THE RELATIONSHIP AMONG TEACHER JOB SATISFACTION, TRUST IN

THE PRINCIPAL, AND PRINCIPAL SUPPORT

A Dissertation

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Doctor of Education
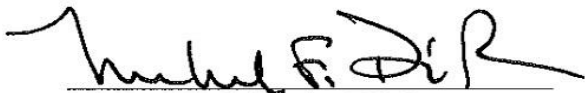

by

Natalie Elizabeth Lytle Trace

February 2016

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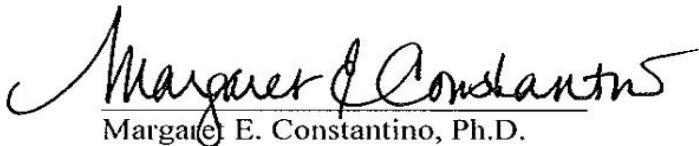
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Dedication

This dissertation is dedicated to my family due to the endless love and support

that they have provided me throughout this process.

Acknowledgments

Throughout this process, I feel that The College of William and Mary professors and students have transformed me from a passionate teacher leader to a knowledgeable administrator. I am truly blessed for the opportunity to go through the Executive Ed.D. program at The College of William and Mary. I would like to thank my dissertation chair for helping me relentlessly through all my struggles and weaknesses, each of my professors for instilling the knowledge and practices that I use in my career every single day, and my classmates for allowing me the chance to be a part of their education path and see the diversity of the education system all over the United States.

I need to also thank my family who has helped me with the many life challenges that have arisen throughout the entire process of writing this dissertation. My husband, Derrik, who is my right hand through this journey of life and has brought so much joy to my life. My parents, Ronald and Brenda, who have always told me to work hard, never give up, and push forward. My brother, Brad, who has provided me with competition in life and a best friend for life. My grandparents, for making me see the importance in life and the need to continually educate myself while enjoying life. Throughout the process of this dissertation, I have had so many ups and downs, which only proves that life is an unexpected journey, and that no matter how well you try to plan it, the end result is never what you will think it will be.

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ABSTRACT

Every year across the United States, teachers feel higher demands placed on them. Teacher turnover rates are increasing, and fewer teachers are entering the field of education. Job dissatisfaction due to administrators' dispositions is one of the reasons teachers often cite when leaving the profession. The purpose of this research study is to identify the relationship among three variables: teacher job satisfaction, principal support, and trust teachers have in their principal. Quantitative data from the Principal Support Scale, Omnibus T-Scale, and Teacher Satisfaction Scale were analyzed to assess the relationship among the three variables. The data revealed that the relationship between administrative support and trust teachers have in their principal had the most significant relationship, α 0.86. Further analysis of the data confirmed that the level of trust teachers have in their principal, α 0.5, and principal support, α 0.57, are both related to teacher job satisfaction. The dimension of instrumental support was more strongly related to teacher job satisfaction, while expressive support was more strongly related to trust in the principal. This study revealed that if a principal creates a trusting climate within a school and provides teachers with instrumental and expressive support, an increase in teacher job satisfaction within a school will most likely occur.

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RELATIONSHIP AMONG TEACHER JOB SATISFACTION, TRUST IN THE PRINCIPAL, AND PRINCIPAL SUPPORT

Chapter I: Introduction

Every year teachers leave the profession in search of a different career path, which creates the phenomenon of a "revolving door." Government officials try to attract and retain highly effective teachers in classrooms across the United States through education policies. In 1998, President Clinton signed the Higher Education Amendments to distribute equally qualified teachers across the United States (Ingersoll, 2001). The American Recovery and Reinvestment Act of 2009 included the Teacher Incentive Fund grant, intended to increase the number of effective teachers and administrators within high-need schools (United States Department of Education, National Center of Education Statistics, 2009). Nonetheless in 2016, school districts in the United States still face problems with teacher turnover and retention, which ultimately costs United State school districts billions of dollars (Alliance for Excellent Education, 2014).

In the American public education system, teacher retention is not a new concern. Teachers have left the profession in the past, but the number and percentage of teachers leaving is increasing. In 1996, the NCES determined that teacher turnover equaled 5% for public school teachers. The National Center of Education Statistics (NCES) reported that the average annual teacher turnover rate is 17% (Kopkowski, 2008). The number is an alarming 20% in urban school districts (Feistritzer, 2011). The teacher turnover rate has increased from 5% in 1996 to 17% in 2011. If the teacher turnover rate continually grows, then there will ultimately be more teachers leaving than entering the teaching profession.

A growing deficit exists between teachers entering the profession versus the teachers who leave the profession (Quartz, 2004). In the 1970-1971 school year,

baccalaureate degrees in education accounted for 21% of the total baccalaureate degrees achieved. Education baccalaureate degrees ranked second place with social and behavior sciences being first. In the 2011-2012 school year, the number of students receiving baccalaureate degrees in education accounted for 6% of the total baccalaureate degrees awarded that year. A baccalaureate degree in education ranked fifth behind business, social science and history, health professional and related fields, and psychology baccalaureate degrees (United States Department of Education, National Center of Education Statistics, 2015). Not only have education baccalaureate degrees decreased, but masters and doctoral degrees have been declining as well (United States Department of Education, National Center of Education Statistics, 2015). The amount of students receiving degrees in education is decreasing, while the teacher turnover rate slowly increases. This will ultimately affect the quality of teacher within classrooms across the United States.

In today's society, new teachers want to make a difference in the classroom (75%) and work with children (80%), (Marsh, 2015). Teachers entering the field want to help students achieve. For the 2016-2017 school year, the United States Department of Education, National Center for Education Statistics (NCES) projects that 272,000 teachers will join the teaching profession with the 3.5 million teachers already in a position (2010). This means that 7% of the teachers in the classrooms across the United States will be new teachers. Marinell and Coca (2013) found that 66% of new teachers leave the profession within the first five years, which would mean that it is possible that 179,520 of the new teachers for the 2016-2017 school year will leave the field of education by the 2021-2022 school year. The information on education degrees being

earned and the amount of new teachers leaving the profession creates two problems, which is that there are not enough teachers entering the field to help students achieve in the classroom and that the teacher who want to make a difference in the classroom and work with children are the same teachers who are leaving the profession.

In 2012, the Bureau of Labor Statistics estimated that the average job turnover rate is 37%, which is a decrease from 43% in 2008 during the financial crisis. The increase in teacher turnover is at odds with the decrease in the national average turnover rate. In an article for *The Washington Post*, Strauss (2013) wrote that teacher job satisfaction is at a 25 year low. This drop in job satisfaction could be related to teachers feeling more stress, which decreases teacher morale and job satisfaction (Strauss, 2013). Further study of what can be done to prevent teachers from leaving the profession is not only warranted, but it is also imperative to the future of public education.

One major factor that affects teacher turnover is job satisfaction. Teacher job satisfaction influences a teacher's decision to stay or leave the profession. Numerous researchers have found teacher job satisfaction links to administrators' dispositions (e.g., Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2009; Gonzalez, Brown, & Slate, 2008; Goodpaster, Abedokun, & Weaver, 2012; Kersaint, Lewis, Potter, & Meisels, 2007; Yager, Pederson, Yager, & Noppe, 2011). Other variables that influence teacher job satisfaction include a teacher's demographics, salary, and personal reasons (e.g., Buckley, Schneider, & Shang, 2004; Cui-Callahan, 2012; Ingersoll & Smith, 2003; Timms, Graham, & Caltiabiano, 2006). Numerous research studies have tried to determine if teacher job satisfaction rises or declines in certain ethnic, gender, or age groups, but there is a lack of consistency among the results of the studies, such as if

young, white, female teachers truly have the highest job satisfaction. A teacher's salary depends on the geographic region that a school district lies in, the number of years in the profession, and the teacher's level of education. Research on teacher job satisfaction and salary show varying results that do not present clear evidence that more money will equate to higher teacher job satisfaction. School administrators are often unable to influence the personal reasons that cause teachers to leave the profession. In short, teacher demographics, salary, and personal reasons are beyond the control of administrators. Thus, looking further into administrators' dispositions and their relationship to teacher job satisfaction is a step in identifying how administrators can be proactive in teacher retention.

Purpose of the Study

There is a need to understand what principals can do to increase the job satisfaction of teachers. Research on the impact and factors contributing to teacher job satisfaction can help school leaders to decrease teacher turnover and increase student achievement. The purpose of this study is to glean information about the relationship among teacher job satisfaction, principal support, and the trust teachers have in their principal. The two components of principal support, expressive and instrumental support, will be further explored in relation to teacher job satisfaction and trust teachers have in the principal. Expressive support involves emotional and professional support teachers perceive from the principal (DiPaola, 2012). Instructional support is the magnitude of support, including time, resources, and feedback, that the principal provides in the eyes of the teachers (DiPaola, 2012).

Research Questions

The following research questions will guide this research study:

1. What is the relationship between trust teachers have in their principals and teachers' job satisfaction?

2. What is the relationship between teachers' perceptions of expressive and instrumental principal support and teachers' job satisfaction?

3. What is the relationship between teachers' perceptions of principal support and the trust they have in their principals?

Theoretical Framework

The basis of the theoretical framework for this study is the interaction of teacher job satisfaction, principal support, and trust teachers have in the principal. A teacher's job satisfaction may fluctuate based on the relationship with his or her principal. Work relationships are dependent on the trust and support developed within them (Oade, 2010). The theories incorporated in this theoretical framework include the Social Support Theory, the universal theory of trust, and the Range of Affect Theory (Ho & Au, 2013; House, Umberson, & Landis, 1988; Hoy, Gage, & Tarter, 2006; Hupcey, 1998; Locke, 1969; Locke, 1976 as cited in Zaman & Rahman, 2013; Luthans, 1998; Shumaker & Brownell, 1984; Tschannen-Moran & Hoy, 2000; Walker, Kutsyuruba, & Noonen, 2011).

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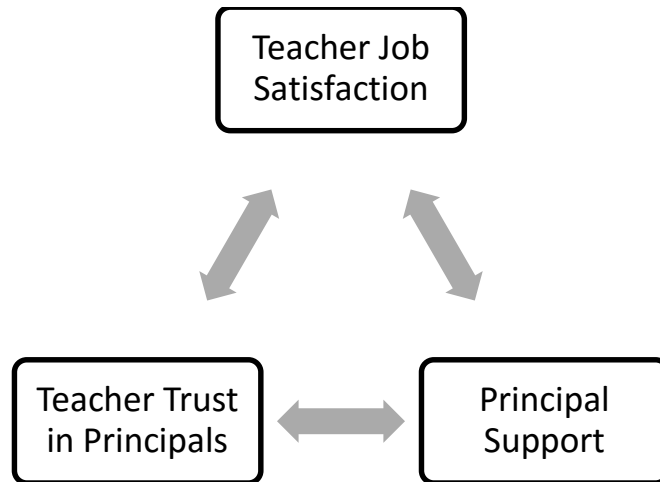
Figure 1. The theoretical framework showing the interaction among job satisfaction, trust in the principal, and principal support.

Social support theory. House et al. (1988) stated social support involves demands, conflicts, and social regulation or control. Social support is an exchange between two individuals. The reciprocity model, which means that a person should give back what they are given, gives insight into implications that stem from social support (Shumaker & Brownell, 1984). The reciprocity model includes individuals becoming less likely to seek support when they are unable to return a benefit, which leads to an individual having fewer interactions where they seek support (Shumaker & Brownell, 1984). An example of this in a school setting would be a teacher seeking help from the principal in relation to classroom management. The principal provides strategies for the teacher to use to reduce students misbehaving. The strategies that the principal provided work and decrease the problems that the teacher was having in the classroom. If the teacher feels that they are unable to return the benefit to the principal, then they will be less likely to ask for help in the future. Relationships decline if there is interference with reciprocity between two individuals (Shumaker & Brownell, 1984). To decrease effects

of the reciprocity model, recipients need to feel a sense of contribution. Recipients then pursue assisting other individuals beyond the provider. Social support may impact individuals undergoing stressful situations and may influence how they handle the situation (Hupcey, 1998).

The subjects of this dissertation study include principals and teachers in elementary school settings. The teacher and principal must see a benefit in having a relationship that allows for social interactions involving support. Principals must realize providing teacher support is a critical component of their responsibilities. If teachers feel that it is unproductive to seek out their principal for support, then a likely result is a downturn in their relationships. A declining relationship between the principal and the teacher may lead to job dissatisfaction for the teacher and possibly even the principal. A declining relationship between a principal and teacher will affect the level of trust that exists and was previously established.

Trust. Trust is an essential component in the relationship between a teacher and a principal within a school. Tschannen-Moran and Hoy (2000) concluded that trust is a construct linking the five facets of benevolence, predictability, competence, honesty, and openness. To trust an individual, one must be able to take a chance even with the possibility of being vulnerable (Hoy & DiPaola, 2007). A group or individual will behave in a way that is beneficial to the organization when trust is established. If the group or individual is willing to take risks, they will become receptive to other individuals (Hoy et al., 2006). Principals need to possess mindfulness while producing a culture of trust in the school to move the school towards success (Hoy et al., 2006).

Trust is essential in creating a relationship between two individuals. The principal must show teachers that he or she is trustworthy. Trust leads to more support being accepted by the teacher from the principal. The openness of the relationship is vital to the teacher and principal communication. Without a trusting relationship, the job satisfaction of the teacher could deteriorate.

Job satisfaction. Trust and support impact and individual's job satisfaction. Job satisfaction as defined by Locke (1969), is "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values" (p. 316). The Range of Affect Theory (RAT) presents the idea that an individual's job satisfaction comes from the disparities between the individual's wants in a job and what the individual has in the job (Locke, 1976 as cited in Zaman & Rahman, 2013). The RAT shows that there is a distinction between the ideal wants of an employee and the reality of the job, which include the attitudinal and affective responses of the teacher (Ho & Au, 2006). Having multiple disparities between an individual's wants and the reality of the job will more likely result in job dissatisfaction. The dimensions of job satisfaction link to the support and trust teachers have in principals (Luthans, 1998). Trust and support are an emotional response for some individuals. Outcomes and expectations correspond to the social support theory by reviewing what the ideal is versus the reality.

Definition of Terms

- Job satisfaction is "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values" (Locke, 1969, p. 316).
- Social support is a process that involves the transfer of resources between two individuals in which the provider or recipient sees the possibility of increasing the

well-being of the beneficiary (House et al., 1988; Hupcey, 1998; Shumaker & Brownell, 1984).

• Expressive support focuses on role models and confidants who provide a form of sharing about feelings (Griffith, 2002; Jun & Yeo, 2012; Sherman, Ward, & LaGory, 1988). For teachers specifically, expressive support is the amount of emotional and professional support teachers perceive from the principal (DiPaola, 2012).

• Instrumental support is related to distinct aid and services (Griffith, 2002; Sherman et al., 1988). For teachers specifically, instructional support is the magnitude of support, including time, resources, and feedback, that the principal provides in the eyes of the teachers (DiPaola, 2012).

• Trust occurs when one person is vulnerable to another person and believes that the other person is compassionate, dependable, competent, genuine, and honest (Hoy, 2013).

Chapter II: Review of Related Literature

In this chapter, I have reviewed the relevant literature and research related to the three variables studied: principal support of teachers, trust teachers have in the principal, and teacher job satisfaction. Background information about teacher turnover and retention is included to provide a picture of the overall problem with teacher turnover and the need for further research related to principal support of teachers, trust teachers have in the principal, and teacher job satisfaction.

Teacher Turnover and Retention

There is an ongoing problem with teachers leaving the field of education, which creates teacher shortages, especially in high-need rural and urban schools. This creates an urgency to understand the reasons why teachers leave in order to try to solve the problem of teacher turnover. All over the United States, there are irreplaceable teachers, which are the top 20% of teachers "who are so successful they are hard to replace" (Jacob, Vidyarthi, & Carroll, 2012, p. 2). Over 75% of irreplaceable teachers who left a teaching position reported that they had considered staying in the position if there was a resolution to their central issue, such as being given more feedback or receiving more resources (Jacob et al., 2012). Many of the issues that the irreplaceable teachers left for could have been fixed by the school system (Jacob et al., 2012). Teachers may believe the principal is not working to make their job easier. Teachers expect that a principal will spend time helping teachers with their everyday issues at school (Whaley, 1994). Administrators should focus on determining what teachers need within the school to maintain a staff of teachers who feel supported.

Factors related to teacher retention. Numerous factors affect the movement of teachers in and out of the profession. Ingersoll and Smith (2003) surveyed teachers leaving the profession and found that 42% of teachers left for family or personal reasons, 39% of teachers left to pursue other jobs, 29% of teachers left for job dissatisfaction, and 19% of teachers left for school staffing actions. The percentage of teachers leaving for personal reasons is consistent with the findings of other researchers (Jacob et al., 2012; Kersaint et al., 2007). Other than personal reasons, results of teacher exit surveys indicated teachers were frustrated with student discipline, lack of administrative support, low salaries (Gonzalez et al., 2008; Ingersoll & Smith, 2003; Kopkowski, 2008) and the absence of respect and influence in the profession (Buckley et al., 2004; Johnson, Berg, & Donaldson, 2005). Other factors of dissatisfaction revealed in exit surveys were intrusive parent and community involvement, poor facility conditions, and unfavorable teaching assignments (Boe, Cook, & Sunderland, 2008; Buckley et al., 2004; Johnson et al., 2005). These studies reveal reasons for teachers' departures that are directly related to the schools in which they are teaching. At the school level, administrators have an impact on teaching assignments, facility conditions, student discipline, and the amount of support for teachers. Administrators have much influence on teachers' decisions to remain in their current position or seek out a new employment opportunity.

No Child Left Behind. In light of recent trends in public education, teacher turnover may correlate to the No Child Left Behind (NCLB) mandates (Kopkowski, 2008). NCLB leads to teachers feeling more pressure to produce higher student achievement. Teachers indicated more pressure from stakeholders, such as the school board, principals, and media about improving students' state test scores, which in turn

deteriorated their job satisfaction (Snow-Gerono & Franklin, 2006). Rewards, including intrinsic rewards such as internal motivation and student achievement, also impact teachers (Johnson et al., 2005; Perrachione, Peterson, & Rosser, 2008). If student achievement is declining due to the increase of rigor on standardized testing, there is a likelihood teacher motivation will be lower due to the pressures of raising student achievement.

The importance of teacher retention. Teacher retention is a constant stream of novice or inexperienced teachers replacing experienced, veteran teachers who have become dissatisfied. Teacher turnover and retention rates affect student achievement (Barnes, Crowe, & Schaefer, 2007; U.S. Department of Education, 2004 as cited in Stronge, 2007; Ronfeldt, Loeb, & Wyckoff, 2011). Many teachers lack confidence that their principals value retaining effective due to their principal not being proactive in the retention process (Jacob et al., 2012). A proactive retention process would involve eliminating the ineffective teachers within a school and providing effective teachers feedback and development, recognition, responsibility and advancement, and resources (Jacob et al., 2012). If a principal is not engaged in any retention process due to being overwhelmed with responsibilities, the results will consistently keep ineffective teachers in the classroom and effective teachers leaving the school.

The NCES reported that the teacher turnover rate was higher in urban school districts than it was in rural and suburban school districts, which provides an insight to teacher turnover regarding the location of the school district (Whitenor, Lynch, & Fondelier, 1997). Jacob et al. (2012) found that 17% of effective teachers in urban school districts vacated their positions. After an analysis of data from schools within the state of

New York, researchers found that nonwhite, poor, and low performing students had less qualified teachers (Lankford, Loeb, & Wyckoff, 2002). In current school years, teachers working in urban schools, such as those in New York City, are more likely to leave than teachers working in rural or suburban schools, which is similar to the 1994-1995 school year (Ingersoll, 2001; Kopkowski, 2008).

Rural school districts have teacher turnover issues, but not as many teachers leave rural school districts as they do in urban school districts. The reasons rural teachers leave are different than urban teachers, such as not feeling connected to the community. Rural school districts have staffing issues that involve the loss of the department if one teacher leaves (Beesley, Atwill, Blair, & Barley, 2010). An example of this is if a teacher teaches all the business classes that the high school offers and leaves, then the business department is gone. Students within rural school districts may miss opportunities in specialized courses due to teachers leaving and the inability to replace a teacher in a given subject area. Additionally, school districts with less qualified teachers, who teach already low-performing students, may continually fail to meet academic achievement standards (Ronfeldt et al., 2011). Students in low-performing school districts suffer when irreplaceable teachers leave. The schools in dire need of highly effective teachers lose effective teachers year after year.

The location and socioeconomic status of the community may also affect teacher turnover and retention. High-poverty rural and high-poverty urban school districts often retain poorly qualified teachers (Ingersoll, 2001). Ingersoll researched teacher retention in high-poverty urban and high-poverty rural school districts and found less experienced teachers working within these schools. Ingersoll also determined the teacher turnover rate

in rural high-poverty and urban high-poverty school districts to be 16.4% and 22%, respectively.

Trust

Trust occurs when one person is vulnerable to another person and believes that the other person is compassionate, dependable, competent, genuine, and honest (Hoy, 2013). Tarter, Bliss, & Hoy (1989) define faculty trust in the principal by stating "the faculty has confidence that the principal will keep his or her word and will act in the teachers' best interest" (p. 295). Principals require specific behavioral characteristics— such as integrity, transparency, well-defined expectations, compassion, competence, and flexibility—to build trust between the teachers in the school and themselves (Calahan, 2014; Handford & Leithwood, 2013; Hoy, 2013). A principal needs to acknowledge that trust is fragile and that building trust is an ongoing process, with highs and lows among a staff (Walker et al., 2011).

Trust of the administration, students, parents, and colleagues within the school impact a teacher's perception of the school, which relate to both job satisfaction and the level of support that a teacher will seek from the principal. When a teacher's perceptions of trustworthiness in the school's stakeholders improve, his or her job satisfaction increases (Van Maele & Van Houtte, 2012; Wolfe, 2010). Change can occur within the school and teacher turnover will decrease with the establishment of trust (Calahan, 2014). On the other hand, too much change may bring uneasiness, and high teacher turnover can lessen the trust teachers have in the principal (Ronfeldt et al., 2011).

Lack of trust is an obstruction to providing useful administrative support to teachers. Yager et al. (2011) concluded that only 52% of teachers felt trust between

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teachers and administrators after analyzing the surveys of 26 Midwest elementary school teachers in a school-wide professional development summer program. This lack of trust was a barrier to administration support. Some researchers have found that males in the teaching profession and primary school teachers reported having higher morale, trust, and a better perception of school administrators when compared to the counterparts in their school districts (Timms et al., 2006). Trust in administration affects the relationship between the administration and the teachers, which could impact the support from the administration. Other factors can damage the trust within the school, which can lead to job dissatisfaction.

Empowerment. When administration trusts and supports the teachers, teachers become empowered at the school. There is no clear evidence that empowering teachers increases their job satisfaction. Empowerment links to other variables, such as motivation, professionalism, and stress. Shead (2010) concluded that the empowering teachers to lead had the greatest impact on job satisfaction. If teachers felt empowered in the school, then their job satisfaction increased (Shead, 2010). Conversely, other researchers studying principal empowerment and motivation versus job satisfaction found that principals' empowering behaviors did not affect job satisfaction or the stress of teachers (J. Davis & Wilson, 2000). Another factor that decreases stress among teachers is increased curriculum autonomy. The rise in curriculum autonomy increases teacher job satisfaction, empowerment, and professionalism (Pearson & Moomaw, 2005).

Job Satisfaction

Researchers working for the National Center for Education Statistics (NCES) discovered that 42% of teachers who leave the profession cite job dissatisfaction as the

main deterrent to continue in education (Whitenor et al., 1997). Other factors contributing to low teacher retention included low salaries, lack of support from principals, challenges related to student motivation, and problems with student discipline (Ingersoll, 2001; Perie, Baker, & Whitener, 1997; Tickle, 2008). A recent report showed that Americans were willing to take a pay cut to keep their job satisfaction higher (A. Davis, 2013). The fact that Americans will take a pay cut in order to have a higher job satisfaction contradicts the idea that higher salaries for teachers will equate to a higher teacher job satisfaction. With a combination of low teacher salaries and job dissatisfaction, teachers will continually leave the profession to find a more satisfying career or to pursue more lucrative employment.

Ingersoll and Smith (2003) determined job dissatisfaction is one of the reasons teachers leave the profession. Both the overall impression of the job and small aspects related to the job may influence an individual's level of job satisfaction (Zaman & Rahman, 2013). Locke (1976, as cited in Spector, 1985) defines job satisfaction in three ways: what the individual expects from the job versus reality, whether a person's needs are met by the job, or if the individual's values are satisfied. Luthans (1998) created the three dimensions of job satisfaction, which include:

1. Job satisfaction is an emotional response to a job.
2. Job satisfaction is understood by how well outcomes meet or exceed expectations.
3. Job satisfaction results from a combination of several effective factors and significant characteristics of a job, such as the work itself, pay, promotion, opportunities, supervision, and co-workers.

Both job satisfaction definitions include satisfaction occurring when the expectations of the worker are fulfilled, which includes the relationship of management and leadership in relation to the worker.

Student achievement. Having ineffective teachers within the classroom leads to lower student achievement, but teacher job satisfaction may also impact student achievement. A few researchers have found that student achievement can be affected by a teacher's job satisfaction (Michaelowa, 2002; Patrick, 2007; Tek, 2014). Teachers who are satisfied at work were more likely to be dedicated to work, which resulted in highly effective instructional strategies being utilized to increase student achievement and higher test scores on standardized tests (Tek, 2014). Tek (2014) found that student achievement increased when teacher job satisfaction was higher due to effective school leadership occurring. Michaelowa (2002) found that teacher job satisfaction increased education quality, which includes learning achievement, in African schools more than any policies established in the local education system. Patrick (2007) found that teacher job satisfaction and student achievement had a positive correlation, which showed that the more satisfaction a teacher had led to students scoring higher. Patrick (2007) was not able to identify the key factors that contribute to teacher job satisfaction, but identified teacher job satisfaction as an intricate make-up of variables. If teachers are dissatisfied with their position, then students are unlikely to reach their fullest potential in the classroom.

Salary and benefits. The link between salary and benefits with teacher job satisfaction is unclear. A recent report of Americans showed their willingness to accept reduced pay in exchange for greater happiness within their current position (A. Davis, 2013; Kade, 2013). Various researchers found that low salary is the number one reasons

teachers left the profession (Baker, 2005; Buckley et al., 2004; Gonzalez et al., 2008; Ingersoll & Smith, 2003; Johnson et al., 2005; Kopkowski, 2008). Conversely, the relationship between job satisfaction and income and benefits has not been found to be statistically significant (Perie et al., 1997; Tillman & Tillman, 2008). There is no clear consensus on the relationship between teacher job satisfaction and salary and benefits.

Other teacher assignments and duties. Administrators not only lead the school, but also make crucial decisions each summer in determining what subjects teachers will teach, based on their certifications, in the upcoming school year. Science, technology, engineering, and math teachers tend to have a higher job satisfaction than teachers who teach other disciplines (Bishay, 1996). If the focus of a school is science and math, then a perception from the stakeholders may be that the science and math teachers are more important than other subjects (Bishay, 1996). Bishay (1996) noted that the science and math teacher may have less paperwork to grade and complete compared to other subjects. Teachers with more job responsibilities or who participate in coaching or advising organizations in a school have higher job satisfaction than teachers who do not (Bishay, 1996). More involvement within the school may empower teachers, which could eventually lead to higher job satisfaction.

Demographics of teacher job satisfaction. Researchers have investigated the relationship between teacher job satisfaction and demographic variables, such as gender and age. The relationship between teacher job satisfaction and the demographics of the teacher is unclear due to conflicting results. The conflicting research on teacher job satisfaction and teacher demographics may reflect different personal needs and job expectations.

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Gender. Most of the teachers (84%) working in the United States are female (Feistritzer, 2011). Previous research findings do not provide enough proof that one gender of teachers has a higher job satisfaction. Several researchers have concluded female teachers tended to have a higher job satisfaction than their male counterparts (Bolin, 2007; Perie et al., 1997; Shead, 2010; Turner, 2007). Conversely, Bishay (1996) concluded female teachers had lower job satisfaction than men. Other researchers discovered that job satisfaction and gender showed no connection (Eddins, 2012; Ma & MacMillan, 1999; Perrachione et al., 2008). There is no consensus in the research about the relationship between gender and job satisfaction.

Race. In 2011, 84% of teachers in the United States were Caucasian, but individuals from different races were beginning to enter the teaching field at a more pronounced rate (Feistritzer, 2011). In a majority of the research studies reviewed, the participants were Caucasian females, which is similar to the current majority of the population of teachers. Billingsley and Cross (1992) found that non-Caucasian teachers had lower job satisfaction than Caucasians. Perie and Baker (1997) found that Hispanic teachers had higher job satisfaction than teachers of other races, and Native American had the lowest job satisfaction out of all the races (Perie et al., 1997). There is no consensus in the research about the relationship between race and job satisfaction.

Age. Researchers have not been able to make definitive conclusions about the relationship between teacher age and job satisfaction. Shead (2010) found an inverse relationship of age to teacher job satisfaction, which showed that younger teachers were more satisfied in their job. Bishay (1996) concluded that teacher job satisfaction increased with age. Other researchers found that teacher job satisfaction showed no

association with age (Eddins, 2012; Ma & MacMillan, 1999). There is no consensus in the research about the relationship between age and job satisfaction.

Years teaching. The number of years a teacher has been in the classroom is another factor that has been compared to teacher job satisfaction. Marinell and Coca (2013) conducted a 10-year longitudinal study of New York City middle school teachers. They found that 27% of the new teachers in the study left in the first year, 55% of beginning teachers left within three years, and 66% left within five years (pp. iv-v). Other researchers have found that the number of years teaching was not correlated to job satisfaction at a statistically significant level (Ma & MacMillan, 1999; Turner, 2007). Most teachers who leave education are those within the first five years of their careers. Two of the many reasons newer teachers leave the profession are personal reasons and the pursuit of a new career. Inexperienced teachers may find that the demands of the profession are much greater than what they had anticipated, thus fostering job dissatisfaction. Most new teachers leave the field within the first five years of a teaching career, which is why a principal must provide support to newer teachers.

Academic ability. Cochran-Smith et al. (2011) investigated different variables to determine if teacher certification, educational background, the entryway into teaching, teacher preparation programs, and individual life histories impacted teacher retention. The academic ability of the teacher did not predict teacher retention, but teacher characteristics and workplace conditions did influence retention (Cochran-Smith et al., 2011). Workplace conditions involved the trust teachers had in the administration and the support from principals that the teacher perceived. Individuals who entered the teaching profession through alternative pathways, such as Teach for America, had higher retention

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rates after the first year than teachers who were in university-prepared teacher programs. University-prepared teachers had higher retention rates after the second year than Teach for America teachers (Cochran-Smith et al., 2011). Teach for America had two-year contracts for partcipants in the teaching program, which may be a reason for the higher turnover rates at the end of the two-year period (Cochran-Smith et al., 2011). The retention rates for Teach for America and university-prepared teachers may link to the needs and wants of the teachers. Teach for America employs individuals who feel the need to serve the youth of America in the classrooms for a few years, but do not see teaching as a long-term career, which would affect teacher retention rates.

School setting. Teachers determine job satisfaction based on different factors they encounter within the location of the school district. Researchers have found rural teachers were likely to remain in rural school districts if they felt a sense of community linked to the school districts (Collins, 1999; Goodpaster et al., 2012). In addition to feeling connected to the community, school and professional factors also impacted rural teacher retention (Goodpaster et al., 2012). Teachers left positions in rural school districts due to lower income, geographic and social isolation, difficult working conditions, and NCLB requirements for highly qualified teachers (Hammer, Hughes, McClure, Reeves, & Salgado, 2005; Monk, 2007). For urban teachers, working conditions and the school district environment influenced their decision to stay in the school district (Johnson et al., 2012 as cited in Hammerness & Matsko, 2012). Both urban and rural school districts face the same problem of retaining teachers, but the reasons teachers are leaving the school districts differ.

Support from Principals

Teachers make employment decisions based on expectations versus experiences in multiple categories; one category is support from the principal (Baker, 2005; Cochran-Smith et al., 2011; Tickler, 2008).The level of support an administrator provides a teacher impacts a teacher's effectiveness and job satisfaction (e.g., Billingsley & Cross, 1992; Ingersoll, 2001; Littrell, Billingsley, & Cross, 1994; Tillman & Tillman, 2008). There is a need to build supportive relationships between the administration and the teachers in order to create a work environment that is conducive to reducing frustration (Tarter et al., 1989).

Examples of principal support include:

- sharing in the responsibility when something goes wrong,

- listening to and showing concern for problems,

- having solutions to problems,

- allowing for an open atmosphere for communication between colleagues,

- demonstrating appreciation,

- providing adequate resources and information,

- providing frequent and constructive feedback, and

- giving professional development that meets the needs of teachers (DiPaola, 2012; Whaley, 1994).

The multiple aspects of principal support can be categorized into four types of social support. House (1981) conceptualized four types of social support: emotional, instrumental, appraisal, and informational (as cited in DiPaola, 2012). Emotional support involves an interaction of feelings between two individuals. Instrumental support involves one person helping another individual to reach their goal. Appraisal support

involves helping an individual reflect on their abilities and practices. Informational involves providing the necessary information between two individuals. The four types of support can collapse into two types of support, expressive and instrumental (DiPaola, 2012).

Expressive support. Expressive support is "the degree of emotional and professional support teachers perceive" (DiPaola, 2012, p. 115). Emotional support, such as "empathy, caring, love, and trust" falls under expressive support (House, 1981, p. 21, as cited in DiPaola, 2012). Emotional support, which is a form of expressive support, was the largest indicator for determining teacher job satisfaction (Littrell et al., 1994). Examples of emotional support include the principal's ability to provide teachers with a sense of making an impact on the school and the principal showing assurance about the choices teachers make.

Instrumental support. Instrumental support can be defined as "the extent to which teachers perceive their principal as providing support in terms of time, resources and constructive feedback" (DiPaola, 2012, p. 115). Principals using instrumental support focus less on a teacher's emotional needs and more on how to help a teacher complete daily activities or projects with necessary items. Examples of instrumental support include creating a scheduled time for planning so teachers do not become overwhelmed, providing any materials needed for instruction, and disseminating unpleasant duties fairly.

Appraisal and informational support. Besides expressive and instrumental support, House's (1981) social support theory included two other levels of support: appraisal and informational. Appraisal and informational support are different from other

types of support in that there is no motivation between the principal and teacher. Rather, the support is intrinsic, as the teacher is expected to experience organic growth about his or her professional career (DiPaola, 2012). Examples of appraisal support include teachers perceiving the principal as honest or attentive, which involve interactions between the principal and teacher. Informational support examples include knowing the basic facts about the job. Appraisal and informational support are related to instrumental support because of the absence of the emotional relationship required to provide these two types of support.

Positive administrative support. A lack of administrative support can result in job dissatisfaction, but positive administrative support can lead to job satisfaction. Baker (2005) found that 48.6% of teachers selected positive administrative support to stay in the field. Presenting any type of support, as long as it is a positive manner could lead to higher job satisfaction and teachers staying in the profession.

First-year teachers. A significant number of teachers leave their first teaching assignment after two years (Boyd, Grossman, Ing, et al., 2009). First-year teachers need support and collaboration, including mentoring, which can lead to increased job satisfaction, commitment, and retention of teachers (Burke et al., 2013; Grossman & Davis, 2012). In order to reduce teacher turnover in the first years of teaching, administrators need to provide support to the teacher or find a veteran teacher in the school who will be an exemplary mentor.

Loyalty. The more loyalty a teacher shows toward a school, the more likely that teacher is to remain at the school, which influences the interaction of the administrators and teachers in urban school districts (Reiss & Hoy, 1998). If a teacher perceives a lack

of support from the administrator, the loyalty to the school will diminish. Freedom, fewer restrictions, and support from administrators creates higher loyalty in the faculty of the school (Reiss & Hoy, 1998). Higher institutional integrity from the school breeds higher school loyalty (Reiss & Hoy, 1998).

Conclusion

The teaching profession has become a short-lived career for some individuals, but understanding why is a critical question to the education field. Teachers who leave the profession state numerous reasons: in particular, job dissatisfaction or a desire to find another professional path. Lack of administrative support plays a significant role in a teacher's reason to leave the field of education. Specifically, administrators' dispositions may halt a teacher's career. Two significant administrators' dispositions found to affect teacher job satisfaction are support and trust. Further research is warranted regarding the implications that administrative support and trust in the administration has on teacher job satisfaction. Determining the influence of the administrators' dispositions of trust and support on teacher job satisfaction will enable school leaders to redirect their focus in schools on creating a better working environment for teachers. A better work environment for teachers will ultimately reduce teacher turnover. See Table 1 for a summary of related literature reviewed.

Chapter III: Methodology

The increase in teacher turnover is a concern due to the negative impact on student achievement (Barnes et al., 2007; Demirtas, 2010; U.S. Department of Education, 2004 as cited by Stronge, 2007). Teachers indicated various reasons for leaving the profession, but through reviewing the research presented in chapter two, the three notable factors influencing teacher turnover include teacher job satisfaction, principal support, and trust teachers have in the principal. The purpose of this study was to explore the relationship among teacher job satisfaction, principal support, and the trust teachers have in their principal. The research questions for this study were:

1. What is the relationship between trust teachers have in their principals and teachers' job satisfaction?

2. What is the relationship between teachers' perceptions of expressive and instrumental principal support and teachers' job satisfaction?

3. What is the relationship between teachers' perceptions of principal support and the trust they have in their principals?

The null hypothesis for this study was that there is no relationship between the three variables of trust teachers have in the principal, principal support, and teacher job satisfaction. In order to prove the null hypothesis wrong, the three variables will need to show a significant relationship with data analysis.

Sample

The role of the researcher included identifying teachers to participate in the study, distributing surveys to the participating teachers, and collecting and analyzing data. To find participants for the survey, the researcher sent an email to the executive directors

within each intermediate unit in Pennsylvania and specific superintendents in school divisions in Virginia. Pennsylvania intermediate unit executive directors expressed the need to email the superintendents of the individual school districts directly. A majority of the superintendents had an email addresses on their school district's websites. If the superintendent's email address or an online form to contact the superintendent appeared on the site, the researcher sent an email including a detailed letter of the research study. Superintendents responded through email to indicate whether or not their school district or division would be willing to participate in the research study.

After obtaining initial permission from the superintendent, the researcher forwarded the link to the survey to the superintendent to disperse to the teachers involved in completing the survey. The participating teachers completed surveys online. Upon completion of the survey, the participating teachers who entered their email addresses were entered in a raffle to win gift cards at various locations. Reminder emails were sent to the superintendents to pass on to the participating schools in order to get more participants for this research study. Data from the surveys were collected and analyzed.

Instrument

Data were collected using a 44-item survey containing the subgroups of support, trust, and job satisfaction. The survey also included demographic questions to profile the participants in the research study. The survey contained DiPaola's (2012) Principal Support Scale (PSS), to measure teachers' perception of support; Hoy's Omnibus T-Scale (OTS) (2013), to determine teacher's trust in their principals and other stakeholders in the school; and the Ho and Au (2006) Teacher Satisfaction Scale (TSS).

Support items. DiPaola (2012) created the PSS to measure expressive and instrumental support. Expressive support included the categories of emotional and professional items and instructional support included instrumental and appraisal items (DiPaola, 2012). Respondents were asked to respond to Likert scale items about their principals. Sample support items included:

1. My principal provides adequate planning time.

2. My principal equally distributes resources and unpopular chores.

3. My principal provides opportunities for me to grow professionally.

4. My principal provides frequent feedback about my performance.

Trust items. The trust items for the survey came from the OTS developed by Hoy (2013). The survey consisted of the three sections: faculty trust in the principal, faculty trust in colleagues, and faculty trust in clients. For certain negatively stated questions, the scoring was reversed. Upon completion of data collection, the mean score for each item was calculated in order to determine a standard score for each category (Hoy, 2013). Sample trust items included:

1. Teachers in this school trust the principal.

2. The principal in this school typically acts in the best interest for the teachers.

3. Teachers in this school can rely on the principal.

4. The principal in this school is competent in doing his or her job.

Job satisfaction items. To measure job satisfaction, the researcher used a five-item Teacher Satisfaction Scale (TSS) due to the ability for the teachers to provide subjective judgment (Ho & Au, 2006). The TSS contained modified questions from Diener's Life Satisfaction Scale (LSS) to focus on teaching (Ho & Au, 2006). Ho and Au

(2006) created the TSS in Chinese to better assess the satisfaction of the Chinese teachers in their research study. For this study, the TSS questions were slightly modified to provide greater clarification when translated to English. The questions included Likert scale responses.

1. Being a teacher is close to my ideal in many ways.

2. My conditions of being a teacher are excellent.

3. I am satisfied with being a teacher.

4. While being a teacher, I have received the important things I wanted.

5. If I could choose my career over, I would change nothing.

Data Collection

The participants in this study were elementary school teachers. Elementary school teachers were selected because elementary schools typically have one principal in charge of the building. Middle and high schools frequently have multiple members of the administrative team, which could impact the perceptions of who provides support and satisfaction as well as whom teachers trust. The study participants were teachers from 30 different schools in Pennsylvania and Virginia. The settings of the schools varied in student enrollment, free and reduced-price lunch enrollment, ethnicity, and community setting. The Pennsylvania school districts contained anywhere from one to five elementary schools, while the Virginia schools divisions had more than six elementary schools each.

Every teacher from each school was invited to participate in the study via an emailed survey link. The survey was constructed with Qualtrics, a survey tool offered by The College of William and Mary, and had a set time limitation for the participants to

complete. The survey was open between March and May of 2015. As an incentive to complete the study, the researcher provided gift cards to randomly selected participants who shared their email addresses. In total, 188 teachers completed the survey.

Data Analysis

After the survey window closed, the researcher began data analysis to determine relationships among the variables. The demographic questions, such as those related to gender and age, were linked to what percentage of the participants fell into each category.

In the subsequent question categories, the Likert scale items were scored accordingly, with positively worded, "strongly agree" statements equaling five points. Negatively worded items were reverse scored, with "strongly agree" statements equaling one point (Karalis, 2009). Descriptive statistics were used to determine the mean, central tendency, variance, standard deviation, and range for each variable within the data.

In order to answer the research questions, calculated correlations determined: the relationship between teachers' perceptions of support versus the trust teachers have in their principals; teachers' perceptions of expressive and instrumental principal support and teachers' job satisfaction; teachers' perception of support and teachers' job satisfaction; and teachers' job satisfaction and the trust teachers have in their principal (Bressler, 2012; Cagle, 2012; Tindle, 2012). The researcher used the Pearson correlation coefficient to analyze the data.

Safeguards

Survey collection happened anonymously to provide participants the ability to answer questions without hesitation. The participants only shared an email address if they wanted to enter into a gift card drawing.

Timeline

Summer 2014—Fall 2014	• Completed Chapter 1
	• Continually Researched
	• Completed Chapter 2
	• Formalized Research Methods
	• Completed Chapter 3
	• Found Sample for Research
Fall 2014—Spring 2015	• Proposed Chapters 1, 2, and 3 to Dissertation Committee
	• Distributed Surveys
	• Collected data
Summer 2015	• Analyzed data
Fall 2015—Spring 2016	• Completed Chapters 4 and 5
	• Scheduled Defense of Research to Dissertation Committee

Limitations

The researcher planned to email the teachers directly instead of relying on a point of contact within the school districts, but due to school district regulations this was not possible. That made it difficult to send reminders to increase teacher participation. The relatively small size of the sample of teachers facilitated the multiple forms of analysis, but a larger sample size may have resulted in stronger relationships among the variables studied. The teacher job satisfaction questions were originally written in Chinese then translated into English. The meaning of the statements may have lost some of the significance when the translation from Chinese to English occurred.

Chapter IV: Results

The purpose of this study was to determine the relationships among teacher job satisfaction, trust teachers have in the principal, and principal support. The survey contained seven demographic questions including six multiple-choice questions and one fill-in-the-blank question. The portion of the survey used to generate data to answer the research questions included 44 Likert scale items. The responses ranged from 5 for "strongly agree" to 1 for "strongly disagree." Negatively worded statements were reversed scored.

Participant Demographics

Responses to the demographic questions provided insight on the participants who completed the survey. Survey responses revealed that 86% of the participants were female. The high percentage of females resulted in a positive number for kurtosis, which relates to whether there is a flat or peak in the data, and a high number for skewness, which relates to the symmetry of the data. The positive kurtosis number and high skewness number indicated that the participants showed a peaked, asymmetrical distribution that favored the female gender. A majority of the participants were between ages 30 and 59 years (Table 4.1). Age range had a normal curve, but the responses did not provide a higher peak in the middle.

Table 4.1

Age Range of Participants

Age Range	Participants	%
21-29	19	10%
30-39	41	22%
40-49	72	38%

50-59	50	27%
60 and above	6	3%

The grade that the participants currently taught varied and no particular grade accounted for more than 11% of the sample population. The data for the number of years teaching did not emerge as a normal distribution. The smallest category for years teaching is 0-4 years teaching, and the highest category is 20 and more years teaching (Table 4.2). Approximately half of the participants were from a rural setting and the other half from non-rural settings (Table 4.3). Gender of the principal had a positive skewness, which showed an asymmetrical distribution. Results were 59% male and 41% female. There were 50% of the participants from Pennsylvania and 50% of the participants from Virginia.

Table 4.2

Teaching Tenure

Years Teaching	Participants	%
0-4 years	16	9%
5-9 years	38	20%
10-14 years	30	16%
15-19 years	43	23%
20 years and above	61	32%

Table 4.3

Location of School

Location	Participants	%

Non-Rural	96	51%
Rural	92	49%

Variable Data

Data analyses included calculating means, standard deviations, reliabilities, and correlations. Calculating standard scores for trust gave an insight to the participant sample in relation to the how they perceived trust in relation to their principal, colleagues, and clients. Pearson's correlation coefficient revealed the relationships among the variables of trust teachers have in the principal, principal support, and teacher job satisfaction. A factor analysis was performed on the support items in order to test the integrity of the measure.

Trust. The mean of the trust items was 3.78. The trust questions were broken into three dimensions: faculty trust in the principal, faculty trust in colleagues, and faculty trust in clients (Table 4.4). Calculations of the standard score for each trust category were based on the formulas from Hoy's Omnibus T-scale (2013). The standard score showed how the data set compared to the normative data of Ohio schools previously found by Hoy (2013). The standard score had to equal 500 to be considered equal based on the normative data from Ohio Schools (Hoy, 2013). For this study, the data set for trust in clients had a standard score numerical value of 500.89, which showed that the trust in clients in this sample was average to the Ohio normative school data. Trust in colleagues had the lowest standard score at a value of 392.33, which is 97% below the average of the Ohio normative school data. Trust in principals had a standard score of 425.10, which is 87% below the average of the Ohio normative school data.

Table 4.4

Trust Standard Scores

Teachers' Trust in	Mean	Standard Score	Relative rank compared to normative data from Ohio schools
Principal	3.88	425.10	Lower than 84% of the schools
Colleagues	3.98	392.33	Lower than 97% of the schools
Clients	3.54	500.89	Average

The standard score calculation computations came from Hoy's (2013) Omnibus T-Scale Scoring Key.

Other statistical analyses included standard deviations, reliabilities through using Cronbach's alpha, and the Kaiser-Meyer-Olkin test for whether data are appropriate to use in a factor analysis. The standard deviation for trust overall was 0.88 with the trust in principal questions having a standard deviation of 1.07 (Table 4.5). The reliability was 0.93 for all the trust questions and 0.96 for the trust in principal questions (Table 4.5). The high reliability of 0.93 and 0.96 verified excellent internal consistency in the measure. The Kaiser–Meyer-Olkin data collected for trust in the principal was 0.94 and for all trust questions was 0.92, which indicated appropriateness to continue with the factor analysis of the data.

Table 4.5

Descriptive Data for Principal Support, Job Satisfaction, and Trust in the Principal

Variable	Mean	SD	Reliability (Cronbach's Alpha)	Kaiser-Meyer-Olkin

Expressive Support	4.11	0.97	0.93	0.89
Instrumental Support	3.46	1.07	0.91	0.90
All Support	3.78	1.02	0.97	0.92
Job Satisfaction	3.75	1.04	0.92	0.89
Trust – Principal Only	3.88	1.07	0.96	0.94
Trust – All	3.78	0.88	0.93	0.92

Job satisfaction. The mean for job satisfaction was 3.75 (Table 4.5). The mean for the Teacher Satisfaction Scale (TSS) is higher than the 3.59 mean Ho and Au (2006) reported. The standard deviation for the TSS was 1.04, which is higher than the 0.87 standard deviation Ho and Au (2006) reported. Ho and Au (2006) reported a Cronbach's Alpha of 0.77 for the TSS; the Cronbach's alpha for this study was 0.92 (Table 4.5).

Support. The mean for support as a whole was 3.78 (Table 4.6). The support questions were divided into two categories: expressive support and instrumental support. The mean for expressive support was 4.11 and the mean for instrumental support was 3.46 (Table 4.6). Expressive support was separated into the two categories of emotional support, which had a mean of 4.15, and professional support, which had a mean of 4.06 (Table 4.6). Instrumental support was separated into the two categories of instrumental support, which had a mean of 3.44, and appraisal support, which had a mean of 3.47 (Table 4.6).

Table 4.6

Support Mean Scores

Type of Support	Mean	SD
All Support	3.78	1.02
Expressive – Total	4.11	0.97
Emotional	4.15	0.97

Professional	4.06	0.98
Instrumental – Total	3.46	1.07
Instrumental	3.44	1.05
Appraisal	3.47	1.09

The standard deviation for support was 1.02 (Table 4.5) which suggests that the answers to the survey question were close to the calculated mean. The reliability of support was 0.97 and the Kaiser-Meyer-Olkin was 0.9, which show internal consistency (Table 4.5). The standard deviation for expressive support was 0.97 and for instrumental support was 1.07 (Table 4.5). The reliability of expressive support was 0.93 and for instrumental was 0.91, which both equate to internal consistency (Table 4.5). The Kaiser-Meyer-Olkin score for expressive support was 0.89 and for instrumental support was 0.90, which showed that it was appropriate to continue and use a factor analysis on the data (Table 4.5).

The researcher used a two-factor pattern after Varimax rotation to investigate the support questions further (Table 4.7). In comparison to the Principal Support Scale (PSS) factor analysis, 13 items in this study followed similar patterns concerning Factors I, expressive support, and Factor II, instrumental support. All of the expressive support questions related positively to expressive support, while 5 of the 8 instrumental support questions related positively to instrumental support. The emotional support questions had higher values in expressive support than the professional support questions. Professional support had numerical values for expressive support, but the numerical values were close to instrumental support. The instrumental support questions should all favor instrumental support, but only the last instrumental support questions favored instrumental support. Instrumental questions were similar in values to the professional support questions due to

the values being closer to even in both Factors. Appraisal support questions all related

positively to instrumental support. Appraisal support questions had similar numerical

values to emotional support, but for the opposing Factors.

Table 4.7

Two-Factor Pattern after Varimax Rotation

	Factor I	Factor II
EXPRESSIVE SUPPORT		
Emotional Support		
My principal gives me a sense of importance that I make a difference.	**0.681**	0.365
My principal supports my decisions.	**0.727**	0.424
My principal trusts my judgment in making classroom decisions.	**0.828**	0.223
My principal shows confidence in my actions.	**0.804**	0.376
Professional Support		
My principal gives me undivided attention when I am talking.	**0.530**	0.445
My principal is honest and straightforward with the staff.	**0.592**	0.530
My principal provides opportunities for me to grow professionally.	**0.571**	0.502
My principal encourages professional growth.	**0.512**	0.500
INSTRUMENTAL SUPPORT		
Instrumental Support My principal provides adequate planning time.	**0.578**	0.220
My principal provides time for various non-teaching responsibilities.	**0.501**	0.353
My principal provides extra assistance when I become overloaded.	**0.574**	0.496
My principal equally distributes resources and unpopular chores.	0.404	**0.551**
Appraisal Support		
My principal offers constructive feedback after observing my teaching.	0.400	**0.722**
My principal provides frequent feedback about my performance.	0.358	**0.732**
My principal helps me evaluate my needs.	0.443	**0.774**
My principal provides suggestions for me to improve instruction.	0.187	**0.800**
Eigenvalue	8.823	0.819
Cumulative Variance	55.146	60.262

| Alpha Coefficient of Reliability | 0.932 | 0.900 |

Values in bold signify the factor for which the squared cosine is the largest.

Correlations

The researcher used Pearson's correlation coefficient to measure correlation between variables. The correlation for trust teachers have in the principal and teacher job satisfaction was 0.50 (Table 4.8). The correlation between principal support and teacher job satisfaction was 0.57 (Table 4.8). The correlation between trust teachers have in their principal and principal support was 0.86 (Table 4.8). The correlation between trust teachers have in their principal and instrumental support was 0.81 (Table 4.8). The correlation between trust teachers have in their principal and expressive support was 0.85 (Table 4.8).

For further insight, the researcher calculated multiple Pearson's correlation coefficients between teacher job satisfaction and the other trust categories. The Pearson's correlation coefficient between trust in colleagues and job satisfaction was 0.27 (Table 4.8). The Pearson's correlation coefficient between trust in clients and teacher job satisfaction was 0.28 (Table 4.8). To calculate the correlation between teacher gender and job satisfaction, the researcher assigned a value of 1 to male participants and 2 for female participants. The Pearson's correlation coefficient between teacher gender and teacher job satisfaction was 0.35 (Table 4.8).

Table 4.8

Correlations between Variables

Variable	*r*
Job Satisfaction and Principal Support	0.57
Job Satisfaction and Trust in Principals	0.50
Expressive Support and Trust in Principals	0.85

Instrumental Support and Trust in Principals	0.81
Support and Trust in Principals	0.86
Job Satisfaction and Trust in Clients	0.29
Job Satisfaction and Trust in Colleagues	0.27
Job Satisfaction and Expressive Support	0.50
Job Satisfaction and Instrumental Support	0.57
Trust in Colleagues and Principal Support	0.37
Trust in Clients and Principal Support	0.27
Gender of the Teacher and Job Satisfaction	0.34

Discussion

What is the relationship between trust teachers have in their principals and teachers' job satisfaction?

There was a moderate correlation between teacher job satisfaction and trust in the principal. The implication is that trust is an intervening variable that can slightly impact a teacher's job satisfaction. Teachers need to trust the principal to a certain degree, but teachers' job satisfaction could be high even when they do not have complete trust in the principal. For instance, if a teacher relates their job satisfaction to their salary, then trusting the principal will not impact the teacher's job satisfaction. The amount of money that a teacher makes is dependent on years of experience and education level, which does not involve the relationship between the teacher and principal. The lack of a high correlation between trust in the principal and teacher job satisfaction proves that trust is not a top priority when it comes to teacher job satisfaction.

Teachers' job satisfaction may increase when their trust in their principal increases. This conclusion is similar to previous findings that indicate trust teachers have in their principal affects their job satisfaction (Van Maele & Van Houtte, 2012; Wolfe, 2010). An example of this in a school setting is teachers seeing that a principal is

competent at their job by the decisions they make in relation to the school schedule. The school schedule improves student achievement and teachers recognize the competency of the principal which leads to the teachers' job satisfaction increasing. The teachers' job satisfaction increases because the teachers know that the principal will make well-calculated decisions in the future. In this study, the correlation ($r = 0.5$) shows that not all of the teachers in the study significantly relate the trust that they have in the principal to their job satisfaction. The moderate correlation for trust in the principal and teacher job satisfaction is interesting due to the strong correlation between trust in the principal and principal support. It may be possible that the ability to form trusting relationships between principals and teachers takes the time to establish when there has been more of a focus on teacher evaluations and teacher effectiveness or a constant change in leadership in the school.

Taking a closer look at the trust questions shows the need for principals to express trustworthy characteristics, such as integrity, competency, reliability, compassion, confidence and acting in the best interests of teachers. The trustworthy characteristics, such as integrity and competence, have been found to build trust with teachers in previous research (Calahan, 2014; Handford & Leithwoood, 2013; Hoy, 2013). If the principal possesses characteristics linked to trust, the result is higher job satisfaction for the teachers. Higher job satisfaction may lead to lower teacher turnover within the school (Calahan, 2014).

What is the relationship between teachers' perceptions of expressive and instrumental principal support and teachers' job satisfaction?

Teachers expect principals to show a certain type of support (Baker, 2005; Cochran-Smith et al., 2011; Tickle, 2008). Principal support and teacher job satisfaction were moderately correlated ($r = 0.57$) indicating a positive relationship between the two variables. The implication from this data is that principal support is an intervening variable that can positively or negatively shift teacher job satisfaction. This finding aligns with previous research about principal support and job satisfaction (e.g., Baker, 2005; Billingsley & Cross, 1992; Boyd, Grossman, Lankford, et al., 2009; Ingersoll, 2001; Littrell et al., 1994; Perie et al., 1997).

Expressive support and teacher job satisfaction were moderately correlated ($r = 0.50$) and instrumental support and teacher job satisfaction were moderately correlated ($r = 0.57$). Instrumental support and teacher job satisfaction had a similar Pearson's correlation coefficient to the combination of both instrumental and expressive support with job satisfaction. Teachers were similarly satisfied with their job when principals provided instrumental support only versus instrumental and expressive support combined. Instrumental support includes extra time, resources, assistance, feedback, and methods for improvements. Expressive support provides teachers with a sense of the principal believing in the teacher. Teachers see the principal being honest and encouraging with expressive support. The smaller Pearson's correlation coefficient ($r = 0.50$) between expressive support and teacher job satisfaction does not align with previous research that expressive support, specifically emotional support which is a type of expressive support, was the largest indicator for determining teacher job satisfaction (Littrell et al., 1994).

Emotional support is one of the two categories of support in expressive support. Emotional support had the highest mean in the research study, which shows teachers in

this study rated emotional support highly. Frustration is an emotional response to how a teacher might feel about work. Supportive principal and teacher interactions reduce teacher frustration (Tarter et al., 1989). Decreasing frustration between principals and teachers may increase teachers' job satisfaction. Littrell et al. (1994) found that emotional support, a type of expressive support, was important in determining teacher job satisfaction. Luthans (1998) argued that job satisfaction is an emotional response to a job. The emotional response to a job that individuals may have once had may be changing due to the numerous mandates within the field of education.

After the signing of NCLB in 2001, teacher stress levels increased along with the pressure to improve student achievement on state tests (Snow-Gerono & Franklin, 2006). The high-stress levels decreased teacher job satisfaction (Snow-Gerono & Franklin, 2006). When a teacher has a decrease in job satisfaction, student achievement may decrease (Michaelowa, 2002; Patrick, 2007; Tek, 2014). Today, many teachers are evaluated based on teacher effectiveness models, which can require a deeper look at the growth of students over time. Instrumental support, specifically appraisal support which is a type of instrumental support, gives teachers the opportunity to reflect on their teaching methods based on feedback and data the principal collects from observations. The feedback may make the teacher improve or change his or her teaching methods, which could lead to a higher teacher job satisfaction. Instrumental support, which includes the categories of appraisal and informational support, from the principal stimulates the growth of the teacher as a professional (DiPaola, 2012). If the teacher feels that he or she is growing as a professional, then the teacher's self-efficacy may increase, leading to an increase in job satisfaction. The instrumental support that involves

providing teachers resources and helping them with their teaching position may lead to teachers being more satisfied with their position. State and federal educational mandates may shift the need for teachers to receive more instrumental support over expressive support, which affects their teacher job satisfaction. Perhaps in the current climate of high-stakes testing and accountability, instrumental support is more relevant than expressive support in meeting priority needs of teachers.

Support from principals may help increase teacher job satisfaction and prevent newer teachers from exhibiting the traits that could lead to job dissatisfaction and eventually teacher turnover. Of the participants in this study, 9% had fewer than five years of teaching experience. First-year teachers especially need time, resources, and assistance throughout their first year in the classroom. A greater amount of support and collaboration involved in mentoring a new teacher may lead to a new teacher having greater job satisfaction (Burke et al., 2013; Grossman & Davis, 2012).

What is the relationship between teachers' perception of principal support and the trust they have in their principals?

Support and trust are needed to build relationships. In this study, trust teachers had in the principal and principal support had the strongest correlation (r = 0.86). This strong correlation aligns with previous research that indicated teachers' lack of trust in principals limited the ability of principals to provide support to teachers (Yager et al., 2011). The implication is that trust is an intervening variable that must be present for teachers to accept support from the principal. With a deterioration of trust comes the inability for an individual to allow support to happen. This finding shows how deeply intertwined principal support and trust teachers have in the principal are in a school.

When a principal can create a school culture that is trusting, then the school can shift towards being more successful (Hoy et al., 2006).

For the teachers in this study, a stronger trusting and supportive relationship was formed between the principal and teacher when the principal provided both expressive and instrumental support. This strong relationship between teacher trust in the principal and principal support ($r = 0.86$) demonstrates this relationship. When a principal provides only expressive or instrumental support, then the trust teachers have in the principal will still increase, but not as much as with both types of support present. Trust teachers have in the principal and expressive support were also strongly correlated ($r = 0.85$); trust teachers have in the principal and instrumental support had a moderate correlation ($r = 0.77$). The difference in the correlations suggests that when a principal provides expressive support, then the trust that the teacher has in the principal increases. Trust and expressive support revolve around interactions among the principal and the teacher. Instrumental support involves feedback and giving the teacher items that they need, which leads to less emotional connections. In a school, this would look like a teacher getting feedback from a principal and ignoring the feedback because the teacher feels that the principal is not competent in the aspects of instructional practices in the classroom.

Expressive support is a powerful tool principals can use to increase teachers' trust in them. Two categories of expressive support are emotional and professional. The emotional questions for expressive support on the PSS encourage teachers to reflect on whether their principal makes them feel important, has confidence in them, and supports their decision making. Expressive support focuses on role models and confidants who share about feelings (Griffith, 2002; Jun & Yeo, 2012; Sherman et al., 1988). Expressive

support causes teachers to feel empowered at the school, giving teachers a sense that they are making an impact within the classroom. Professional support includes teachers seeing the principal as honest and straightforward while encouraging professional growth. A principal hears about a professional development opportunity for teachers to be a part of and the principal offers the opportunity to a specific teacher that they know would be interested in going. The teacher trusts the principal in how valuable the professional development opportunity would be, goes to it and brings back information to share with other staff. This is an example of a principal using expressive support and the teacher having trust in the principal.

Instrumental support was strongly correlated with trust teachers have in the principal ($r = 0.77$). Time, resources and feedback are part of instrumental support (DiPaola, 2012). Trust teachers have in the principal, and instrumental support may have resulted in a weaker correlation, because of trust issues that arise around budget and planning. Due to economic hardships, teachers have been furloughed in school districts, leading to less trust between the teacher and the principal in relation to instrumental support. School district budgets may constrain a principal's ability to provide instrumental support to teachers, which could lead to lower trust teachers have in the principal. The size of a school's staff relates to the amount of money allocated to staffing salaries, benefits, and retirement. A number of resources—such as textbooks, technology, and professional development—provided to teachers may be constrained by school district budget allocations. School schedules give teachers limited time to plan throughout the day if they are teaching a full schedule. Teachers become frustrated with the lack of planning time within a school day, lack of resources, and the extra duties assigned.

Principals may be able to increase teachers' trust in them by providing expressive and instrumental support. Teachers may recognize the limitations that principals have with resources, which may be why instrumental support has a weaker correlation when compared to expressive support when looking at trust teachers have in the principal. Building trust within a school and showing support for the teachers may lead to a decrease in teacher turnover.

Other Findings

Demographics. Of the participants in this research study, 86% were female, which is similar to the 84% of females in the teaching profession (Feistritzer, 2011). Previous research studies provided information that females had higher job satisfaction in the education field (Bolin, 2007; Perie et al., 1997; Shead, 2010; Turner, 2007). The mean for teacher job satisfaction questions in this research study was 3.75, with a standard deviation of 1.04. The mean for job satisfaction suggests that participants tended to be closer to the categories of neutral and agree when responding to the job satisfaction questions, which means that many of the teachers in this study did not have an extraordinarily high or low job satisfaction in their current teaching position. The mean for the job satisfaction questions may be influenced based on 86% of participants being female. Due to the high number of female participants, the female answers to the job satisfaction question may overshadow the male participants' answers. For the participants in this study, gender was only weakly correlated with job satisfaction ($r = 0.35$). There may be a weak relationship between gender and teacher job satisfaction in this research study that relates to the previous research in the gender of a teacher impacting teacher job satisfaction (Bolin, 2007; Perie et al., 1997; Shead, 2010; Turner, 2007). The small

number does not provide a strong enough argument that the gender of a teacher will determine his or her job satisfaction.

In earlier studies, males had higher trust in the administration over females (Timms et al., 2006). The mean for the trust teachers have in the principal questions was 3.88, with a standard deviation of 1.04. A majority of the participants were female in this study, which suggests that the female teachers in this study may have been neutral or agreeable when responding to the trust questions. It is not possible to determine if the reason for the mean of the trust questions is due to the relatively large number of females within this research study. Timms et al. (2006) had 33% of participants that were males while this study only has 16% that were males. If the sample size of males were higher, then a clear comparison could be made to previous research findings.

Trust. Trust teachers have in the principal, principal support, and teacher job satisfaction were the basis for this research study. The ratings for each category were 3.78 for principal support, 3.88 for trust teachers have in the principal, and 3.75 for job satisfaction. The participants in this research study tended to lean towards neutral and agree for the statements that asked about trust. The ratings in this study indicate that teachers trust their principal more than feeling principal support or having job satisfaction. The higher number for trust in the principal in this study would provide school leaders verification on how important it is to establish trust with the teachers.

Support. The researcher used a two-factor pattern after Varimax rotation to further examine the distribution of the support questions. The emotional and professional support questions favored Factor I, expressive support. Appraisal support favored Factor II, instrumental support. The four instrumental questions had three questions that favored

Factor I and one question that favored Factor II. The highest numerical value for Factor I was the principal having confidence in the teacher. The highest numerical value for Factor II was the principal making suggestions on how the teacher can improve. The only discrepancy is the three instrumental questions that show favoring to Factor I. These results are similar to the two-factor Varimax solution completed for the PSS, which shows that the data collected are valid and reliable.

Trust beyond the principal. Incorporating the sections, trust in clients and trust in colleagues, in the research study was important in order to compare to the category trust teachers have in the principal. The teachers in this research study had similar means in each trust category surveyed. The mean for trust teachers have in the principal was 3.88 and a standard score of 425.10, which is lower than 84% of normative data from Ohio schools. The mean for trust in colleague was 3.98 and a standard score of 392.33, which is lower than 84% of normative data from Ohio schools. The mean for trust in clients was 3.54 and a standard score of 500.89, which is average for the normative data from Ohio schools. The relation to the teachers in the research study versus the normative data from the Ohio schools is interesting due to the clients being the only category to rate in a normal range. The standard scores for the principal and colleagues show that the teachers in this study are less trusting of the others that work at the school alongside them every day.

Based on the standard scores for each trust category, the participants in this study had a less trust in their principal and their colleagues versus their clients, which can hinder a teacher's job satisfaction and support he or she accepts from the principal. In one previous study, teachers' trust in colleagues fluctuated based on the rate of teacher

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turnover (Ronfeldt et al., 2011). When teacher turnover increased, teacher trust in colleagues decreased.

The participants in this study had an average rating compared to other normative data from Ohio schools in the category of trust in the clients. A higher level of trust in clients may relate to higher levels of student achievement (Adams & Forsyth, 2009; Forsyth, Adams, & Hoy, 2015; Goddard, Tschannen-Moran, & Hoy, 2001). Having a trusting relationship between students and parents results is better cooperation between the two groups, which leads to higher student achievement (Adams & Forsyth, 2009). Goddard et al. (2001) found that teacher trust in clients led to higher student achievement in urban schools and had more of an impact on student achievement than poverty did.

Principal support and teachers' trust in colleagues were weakly correlated ($r=0.37$) while teachers' trust in clients and principal support were weakly correlated ($r=0.27$). When teachers have trust in their colleagues and clients, they may also feel support from the principal. In a school, principal support and trust in colleagues can be seen through the principal distributing unwanted teacher duties. If a teacher knows that everyone has to complete the teacher duties that the principal has handed out, then the teacher will trust his or her colleagues will complete the unwanted teacher duties alongside them. In a school, principal support and trust in clients can be seen through building a trusting environment is important to allow for successful collaboration to occur among teachers and colleagues and teachers and clients.

The Pearson's correlations between teacher job satisfaction and the other trust categories had weak positive relationships. The relationships between teacher job satisfaction and trust in colleagues ($r = 0.27$) and teacher job satisfaction and trust in

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clients ($r = 0.29$) were weakly correlated. For the teachers in this research study, the trust that the teachers build with their colleagues and with their clients had little impact on their job satisfaction. A teacher's clients change every year with the students moving on to a new grade. The only exception to repeat a client would be if a parent had multiple students that passed through a teacher's class. A teacher's trust in clients may have a weak correlation with job satisfaction due to a teacher knowing that each year their clients will most likely change, which is why a trusting relationship is not essential in a teacher's job satisfaction. A teacher's colleagues can change from year to year with the teacher turnover rates or be placed in a different grade or subject area. The weak correlation between teachers trust in colleagues and job satisfaction indicate that a teacher is not affected by the lack of trust that they may have with their colleagues. Luthans (1998) included co-workers as one of the several factors in teacher job satisfaction, but for the teachers in this study, trust in colleagues shows only a slight positive correlation.

A sense of belonging in any school setting is dependent on the individuals, teachers, and students who interact with an individual on a daily basis. Job dissatisfaction can lead to a stronger desire to leave the profession and interfere with the interaction of colleagues and clients (Skaalvik & Skaalvik, 2011). The weaker correlation between trust in colleagues and job satisfaction indicates that teachers in this study did not have to trust their colleagues in order to have job satisfaction. Trusting the clients of the teacher results in a slightly stronger correlation between teacher job satisfaction when compared to teacher trust in colleagues and job satisfaction. The yearly change in clients may be one reason trust in the clients resulted in a higher job satisfaction. The teacher and clients must rely on each other throughout the school year, and the partnership has a set end date

in which the two parties will no longer need to communicate. Teachers' expectations of the trust that should exist between their clients and themselves builds throughout the school year depending on experiences. This research study occurred during the second semester of school, so it is possible teachers' relationships with students had already become well established. The timing of the research study may have impacted teachers' ratings related to trust in clients. Having a trusting relationship between the teacher and the students in the classroom, as well as the students' parents, may lead a teacher to have a higher job satisfaction.

Chapter V: Conclusion

The diminishing relationship between principals and teachers is leading to high teacher turnover. Relationships between principals and teachers are essential for developing a successful school. Teachers directly impact student achievement every day, and if their job satisfaction is low, then their students will be less likely to reach their full potential. This research study highlights the interaction between the trust teachers have in the principal, principal support, and teacher job satisfaction.

Principal Support and Trust in the Principal

I discovered a strong correlation ($r=0.87$) between principal support and trust in the principal, which suggests practical significance because, in order for principals to provide support to teachers, the teacher must trust the principal. Yager et al. (2011) found that teachers' lack of trust in principals limited the ability of principals to provide support to teachers. In schools, this might look like a principal providing feedback from a classroom observation and the teacher trusting the feedback from the principal enough to make changes in their classroom practices. Another example of trust in the principal and principal support is when a teacher takes a risk in the classroom and tries a new instructional strategy. The teacher has to trust that whether the results are good or bad that the principal will be supportive to the teacher. If principals build trusting relationships between themselves and teachers, then teachers will be more willing to accept support from the principal. Teachers who see principals supporting them with

expressive and instrumental support will become more likely to have a greater trust in the principal.

Teacher Job Satisfaction and Principal Support

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For teachers in this study, teacher job satisfaction was only moderately correlated (r=0.57) to principal support, suggesting that teacher do not necessarily need to receive support from their principal to have a high job satisfaction. Principal should be aware of this relationship because a teacher with high job satisfaction does not always mean that the teacher feels supported from the principal. A principal could assume that they are fully supporting teachers in the school, because teachers are happy in their teaching job. An example of this would be that the principal believes teachers have all the resources necessary because the teachers have a high job satisfaction when in reality the teachers are buying resources with their money. Another example would be that teachers have enough planning time because there is high teacher job satisfaction when in reality the teachers feel that they have very little planning time and could benefit from more planning time. The principal should communicate with the teachers and reflect on their relationships with the teachers.

In this research study, instrumental support, alone, correlated more with teacher job satisfaction than expressive support alone, which is significant because instrumental support involves feedback for a teacher's classroom and materials and time a teacher needs. In schools, an example would be when a principal observes a class and then provides feedback and suggestions to improve a teacher's class. This demonstrates instrumental support for teachers. An example of expressive support in a school would involve recognizing teachers' hard work and encouraging teachers to grow professionally by engaging in professional development. It is important to note that a principal needs to provide both types of support in order for the school to be successful.

Teacher Job Satisfaction and Teacher Trust in the Principal

For the teachers in this study, teacher job satisfaction was only moderately correlated (r=0.50) to trust in the principal, suggesting that teachers do not necessarily need to trust their principal to have a high job satisfaction. Principals should be aware of this relationship because administrators may believe that when teachers have a high job satisfaction, there is a trusting relationship built between the teachers and themselves. The principal may become overconfident in the relationship established with the teachers in the school, which could lead to frustration when the principal is trusting teachers to follow their lead. An example of this would be when a principal presents a vision for the school year, if the teachers do not trust the principal they will be less likely to work towards the vision.

Findings

The findings of this research study present a clear resolution to the question of whether there is a relationship between the dispositions of the principal and teacher job satisfaction. The administrators' dispositions of trust and support are essential in a school environment. The results from this research study reinforce results from previous researchers who link teacher job satisfaction to administrators' dispositions (e.g., Baker, 2005; Eddins, 2012; Goodpaster et al., 2012; Kersaint et al., 2007; Van Maele & Van Houtte, 2012). Administrators need to build trust with the school staff and develop supportive strategies to increase teacher job satisfaction. School leaders should be aware of the strong relationship between support and trust, especially when starting a new position. A new administrator needs to build a trusting relationship with teachers in order to provide support to teachers. Veteran administrators need to reflect on their perceptions of trust and the type and amount of support that they provide to teachers. Once an

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administrator is aware of the type of and amount of support, then the administrator can

adjust based on the needs of the teachers in the school. Administrators may need to adjust

their current practices, but recognize that both types of support are important in creating a

successful school. An increase in teacher job satisfaction will lead to a decrease in

teacher turnover in a school and, possibly, an increase in student achievement

(Michaelowa, 2002; Patrick, 2007; Tek, 2014).

Implications for Change

The results of the study confirm the need for principals to acknowledge that there

are relationships among trust teachers have in the principal, principal support, and teacher

job satisfaction. Principals must acknowledge the impact of their behaviors on teachers'

job satisfaction. Building trust with teachers will enable principals to provide both

expressive and instrumental support. Depending on the needs of the school, a principal

should focus on both types of support during a school year. Expressive support needs to

be a focus for the principal during the school year if the trust has not been previously

established between the principal and teachers. Instrumental support should be a focus if

the principal is trying to increase teacher job satisfaction. In a school, both types of

support are needed to create an environment that promotes positive relationships between

the administration and the teachers. However, the relationship between trust teachers

have in the principal and teachers' perceptions of principal support has only recently been

explored.

This study explores the links between administrators' dispositions, trust teachers

have in the principal, support from the principal, and teacher job satisfaction. Numerous

researchers have found teacher job satisfaction is associated with administrators'

dispositions (e.g., Baker, 2005; Wyckoff, 2009; Ingersoll & Smith, 2003; Ingersoll, 2001; Tickle, 2008; Van Maele & Van Houtte, 2012). Both trust teachers have in the principal and principal support resulted in an increase in teacher job satisfaction. An increase in teacher job satisfaction may also lead to a decrease in teacher turnover and an increase in student achievement (Michaelowa, 2002; Patrick, 2007; Tek, 2014).

Further Study

Principal support and trust teachers have in the principal may both have an impact on teachers' job satisfaction. To further understand the role of job satisfaction in the teaching profession, researchers should focus on other factors that impact teachers beyond the administration in a school. Trust and support are essential in the relationship between the teacher and the principal, but other administrators' dispositions may impact teacher job satisfaction as well.

Money is another reason why teachers leave the profession. Other variables that influence teacher job satisfaction may include teacher demographics (Billingsley & Cross, 1992; Bishay, 1996; Bolin, 2007; Cui-Callahan, 2012; Shead, 2010; Timms et al., 2006) and salary (Baker, 2005; Buckley et al., 2004; Ingersoll & Smith, 2003). Research related to teacher demographics and salary presents conflicting conclusions about the impact of these variables on teacher job satisfaction. In relation to demographics, research may be conducted on the state and climate of the state that a teacher resides in versus the teacher's job satisfaction. In relation to salary, teacher unions have the ability to bargain for their salary scales, which may lead to teachers being paid at a higher rate. More research is needed on if teachers who are members of teacher unions have a higher

job satisfaction. Other research could lead to seeing if a teacher's cost of living to income ratio impacts their job satisfaction.

Another area of further research might include expanding on this research study to include secondary education teachers. Findings for secondary education may be different. Middle and high schools encounter distinct educational problems compared to elementary schools, which could lead to the teacher preferring alternative types of support.

Conclusions

Teacher turnover is steadily increasing, which is contradictory to the decline in the national job turnover rate. Teacher turnover is a direct result of teacher job dissatisfaction. Multiple factors influence teacher job dissatisfaction, including a teacher's wants and needs not being met in their current teaching position. Administrators, students, parents, and fellow teachers also affect a teacher's job satisfaction. The administrators' dispositions of trust and support influence a teacher's job satisfaction. Trust and support are necessary for teachers and administrators to work side by side. Oade (2010) stated that the two variables, trust and support, influence work relationships. Work relationships involve the administration and teachers working together for the betterment of the school. Principals can create a trusting relationship with teachers and provide expressive and instrumental support to teachers throughout a school year to increase teacher job satisfaction. An increase in teacher job satisfaction may lead to a decrease in teacher turnover and an increase in student achievement (Michaelowa, 2002; Patrick, 2007; Tek, 2014).

For the participants in this study, there were strong correlations among the variables of principal support, trust teachers have in the principal, and teacher job

satisfaction. Principal support and trust teachers have in the principal had the strongest relationship among the variables tested, with a Pearson's correlation coefficient of 0.86. Teacher job satisfaction directly correlates with principal support and trust teachers have in the principal, but at a value close to 0.5. Looking at the types of support, expressive support had a stronger relationship to trust teachers have in the principal and instrumental support had a stronger relationship to teacher job satisfaction. Trust in colleagues and trust in clients had a weak positive relationship with principal support and teacher job satisfaction.

Teachers leave the teaching profession each year due to job dissatisfaction. Teacher job satisfaction is associated with administrators' dispositions that promote a trusting and supportive relationship between principals and teachers. Principal preparation programs need to prepare future school leaders in the areas of trust and support. More consistency among principals and the ability to provide expressive and instrumental support while being trustworthy may lead to greater teacher job satisfaction. In order for the "revolving door" of teachers in the United States to cease, principals need to fully embrace the idea of building trust within a school and providing support to teachers, while recognizing the importance of teacher job satisfaction and the impact that it has on teacher turnover and student achievement.

Appendix A

Literature Review Summary

Author, Date, and Title	Focus and Design	Sample	Relevant Findings
Barnes, Crowe, & Schaefer (2007) "The cost of teacher turnover in five school districts: A pilot study."	• Cost of teacher turnover • District costs calculated	• Five school districts	• Teacher turnover and school characteristics have a correlation
Beesley, Atwill, Blair, & Barley (2010) "Strategies for recruitment and retention of secondary teachers in central U.S. rural schools."	• Teacher recruitment and retention • Interviews	• Principals from Central Region	• Rural school districts should recruit from the local pool, promote school and community assets, new teacher programs, and overcome geographic isolation.
Billingsley & Cross (1992) "Predictors of commitment, job satisfaction, and intent to stay in teaching."	• Variables influencing teacher commitment and job satisfaction/retention • Questionnaire	• Random sampling • 558 special education and 589 general education Virginia teachers	• Work-related variables are better predictors of commitment and job satisfaction than demographics
Bishay (1996) "Teacher Motivation and Job Satisfaction."	• Teacher motivation and job satisfaction • Surveys – 50 Questions • Likert Scale • Snapshot of Lives	• 50 Teachers • Pager beep told participants when to complete survey	• Job satisfaction increased with job responsibilities • Job satisfaction lower for women • STEM positions had higher job satisfaction

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Boe, Cook, & Sunderland (2008) "Teacher turnover: Examining exit attrition, teaching area transfer, and school migration."	• Trends in Teacher turnover • Self-reports • Questionnaires	• Public school teachers	• Increase in teacher turnover through the 1990s
Bolin (2007) "A study of teacher job satisfaction and factors that influence it."	• Pre-survey—describe job and Likert Questions • Survey—Open-ended questions	• 500 Beijing Teachers	• Dissatisfied teachers still have a sense of self-fulfillment • Females had higher job satisfaction • Core content teachers had lower job satisfaction • Age and level of service impact job satisfaction
Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff (2009) "The Influence of School Administrators on Teacher Retention Decisions."	• Principals' leadership style and decision-making strategy versus teacher job satisfaction • Likert scale • Questionnaire	• 930 Israeli teachers	• Transformational leadership of administration affects teacher job satisfaction directly and indirectly • Teachers' occupation perceptions strongly affect their satisfaction
Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff (2009) "Who leaves? Teacher attrition and student achievement."	• Attrition in New York City schools • Data collected from school districts and education entities	• New York City Department of Education and New York State Department of Education teachers and students	• Less effective, younger teachers have attrition rates • There is a need to improve the quality of teachers and who teach low-achieving, poor,

			Black and Hispanic students
			• Policies need to be created to improve the recruitment, selection, development, support, and retention of teachers to improve student achievement
Buckley, Schneider, & Shang (2004) "The effects of school facility quality on teacher retention in urban school districts."	• Teacher attrition against facility improvement • Used data from the previous survey	• Washington, DC teachers	• Age and time in service are most important factors in determining attrition • Improving facilities can be beneficial; similar to pay increase with teacher attrition
Burke, Schuck, Aubusson, Buchanan, Louviere, & Prescott (2013) "Why do early career teachers choose to remain in the profession? The use of best-worst scaling to quantify key factors."	• Attrition and younger teachers • Best-worst Scaling • Online survey	• 258 Australian teachers	• Improving student engagement, experiencing professional challenges, and having support influence teacher decisions to stay in the profession
Cochran-Smith, Cannady, McEachern, Piazza, Power, & Ryan (2011) "Teachers' education,	• Factors that impact teacher retention • Journal databases • After Higher Education Act	• Review of Research	• Professional development leads to higher retention rates • Teacher characteristics and workplace

teaching practices, and retention: A cross-genre review of recent research."			conditions influence teacher retention
Cui-Callahan (2012) "An examination of job satisfaction among urban high school teachers."	• Job satisfaction of teachers in urban settings • Job Satisfaction Survey • Likert Scale • Multiple Analysis of Variance	• 449 teachers	• Job satisfaction influenced by age, salary, education level, and experience • Higher satisfaction occurs with intrinsic motivation over extrinsic motivation • Job satisfaction not impacted by gender, ethnicity, marital status, national board certification, subject taught, and schools
Eddins (2012) "The influence of principal gender, teachers' years of experience and retention on perceptions of principal leadership style, qualities, and job satisfaction."	• Principals and teachers about job satisfaction • Job Satisfaction Survey • Leadership • Questionnaire • Leadership Styles Survey • Demographic Questions • Likert Scale Questions • Online data collection	• Certified Missouri teachers	• Teachers who rated their principals high on the surveys showed that they were more satisfied with their position • Teachers hoping to teach elsewhere rated their principals lower and were more dissatisfied
Gonzalez, Brown, & Slate (2008)	• Teacher attrition reasons after one year of work	• Snowball Sampling	• Three most influential factors found were the lack of

"Teachers who left the teaching profession: A qualitative understanding."	• Teacher narrative • Face-to-Face interviews	• Texas teachers	administrative support, difficulties with student discipline, and low salary levels • Other factors mentioned include student discipline, pressure from administration, and disrespect from administration
Goodpaster, Abedokun, & Weaver (2012) "Teacher's perceptions of rural STEM teaching: Implications for rural teacher retention."	• Rural schools and retention • Focus group • Interviews with open-ended questions	• 6 Indiana STEM teachers	• Rural teacher retention depends on relationships, school factors, and professional factors
Hammer, Hughes, McClure, Reeves, & Salgado (2005) "Rural teacher recruitment and retention practices: A review of the research literature, the national survey of rural superintendents, and case student of programs in Virginia."	• Recruitment and retention of rural teachers • Journal Article Review	• Review of Research	• Rural schools should try to offer targeted incentives, improve school culture and working conditions, and be strategic when recruiting and retaining teachers
Ingersoll & Smith (2003) "The wrong	• Teacher turnover and reasons for shortages	• National Center for Education	• Teacher turnover leads to school

solution to the teacher shortage."	• Multiple regression analysis • Detailed examination	Statistics data	staffing problems • Large number of teachers are leaving for reasons other than retirement • Personal reasons and dissatisfaction are reasons teachers leave the profession
Ingersoll (2001) "Teacher turnover and teacher shortages: An organizational analysis."	• Organizational characteristics and conditions of the school leading to teacher turnover • Schools and Staffing Survey and Teacher Follow-up Survey	• Stratified	• Teacher turnover higher for younger teachers and special education teachers • Job satisfaction influenced by low salaries, lack of support, student motivation, and discipline • School placement affects teacher turnover
Kersaint, Lewis, Potter, & Meisels (2007) "Why teachers leave: Factors that influence retention and resignation."	• Ajzen's Theory of Planned Behavior and teacher retention • Phone Interviews • Open-ended questions	• 1,799 Florida teacher who left profession	• Teachers leave the profession due to family responsibility, paperwork and assessment, administration support, financial issues, and joy
Littrell, Billingsley, & Cross (1994) "The effects of principal support on special	• Administration support versus stress, job satisfaction, school commitment, and retention	• 385 general education and 318 special education	• The effect of work-related variables predict better support than

education and general educators' stress, job satisfaction, school commitment, health, and intent to stay in teaching."	• Questionnaire based on House (1981) • Likert Scale	Virginia teachers • Virginia Department Education personal data tape • Random	demographic variables • Principal support is important to a teacher's well-being • Instrumental and emotional support were significant predictors of school commitment • Emotional support provides teachers with a sense of belonging that motivates them to high performance and involvement
Ma & MacMillan (1999) "Influences of workplace conditions on teacher's job satisfaction."	• Professional satisfaction versus background characteristics and workplace conditions • Five components in questionnaire: teachers and students, school discipline, academic and social environment, parent involvement, and job satisfaction and autonomy	• 2,202 Canadian teachers	• Found that workplace conditions do not have an effect • More experienced teachers have less job satisfaction • Females were more satisfied with the job • Administration plays a significant role in teacher job satisfaction
Marinell & Coca (2013) "Who stays and who leaves? Findings from a three-part study of teacher	• Teacher turnover and why • Open-ended survey questions	• Department of Education data • 4,000 middle school teachers	• Middle school teachers have a shorter length of tenure • Most teacher demographics do

turnover in NYC middle schools."			not influence teacher turnover • Education of the teacher impacts teacher turnover
Pearson & Moomaw (2005) "The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism."	• Teacher autonomy and stress, work satisfaction, empowerment, and professionalism • Satisfaction Scale • Curriculum and General Teacher Autonomy Scale • Likert Questions	• Random Sample • 300 Florida teachers	• Job satisfaction may relate to empowerment, professionalism, and stress • Increasing curriculum autonomy decreased on-the-job stress • Increasing general teacher autonomy increased empowerment and professionalism • Job satisfaction, empowerment, and professionalism increased which decreased on-the-job stress
Perie, Baker, & Whitener (1997) "Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation."	• Job satisfaction of teachers • National Center for Education Statistics 1993-94 Schools and Staffing Survey	• Random, Stratified sampling	• Job satisfaction increased with favorable working conditions, school setting, and parental support • Job satisfaction influenced by administration support and student motivation • Job satisfaction changed based

			on age and experience
Perrachione, Peterson, & Rosser (2008) "Why do they stay? Elementary teachers' perceptions on job satisfaction and retention."	• Intrinsic and extrinsic variables that influence teacher job satisfaction and retention • Survey—shortened version of Schools and Staffing Survey	• Random • 300 Missouri elementary school teachers	• Satisfaction and retention influenced by the intrinsic motivators of personal teaching efficacy, working with students, and job satisfaction • Extrinsic motivators not impacting satisfaction and retention include low salary and work overload • More satisfied teachers remain in positions
Quartz (2004) "Retention report series: A longitudinal study of urban career educators."	• Attrition and urban schools • Longitudinal study	• Students from UCLA's Center X Teacher Program	• Graduating teachers trained to decrease attrition still tended to lean away from high priority schools and the classroom
Ronfeldt, Loeb, & Wyckoff (2011) "How teacher turnover harms student achievement."	• Teacher turnover and student achievement • Identification strategies • Fixed-effects model	• Data from New York City Department of Education and the New York State Education Department	• Direct effect of teacher turnover on student achievement • Effects of teacher turnover are found more prominently in low-performance schools
Shead (2010) "An investigation on the relationship	• Administrative leadership and teacher job satisfaction	• 1,640 teachers in Texas	• Empowerment of leadership is the greatest

between teachers' rating of their principals' leadership style and teachers' job satisfaction in public education."	• Job Descriptive Index and Job in General • Survey Monkey with Likert Scale Questions		impact on job satisfaction • Older teachers are less satisfied with the job • Secondary teachers more satisfied • Educational level and gender not a significant indicator of job satisfaction
Tickle (2008) "Public school teachers' perceptions of administrative support and its mediating effect on their job satisfaction and intent to stay in teaching."	• Factors that impact teacher job satisfaction and intent to stay in teaching • Path model analysis • Schools and Staffing Survey 2003-2004	• Stratified Sample • 34,810 teachers	• Student behavior impacts teacher job satisfaction • Administrator support mediates the effect of teaching experience, perceived student behavior, and teachers' satisfaction with their salary about teachers' job satisfaction and intent to stay in teaching
Timms, Graham, &Caltiabiano (2006) "Gender implications of perceptions of trustworthiness of school administration and teacher burnout/job stress."	• School administration trust and teacher burnout • Survey with Likert Scale questions	• 90 teachers • Australia	• Female elementary teachers experience teacher burnout more than male elementary and all secondary teachers • Female teachers were less confidence in the trustworthiness of principal.
Turner (2007)	• Job satisfaction of teachers in	• 2,900 middle school	• Found no statistical

"Predictors of job satisfaction in urban schools."	correlation to student, teacher, and school characteristics • 2002 Teaching Working Conditions Survey • Likert Scale Questions	teachers in North Carolina • NCAE distributed surveys	significance between job satisfaction and license, experience, school size, attendance, and education level • Job satisfaction concerns include the topics of time, facilities and resources, empowerment, and professional development • There is a need to recognize the intrinsic and extrinsic motivations of teachers that affect job satisfaction
Yager, Pederson, Yager, & Noppe (2011) "Impact of school leadership on teacher's professional growth: Teacher perception of administrative support	• Leadership and Professional Development • Qualitative Study • Open-ended Survey questions	• 26 Elementary School Teachers • Voluntary Participation • Online	• Schools lacking a culture of trust creates a barrier • Teacher needs to view principal as a learner • Teacher empowerment and support are essential for teachers

Appendix B

Demographic Items

Demographic Questions

1. What is your gender?

2. What is your age?

3. What grade do you currently teach?

4. How long have you been teaching?

5. What type of community setting is your current school in?

6. What gender is your principal?

7. What state do you currently work in?

Appendix C

Trust Scale Items

Omnibus T-Scale

1. Teachers in this school trust the principal.

2. Teachers in this school trust each other

3. Teachers in this school trust their students.

4. The teachers in this school are suspicious of most of the principal's actions.

5. Teachers in this school typically look out for each other.

6. Teachers in this school trust the parents.

7. The teachers in this school have faith in the integrity of the principal.

8. Teachers in this school are suspicious of each other.

9. The principal in this school typically acts in the best interest for the teachers.

10. Students in this school care about each other

11. The principal of this school does not show concern for the teachers.

12. Even in difficult situations, teachers in this school can depend on each other.

13. Teachers in this school do their jobs well.

14. Parents in this school are reliable to their commitments.

15. Teachers in this school can rely on the principal.

16. Teachers in this school have faith in the integrity of their colleagues.

17. Students in this school can be competent in doing his or her work.

18. The principal in this school is competent in doing his or her job.

19. The teachers in this school are open with each other.

20. Teachers can count on parental support.

21. When teachers in this school tell you something, you can believe it.

22. Teachers here believe students are competent learners.

23. The principal does not tell teachers what is going on.

24. Teachers think that most of the parents do a good job.

25. Teachers can believe what parents tell them,

26. Students here are secretive.

Appendix D

Teacher Satisfaction Items

Teacher Satisfaction Scale

1. Being a teacher is close to my ideal in many ways.

2. My conditions of being a teacher are excellent.

3. I am satisfied with being a teacher.

4. While being a teacher, I have received the important things I wanted.

5. If I could choose my career over, I would change nothing.

Appendix E

Principal Support Items

Principal Support Scale

1. My principal gives me a sense of importance that I make a difference.

2. My principal supports my decisions.

3. My principal trusts my judgment in making classroom decisions.

4. My principal shows confidence in my actions.

5. My principal provides adequate planning time.

6. My principal provides time for various nonteaching responsibilities.

7. My principal provides extra assistance when I become overloaded.

8. My principal equally distributes resources and unpopular chores.

9. My principal gives me undivided attention when I am talking.

10. My principal is honest and straightforward with the staff.

11. My principal provides opportunities for me to grow professionally.

12. My principal encourages professional growth.

13. My principal offers constructive feedback after observing my teaching

14. My principal provides frequent feedback about my performance.

15. My principal helps me evaluate my needs.

16. My principal provides suggestions for me to improve instruction.

Appendix F

Initial Permission Request to the Superintendents for Participation in the Study

Letter to Superintendents

To whom it concerns,

I am currently an Executive Ed.D. student at the College of William and Mary in Virginia

but am originally from Pennsylvania. I am in the process of completing my dissertation,

which is investigating the following research questions:

1. What is the relationship between trust teachers have in their principals and teachers'

job satisfaction?

2. What is the relationship between teachers' perceptions of expressive and instrumental

principal support and teachers' job satisfaction?

3. What is the relationship between teachers' perception of principal support and the trust they have in their principals?

4. What are the relative influences of principal support and teachers' trust in their principals on teachers' job satisfaction?

The reason I am contacting you is to see if it would be possible to send online surveys to the schools within the school district. The survey includes questions from the Principal Support Scale (DiPaola, 2012), Omnibus T-Scale (Hoy, 2013), and Job Satisfaction Survey (Spector, 1994). I am looking for initial permission from schools to include in my dissertation proposal at the beginning of the fall semester. If you have any questions, please let me know and I look forward to hearing from you.

Sincerely,

Natalie Lytle

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