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Teachers' Perceptions Of School Leaders' Behaviors And The Relationship To Student Growth/Achievement

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TEACHERS' PERCEPTIONS OF SCHOOL LEADERS' BEHAVIORS and THE

RELATIONSHIP TO STUDENT ACHIEVEMENT and GROWTH

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by

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ABSTRACT

The problem under investigation for this quantitative study focused on the responses of K-12 public educators about school leadership effectiveness and fairness and the culture of school organizations, with special attention to the relationship between working conditions and student achievement/growth. A sample of 5,912 (n=5,912) educators' responses was used for the study. The data collected were publicly available, archival data from the responses reported by the Teaching Empowering Leading Learning Tennessee Survey. The original survey consists of the following eight research-based constructs: time for planning, facilities and resources, community support and involvement, management of student conduct, teacher leadership, school leadership, professional development, and instructional practices and support. This quantitative study focused on six sub-categories: time, consistency, teacher support, respect and rust, fair and objective teacher assessment and an overall perception of the school being a good environment in which to teach and learn. Data collected was analyzed through use of two-way chi square analysis.

Keywords: Student achievement/growth, Leadership Style and Behavior, Working Conditions

VIGNETTE

Everything I have learned, I learned from a teacher. As a vocal performance major, I was taught proper breath control, scales, and articulation by a vocal teacher. I learned proper grammar, writing techniques, and how to treat others from the example modeled by my mother, a retired teacher after thirty-seven years of service. Health, wellness, and fundamentals in sports, I also learned from a teacher, my dad, who is still serving. I learned how to think and process mathematical concepts from my aunt, a teacher. Finally, I learned what effective, fair, and just leadership looked like from a principal, who possessed many of the characteristics of highly effective principals, particularly being a master teacher and effective communicator. One may say, the road was paved for me. I was destined to become a teacher.

While the profession of education has been stigmatized by more stringent standardized testing, accountability measures, and classroom diversity, the art and science of teaching are still the same; in order to be effective and creative, classroom educators must be able to reach their full potential. Reaching our full potential helps us reach those under our tutelage and thrust them into reaching their maximum potential. The rewards are not immediate, but when the postman drops high school and college graduation announcements into your mailbox, the feeling is sheer exhilaration. I would like to continue storing my treasure in what changes I make in the lives of my students.

Those who can-teach…. Kimberly S. Waller, Ph.D., Ed.D.

DEDICATION

This work is dedicated to Thelma Smith, Ernest Smith, Portia Zellars, Fannie Lura Loftis Morgan, Mattie Waller, Shirley Cross Henderson, and the countless other educators who still have passion and love for students, education, and knowledge.

For I know the thoughts that I think toward you, saith the Lord, thoughts of peace, and not of evil, to give you an expected end…. Jeremiah 29:11

LIST OF ABBREVIATIONS AND SYMBOLS

AMOs	Annual Measurable Objectives
ANOVA	Analysis of Variance
AYP	Adequate Yearly Progress
ESEA	Elementary and Secondary Education Act
LEA	Local Education Agencies
NCLB	No Child Left Behind
NTC	National Teacher Center
PLES	Pastoral Leadership Effectiveness Survey
STS	Spiritual Transcendence Scale
TELL SURVEY	Teaching Empowering Leading Learning Survey of teachers' working conditions
TEM	Teacher Effectiveness Measure
TNDOE	Tennessee Department of Education
USDOE	United States Department of Education

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CHAPTER I

INTRODUCTION

A school culture may be defined as the guiding beliefs and expectations evident in the way a school operates (Fullan, 2007). The culture of a school may be defined as positive or negative. Where positive cultures exist, there are measures of respect, a shared vision, and a sense of true community. Less than positive cultures often mimic negative attitudes and division between supervisors and subordinates, resulting in hostile work environments, and less teaching and learning for both students and classroom educators. Leadership, as defined by Hogan and Kaiser (2005), is the ability to build and maintain a well performing group, but a leader's personality is what influences the dynamics and culture of a team. Kaiser, Hogan, and Craig (2008) defined leadership as involvement in influencing individuals willing to contribute to the good of the group (p. 96).

Murphy, Elliott, Goldring, and Porter (2007) supported the findings of DeAngelis, Peddle, Bergeron, and Trott (2002) in that principals are the greatest influence on teachers' working conditions, but instructional quality is the most significant contributor to student academic success. Agreeing with DeAngelis et al., Johnson, Kraft, and Papay (2012) articulate "It is a school's culture, the principal's leadership, and relationships among colleagues that predominate in predicting teachers' job satisfaction and career plans" (p. 5). The processes of teaching and learning are effective when school leaders create orderly school environments and provide instructional leadership. A classroom teacher's ability to work in an atmosphere of trust

and respect, coupled with effective teaching is essential to the culture of the school organization and to student success.

In keeping with accountability and student achievement, No Child Left Behind was signed into law on January 8, 2002, by President George Bush. To help ensure measures of increased student proficiency, each state was given four years to prepare and implement state assessments and demonstrate, through the students' tests scores, that schools were on course to reach the100 percent proficiency target for all groups of students in the subjects of mathematics and reading.

Loeb, Darling-Hammond, and Luczak (2005) listed working conditions as a major contributor to teacher attrition and surmised, "The major areas of dissatisfaction range from student motivation and discipline to lack of administrative support" (p. 47). To assess school culture, climate, and leadership effectiveness in Tennessee public schools, a survey focusing on school environment, school leadership, professional development, teacher leadership, facilities, and student conduct has been designed and implemented. It is an assumption that the analyses of the responses and educators' perceptions will help school districts discover schools with both positive and poor working conditions.

Purpose of the Study

The purpose of this quantitative study was to examine the relationship between student growth/achievement or Annual Measurable Objectives (AMO) and teachers' perceptions of school working conditions such as time, consistency, teacher support, respect and trust, fair and objective teacher evaluations, and an overall perception of the school as a good environment in which to teach and learn in a Southern, urban, school district. Teachers' perceptions of the

aforesaid six subcategories are the independent variables and student achievement/growth (AMO) met in reading is the dependent variable.

Research Question

Is there a relationship between student growth and achievement (AMO) in reading and school leaders' behaviors based on teachers' perceptions of working conditions?

Definition of Terms

Adequate Yearly Progress (AYP): The measure by which schools, districts, and states are held accountable for student performance under Title I of he No Child Left Behind Act of 2001 (NCLB) (Editorial Projects in Education Research Center, 2011).

Annual Measurable Objectives (AMOs): a series of performance targets that states, school districts, and specific subgroups within their schools must achieve each year to meet the requirements of No Child Left Behind (NCLB) (USDOE).

Abusive Leadership: Subordinates' subjective assessments of the extent to which supervisors engage in the sustained display of hostile verbal and non-verbal behaviors, excluding physical contact (Tepper, 2000).

Charismatic Leadership: A leadership style that is highly motivational (Ojokuku, Odetayo, & Sajuyigbe, 2012).

Derailed Leadership: An exhibition of disloyalty to followers and tasks; it is considered the most extreme form of destructive leadership (Schilling, 2009).

Derailed Leadership Behavior: Behavior that involves bullying, humiliation, manipulation, deception or harassment, while simultaneously performing anti-organizational behaviors like absenteeism, shirking, fraud, or theft (Einarsen, Aasland, & Skogstad, 2007).

Destructive Leaders: Leaders characterized by charisma, personalized needs for power, narcissism, negative life history, and an ideology of hate (Padilla, Hogan, & Kaiser, 2007).

Destructive Leader Behavior: The systematic and repeated behavior by a leader, supervisor, or manager that violates the legitimate interest of the organization by undermining and/or sabotaging the organization's goals, tasks, resources, and effectiveness and/or the motivation, well-being or job satisfaction of his/her subordinates (Einarsen, Aasland, & Skogstad, 2007).

Flexibility Waiver: More refined systems of school and student accountability that include growth, graduation rates, and progress (USDOE, 2012).

Ineffective Leadership: One who leads an organization with disliked and denounced behaviors ranging from ineffective to destructive aspects of leadership behavior (Pienaar, 2011); behaviors of leaders that are counterproductive to organizational success (Schilling, 2009).

Laissez-Faire Leadership: A lack of presence, and therefore a type of zero leadership, but it implies not meeting the legitimate expectations of the subordinates and/or superiors concerned (Skogstad, Einarsen, Torsheim, Aasland & Hetland, 2007).

Leadership Effectiveness: Leaders who achieve higher levels of pedagogical thoughtfulness, develop relationships characterized by caring and civility, and achieve increases in the quality of student performance on both conventional and alternative assessments (Sergiovanni, 2001, p. 204).

Petty Tyranny: The leadership type where leaders lord their power on others, mainly on their subordinates. (Akhtar & Shaukat 2016).

School Culture: The set of norms, values, and beliefs, rituals and ceremonies, symbols and stories that make up the "persona" of the school (Peterson, 2002).

Teaching Effectiveness: The processes of establishing learning goals, students' interactions with new knowledge, student practice in deepening understanding, effective classroom management, and student teacher relationships (Marzano, 2007).

Teaching Empowering Leading Learning Survey: An anonymous Likert survey that measures teachers' working conditions through use of seventy-two questions under eight scientifically based constructs (New Teacher Center, 2013)

Toxic Leaders: Individuals who by dint of their destructive behaviors and dysfunctional personal qualities generate a serious and enduring poisonous effect on the individuals, families, organizations, communities, and even entire societies they lead (Lipman-Blumen, 2005).

Toxic Triangle: The characteristics of leaders, followers, and environmental factors that make destructive leadership possible (Padilla, Hogan, & Kaiser, 2007).

Tyrannical Leaders: Leaders who are distrusting, condescending and patronizing; who take credit for the efforts of others, blame subordinates for mistakes, discourage informal interaction among subordinates, and deter initiative and dissent (Ashforth, 1994).

What TELL Measures

Teachers make their decisions about whether to remain in their current jobs based both on the level of compensation and on the quality of the work conditions of the environments in which they serve (Ladd, 2009). The Teaching, Empowering, Leading, and Learning (TELL) Survey, a statistically valid and reliable instrument that assesses eight research-based teaching and learning conditions (Swanlund, 2011), is a survey that assesses such conditions. The survey consists of eight constructs, according to newteachercenter.org (2013), that are empirically linked to student achievement and teacher retention and include: time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership,

professional development, and instructional practices support (p. 1). This quantitative study

focused on the following constructs:

  i)   Time-Available time to plan, collaborate, provide instruction, and eliminate

        barriers in order to maximize instructional time during the school day;

          a) Teachers are allowed to focus on educating students with minimal

              interruptions

          b) Efforts are made to minimize the amount of routine administrative

              paperwork teachers are required to do

          c) Teachers are protected from duties that interfere with their essential

              role of educating students

  ii)   School Leadership- The ability of school leadership to create trusting, supporting

        environments and address teacher concerns;

          a) There is an atmosphere of trust and mutual respect

          b) The school leadership consistently supports teachers

          c) Teacher performance is assessed objectively

          d) The procedures for teacher evaluation are consistent

          e) Overall, my school is a good place to work and learn

For these independent variables, teachers were asked if they strongly disagree, disagree, strongly

agree, agree, or don't know that the working conditions for the 2012-2013 school year adhered to

the attribute. The researcher counted how frequently each choice was chosen.

Hypotheses

Ho 1: There is no significant relationship between student achievement/growth and the level of teacher agreement with attribute (i) of the TELL TN Survey: class sizes are reasonable such that teachers have the time available to meet the needs of all students.

Ho 2: There is no significant relationship between student achievement/growth and the level of teacher agreement with (ia) of the TELL TN Survey: teachers are allowed to focus on educating students with minimal interruptions.

Ho 3: There is no significant relationship between student achievement/growth and the level of teacher agreement with attribute (ib) of the TELLTN Survey: efforts are made to minimize the amount of routine administrative paperwork teachers are required to do.

Ho 4: There is no significant relationship between student achievement/growth and the level of teacher agreement with (ic) of the TELL TN Survey: teachers are protected from duties that interfere with their essential role of educating students.

Ho 5: There is no significant relationship between student achievement/growth and the level of teacher agreement with attribute (iia) of the TELL TN Survey: there is an atmosphere of trust and mutual respect.

Ho 6: There is no significant relationship between student achievement/growth and the level of teacher agreement with attribute (iib) of the TELL TN Survey: the school leadership consistently supports teachers.

Ho 7: There is no significant relationship between student achievement/growth and level of teacher agreement with attribute (iic) of the TELL TN Survey: teacher performance is assessed objectively.

Ho 8: There is no significant relationship between student achievement/growth and level of teacher agreement with attribute (iid) of the TELL TN Survey: the procedures for teacher evaluation are consistent.

Ho 9: There is no significant relationship between student achievement/growth and level of teacher agreement with attribute (iie) of the TELL TN Survey: overall, my school is a good place to work and learn.

Limitations/Delimitations

This study was limited to schools in a Southern, urban school district during the 2012-2013 school year and used publicly available archival data. This study examined teachers' perceptions of school working conditions attributes at elementary, middle, and high schools in the district. The only measure used for the teacher working conditions attributes were teachers' perceptions as measured by the 2013 TELL TN Survey. There are eight measurements on the instrument for assessing Tennessee educators' working conditions, however, this study focused on time and school leadership.

All variables, teachers' working conditions attributes as measured by the TELL TN Survey and student growth/achievement, were publicly available and compiled by the State of Tennessee. All data were entered by hand from the state of Tennessee databases into SPSS by the researcher. Errors in data entry were possible, although every precaution was taken to avoid data entry errors. The researcher checked and rechecked data entry to safeguard against errors.

Significance of the Study

Studies about teacher effectiveness as measured by student achievement on standardized tests and teacher evaluations are at the forefront of teacher education studies. However, there are few studies that examine the relationship of teachers' working conditions, specifically school

leaders' behaviors and student growth/achievement (AMO) in reading. This study examined whether or not school leaders' behaviors had an impact on teachers' perceptions of those behaviors and if the behaviors affected student growth and achievement (AM0) in reading.

Organization of the Study

This study is organized into five chapters. The first chapter introduces the study, asserts the purpose of the study, lists the hypotheses, and defines terms used in the study. The first chapter also includes the limitation of the study, the significance of the study, and the organization of the study.

The second chapter reviews the related literature and provides context to how this study adds to the body of research. The five main bodies of relevant literature in chapter two include: effective leadership, different tenets of ineffective leadership, leadership styles, and two products of various leadership styles- organizational culture and teacher effectiveness. Chapter three details the research design, participants, population, instrument, procedures, hypotheses, and the method of data analysis.

The fourth chapter states the findings/results, revisits each hypothesis to determine whether it was accepted or rejected, and contains an analysis of the findings. The fifth and final chapter includes a summary of the study, a discussion of results, conclusions, recommendations based on the findings, and recommendations for further study.

CHAPTER II

LITERATURE REVIEW

Introduction

School leaders' behaviors have the ability to affect employee morale, job satisfaction with working conditions, and ultimately affect the effectiveness of the teaching and learning environment. The five bodies of related literature included in this review are effective leadership, different tenets of ineffective leadership, leadership styles, and two products of various leadership styles- organizational culture and teacher effectiveness. The aforesaid bodies of literature relate to teacher perception of time, consistency, teacher support, respect and trust, fair and objective teacher assessment, and an overall perception of the school being a good environment in which to teach and learn as found in the study instrument, the TELL TN Survey.

Effective Leadership

Effective leadership begins with extensive knowledge of the instructional environment, individual student needs, areas of strength and areas needing strengthening of faculty and staff members, the effectiveness of the instructional programs being provided throughout the school, student data, and schedules. By deepening their understanding of school culture, effective school leaders shape the values, beliefs, and attitudes necessary to promote a stable and nurturing learning environment. They also serve as good models for faculty and staff members and most encourage others to take on leadership roles. It is the manner in which school leaders intertwine the resources together that establishes a foundation for effective school leadership.

McEwan (2003), credited for developing the ten traits of highly effective leaders, concluded effective school leaders habitually display actions and attitudes of good communicators, educators, envisioners, facilitators, change masters, culture builders, activators, producers, character builders, and contributors (pp. xxviii and 163). "A moral agent", according to Greenfield (2004), "should consider the welfare and interests of all who stand to be affected by his/her decision or action, including him/herself" (p. 178). After examining several studies on the meaning of moral leadership of educational administrations, Greenfield found the personal qualities of school leaders impact what, how, and how well they lead a school organization. School leaders who display effective leadership styles and behaviors help enhance and nurture relationships through motivating faculty, staff, students, stakeholders, and the community. They help initiate job satisfaction and excellence through modeling, fairness, and transparency. "The idea of moral leadership holds much promise on enabling school administrators to lead in a manner that can best help teachers develop and empower themselves to teach and lead in the context of external pressures to reform school" (p. 174).

Under the tutelage of effective leaders, there is evidence of academic success, job satisfaction, mutual respect, trust, and fair and equal treatment through personal and professional codes of ethics, as well as the consideration of the impact of one's administrative practices on others (Nguni, Sleegers, & Denessen, 2006). Effective school leaders promote student success through the development of positive school culture that is conducive to the teaching and learning process of education. Pepper (2010) communicated, "Effective principals have the ability to balance two different types of leadership styles and effectively help establish and maintain positive school culture which facilitates quality teaching and learning" (p. 3). Kouzes and Posner (2007) discussed the characteristics of effective leadership and cited principals of exemplary

leadership as those who model the way, have a shared vision, challenge the process, enable others, and encouragers of the heart.

According to Branch, Hanushek, and Rivkin (2013), good principals are the key to successful schools. To support their theory, Branch et al. designed a study similar to the teacher value added model for school leaders using student math achievement scores. The results indicated that highly effective principals raise student scores from two to seven months of learning in a school year and ineffective principals lower the achievement scores by the same amount. The study did not include observations of principal behavior or misbehavior, only the impact of students' gains during principals' tenure. Branch et al.'s results further concluded, the least effective principals are least likely to remain at their current schools or in their current positions. Some principals are reassigned to non-administrative positions, some are returned to the classroom as teachers, and others leave their districts and work in other school systems.   The system of ineffective principals almost mimics the reshuffling process of teachers who have also been labeled as ineffective. Rather than being terminated, teachers deemed ineffective are involved in what is referred to as "the dance of the lemons". Effective leaders who demonstrate attributes that are conducive to the teaching and learning process of education are often promoted within school system to higher leadership positions.

Effective school leaders are perceived as being intelligent, self-reflective, and having excellent relational skills. Kerr, Garvin, Heaton, and Boyle (2006) investigated the relationship between managerial emotional intelligence (EI) levels and a rating of leadership effectiveness based on the perceptions of subordinates. Kerr et al. agreed with Humphrey (2002) in that leadership is a process of social interaction and performance outcomes for an organization based on the leader's' influence. The Mayer Salovey Caruso emotional intelligence test (MSCEIT) and

a multifactor emotional intelligence scale (MEIS) were used as the instrumentations of measurement. A number of positive correlations were found between MSCEIT scores and supervisor ratings ($r = 0.43$, $p < 0.01$), using the emotions branch ($r = 0.52$. $p < 0.001$) (p. 72). No significant relationship between supervisor ratings, understanding, and managing emotions was found. The leadership style and behaviors of school administrators can affect the culture and climate of the school organization. One of the largest contributions made by school administrators is the ability to create healthy and positive environments for teachers to work and for students to learn. School leaders who display effective leadership styles and behaviors help enhance and nurture relationships through motivating faculty, staff, students, stakeholders, and the community.

Cultures of success and high expectations are modeled by effective school leaders and mirrored in the teaching and learning processes from both teachers and students. Effective school leaders are warm, approachable, and genuinely care about the needs of others. Under the leadership of effective leaders, teachers are challenged and supported in their efforts to improve their teaching methods and approaches, inspiring them to become willing to spend more time in their classrooms and focus more on data driven instruction in order to provide evidence of how well students are learning, applying, and retaining the information being taught. Effective school leaders also build a culture of trust and mutual respect through actions and decisions that are fair and impartial to all, but not all school leaders exhibit the aforementioned behaviors. Some exhibit "dark side behaviors" that entail grandiosity, self-absorption, and even hostility (Rosenthal & Pettinsky, 2006). Such behaviors are labeled as "dark traits" and interest has begun to grow in the phenomenon of "dark side behaviors" and roles of leaders in the school

organization. Leaders' behaviors either contribute or detract from organizational success (Higgs & Rowland, 2008).

"Dark side behaviors" are opposite effective school leaders' behaviors. "Dark side behaviors" include, but are not limited to abuse of power, cause of psychological damage, and illegal and unethical behaviors. Although limited, research has found these behaviors to lead to dysfunctional performance within organizations (Benson & Campbell, 2007). "Dark side behaviors" can have catastrophic effects on a school organization, teacher effectiveness, and the personal lives of those under leaders of who exhibit such behaviors.

Ineffective Leadership

Pienaar (2011) posited, "There is only a small amount of research that focuses on the aspects that constitute ineffective leadership, which, in turn, contributes to organizational failure" (p. 10629). Schilling (2009) analyzed the content and structure of managers' conceptions of negative leadership. Traditionally, research in leadership has focused primarily on leader behaviors that contribute to organizational effectiveness (Schilling). In comparing the different facets of the "dark side" of leadership, Schilling declared, "The most extreme example of a "destructive leader" is one who is disloyal to followers and his/her task; thus, creating situations in which subordinates report low job satisfaction" (p. 105).

The findings showed the participants named a variety of precursors that played important roles in the generation of negative leadership. Seventy-one percent of the majority of statements referred to the environment (followers, supervisor, tasks and role, processes, goals, culture) of the leader. Traits, states, goals and needs, and knowledge and learning received 25.5%, and the contribution of leader interaction and environment was only 0.6%. The most significant sources for negative leadership were followers' tasks and roles, processes, structures, resources, and

knowing and learning. Goals, culture, values, and traits played only a minor role in the

experiences of the managers (Schilling, 2009). "In summary, the statements focus on factors

which prevent effective leadership rather than generate destructive leadership" (Schilling, p.

113). Pienaar's (2011) literature analysis agreed in part with the study conducted by Schilling.

Pienaar concluded, "The literature supported leaders being more likely to be considered

ineffective due to character flaws and the inability to effectively manage their emotions and

maintain satisfactory interpersonal relationships" (pp. 10632-10633). Kaiser and Hogan (2010)

describe "dark side behaviors" as extensions of "bright side" or effective behaviors that are

associated with leader derailment and toxicity.

"Toxic leadership", as explained by Lipman-Blumen (2005), is another form of

ineffective and "destructive leadership". Pelletier (2010) provided further supporting details to

the Lipman-Blumen research on "toxic leadership" and conducted two exploratory studies that

examined the consequences of "toxic leader behaviors" and rhetoric based on the responses of

employees. Leaders are considered toxic when there is infliction of serious harm on subordinates

through the use of influential tactics that are harsh or malicious (Lipman-Blumen). Einarsen,

Schanke, and Skogstad (2007) held, "It is our position that the definition should not include

intent, because what makes leadership destructive has less to do with the leaders' intentions than

with the outcomes of the leaders' behavior" (p. 209). When school leaders are perceived as being

fair, they are able to be counted on to represent situations that best support the school culture,

vision, and goals. Being fair makes huge differences in the levels of trust by all in the school

organization. When trust is evident in school organizations, there is confidence in the fact that

others' best interests are at heart. There is a sense of reliability, stability, benevolence, honesty,

openness, and fairness. Classroom teachers must be able to rely and depend on colleagues and school administrators to consistently follow through with mandates and expectations.

All people in the organization should possess integrity, character, and ethics; three of the traits that make up the attributes of trust and respect. Transparency is also crucial in establishing trust and fairness. Effective and open communication improves the trust factor in teacher to teacher and administrator to teacher relationships. Being able to trust gives teachers a greater sense and belief in their ability to effectively lead and push their students into academic success. Because there is a high level of trust, teachers are more willing to work together and greater collaboration occurs. Teachers gain trust in each other and feel more comfortable in discussing issues concerning the climate, culture, and overall professionalism of the organization. Without respect, social interactions at the school level may cease and teachers, like other employees in other organizations, tend to avoid uncomfortable situations. When avoidance is not an option, conflict and isolation can arise and genuine conversations about teacher work ceases to exist. It is, in essence, effective leaders who establish a culture of respect and trust.

Pelletier (2010) found, "Eight dimensions associated with theories of harmful leadership emerged in the participants' responses" (p. 379). Experiencing attacks to self-esteem was the most commonly reported toxic behavior. At least half the participants (46%) reported they had witnessed leader attacks against colleagues. Thirty-six percent of the participants reported direct experiences with a leader who demeaned or ridiculed them in public. Einarsen, Aasland, and Skogstad (2007) defined this type of leadership as tyrannical. Twenty-four percent of the respondents reported experiencing their leaders' lack of integrity and 11% reported witnessing dishonesty toward a colleague. *Laissez-faire* behaviors and threats to job security were reported as more direct experiences than witnessed as second hand experiences. Divisiveness, inequality,

and social exclusion were the least reported, directly or second-hand. Pelletier concluded, "Ninety-eight percent of the respondents had experienced or witnessed leaders exhibiting destructive behaviors" (p. 384).

In working conditions predicated upon teachers' perceptions of being unsupported, belittled, and constantly reprimanded, trust issues grow. Faculty and staff should not be oppressed by the day to day operations of teaching and learning. They should be able to enjoy the work they do. Trust and respect cannot be built on sensitivity training, alone. These traits must be based on honest and professional communications through both words and actions. Thus, relational trust is an essential ingredient in leading a change effort and transforming the existing culture (Sergiovanni, 2005). Coupled with positive behaviors, leadership styles an also have an effect on the culture and productivity of a school organization.

Leadership Styles

In a proposed model for conceptualizing organizational effectiveness, Hogan and Kaiser (2005) made a distinction between the leadership aspects of "the bright side" and "the dark side" based on behaviors. "Leadership," explained Hogan and Kaiser is "having the ability to maintain a group that performs well, relative to its competition" (p. 172). The "dark side" of leadership reflects the impression made on others when guards are down. Tendencies found within the "dark side" coexist with well-developed social skills that mask or compensate only for a short time (Hogan & Kaiser). The bright side of leadership reflects social performance when one is at his best (p. 171).

In conclusion, Hogan and Kaiser (2005) proposed five ideas for organizational effectiveness: talented personnel, motivated personnel, a talented management team, effective strategies for outperforming the competition, and a set of monitoring systems that will allow

senior leadership to keep track of the aforementioned four concepts (p. 178). Hogan and Kaiser theorized, "Ultimately, then, good leadership is the key to organizational effectiveness" (p. 178). Leadership in itself is the ability to influence others, whether positively or negatively.

Wallace, de Chernatony, and Buil (2011) investigated the influence of employees' commitment to an organization, based on values demonstrated by leadership and adopted by the employees of that organization. Two types of leadership styles were discussed: "Considerate Leadership" and "Initiating Structure Leadership". A leader with a "Considerate Leadership" style was found to have shown support, appreciation, and an overall concern for employees. A leader with an "Initiating Structure Leadership" style was found to define everyone's role in an organization while still establishing channels of communication (Wallace et al., p. 400). The results indicated a direct relationship with leadership and employees' adoption of brand values (Wallace et al., p. 409). Other results concluded an indication that emotional attachment to an organization and having a feeling of obligation to an organization were both influential in encouraging employees' brand adoption. Both commitment styles were found to be positively influenced by "Considerate Leadership" style.

Other leadership styles, such as transactional and transformational leadership styles were likened to "Pastoral Leadership" in Rowold's (2008) two-faceted study using the Multifactor Leadership Questionnaire. The first phase of the study focused on pastoral leadership effectiveness, specifically transactional and transformational forms of leadership styles. In the first phase, the focus was on pastoral leadership behaviors on "Followers' extra effort, the effectiveness of the respective work groups, followers' satisfaction with leader, and followers' job satisfaction" (p. 405). Rowold used the Multifactor Leadership Questionnaire to assess transactional and transformational behaviors that contained five transformational, three

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transactional, and one non-leadership style scale. Rowold conjectured, "The results indicated that both transactional and transformational leadership were positively associated with subjective outcome criteria" (p. 407). Rowold revealed, "Further analyses showed that only transformational leadership was positively related to followers' extra effort, effectiveness, and satisfaction with job and leader" (p. 407).

The second phase of the study focused on pastoral leadership on followers, but explored effects on the congregation. Pastoral leadership behaviors explained 18% of the total variance in satisfaction with the worship service. Between 27% and 50% of variance in subjective performance indicators was contributed to leadership behavior. According to Rowold (2008), "The results highlight the importance of transformational leadership behaviors for effective pastoral work" (p. 409).

Transformational leadership style was used synonymously with charisma in Carter's (2009) study on pastoral leader effectiveness. The study included 93 participating pastors. The purpose of the study was to assess leadership style, personality, and spirituality in relation to pastoral leadership effectiveness. The findings indicated, "Leadership style and spirituality had limited capability of predicting leadership effectiveness" (p. 269). High conscientiousness was significant but did not predict pastoral leadership effectiveness. Of the three subscales on the Spiritual Transcendence Scale (STS), a belief in the unitive nature of life showed a negative correlation with pastoral leadership effectiveness. Of the five transformational leadership scales, only individual consideration was a significant predictor of Pastoral Leadership Effectiveness Survey (PLES). The results seemed to support transformational leadership and its positive correlation to pastoral effectiveness, however, Type II error was a possibility due to the small sample size.

Relationships of different leadership styles and work-related attitudes of exposure to downward mobbing was the focus of study conducted by Ertureten, Cemalcilar, and Aycan (2013). Downward mobbing includes subordinates being the victims of their superiors' physical and psychological inflictions. The study included transformational leadership, transactional leadership, authoritarian leadership, and paternalistic leadership. The researchers labeled transformational leaders as proponents of vision and transactional leaders as leaders who emphasize specific performance targets, rewards, and punishments. Authoritarian leaders exude behaviors that assert absolute authority and control over others, stress personal dominance, and demand unquestionable obedience from subordinates, while paternalistic leaders demonstrated both nurturing personalities and authoritarianism.

The overall findings of the study suggested the various leadership styles were associated with downward mobbing differently. Transformational and transactional leadership were negatively related to downward mobbing and decreased the likelihood of the behavior occurring. Authoritarian leadership was positively related, and created the likelihood for the behavior of downward mobbing to occur. Paternalistic leadership was negatively and moderately related to downward mobbing. Of the four leadership styles discussed in the study, transactional leadership had the strongest negative relationship with downward mobbing. The study further concluded that turnover intentions were positively related to the exposure of downward mobbing and job satisfaction was negatively related.

Polychroniou (2009) advocated, "Employees are likely to respect and emotionally identify with a transformational leader who is considerate, willing to help employees increase team effectiveness, and improve their job performance" (p. 348). Polychroniou examined the relationship between social skills, motivation, empathy, and transformational leadership in Greek

organizations. The emotional intelligence and transformational leadership styles of leaders were examined based on subordinates' perceptions. Polychroniou proclaimed, "Empathy and social skills involves one's ability to perceive others emotions, feelings, and needs and helps others regulate their emotions to achieve desirable goals" (p. 345). The overall findings of the study suggest transformational leaders create an atmosphere of change and may be obsessed by visionary ideas that excite, stimulate, and drive other people to work hard. They have the capacity to motivate team members to do more than normally expected and have an emotional impact on subordinates (Polychroniou).

The findings of the study also suggested supervisors' social skills, motivation, and empathy were significant and positively associated with transformational leadership increasing team effectiveness with subordinates (Polychroniou, 2009). Social skills were also found to have been positively associated with supervisors' transformational leadership and further concluded motivation and empathy to be positively associated with supervisors' transformational leadership style as well as a good predictor of supervisors' leadership effectiveness. Polychroniou's findings are similar to those of Humphrey's (2002) results, in that emotional displays have large effects on subordinates' perceptions of leaders.

Schyns and Schilling (2013) included and analyzed 57 studies in a meta-analysis in which they "summarized quantitatively the relationships that destructive leadership had with the leader-related, job related, organization-related, and more general person-related outcomes" (p. 147). "Destructive leader behaviors" and destructive leaders were defined as two different entities. Schyns and Schilling noted "destructive leader behaviors" as "negative behaviors committed by persons in leadership positions" (p. 139). Descriptors such as "verbal, non-verbal, and physical behavior" (p. 142) were used to describe destructive leaders in relation to the

treatment of subordinates. The findings showed that destructive leadership was negatively related to positive leader-related concepts and positively related to negative leader-related concepts. Schyns and Schilling further concluded destructive leadership was negatively related to positive job-related concepts and reported that attitudes may have been more strongly affected by destructive leadership than behavior where the leader was directly concerned. Other findings of the study showed leadership had a negative relationship with positive individual follower-related concepts and a positive relationship with negative individual follower-related concepts. "Destructive leader behavior" was directly related to how followers felt about their leader. The strongest effect emerged for counterproductive work behavior in the sense that more general job-related behaviors were affected by "destructive leadership behavior" (Schyns & Schilling).

Schaubroeck, Walumbwa, Ganster, and Kepes (2007) examined the interaction between job scope and predictors of mental and physical health in terms of hostility and negative affectivity. Both, hostility and negative affectivity were described as lack of sensitivity and the inability to effectively interact with others. Numerous studies focus on effective leadership traits and the positive effects on organizational cultures, but Schaubroeck et al. focused on the "dark side" of organizational toxicity which entailed traits such as "intention, incompetence, infidelity, insensitivity, intrusion, institutional forces, and inevitability" (p. 112). The study examined leaders' self-reporting, rather than the subordinates' perceptions of the organizational leaders. "Traits of hostility expressed by organizational leaders and negative emotions were found to be strongly associated with symptoms of psychological strain, job dissatisfaction, and a desire to leave the organization" (Schaubroeck et al., p. 48). Results further showed stronger relationships between organizational leaders' hostility and negative affectivity traits to subordinates' anxiety

levels, job commitment and dissatisfaction, and episodes of depression. Subordinates'

perceptions of treatment can result in both negative and positive work habits and job

performance.

Studying abusive supervision-job performance relationships in reference to subordinates

and their perceptions of treatment received from immediate supervisors and whether or not there

was engagement in on-going displays of verbal and non-verbal behaviors of hostility was the

focus of Harris, Kacmar, and Zivnuska (2007). If the behaviors were on-going, it was considered

more than a one-time event. The hostile behaviors did not include physical contact. The results

showed direct negative relationships between two of the three job performance measures used.

Abusive supervision was found to have negatively related to actual job performance ratings

during job evaluations and leader-related evaluations, but no significance was found in self-

evaluative performance. The significance of the findings was attributed to the social exchange

theory in terms of employees' perceptions of the abusive behaviors of their supervisors in the

organizations.

Schafer's (2010) study also focused on employee perceptions of supervisors' behaviors

through an examination of ways to develop a better understanding of traits and habits ineffective

police supervisors were perceived to have exhibited. Additionally, the study sought to identify

the behaviors or lack of behaviors that aided in the perception of ineffectiveness. According to

Schafer, "Leaders were characterized as ineffective for exhibiting behaviors that undermined and

eroded followers' senses of trust, legitimacy, and confidence" (p. 744). Ten emerging traits were

found and grouped into the categories of individual problems, occupational problems, and

leadership problems. Individual problems consisted of behaviors such as ego and poor integrity

that would reflect the personality of an ineffective leader. Ineffective leaders with occupational

problems were reported to have had problems with communication and micro-management. Lastly, leadership problems consisted of leaders who failed to act and lacked confidence in their skills as a leader (Schafer).

Toor and Ogunlana (2009) examined negative personal characteristics and organization factors that impede leadership effectiveness of project managers on construction projects. Three levels of ineffective leadership styles and behaviors were discussed. At the basic level of ineffectiveness, leaders were classified as *laissez-fair* or having passive approaches and disinterest in the responsibilities of the organization. At the moderate level of ineffectiveness, leaders were characterized as narcissistic and/or derailed, displaying behaviors that included obsessions with power and personal authority. The highest and most advanced level of leadership ineffectiveness was characterized as toxic and/or destructive, exhibiting behaviors that included the absence of positive traits and the presence of negative characteristics. Neutralizers were described as impediments to effective leadership in that they counteract the underlying mission and goal of an organization. The results of the study indicated a greater absence of positive attributes and a presence of negative attributes in project managers and also illustrated the effectiveness of project managers was not solely dependent on their personal ineffectiveness of leading but also due to organizational factors and followers' attributes" (p. 266). Leaders' styles and behaviors, whether in sacred institutions, public service, construction, banks, or school organizations, have effects on the environment and help establish organizational culture, whether positive or negative. What one puts into an organization, is ultimately what one will get out of the organization. When school leaders demonstrate positive behaviors, staff members are more apt to buy into the shared vision, the organization of the mission, and aid in achieving the overall goals of the organization.

Products of Leadership

Oysters and mollusks create pearls when sand or other parasites disturb the soft tissue under their hard shell. The oysters engage in defense mechanisms that help coat the foreign object in its tissue until a round stone, we lovingly refer to as a pearl, is produced. Like pearls, there are teachers with tough exteriors who are wounded inwardly and have to use their own defense mechanisms. Some shut down, others report to work afraid, and many walk away. For teachers, our products are the students we effectively teach with creativity and self-efficacy. Whether on an assembly line or in the shell of a mollusk, there is always a product. Whether or not that product is good or bad relies on what is being imparted and received.

Organizational Culture

Taormina (2007) examined "theories that focused on leadership, organizational culture, organizational socialization, and the theory that some aspects of socialization can influence an organization's culture" (p. 85). The study was conducted using organizational culture as a dependent measure (Taormina, p. 86). The leadership behaviors investigated included innovator, facilitator, broker, mentor, monitor, coordinator, producer, and director. The mean for the control behaviors was significantly higher than that for the flexible behaviors, indicating a higher overall control-type leadership orientation. The correlation between bureaucratic culture and the control behaviors was significantly higher than its correlation with the flexible behaviors. Further results indicated significantly higher correlations between innovative culture and flexible behaviors than with control behaviors.

Taormina's (2007) second objective was to "determine the extent to which leadership and socialization variables could predict organizational culture" (p. 95). For bureaucratic culture, 55% of the variance was explained by two leader behaviors and two socialization variables. "The

first notable result was the highly significant difference between the mean scores for flexible and control leadership behaviors, with the mean for flexible behaviors being significantly lower" (p. 97). Taormina also concluded," The findings strongly support the idea that a bureaucratic culture is characterized by leaders who favor the use of control rather than flexible behaviors" (p. 97). For innovative culture, all flexible behaviors had highly significant, positive correlations. Seven of the eight leader behaviors had strong, significant, positive correlations, suggesting that all leader behaviors are concerned with training. Taormina proposed, "These results suggest employees tend to perceive coworkers as somewhat helpful in a bureaucratic culture, but that opportunities for advancement are seen as unlikely" (p. 98). Taormina further concluded, "Innovative culture had opposite results. Innovative leaders would prefer to hire workers who already possess certain skills rather than to expend time and effort in training new workers" (p. 98).

Shaw, Erickson, and Harvey (2011) described the development of a measure of the nature of destructive leadership in organizations through use of a web-based survey. The three goals of the study were to identify attributes underlying "destructive behaviors" of leaders based on subordinates' perceptions, develop scale items that reliably measured the behaviors, and to use the scale measures to identify destructive leader sub-categories within the study sample (p. 578). The results, using raw item scores, were dominated by the overall judgment of how destructive leaders were in relation to leader behavior; a simple distinction between really destructive leaders and slightly less destructive leaders was shown (Shaw et al.). Based on the behavior-focused scales, leaders in Cluster 1 (n = 40) scored worse than the average good leader on all behavioral scales, particularly in the areas of decision making, inadequate information, lying and other unethical behavior, and inability in making appropriate decisions, dealing with technology,

and prioritization and delegation. In Cluster 2 (n = 19), the leader was found to have lacked

some common skills that normal leaders may be expected to have. This type of leader was found

to be better than the average good leaders on some factors but much worse than the average good

leader. Cluster 3 (n = 36) leader was a good leader, having better scores than an average good

leader on 12 of the 20 factors, Cluster 4 leader (n =17) showed high scores on inability to deal

with interpersonal conflict, divisive behavior, and exhibition of inconsistent and erratic behavior,

Cluster 5 (n =40) leaders were referred to as not all that bad but not all that good, was ineffective

in coordination and management of issues and showed an unwillingness to change and listen to

others. The leader in Cluster 6 (n = 32) showed a tendency for brutal bullying, lying and other

unethical behavior and extremely high scores for micro-managing, lack of skills for the job and

unwillingness to change and listen to others. The Cluster 7 (n =19) leader received the two

highest scores for bullying and lying and other unethical behavior. There were more job titles

associated with university and academic leader positions than in any other clusters. A chi square

test was performed to see if there were significant differences in the proportion of academic

versus non-academic leaders in each cluster. Shaw et al. found chi-square of 14.12 significant at

$p < .03$ ($df = 6$) (p. 588). Academic positions were also prominent in clusters 2 and 4.

Handford and Leithwood (2012) examined leadership practices which signified trust in school

principals, based on teachers' perceptions by making determinations of the importance of leader

trustworthiness, character, and carrying out the organization's duties. The leadership behaviors

included benevolence, caring, competence, reliability, fairness, forgiveness, honesty, integrity,

loyalty, openness, personal regard, respect, and vulnerability. The results suggested competency,

consistency and reliability, openness, and respect and integrity prevailed among the teachers in

both high and low trust school environments. Handford and Leithwood asserted, "The findings

suggested perceptions of competence were associated with attributions of principal

trustworthiness more than twice as often as any other characteristic by teachers on both high and

low trust schools" (p. 201). Perceptions of principal competence, consistency and openness were

the most frequently identified attributions of trustworthiness by both groups of

teachers. Benevolence replaced respect as the fifth most frequently cited characteristic in the

low trust schools (Handford & Leithwood). The researchers also maintained, "Results indicate

that the trustworthiness of principals emerges often in teachers' accounts of their work and

consistency and openness emerged as important, as well" (p. 201). The results of the study

should be interpreted with caution due to the small sample size and outlier school trust

environments.

"Most leadership results in both desirable and undesirable outcomes. The outcomes are

dependent upon susceptible followers and conducive environments" Padilla, Hogan, & Kaiser,

2007, p. 179). Padilla et al. outlined the toxic triangle and the characteristics of leaders,

followers, and environments associated with "destructive leadership". The toxic triangle consists

of five characteristics of destructive leaders: charisma, personalized use of power, narcissism,

negative life themes, and an ideology of hate (Padilla et al). Leaders, according to Padilla et al.,

do not create negative organizational cultures solely on their own. They must have

followers. Susceptible followers possessing the same goals, morals, and values as the

"destructive leaders" under whom they serve, perpetuate toxic environments. The researchers

concluded, "Those conducive environments contribute to the emergence of "destructive

leadership", but the destructive leaders and the colluding followers are sometimes able to take

over (p. 186).

Through a synthesis of existing research, Thoroughood, Padilla, Hunter, and Tate (2012) developed a classification of types of susceptible followers. The followers' characteristics were categorized according to the manner in which they followed the organizational leaders. Thoroughood et al. revealed, "Individuals do not always fit neatly into one of the susceptible follower categories; instead, they may reflect multiple types" (p. 901). Thoroughood et al. agreed with Padilla, Hogan, and Kaiser (2007), "There are two categories of susceptible followers who support the mission of the organizational leaders" (p. 183). The susceptible followers were labeled as colluders and conformers. Colluders included followers and opportunists. Conformers are those who have natural inclinations or tendencies to follow out of obedience and include the susceptible-follower subcategories lost souls, authoritarians, and bystanders. Each sub-category of susceptible followers demonstrated behaviors from obeying unethical orders to accepting the power their supervisors exercised over them without question due to obligation. Thoroughgood et al. concluded, "A critical way to mitigate the effects of "destructive leadership" is to promote strong, independent followers who will challenge "destructive leaders" and develop healthy organizational processes and practices" (p. 911).

Aligned with Padilla et al.'s (2007) descriptions of "destructive leaders" and their susceptible followers, Hoogervorst, de Cremer, and van Kijke (2010) examined factors that influenced whether leaders consistently showed disapproval in unethical follower behavior (UFB). Hoogervorst et al. theorized, "It is an important task for ethical leaders to create a climate in which it is clear what is morally acceptable and what is not" (p. 29). A two-way ANOVA showed that participants believed more strongly they would receive the largest part of the bonus ($M = 2.90$; SD = 1.52) than participants in the low instrumentality condition ($M = 2.26$; SD = 1.15). Neither the main effect of accountability nor the interaction was significant.

The two-way ANOVA also revealed that participants in the high accountability condition experienced higher accountability ($M = 5.42$, SD $= 1.51$) than those in the low accountability condition ($M = 2.69$, SD $= 1.48$), $F(1.98) = 86.29$, p 0.001 (Hoogervorst et al., p. 33). A two-way ANOVA with leader's disapproval revealed no main effect of instrumentality. A significant effect of accountability was revealed via simple effects tests. Hoogervorst et al. articulated, "Specifically, leaders disapproved more of the unethical act of their followers when they could be held accountable, but only when they themselves did not benefit from the unethical act of the follower" (p. 34). A school organization must be filled with ethics, collegiality, trust, effective teaching, student engagement, and professionalism. Without these factors, teaching effectiveness and students' learning environments are compromised.

The role of school leaders has changed throughout the years. The emphasis has shifted from being school managers to being held responsible for student performance. Each school has a culture, whether positive or negative, that contributes to student achievement and growth and school leaders play a vital role in establishing that culture. Without positive culture in a school organization, teaching and learning are affected. Positive culture in school organizations is the center of a successful school organization for both teachers and students and the development of positive relationships is the beginning of that positive culture. School culture consists of the feeling of how things are done in an organization. According to Deal and Peterson (2009), schools with strong, positive cultures have service oriented staff members, foster a collegial environment, participate in celebratory rituals, engage in supportive social and professional networks of development, and readily promote humor. Hurren (2006) also supports the idea of a display of humor in the school and work environment as a way of nurturing relationships and improving employee morale. Culture, whether negative or positive, saturates every facet of a

school- teaching and learning condition, collaboration, attendance, and safety. School leaders' abilities to nurture and promote positive culture leads to increased student achievement through the teaching and learning process. There must be a complete buy-in of the shared purpose and values, as well as collaborative and collegial relationships in order to contribute to a positive organizational culture. Both, teachers and administrators, must work collectively to promote a positive school culture. Where positive culture is present, teachers develop higher expectations for students, and in turn, positively influence teaching and learning in the classroom. In schools with shattered cultures, teachers have a tendency to isolate themselves from others, there is little to no collaboration or support between faculty and staff members, and competition often arises. These actions result in cliques and no school-wide unity, which produces only pockets of success. Artificially manufactured collegiality results in half-hearted attempts to improve working conditions, and as a result, students are left to learn in what some teachers perceive as stressful environments, which forces them to question their efficacy, effectiveness, and worth.

Teacher Effectiveness

Effective teaching is critical to students' academic success. Marzano (2007) expressed, "Effective teaching is part art and part science" (p. 191). He also cites, "As long as students are engaged and retaining new information, the teacher can be considered effective" (p. 191). The main objective in classrooms is students' learning and achievement of academic success. The academic success of students is predicated upon educators' abilities to effectively deliver instruction, implement an effective curricular design, use effective instructional strategies, establish effective teacher-student relationships, and use effective classroom management practices. If school leaders' behaviors thwart the aforesaid, teaching effectiveness declines.

Effective school leaders establish the culture of the organization for teachers to teach and students to learn. Teachers' working conditions are also students' learning environments. According to Goldring, Porter, Murphy, Elliott, and Cravens (2007), teachers form that part of the school community that is rooted in academia and learning goals for the school (pp. 7-8). Effective leaders also hire the most effective teachers and understand the importance of retaining them. According to Loeb, Darling-Hammond and Luczak (2005), the quality of administrative support helps teachers decide whether or not to stay in a school. Beyond effective hiring practices and vision, school leaders must also build a community of trust and mutual respect.

Borman and Dowling (2008) also suggest teaching and learning conditions are what influences teachers' decisions on whether or not to continue with the educational career path. Supporting the aforementioned premise, Boyd, Grossman, Ing, Lankford, Loeb, and Wyckoff (2011) further stipulate teachers' perceptions of school administrators as the greatest influence of leaving or remaining in the educational profession. School leaders' behaviors contribute to the overall working conditions under which educators must teach and students must learn. An analysis conducted by Ladd (2009) also showed that student achievement in math and reading could be predicted by teachers' working conditions.

Classrooms are filled with teachers bound by rules, regulations, and intrinsic motivations that drive them to help create productive citizens for a greater societal body for the future. If the boldest, brightest, and best classroom educators are the targets of school leaders' negative behaviors and poor working conditions, according to Blasé and Blasé (2006), the educational system cannot be expected to consistently influence successful outcomes for students in the teaching and learning process of education. Marzano (2005) contends that leaders with

transformational qualities protect teachers from undue distractions and are supportive of teaching practices. Teachers' working conditions, which include administrative support or the lack thereof, according to Darling-Hammond (2003), also play majorly important roles in teachers' decisions on whether to transfer to other school sites or leave the profession altogether.

Teachers have one of the greatest measures of impact on student growth and academic performance according to Chetty, Friedman, and Rockoff (2014). A two-phase study conducted by Stronge, Ward, and Grant (2011) examined the teaching practices of effective and less effective teachers. The effectiveness levels were based on students' gain scores in the subjects of mathematics and reading. The study further examined individual teacher impact on student achievement using residual student learning gains and the impact of the instructional practices and behaviors of the effective teachers (p. 339). Stronge, Ward, Tucker, and Hindman (2008) described effective teachers as reflective practitioners who make connections with and are dedicated to their students' academic success.

Phase I of Stronge et al.'s study centered value-added using two years of student scores for fifth graders in math and reading from three school districts. Using a regression based methodology, growth for all students was estimated in order to predict their expected levels of achievement (p. 342). The results showed special education status as a significant predictor for mathematics. Females were the significant predictor for reading (p. 343). When looking at teacher effectiveness in the subject of reading, students taught by bottom-quartile teachers were predicted to score at the 21st percentile on the state assessment but the top-quartile teachers' students were predicted to score at the 54th percentile. Stronge et al. contributed the difference to the quality of teaching for one school year. The researchers also found similar results for

mathematics with students scoring at the 38th percentile and 70th percentile for bottom-quartile and top-quartile teachers, respectively (p. 345).

In the second phase of the study, teaching practices between effective and less effective teachers were examined. There were 32 participants and all were assessed using the Teacher Sense of Efficacy Scale (TSES), Questioning Techniques Analysis, and Teacher Effectiveness Rating Form. Graduate students and retired educators served as observers after completing a one day training session on the instruments and conducting the teacher observations. The results of Phase II showed no difference between the effective and less effective teacher groups on the TSES. While results also indicated no significant difference between the two teacher groups' students' disengagement in the instruction, there was a significant difference in terms of disruptive behavior. The lower-quartile teachers experienced more disruptions with three times as many events as the top-quartile teachers. Teachers were rated on the Teacher Effectiveness Rating Form in the area of instructional skills, assessment skills, personal qualities, and classroom management. There were significant differences on only four of the 15 variables: classroom management, organization, relationship building, and greater student responsibilities. Not all classroom educators teach the same way, but all need to have solid and effective ways to promote student growth and achievement. Palardy and Rumberger (2008) advised, "A string of highly effective or ineffective teachers will have an enormous impact on a child's learning trajectory during the course of Grades K-12" (p. 127). In terms of student disruptions, top-quartile teachers experienced them once an hour while lower-quartile teachers experienced disruptions every 20 minutes (p. 348). The more effective teachers were found to have been more organized, expressed higher expectations, and set routines and procedures with more efficiency (p. 348). Top-quartile teachers also scored higher in fairness, respect, and

relationship building. The research did not find experience as a significant contributor to teacher effectiveness level. Both effective and ineffective teachers have an impact on student success.

Since 2010, a more rigorous teacher evaluation process has been used in Tennessee. In a meta-analysis by Kyriakides, Christoforou, and Charalambous (2013), the effects of different teaching factors on student growth and achievement were explored. Muijs and Reynolds (2010) conceded that what and how teachers do in the classroom, rather than teachers' personal characteristics is what contributes to student learning. Kyriakides et al. discussed the dynamic teaching model which includes: orientation, structuring, questioning, teaching-modeling, applications, management of time, the role of the teacher in creating the learning environment, and classroom assessment (p. 144), most of which are also included in the Teaching Effectiveness Measure 4.0 for Tennessee. The researchers also added self-regulation, concept-mapping, computer use, interpersonal behavior, and classroom organization as additional teacher behaviors.

The 112 studies for the meta-analysis were found in databases containing abstracts of empirical studies, relevant reviews of teacher effectiveness, and education-focused peer reviewed journals with interest in effective teaching (Kyriakides et al., 2013, p. 146). The meta-analysis consisted of studies purposely designed to investigate how teachers' behaviors contributed to student learning, included explicit and valid measures of student achievement, measures of specific teacher factors, and information about the methods used to measure each factor (p. 146). All effect size measures were transformed into correlations (^{r}). The results showed the factor of application with the smallest effect size, yet, still had an effect on student learning. The other seven factors of the dynamic model had moderate effect sizes ranging from 0.346 to 0.457. Of the five factors not included in the dynamic model, concept-mapping techniques and

self-regulation had notable average effect sizes (0.754 and 0.477). Computer use, interpersonal behavior, and classroom organization showed weak association with student learning (p. 147). Further results, if the researchers looked at different educational levels, modeling and self-regulation, had larger effect sizes for older students and the application factor for younger students seemed more important.

Price (2014) sought to link the social interactions between principals and teachers to teachers' perceptions of their students' school engagement. She examined the principals' influence of students through a study of teachers in charter school environments using survey responses. The sample include 257 teachers and 15 principals from 15 different charter schools. Participants answered questions on the School Staff Network and School Community Survey (SSNSCS) which captured staff perceptions of student engagement and support of teachers using items from the National Center for Education Statistics (NCES) (p. 122). The survey items were taken from pre-established sources. Exploratory factor analysis was used to test the validity of the questions on trust.

The results indicated an association between the principal-teacher interactions and underlying beliefs about teachers. The influence of principals' social orientations was twice as large on beliefs about trust (p. 125). The degree of immediate accessibility to principals was not a significant influence in underlying beliefs of the teachers. A direct association between teachers' beliefs also positively correlated with teachers' perceptions of student engagement. Of the underlying beliefs examined, trust proved a stronger influence in explaining teachers' perceptions of engagement (p. 128). Creemers, Kyriakides, and Antoniou (2013) suggested effective teaching is not just in the approach but in the choices and uses of different parts of multiple approaches that reinforce student achievement and learning.

Whether in corporations, health care, sacred institutions, branches of military, or city government, leaders' behaviors can both positively and negatively impact working conditions, productivity, the culture of an entire organization, and the individuals serving and receiving services in the organization. School organizations are not immune. Student success is obtained through leaders' behaviors influence teachers. Leaders who exhibit the behaviors that help create positive school culture and positive teachers' perceptions also help create effective learning environments for students and working conditions for teachers (O'Donnell & White, 2005). According to Basom and Frase (2004), school leaders are responsible for creating a work culture free of interference in teaching effectiveness or hindrances to student engagement in the educational process of teaching and learning.

As they studied long term mistreatment by school principals and the effect on teachers and the process of teaching and learning, Blasé and Blasé (2006) conveyed, "Abuse in a work setting is associated with a variety of deleterious outcomes for an individual's physical, psychological, and emotional well-being" (p. 125). The behaviors of the principals were organized according to level of aggression. Level 1 Principal Mistreatment included indirect to moderately aggressive behaviors. Level 2 Principal Mistreatment included direct and escalating aggression. Level 3 Principal Mistreatment included direct and severely aggressive behaviors. According to the data, "Victimized teachers believed most of the principals they described intended to harm and even destroy them and that many of such principals were quite aware of the damage they caused" (Blasé & Blasé, p. 130). The researchers also found "Principal mistreatment resulted in far-reaching, destructive effects on teachers psychologically/emotionally and physically/physiologically" (p. 131). Further findings determined, "Principal mistreatment had serious deleterious consequences for all major aspects

of classroom life including the quality of instruction and social relationships with students. Teachers described feelings of stress, paranoia, insecurity, fear, dread, self-doubt and lowered motivation with regard to classroom teaching" (Blasé & Blasé, p. 135). Abusive principals, when compared to abusive bosses, exhibit similar behaviors.

In conclusion, schools with poor working conditions can produce harmful effects on working and familial relationships, create hostile work environments, and impede the teaching and learning process of education for students and teachers, alike. School leaders' behaviors such as severe forms of aggression including public humiliation, cynicism, isolation, subjective evaluations, and bullying examined by researchers Blasé & Blasé (2006) are great contributors to such conditions. Blasé and Blasé further theorized, "Principal mistreatment of teachers is an insidious and elusive problem" (p. 2) and "The range of behaviors interacts to form a pattern of abuse in a given situation and their damaging effects on teachers, teaching, and schools" (p. 7). Because the "dark side" of leadership, which negatively impacts teachers' working conditions, is an emerging phenomenon, many classroom educators continue serving their students and communities in a state of acquiescence under leaders who exhibit bad behaviors not limited to incompetence, belittlement, public humiliation, intimidation, name calling, and threats to job security. The aforesaid behaviors negatively contribute to school working conditions, psychological, emotional, and mental health of teachers, the overall culture of the school organization, and process of teaching and learning for both teachers and students, and student achievement and growth. Burns and DiPaola (2013) articulated, "When employees have positive attitudes about their interactions with supervisors, they are more apt to exhibit behaviors that result in greater organizational efficiency and effectiveness" (p. 4).

School leaders' behaviors contribute negatively or positively to the instructional effectiveness of classroom teachers. Teachers' professional responsibilities are to ensure all students are learning at levels based on their academic needs. Teachers' levels of effectiveness depends on what they do, their qualifications, inspirations, abilities, and the conditions under which they work. Serving in poor working conditions will likely depress initially high levels of both ability and enthusiasm.

Through purposeful, demanding observation of classroom practice and analysis of student work and performance on high-quality assessments, it is possible to accurately classify effective teaching from ineffective teaching. Effective teachers do not just teach, they plan and self-reflect. The relationship between school leaders and teachers has an enormous impact on teacher effectiveness and student academic success. Teachers, depending on grade levels taught, often have back to back classes with inefficient time to truly see to the individual needs of students requiring special attention.

Teachers are inundated with the task of differentiating instruction for multi-leveled students, most often during their personal time. An enormous amount to time is spent on grading, making copies when resources such as consumable workbooks are unavailable, studying student data, and participating in assigned extra-curricular activities, meetings, and after school professional development. With the aforesaid, teachers have very little time to actually spend with students who need more personalized instruction or attention.

Programs focusing on educational leadership and teacher education programs characteristically emphasize the positive attributes of school leadership and rarely address the "dark side" of school life. The field of education needs more research concerning teachers' working conditions, as it has been greatly ignored until recently. Poor working conditions for

teachers have devastating effects on teachers' personal and professional lives, and affects teaching and learning.   It is up to teachers, district offices, boards of education, and law makers to ensure teachers are treated appropriately and are able to work in conditions suitable for teaching and learning.

Conclusion

This chapter reviewed literature about effective and ineffective school leaders, leadership styles, and two products of leadership-organizational culture and teacher effectiveness. A review of the literature revealed leadership behaviors have an indirect relationship with student growth/achievement.

Chapter III explains the research design, population, participants, instrument, hypotheses, procedures, and data analysis.

CHAPTER III

METHODOLOGY

Research Design

This ex-post facto study used a descriptive research design (Jackson, 2009). The study utilized publicly available archival data from an existing survey conducted by the State of Tennessee Department of Education about teachers' perceptions of the teaching and learning environment in Tennessee districts and schools. The instrument, Teaching Empowering Leading Learning (TELL) Survey, is used to inform decisions and policies regarding teaching working conditions and student achievement. The study compared data from the TELL TN Survey with the achievement/growth (AMO) statuses in reading of a Southern urban district. Both data sources are publicly available from the State of Tennessee. This chapter details the population, participants, instrument, hypotheses, procedures, and data analysis.

Population

The school district examined in this study is an urban school district in the South. There were 221 schools, which included career and technology centers, special education centers, and alternative schools. Forty-four (44) schools were Optional Schools or offered Optional Programs. The school district also included 29 charter schools. During the 2012-2013 school-year, there were a total of 16,000 employees who served more than 103,741 students. The district employed 8,123 administrators and teachers; 577 school administrators and 7,546 teachers, of which, only 29 were serving on a teaching permit. Fifty-five percent of the district's teachers had

advanced degrees, and 63 percent had at least 11 years of teaching experience. Student

demographics included 82 percent African-American, 10 percent Hispanic, 7 percent Caucasian,

and approximately 1 percent other races and nationalities.

During the 2012-2013 school year, 7,394 classroom educators, school counselors, school

psychologists, and social workers were invited to participate in the TELL TN Survey. The

sample for this study consists of the 5,912 participants who completed the survey.

Table 1

Demographic Characteristics of the Sample

Population Educational Level/Years of Experience	Number of Participants	Percent
Advanced Degrees	4,150	55%
Up to 11 years of experience	3,396	63%
Teaching on Permit	29	
Study Participants	5204	

Instrument

The instrument for this study, the Teaching Empowering Leading Learning Survey

(TELL TN Survey) was developed by the New Teacher Center (NTC), the national leader in

addressing the working conditions of teachers. The responses from the survey are used to inform

policymakers and practice, as well as provide schools with data that can be utilized in school

improvements. The data from 2011, 2012, and 2013 are publicly available. This study only

utilized the 2012-2013 survey results. Results are available at the district and school level for all

public school districts in Tennessee. Additionally, it was possible to determine which schools in

each given district did and did not submit survey responses. Schools that did not have a 50%

response rate were not included in this study. Conversely, schools without growth/achievement (AMO) statuses in reading were also excluded from the study.

The instrument consists of three demographic questions and ten sections that address time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, instructional practices and support, overall professional plans, and new teacher support for teachers in their first three years of teaching. This study only addressed "Time", "School Leadership", and "Overall, My School Is a Good Place to Work and Learn" in which the participants answered "Strongly Disagree", "Disagree", "Agree", "Strongly Agree", and "Don't Know".

The instrument was found to measure what it was intended to measure, teachers' perceptions of working conditions, and the internal reliability testing was confirmed as reliable and generalizable, as it will produce similar results with similar populations. The reliability analyses produced a Cronbach's alpha ranging from 0.86 to 0.95. A Likert scale was used to quantify the teachers' responses on the TELL Survey. Teacher responses (perceptions) to constructs are the nine independent variables in this study which consists of constructs one and six of the TELL TN Survey.

The dependent variable of the study is student achievement/growth (AM0) in reading for elementary and middle schools, and English I for high schools. Information and data about the districts' student growth/achievement were publicly available and accessed on the Tennessee State Board of Education website. The data were categorical with two levels: "Y" for having made achievement/growth and "N" for not making achievement/growth. Each school within the district was assigned one of the two categories for achievement.

Hypotheses

Ho 1: There is no significant relationship between student achievement/growth status and the level of teacher agreement with attribute (i) of the TELL TN Survey: class sizes are reasonable such that teachers have the time available to meet the needs of all students.

Ho 2: There is no significant relationship between student achievement/growth status and the level of teacher agreement with (ia) of the TELL TN Survey: teachers are allowed to focus on educating students with minimal interruptions.

Ho 3: There is no significant relationship between student achievement/growth status and the level of teacher agreement with attribute (ib) of the TELLTN Survey: efforts are made to minimize the amount of routine administrative paperwork teachers are required to do.

Ho 4: There is no significant relationship between student achievement/growth status and the level of teacher agreement with (ic) of the TELL TN Survey: teachers are protected from duties that interfere with their essential role of educating students.

Ho 5: There is no significant relationship between student achievement/growth status and the level of teacher agreement with attribute (iia) of the TELL TN Survey: there is an atmosphere of trust and mutual respect.

Ho 6: There is no significant relationship between student/achievement/growth status and the level of teacher agreement with attribute (iib) of the TELL TN Survey: the school leadership consistently supports teachers.

Ho 7: There is no significant relationship between student achievement/growth status and level of teacher agreement with attribute (iic) of the TELL TN Survey: teacher performance is assessed objectively.

Ho 8: There is no significant relationship between student achievement/growth status and level of teacher agreement with attribute (iid) of the TELL TN Survey: the procedures for teacher evaluation are consistent.

Ho 9: There is no significant relationship between student achievement/growth status and level of teacher agreement with attribute (iie) of the TELL TN Survey: overall, my school is a good place to work and learn.

Procedures

After receiving approval for the study by the dissertation committee, the Institutional Review Board for Human Subjects at the University of Mississippi determined there was no need for approval because no human subjects were utilized and all archival data, which is publicly available, was obtained from the State of Tennessee's Department of Education website. For section II, the researcher calculated the number of teachers who answered "Strongly Disagree", "Disagree", "Agree", "Strongly Agree", and "Don't Know" by multiplying the percentage of teachers for each of those categories by the total number of respondents. These numbers were recorded, accordingly, on each survey printout.

In 2011, the United States Department of Education (USDOE) created the Elementary and Secondary Education Act (ESEA) flexibility waiver that modified how states and districts address low performing schools. Among other reliefs, participating states have also been given leniency from ensuring proficiency levels of achievement in mathematics and reading/language arts by 2014. Replacing NCLB's AYP requirements are Annual Measurable Objectives (AMOs) which will be implemented for student achievement and achievement gap closure. The AMO calculations are based on the previous years' achievement scores. The flexibility waiver stipulates, "The percentage of students scoring basic or below basic and achievement gaps

between groups of students and between underperforming subgroups of students and higher performing students must be reduced by half at the conclusion of the 2018-2019 school year" (Tennessee Department of Education, 2012, p. 41). The aforementioned requirements were designed to ensure growth for all students, make way for higher proficiency levels, and narrow achievement gaps. Under the NCLB accountability provision, the state of Tennessee could possibly have identified at least 80% of schools as high priority. The ESEA flexibility waiver also focuses on the following: transitioning students to college and career ready standards and assessments, developing systems of recognition, accountability and support, evaluating teacher and principal effectiveness while offering support for improvement, and the evaluation and removal of burdensome state reporting requirements. For Tennessee, the new flexibility allows the state to improve academically rather than try to attain the high academic cutoffs set by NCLB. The flexibility waiver and AMOs have replaced the Adequate Yearly Progress and accountability measures previously outlined under NCLB. All states granted flexibility waivers, with each Local Education Agency (LEA) or school district, determine the schools' AMOs. NCLB was due for reauthorization in 2007. Under the Elementary and Secondary Education Act (ESEA), forty-three states, Puerto Rico, and the District of Columbia applied for relief in exchange for rigorous and comprehensive state-developed plans that are designed to improve educational outcomes for all students, close achievement gaps, increase equity, improve graduations rates, and improve the overall effectiveness and quality of instruction. The flexibility waivers release states from the rigorous and seemingly unattainable goals of all children being proficient in mathematics and reading by the 2014 school year. Each state and school district are responsible for setting the academic goals to reduce the percentage of students who score basic and/or below basic on state assessments by at least half over an eight-year

period. With the new assessments and goals, new administrator and teacher evaluations have also been implemented. States must also set new guidelines for teacher and principal evaluations with the input of both teachers and administrators. The new evaluation systems must reflect effectiveness through performance beyond student achievement/growth scores and provide constructive advice for as to improve instruction and include the supports necessary to do so. The flexibility waiver does not affect the data of this particular study as the student achievement/growth for Tennessee schools was being used during the time of the survey instrument. The data are still reported in the same manner for each school.

AMOs are set so that the number of students scoring basic or below basic is reduced in half over eight years. Achievement AMOs are set for the following subjects/grade levels: 3rd Math, 3rd Reading, 7th Math, 7th Reading, 3rd-8th Math, 3rd-8th Reading, Algebra I, Algebra II, English II, English III, and Graduation Rate. The AMO formulas are as follows:

Growth Goal = (100-%Proficient/Advanced in Previous Year) ÷ 16

Achievement Target for Current Year = %Proficient/Advanced Previous Year + Growth Goal

Tennessee was required by the USDOE to identify three groups of schools: Reward schools, Focus schools, and Priority schools. Reward schools are the schools throughout the state with the highest achievement or overall growth. These schools make up 10 percent of the schools in the state of Tennessee. Focus schools are the 10 percent of Tennessee schools with the largest achievement gaps. Priority schools are the bottom 5% of schools in the state in terms of academic performance. Priority and focus schools will be identified every three years. The first set of such schools were identified in 2011. The next identification period for priority and focus schools was 2014-2015. In the 2012-2013, eighty-three priority schools were identified in the

state of Tennessee. Data from sixty-nine of those eighty-three priority schools are included in this study. Of the one hundred sixty-seven focus schools in Tennessee, data from five are included in this study.

The district's 2012-2013 state report card, which indicates district and individual school achievement status under the ESEA flexibility waiver, was obtained from the Tennessee State Board of Education website. The achievement/growth (AMO) status was included with each test-content area. For this study, schools were divided into two groups representing two categories: schools that made achievement/growth (AMO) in reading and schools that did not make achievement/growth (AMO) in reading.

After dividing the schools into achievement/growth (AMO) statuses, the researcher utilized 2-Way chi-square analysis for each of the nine items from the TELL TN Survey examined in this study. I gathered the survey printouts from the schools making achievement/growth and found the sum of teachers who responded about each attribute in each Likert category for hypothesis one. I also gathered the survey printouts from schools not making achievement/growth and find the sum of teachers who responded about each attribute in each Likert category for hypothesis one. I repeated the aforesaid process for all nine attributes being examined in this study, whereby, performing chi-square analysis for all nine attributes.

Data Analysis

Chi-square analysis is used to compare observed frequencies to expected frequencies and is the most frequently used test for analyzing nominal data. This study used a two-way chi-square analysis. The contingency table chi-square analysis was used to examine the difference in the frequency of teachers' responses at schools making achievement/growth (AMO) in reading and the frequency of teachers' responses at schools not making achievement/growth (AMO) in

reading who agree with the presence of each of the attributes of the TELL TN Survey examined in this study. Each contingency table is 2 X 5. The two rows signify "0" for not making achievement/growth and "1" for making achievement/growth. The five columns are labeled "5" for strongly disagree, "4" for disagree, "3" for agree, "2" for strongly agree, and "1" for don't know. Nine contingency tables are included. Hinkle, Wiersma, and Jurs (2003) advised, "In a contingency table, the expected frequencies are determined by using the marginal totals. The expected frequency of the RC cell is determined by the f_r X f_c/n, that is, the product of the row and column frequencies divided by the sample size" (p. 556). For testing hypotheses using chi-square analysis, Hinkle et al. suggested the following procedures:

Step 1: State the hypotheses. For this study, all hypotheses are stated in the null form.

Step 2: Set the criterion for rejecting the null hypothesis. For this study, the four degrees of freedom were calculated by finding the product of the number of rows minus one and the number of columns minus one.

Step 3: Compute the test statistic. The observed frequency is compared to the expected frequency and will result in a computed chi-square value.

Step 4: Interpret the test results. If the computed chi-square value exceeds 9.49, the null hypothesis will be rejected. If the computed chi-square value does not exceed 9.49, the null hypothesis will not be rejected.

Conclusion

This chapter detailed the participants, population, hypotheses, instrument, procedures, and data analysis. The next chapter will review the findings, revisit each hypothesis, and contain analyses of the findings.

CHAPTER IV

RESULTS

In this chapter, survey results are reported and presented in a variety of tables to test the

nine hypotheses.

Test Results and Data Analysis

Hypothesis 1

Hypothesis 1 stated that there is no significant relationship between participants' level of

agreement with the school attribute (i) of the TELL TN Survey: class sizes are reasonable such

that teachers have the time available to meet the needs of all students and whether AMOs were

met at the school where they were placed. Table 2 shows that 5,167 participants responded to

this item on the survey. The chi-square analysis indicated that there was no evidence to conclude

that there was a relationship between these two variables, $\chi2(4) = 8.54$, $p = .074$. The researcher

failed to reject the null hypothesis. An inspection of Table 3 reveals the distribution of

participant responses across the levels of agreement did not significantly differ as a function of

status of AMO level where the participants were from. Therefore, there is no evidence to

conclude that participants' agreement with this statement differs as a function of whether the

school met AMOs in reading at the school in which they serve.

Table 2

Case Processing Summary-Hypothesis 1

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Proficiency * Agreement	5167	100.0%	0	0.0%	5167	100.0%

Table 3

Distribution of teacher level of agreement with class sizes are reasonable such that teachers have the time available to meet the needs of all students by proficiency level.

Count							
		Agreement					
		5	4	3	2	1	Total
AMO	0	456	1020	1672	742	34	3924
Status	1	128	342	497	269	7	1243
	Total	584	1362	2169	1011	41	5167

Table 4

Chi-Square Tests- Hypothesis 1

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.535[a]	4	.074
Likelihood Ratio	8.580	4	.072
Linear-by-Linear Association	1.152	1	.283
N of Valid Cases	5167		

a. 0 cells (.0%) have expected count less than 5.
The minimum expected count is 9.86.

Hypothesis 2

Hypothesis 2 stated that there is no significant relationship between participants' level of agreement with the school attribute (i) of the TELL TN Survey: teachers are allowed to focus on educating students with minimal interruptions and whether AMOs were met at the school where they were placed. Table 5 shows that 5,126 participants responded to this item on the survey. The chi-square analysis indicated that there was no evidence to conclude that there was a relationship between these two variables, $\chi2(4) = 2.78$, $p = .594$. The researcher failed to reject the null hypothesis. An inspection of Table 6 reveals the distribution of participant responses

across the levels of agreement did not significantly differ as a function of status of AMO level where the participants were from. Therefore, there is no evidence to conclude that participants' agreement with this statement differs as a function of whether the school met AMOs in reading at the school in which they serve.

Table 5

Case Processing Summary-Hypothesis 2

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Proficiency * Agreement	5126	100.0%	0	0.0%	5126	100.0%

Table 6

Distribution of teacher level of agreement with teachers are allowed to focus on educating students with minimal interruptions by proficiency level.

Count							
		Agreement					
		5	4	3	2	1	Total
AMO	0	358	958	1785	774	13	3888
Status	1	120	289	557	266	6	1238
	Total	478	1247	2342	1040	19	5126

Table 7

Chi-Square Tests-Hypothesis 2

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.785[a]	4	.594
Likelihood Ratio	2.740	4	.602
Linear-by-Linear Association	.581	1	.446
N of Valid Cases	5126		

a. 1 cells (10.0%) have expected count less than 5.
The minimum expected count is 4.59.

Hypothesis 3

Hypothesis 3 stated that there is no significant relationship between student achievement/growth status and the level of teacher agreement with attribute (ib) of the TELLTN Survey: efforts are made to minimize the amount of routine administrative paperwork teachers are required to do. Table 8 shows that 5,118 participants responded to this item on the survey. The chi-square analysis indicated that there was no evidence to conclude that there was a relationship between these two variables, $\chi2(4) = 1.17$, $p = .884$. The researcher failed to reject the null hypothesis. An inspection of Table 9 reveals the distribution of participant responses across the levels of agreement did not significantly differ as a function of status of AMO level where the participants were from. Therefore, there is no evidence to conclude that participants' agreement with this statement differs as a function of whether the school met AMOs in reading at the school in which they serve.

Table 8

Case Processing Summary-Hypothesis 3

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Proficiency * Agreement	5118	100.0%	0	0.0%	5118	100.0%

Table 9

Distribution of teacher level of agreement efforts are made to minimize the amount of routine administrative paperwork teachers are required to do by proficiency level.

Count								
		Agreement						
		5	4	3	2	1	Total
AMO	0	504	994	1681	621	80	3880
Status	1	152	319	543	203	21	1238
	Total	656	1313	2224	824	101	5118

Table 10

Chi-Square Tests- Hypothesis 3

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.167[a]	4	.884
Likelihood Ratio	1.192	4	.879
Linear-by-Linear Association	.090	1	.764
N of Valid Cases	5118		

a. 0 cells (.0%) have expected count less than 5.
The minimum expected count is 24.43.

Hypothesis 4

Hypothesis 4 stated that there is no significant relationship between student achievement/growth status and the level of teacher agreement with (ic) of the TELL TN Survey: teachers are protected from duties that interfere with their essential role of educating students. Table 11 shows that 5, 204 participants responded to this item on the survey. The chi-square analysis indicated that there was no evidence to conclude that there was a relationship between these two variables, $\chi^2(4) = 1.95, p = .743$. The researcher failed to reject the null hypothesis. An inspection of Table 12 reveals the distribution of participant responses across the levels of agreement did not significantly differ as a function of status of AMO level where the participants were from. Therefore, there is no evidence to conclude that participants' agreement with this

statement differs as a function of whether the school met AMOs in reading at the school in which

they serve.

Table 11

Case Processing Summary-Hypothesis 4

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Proficiency * Agreement	5204	100.0%	0	0.0%	5204	100.0%

Table 12
Distribution of teacher level of agreement teachers are protected from duties that interfere with their essential role of educating students by proficiency level.

Count

		Agreement					
		5	4	3	2	1	Total
AMO	0	305	814	1951	850	48	3968
Status	1	104	267	599	250	16	1236
	Total	409	1081	2550	1100	64	5204

Table 13

Chi-Square Tests-Hypothesis 4

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.959[a]	4	.743
Likelihood Ratio	1.951	4	.745
Linear-by-Linear Association	1.566	1	.211
N of Valid Cases	5204		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.20.

Hypothesis 5

Hypothesis 5 stated that there is no significant relationship between student

achievement/growth status and the level of teacher agreement with attribute (iia) of the TELL

TN Survey: there is an atmosphere of trust and mutual respect. Figure 14 shows that 5,116

participants responded to this item on the survey. The chi-square analysis indicated that there

was no evidence to conclude that there was a relationship between these two variables, $\chi2(4) =$

7.30, $p = .121$. The researcher failed to reject the null hypothesis. An inspection of Table 15

reveals the distribution of participant responses across the levels of agreement did not

significantly differ as a function of status of AMO level where the participants were from.

Therefore, there is no evidence to conclude that participants' agreement with this statement

differs as a function of whether the school met AMOs in reading at the school in which they

serve.

Table 14

Case Processing Summary-Hypothesis 5

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Proficiency * Agreement	5116	100.0%	0	0.0%	5116	100.0%

Table 15
 Distribution of teacher level of agreement there is an atmosphere of trust and mutual respect by
proficiency level.

Count							
		Agreement					
		5	4	3	2	1	Total
AMO	0	249	593	1862	1103	68	3875
Status	1	66	192	584	386	13	1241
	Total	315	785	2446	1489	81	5116

Table 16

Chi-Square Tests-Hypothesis 5

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.304ª	4	.121
Likelihood Ratio	7.617	4	.107
Linear-by-Linear Association	1.338	1	.247
N of Valid Cases	5116		

a. 0 cells (.0%) have expected count less than 5.
The minimum expected count is 19.65.

Hypothesis 6

Hypothesis 6 stated that there is no significant relationship between student achievement/growth status and the level of teacher agreement with attribute (iib) of the TELL TN Survey: the school leadership consistently supports teachers. Table 17 indicates that 5,123 participants answered this question on the survey. The chi-square analysis indicated that there was no evidence to conclude that there was a relationship between these two variables, $\chi2(4) =$ 8.24, $p = .083$. The researcher failed to reject the null hypothesis. An inspection of Table 18 reveals the distribution of participant responses across the levels of agreement did not significantly differ as a function of status of AMO level where the participants were from. Therefore, there is no evidence to conclude that participants' agreement with this statement differs as a function of whether the school met AMOs in reading at the school in which they serve.

Table 17

Case Processing Summary-Hypothesis 6

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Proficiency * Agreement	5123	100.0%	0	0.0%	5123	100.0%

Table 18
Distribution of teacher level of agreement the school leadership consistently supports teachers by proficiency level.

Count							
		Agreement					
		5	4	3	2	1	Total
AMO	0	197	539	1854	1224	72	3886
Status	1	50	145	624	401	17	1237
	Total	247	684	2478	1625	89	5123

Table 19

Chi-Square Tests-Hypothesis 6

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.236[a]	4	.083
Likelihood Ratio	8.468	4	.076
Linear-by-Linear Association	2.332	1	.127
N of Valid Cases	5123		

a. 0 cells (.0%) have expected count less than 5.
The minimum expected count is 21.49.

Hypothesis 7

Hypothesis 7 stated that there is no significant relationship between student achievement/growth status and level of teacher agreement with attribute (iic) of the TELL TN Survey: teacher performance is assessed objectively. Figure 20 indicates that 5,126 participants answered this question on the survey. The chi-square analysis indicated that there was no evidence to conclude that there was a relationship between these two variables, $\chi2(4) = 2.13$, $p = .713$. The researcher failed to reject the null hypothesis. An inspection of Table 21 reveals the distribution of participant responses across the levels of agreement did not significantly differ as a function of status of AMO level where the participants were from. Therefore, there is no evidence to conclude that participants' agreement with this statement differs as a function of whether the school met AMOs in reading at the school in which they serve.

Table 20

Case Processing Summary-Hypothesis 7

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Proficiency * Agreement	5126	100.0%	0	0.0%	5126	100.0%

Table 21
Distribution of teacher level of agreement teacher performance is assessed objectively by proficiency level.

Count							
		Agreement					
		5	4	3	2	1	Total
AMO	0	209	430	1836	1332	95	3902
Status	1	58	144	591	405	26	1224
	Total	267	5774	2427	1737	121	5126

Table 22

Chi-Square Tests-Hypothesis 7

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.125[a]	4	.713
Likelihood Ratio	2.144	4	.709
Linear-by-Linear Association	.178	1	.673
N of Valid Cases	5126		

a. 0 cells (.0%) have expected count less than 5.
The minimum expected count is 28.89.

Hypothesis 8

Hypothesis 8 stated there is no significant relationship between student achievement/growth status and level of teacher agreement with attribute (iid) of the TELL TN Survey: the procedures for teacher evaluation are consistent. Table 23 shows that 5,171 participants responded to this item on the survey. The chi-square analysis indicated that there was no evidence to conclude that there was a relationship between these two variables, $\chi2(4) =$ 2.56, $p = .635$. The researcher failed to reject the null hypothesis. An inspection of Table 24 reveals the distribution of participant responses across the levels of agreement did not significantly differ as a function of status of AMO level where the participants were from. Therefore, there is no evidence to conclude that participants' agreement with this statement differs as a function of whether the school met AMOs in reading at the school in which they serve.

Table 23   **Case Processing Summary-Hypothesis 8**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Proficiency * Agreement	5171	100.0%	0	0.0%	5171	100.0%

Table 24

Distribution of teacher level of agreement the procedures for teacher evaluation are consistent by proficiency level.

Count							
		Agreement					
		5	4	3	2	1	Total
AMO	0	231	460	1822	1308	104	3925
Status	1	79	133	576	431	27	1246
	Total	310	593	2398	1739	131	5171

Table 25

Chi-Square Tests-Hypothesis 8

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.556[a]	4	.635
Likelihood Ratio	2.595	4	.628
Linear-by-Linear Association	.023	1	.878
N of Valid Cases	5171		

a. 0 cells (.0%) have expected count less than 5.
The minimum expected count is 31.57.

Hypothesis 9

Hypothesis 9 stated that there is no significant relationship between student achievement/growth status and level of teacher agreement with attribute (iie) of the TELL TN Survey: overall, my school is a good place to work and learn. Table 26 indicates that 5,149 participants answered this question on the survey. The chi-square analysis indicated that there was no evidence to conclude that there was a relationship between these two variables, $\chi2(4) =$ 3.50, $p = .485$. The researcher failed to reject the null hypothesis. An inspection of Table 27 reveals the distribution of participant responses across the levels of agreement did not

significantly differ as a function of status of AMO level where the participants were from.

Therefore, there is no evidence to conclude that participants' agreement with this statement

differs as a function of whether the school met AMOs in reading at the school in which they

serve.

Table 26

Case Processing Summary-Hypothesis 9

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Proficiency * Agreement	5149	100.0%	0	0.0%	5149	100.0%

Table 27
Distribution of teacher level of agreement overall, my school is a good place to work and learn by proficiency level.

Count							
		Agreement					
		5	4	3	2	1	Total
AMO	0	505	248	1628	1451	59	3891
Status	1	157	67	522	496	16	1258
	Total	662	315	2150	1947	75	5149

Table 28

Chi-Square Tests-Hypothesis 9

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.454[a]	4	.485
Likelihood Ratio	3.511	4	.476
Linear-by-Linear Association	1.291	1	.256
N of Valid Cases	5149		

a. 0 cells (.0%) have expected count less than 5.
The minimum expected count is 18.32.

Conclusion

In this chapter, the researcher presented the results of this study. Each of the hypotheses was stated and the data analyses for statistical tests were explained. Based on the results of the statistical analyses, each null hypotheses failed to be rejected.

Chapter V offers conclusions from the results of this study. The researcher also makes inferences and recommendations for further research based on this study.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS FOR FURTHER

RESEARCH

Introduction

This chapter begins with a summary of the study, followed by conclusions and discussion

based on the data analyses in Chapter IV and previous research. Finally, the researcher makes

recommendations for future research.

Summary of the Study

The purpose of this study was to examine the relationship between student

growth/achievement (AMO) in reading and teachers' perceptions of school working conditions

such as time, consistency, teacher support, respect and trust, fair and objective teacher

evaluations, and an overall perception of the school as a good environment in which to teach and

learn, in a Southern, urban, school district. Student growth/achievement (AMO) in reading was

the dependent variable and the perceptions of the presence of each of the working conditions

attributes were the independent variables.

The population for this study consisted of 5, 912 participants from a Southern, urban

school district who completed the TELL TN Survey between February12 through March 22,

2013. The sample included 5, 204 participants who answered questions about their level of

agreement according to the TELL TN Survey attributes that focused on school working

conditions.

The researcher utilized this publicly available data about participants' perceptions of school working conditions, as well as the publicly available AMO status in reading for each school in a Southern, urban school district. The data were compiled from two publicly available sources. Chi-square tests were performed to determine if there was a significant relationship between student achievement/growth in reading and the level of teacher agreement with working conditions attributes from the TELL TN Survey.

Conclusions

It was determined that the nine null hypotheses were not rejected. The results of the statistical analysis showed there was no significant relationship between levels of teachers' perceptions of working conditions and student achievement/growth (AMO) in the content area of reading. The distribution of percent within agreement for proficiency (AMO) not met in reading was similar for each of the nine independent variables, as was the distribution of percent within agreement for proficiency (AMO) met in reading. Nguni, Sleegers, and Denessen (2006) suggested that under effective leaders, there is evidence of academic success, job satisfaction, mutual respect, trust, and fair and equal treatment through personal and professional codes of ethics, as well as the consideration of the impact of one's administrative practices on others.

Teachers' working conditions are students' learning conditions. Both, employee morale and job satisfaction with working conditions, can be affected by school leaders' behaviors. Good principals, according to Branch, Hanushek, and Rivkin (2013), are the key to successful schools and those highly effective principals help raise students' scores from two to seven months of learning in a school year. While effective principals help raise students' scores, ineffective principals can aid in lowering the achievement scores by the same amount. Effective school leaders also build cultures of trust and mutual respect through actions and decisions that are fair

and impartial to all. An organization filled with relational trust is an essential ingredient in leading an effort for change and transforming the existing culture (Sergiovanni, 2005).

Polychroniou (2009) advocated, "Employees are likely to respect and emotionally identify with a transformational leader who is considerate, willing to help employees increase team effectiveness, and improve their job performance" (p. 348). Teachers' perceptions of their working conditions, as well as the development of positive relationships, are instrumental for the academic success for both teachers and students. Burns and DiPaola (2013) articulated, "When employees have positive attitudes about their interactions with supervisors, they are more apt to exhibit behaviors that result in greater organizational efficiency and effectiveness" (p. 4). In the context of schools, teachers' perceptions of their working conditions can result in either greater or less effectiveness in the classroom.

Student achievement and academic success is predicated upon effective teachers who are present, daily. In order to achieve the goal of academically successful students, working conditions need to be conducive to the teaching and learning process of education for both teacher and students. In positive working conditions, effective teachers develop higher expectations for students, and in turn, positively influence teaching and learning in the classroom. The relationship between school leaders and teachers impacts teachers' effectiveness and students' academic success. School organizations with poor working conditions can produce harmful effects and impede student learning. Teachers who experience poor working conditions show decreased effort, high rates of absenteeism, and voluntary attrition (Blasé & Blasé, 2008, p. 267).

Discussion

Student variables were not measured. The urban setting for this study consists of a number of variables that could factor into student learning and retention (e.g., socioeconomic status, student readiness, classroom behavior, and parental involvement). All are extraneous variables that were not considered in the study, but could possibly have led to significant results if considered. Print rich environments at home and school are essential and critical factors for long-term success, academically. Reading comprehension is an intrinsically motivating factor and students should engage in behaviors that allow more effective reading habits. Researchers further cite parent-family involvement as key for motivating students (Belfield & Levin, 2007). In educational research, the "can do" beliefs of students have been shown to play an important role in influencing achievement and behavior (Klassen & Chiu, 2010).

The results could possibly show more of a relationship through use of the Insight Survey since it has open-ended questions that are able to solicit more specific information about leadership behaviors that may positively or negatively impact teacher effectiveness and working conditions. The Insight Survey is also summative. It compares schools of all types on significant characteristics of instructional leadership and benchmark practices against local and national comparisons, and is used to redefine what is possible for poorer performing schools by measuring detailed components of good instructional leadership and providing feedback to school leadership teams through accumulated feedback of teachers' perceptions and responses.

The instrument used in this study measured working conditions based on teachers' perceptions throughout an entire district. The Insight Survey is also used to measure culture and working conditions and allows faculty the opportunity to provide feedback to school leaders on professional development, collaboration with peers, and elements of the learning environment,

yet, extends a small opportunity for teachers to express more than a level of agreement for a response, unlike the TELL TN Survey. "Open-ended questions allow for a greater variety of responses from participants but are difficult to analyze statistically because the data must be coded or reduced in some manner. Closed-ended questions are easy to analyze statistically, but they seriously limit the responses that participants can give. Many researchers prefer to use a Likert-type scale because it's very easy to analyze statistically" (Jackson, 2009, p. 89). Each topic on the new survey contributes to effective teaching and learning. The responses are 100% confidential, takes about 15 minutes to complete, and is administered in the fall and spring. The Insight Survey includes an "Index" that is quantified and calculated from the % of teachers who "Agree" or "Strongly Agree" with the following three constructs: teachers at my school share a common vision of what effective teaching looks like, the expectations of effective teaching are clearly defined at my school, and my school is committed to improving my instructional practice. The aforesaid items used for the "Index" have been found to reliably summarize teachers' perceptions of experience with leadership practices in their perspective schools. The "Index" is also an independently validated predictor of student performance and teacher retention. The percentile rankings are reliant on the range of "Index" scores within a given district generated from the teachers' responses and based upon the "Index" score's position among the schools in the individual districts (The New Teacher Project, 2013).

Similar to the TELL TN Survey, items are presented as statements with a Likert Scale gauging teachers' level of agreement. The TELL TN uses a five-point Likert Scale (Strongly Disagree, Disagree, Agree, Strongly Agree, and Don't Know) with no open-ended questions, while the Insight Survey utilizes a six-point Likert Scale (Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, Strongly Disagree) and two open-ended questions that

focus on teachers' perceptions of professional experiences that impact their teaching effectiveness and the most effective professional development experience they had in six months. Some responses on the Insight Survey are from a subset of teachers based on their teacher effectiveness rating or hire date (e.g., highly effective teachers or novice teachers). The Insight Survey data are used to make informed decisions and help improve teacher satisfaction.

The TELL TN Survey did not specify what TEM level each respondent was rated according to the State of Tennessee teacher evaluation rubric. The TEM level of teachers could have an impact on whether or not school AMOs were met or not met in reading, which could, in turn, impact the relationship between teachers' perceptions of working conditions and student growth/achievement. Teachers, regardless of working conditions, choose to serve out of passion and love for the art of teaching and learning. An emerging body of research shows that what teachers believe about their capabilities to influence student learning is associated with student factors, like achievement and motivation (Caprara, Barbaranelli, Steca, & Malone, 2006). Teachers who do not believe they are effective experience greater difficulties in teaching, higher levels of job-related stress, and lower levels of job satisfaction (Klassen et al., 2009).

A vetting process of teachers, based on TEM levels, may lead to significant results. For this study, with the instrument used, there was no way to look at the data differently based on teachers' level of effectiveness, as the TELL TN Survey asks certain questions only of novice teachers, not teachers' effectiveness level. To adequately study teachers' perceptions and responses, a snow-balling sample method could be used to solicit the participation of certain levels of teachers.

Recommendations for Further Study

Based upon the research of this study, further studies should be conducted in other urban school districts to determine if there is a significant relationship between student achievement/growth (AMO) status in the subjects of reading and math across teacher agreement levels with the presence of the TELL TN Survey working conditions attributes. Ladd (2009) indicated student achievement in math and reading could be predicted by teachers' working conditions. The quality of school leadership also emerged in Ladd's study as predictive of student achievement for elementary school students, but only in math. Will other non-southern urban schools yield different results? Could there be large disparities between elementary school teachers' perceptions and middle school teachers' perceptions? Are AMOs good measures of student growth and achievement?

Larger studies including focus groups and interviews should be conducted with classroom teachers to understand specific working conditions perceived to interfere with effective teaching practices. The TELL TN Survey was proven valid and reliable (Swanlund, 2011), however, through use of focus groups and interviews, information not examined through use of the TELL TN Survey on the subject of teacher working conditions can be gathered (e.g., specific accounts of experiences with school leaders). Tennessee educators are rated from five to one, with five being considered highly effective. The variable of TEM level could possibly make a difference in teachers' responses to the TELL TN Survey.

Further research could also help determine if school leaders' lack of skills in creating a conducive work environment or their character plays a role in teachers' working conditions. School leaders' behaviors have the ability to affect employee morale, job satisfaction with working conditions, and ultimately influence the effectiveness of the teaching and learning

environment. Greenfield (2004) found that the personal qualities of school leaders impact what, how, and how well they lead a school organization. School leaders who display effective leadership styles and behaviors help enhance and nurture relationships through motivating faculty, staff, students, stakeholders, and the community.

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EDUCATION

Ed.D. (Doctorate of Education) University of Mississippi- December 2016
Areas of Concentration/Major: Elementary Education

Ed.S (Education Specialist) University of Mississippi- December 2010
Education Leadership and Administrations
Areas of Concentration/Major: Education and Leadership

International College of Ministry: Doctorate of Christian Psychology and Counseling:
Orlando, FL ■ 2010

The University of Mississippi University, MS ■ 2009
MEd in Curriculum and Instruction (Math and Science)
Areas of Concentration/Major: Education

LeMoyne Owen College Memphis, TN■ 1996
BA in Vocal Performance and English
Areas of Concentration/Major: Vocal Performance and English
Honors: Cum Laude

Horn Lake High School, Horn Lake, MS ■ 1986
High School/College Preparatory Classes
Areas of Concentration/Major: Required High School Courses
Honors: Most Talented

AWARDS

- B.U.R.S.E. Educator of the Month Award 2015
- Congressional Educator of the Month Award 2015 (Congressman Steve Cohen)
- Highest District Scores/Gains in Mathematics, Miles Wilson (Supt. Fayette County Public Schools), August 2003

TEACHING EXPERIENCE

TEACHER Memphis City/Shelby County Public Schools   August 2003-Present

Job Responsibilities: Teaching foundational mathematics for students in transition from elementary school concepts to middle school concepts with higher order thinking skills.
Girls' head basketball coach and assistant volleyball coach
Mathematics Vertical Team Chairperson
Math Content Chairperson
Job Responsibilities: Teaching students to become critical thinkers, using standards-based, hands-on-minds-on strategies, and investigative techniques in the subjects of Algebra, reading, and Language Arts.

TEACHER (4TH): LaGrange Moscow Elementary School, Moscow, TN
August 1999-August 2003
Job Responsibilities: Teaching all core subjects.
Achievements include award from Superintendent for students having the highest gains and scores in the Fayette County Public School System in the content area of mathematics.

All teaching responsibilities include but were/are not limited to:

Using data to plan rigorous, effective lessons; creation of cross curricular projects to enhance student learning, attending professional development workshops and faculty meetings.
Organizing field trips to reinforce students' knowledge of specific content areas.

Implementing skills and strategies learned from personal experiences I have had in order to create an active learning atmosphere where students can develop their intellect, moral character, and values, that will help them to become more functional and literate members of society through the tested, taught, hidden, and unintentional curricula.

Communicating with parents, counselors, and administrators regarding the development and progress of students towards the goal of higher achievement.

RELATED EXPERIENCE

Parole Officer State of Tennessee: Tennessee Board of Paroles, Memphis, TN
May 1997-August 1999

Job Responsibilities: Supervised one-hundred fifteen men and women through home visits, court appearances, and random drug tests; helped to restore voting rights.

Security Officer Supervisor and Report Writer: Grand Casino, Robinsonville, MS
May 1995-August 1997
Job Responsibilities: Completed accident, criminal, traffic, and money shortage reports for casino.

Administrative Assistant, Veteran's Administration Hospital, Memphis, TN
August 1994-May 1995
Job Responsibilities: Checking patient charts, medical transcriptionist for Urology department, scheduling patients for lithotripsies, organ transplants, and preventive and routine checkups.

Aviation Electrician, United States Navy, San Diego CA
 May 1990-March 1993
Job Responsibilities: Launched and recovered SH60-B helicopters and performed scheduled and unscheduled electrical maintenance.
HONORABLE DISCHARGE

PUBLICATIONS, PRESENTATIONS, AND PAPERS

- Primary Text and Resources article currently in action (co-author)
- The Phenomenon of Teacher Mistreatment in action (author)
- State Presentation: National Council of Social Studies (2014)
- State Presentation: National Council of Social Studies (2014)
- National Presentation: National Association for Multicultural Education (October 2015)

MEMBERSHIPS

National Association for Multicultural Education
American Educational Research Association
Association for Supervision and Curriculum Development
National Council of Teachers of Mathematics
National Science Teachers Association
National Educator's Association
United Memphis Educators' Association