COLLEGIAL LEADERSHIP, TEACHER PROFESSIONALISM, FACULTY TRUST:

PREDICTING TEACHER ACADEMIC OPTIMISM

IN ELEMENTARY SCHOOLS

by

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ABSTRACT

In 2006, Hoy, Tarter, and Woolfolk Hoy introduced a new construct, academic optimism, which was shown to be positively related to student achievement. Academic optimism is comprised of three school properties: academic emphasis, collective efficacy, and faculty trust in students and parents. This study examined surveys from 67 elementary schools in North Alabama to see whether two climate factors (collegial leadership and professional teacher behavior) and two trust factors (trust in the principal and trust in colleagues) were predictors of academic optimism while controlling for SES. The climate factors were measured by the Organizational Climate Index (OCI), the trust factors were measured by the Omnibus Trust Scale, and academic optimism was measured by the School Academic Optimism Scale (SAOS).

As predicted, all the independent variables along with SES were significantly related to academic optimism. However, only collegial leadership, trust in colleagues, and SES produced independent contributions toward academic optimism in multiple regressions. Professional teacher behavior and trust in the principal were also shown to be antecedents of both collegial leadership and trust in colleagues. Finally, SES was significantly related to trust in colleagues, but had no impact on collegial leadership.

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CHAPTER I

INTRODUCTION

This study is an investigation of collegial leadership, professional teacher behavior, and faculty trust and how they are related to academic optimism. This chapter offers a background for the study along with the purpose for the research. Key concepts relating to the research are defined and questions that guided the study are introduced. Finally, the scope and limitations, along with assumptions of the study, are discussed.

Background of the Study

With continuous accountability demands placed on education, school effectiveness remains a prime focus to researchers and administrators. Over the past three decades, Wayne K. Hoy and his colleagues at Ohio State University have attempted to identify school climate factors that account for student achievement. Most recently, Hoy, Tarter, and Woolfolk Hoy (2006a) defined a new construct, academic optimism, which is a good predictor of school academic performance even when controlling for socioeconomic factors. Researchers and practitioners are in need of expanding the knowledge of this new concept that may guide better practice. This study aims at finding out whether collegial principal leadership, teacher professionalism, and faculty trust in colleagues and the principal are factors that predict academic optimism in teachers.

Academic optimism is comprised of three school properties: academic emphasis, collective efficacy, and faculty trust in students and parents. Academic optimism functions at all school levels and was first theorized and then demonstrated at the elementary school level (Hoy, Tarter, & Woolfolk Hoy, 2006b). The construct is based on results from several previous studies that focus on academic emphasis (Alig-Mielcarek & Hoy, 2005; Goddard, Sweetland, & Hoy, 2000; Hoy & Hannum, 1997; Hoy & Sabo, 1998; Hoy, Tarter, & Bliss, 1990; Hoy, Tarter, & Kottkamp 1991), collective efficacy (Goddard, Hoy, & Woolfolk Hoy, 2000, 2004; Goddard, LoGerfo, & Hoy, 2004; Hoy Sweetland, & Smith, 2002), and faculty trust in students and parents (Goddard, Tschannen-Moran, & Hoy, 2001; Hoy, 2002) as properties related to student achievement. Theoretical foundations of academic optimism are Albert Bandura's social cognitive and self-efficacy theories, James Coleman's social capital theory, Wayne Hoy and his colleagues' work on culture and climate, and Martin Seligman's study of learned optimism (Beard & Hoy, 2009).

There are two primary foci in this study. The first focal point is the relationship of professional teacher behavior and faculty trust in colleagues with academic optimism. Teacher professionalism is a component of healthy climates and is linked to trust in colleagues (Hoy, Smith, & Sweetland, 2002). When teachers trust each other, they are more likely to converse and share ideas about improving curriculum and teaching. Schools with academic optimism have higher levels of academic emphasis and collective efficacy (DiPaola & Hoy, 2005). Professional relationships in which teachers trust and support each other likely develop academic emphasis and a sense of collective efficacy. Therefore, teacher professionalism leads to collegial trust and is probably associated with higher academic optimism.

The second focus in this study is the relationship of collegial principal leadership and teacher trust in the principal with academic optimism. Collegial leadership is where principals are supportive of teachers and concerned about them as people, yet still set high standards for the staff to follow. Firestone and Wilson (1985) found that principal support was related positively to student learning outcomes whereas principal control was negatively associated with these outcomes. Likewise, Corwin and Borman (1988) affirmed that principals can positively influence teaching either by administrative support and collegial leadership or negatively by administrative control. Furthermore, teachers are more likely to experiment and take risks to improve the quality of instruction when they are supported by their superiors, (Hoffman, Sabo, Bliss, & Hoy, 1994). Finally, principals have effects on internal press for academic achievement, community pressure for achievement, commitment of teachers, and resource support, which are the key ingredients that independently as well as collectively foster student achievement (Hoy & Hanum, 1997). Although principals have no direct effects on student achievement (Hallinger & Heck, 1996), they have indirect influences through their affects on teachers. Principals play an important part in providing the necessary ingredients for climates that allow teachers to influence student achievement directly.

Trust has been defined as "an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open " (Hoy & Tschannen-Moran, 1999). In the educational setting there are different referents of trust: teacher trust in colleagues, teacher trust in parents and students (clients), teacher trust in the principal, client trust in the principal, client trust in the teacher, and principal trust in the teachers. Trust was first measured by Hoy and Kupersmith (1985) who developed scales to measure faculty trust in colleagues and in principals. Improving on this

original measure, Hoy and Tschannen-Moran (1999) developed the Omnibus T-Scale, which focused specifically on willingness to risk vulnerability and considered five facets of trust-- benevolence, reliability, competency, honesty, and openness. The original scale measured four separate referents of faculty trust--student, teacher, principal, and parent. After careful analysis, researchers concluded that faculty trust in students and parents are identical and merged them into to become faculty trust in clients.

A careful look at the five facets of trust reveals that benevolence is the confidence that one's well-being will be protected and that he or she will not be unfairly treated. Reliability deals with consistency and knowing what to expect from others. Competency refers to a belief that the person has the ability and skills to get the job done. Honesty refers to the belief that what is said and done will be based on the truth of what really happens. Openness refers to not withholding pertinent information and also may reveal a more personal side of an individual. Through factor analysis, Hoy and Tschannen-Moran (1999) demonstrated that all these aspects coexist and form a solid and coherent concept of trust in schools.

Because open and healthy school climates are related to student achievement (Hoy, Tarter, & Kottkamp 1991), and academic optimism is related to student achievement (Hoy, Tarter, & Hoy, 2006a), it stands to reason that factors that create open and healthy school climates also contribute to academic optimism. Schools with high levels of trust are perceived as good places to work and learn. The more open and healthy the school's climate, the more likely it is that teachers trust each other and their principal (Hoffman et al., 1994). Because open and healthy climates lead to trust and also to student achievement, then it is possible that factors of open climates that lead to trust also contribute to optimism. Collegial leadership of the principal builds teacher trust in the principal and likewise, teacher professionalism builds trust in

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colleagues. These trusting relationships enable the development of academic optimism. When teachers trust their principal and colleagues, they can focus on a high level of academics with a sense that they can get it done collectively.

Statement of the Problem

Although there are ample studies related to academic emphasis (Goddard, Sweetland, & Hoy, 2000; Hoy & Miskel, 2005; Hoy, Tarter, & Kottkamp, 1991; Shouse, 1996), teacher collective efficacy (Adams & Forsyth, 2006; Goddard, Hoy, & Woolfolk Hoy, 2000, 2004), and faculty trust in parents and students (Hoy, Smith, & Sweetland, 2002; Smith, Hoy, & Sweetland, 2001), research on academic optimism within the context of elementary schools is relatively new. Likewise, studies that investigate faculty trust in the principal and its relationship to student achievement also are scarce (Hoy & Sweetland, 2001). Because academic optimism is essentially a new construct, most studies are confirmatory including the newest study by Beard and Hoy (2009). There is a need to look at some of the causes of optimism, especially principal and teacher behaviors that are linked to academic optimism. Because healthy schools are built around relationships, another focus needs to be on the level of trust between teachers and the principal and teachers and colleagues. Not only is more research needed to fill the gaps in the literature, but to improve the viability and application of academic optimism. This study investigates the relationship of academic optimism to collegial leadership, teacher professionalism, and faculty trust in the principal and colleagues.

Purpose of the Study

Previous studies have confirmed that teacher trust in clients, teacher collective efficacy, and academic emphasis are essential components in the construct of academic optimism, but only one study has specifically focused on academic optimism and leadership (McGuigan & Hoy, 2006). One purpose of this study is to emphasize the importance of teacher trust in the principal and the effects of this trust on the academic optimism of the faculty. The role of the principal must be highlighted for it is this leadership that shapes the culture of the school and points the faculty in the direction of goal achievement. The principal is in charge of setting the tone and making decisions that shape the academic emphasis of the school. Collegial leaders find a way to make teachers' jobs easier by enabling instead of hindering (Hoy & Sweetland, 2001). Supportive principals enable their staff and build trusting relationships because they treat teachers collegially. Teachers who feel supported by their administrators are more likely to take risks to improve instruction (Hoffman et al., 1994). This study aims at discovering whether collegial leadership and teacher trust in the principal combine to contribute to an explanation of academic optimism.

A second goal of this study is to examine whether teacher professionalism raises academic optimism through teacher trust in colleagues. Teacher professionalism is linked to teacher trust in colleagues (Hoy & Sabo, 1998). When teachers have positive and professional interactions with each other, they build trusting relationships, are more likely to discuss teaching techniques, and explore methods to make improvements in curriculum. Teacher professionalism not only raises trust in colleagues, it leads to higher collective efficacy, academic emphasis, and trust in clients (all three components of academic optimism). Teacher professionalism is a precursor to academic optimism through trust in colleagues that develops along the pathway.

Significance of the Study

Administrators and academia across the nation are looking for research that may improve student achievement scores. Hoy et al. (2006a) identified a new construct that has potential impacts on student achievement at all school levels. The research on academic optimism has been done primarily in the Ohio area, but the results of this Alabama study may fill gaps in the research and further confirm the new concept, academic optimism. In addition, there is limited research regarding the effects of principals on student achievement. This study aims to contribute to the research on principal effects by finding whether collegial leadership is related to academic optimism, which has been proven to raise student achievement.

Research Questions

1. What is the relationship between principal collegial leadership and academic optimism?

2. What is the relationship between teacher trust in the principal and academic optimism?

3. Are there predictive relationships between teacher professionalism and academic optimism?

4. Are there positive relationships between teacher trust in colleagues and academic optimism?

5. Will collegial leadership, teacher professional behavior, and trust contribute jointly and individually to academic optimism?

Based on these questions, the researcher developed the following hypotheses:

H1: Collegial leadership and teacher trust in the principal will contribute to an explanation of academic optimism.

H2: Professional teacher behavior and trust in colleagues will contribute to an explanation of academic optimism.

H3: Collegial leadership, professional teacher behavior, and trust will contribute to an explanation of academic optimism.

To what extent will professional teacher behavior, trust in colleagues, trust in the principal, and collegial leadership contribute to academic optimism in elementary schools? Which one has the greatest predictive value?

Definition of Terms

Academic emphasis

is the extent to which a school is driven by a quest for academic excellence - a press for academic achievement. High but achievable academic goals are set for students; the learning environment is orderly and serious; students are motivated to work hard; and students respect academic achievement. (Hoy et al., 2006a, p. 427)

Academic optimism "is a general latent concept related to student achievement after controlling for SES, previous performance, and other demographic variables" (Hoy et al., 2006a, p. 427). Academic optimism is the positive environment created when academic emphasis, collective efficacy, and trust work together in a unified fashion (Hoy et al., 2006a, 2006b).

Achievement refers to meeting academic standards mandated by state and/or federal legislation related to annual student performance benchmarks and yearly school progress gains in mathematics, science, reading, social studies, and/or writing.

Collective efficacy "is the judgment of teachers that the faculty as a whole can organize and execute the actions required to have positive effects on students" (Goddard et al., 2000; Tschannen-Moran, Hoy, & Hoy, 1998).

Collegial leadership is principal behavior that is concerned with meeting both the social needs of the faculty and achieving the goals of the school. The principal treats teachers as colleagues, is open, egalitarian, and friendly, but at the same time sets clear expectations and standards of performance (Hoy, Smith, & Sweetland, 2002).

Elementary school is "a school with any combination of Grades K-8, that does not contain a grade above eight" (Dept. of Education, 2002).

Faculty trust is "a willingness to be vulnerable to another party based on the confidence that party is benevolent, reliable, competent, honest, and open" (Hoy & Tschannen-Moran, 2003; Hoy et al., 2006a, p. 428).

Professional Teacher Behavior is a respect for colleague competence, commitment to students, autonomous judgment, mutual cooperation, and support for colleagues (Hoy, Smith, & Sweetland, 2002).

Limitations of the Study

Seventy-five public elementary schools in northern Alabama were selected to participate in this study. Although, the schools were not random but a convenience sample, attempts were made to select a reasonably representative cross-section of elementary schools and teachers from the northern Alabama area. The sample only provides a snapshot that does not take into consideration change over time, and the sample means may not represent the entire region or be universal. There may also be rival explanations of the data.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents the research history of collegial leadership, teacher professionalism, teacher trust in the principal, teacher trust in colleagues, and academic optimism. A theoretical framework displays the concepts to explain academic optimism. Hypotheses were developed to test the theoretical explanation.

Conceptual Framework

Collegial Leadership

Collegial leadership is characterized by supportive and egalitarian behavior. The principal is not only focused with task achievement, but is considerate, helpful, and genuinely concerned about the social welfare of teachers. The principal is caring, but also lets faculty know what is expected of them while maintaining definite standards of performance (Tschannen-Moran, 1997). Traits of collegial leadership of the principal as measured on the Organizational Climate Index include the following: "The principal treats all faculty members as his or her equal. The principal maintains definite standards of performance. The principal is friendly and approachable. The principal explores all sides of topics and admits that other opinions exist" (Hoy, Sweetland & Smith, 2002, p. 42).

A review of climate studies is necessary when discussing collegial leadership. A parsimonious view of school climate uses both metaphors of health and openness. Hoy and Sabo (1998) refined this view using all the dimensions of the Organizational Health Inventory (OHI)

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and the Organizational Climate Description Questionnaire (OCDQ). They performed a second-order factor analysis and collapsed all 12 dimensions of openness and health into four major factors, which explained 71% of the variance: collegial leadership, teacher professionalism, internal (academic) press, and external (environmental) press. Collegial leadership measured the openness of teacher-principal relations while teacher professionalism measured the openness of teacher interactions. Relying on Parsons' view of healthy service organizations, Hoy and Sabo not only focused on the three levels of organizational health, the institutional (environmental press), the managerial (collegial leadership), and the technical (teacher professionalism), they also concluded that a fourth level existed--the client level. Therefore, they proposed that four important relationships exist in schools: community-school (environmental press), principal-teacher (collegial leadership), teacher-teacher (teacher professionalism), and teacher-student (academic press).

Following up on the work of Hoy and Sabo (1998), Hoy, Hannum and Tschannen-Moran (1998) condensed all 12 factors of the OCDQ and the OHI into the same four factors to study the climate in 86 New Jersey middle schools. They also attained student achievement scores in reading, writing, and math along with socioeconomic data for students during the same year that teacher climate data was collected and again two years later. They concluded that environmental press, collegial leadership, teacher professionalism, and academic press play a significant role in raising student achievement regardless of SES. The correlation between student achievement and climate was similar even after two years, demonstrating that high performing middle schools are places where teachers are committed to their work, respect their colleagues, and view their principal as supportive and enabling.

Hoy, Smith, and Sweetland (2002) further explored this parsimonious view of climate creating a new instrument called the Organizational Climate Index (OCI). They reduced the 95-question survey from the previous study of Hoy, Hannum and Tschannen-Moran (1998) into a 27-item questionnaire. The items were taken from the OHI and the OCDQ and measured four essential features of school climate: the relationship between the school and community (institutional vulnerability); the relationship between the principal and teachers (collegial leadership); the relationship among teachers (professional teacher behavior); and teacher, parental, and principal press for achievement (achievement press). The OCI had strong validity and demonstrated that collegial principal leadership is crucial in developing faculty trust in principals. Leaders who were open with teachers, treating them as colleagues while setting reasonable standards were not only respected by teachers but were rewarded with their trust. Faculty trust was also a prominent component of healthy and open school climates. The most important outcome of these studies was that different dimensions of school climate are responsible for different trust relationships.

Collegial leadership has strong links to other climate factors such as organizational citizenship. Organizational citizenship is voluntary and discretionary behavior of teachers that exceeds the formal requirements of the job (DiPaola, Tarter, & Hoy, 2005). According to DiPaola and Hoy (2005), there are only a few organizational properties that seem to make a difference in school achievement beyond socioeconomic status: faculty trust in students and parents, collective efficacy, academic emphasis, and organizational citizenship behavior. Because faculty trust in clients, collective efficacy, and academic emphasis are the factors that combine to create academic optimism, the importance of organizational citizenship behavior warrants merit. Mascall and Leithwood (2008) even replaced academic emphasis with

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organizational citizenship in their study on academic optimism and distributive leadership because "successful change in schools depends on the willingness of teachers to engage in work with their colleagues outside of their own classrooms" (p. 216). Collegial leadership, faculty trust in colleagues, and academic emphasis strongly correlate with organizational citizenship (DiPaola & Hoy, 2005). Supportive leadership is the key to getting teachers to do beyond what is formally expected.

Collegial leadership affords more decision-making opportunities to teachers. Sweetland and Hoy (2000) concluded that the two strongest climate predictors of teacher empowerment were collegial leadership and academic press. They stated, "Schools in which the principal's leadership is collegial, teachers demonstrate a high degree of professionalism, and there is a strong internal academic press are conducive to teacher empowerment" (Sweetland & Hoy, 2000, p. 720). Mascall and Leithwood (2008) discovered that the more academically optimistic are teachers, the more likely they are to report that leadership is distributed in their schools in a planfully-aligned pattern. Teacher empowerment must be authentic in order to be effective (Malen et al., 1990; Marks & Louis, 1997). Teachers are not impressed by principals who share decision-making only because it is mandated by superiors (Malen & Ogawa, 1988; Malen et al., 1990). Teachers must feel like they are trusted by their administrators as professionals who are capable of making choices to help the organization. Collegial leadership is the key component that allows principals to release power to teachers whom they trust.

Finally, the effect of collegial leadership on student achievement and effective schools clearly is supported by research. Firestone and Wilson (1985) and Corwin and Borman (1988) discovered positive relationships between student learning and principal support or collegial leadership and negative relationships with principal control. Other researchers conclude that

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transformational, collegial, and supportive leadership styles intertwine with trust to help produce the most effective work environments (Hoy & Miskel, 2005; Hoy, Sabo, & Barnes, 1996). Supportive or collegial leadership is essential because teachers who feel supported by their administrators are more likely to experiment or take risks to improve instruction (Hoffman et al., 1994).

Teacher Professionalism

Teacher professionalism is another climate factor that comes from the development of the Organizational Climate Index (OCI) and was later incorporated into the Organization Health Inventory (OHI). Whereas collegial leadership refers to the openness of teacher and principal relations, openness of teacher interactions is encapsulated in teacher professionalism (Sweetland & Hoy, 2000, p. 709). Professional teacher behavior is "marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support of colleagues" (Hoy, Smith, & Sweetland, 2002, p. 42).

In the development of the OCI, Hoy and Sabo (1998) used teacher professionalism to refer to four distinct characteristics: teacher commitment, teacher collegiality, teacher affiliation, and teacher disengagement. Teacher commitment refers to teachers' devotion to students and their learning. Teacher collegiality is the warmth and friendliness that exist among teaching colleagues. Teacher affiliation is the strong association to the school, colleagues, and students. Teacher disengagement refers to lack of time spent in the teaching task. Hoy and Sabo (1998) discovered that teacher commitment, teacher collegiality, and teacher affiliation load in a positive direction, and teacher disengagement loads negatively.

In their 2002 study on climate and trust, Hoy, Sweetland and Smith found that professional teacher behavior was the strongest predictor of faculty trust in colleagues and that it was the only climate variable that has an independent relationship with trust in colleagues. When teachers see their colleagues working hard and handling situations professionally, they develop trust and respect for the competence of those colleagues. Using the OCI as their climate measure, Hoy, Sweetland, and Smith (2002) also discovered that teacher professionalism and collegial leadership positively influence faculty trust in colleagues, but to a lesser degree than achievement press. Correlations among collegial leadership, professional interactions, and academic press suggest that open professional interactions that focus on academic matters lead to healthy school climates (Hoy & Sabo, 1998).

Using the OCI in 146 Ohio elementary schools, Geist and Hoy (2004) found professional teacher behavior to be the strongest predictor of teacher trust in colleagues. Geist and Hoy (2004) also discovered a positive relationship between teacher professionalism and enabling school structure. When principals design rules and regulations that help teachers rather than hinder, then a culture of trust develops causing teachers to become more professional in their relationships with superiors, colleagues, and parents. Other climate studies indicate that higher levels of teacher professional behavior are associated with faculty trust in colleagues (Hoy, Hannum, & Tschannen-Moran 1998; Smith, Hoy & Sweetland, 2001; Sweetland & Hoy, 2000). These studies will be mentioned later in the section on trust.

Trust in Principal

Early research on trust. Research on trust has been shaped consequentially. In the 1950s, as America entered its Cold War with the Soviet Union, fear and suspicion

prompted studies in trust (Deutsch, 1958; Loomis, 1959; Osgood, 1959). These early

studies were based on mixed-motive games where players could have mutual benefits for

cooperating and trusting each other. As society started questioning authority in the 1960s,

the focus switched to trust as a personality trait. Researchers found that trusting

individuals were perceived as friendly, independent, and popular, or more likely to be

trustworthy and hold a positive view of human nature (Rotter, 1967). An increase in

divorce rates and corporate restructuring pointed the direction of trust away from the

individual toward interpersonal relationships and group dynamics (Johnson-George &

Swap, 1982). Society was driven to find methods to increase productivity and efficiency

within organizations, which eventually led to a focus on the organizational trust in schools

(Hoy & Tschannen-Moran, 1999).

      Blumberg, Greenfield, and Nason (1978) were among the first researchers of trust in

schools. In their exploratory study, they found that teachers' trust in the principal was more

related to their relationships with the principal compared to the organizational responsibilities of

the principal. That is, it seemed more important to teachers how the principal related to them

professionally than how the principal managed the school.

      Greenfield and Nason (1978) further conducted research to collect data that would enable

them to clarify the meaning of the word trust and to be able to describe more accurately what

teachers mean when they think about trusting principals. In the study, 85 teachers enrolled in a

graduate program were asked to respond to the statement, "I trust my principal." A total of 179

statements emerged from this process from which the researchers created 10 categories and

designed a questionnaire to rank them. The researchers asked 167 teachers in graduate classes to

rank order the four dimensions of trust that they felt were most essential in maintaining a good

relationship with their principal. From this study, five expectations, held by teachers of their principals, surfaced: credibility, support, fairness, professional openness, and participative decision-making. Greenfield and Nason (1978) also concluded that "those things about which people trust others are largely a function of the situation--power relationships, role relationships, the degree of functional interdependency that exists, the nature of the organization's task, and degree of bureaucratization" (p. 88). In addition, four factors that contributed to teachers trusting the principal were identified: the principal's personality, interpersonal style, professional role expectation, and administrative expectation.

Two Views of Trust

In the past two decades, two sets of researchers have been persistent in their study of trust and its operation in schools. Bryk and Schneider from the University of Chicago have done longitudinal qualitative and quantitative studies in which trust was viewed as the product of everyday interactions and interpersonal relationships between individuals that can become part of the school culture. Hoy and his colleagues from Ohio State University have studied trust from a climate perspective made up of specific characteristics that can be measured empirically. Although the work of Bryk and Schneider warrants great merit, the conceptual framework and development of trust scales by Hoy and his colleagues were used in this study.

Hoy and Kupersmith

In 1985 Hoy and Kupersmith developed a 21-item instrument called the Trust Scales (T-Scales). With a theoretical base from Rotter (1967) and Golumbiewski and McConkie (1975), they defined trust as "a generalized expectancy held by the work group that the word, promise,

and written or oral statement of another individual, group, or organization can be relied upon" (p. 2). The instrument had seven items to measure three referents: faculty trust in the principal, faculty trust in colleagues, and faculty trust in the school district. Their initial research also involved linking trust with principal authenticity as measured by the Leader Authenticity Scale (LAS). Authenticity referred to behaviors in which the principal was willing to admit mistakes, not manipulate others, and behave like real people instead of a bureaucrat. Their conclusions were that all three dimensions of trust were related to each other and authentic behavior leads to teacher trust in the principal. Principal authenticity was also related to teacher trust in the organization. There was only a slight correlation between principal authentic behaviors and teacher trust in each other.

Hoy and Tschannen-Moran

Hoy and Tschannen-Moran (1999) used the foundation of Hoy and Kupersmith's (1985) T-Scale in their development of the Omnibus T-Scale. Their definition of trust encompassed "an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open" (p. 189). Their first measure was piloted in elementary schools. It was a 37-item Likert-type scale that investigated an additional dimension of faculty trust, faculty trust in clients (students and parents), and removed the trust in organization aspect. Questions for the scale were developed that measure all five facets of trust. Items for competence and openness were added because they were not part of Hoy and Kupersmith's T-Scale. After the initial pilot test, three questions were discarded leaving a total of 34 items.

The scale was further tested for validity through an analysis using a parent collaboration index. It was found that schools with high trust scored high in parent collaboration. All three referents correlated with parent collaboration, but faculty trust in clients was strongly related to collaboration with parents. Teachers who trust parents are more willing to let them become involved in the school.

The Omnibus T-Scale was first tested in elementary schools and then retested at the high school level. Three items were removed and validity and reliability was still strong. A final consensus was to develop one instrument that would work for both elementary and secondary levels. The final version was composed of 26 items that tapped into three referents of trust: faculty trust in the principal, faculty trust in colleagues, and faculty trust in clients. As predicted, faculty trust in each of these three groups was moderately related to each other, which implied that faculty trust in schools is pervasive. When teachers trust their principal, they are more likely to trust each other and their clients.

Facets of trust. Faculty trust is a collective property to the extent which the faculty as a group is willing to risk vulnerability (Hoy & Tschannen-Moran, 1998; Tschannen-Moran & Hoy, 2001). Faculty trust is a compilation of the following five factors: benevolence, reliability, competence, honesty, and openness.

Benevolence is confidence that one's well being or something one cares about will be protected and not harmed by the trusted party (Baier, 1986). Benevolence is built upon expectations. Parents trust or expect teachers to act with the best interests of their child in mind and to treat their child with fairness and compassion. When trust in the benevolence of the other

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is broken, a wave of suspicion is left. Benevolence is the important element of trust relationships because it is based on mutual attitudes of good will.

Reliability has to do with predictability. It is the consistency of behavior and knowing what to expect from others (Hosmer, 1995). Predictability alone does not build trust because people can do predictable behaviors that make us lose trust, such as showing up late. Reliability contains a sense of confidence that one's needs will be met in positive ways and the trusted person will come through or find alternatives to get the job done.

Competence is the ability to perform a task up to expected standards (Mishra, 1996). Because so many organizational tasks are interdependent, teachers must have confidence that deadlines will be met and the quality of the product will be sufficient. Goodwill and benevolence are not enough to build trust if there is lack of ability to get the job done. Once someone fails to do a job correctly or demonstrates a lack of skill, it is hard for others to trust them despite their good intentions.

Honesty refers to a person's character, integrity, and authenticity. Rotter (1967) defined trust as being able to rely on the word, promise, verbal or written statement of another individual or group. Honesty is built around truthful statements and actions such as following through on commitments. Honesty denotes integrity or a connection between words and deeds. It also implies authenticity or an acceptance of responsibility for one's actions.

Openness is a willingness to share relevant information that makes one vulnerable to others. Openness points to reciprocal trust, a sign that individuals can have confidence that they will not be exploited. People who guard information provoke suspicion and end up isolated (Kramer, Brewer, & Hanna, 1996). Trust breeds trust just as distrust breeds distrust.

Trust and School Effectiveness

There have been several studies on the importance of trust in the principal, climate, and school effectiveness. An early study by Hoy, Tarter, and Witkoskie (1992) explored the relationship of teacher trust in the principal and school effectiveness. Building their study around the theory of Ouchi (1981), they explored the relationship of teachers' trust in the principal and in each other and the link between leadership, trust, and effectiveness.

Hoy et al. (1992) had five hypotheses that were supported in their investigation:

H_1: Supportive principal behavior is related to trust.

H_2: Supportive principal behavior is related to effectiveness.

H_3: Collegial teacher behavior is related to effectiveness.

H_4: Trust in one's colleagues is related to effectiveness.

H_5: Trust in the principal is related to effectiveness.

Hoy et al. (1992) sampled 44 elementary schools in New Jersey using the OCDQ-RE to measure supportive leadership and faculty collegiality, Trust Scales developed by Hoy and Kupersmith (1985) to measure trust in the principal and trust in colleagues, and an 8-item instrument of perceived effectiveness. All of the hypotheses were supported except the last, which stated that trust in the principal is related to effectiveness. Their conclusions were that supportive leadership leads to teacher collegiality and trust in the principal, but not to faculty trust in colleagues or effectiveness. They stated that teacher collegiality and confidence in the principal brings about trust in colleagues, and it is faculty trust in colleagues that leads to school effectiveness.

In 1995, Tarter, Sabo, and Hoy replicated this study in 87 New Jersey middle schools. Contrary to the first study, they discovered that effectiveness was related to faculty trust in the

principal. Supportive leadership was related to both faculty trust in the principal and school effectiveness. Likewise strong links were found between collegial behavior, faculty trust in colleagues, and effectiveness. Though the two referents of trust are on independent paths toward school effectiveness, the study implies that it takes a culture of trust to make schools successful.

Another study linking collegial leadership, teacher professionalism, and trust was conducted by Goddard, Tschannen-Moran, and Hoy in 1998. They investigated the dimensions of trust, climate, and principal and teacher authenticity. Using the OCDQ-RM and the OHI-M to measure climate, the Leadership Authenticity Scale (LAS) to measure authentic behaviors, and Trust Scales developed by Hoy and Kupersmith (1985) to measure teacher trust in the principal and in colleagues, they discovered that authentic behaviors lead to trust in both teachers and principals. Variance in teacher trust in colleagues was explained by the four climate measures, but only teacher professionalism made a significant independent contribution. Likewise, faculty trust in the principal was explained by the four climate measures with collegial leadership making a strong and significant contribution. Teacher professionalism also made a small but significant contribution to faculty trust in the principal. In their final conclusions, Goddard, Tschannen-Moran, and Hoy (1998) noted that trust in the principal is determined by the principal's behavior, and trust in colleagues in determined by interactions with fellow teachers. Teacher professionalism combined with collegial leadership generates a strong trust in the leader.

Hoy and Tarter's (2004) study of organizational justice and trust also is important in the framework of this study. Their model predicted that professional teacher behavior was directly related to faculty trust in colleagues, which in turn promotes organizational justice in the workplace and reinforces trust. Likewise, the collegial leadership of the principal generates

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faculty trust in the principal, which independently enhances organizational justice in the school and reinforces trust.

In a sample of 75 middle schools, Hoy and Tarter (2004) measured five variables. Teacher trust in the principal and teacher trust in colleagues were measured using two separate subtests of the Omnibus T-Scale. Collegial leadership and teacher professionalism were measured using the OCI-M, and organizational justice was measured using an Organizational Justice Index (OJI).

The study yielded strong correlations between trust and organizational justice. Although the researchers predicted that trust would lead to organizational justice, they concluded that it was organizational justice that precludes trust. The five facets of trust--benevolence, reliability, competence, honesty, and openness--were certainly consistent with the principles of organizational justice: equity, equality, voice, fairness, dignity, and consistency. The collegial leadership of the principal was critical in fostering a trusting relationship with the faculty, and such trust is pivotal in nurturing a sense of organizational justice. Professional teacher relationships are significant in facilitating trust among teachers, which in turn enhances a sense of fairness in the school. Faculty trust in colleagues makes a significant independent contribution in the explanation of organizational justice although the relationship between faculty trust in the principal and justice is stronger than trust in colleagues and justice.

The main conclusion from most studies on trust in the principal is that trust arises from principal behavior that is caring, collegial, supportive, and protective (Tarter & Hoy, 1988; Tarter, Bliss, & Hoy, 1989). Hoffman et al. (1994) found that faculty trust in the principal is strongly related to the openness of the principal, but trust in the principal is only weakly related

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to openness in teacher behavior. Trust in the principal is primarily an outgrowth of supportive principal behavior. Tarter and Hoy (1988) offered a thorough summary of the trusted principal:

> The successful principal is one who integrates a press for the task and a consideration for teacher colleagues, who influences superiors without selling-out the teachers, and who protects teachers from unwarranted outside interference. Effective principals are not only intellectual leaders in their schools, but are also colleagues who serve and support. They build confidence and support. (Tarter & Hoy, 1988, p. 23)

Trust in Colleagues

Faculty trust in colleagues is a very important factor in the development of effective schools. Uline, Miller, and Tschannen-Moran (1998) contend that effective schools work on both instrumental and expressive elements. Instrumental elements refer to student achievement while expressive elements include trust in the principal, trust in colleagues, and school health. Uline et al. (1998) concluded that faculty trust in the principal, teacher trust in colleagues, organizational health, and student achievement all have significant relationships with teacher perceptions of school effectiveness. However, teacher trust in colleagues is more significantly associated with perceptions of effectiveness than teacher trust in the principal.

Tarter, Bliss, and Hoy (1989) researched the impact of school climate on faculty trust and discovered several significant relationships. They surveyed 72 secondary schools in New Jersey using the OCDQ-RS to measure school climate and trust scales developed by Hoy and Kupersmith (1985) to measure the faculty trust in the principal and faculty trust in colleagues. As expected, open school climates were positively correlated with teachers' trust in the principal and colleagues. Positive relationships were also discovered between teachers' trust in the principal and principal supportive behavior along with engaged teacher behavior being positively related to teachers' trust in each other. Negative relationships were identified between teachers' trust in

the principal and directive principal behavior and simultaneously, negative relationships existed between teachers' trust in colleagues and teacher frustration from interference from administrators and colleagues. Their research further emphasized the importance of leadership in establishing climates that are enabling because engaged and frustrated teacher behaviors were both significantly related to their trust in the principal. Interestingly, faculty trust in the principal had no effect on faculty trust in colleagues, yet teacher trust in each other did not have a bearing on their trust in the principal. The final conclusion was "the principal remains the single most important individual in the development of organizational climate, but not the development of trust in colleagues" (p. 306).

In a similar study, Tarter and Hoy (1988) administered the OHI and the trust scales developed by Hoy and Kupersmith (1985) in 75 New Jersey secondary schools to determine what factors lead to faculty trust in the principal and colleagues. Consideration and institutional integrity were the set of variables that best predicted faculty trust in the principal while morale and principal influence best predicted faculty trust in colleagues. "An integrative theme of trust runs through the interactions of the healthy school. Teachers come to trust each other and the principal (Tarter & Hoy, 1988, p. 23).

Higher levels of teacher professional behavior are associated with a faculty that trusts in colleagues (Hoy, Hannum & Tschannen-Moran 1998; Smith, Hoy & Sweetland, 2001; Sweetland & Hoy, 2000). In 2002, Hoy, Smith, and Sweetland found that faculty trust in colleagues is related to all dimensions of climate on the OCI. Collegial leadership, professional teacher behavior, and achievement press were all positively related to faculty trust in colleagues. As anticipated, professional teacher behavior had the highest correlation. Institutional vulnerability was negatively associated with faculty trust in colleagues.

Open and collegial interactions between teachers lead teachers to trust each other

(Hoffman, Sabo, & Hoy, 1994). It is "an atmosphere of openness and professionalism that leads

to a trust and cooperation among colleagues and the principal, which ultimately promotes

effective schools. Supportive leaders and colleagues build self-confidence in individual teachers

to take risks and try new approaches" (Tarter, Sabo, & Hoy, 1995, p. 84). Student achievement

comes from teachers who are willing to take risks and try new methods of instruction.

Academic Optimism

Academic Optimism Conceptualization

Researchers are compelled to identify specific characteristics of effective schools because

raising student achievement has become paramount. When there are schools that make strides in

student achievement, despite their students being from low socioeconomic backgrounds, there

have to be factors that exist in order for these schools to make these gains. Tarter and Hoy (2006)

identified a new construct in school climate defined as academic optimism. Academic optimism

was described as the combination and reciprocal relationship of teacher collective efficacy,

academic emphasis, and faculty trust in parents and students. The three properties that form

academic optimism were based on three different theories and display three separate dimensions.

Academic emphasis came from Hoy and his colleagues' work, which was based on Parsons'

theory of organizational health (Parsons, Bales, & Shils, 1953); collective efficacy stemmed

from Bandura's social cognitive theory (1997); and faculty trust in students and parents

originated from Coleman's (1990) analysis of social interaction (1990). Academic emphasis

demonstrated the behavioral dimension of academic optimism; collective efficacy displayed the

cognitive dimension; and faculty trust in parents and students exhibited the affective dimension.

A final theoretical approach was added, which was based on the work of Seligman (1998).

Seligman argued that optimism matters as much as talent and motivation in achievement and optimism is collective property that can be learned and developed. Because optimism is something that can be learned, all schools are capable of excellence regardless of SES if they can raise their level of academic optimism.

Research on Academic Optimism

Only a few studies have been conducted exploring academic optimism. The first study (Hoy et al., 2005) was a confirmatory factor analysis that demonstrated the structure and composition of the construct within elementary schools. Constitutively, academic optimism was defined as the strong emphasis on subject matter being taught combined with the belief that the school working together can achieve success because there is trust in students and parents to follow through on their commitments. The academic emphasis subscale of the Organizational Health Inventory (Hoy et al., 1991; Hoy & Miskel, 2008; Hoy &Tarter, 1997) was used to measure the academic emphasis of the school. Collective efficacy was measured using the 12-item Collective Efficacy Scale (Goddard et al., 2000). Faculty trust was measured by the Omnibus Trust Scale (Hoy & Tschannen-Moran, 2003). The research sample included 3,400 teachers from 146 Ohio elementary schools. The final analysis confirmed that academic optimism is a combination of teacher collective efficacy, academic emphasis, and trust in clients when controlling for SES.

In the next study by Hoy et al. (2006), a confirmatory factor analysis further supported the construct of academic optimism in high schools. This study also demonstrated that academic optimism had a positive and direct effect on school student achievement in both math and science controlling for SES, population density, and previous student achievement. The research

was conducted in 96 Midwestern high schools with a faculty of 15 or more teachers. The schools were comprised of urban, suburban, and rural schools which were assigned a value for urbanicity based on population density. Each school was assigned an SES value based on data from the state department of education in regard to income, educational level, and neighborhood stability. Operationally, the same instruments from the previous study were used to measure academic emphasis, collective efficacy, and faculty trust in students and parents. State achievement test scores from the previous 2 years were attained to have a measure of prior achievement in math, science, reading, social studies, and writing. Students also completed the 12th grade assessments 1 to 2 months after the faculty completed the research surveys.

Both SES and prior achievement were related to student achievement directly as well as indirectly through academic optimism. As hypothesized, academic optimism was directly related to achievement. The researchers concluded in their study that learned optimism is an individual variable, but academic optimism is a collective property by which a school working together can gain greater achievement for each individual student. A group laboring together and believing in a high but achievable outcome can raise even the lowest schools up in status. One final important aspect of this study was the concentration on prior research by Tschannen-Moran and Hoy (2000), Goddard et al. (2001), and Bryk and Schneider (2002). Emphasis was placed on teachers' trust in students and parents to consistently follow through on promises and commitments as a key property of enabling schools.

The third study on academic optimism (McGuigan & Hoy, 2006) focused on enabling school structure by examining what principals can do to cultivate a culture of academic optimism in secondary schools. Consistent with the previous two studies, academic optimism was identified as a general construct composed of academic emphasis, collective efficacy, and

faculty. Academic optimism was also directly related to school achievement even when controlling for SES. Furthermore, it showed that principals who created school structures in which the rules, policies, and procedures enabled teachers and enhanced the learning mission of the schools had cultures of academic optimism. In short, enabling school structure nurtured academic optimism, which in turn created higher levels of achievement even controlling for SES. The authors theorized that enabling school structures captured the outcomes of what effective leaders do--enable the key work of the school and create a culture of optimism. This construct, as predicted, explained student achievement in mathematics even controlling for SES and school size. The schools in this study varied in terms of SES, but, in general, the sample was composed mostly of poor elementary urban schools, those with more than half of their students on free and reduced lunch. The finding that academic emphasis is just as important as SES in explaining achievement is important because, although not simple, it is easier to improve academic optimism than it is to change socioeconomic factors of the school community.

Building on previous research on academic optimism, Kurz, Woolfolk Hoy, and Hoy (2007) theorized that academic optimism existed at the individual level just as it did at the school level. Classroom management style was also assessed along with teacher commitment to see if these variables were related to academic optimism. Also, it was hypothesized that the classroom configuration affected teacher individual academic optimism and that the number of special needs children, minority students, and students from low SES would lower teacher academic optimism. Finally, it was predicted that humanistic classroom management, student-centered teaching, and professional commitment would form a linear combination that promotes a stronger sense of academic optimism.

The research sample consisted of a total of 205 third and fourth grade teachers from 220 schools in Ohio. Each participant completed a 71-item survey comprised of the short form of the Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) to measure teachers' self-efficacy beliefs; the faculty trust in clients portion of the Omnibus T-Scale (OTS) (Hoy & Tschannen-Moran, 2003), to measure teachers' trust in students and parents; the Organizational Climate Index (OCI) created by Hoy, Sweetland, and Smith (2002), which was reworded to focus on teachers' individual academic emphasis; the Pupil Control Ideology (PCI)(Hoy, 2001; Willower, Eidell, & Hoy, 1967) to measure teachers' beliefs about management and teaching; the Constructivist Teaching and Constructivist Parent subscales of Teacher's Belief Survey (TBS) (Woolley, Benjamin, & Woolley, 2004) to assess teachers' beliefs about instruction; and, the 7-item Organizational Citizenship Behavior Scale (OCB) (DiPaolo & Hoy, 2005; DiPaola & Tschannen-Moran, 2001), which was modified to measure teachers' commitment to the profession.

The results of the study concluded the same findings at the individual level as those at the school level (Hoy, Tarter, & Woolfolk Hoy, 2006). Teacher sense of efficacy, teacher trust in parents and students, and individual academic emphasis combined to form a teacher's academic optimism. Socioeconomic status of the students was the only classroom variable related to academic optimism. The number of minority students and the number of special education students in the classroom did not affect teachers' academic optimism. The greater the percentage of students on free or reduced lunch, the lower the academic optimism of teachers. As predicted, the three teacher belief variables--humanistic classroom management, student-centered teaching, and professional commitment--were all significant predictors of academic optimism when controlling for SES. Dispositional optimism, humanistic classroom management practices,

student-centered teaching beliefs and principles, and teacher citizenship behaviors support academic optimism. Teachers' convictions about instruction and management, their commitment to the profession in the form of their individual citizenship within the school, and student SES were predictors of teacher academic optimism.

A sample of 99 inner city elementary schools in Texas was selected for another academic optimism study by Smith and Hoy (2007) to look at the effects of urbanization. All of the schools in this study were located in and around districts with populations over 650,000. All of the schools selected had high percentages of students on free and reduced lunch. The schools ranged in size from 289 to 1,251 students with an average size of 682 students.

As in the previous studies, academic optimism was a general construct composed of teacher collective efficacy, faculty trust in clients, and academic emphasis. Also, academic optimism explained student achievement in mathematics, even controlling for SES and school size. Although there was some variance in the SES of the school, all the schools in the study had more than half of their student population on free and reduced lunch. According to the Smith and Hoy (2007), academic emphasis is just as important as SES in explaining achievement and this fact is important because it is a much simpler task to raise academic optimism than to change socioeconomic factors of a school community.

Hoy and his colleagues continued their focus on academic optimism adding further confirmation that academic optimism is an individual teacher concept with essentially the same structure as faculty academic optimism (Beard, Hoy, & Woolfolk Hoy, 2009). Teacher sense of efficacy, trust in students and parents, and academic emphasis are the three personal components that combine to form the construct of teacher academic optimism and all three of these elements interact and reinforce one another (Beard et al., 2009). This newest analysis improves the earlier

study of individual teacher academic optimism (Woolfolk Hoy et al., 2008) by refining the validity and reliability measures for the three composite measures of academic optimism, and then a confirmatory factor analysis demonstrated that teacher academic optimism was indeed a second-order factor. Their results also give credence to teachers' sense of trust in both parents and students as a unified construct called teacher trust in clients. However, teacher trust in parents consistently loaded higher than teacher trust in students, which supports Bryk and Schneider's (2002) claim that teacher-student trust in elementary schools operates primarily through teacher-parent trust. Academic optimism, at both the school and individual levels, consists of cognitive, affective, and behavioral factors of optimism merging into a single integrated construct

Two other assets of teacher personality and their relationship to academic optimism were examined in this study. General life optimism was assessed using the short version of the Life Orientation Scale (LOT) (Scheier, Carver, & Bridges, 1994), and correlated with teacher academic optimism. It was found that the greater the teacher's sense of optimism, the stronger the degree of academic optimism. Also, the teacher's perception of enabling school structure was measured using the Enabling School Structure Scale (ESS) developed by Hoy and Sweetland (2001) to see if there was correlation with teacher academic optimism. The results showed the more teachers perceived an enabling school structure, the greater a teacher's degree of academic optimism. As predicted, both correlations were statistically significant, but teacher's general optimism showed higher correlation than teachers' perception of enabling structure.

Teacher Academic Optimism and Leadership

A study by Mascall, Leithwood, Straus, and Sacks (2008) explored the relationship between distributed leadership and academic optimism. Distributed leadership was measured in four patterns along two dimensions depending on whether the leadership distribution was planned or spontaneous and, secondly, whether it was aligned or misaligned with the goals of the school. This conception of leadership distribution patterns reflects theory and evidence suggesting that more coordinated forms of leadership distribution make more productive contributions to organizational outcomes.

Mascall et al. (2008) gathered data from online survey responses of 1,640 elementary and secondary teachers in a large district in Ontario, Canada. Academic optimism was measured with a modification in the replacement of academic optimism with organizational citizenship behavior.

Teachers' academic optimism was strongly and positively related to the pattern of leadership distribution and the amount of planful alignment. These patterns signify the degree to which the acts of leadership are consciously aligned across the sources of leadership and the degree to which the method is either planned or spontaneous. The more academically optimistic teachers are, the more likely they are to describe the leadership as distributed in their schools in a prearranged pattern that focuses on the goals of the school. Spontaneous misalignment had negative associations with academic optimism. Mascall et al. (2008) concluded that this negative relationship is probably due to the corrosive effects of this form of leadership on trust, especially trust in leaders.

Recently Kirby and DiPaola (2009) researched the effects of collegial leadership, teacher professionalism and community engagement on academic optimism. The School Climate Index

(SCI) developed by DiPaola and Tschannen-Moran (2005) was selected as the climate measure. The SCI incorporates collegial leadership, teacher professional behaviors, achievement press from the Organizational Climate Index (OCI) and substitutes a new dimension--community engagement--for institutional vulnerability. Community engagement is the process of involving parents and community members in the mission and goals of the school (DiPaola & Tschannen-Moran, 2005). According to Kirby and DiPaola (2009), parent involvement helps to raise student attendance, which is a prerequisite of learning and higher achievement.

Using multiple regression analysis, Kirby and DiPaola (2009) confirmed that academic optimism has independent effects on student achievement and academic optimism can be predicted by open and healthy climates. Strong correlations for teacher professionalism and community engagement with academic optimism were found, which suggest that teachers and parents have positive interactions. Academic optimism is high in schools where parents have opportunities to collaborate with teachers and the school on meaningful education matters that affect their children.

Theoretical Framework

The theory of this research is that principal leadership and teacher professionalism create a climate of trust that impacts academic optimism. A review of the literature indicates relationships between collegial leadership and teacher trust in the principal and a link between teacher professionalism and teacher trust in colleagues. Open and healthy climates also have been linked to academic optimism. Because collegial leadership and teacher professionalism are components of open and healthy climates, then there are implications of links between these factors and academic optimism. Trust is the variable along the pathway to academic optimism

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and is developed through the relationships that collegial principals and professional teachers have with each other.

Academic optimism is a construct made up of the combination of academic emphasis, teacher trust in clients, and teacher collective efficacy. Academic optimism has been linked to student achievement, even controlling for SES. School climate has also been linked to student achievement. Academic emphasis is a byproduct of principal and teacher leadership in which the school as a whole takes on a mission of raising achievement. Open and healthy schools have higher measures of collegial leadership and teacher professionalism. Collegial leadership brings about trust in the principal and teacher professionalism brings about trust in colleagues. When teachers trust each other and their principal, they are more willing to take risks and be more innovative. It is that trust in each other and the administration that leads teachers to a sense of collective efficacy. A climate of optimism permeates the building through professionalism and the school's focus on academics permeates the community as a whole. Parents are affected by this climate and seek academic success as well which leads to teacher trust in parents and students.

<p align="center">Rationale and Hypotheses</p>

Collegial leadership should contribute to an explanation of academic optimism, but the literature suggests that the trust teachers have in the principal will intervene in the relationship. Both leadership and trust in the leader should be positively related to optimism with leadership as the antecedent of trust and both predicting optimism. Teacher professionalism should also contribute to an explanation of academic optimism, and, likewise, the literature suggests that trust in colleagues will intervene in the relationship. Both professional behavior and trust in

colleagues should be positively related to academic optimism with teacher professionalism as the antecedent to trust in colleagues. Based on these assumptions, as mentioned earlier, the following hypotheses will be tested in this study:

H1: Collegial leadership and teacher trust in the principal will contribute to an explanation of optimism.

H2: Teacher professionalism and trust in colleagues will contribute to an explanation of academic optimism.

H3: Collegial leadership, teacher professionalism, and trust will contribute to an explanation of academic optimism.

CHAPTER III

METHODOLOGY

Overview

This chapter provides a description of the research sample, data collection procedures, variables, operational measures, and data analysis procedures.

Data Sample and Collection Procedures

The sample for this research was selected from 67 Alabama elementary schools with at least 21 classroom teachers each. A total of 1,353 teachers were surveyed. Because selection was predicated upon the permission of each building's principal, it was non-random. However, the sample encompassed the northern part of the state and included rural, urban, and suburban districts of diverse socioeconomic compositions.

Participants

Data were collected from teachers at each building. Only certified classroom teachers or staff members who make decisions about curriculum and develop lesson plans were asked to participate in the survey process. No principals, teacher aides, substitute teachers, or school nurses were surveyed. The participants were of diverse experience and age. Most participants were female, because this was in the elementary setting. No allowances for return visits were arranged for teachers who were not present during the time of survey distribution.

Data Collection Procedures

After acquiring permission from superintendents and building principals, a time was arranged either before or after school to administer the surveys at each school. The researcher briefly explained the purpose of the study and assured each faculty that all responses would be treated confidentially. Teachers were also informed that they need not respond to any items that made them feel uncomfortable and they could choose not to participate or to cease participation at any time. The explanation, distribution, and administration of the survey took approximately 20 minutes.

Variables

The independent variables were collegial leadership, teacher professional behavior, faculty trust in the principal, faculty trust in colleagues, and SES. The dependent variable was academic optimism.

Instrumentation

Factors from three instruments were combined to create a survey to collect the quantitative data for this study. The instruments from which the factors were drawn included the following: (a) the Organizational Climate Index (Hoy, Smith, & Sweetland, 2002), (b) the Teacher Academic Optimism Scale for Elementary Teachers SAOS (Hoy & Tarter, 2006), and (c) the Omnibus Trust Scale (Hoy & Tschannen-Moran, 1999). The instrument developers granted permission to use each instrument. The instruments are listed in the first column of Table 1. The second column of the table includes all of the factors for the instruments, and the third column lists only the factors used in this study. The factors used in this study are defined in the following paragraphs.

Table 1

Instrumentation for This Study

Instrument	All instrument factors	Factors used in this study
Organizational Climate Index	• Collegial Leadership • Professional Teacher Behavior • Achievement Press • Institutional Vulnerability	• Collegial Leadership • Professional Teacher Behavior
Omnibus Trust Scale	• Faculty Trust in the Principal • Faculty Trust in Colleagues • Faculty Trust in Clients	• Faculty Trust in the Principal • Faculty Trust in Colleagues
Teacher Academic Optimism Scale for Elementary Teachers (TAOS)	• Collective Efficacy of the School (CE) • Academic Emphasis (AE) • Faculty Trust in Students and Parents (FT)	• Collective Efficacy of the School (CE) • Academic Emphasis (AE) • Faculty Trust in Students and Parents (FT)

The OCI is comprised of 30 Likert-type items that describe four factors of organizational climate: collegial leadership, professional teacher behavior, and achievement press (Hoy, Smith & Sweetland, 2002). The Organizational Climate Index (OCI) was used to measure teachers' perceptions of principal leadership and teacher professionalism.

A copy of the instrument with the items listed for each factor is found in Appendix A. The factor names, factor descriptions, and factor reliability coefficients are as follows:

- Collegial Leadership--principal behavior that is directed toward meeting the social needs of the faculty and achieving the goals of the school. The principal treats teachers as professional colleagues, is open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance. There are seven items with a Chronbach alpha reliability coefficient of .94.

- Professional Teacher Behavior--is marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support. The instrument contains seven items for this factor and has a Chronbach alpha coefficient of .88.

Faculty trust was measured using the Omnibus Trust Scale (Omnibus T-Scale) developed by Hoy and Tschannen-Moran (1999). The Omnibus Trust Scale has 26 Likert-type items, which measure three referents of trust: trust in the principal, trust in colleagues, and trust in clients. For the purposes of this study, only the factors of trust in the principal and trust in colleagues were used, because trust in students and parents is already measured on the academic optimism instrument. Trust is an individual or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open. There are nine items used to measure teacher trust in the principal with a reported reliability coefficient of .98. There are nine items that measure teacher trust in colleagues with a reliability coefficient of .93. A copy of the instrument with the items listed for each factor is found in Appendix B.

The Teacher Academic Optimism Scale for Elementary Teachers (SAOS) was used to measure the academic optimism in each school. Academic optimism is a collective property made up of teacher trust in students and parents, academic emphasis, and collective efficacy. These three properties have a positive effect on student achievement, even controlling for socioeconomic status, urbanicity, and prior student achievement (McGuigan & Hoy, 2006; Smith & Hoy 2007; Tarter & Hoy, 2006). The Teacher Academic Optimism Scale for Elementary Teachers (TAOS) is a 30-item Likert-type scale that measures teacher trust in students and parents, academic emphasis, and collective efficacy. A copy of the instrument with the items

listed for each factor is found in Appendix C. The factor names, factor descriptions, and factor reliability coefficients are as follows:

- Collective Sense of Self-Efficacy--is marked by respect for colleague competence, commitment to students, autonomous judgment, and mutual cooperation and support. The instrument contains 12 items for this factor and has a Chronbach alpha coefficient of .91.

- Faculty Trust in Students and Parents--is marked by teachers' trust in students to do their work and reliance on parents to support the effort. The instrument contains 10 items for this factor and has a Chronbach alpha coefficient of .94.

- Academic Emphasis--is the extent to which the school is driven by a quest for academic excellence or its press for academic achievement. High, but achievable academic goals are set for students; the learning environment is orderly and serious; students are motivated to work hard; and students respect academic achievement (Hoy & Miskel, 2005; Hoy, Tarter, & Kottkamp, 1991). The instrument contains eight items for this factor and has a Chronbach alpha coefficient of .83.

Data Analysis

Quantitative methodology was applied in this investigation of academic optimism and its relationship to collegial leadership, teacher professionalism, and trust. Each survey item response was entered into the Statistical Package for the Social Science (SPSS). Descriptive statistics including means, standard deviations, and ranges were computed for all the independent variables (collegial leadership, teacher professionalism, trust in the principal, trust in colleagues, SES) and the dependent variables (academic optimism). Data were aggregated to the school level

because the school was the unit of analysis. Multiple regression techniques and path analysis were used to find intercorrelations among the dependent and independent variables.

Conclusion

Recent studies have brought attention to a new construct, academic optimism, and its link to student achievement. Earlier research suggests that trust is critical for student achievement and development of the school culture. This study explored two referents of faculty trust (principal, colleagues) and how they are developed through professional interactions of the school staff. Collegial leadership is seen as a precursor to trust in the principal, and teacher professionalism is the precursor to trust in colleagues. The final analysis was to determine what effect collegial leadership and teacher professionalism have on academic optimism in 67 Alabama elementary schools. The dependent variable in this study is academic optimism. The independent variables are collegial leadership, teacher professional behavior, and two referents of trust (trust in the principal, and trust in colleagues). Previous research adequately establishes the theoretical constructs, operational measures, and reliability and validity of all measurement items employed in this research.

CHAPTER IV

RESULTS

The purpose of this study was to determine the effects of collegial leadership, professional teacher behavior and teacher trust in the principal and colleagues on school academic optimism. Data from 67 elementary schools were collected and analyzed to provide answers to the five research questions and three hypotheses posed in chapter I. All five variables in this study--one dependent and four independent--were analyzed by applying reliability measures, computations of descriptive statistics, zero-order correlations, and multiple regressions. SES was treated as a controlling variable.

Descriptive Statistics

Sample

Out of 80 schools solicited, 67 schools from 20 school districts in northern Alabama participated in this study. A total of 1,353 teachers completed surveys. A minimum of 15 surveys were required to count schools in the sample. The sample of this study was comprised of urban, suburban, and rural schools. The 2008 state SES mean, as measured by the federal lunch program rate, was 52.3%, and the research sample computed at 51.6%.

Measures

The Organizational Climate Index (OCI), the School Academic Optimism Scale (SAOS), and the Omnibus Trust Scale were used to collect the quantitative data for this study. Collegial

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leadership and professional teacher behavior were the only subtests from the OCI used in this inquiry. Of the three measures in the Trust Scale, only teacher trust in the principal and teacher trust in colleagues were used because teacher trust in clients is part of the SAOS. Socioeconomic statistics were gathered from the Alabama Department of Education.

Data collected from all of the instruments were analyzed to determine whether there were correlations and relationships between and among factors. More specifically, data were analyzed to determine (a) if any correlational relationships existed among the factors of collegial leadership, professional teacher behavior, teacher trust in the principal, teacher trust in colleagues, and academic optimism; (b) if any linear relationships existed among the factors of collegial leadership, teacher trust in the principal, and academic optimism; (c) if linear relationships existed among the factors of professional teacher behavior, teacher trust in colleagues, and academic optimism; and (d) which factors contributed the most in the explanation of academic optimism.

Descriptive calculations were figured for each variable. Ranges, means, and standard deviations were examined and nothing unexpected emerged to warrant further statistical computations (see Table 2).

Table 2

Descriptive Statistics of Research Variables

Variables	Minimum	Maximum	Mean	Std. Deviation
Academic Optimism	3.03	5.12	4.09	.35
Trust in Principal	2.75	5.98	5.12	.65
Trust in Colleagues	3.88	5.73	4.93	.45
Collegial Leadership	2.19	3.91	3.33	.41
Professional Teacher Behavior	1.93	3.91	3.39	.34
SES	8.00	98.00	48.38	22.79

Reliabilities

      Cronbach alpha coefficients of inter-item reliability were computed for two trust

subscales of the Omnibus Trust Scale and yielded very high measures. Faculty trust in the

principal was .96 and faculty trust in colleagues was .93 (see Table 3). The factor analysis and

Cronbach alpha results support the validity and reliability of the trust subscales when used to

gather data on faculty perceptions of trust in the principal and colleagues. The subtest for faculty

trust in clients was omitted because it was already a portion of the School Academic Optimism

Scale.

      Cronbach alpha coefficients were also calculated for the two variables from the

Organizational Climate Index. The alphas for both variables were in the .90 range (see Table 3).

Finally, academic optimism had a Cronbach alpha of .95.

Table 3

Cronbach Alpha for Study Variables and the Number of Items Measured

Variables	Cronbach alpha	Number of items	Instrument
Trust in the Principal	.96	8	Omnibus Trust Scale
Trust in Colleagues	.93	8	Omnibus Trust Scale
Collegial Leadership	.94	7	OCI
Professional Teacher Behavior	.95	7	OCI
Academic Optimism	.95	30	SAOS

Correlations

      Correlation analyses were run on the six test variables. Those correlation coefficients

supported the three hypotheses. As predicted, correlations were found between academic

optimism and collegial leadership ($r = .63**, p < .01$), professional teacher behavior ($r = .32**$,

$p < .01$), trust in colleagues ($r = .50**, p < .01$), trust in the principal ($r = .25*, p < .05$), and

socioeconomic status ($r = .75^{**}$, $p < .01$). Similarly, correlations were found between professional teacher behavior and trust in colleagues ($r = .59^{**}$, $p < .01$) and between collegial leadership and trust in the principal ($r = .63^{**}$, $p < .01$), which further provided support of Hypotheses 1 and 2. Table 4 presents those findings.

Table 4

Correlations (Pearson) Among the Six Variables

Variable	CL	TP	PTB	TC	SES
Academic Optimism (AO)	.33**	.25**	.32**	.50**	.75**
Collegial Leadership (CL)		.63**	.57**	.40**	.12
Trust in the Principal (TP)			.31*	.58**	.09
Professional Teacher Behavior (PTB)				.59**	.28*
Trust in Colleagues (TC)					.40**

** p = < .01
 * p = < .05

A multiple regression analysis examined the effects of collegial leadership and teacher trust in the principal on academic optimism (see Table 5). The two independent variables had a combined influence that explained 9% of the variance in academic optimism, (adjusted $R^2 = .09$; $p < .05$). However, neither collegial leadership nor trust in the principal showed independent significance toward academic optimism. The regression was performed again controlling for SES. The two independent variables along with SES accounted for 60% of the variance in academic optimism (adjusted $R^2 = .60$; $p < .01$). Although SES had an expected contribution toward academic optimism ($\beta = .72$; $p < .01$), collegial leadership was a predictor of academic optimism ($\beta = .25$; $p < .05$).

Table 5

Correlation and Multiple Regression Analysis for Academic Optimism on Predictor Variables (Collegial Leadership, Trust in the Principal, and SES Added)

Independent variables	r	Standardized Beta
Collegial Leadership (CL)	.33**	.30
Trust in the Principal (TP)	.25**	.06
		$R = .35$
		Adj. $R^2 = .09*$
Collegial Leadership (CL)	.33**	.25*
Trust in the Principal (TP)	.25**	.05
SES	.75**	.72**
		$R = .79$
		Adj. $R^2 = .60**$

** $p = < .01$, * $p = < .05$

A multiple regression was done to examine the effects of professional teacher behavior and teacher trust in colleagues on academic optimism (see Table 6). The two independent variables had a 23% combined influence on academic optimism (adjusted $R^2 = .23$; $p < .01$). However, only trust in colleagues showed independent significance toward academic optimism ($\beta = .48$; $p < .05$). This regression was done again adding SES as a variable. The two independent variables along with SES had a 59% combined influence on academic optimism (adjusted $R^2 = .59$; $p < .01$). Teacher trust in colleagues ($\beta = .24$; $p < .05$) and SES ($\beta = .65$; $p < .01$) made independent contributions toward academic optimism, and professional teacher behavior was not significant.

Table 6

Correlation and Multiple Regression Analysis for Academic Optimism on Predictor Variables (Professional Teacher Behavior, Trust in Colleagues, and SES Added)

Independent variables	r	Standardized Beta
Professional Teacher Behavior (PTB)	.32**	.04
Trust in Colleagues (TC)	.59**	.48*
		$R=.50$
		Adj. $R^2=.23$**
Professional Teacher Behavior (PTB)	.32**	-.00
Trust in Colleagues (TC)	.59**	.24*
SES	.75**	.65**
		$R = .78$
		Adj. $R^2=.59$**

** $p = < .01$, * $p = < .05$

Finally, the four independent variables were entered simultaneously in a multiple regression to see their effects on academic optimism (see Table 7). The combined influence of all four variables accounted for 26% of the variance in academic optimism, (adjusted $R^2 = .26$; $p < .01$). Only trust in colleagues ($\beta = .62$; $p < .01$) and collegial leadership ($\beta = .36$; $p < .05$) showed independent contributions toward academic optimism. Likewise, when the four independent variable were regressed controlling for SES, all five variables accounted for 62% of the variance in academic optimism (adjusted $R^2 = .81$; $p < .01$). Likewise, trust in colleagues ($\beta = .29$; $p < .05$), collegial leadership ($\beta = .32$; $p < .05$), and SES ($\beta = .65$; $p < .01$) made significant contributions towards academic optimism.

Table 7

Correlation and Multiple Regression Analysis for Academic Optimism on Predictor Variables (Collegial Leadership, Trust in the Principal, Professional Teacher Behavior, Trust in Colleagues, and SES Added)

Independent variables	r	Standardized Beta
Collegial Leadership (CL)	.33**	.36*
Trust in the Principal (TP)	.25**	-.29
Professional Teacher Behavior (PTB)	.32**	-.16
Trust in Colleagues (TC)	.50**	.62**
		$R = .56$
		Adj. $R^2 = .26$**
Collegial Leadership (CL)	.33**	.32**
Trust in the Principal (TP)	.25**	-.13
Professional Teacher Behavior (PTB)	.32**	-.18
Trust in Colleagues (TC)	.50**	.29*
SES	.75**	.65**
		$R = .81$
		Adj. $R^2 = .62$**

** $p = < .01$, * $p = < .05$

Hypothesis Testing

Hypothesis 1: Collegial leadership and teacher trust in the principal will contribute to an explanation of optimism.

A multiple regression was performed with academic optimism as the dependent variable and collegial leadership and trust in the principal as independent variables. The two independent variables combined to explain 9% of the variance in academic optimism, (adjusted $R^2 = .09$; $p < .05$). Neither collegial leadership nor trust in the principal made independent contributions toward academic optimism. When this same regression was performed controlling for SES, there was also a significant relationship. The two independent variables along with SES had a combined 60% influence of the variance in academic optimism, (adjusted $R^2 = .79$; $p < .01$).

However, only SES ($\beta = .25$; $p < .05$) and collegial leadership ($\beta = .72$; $p < .01$) had individual effects on academic optimism.

Hypothesis 2: Teacher professionalism and trust in colleagues will contribute to an explanation of academic optimism.

A multiple regression with academic optimism as the dependent variable and professional teacher behavior and trust in colleagues as independent variables yielded significance, with the two independent variables accounting for 23% of the variance in academic optimism (adjusted $R^2 = .23$; $p < .01$). Only teacher trust in colleagues made an independent contribution toward academic optimism ($\beta = .48$; $p < .01$). After controlling for SES, only trust in colleagues made a unique contribution to academic optimism ($\beta = .24$; $p < .05$); the amount of explained variance increased to .59 ($p < .01$).

Hypothesis 3: Collegial leadership, teacher professionalism, and trust will contribute to an explanation of academic optimism.

A multiple regression analysis was done with collegial leadership, trust in the principal, professional teacher behavior, and trust in colleagues entered as independent variables and academic optimism entered as the dependent variable. The four variables accounted for 26% of the variance (adjusted $R^2 = .26$; $p < .01$), but only trust in colleagues ($\beta = .62$; $p < .01$) and collegial leadership ($\beta = .36$; $p < .05$) showed independent contributions toward academic optimism. When SES was added in a subsequent regression, the amount of variance explained increased to .62 ($p < .01$) with SES ($\beta = .65$; $p < .01$), collegial leadership ($\beta = .32$; $p < .01$), and trust in colleagues ($\beta = .29$; $p < .05$) making unique contributions.

Unhypothesized Findings

A succession of regressions was performed using the independent variables as dependent variables to test an explanation of the sequence of influence variable to variable. Because collegial leadership and trust in colleagues were the only independent variables besides SES that had a significant effect on academic optimism in the initial hypothesis testing, multiple regressions were run to see the relationship of the other independent variables to these two variables controlling for SES.

Trust in Colleagues

Trust in colleagues was regressed as the dependent variable on professional teacher behavior, collegial leadership, trust in the principal, and SES. There was significance for all variables (see Table 8). Professional teacher behavior ($\beta = .50$; $p < .01$), collegial leadership ($\beta = -.29$; $p < .05$), trust in the principal ($\beta = .59$; $p < .01$), and SES ($\beta = .24$; $p < .01$), explained 60% of the variance in trust in colleagues (adjusted $R^2 = .60$; $p < .01$). When this regression was repeated without SES, the other three variables remained significant and accounted for 55% of the variance in trust in colleagues (adjusted $R^2 = .55$; $p < .01$). Although collegial leadership appeared to be related to trust in colleagues, it was not. The negative beta weight for collegial leadership was accounted for in subsequent regressions of trust in colleagues with all the possible combinations of the other variables. Collegial leadership made no independent contribution toward trust in colleagues, but professional teacher behavior and trust in the principal did (see Table 8). Trust in the principal is more highly correlated with trust in colleagues than collegial leadership and as trust in the principal increases, this probably suppresses collegial leadership.

Table 8

Correlation and Multiple Regression Analysis for Trust in Colleagues on Predictor Variables (Collegial Leadership, Trust in the Principal, Professional Teacher Behavior, and SES)

Independent Variables	r	Standardized Beta
Collegial Leadership (CL)	.40**	-.29*
Trust in the Principal (TP)	.58**	.59**
Professional Teacher Behavior (PTB)	.59**	.50**
SES	.40**	.24**
		$R = .79$
		Adj. $R^2 = .60$**
Collegial Leadership (CL)	.40**	-.31*
Trust in the Principal (TP)	.58**	.60**
Professional Teacher Behavior (PTB)	.59**	.58**
		$R = .75$
		Adj. $R^2 = .55$**
Collegial Leadership (CL)	.40**	.02
Trust in the Principal (TP)	.58**	.54**
SES	.40**	.35**
		$R = .68$
		Adj. $R^2 = .44$**
Collegial Leadership (CL)	.40**	.11
Professional Teacher Behavior (PTB)	.59**	.46**
SES	.40**	.26*
		$R = .65$
		Adj. $R^2 = .39$**
Collegial Leadership (CL)	.40**	.09
Professional Teacher Behavior (PTB)	.59**	.54**
		$R = .59$
		Adj. $R^2 = .33$**
Collegial Leadership (CL)	.40**	.11
Professional Teacher Behavior (PTB)	.59**	.46**
Trust in the Principal (TP)	.58**	.55**
		$R = .58$
		Adj. $R^2 = .32$**
Professional Teacher Behavior (PTB)	.59**	.38**
Trust in the Principal (TP)	.58**	.44**
SES	.75**	.26**
		$R = .76$
		Adj. $R^2 = .56$**
Professional Teacher Behavior (PTB)	.59**	.45**
Trust in the Principal (TP)	.58**	.44**
		$R = .72$
		Adj. $R^2 = .51$**

** $p = < .01$, *$p = <.05$

Collegial Leadership

When collegial leadership was regressed as the dependent variable on trust in the principal, professional teacher behavior, trust in colleagues, and SES, there was significance for all the variables except SES (see Table 9). These three variables explained 57% of the variance in collegial leadership (adjusted $R^2 = .57$; $p < .01$). Trust in the principal ($\beta = .63$; $p < .01$) and professional teacher behavior ($\beta = .55$; $p < .01$) accounted for more variance than trust in colleagues ($\beta = -.31$; $p < .05$). The results were practically identical when the regression was repeated without SES.

A negative beta weight for trust in colleagues was also absolved when ensuing regressions established that trust in colleagues made no significant contributions toward collegial leadership. Only professional teacher behavior and trust in the principal offered independent contributions toward collegial leadership (see Table 9). An explanation for the negative beta for trust in colleagues is that its effects on collegial leadership are masked by its effects on trust in the principal and professional teacher behavior. The zero-order correlation is spurious between trust in colleagues and collegial leadership. When controlling for other variables, the relationship between trust in colleagues and collegial leadership drops to nearly zero.

This study identified some unique relationships between the independent variables and academic optimism and among each other. Collegial leadership, teacher trust in colleagues, and SES make independent contributions to academic optimism. Surprisingly, collegial leadership and trust in colleagues are not directly related to each other. SES contributes to trust in colleagues, but not to collegial leadership. The path analysis chart provides an abductive explanation (Walton, 2004) of these relationships (see Figure 1).

Table 9

Correlation and Multiple Regression Analysis for Collegial Leadership on Predictor Variables (Trust in the Principal, Professional Teacher Behavior, Trust in Colleagues, and SES)

Independent Variables	r	Standardized Beta
Trust in the Principal (TP)	.63**	.63**
Professional Teacher Behavior (PTB)	.57**	.55**
Trust in Colleagues (TC)	.40**	-.31*
SES	.12	.03
		$R = .77$
		Adj. $R^2 = .57$**
Trust in the Principal (TP)	.63**	.63**
Professional Teacher Behavior (PTB)	.57**	.55**
Trust in Colleagues (TC)	.40**	-.29*
		$R = .77$
		Adj. $R^2 = .57$**
Professional Teacher Behavior (PTB)	.57**	.52**
Trust in Colleagues (TC)	.40**	.21
SES	.12	-.08
		$R = .58$
		Adj. $R^2 = .31$**
Professional Teacher Behavior (PTB)	.57**	.52**
Trust in Colleagues (TC)	.40**	.09
		$R = .58$
		Adj. $R^2 = .31$**
Trust in Colleagues (TC)	.40**	.02
Trust in the Principal (TP)	.63**	.61**
SES	.12	.06
		$R = .63$
		Adj. $R^2 = .37$**
Trust in Colleagues (TC)	.40**	.05
Trust in the Principal (TP)	.63**	.60**
		$R = .63$
		Adj. $R^2 = .38$**
Professional Teacher Behavior (PTB)	.57**	.43**
Trust in the Principal (TP)	.63**	.50**
SES	.12	-.05
		$R = .74$
		Adj. $R^2 = .53$**
Professional Teacher Behavior (PTB)	.57**	.42**
Trust in the Principal (TP)	.63**	.50**
		$R = .74$
		Adj. $R^2 = .54$**

** $p = < .01$, * $p = < .05$
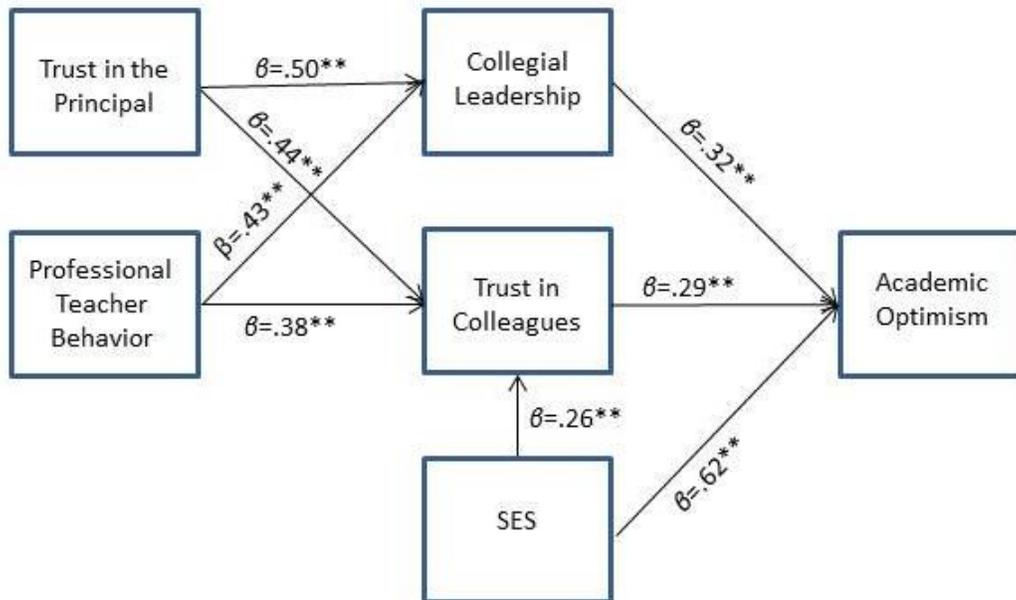
Figure 1. Path analysis chart.

Conclusion

The results of this study did not support the three research hypotheses. Collegial leadership and teacher trust in the principal do not combine to form a pathway to academic optimism and neither does professional teacher behavior nor teacher trust in colleagues. These four variables combined do not explain academic optimism after controlling for SES. However, collegial leadership, trust in colleagues, and SES make independent contributions toward academic optimism. These results and the importance of collegiality and trust in the school culture will be given more consideration in the next chapter.

CHAPTER V

DISCUSSION OF RESULTS

While the research hypotheses were not demonstrated, there were nonetheless findings that have implications for both theory and practice. This chapter will discuss the findings, their implication, and suggestions for further research.

Findings

1. All the variables had significant intercorrelational relationships as zero-order bivariates

2. Collegial leadership and trust in the principal did not combine to predict academic optimism, but collegial leadership did predict optimism.

3. Professional teacher behavior and trust in colleagues did not combine to predict academic optimism, but trust in colleagues did predict optimism.

4. Collegial leadership, trust in the principal, professional teacher behavior, and trust in colleagues did not combine to predict academic optimism, but collegial leadership and trust in colleagues did combine to predict optimism.

5. SES contributed to academic optimism and was related to trust in colleagues.

6. Collegial leadership and trust in colleagues made independent contributions to academic optimism.

7. Trust in the principal and professional teacher behavior were both predictors of collegial leadership and trust in colleagues.

Theoretical Implications

Even though the hypotheses predicting academic optimism were not supported, this research produced some theoretically important findings. All the variables were significantly related, albeit in intriguing ways. The relationships were not always direct and were sometimes unrelated to one another.

Trust in Colleagues

The hypothesis arguing that professional teacher behavior and teacher trust in colleagues would lead to greater academic optimism was not supported. Trust in colleagues turned out to be an intervening variable between both trust in the principal and professional teacher behavior in the explanation of academic optimism. Interpreting this relationship suggests two things. First, all of the facets of academic optimism are enhanced by the degree that teachers trust in their fellow teachers. Second, trust in the principal and professional teacher behavior influence trust in colleagues.

Recall that faculty trust in colleagues is composed of five facets: competence, benevolence, reliability, honesty, and openness. Teachers in the school are open with each other and accept what their colleagues say is true. Teachers have faith in the integrity of their colleagues and have confidence that they do their jobs well. Teachers in the school typically look out for each other and know they can depend on each other in difficult situations. Collectively, trust will be positively related to the elements of optimism.

Trust in colleagues is positively related to collective efficacy (Goddard, Woolfolk Hoy, & Hoy, 2000), which is one of the three prime components of academic optimism. When collective efficacy is high, teachers perform their jobs with a sense that they can get it done because the

team is counting on them and will be behind them. Trust in colleagues is the glue that bonds the teachers together and gives them that sense of confidence to face the challenges that will come their way. A strong trust in colleagues leads to a sense of collegiality. Collegiality serves many purposes such as breaking down barriers between departments, teachers, and administrators; stimulating intellectual sharing that can lead to consensus; and promoting feelings of unity and commonality among the staff (Purkey & Smith, 1983). Trust in colleagues reinforces collegiality and affords more opportunities for vicarious learning than where teachers perceive less trust. Collegial trust is functional to goals of the organization because it promotes cohesion, improves productivity and efficiency, and is related to school effectiveness (Hoy, Tarter, & Witkoskie, 1992, 1997).

Faculty trust in colleagues also makes contributions toward academic optimism due to its association with trust in clients, which is a component of academic optimism. Research has verified that the three referents of trust (trust in colleagues, trust in the principal, and trust in clients) are related and indicative of a positive school culture (Hoy & Tschannen-Moran, 1998; Tschannen-Moran & Hoy, 2001). Collegial trust strengthens trust in clients because teachers presume that their colleagues will support each other in the development of high academic practices and expectations of the school. Thus, collegial trust also reinforces the academic emphasis of the school, which is another component of academic optimism. Academic emphasis bridges academic optimism and school climate, because it is a dimension of both constructs (Hoy & Miskel, 2008).

Although trust in the principal and professional teacher behavior were not directly related to academic optimism in this study, regressions indicated that they are both antecedents to trust in colleagues.

Because the three referents of trust accompany each other in a culture of trust, it is logical for trust in the principal to influence trust in colleagues. An interwoven theme of trust permeates the interactions of a healthy school, cultivating teacher trust in each other and the principal (Tarter & Hoy, 1988). The more open and healthy the school's climate, the more likely it is that teachers trust each other and their principal (Hoffman, Sabo, Bliss, & Hoy, 1994). Principals who demonstrate competence, benevolence, reliability, honesty, and openness develop high levels of faculty trust. The principal also establishes the norm for the faculty in how the group is supposed to conduct business. Teachers who see their boss as trustworthy will likely follow the example set before them and act in ways that lead to collegial trust.

Previous studies have shown that professional teacher behavior leads to trust in colleagues (Geist & Hoy, 2004; Hoy, Hannum & Tschannen-Moran, 1998; Hoy, Smith, & Sweetland, 2002; Sweetland & Hoy, 2000). Professional teacher behavior is comprised of a respect for colleague competence, commitment to students, autonomous judgment, mutual cooperation, and support for colleagues (Hoy, Smith, & Sweetland, 2002).Teachers develop trust in their colleagues through professional encounters and interactions. Teachers are more likely to develop trust in colleagues who demonstrate commitment to students and the organization. Likewise, situations that allow teacher cooperation also build stronger trusting relationships.

Collegial Leadership

The hypothesis asserting that collegial leadership and teacher trust in the principal lead to greater academic optimism was not supported. However, collegial leadership became an intervening variable between both trust in the principal and professional teacher behavior in the explanation of academic optimism. This finding signifies two things. First, collegial leadership

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reinforces all of the components of academic optimism. Second, trust in the principal and professional teacher behavior impact collegial leadership.

Collegial leadership is the extent to which the principal supports teachers and meets their needs, treating them as professionals while simultaneously setting goals and standards of performance (Hoy & Tarter, 2004). Principals are in charge of setting goals for students and faculty. Collegial leadership adds to an explanation of optimism through academic emphasis. Collegial leaders augment the academic emphasis of the school by not just setting high standards that foster school achievement, but doing it in a way that promotes collegiality and cohesion. Collegial leaders provide physical and moral support to teachers. They earnestly locate resources and supplies for the classroom and demonstrate a willingness to share in the workload to help teachers raise student achievement.

Collegial leadership promotes collective efficacy, which is another component of academic optimism. Collective efficacy is the overall determination of teachers that the faculty as a whole can organize and execute the necessary actions to have positive effects on students (Goddard et al., 2000; Tschannen-Moran, Hoy, & Hoy, 1998). Collegial leaders present the challenges ahead, but convey that we are in this together and I am here to support you. Collegial leadership promotes trust in the principal and teachers buy into plans for school improvement. Trust in the principal also leads to trust in colleagues and this climate of trust reinforces the academic emphasis and collective efficacy of the school.

Collegial leadership expands academic optimism by promoting trust in clients. Collegial leaders are willing to listen to teachers and are capable of changing. Collegial principals raise teacher commitment because they value opinions of others while examining all sides of issues.

Committed teachers work hard at sustaining high standards of their students and this builds trust in clients.

In this study, trust in the principal and professional teacher behavior were also antecedents to collegial leadership. SES did not make independent contributions toward collegial leadership.

As previously mentioned, the three referents of trust are correlated. Since trust in clients is a significant factor of academic optimism, then trust in the principal should also be present in a climate of optimism. When teachers trust in the principal, they demonstrate respect in the competence of their leader. This respect is reciprocated from the principal and teachers are allowed to be part of the decision-making process. Teacher academic optimism is higher when leadership is distributed in a planfully-aligned pattern where teacher participation in decision-making is welcomed (Mascall & Leithwood, 2008).

Although professional teacher behavior does not make contributions to academic optimism, it is an antecedent of collegial leadership. Schools with collegial principals are more likely to have committed teachers who trust the principal and act professionally (Singh & Billingsley, 1998). High performing schools are places where teachers are committed to their work, respect their colleagues, and view their principal as supportive and enabling (Hoy, Hannum, & Tschannen Moran, 1998). Professional relationships in which teachers trust and support each other likely develop academic emphasis and a sense of collective efficacy (DiPaola & Hoy, 2005). Principals who have professional staff members are more likely to be collegial because everyone is working hard and causing fewer problems for the boss.

The results of this study have implications for both administrators and teachers. Since collegial leadership is related to academic optimism, school systems need to find and develop

supportive leaders to increase school effectiveness. Given the fact that faculty trust in colleagues is a predictor of academic optimism, schools should foster collaborative environments and cultures of trust.

Practical Implications

A practical implication of this research is that schools need collegial leaders and a high level of trust in colleagues to develop optimism. They can do this by establishing and maintaining open and healthy climates. Open and healthy climates are not only professional, but collegial. Openness of teacher-principal relations is collegial leadership; openness of teacher relations is teacher professionalism (Hoy & Sabo, 1998).

There are very few studies that prove any direct impacts the principal has on achievement in the school. However, this research supports the direct effects collegial principals have on academic optimism, which has been linked to student achievement. As with any group dynamics, the leader can act in ways that inspire the workers to be more productive. Caring and supportive principals who set the bar for success model behaviors that help the organization.

Since collegial leadership influences academic optimism, principals should work on personal skills and professional skills that foster goal-achieving climates. They can do this by developing professional teacher behavior and trust in the principal. Finding ways to authentically distribute power will increase professional teacher behavior and trust in the principal. Collegial organizations allow everyone to share power (Sweetland & Hoy, 2000). Teachers recognize and react negatively to principals who only allow teacher input because of district mandates (Malen & Ogawa, 1988; Malen et al., 1990).Teachers become more committed when they feel like they are treated by their administrators as professionals who are capable of making choices to help the

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organization. Collegial leadership is the key component that allows principals to release power to teachers whom they trust.

One authentic way principals can share power is to allow teachers to help develop the class roles. Teachers get discouraged when they have no input in the development of class lists. Teachers feel like they have a better idea of how to distribute students into classes because they know the personalities and learning styles of the students better than the principal. Teachers accuse the principal of favoritism if some teachers get more students that have higher test scores and fewer discipline problems. Teachers who get problematic classes spend the year in survival mode and lose faith in the administrator.

Another way principals can build collegial leadership is to allow teachers to help develop the schedule. Principals only see the schedule on paper, but teachers actually experience it. A schedule that has a class running from one end of the building to the other all day can really be a nightmare. Teachers can have input and tell the principal things that are important to the function of learning. A principal might not be aware that fifth grade teachers want physical education at the end of the day because of sweaty body odor. Kindergarten teachers may request to have lunch early because younger students need to eat earlier in order to focus. Principals will certainly seem supportive if they listen and honor requests.

Not only is it important for the principal to trust the teachers, an open and healthy school climate also has teachers who trust in their colleagues. Trust in colleagues is important on the road to developing academic optimism, but how can schools improve trust in colleagues?

Principals can allow more collaborative planning time. Professional interactions increase trust in colleagues. When teachers are allowed to work together, they learn to cooperate, act as a

team, and share resources and professional knowledge based on experience. Teachers come to respect the competence of their colleagues and learn to depend on each other.

Principals can do some creative scheduling that will allow grade levels or curriculum departments to meet with each other. For instance, classes could have music and physical education back to back so that the teachers could have an hour to meet with each other. Another idea would be for the physical education department to have the students for an extended class biweekly so that teachers could meet to do curriculum planning or staff developments in technology.

Schools can do activities specifically just to build collegial trust. Workshops on collaboration and team building can be scheduled on teacher in-service days. Social events can be planned so that teachers have more interaction. School committees can be comprised of the various grade levels so teachers get to know each other and learn how the different departments function. Finally the principal can inform the faculty of individual and group achievements so that everyone feels acknowledged and appreciated. These accolades, if done professionally, will promote a greater sense of efficacy and reinforce the academic emphasis of the school (Waters & Cameron, 2007).

Recommendations for Further Research

Academic optimism is a new construct that has been linked to student achievement and needs to be further investigated. This study provided a small glimpse of the characteristics of academic optimism by examining two climate factors and two trust factors and their effects on academic optimism. The research implications are that there are leadership and climate factors

that affect academic optimism and more research needs to be done. The following are research suggestions.

How does academic optimism function as a mediating variable between collegial leadership and student achievement? In this study, collegial leadership was significantly linked to academic optimism. Although principals are only given credit for indirectly affecting student outcomes, the principal can establish a climate of academic optimism, which, in turn, promotes learning. A horrible administrator can damage the culture in an outstanding school and bring down achievement, just as an aspiring administrator can bring up the levels of achievement in a school that is struggling. The aspects of collegial leadership need to be examined to see what leadership actions bring about academic optimism. An examination of the degree to which principals use teacher empowerment warrants consideration. Not only should more research be done to verify this finding on collegial leadership, but additional studies on other leadership styles and their impacts on academic optimism are needed.

Finally, this study only involved elementary schools or schools that were similar to the elementary setting (see Table 10). The sample consisted primarily of female teachers. More research needs to be conducted to see if the results would be the same in the secondary setting. The elementary and secondary settings are different in that the secondary setting is more departmentalized. The secondary principal probably has less expertise in curriculum and allows teachers to be more autonomous. Collegial leadership may make less impact on academic optimism in the secondary setting.

Table 10

School Demographics Chart for School Type, Enrollment, SES, Number of Teachers and Survey
Return Rate

K-4	N = 5	Enrollment	SES	Teachers	Surveys returned	Return rate %
Min		260	39	18	15	65.52
Max		582	61	33	31	96.88
Mean		389	51.2	27	21.6	80.48
Std Dev		140.73	9.50	6.36	5.98	12.84
K-5	N = 33	Enrollment	SES	Teachers	Surveys returned	Return rate %
Min		106	3	15	15	23.44
Max		992	93	64	41	100
Mean		512.18	49.52	34.52	21.06	67.56
Std Dev		231.64	28.87	13.07	7.17	25.24
K-6	N = 13	Enrollment	SES	Teachers	Surveys returned	Return rate %
Min		172	18	15	15	30.51
Max		757	79	59	30	100
Mean		387.77	60.85	32.46	17	58.99
Std Dev		136.54	14.58	12.03	4.12	25.16
K-8	N = 8	Enrollment	SES	Teachers	Surveys returned	Return rate %
Min		127	29	15	15	66.66
Max		734	79	39	30	100
Mean		303.63	57.63	22.75	20	90.96
Std Dev		196.03	19.72	9.91	6.99	11.28
K-12	N = 2	Enrollment	SES	Teachers	Surveys returned	Return rate %
Min		242	46	37	15	21.13
Max		813	64	71	15	40.54
Mean		527.5	55	54	15	30.83
Std Dev		403.76	12.73	24.04	0	13.73
3-5	N = 5	Enrollment	SES	Teachers	Surveys returned	Return rate %
Min		381	32	25	15	44.12
Max		1340	63	42	42	100
Mean		647.2	49.8	32.2	24.6	75.36
Std Dev		393.73	13.99	6.34	11.06	23.84
4-5	N = 1	Enrollment	SES	Teachers	Surveys returned	Return rate %
Mean		477	57	48	16	33
All Schools	N = 67	Enrollment	SES	Teachers	Surveys returned	Return rate %
Min		106	3	15	3	21.13
Max		1340	93	71	93	100
Mean		463.96	53.10	32.761194	53.10	68.63
Std Dev		234.65	22.93	12.91005	22.93	25.30

Conclusion

Three bodies of literature comprise this study: climate, trust, and optimism. Research has developed in the last 20 years and is only now being merged. At this juncture there is room for theoretical optimism. Academic optimism is a fairly new construct made up of academic emphasis, teacher trust in clients, and collective efficacy. This study suggests that collegial climates raise the level of academic optimism in schools. Collegial leadership and teacher trust in colleagues are contributing factors to optimism. Collegial principals build faculty trust in the principal and inspire professional teacher behaviors that lead to trust in colleagues. This symbiosis raises the levels of academic optimism by creating an environment where constituents can focus on academic success.

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APPENDIX A

ORGANIZATIONAL CLIMATE INDEX

The principal explores all side of the topics and admits that other opinions exist.

A few vocal parents can change school policy.

The principal treats all faculty members as his or her equal.

The principal is friendly and approachable.

Select citizens groups are influential with the board.

The school sets high standards for academic performance.

Teachers help and support each other.

The principal responds to pressure from parents.

Students respect others who get good grades.

The principal lets faculty know what is expected of them.

Teachers feel pressure from the community.

The principal maintains definite standards of performance.

Students seek extra work so they can get good grades.

Parents exert pressure to maintain high standards.

Students try hard to improve on previous work.

Teachers in this school exercise professional judgment.

Academic achievement is recognized and acknowledged by the school.

The principal puts suggestions made by faculty into operation.

Teachers respect the professional competence of their colleagues.

Parents press for school improvement.

The interactions between faculty members are cooperative.

Teachers accomplish their jobs with enthusiasm.

Students in this school can achieve the goals that have been set for them.

The school is vulnerable to outside pressure.

The principal is willing to make changes.

Teachers "go the extra mile" with their students.

Teachers provide strong social support for colleagues.

(Hoy, Smith, & Sweetland, 2002)

OCI

DIRECTIONS: THE FOLLOWING ARE STATEMENTS ABOUT YOUR SCHOOL. PLEASE INDICATE THE EXTENT TO WHICH EACH STATEMENT CHARACTERIZES YOUR SCHOOL BY CIRCLING THE APPROPRIATE RESPONSE.

RO=Rarely Occurs **SO**=Sometimes Occurs **O**=Often Occurs **VFO**=Very Frequent Occurs

1. The principal explores all sides of topics and admits that other opinions exist   RO SO O VFO
2. A few vocal parents can change school policy   RO SO O VFO
3. The principal treats all faculty members as his or her equal   RO SO O VFO
4. The learning environment is orderly and serious   RO SO O VFO
5. The principal is friendly and approachable   RO SO O VFO
6. Select citizens groups are influential with the board   RO SO O VFO
7. The school sets high standards for academic performance   RO SO O VFO
8. Teachers help and support each other   RO SO O VFO
9. The principal responds to pressure from parents   RO SO O VFO
10. The principal lets faculty know what is expected of them   RO SO O VFO
11. Students respect others who get good grades   RO SO O VFO
12. Teachers feel pressure from the community   RO SO O VFO
13. The principal maintains definite standards of performance   RO SO O VFO
14. Teachers in this school believe that their students have the ability to
     achieve academically   RO SO O VFO
15. Students seek extra work so they can get good grades   RO SO O VFO
16. Parents exert pressure to maintain high standards   RO SO O VFO
17. Students try hard to improve on previous work   RO SO O VFO
18. Teachers accomplish their jobs with enthusiasm   RO SO O VFO
19. Academic achievement is recognized and acknowledged by the school   RO SO O VFO
20. The principal puts suggestions made by the faculty into operation   RO SO O VFO
21. Teachers respect the professional competence of their colleagues   RO SO O VFO
22. Parents press for school improvement   RO SO O VFO
23. The interactions between faculty members are cooperative   RO SO O VFO
24. Students in this school can achieve the goals that have been set for them   RO SO O VFO
25. Teachers in this school exercise professional judgment   RO SO O VFO
26. The school is vulnerable to outside pressures   RO SO O VFO
27. The principal is willing to make changes   RO SO O VFO
28. Teachers "go the extra mile" with their students   RO SO O VFO
29. Teachers provide strong social support for colleagues   RO SO O VFO
30. Teachers are committed to their students   RO SO O VFO

APPENDIX B

OMNIBUS TRUST SCALE

Omnibus
T-Scale

DIRECTIONS:

The following are statements about your school. Please indicate the extent to which you agree with each statement along a scale from (1) strongly agree to (6) strongly disagree

1. Teachers in this school trust the principal	1 2 3 4 5 6
2. Teachers in this school trust each other	1 2 3 4 5 6
3. Teachers in this school trust their students	1 2 3 4 5 6
4. The teachers in this school are suspicious of most of the principal's actions	1 2 3 4 5 6
5. Teachers in this school typically look out for each other	1 2 3 4 5 6
6. Teachers in this school trust the parents	1 2 3 4 5 6
7. The teachers in this school have faith in the integrity of the principal	1 2 3 4 5 6
8. Teachers in this school are suspicious of each other	1 2 3 4 5 6
9. The principal in this school typically acts in the best interests of teachers	1 2 3 4 5 6
10. Students in this school care about each other	1 2 3 4 5 6
11. The principal of this school does not show concern for the teachers	1 2 3 4 5 6
12. Even in difficult situations, teachers in this school can depend on each other	1 2 3 4 5 6
13. Teachers in this school do their jobs well	1 2 3 4 5 6
14. Parents in this school are reliable in their commitments	1 2 3 4 5 6
15. Teachers in this school can rely on the principal	1 2 3 4 5 6
16. Teachers in this school have faith in the integrity of their colleagues	1 2 3 4 5 6
17. Students in this school can be counted on to do their work	1 2 3 4 5 6
18. The principal in this school is competent in doing his or her job	1 2 3 4 5 6
19. The teachers in this school are open with each other	1 2 3 4 5 6
20. Teachers can count on parental support.	1 2 3 4 5 6
21. When teachers in this school tell you something, you can believe it.	1 2 3 4 5 6
22. Teachers here believe students are competent learners	1 2 3 4 5 6
23. The principal doesn't tell teachers what is really going on	1 2 3 4 5 6
24. Teachers think that most of the parents do a good job	1 2 3 4 5 6
25. Teachers can believe what parents tell them	1 2 3 4 5 6
26. Students here are secretive	1 2 3 4 5 6

♥Hoy and Tschannen-Moran (2003)

APPENDIX C

TEACHER ACADEMIC OPTIMISM SCALE FOR ELEMENTARY TEACHERS

Collective Efficacy Survey Items

Survey Item	Dimension
Teachers in this school are able to get through to the most difficult students.	(TC)
Teachers here are confident they will be able to motivate their students.	(TC)
If a child doesn't want to learn teachers here give up.	(TC)
Teachers here don't have the skills needed to produce meaningful learning.	(TC)
Teachers in the school believe that every child can learn.	(TC)
These students come to school ready to learn.	(TA)
Home life provides so many advantages that students here are bound to learn.	(TA)
Drug and alcohol abuse in the community make learning difficult for students here.	(TA)
Learning is more difficult here because students are worried about their safety.	(TA)
The opportunities in this community help ensure that these students will learn.	(TA)
Teachers here do not have the skills to deal with student disciplinary problems.	(TC)
Students here just aren't motivated to learn.	(TA)

TA = Task Analysis; TC = Teacher Competence (Goddard, 2002)

Academic Emphasis Survey Items

The school sets high standards for academic performance.

Students at this school can achieve the goals that have been set for them.

Parents exert pressure to maintain high standards.

Students respect others who get good grades.

Parents press for school improvement.

Students seek extra work so they can get good grades.

Academic achievement is recognized and acknowledged by this school.

Students try hard to improve on previous work.

(Goddard, Hoy, et. al., 2000)

Faculty Trust in Students and Parents Survey Items

Students in this school can be counted on to do their work.

Teachers can count on parental support.

Teachers can believe what parents tell them.

Parents in this school are reliable in their commitments.

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

Students here are secretive.

Teachers in this school trust their students.

Students in this school care about each other.

Teachers in this school trust the parents.

Teachers here believe students are competent learners.

(Hoy & Tschannen-Moran, 2003)

SAOS

Directions: Please indicate your degree of with each of the statements about your school from **strongly disagree** (1) **to strongly agree** (6). Your answers are confidential.

1. Teachers in this school are able to get through to the most difficult students. (1) (2) (3) (4) (5) (6)
2. Teachers here are confident they will be able to motivate their students. (1) (2) (3) (4) (5) (6)
3. If a child doesn't want to learn teachers here give up. (1) (2) (3) (4) (5) (6)
4. Teachers here don't have the skills needed to produce meaningful results. (1) (2) (3) (4) (5) (6)
5. Teachers in this school believe that every child can learn. (1) (2) (3) (4) (5) (6)
6. These students come to school ready to learn. (1) (2) (3) (4) (5) (6)
7. Home life provides so many advantages that students are bound to learn. (1) (2) (3) (4) (5) (6)
8. Students here just aren't motivated to learn. (1) (2) (3) (4) (5) (6)
9. Teachers in this school do not have the skills to deal with student disciplinary problems. (1) (2) (3) (4) (5) (6)
10. The opportunities in this community help ensure that these students will learn. (1) (2) (3) (4) (5) (6)
11. Learning is more difficult at this school because students are worried about their safety. (1) (2) (3) (4) (5) (6)
12. Drug and alcohol abuse in the community make learning difficult for students here. (1) (2) (3) (4) (5) (6)
13. Teachers in this school trust their students. (1) (2) (3) (4) (5) (6)
14. Teachers in this school trust the parents. (1) (2) (3) (4) (5) (6)
15. Students in this school care about each other. (1) (2) (3) (4) (5) (6)
16. Parents in this school are reliable in their commitments. (1) (2) (3) (4) (5) (6)
17. Students in this school can be counted upon to do their work. (1) (2) (3) (4) (5) (6)
18. Teachers can count upon parental support. (1) (2) (3) (4) (5) (6)
19. Teachers here believe that students are competent learners. (1) (2) (3) (4) (5) (6)
20. Teachers think that most of the parents do a good job. (1) (2) (3) (4) (5) (6)
21. Teachers can believe what parents tell them. (1) (2) (3) (4) (5) (6)
22. Students here are secretive. (1) (2) (3) (4) (5) (6)
23. The school sets high standards for performance. (1) (2) (3) (4)
24. Students respect others who get good grades. (1) (2) (3) (4)
25. Students seek extra work so they can get good grades. (1) (2) (3) (4)
26. Academic achievement is recognized and acknowledged by the school. (1) (2) (3) (4)
27. Students try hard to improve on previous work. (1) (2) (3) (4)
28. The learning environment is orderly and orderly. (1) (2) (3) (4)
29. The students in this school can achieve the goals that have been set for them. (1) (2) (3) (4)
30. Teachers in this school believe that their students have the ability to achieve academically. (1) (2) (3) (4)