational trust proposes that schools work efficiently when this synchrony is obtained.

The Three Approaches and Levels of Relational Trust

Bryk and Schneider (2002) described three methods to trust. The first conceptual view of trust is organic trust; this form of faith is grounded on individuals' dissent

confidence in a collective educational organization's moral authority (principals) (Cranston, 2011). Each educational organization unconditionally trusts the moral authority and believes in the system's morals, the principal's moral quality, and others who commit to the community (Cranston, 2011). This type of trust has a strong feeling of identity with the educational institution fostered; everyday social interchanges provide members with a broad scope of members' interactions in their daily lives as a core set of beliefs that incorporates moral value and personal reward (Bryk and Schneider, 2002). Contractual trust is the foundation of social exchange and allows individuals and parties to be held accountable for their actions (Cranston, 2011). However, this position contradicts education because it describes the range of work and guides the parties' experiences (Cranston, 2011). Since a contractual agreement is the interchanges theory, legal measures can be taken if an individual is not pleased with the result (Cranston, 2011). Bryk and Schneider (2002) identified the final form of trust as relational trust recognizing the value and faults of contractual and organic trust. Relational trust is the median case between the acceptance of reliance found in 74 organic beliefs, instrumental exchanges, and directing contractual trust (Cranston, 2011). In relational trust, individuals rearrange their faith when expectations are not being met by changing relationships. On the other hand, contractual trust (i.e., legal correction) is not the result of trust being damaged. It is an accountability issue (Bryk and Schneider, 2002).

Bryk and Schneider (2002) believed that relational trust has three levels: (1) intrapersonal, where the multiplex cognitive activity is used to recognize the intent of others; (2) next level is the interpersonal level, where the discernment of judgment occurs within a group of role relations that are formed by the educational structure of the school

and determined by the culture of each school and that particular school community; (3) the last level is the following consequential effects on the groups and organizations involved in these trust relations.

The relational trust concept of respect involves acknowledging the teachers' significant role, parents, students, community, and the principal (Bryk and Schneider, 2002). Competence is the second indicator that connects to the principals' capability to effectively implement official responsibilities (Bryk and Schneider, 2002). Consideration for others is recognized as the most salient aspect of the relationship. An individual is in a role set to lessen another's sense of vulnerability (Bryk and Schneider, 2002). In this realm, interpersonal trust grows when individuals see that others care about them and are willing to offer themselves beyond their role (Bryk and Schneider, 2002). The final criterion identified by the authors is integrity. Integrity has to do with 75% consistency between what people say and do and implies that a moral-ethical perspective guides one's work (Bryk and Schneider, 2002).

Relational Trust and Organizational Success

Relational trust can be considered an area where there is progress between each group's expectations of people in a set role, such as the principal, and the person's conduct in that role (Weinstein, Raczynski, and Peña, 2020). It is based on the judgment of social respect, personal regard, role competence, and integrity during the many day-to-day interactions between individuals in different role groups throughout the school year (Bryk and Schneider, 2002; Bryk et al., 2010). Relational trust can be thought of as an organizational property of the schools. The presence or absence has significant results for the school's work (Schneider, Judy, Ebmeye, and Broda, 2014). Relational trust

influences three organizational states that influenced the outcomes: (a) outreach to parents, (b) professional community, and (c) high expectations and academic standards (Bryk et al., 2010).

Researchers point to the significance of relational trust in growing distributed leadership, professional capacity, professional community, high caliber instructional practices, and greater uptake of rebuilding efforts (Weinstein, Raczynski, and Peña, 2020). A comprehensive study of over a hundred public schools in Chicago found a high correlation among relational trust, improved academics, and social-emotional outcomes for students (Bryk et al., 2010). These results were consistent even after considering the students' socioeconomic state (Weinstein, Raczynski, and Peña, 2020). This correlation has been found in other studies conducted in the United States (Adams and Forsyth, 2013; Forsyth et al., 2006; Moolenaar and Sleegers, 2010; Steinberg et al., 2011; Tarter and Hoy, 2004). Other related critical organizational phenomena include job satisfaction, organizational citizenship behavior, innovation ability, organizational commitment, and individual performance (Semercio¨z et al., 2011).

Trust is significant because the goals are to be met by educational organizations, and individual schools need a high degree of coordination between the groups, along with the interdependence among teachers, principals, students, and families (Tschannen-Moran, 2014; Van Maele et al., 2014). Every individual or group involved in the educational organization has a part in the interactions. It holds specific obligations and expectations, just like the other individuals or groups hold the same responsibilities and exceptions (Bryk and Schneider, 2002). This bond keeps and develops relational trust within the educational organization; when built upon various layers, the school

community can maintain and cultivate relational trust and synchronize the expectations and obligations (Bryk and Schneider, 2002).

Principals and Relational Trust

Lack of trust by principals may affect critical factors such as teachers' job persistence, or burnout has also been researched (Torres, 2016). These studies focused mostly on teachers' perspectives, with only a few including principals or other actors such as parents. Even fewer studies focus on creating reciprocity in the trust relationships between the diverse groups (Tschannen-Moran, 2014).

Principals direct school change. Thus, the task is to distinguish the elements that make people trust each other within the educational organization. Trust is developed through character, combined characteristics, and others' ability to fulfill the assigned work. For that reason, understanding the procedure required to build relational trust within a school begins with the principal's role as a school leader (Bryk et al., 2010). The principal implements the quality of professionalism and trust in the school building through their actions (Tschannen-Moran, 2014b). Also, principals lead the school's intellectual, organizational quality and preserve trusting relationships (Tschannen-Moran, 2014a). Teachers trust in the principal is particularly essential for a range of teacher thoughts, attitudes, and perceptions, which include collective teacher efficacy, school climate, stellar academic standards, developed professional communities, and teacher orientations (Bryk and Schneider, 2002; Bryk et al., 2010; Forsyth, Adams, and Hoy, 2011). Principal/teacher trust correlates positively with trust between other school role groups, such as teachers and colleagues (Bryk et al., 2010; Tschannen Moran, 2014b).

An examination of a schools' operation has shown that trust is a crucial element. Trust is considered the glue that holds an organization together and the lubricant that keeps the school operation moving smoothly (Bryk, 2010; Tschannen-Moran, 2014). In Kramer's (1999) canonical article, he develops a systematic evidence-based review on the valuable and diverse benefits, for both individual and collective, extracted from trust present in the educational organization. Significant benefits introduced include lessening transaction costs, increasing voluntary sociability, and showing genuine respect to authorities (Weinstein, Raczynski, and Peña, 2020). Research has confirmed that relational trust contributes to school improvement (Kramer, 1999).

The Importance of Relational Trust Between Principals and Teachers

The analysis of trust within research has considered that many organizations, including education, have unequal power structures (Echeverr´ıa, 2017; Van Den Brink and Steffen, 2007). It is accurate that diverse educational organizations rely upon each other to fulfill obligations and responsibilities. However, it cannot be implied that everyone within the educational organization has the same decision-making power (Weinstein, Raczynski, and Peña, 2020). Principals are held accountable for the achievement goals and frequently have a lot of control over teachers (Day and Sammons, 2013; Malen and Cochran, 2008). The principals' roles were created from this positional power in which their leadership and influence over teachers may or may not be developed (Bush and Glover, 2016). The principals' scope of authority and decisions explicitly or inexplicitly influence the teachers to differ due to whether the schools are private or public and the school system in place (Weinstein, Raczynski, and Peña, 2020).

Educational accountability has caused the transfer of authority to the principal. It has become the norm to reinforce the power of the principal's leadership role. Giving more control to the principal has reduced the teachers' autonomy over their classrooms (Elmore, 2004; Pont et al., 2008; Schleicher, 2012). Furthermore, trust relationships between principals and teachers should be developed from asymmetric positions of power based on the principal's pivotal role in building trust and leading in a tone conducive to a trusting relationship (Bryk, 2010; Tschannen-Moran and Gareis, 2017).

It is widely known that cultural, social, and regulatory circumstances have a noticeable influence on schools' organizational development (Weinstein., Raczynski and Peña, 2020). This factor has led to the decline of school management theories assumed worldwide protocol (Oplatka, 2016). It is essential to explain why researchers have discussed the variability of positional power because the research has found that principals in many advancing countries in Africa, Asia, and Latin America use autocratic leadership styles (Oplatka, 2004).

Relational Trust and Teacher Efficacy

Teachers' thoughts and views of efficacy are associated with openness, trust demonstrated by school leaders and colleagues, and social acknowledgment (Fuller, Waite, and Torres Irribarra, 2016). Lee, Zhang, Yin (2011) stated that relationships with trust are conducive to developing teacher efficacy, durability, and commitment. According to Hoy and Tschannen-Moran (2003), with confidence implemented, it allows individuals or groups vulnerability with the risk being reflected to show that an individual or group is willing to risk exposure with other parties' consideration. The allowance of an individual or group's vulnerability stems from the belief that the leader is competent,

truthful, accessible, and benevolent (Fuller, Waite, and Torres Irribarra, 2016). Prior studies have found that teachers' relational trust's durability is of great importance (Gu and Li, 2013; Li, 2019).

Relational Trust and Intent-to-persist

According to Bryk and Schneider (2002), multi-layered relational trust is openness between people through communication, participation, and positive interactions. It is commonly known that "trust is a critical concept for leaders to understand and develop" (Hadford and Keithwood, 2012, p. 196) because it is a crucial factor in most school organizations' social exchanges (Fukuyama, 1995; Luhmann, 1979). Bryk and Schneider (2003) proposed that one of the elements needed to develop relational trust is respect. They stated: "relational trust is grounded in the social respect that comes from the kinds of social discourse that occurs across the school community" (p. 23). Allensworth and colleagues (2009) found that conducive relationships with trust embedded strongly predict turnover possibilities. This concept was found in several urban districts (Johnson et al., 2012; Marinell and Coca, 2013).

Summary

The literature review reflects studies on the origins of self-efficacy, teacher's efficacy, retention, and the existence and effects of relational trust. The cited studies exhausted relevant information related to relational trust, teacher retention, and teacher efficacy. This literature review shows how relational trust in principal/teacher relationships correlates with intent-to-persist and teacher efficacy. The social exchanges between principals and teachers can be formal or informal; however, relational trust traits are demonstrated within these social exchanges. These interactions encourage conducive

trusting relationships. Relational trust is an educational organization that is paramount when focusing on retaining educators and developing teachers' self-efficacy. This study will further investigate this phenomenon by applying the methodology outlined in the next chapter.

Organization of the Study

Chapter 3 will describe the methodology, research design, and procedures for this investigation. Chapter 4 details how the data is analyzed and provides a written and graphic summary of the results. Chapter 5 interprets and discusses the results related to the existing body of research related to the dissertation topic.

CHAPTER III - METHODOLOGY

This chapter presents the methodology that was utilized to conduct this study. The aim of this study is to determine the nature of principal/teacher relationships regarding relational trust and whether these relationships correlate with teacher intent-to-persist and teacher self-efficacy. This study used quantitative methods to explore the extent of relational trust in principal/teacher relationships to determine if relational trust positively correlates with teacher intent-to-persist and efficacy.

The following research questions guide this quantitative study:

1. To what extent is relational trust present?
2. Does relational trust in principal/teacher relationships correlate with teacher efficacy?
3. Does relational trust in principal/teacher relationships correlate with teacher intent-to-persist?

Quantitative Research Methodology

According to Sukamolson (2007), quantitative research focuses on measuring social reality; quantitative research searches for quantities in something and establishes research numerically. Even though this form of research develops research numerically, it can focus on attitudes, behaviors, or opinions to determine how the entire population feels about a particular issue (Sukamoson, 2007). The form of quantitative research for this study is a correlation, which "establishes a relationship or an association between two quantitative variables" (Gogtay and Thatte, 2017), leading to correlation coefficients.

Research Design

This proposed study determines the nature of principal/teacher relationships regarding relational trust and whether these relationships correlate with teacher intent-to-persist and teacher self-efficacy. The research instrument utilized quantitative methods in a Likert scale format to collect relevant information on relational trust and its correlation to teacher intent-to-persist and efficacy.

Population

The population to be studied are teachers from the southern region of the United States. The National Center for Educational Statistics indicated that the United States' southern region has the highest attrition rate, with 16 % of teachers leaving yearly (Wang, 2019). This area includes the suburbs, towns, cities, and rural areas of the southern states. The states identified with the lowest retention rate are Florida, Mississippi, Tennessee, Texans, and Georgia (Learning Policy Institute, 2018). The teachers in the southern region who plan to leave the profession per year are Texas, 9.4%, Tennessee, 8.4%, Georgia, 8%, Mississippi, 7.1% (Learning Policy Institute, 2018).

Sample – Participants

Participants in this study were public school teachers from south-central Mississippi ranging from kindergarten to 12th grade. Purposive criterion-based sampling was used in this study, meaning that the researcher categorized attributes of the population that best fit the criterion for research.

Instrumentation

The instruments Hoy and Tschannen-Moran, 2003 Omnibus T-Scale (Faculty Trust Survey Relational Trust) and Teacher Sense of Self Efficacy Survey tested the teachers' self-efficacy. The researcher created instrument measured teachers Intent-to-persist. Both of these instruments tested if the on the presence of relational trust in principal/teacher relationships. The surveys were adopted with consent from the authors for use within this study. The authors created these surveys at the University of Ohio. The Teacher Sense of Self-Efficacy Survey was created to further understand the meaning of the teacher's self-efficacy by clarifying the development of the initial measurement instrument and how to improve the teacher self-efficacy instrument. The Teacher Sense of Self Efficacy Survey consists of 23 items that measure teachers' perception of teachers' self-efficacy. The Omnibus T-Scale originated from a pilot study by Hoy and Tschannen-Moren, 2003 that was used to develop an Omnibus T-Scale instrument. This instrument was used in elementary and secondary schools to measure the levels of trust in schools. The Omnibus T-Scale consists of 26 items assessing the trust level within schools. The teacher created a survey with the demographic variables through Qualtrics software. Demographic variables that were collected are grade level, gender, highest degree, location, and years of experience.

The researcher combined the assessments to make a test consisting of 66 items, with three categories (See Appendix C). Category one labeled Demographics consisted of the Demographics of the teachers. Category two labeled Teachers Sense of Self Efficacy consists of subscales (a) Efficacy in Student Engagement: Items 1, 2, 4, 6, 9, 12, 14, 22; (b) Efficacy in Instructional Strategies: Items 7, 10, 11, 17, 18, 20, 23, 24; and (c)

Efficacy in Classroom Management: Items 3, 5, 8, 13, 15, 16, 19, 21 (Hoy and Tschannen-Moran, 2003). Category three labeled Omnibus T-Scale consists of three subscales, Faculty Trust in the Principal - Items 1, 4*, 7, 9, 11*, 15, 18, 23*; (b) Faculty Trust in Colleagues - Items 2, 5, 8*, 12, 13, 16, 19, 21; and (c) Faculty Trust in the Clients - Items 3, 6, 10, 14, 17, 20, 22, 24, 25, 26* (Hoy and Tschannen-Moran, 2003).

For the Omnibus T-scale, each school's average score for every item was computed. Averages of the item scores determined each school's faculty trust subtest scores. The school scores were then computed by adding the values for the items. This computation allowed the scale to be divided by the number of items. The standardized scores were then computed for the T Scales. The computations were done to compare school subtest scores. These scores were converted into standardized 52 scores with a mean of 500. With a standard deviation of 100, this can be done with the following formula Standard Score for Trust in Clients (TCl)=100(TCl- 3.53)/.621+ 500, along with the difference between the school score on (TCl) and the mean for the normative sample (TCl-3.53), was computed. Then, the difference was multiplied by one hundred (100) (TCl-3.53). After the product was provided, it was divided by the normative sample's standard deviation (.621). The quotient of the normative then has 500 added to the result. The result is that the standardized score for Faculty Trust in Clients was calculated. The following formulas were used for Trust in Principal and Colleagues: (a) Standard Score for Trust in the Principal (TP) =100 (TP - 4.42)/.725+500, and (b) Standard Score for Trust in Colleagues (TCO) =100 (TCO-4.46)/.443+500.

Reliability and Validity

The Teacher Sense of Self-Efficacy instrument contains three factors that have been consistently found in the Teacher Sense of Self-Efficacy. The instruments subscales include Instructional Practices, Student Engagement, and Classroom Management. The subscale scores were computed using unweighted means, and reliability coefficient alphas were reported to be α=.87, α=.91, and α=.90 the subscales (Tschannen-Moran and Woolfolk Hoy, 2003). Table 1 illustrates the reliability and validity of The Teachers Sense of Efficacy Scale.

Table 1 Teachers' Sense of Efficacy Scale (Long Form)

	Mean	SD	Alpha
TSES	7.1	.94	.94
Engagement	7.3	1.1	.87
Instruction	7.3	1.1	.91
Management	6.7	1.1	.90

Note: Adapted from Teacher's Efficacy: Capturing Elusive Construct

The Omnibus T-Scale is an instrument based on different trust elements that can be used for all grade levels, K-12. The Omnibus T Scale has three subscales: (a) Faculty Trust in the principal, (b) Faculty Trust in Colleagues, and (c) Faculty Trust in Clients. Analytical studies of the Omnibus T-scale support the construct and validity of the concept. The three subscales' reliability range from .90 to .98 (Wayne Hoy Official Website, 2017). The first pilot study of the instrument emerged with a 35-item survey that reliably measured three forms of trust: Trust in Colleagues (alpha= .94), Trust in

Principal (alpha=.95), and Trust in Clients (alpha=.92). The changed 35-item survey was evaluated through a pilot study with a larger population. The revised trust instrument was implemented on an elementary and a secondary school; both schools were used as samples and evaluated separately (Hoy and Tschannen-Moran, 1999). The elimination of repeated items and low factor was completed. The Omnibus Trust Scale was developed; the new instrument contained 26 items that measured three faculty trust aspects: faculty trust in colleagues, in the principal, and Cents (Hoy and Tschannen-Moran, 2003). The alpha coefficients of reliability in the final test were high in all three dimensions of faculty trust in schools: trust in colleagues (.93), trust in principal (.98), and trust in clients (.94).

There were modifications to the instrument. The original item for the Teacher Sense of Efficacy Scale continued to be based on a six-point Likert scale where 6 = Strongly Agree, 5 = Moderately Agree, 4 = Agree slightly more than disagree, 3 = Disagree slightly more than agree, 2 = Moderately Disagree, 1 = Strongly Disagree. The Omnibus T Scale was altered to a Likert Scale where 6 = Strongly Agree, 5 = Moderately Agree, 4 = Agree slightly more than disagree, 3 = Disagree slightly more than agree, 2 = Moderately Disagree, 1 = Strongly Disagree. The instrument explained through Qualtrics software. A pretest was given to establish content validity because the original instrument was altered. The items were checked for coherence and sufficiently measure the research questions. The altered instrument and the original calculations by Hoy and Tschannen-Moran for the Teachers' Sense of Efficacy and Omnibus T Scale was used to ensure reliability and consistency.

Data Collection and Management - Procedure

This section details the entirety of the process used to collect the data. First, the researcher applied and received permission from the Institutional Review Board of The University of Southern Mississippi. Then, the researcher received permission from the districts to perform the study. The researcher selected a few schools to refine the survey instrument for a pilot study. These schools were selected to ensure that the instruments are coherent and sufficiently measure the research questions.

The researcher randomly selected 15 teachers that were not a part of the study. These 15 people were selected to ensure that the instruments were coherent and sufficiently measured the research questions. A pilot study using the researcher-created instrument was conducted on an additional 30 teachers. These teachers were not taking part in the actual study, only the pilot study. An introduction and a link for the researcher-created instrument within the email was provided. After completing the teacher's surveys, the researcher verified the reliability and validity through Cronbach's alpha. Cronbach's alpha was used to measure the instrument's internal consistency. The data from the responses of the pilot test participants analyzed using the statistical program SPSS. The Cronbach's alpha reliability coefficient test was used to determine reliability. After completing the teacher's surveys, the pilot study used the SPSS factor analysis test to determine the validity. The instrument was adjusted based on the pilot study test results. When the instrument was finalized, the instrument was placed in Qualtrics.

After receiving permission from the chosen districts, the Qualtrics link was administered to principals within the districts approved for the study. Then, the researcher contacted the principals of schools within the districts who agreed to

participate in the study via email, introducing the study and a link for the instrument. The principals emailed the information to the teachers. The teachers were sent a consent form and information about the purpose of the study, which took an estimated 10 minutes to complete. The teachers had the option to consent to participate or not to participate. If the teachers chose not to participate, they were thanked for their time and consideration. If the teachers chose to participate, they were given three weeks to complete the instrument. A reminder was sent to the teachers during the second week. The instrument was available for five weeks; the instrument would no longer be available on the last day of the fifth week. When 82 samples were collected, the researcher ran a Pearson's r correlation analysis.

Data Analysis

In this study, descriptive statistics, including ranges, frequencies, means, standard deviations, were described along with sample characteristics and variables. The demographic variables reported are gender, educational level, teaching experience, current grade level being taught, and the educator's current state. The Teacher's Sense of Self Efficacy and Omnibus T Scale instrument was analyzed through SPSS using Pearson's r Correlation Analysis. Pearson's r Correlation Analysis was used to determine if principal/teacher relationships with relational trust correlate with teacher intent-to-persist and teacher self-efficacy. To be more specific, the instrument item was used to analyze the two research questions as follows:

RQ1- The intent of item 8, 10, 11, 16, 19, and 27 is to analyze the educators' perception of relational trust with their principals. Items 15, 16, 20, and 26

analyzed the educators' perceptions of relational trust with their principals and its effects on their current school continuance.

RQ2- The intent of item 33, 35, 38, 47, 50, 51 is to analyze how the educators' self-efficacy is affected by relational trust in their teacher principal relationships. The intent of item 31, 32, 34, 36-37, 39-43 is to analyze the teachers' sense of self-efficacy.

RQ3- The intent of items 55-66 is to analyze how the teacher's intent-to-persist is affected by relational trust in their teacher principal relationships.

Further, eleven statements (Items 55-56) were designed to measure teachers' intent-to-persist in education. Participants used the previously described Likert scale. A high overall average score within this section represented a high probability that the surveyed teachers would remain in education. This instrument was used to answer Research Question 3. To know the validity and reliability of the instrument.

The analysis that applied to this study is Pearson's r Correlation to determine the strength between each variable and relational trust. This correlation assessed the strength and direction of the relationships between relational trust and teacher intent-to-persist and relational trust and teacher efficacy. Correlations showed associations of variables and do not determine one variable as independent or dependent (Mukaka, 2012).

Data Storage

Once the first phase was completed, the data was used to develop the dissertation's data analysis portion. The researcher's primary computer contained all the electronic data collected during the data analysis. The researcher's computer is password protected and locked after several attempted logins. Once the final data layout of the

dissertation data analysis is completed, the data was permanently deleted from the computer. Electronic data received and saved was not contained any longer than four years. Finally, raw data was stored in a secure location until transcription and entry into a data file for analysis. As federal law requires, paper copies of the information was stored in a locked, secure file cabinet for three years.

Ethical Considerations

This study adheres to the fundamental principles of the Belmont Report (respect, justice, and beneficence) in the study design, sampling procedures, and within the theoretical framework, research problem, and questions. The researcher sent consent forms before administering the survey document, so that teachers would understand what participation entails, including digitally recording the interview and their right to withdraw from the study. The researcher obtained the IRB approval to conduct the research, which includes subject recruiting and informed consent processes, regarding the voluntary nature of the study. The IRB approval letter with the protocol number, informed consent/subject assent documents, site authorization letter(s), or any other measures required to protect the participants or institutions was included in an appendix to this document.

Summary

Chapter 3 documents how the study is conducted. This study was a quantitative study that aimed to determine if relational trust in principal/teacher relationships correlates with teacher intent-to-persist and teacher efficacy. The study used surveys to collect data from the teachers. The investigation used the Omnibus T-Scale (Hoy and Tschannen-Moran, 2003 and the Teachers' Sense of Efficacy Scale Tschannen-Moran

and Woolfolk Hoy, 2001). The participants were teachers. Their perspectives on trust, efficacy, and job commitment were analyzed. The independent variable is relational trust in the principal/teacher relationships. The dependent variables are efficacy and intent-to-persist. The independent variable is relational trust in the principal/teacher relationships.

CHAPTER IV - DATA ANALYSIS AND RESULTS

Introduction

This study aimed to determine if the presence of relational trust correlates with teacher self-efficacy and intent-to-persist. The research questions were developed to guide the study and demonstrate clear, concise goals: To what extent is relational trust present? Does relational trust in principal/teacher relationships correlate with teacher efficacy? Does relational trust in principal/teacher relationships correlate with teacher intent-to-persist? A quantitative correlational research design was utilized for this study. Correlational was chosen because this method allowed the researcher to effectively evaluate the strength of the relationship between the intended independent variable and the two dependent variables. The study's goal was to determine if there is a relationship between relational trust and self-efficacy as well as relational trust and intent-to-persist. The participants are from the Marion County School District. The results include high school, middle school, and elementary teachers. Teachers are the only participants in the study. The research questions were addressed using Hoy and Tschannen-Moren's 2003 Omnibus T-Scale instrument, and the researcher created the instrument Intent-to-persist. The instruments were combined to develop a sixty-six-item Likert survey. The instrument was altered by changing the Likert scale names and developing the researcher-created instrument. The pilot study was conducted on thirty nonparticipants to determine the test's validity and reliability. The Cronbach Alpha Statistic from SPSS Package was 0.84, which showed adequate internal consistency. The validity of the test was measured from the pilot test results to determine if the instrument answered the research questions. SPSS Factor Analysis test was conducted to determine the validity of the test.

Data were exported from Qualtrics into an Excel file, which was imported into the SPSS. The researcher used the SPSS to run a Pearson's correlation coefficient test to find if the relationship between the degree of relational trust and intent-to-persist and if there is a relationship between the presence of relational trust and teacher efficacy. Represented by r, Pearson's correlation coefficient is a gauge of the strength of a linear association between two variables. A Pearson correlation coefficient ranges between +1 and -1. The three types of correlations: are no correlation, negative correlation, and positive correlation. No correlation is when a change in one variable does not lead to a change in the other and vice versa (Mcleod, 2020). A negative correlation is an increase in one variable as the other variable decreases or a decrease in one variable as the other variable increases (Neuman, 2003). A positive correlation is the increase of one variable as the other variable increases; a strong positive correlation is a value close to +1, and a strong negative correlation is a value close to -1; if variables are uncorrelated, a value near zero will be shown (Creswell, 2009).

Description of Sample

Purposive criterion-based sampling was utilized in this study, meaning that the researcher pre-established categorized attributes of the population that best fit the criterion for the research. Within this sampling, all the participating teachers are from public schools and must have a minimum of a master's degree and five or more years of teaching experience. These criteria eliminate teachers on an emergency license who have less than five years or have less than a master's degree. Purposive criterion sampling allowed the researcher to study specific criteria and understand the implications of the criteria. This sampling method allowed the researcher to study the criteria in-depth. The

rationale for only collecting data from south-central Mississippi was to focus on the intent-to-persist of teachers in Mississippi.

There are approximately 240 total staff members from the Marion County School District. Utilizing Qualtrics statistical software, the suggested sample size needed for this study was eighty-two teachers and was based on a 95% confidence level. Eighty teachers out of the 240 participated in the actual study. The response rate for the number of teachers out of the 240 teachers was 33.3%. In developing this study, the survey was strategically chosen to analyze and determine the degree of relational trust on principal/teacher relationships and teachers' self-efficacy and intent-to-persist.

The survey instrument collected demographic data from the eighty respondents. The data included gender, years spent in the classroom teacher, current grade level, and the highest level of education. However, the years spent in the classroom and the highest grade level were the focus of the demographic data because of the purposive criterion-based sampling. Purposive criterion-based sampling adds stipulations and guidelines to the teachers for sampling purposes. The sampled teachers had to have a master's with a minimum of five years into the profession—the teachers who held a master's degree were (67.5%). Specialist degrees had the next highest percentage among the teachers at (26.3 %). The percentages of teachers with Doctorate degrees were (6.3%). All respondents fit the criteria of being a public school, with five or more years in education and at least a master's degree; therefore, no further responses were deleted. The independent variable relational trust had the mean of 4.49 (SD=5.93). The variable self-efficacy had a mean of 4.76 (SD=5.36). The variable intent-to-persist had a mean of 3.05 (SD=4.57) (See Table 2).

Table 2 Participant Demographics

Highest Level of Education	Frequency	Valid Percent	Cumulative Percent
Masters	51	67.5	67.5
Specialist	21	26.3	93.8
Doctorate	5	6.3	100.0
Total	80	100.0	
Years of Experience	Frequency	Valid Percent	Cumulative Percent
6-10	25	31.3	31.3
11-15	20	25.0	56.3
15 & above	35	43.8	100.0
Total	80	100.0	100.0

Correlation Results

Table 3 describes the strength of correlation coefficients. The correlation data of this study are presented in Table 4, thus, showing the independent variable relational trust and the two dependent variables, self-efficacy and intent-to-persist. Relational trust and self-efficacy have a statically significant linear relationship $r= (80) =.520$, $p < .001$. The relationship between relational trust and self-efficacy is positive and significant. Higher scores in relational trust were correlated with higher scores in self-efficacy. The presence of relational trust and intent-to-persist does not have a statically significant linear relationship $r= (80) = -.118$, $p < .299$. Relational trust and intent-to-persist has a weak negative correlation. Relational trust and intent-to-persist had a weak negative correlation meaning one variable had lower scores and the other variable had higher scores.

Table 3 Correlations Coefficients Guide

Correlation Coefficient (r)	Description
+1.0	Perfect positive + association
+0.8 to 1.0	Very strong + association
+0.6 to 0.8	Strong + association
+0.4 to 0.6	Moderate + association
+0.2 to 0.4	Weak + association
0.0 to +0.2	Very weak + or no association
0.0 to -0.2	Very weak - or no association
-0.2 to – 0.4	Weak – association
-0.4 to -0.6	Moderate – association
-0.6 to -0.8	Strong – association
-0.8 to -1.0	Very strong – association
-1.0	Perfect negative association

Table 4 Correlations

	Relational Trust	**Self-Efficacy**	**Intent-to-persist**
Relational Trust			
Pearson Correlation	1	.520**	-.118
Sig (2-Tailed)		<.001	.299
Sum of Squares and Cross Products	27.832	13.077	-2.522
Covariance	.352	.166.	-.032
Self-Efficacy			
Pearson Correlation	.520**	1	.095
Sig (2-Tailed)	<.001		.404
Sum of Squares and Cross Products	13.077	22.707	1.833
Covariance	.166	.287	.023
Intent-to-persist			
Pearson Correlation	-.118	.095	1
Sig (2-Tailed)	.299	.404	
Sum of Squares and Cross Products	-2.522	1.833	16.542
Covariance	-.032	.023	.209
N	80	80	80

Analysis of the Results

The instruments used in this study were comprised of the Omnibus T-Scale, which focuses on faculty trust (relational trust) and colleague trust (Hoy & Tschannen-Moran, 2003), and the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001). The researcher developed an instrument containing eleven items about the intent to persist. The first item in this analysis addressed research question one.

Research Question 1

To what extent is relational trust present?

Item 8 and 11 data, located in table 5, were analyzed to determine if relational trust was present. The findings from the research determined that when teachers were asked, "if they had faith in the principal's integrity, " most of the teachers moderately agreed 51.2% that they had faith in the principal's integrity. This finding was the highest percentage. Strongly agreed was 31.3 percent. The smallest percentage 1.3% strongly disagree with only one participant. The findings determined that 40% of the teachers strongly agreed they, "rely on the principal and wish to remain under their leadership." The data determined that 37.5% moderately agreed that they rely on their principal, and the lowest percentage is 2.5% strongly disagreed. These items were significant because they prove that most teachers believe their principal is upright, moral, and honest; these are critical attributes to the presence of relational trust.

Table 5 Item 8 and 11 Frequencies and Percentages

8.The teachers in this school have faith in the principal's integrity.	Frequency	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.3	1.3
Moderately Disagree	5	6.3	7.5
Disagree slightly more than agree	2	2.5	10.0
Agree slightly more than agree	6	7.5	17.5
Moderately Agree	41	51.2	68.8
Strongly Agree	25	31.3	100.0
Total	80	100	
11.Teachers on this school rely on the principal and wish to remain under the principal leadership.	Frequency	Valid Percent	Cumulative Percent
Moderately Disagree	2	2.5	2.5
Disagree slightly more than agree	4	5.0	7.5
Agree slightly more than agree	12	15.0	22.5
Moderately Agree	30	37.5	60.0
Strongly Agree	32	40.0	100.0
Total	80	100.0	

In further analyzing the research data, items 19 and 27 added to the discussion in determining to what extent relational trust was present in principal/teacher relationships. According to the data, when the teachers were asked, "does the principal not tell teachers what is going on, and the work environment is not conducive" 40% strongly disagreed. In comparison 25.0% moderately disagreed, while 18.8% of teachers agreed slightly more than agreed. The teachers were asked, "if they were suspicious of the principal's integrity." The data indicated that 50.0% of the teachers strongly disagreed, while 25.0% moderately disagreed. The smallest percentage strongly agreed at 5.0%. The data illustrated that over 65% "rely on the principal and wish to remain under their leadership". This data further proves that relational trust is present in the principal/teacher relationship. The presence of relational trust can be identified through the teachers' data which shows that the principal has built relational trust through interactions of

communication that generate the belief of honesty, trust, openness, and integrity. Table 6 displays frequencies and percentages for item 19 and 27.

Table 6 *Item 19 and 27 Frequencies and Percentages*

19.The principal does not tell teachers what is really going on, and the work environment is not conducive.	Frequency	Valid Percent	Cumulative Percent
Strongly Disagree	32	40.0	40.0
Moderately Disagree	20	25.0	65.0
Disagree slightly more than agree	6	7.5	72.5
Agree slightly more than agree	15	18.8	91.3
Moderately Agree	3	3.8	95.0
Strongly Agree	4	5.0	100.0
Total	80	100.0	
27.The teachers in this school are suspicious of the principal's integrity.	Frequency	Valid Percent	Cumulative Percent
Strongly Disagree	40	50.0	50.0
Moderately Disagree	21	26.3	76.3
Disagree slightly more than agree	4	5.0	81.3
Agree slightly more than agree	8	10.0	91.3
Moderately Agree	7	8.8	100.0
Total	80	100.0	

Research Question 2

Does relational trust in principal/teacher relationships correlate with teacher efficacy?

The item in the instrument that were used to address research question two are 33, 38, and 51. These items were designed to "determine if relational trust correlated with teacher efficacy." In the research findings, the teachers moderately agreed 45.0% that they could control disruptive classroom behavior based on the principal's consistency with behavior, while 23.5% strongly agreed. The remaining teachers 22.5% slightly agreed more than agreed; the smallest percentage strongly disagreed 2.5%. In the analysis

of the data in question 38, 35.7% of the teachers felt strongly agreed that" the principal implements overall school systems and establishes routines that keep activities running smoothly. The data also indicated that 32.5% moderately agreed, while 22.5% slightly agreed more than agreed. The smallest percentage 7.5% with disagree slightly more than agreed.

The last analysis for research question two investigates if the teachers can implement alternative strategies in my classroom from reflective practices provided by my principal. Of the teachers 50.0% strongly agreed, 23.8% moderately agreed, and 21.3% agreed slightly more than agreed, with the smallest percentage standing at 5.0%. Analyzing the data from the item that focused on the teachers' self-efficacy, over 35.0 % to 50.0% of the teachers felt that the principal's actions allowed them to be effective within their craft. The data of the teachers indicated that they have relational trust, allowing them to follow the principal's lead. Teachers felt supported by the principal's examples, guidance, and competence. The teachers could execute routines, control classroom behavior, and implement strategies based on the reflective practices of their principal, further illustrating how these two variables have a positive statically significant linear relationship. Frequencies and percentages for items 33, 38, and 51 are depicted in Table 7.

Table 7 Items 33, 38, and 51 Frequencies and Percentage

33. I can control disruptive classroom behavior based on the principal's consistency with behavior.	Frequency	Valid Percent	Cumulative Percent
Moderately Disagree	2	2.5	2.5
Disagree slightly more than agree	5	6.3	8.8
Agree slightly more than agree	18	22.5	31.3
Moderately Agree	36	45.0	76.3
Strongly Agree	19	23.8	100.0
Total	80	100.0	
38. Because my principal implements overall school systems, I can establish routines to keep activities running smoothly.	Frequency	Valid Percent	Cumulative Percent
Disagree slightly more than agree	6	7.5	7.5
Agree slightly more than agree	18	22.5	30.0
Moderately Agree	26	32.5	62.5
Strongly Agree	30	37.5	100.0
Total	80	100.0	
51. I can implement alternative strategies in my classroom from reflective practices provided by my principal?	Frequency	Valid Percent	Cumulative Percent
Disagree slightly more than agree	4	5.0	5.0
Agree slightly more than agree	17	21.3	26.3
Moderately Agree	19	23.8	50.0
Strongly Agree	40	50.0	100.0
Total	80	100.0	

Research Question 3

Does relational trust in principal/teacher relationships correlate with teacher intent-to-persist?

Items 57, 58, and 67 were analyzed to determine the teachers' intentions of staying with their current school or school district. The majority at 53.8% of teachers strongly agreed that they "plan to teach in this district for a long-term basis," while 20.0% moderately agreed, and 11.3% agreed slightly more than agreed. The data also indicated that 8.8% moderately disagreed, and the smallest percentage 1.0% strongly disagreed. The next question used to analyze research question three asked the teachers if they "plan to teach in my current school for a long time," and 53.8% strongly agreed with 17.5% agreed slightly more than agreed. However, 13.8% of the teachers moderately disagree,

and 3.8% strongly disagree. Out of the eighty teachers 60.0% strongly agreed when they were asked, "I do not enjoy my current teaching position," while 13.8% moderately disagreed, but 12.5% agreed slightly more than agreed. The data connected to research question three allowed the researcher to understand that the teachers do like working within the school, but they would like to move to a new school within the district. The presence of relational trust in principal/teacher relationships and teachers' intent-to-persist has a weak negative correlation. Frequencies and percentages for items 57, 58, and 63 are depicted in Table 8.

Table 8 Items 57,58, and 63 Frequencies and Percentages

57. I plan to teach in this district for a long-term basis.	Frequency	Valid Percent	Cumulative Percent
Strongly Disagree	1	1.3	1.3
Moderately Disagree	7	8.8	10.0
Disagree slightly more than agree	4	5.0	15.0
Agree slightly more than agree	9	11.3	26.3
Moderately Agree	16	20.0	46.3
Strongly Agree	43	53.8	100.0
Total	80	100.0	
58. I plan to teach in my current school for a long-term basis.	Frequency	Valid Percent	Cumulative Percent
Strongly Disagree	3	3.8	3.8
Agree slightly more than agree	14	17.5	35.0
Moderately Agree	9	11.3	46.3
Strongly Agree	43	53.8	100.0
Total	80	100.0	
63. I do not enjoy my teaching position at my current school.	Frequency	Valid Percent	Cumulative Percent
Strongly Disagree	48	60.0	60.0
Moderately Disagree	11	13.8	73.8
Disagree slightly more than agree	4	5.0	78.3
Agree slightly more than agree	10	12.5	91.3
Moderately Agree	2	2.5	93.8
Strongly Agree	5	6.3	100.0
Total	80	100.0	100.0

CHAPTER V – DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This study aimed to determine if the presence of relational trust in teacher/principal relationships correlates with teacher self-efficacy and the teacher's intent-to-persist. The study's design was developed to determine if relational trust was present within the teacher/principal relationship and if that presence correlated with teacher self-efficacy and intent-to-persist. This quantitative study with the statical testing method of Pearson's r correlation. Pearson's r correlation testing method was chosen to determine if there is a statistically significant relationship and correlation between the variables. This chapter includes research questions, a summary of the procedures, interpretation of findings, discussion, limitations of the study, implementation for practitioners and policymakers, and implementation for future research.

Research Questions

The following research questions guide this quantitative study:

1. To what extent is relational trust present?
2. Does relational trust in principal/teacher relationships correlate with teacher efficacy?
3. Does relational trust in principal/teacher relationships correlate with teacher intent-to-persist?

Summary of the Procedures

The researcher sent letters to Superintendents in the state of Mississippi. The IRB process cannot be complete if permission has not been obtained from a school district. A Superintendent permitted the research to be conducted. It is a county school. Within this district, there are two high schools, two middle schools, one primary school, one upper

elementary, and one elementary school with a primary and upper elementary. The School District consists of 240 faculty and staff.

The IRB review board approved the study, and the procedures to obtain permission to collect data began. Letters to the principals were sent out asking permission to conduct research with the teachers within the buildings. The letter to the principal contained a formal letter asking for permission, a draft letter for the teachers that contained a Qualtrics link, and an IRB approval letter. Permission was granted by three of the principals from the School District. The principals were instructed to issue the teacher draft to all the participants. This draft contained the survey link. The participants were informed within their draft that they would have five weeks to complete the survey before the link would no longer be available. Eighty participants out of the 240 faculty and staff members participated in the research. Data was collected through the SPSS.

Descriptive statistics and Pearson's r correlation were used to identify if there was a statistically significant linear relationship and the strength of the relationship. The purposive criterion sampling method allows the population to be sampled based on pre-established criteria. The pre-established criteria required the participant to have five years or more in education and a master's degree. The instruments used within the study were Hoy and Tschannen-Moran, (2003), Omnibus T Scale, self-efficacy scale, and the researcher-created intent-to persist. These instruments measured the variables and demographics of the teachers.

Interpretation of Findings

This interpretation of the findings relates to the data collected for the study of the presence of relational trust with teacher self-efficacy and teacher intent-to-persist.

Research Question 1 asked, "To what extent is relational trust present?". One key finding was that relational trust was present within the teacher/principal relationships. The teachers believed in the integrity of their principal and that the principal communicated honestly about the issues of the building. The data also indicated that the teachers believed the principal's decisions were in the best interest of the teachers and the students. The teachers also illustrated through the data analysis that the principal created a conducive work environment through social exchanges that built trust for the teachers. The research literature supports these findings. According to Tschannen-Moran and Gareis (2015), principals must nurture and maintain faculty trust while engaging academically in a consistent open conversation to have a successful school. In addition, Brewster & Railsback (2003) stated that principals build trusting relationships by being accessible, demonstrating personal integrity, involving staff members in decision-making, facilitating and modeling effective communication, celebrating experimentation and supporting risk, and expressing value for dissenting views.

The data indicated that relational trust was present within the teacher/principal relationships; it is essential to acknowledge that research question two and research question three findings' were answered based on the findings of research question one. The data of research question one indicated that relational trust has a strong presence within the teacher/principal relationships. For the interpretations, it is essential to acknowledge that the findings for research questions two and three reflect that relational trust was present in the teacher/principal relationship.

Research Question 2 asked, "Does relational trust in principal/teacher relationships correlate with teacher self-efficacy?" One key finding was that there is a

strong, statistically significant relationship between relational trust being present in teacher/principal relationships and teacher self-efficacy. The data indicated that teachers felt their principal was consistent with behavior support. The principal consistency allowed the teachers to feel that they could control disruptive behaviors based on the principal consistency with behavior. It was indicated within the data that the principal's overall structure and process of routines allow the teachers to develop consistency and routines in their classroom. The data also indicated that the teachers could implement alternative strategies based on the reflective practices of the principal. Principals that set the tone and are consistent with school systems help teachers develop. Principals set the blueprint for teachers to have their classroom routines and structural elements in order; when teachers follow the blueprint of the principal, they received praise through informal or formal observations. Praise of a teacher from a principal allows teachers to feel that they are prepared and ready to complete their tasks as a professional. This feeling would not be possible without relational trust within the teacher/principal relationships. Suppose a teacher does not trust their principal. In that case, they would not have the proper communication, which would not allow teachers to understand and implement the blueprint provided by the principal properly. A lack of trust in teacher/principal relationships could also hinder the teacher from fully understanding expectations and procedures. The literature of research supports these findings. Trust maintained in the work environment impacts teacher self-efficacy and triggered workers to be more innovative at work. Koşar (2015) states that trust between teachers and principals determines productivity, efficiency, and targets. The research has proven that school principals that directly lead through examples and leadership behaviors based on trust are

essential in developing teachers' professional knowledge, skills, and self-efficacy while developing the school into a professional learning environment for the collaboration of teachers and principals (Scribner et al., 2002).

Research question 3 asked, "Does relational trust in principal/teacher relationships correlate with teacher intent-to-persist?" The key finding for this research question was that there is not statically significant relationship between the presence of relational trust in principal/teacher relationships and intent-to-persist, and it has a negative correlation. The data showed that the teachers did like their current school district. The data also indicated that the teachers liked their current school; however, the data for moderately disagree was higher than any other negative rating within this portion of the interpretations of the findings. The next interpretation of the findings question was worded to state that the teachers dislike their current teaching position. The data indicated that the teachers were optimistic about their current teaching position, yet the data was slightly different. The teachers who moderately disagreed that they did not agree with the question were only one percent more than the teachers that slightly agreed more than they agreed about not liking their current teaching position. More research is needed to determine why there is a negative correlation.

Further research is needed to determine which variable increases as the other variable decreases. The literature does not directly support the presence of relational trust in teacher/principal relationships and intent-to-persist. However, it does support relational trust and teacher commitment, according to Ware & Kitsantas, 2011. Additional research should be conducted to determine the possible comparison of intent-to-persist and teacher

commitment, in addition to the presence of relational trust in teacher/principal relationships to teacher commitment.

Discussion

This study was critical because of the current state of educators within the nation. Teachers are leaving the profession in large numbers. According to Torpey from the U.S. Bureau of Labor Statistics (2018), over 600,000 teachers have left the profession since 2016. That is 100,000 teachers per year. That is a substantial number of teachers. If those many teachers leave nationwide, this must have a tremendous effect, more importantly, on the state of Mississippi. Mississippi has had a teacher shortage since 1991, according to the United States Department of Education (2014). That is over three decades. Mississippi educators are moving to surround states while others are leaving education altogether. According to the Mississippi Department of Education (2021), 5800 teachers left education within the state of Mississippi, which is 17%. Although Mississippi teachers have received the most significant raise in history, teachers are still leaving the profession. The principals have a role in the solution of this problem.

Principals are the leaders of the building, and their behaviors and actions influence the relationships they have with the teachers. The data indicated that relational trust was present in teacher/principal relationships. By the data indicating the presence of relational trust, the principal had to implement factors that develop relational trust. According to Brewster & Railsback (2003), for principals to develop relational trust, they must (a.) acknowledge existing conflict; (b.) have interchangeable social interactions; (d.) empower teachers through shared decision-ma king; (e.) implement teacher leadership; (f.) develop interpersonal relationships. When relational trust is formed in

teacher /principal relationships, it creates a positive experience for the students, teachers, and the principal. Teachers who have relational trust with their principals have a positive outlook on their beliefs, attitude, perceptions, school climate, collective teacher efficacy, a large professional learning community, an optimistic perspective, and higher academic standards for the students (Bryk & Schneider, 2002; Bryk et al., 2010; Forsyth, Adams, & Hoy, 2011).

The positive attributes developed from relational trust in teacher/principal relationships fostered teacher-self efficacy. The data indicated that the presence of relational trust correlated and had a statistically significant relationship with teacher self-efficacy. Brandmo et al. (2019) stated that a positive work environment has relational trust within the relationships and develops teacher self-efficacy individually and collectively. According to Efendi (2013), when there is an elevated level of teacher self-efficacy, it can have an impact on job satisfaction and teacher professionalism. Bandura (2006) explained that six points of instructional self-efficacy could measure the amount of teacher self-efficacy. The six points of measurement are important because each of the points reflects how a principal's reflective practices, consistency with student behavior, routines, procedures, and instructional guidance develop teacher self-efficacy. The following are the six points: the teacher's ability to manage each student's behavior; the ability to invite students to learn continuously; the ability to motivate students during assignments; the ability to make students retain material; to encourage students who have no interest in work; ability to overcome external influences that can negatively impact the quality of student learning (Bandura, 2006). The teachers' intent-to-persist affects students' learning quality.

Teachers who stay within education and continue to grow professionally are the key to student academic success because of their effectiveness in the classroom. These teachers more than likely have a relationship with their principal, and both parties trust one another. According to Edgerson et al. (2006), the most successful teachers are encouraged by their flourishing relationships with their principals, where principals inspire the teachers to do their best. As teachers feel better about themselves and their collective missions because of the authentic interactions with their principals, teachers become more effective in the classroom and develop high self-efficacy (Edgerson et al., 2006). These types of teacher/principal relationships encourage teachers' intent-to-persist. However, a teacher who does not intend to persist affects student learning. Schools with high-turnover rates have students who may have inexperienced teachers that are less effective than average (Rockoff, 2004; Rivkin et al., 2005; Kane et al., 2006). Intent-to-persist is also essential to student achievement because high turnovers create instability in schools and make it difficult to have consistent instruction (Boyd et al., 2009). An essential factor is that teacher turnover can reduce student learning if the more effective teachers leave. Even though the literature points to trust and teacher/ principal relationships for student achievement, teacher self-efficacy, and teacher intent-to-persist. Intent-to-persist in this study is negatively correlated with the presence of relational trust in principal/teacher relationship The data may have a negative correlation, but relational trust is present within the teacher/principal relationship.

Limitations for Study

The following limitations are present in this study:

1. The quantitative research was limited to one school district within Mississippi, limiting the demographic sample.
2. The participants were limited to taking only the teacher survey provided during the study.
3. The principal's perspective was absent from the study because the teachers only completed the surveys.
4. Time constraints limited the scope of this study as the study focused on teachers who participate in this study.
5. Trustworthiness, in terms of the information provided by the participants, a limiting factor in the research.
6. The participants' answers may not be correct due to the personal relationships that the participants have with the principals.

Implementation for Practitioners and Policymakers

The following are recommendations for practitioners and policymakers related to this study's findings and literature review. These recommendations relate to practice in the field of education and how principals should engage in developing teacher/principal relationships. Recommended next steps for school districts and principals in Mississippi:

1. Each school district within Mississippi should have professional development to engage the principals in how to build relationships with their teachers.

2. Each school district should implement relational trust activities in a professional learning community of principals. The professional learning community should allow the principals to apply the relational trust activities personally with their colleagues.
3. Each school district should implement programs that teach principals to implement shared decision-making and develop teacher leadership within their building.
4. Each principal should have an interactive portfolio with different relationship builders developed from task-oriented and interchangeable social interactions.
5. Principals should meet monthly with each teacher for a wellness check and professional growth needs.

Implementations for Future Research

In future research, the first recommendation would be to open the study to public, private, and charter school k-12 teachers within the entire southern region of the United States. This would allow the study to have a broader group of participants from different educational settings and give a unique perspective. The second recommendation would require a researcher to explore teacher commitment and determine the relationship with intent-to-persist or determine if these two concepts are the same. An additional statical regression analysis could be run to determine the type of significant statistical relationship relational trust in teacher/principal relationships has with self-efficacy.

IRB APPROVAL LETTER

Office *of*
Research Integrity

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

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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 submission on InfoEd IRB.
- The period of approval is twelve months. An application for renewal must be submitted for projects exceeding twelve months.

PROTOCOL NUMBER:	22-525
PROJECT TITLE:	The Presence of Relational Trust in Teacher-Principal Relationships and the Correlation of Teacher Intent to Persist and Teacher Efficacy
SCHOOL/PROGRAM	School of Education
RESEARCHERS:	PI: Maryum Bilal Investigators: Bilal, Maryum~Lee, David~
IRB COMMITTEE ACTION:	Approved
CATEGORY:	Expedited Category
PERIOD OF APPROVAL:	16-Aug-2022 to 15-Aug-2023

Donald Sacco Jr.

Donald Sacco, Ph.D.
Institutional Review Board Chairperson

ORI | Office of Research Integrity

INSTITUTIONAL REVIEW BOARD

STANDARD (ONLINE) INFORMED CONSENT

STANDARD (ONLINE) INFORMED CONSENT PROCEDURES
• ***Use of this template is optional.*** However, by federal regulations (45 **CFR** 46.116), all consent documentation must address each of the required elements listed below (purpose, procedures, duration, benefits, risks, alternative procedures, confidentiality, whom to contact in case of injury, and a statement that participation is voluntary). Last Edited August 13th, 2021

Today's date:4/28/2022			
PROJECT INFORMATION			
Project Title: The Presence of Relational Trust in Teacher-Principal Relationships and the Correlation of Teacher Intent to Persist and Teacher Efficacy			
Principal Investigator: Maryum Bilal	Protocol Number 22-525	Phone: 601-500-2755	Email: W324279@usm.org
College: Education and Human Sciences		School and Program: Educational Leadership	
RESEARCH DESCRIPTION			

1. **Purpose**:
   The purpose of this study is to determine if principal/teacher relationships with relational trust correlate with teacher efficacy and retention. Relational trust relates to teacher orientation to innovation, teacher commitment to the school community, peer collaboration, reflective dialog, collective responsibility, focus on student learning, and teacher socialization. Analyzing teachers' perspectives will determine if relational trust in principal/teacher relationships correlates with teacher efficacy and retention. The variables investigated in this quantitative study are teacher efficacy and teacher retention. Relational trust is the theoretical framework that will be discussed. The presence of relational trust in principal/teacher relationships will be used to see if there is a correlation between teacher efficacy or retention.

2. **Description of Study:**
The researchers aim is to collect data from participants (teachers) to determine if the presence of relational trust in principal/teacher relationships has a correlation with teacher efficacy and teacher intent to persist.

3. **Benefits:**
In completing this study, I hope to gain information that will aid principals in their leadership. Understanding the presence of relational trust in principal/teacher relationships can have a variety of positive effects. If relational trust has a correlation with teacher retention that is a key factor in retaining teachers. Also, if relational trust has a correlation with teacher efficacy it can have a positive impact on student achievement which is the goal of all educators. However, in order to ensure that student success takes place the relationship between principals and teachers must be effective.

4. **Risks:**
The potential risk that the participants (teachers) could be psychological along with the concept of trust. The participants may realize that they do not think there is relational trust within their relationship with their principals. This can influence how the participants feel about their current job site or current principal. Although the teachers will be informed that their responses will be confidential, the participants may feel uncomfortable with being truthful due to the principal knowing about the staff's participation in the study. I will ensure the participants that their participation will be kept confidential. The researcher will have access to their demographic information, their consent to participate, or survey results

5. **Confidentiality:**
The researcher's primary computer will contain all the electronic data collected during the data analysis. The researcher's computer is password protected and will lock after several attempted logins.
Once the final data layout of the dissertation data analysis is completed, the data will be permanently deleted from the computer. Electronic data received and saved will not be contained any longer than four years. Finally, raw data will be stored in a secure location until transcription and entry into a data file for analysis. As federal law requires, paper copies of the information will be stored in a locked, secure file cabinet for three years.

6. **Alternative Procedures:**
There are no alternative procedures within this study. The Likert scale is a rating scale used to assess perception, beliefs, and behaviors. This scale works best for my study due to the beliefs of the teachers.

7. **Participant's Assurance:**
This project and this consent form have 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 Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5125, Hattiesburg, MS 39406-0001, 601-266-5997.Any questions about this research project should be directed to the Principal Investigator using the contact information provided above.

8. **Alternative Procedures:**
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Any questions about this research project should be directed to the Principal Investigator using the contact information provided above.

CONSENT TO PARTICIPATE IN RESEARCH

I understand that participation in this project is completely voluntary, and I may withdraw at any time without penalty, prejudice, or loss of benefits. Unless described above, all personal information will be kept strictly confidential, including my name and other identifying information. All procedures to be followed and their purposes were explained to me. Information was given about all benefits, risks, inconveniences, or discomforts that might be expected. Any new information that develops during the project will be provided to me if that information may affect my willingness to continue participation in the project. The participants who consent to participate will be placed within a gift card drawing; however, in order to be considered the participants must complete the contact information survey. The participants contact information will be separate from the data of the study. The participants will be directed through Qualtrics to a different survey where they will provide their contact information. The participants that complete the contact information will be placed in a random name generator. The participants will be chosen through the random name generator.

CONSENT TO PARTICIPATE IN RESEARCH

By clicking the box below, I give my consent to participate in this research project. ***If you do not wish to participate in this study, please close your browser now***

☐ Yes, I consent to participate.

QUESTIONNAIRE

INSTRUCTIONS: Please complete the questionnaire's demographics session, then indicate your opinion in the additional two sessions about each statement by circling the appropriate response at the right of each statement.

KEY: 1=Strongly Disagree 2=Moderately Disagree 3=Disagree slightly more than agree 4=Agree slightly more than agree 4=Moderately Agree 6=Strongly Agree

Demographics

1.Gender	Male	Female	Other_____	
2. Highest Degree Received	Bachelors	Masters	Specialist	Doctorate
3.Years of Experience	0-5	6-10	11-15	15 an above
4. Current Grade Level	K-2	3rd-5th	6th-8th	9th-12th

Faculty Trust Survey

6. Students in this school care about each other.	1	2	3	4	5	6
7. Teachers in this school feel comfortable working with colleagues.	1	2	3	4	5	6
8. The teachers in this school have faith in the principal's integrity.	1	2	3	4	5	6
9. Even in difficult situations, teachers in this school can depend on each other.	1	2	3	4	5	6
10. The principal in this school typically acts in the best interests of the teachers.	1	2	3	4	5	6
11. Teachers in this school can rely on the principal and wish to remain under the principal leadership.	1	2	3	4	5	6
12. Teachers in this school trust each other.	1	2	3	4	5	6

13. Teachers can count on parental support.	1	2	3	4	5	6
14. Teachers think that most of the parents do a good job.	1	2	3	4	5	6
15. Teachers in this school trust the principal and will remain at *the school.	1	2	3	4	5	6
16. Teachers in this school feel that their principal is accessible, positive, and grows professionally. *	1	2	3	4	5	6
17. Students in this school can be counted on to do their work.	1	2	3	4	5	6
18. Parents in this school are reliable in their commitments.	1	2	3	4	5	6
19. The principal doesn't tell teachers what is really going on, and the work environment is not conducive.	1	2	3	4	5	6
20. The school principal does not show that he cares for the teachers, and I do not wish to return to work under their leadership.	1	2	3	4	5	6
21. Teachers in this school have faith in the integrity of their colleagues.	1	2	3	4	5	6
22. Teachers in this school trust the parents.	1	2	3	4	5	6
23. Teachers in this school are suspicious of each other.	1	2	3	4	5	6
24 Students here are secretive.	1	2	3	4	5	6
25. When teachers in this school tell you something, you can believe it.	1	2	3	4	5	6
25.Teachers in this school do their jobs well.	1	2	3	4	5	6
26. Teachers here believe that their intent-to-persist is based on the principal's competency.	1	2	3	4	5	6

27. The teachers in this school are suspicious of the principal's integrity.	1	2	3	4	5	6
28. Teachers in this school believe what parents tell them.	1	2	3	4	5	6
29. The principal in this school is competent in doing their job and has a high intention to persist among the teachers.	1	2	3	4	5	6
30. Teachers in this school trust their students.	1	2	3	4	5	6

Teacher Sense of Efficacy

31.I can you do a lot to get through to the most difficult students?	1	2	3	4	5	6
32. I do a can do a lot to help your students think critically?	1	2	3	4	5	6
33. I can do a lot to control disruptive classroom behavior based on the principal's consistency with behavior? *	1	2	3	4	5	6
34. I can do a lot to motivate students who show low interest in schoolwork?	1	2	3	4	5	6
35. My expectations are clearer about student behavior because of the reliability of reinforcing my expectations? *	1	2	3	4	5	6
36. How much can you do to get students to believe they can do well in schoolwork?	1	2	3	4	5	6
37. How well can you respond to difficult questions from your students?	1	2	3	4	5	6
38. How well can you establish routines to keep activities running smoothly because your principal implements overall school systems? *	1	2	3	4	5	6
39. How much can you do to help your students value learning?	1	2	3	4	5	6
40. Teachers are not a very powerful influence on student achievement when all factors are considered.	1	2	3	4	5	6

41. To what extent can you craft good questions for your students?	1	2	3	4	5	6
42. How much can you do to foster student creativity?	1	2	3	4	5	6
43. How much can you get children to follow classroom rules?	1	2	3	4	5	6
44. How much can you do to improve the understanding of a failing student?	1	2	3	4	5	6
45. How much can you do to calm a disruptive or noisy student?	1	2	3	4	5	6
46. How well can you establish a classroom management system with each group of students?	1	2	3	4	5	6
47. How much can you adjust your lessons to the proper level for individual students based on your principal's feedback? *	1	2	3	4	5	6
48. How much can you use a variety of assessment strategies?	1	2	3	4	5	6
49. How well can you keep a few problem students from ruining an entire lesson?	1	2	3	4	5	6
50. To what extent can you provide an alternative explanation for example when students are confused, from professional development provided informally by your principal*?	1	2	3	4	5	6
51. How well can you respond to defiant students with the support of your principal? *	1	2	3	4	5	6
52. How much can you assist families in helping their children do well in school?	1	2	3	4	5	6
53. Can you implement alternative strategies in your classroom from reflective practices provided by your principal? *	1	2	3	4	5	6
54. How well can you provide appropriate challenges for very capable students?	1	2	3	4	5	6
55. I accepted my current job position because my spouse/future spouse/companion has a job here.	1	2	3	4	5	6

56. I accepted my current job position because I wanted to live near family or friends that live in this area.	1	2	3	4	5	6
57. I plan to teach in this district on a long-term basis.	1	2	3	4	5	6
58. I plan to teach in this school on a long-term basis.	1	2	3	4	5	6
59. I plan to teach in another school district in the next 2 years.	1	2	3	4	5	6
60. I plan to teach in another state in 2 years.	1	2	3	4	5	6
61. I do not like working within my current school district.	1	2	3	4	5	6
62. I do not enjoy my teaching position at my current school.	1	2	3	4	5	6
63. I enjoy my current teaching position.	1	2	3	4	5	6
64. I plan on remaining in the classroom until I retire.	1	2	3	4	5	6
65. I plan on moving into administration.						

Template and attachments
1 message

mary bilial <msprettynpink82@gmail.com> Mon, Oct 3, 2022 at 3:30 PM
To: S. Howze <shannonlatricehowze@gmail.com>

---------- Forwarded message ----------
From: Wayne Hoy <whoy@mac.com>
To: Maryum Bilal <Maryum.Bilal@usm.edu>
Cc:
Bcc:
Date: Fri, 6 Dec 2019 11:01:14 -0500
Subject: Re: Permission
Dear Maryum,

You have my permission to use the Omnibus T-Scale in your research. More information about the scale is on my webpage at www.waynekhoy.com.

Best wishes,

> On Dec 5, 2019, at 3:52 PM, Maryum Bilal <Maryum.Bilal@usm.edu> wrote:
>
> Hello Dr. Hoy,
> My name is Maryum Bilal. I am a doctoral candidate at The University of Southern Mississippi. I am emailing to ask permission to use the Omnibus T-Scale instrument. Please email me at your earliest convenience. Thank you, for your time and consideration.
>
> Sincerely,
> Maryum Bilal

Wayne

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