

FACULTY TRUST IN THE PRINCIPAL, FACULTY TRUST IN  
COLLEAGUES, COLLEGIAL PRINCIPAL LEADERSHIP,  
AND COLLECTIVE RESPONSIBILITY

by

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## ABSTRACT

This is a study of the predictors of collective responsibility. Research indicates strong links between collegial behavior, faculty trust in colleagues, and effectiveness (Tarter, Sabo, & Hoy, 1995). Trust as a construct related to collective responsibility is grounded in the logic that building trust between teachers leads to the development of school cultures that promote teacher collaboration (Whalan, 2012). This study examined surveys from 60 elementary schools in Northwest Alabama investigating faculty trust in the principal, collegial trust, and collegial principal leadership, to determine predictors of collective responsibility while controlling for SES. Faculty trust in the principal and faculty trust in colleagues were measured using the Omnibus Trust Scale, collegial principal leadership was measured using the Organizational Climate Index, and Collective Responsibility was measured using the Collective Responsibility Scale.

The research results indicated a significant relationship between trust in colleagues and collective responsibility. A significant relationship was not indicated between trust in the principal and collective responsibility or collegial principal leadership and collective responsibility. Also, noteworthy was the finding that SES was not a significant predictor of collective responsibility.

DEDICATION

In memory of my parents

Billy P. and Patricia Ann Terry

They believed in the value of education but they believed in me more.

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## CHAPTER 1

### INTRODUCTION

This study will investigate faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership, and how they are related to collective responsibility. Recent research suggests that collective responsibility is conceptualized in terms of reciprocal obligation and relational trust among teachers, and between teachers and school leaders (Bryk & Schneider, 2002). Continuing research in trust dimensions suggests that academic achievement can be attributed in part to trust (Goddard, Tschannen-Moran, & Hoy, 2001). Therefore, an investigation of these organizational properties may contribute to a greater understanding and clarity of each concepts influences. This chapter includes a statement of research questions, the purpose and significance of the study, and definition of concepts. Finally, the limitations and assumptions of the study are discussed.

#### Background of the Study

Improvement in student achievement has been a focus of education for several decades. With the introduction of the *No Child Left Behind Act of 2001* and other federal mandates, high stakes testing and teacher accountability have increased at a brisk pace. Coleman et al. (1966) suggested that schools are not the key determinant in student achievement. According to Coleman et al. (1996), socioeconomic status (SES) is the primary and most significant factor influencing student achievement. Wayne K. Hoy and his colleagues at The Ohio State University have researched climate factors that influence student achievement for several decades. Hoy and

his fellow researchers (Hoy, Gage, & Tarter, 2006; Hoy, Tarter, & Kottkamp, 1991) agree that the factors of SES are strong predictors of student achievement. However, according to Hoy et al. (2006), there are other factors that outweigh the confounding effects of SES or that are powerful contributors to student achievement. These factors include but are not limited to faculty trust in the principal, trust in colleagues, and collegial principal leadership.

An additional concept that has been linked to student achievement is collective responsibility. Collective responsibility is defined as the faculty's willingness to take responsibility for the learning of their students (Lee & Smith, 1996). The term collective responsibility is associated with increased student achievement throughout educational literature (Lee & Smith, 1996; LoGerfo & Goddard, 2008). Previous research suggests that the presence of collective responsibility is a desirable and important feature of a school community (Louis, Kruse, & Bryk, 1995). Research also indicated that teachers' collective responsibility has no significant relationship with SES, and could possibly close the achievement gap between high SES and low SES students in a school (Lee & Smith, 1996; LoGerfo & Goddard, 2008). The Collective Responsibility Scale developed by LoGerfo and Goddard (2008) was used to measure collective responsibility in this study.

This study predicted a relationship of two dimensions of trust and collegial principal leadership to collective responsibility. Within the education arena there are several referents for trust. Among those referents are trust in the principal and trust in colleagues. Hoy and Kupersmith (1985) were the first to develop scales to measure trust in the principal and trust in colleagues. Later, Hoy and Tschannen-Moran (1999) developed the Omnibus T-Scale instrument used to measure trust. The Omnibus T-Scale focuses on the five facets of trust, which include

benevolence, reliability, competency, honesty, and openness. The Omnibus T-Scale was used to measure trust in the principal and trust in colleagues.

One of the most common concepts used in assessing the atmosphere within schools is climate. The Organizational Climate Description Questionnaire (OCDQ), developed by Halpin and Croft (1963), was the initial instrument used to measure climate. School climate was first measured using the OCDQ and has been revised several times. The OCDQ measured how open or closed schools were. The teachers' perceptions of the organization determined the openness within their school. The basis for these perceptions was the relationships between the teachers and between the teachers and the principal. An organization's climate can also be assessed by evaluating organizational health. Hoy and Feldman (1987) developed the Organizational Health Index (OHI) to measure the health of schools. Hoy and Tarter (1992) define a healthy school as one that is protected from exterior influences and pressures. Healthy schools have committed teachers, motivated students, and dynamic administrators. The Organizational Climate Index was developed as a result of the overlap in concepts of school openness and health drawing from both the OHI and the OCDQ. Hoy and Sabo (1998) 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). Hoy, Smith and Sweetland (2002) developed the Organizational Climate Index (OCI) in order to explore features of school climate including collegial principal leadership. The OCI was used in this study to examine collegial principal leadership.

#### General Research Questions

The research questions posed in this study were: What are the relationships between faculty trust in the principal, trust in colleagues, collegial principal leadership, and collective

responsibility?; and, Do faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership individually and collectively affect collective responsibility? School leaders and teachers are faced daily with the challenging task of working together to create productive working and learning environments within schools (Lee & Smith, 1996). The idea that teachers may collectively take responsibility for student learning is a fairly new construct. “Collective responsibility reflects the ethos or culture of a school and taps the way in which teachers perceive the entire faculty’s willingness to accept responsibility” (LoGerfo & Goddard, 2008, p. 79).

#### Purpose and Significance of the Study

The purpose of this study was to investigate the effect of trust in principal, faculty trust in colleagues, and collegial principal leadership, on collective responsibility. Previous research has focused on responsibility of individual teachers rather than the collective responsibility of faculty. Lee and Smith (1996) were the first researchers to extensively investigate collective responsibility. Their findings suggested that teachers with minimal collective responsibility tend to blame external factors beyond their control while those with high collective responsibility all share in the responsibility for student achievement. If teachers with high collective responsibility share in the responsibility for student achievement, then there is a need for studying constructs that may influence collective responsibility. This study investigated the influence of faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership on collective responsibility. The study results will contribute to the current small pool of research on collective responsibility. The results of this investigation can guide school leaders and teachers in understanding what influences collective responsibility, in order to improve teaching and learning.

## Definition of Concepts

*Trust in Principal:* Hoy and Tschannen-Moran (2003) provide the constitutive definition of trust. “Trust involves taking risks and making oneself vulnerable to another with confidence that the other will act in ways that are not detrimental to the trusting party” (p. 183). For the purpose of this study trust in the principal and faculty trust in colleagues will be defined operationally using the Omnibus Trust instrument (Omnibus T-Scale) developed by Hoy and Tschannen-Moran in 1999 and revised in 2003 (Hoy & Tschannen-Moran, 1999, 2003).

*Faculty Trust in Colleagues:* Faculty trust in colleagues is defined constitutively for this study as “the faculty believes that teachers can depend on one another in difficult situations; teachers can rely on the integrity of their colleagues” (Hoy et al., 1991, p. 93). Faculty trust is fostered by one party’s willingness to be vulnerable to another based on the confidence that the latter is benevolent, reliable, competent, honest, and open (Hoy & Tschannen-Moran, 1999). Faculty trust in colleagues will be defined operationally using the Omnibus Trust instrument.

*Collegial Principal Leadership:* Collegial principal leadership is constitutively defined as principal behavior directed toward meeting both 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 teacher expectations and standards of performance (Hoy et al., 2002). Collegial leadership will be defined operationally using the Collegial Leadership Subscale of the OCI.

*Collective Responsibility:* Collective responsibility is defined as the faculty’s willingness to take responsibility for the learning of their students (Lee & Smith, 1996). In this study, collective responsibility will be defined operationally using the Collective Responsibility Scale designed by LoGerfo and Goddard (2008).



## Research Questions

1. What is the relationship between faculty trust in the principal and collective responsibility?
2. What is the relationship between faculty trust in colleagues and collective responsibility?
3. What is the relationship between collegial leadership and collective responsibility?
4. Do faculty trust in the principal, faculty trust in colleagues, and collegial leadership individually and collectively effect collective responsibility?

Guided by the research questions, a review of the relevant literature, which is presented in the next chapter, provided the basis for a theory that linked the elements of trust and leadership together in an explanation of collective responsibility. The hypotheses that follow were developed to test the theory.

H1: Faculty trust in the principal will be significantly correlated with collective responsibility.

H2: Faculty trust in colleagues will be significantly correlated with collective responsibility.

H3: Collegial principal leadership will be significantly correlated with collective responsibility.

H4: Faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership, will individually and collectively predict collective responsibility.

### Limitations: Internal and External

The data for this study were collected from 60 elementary schools in north Alabama. The grade configurations of the schools participating in this study were problematic. Most of the

schools surveyed were elementary schools, while a small number of the schools surveyed contained at least one elementary grade. Results might vary if the study focused only on specific grade configurations. An additional internal limitation of this study is the use of a cross-sectional study as opposed to longitudinal.

Several external limitations may affect this research. A convenience sample was used as opposed to a random sample. Furthermore, the completed surveys were the perceptions of teachers completing the survey. The perceptions of these teachers may be biased and may include the tendency of people to portray themselves in the most favorable light. Events, unknown to the researcher may temporarily affect teacher perceptions. Results from the study may be limited to schools in Northwest Alabama.

#### Summary

The first chapter provided a brief introduction, background of the study, statement of research questions, purpose and significance of the study, definitions of concepts, and limitations. Further research involving trust in the principal, faculty trust in colleagues, collegial principal leadership, and collective responsibility may provide school administrators and teachers with a better understanding of the factors that influence collective responsibility in schools.

## CHAPTER 2

### REVIEW OF THE LITERATURE

#### Introduction

In this chapter, a research history of trust, faculty trust in the principal, faculty trust in colleagues, collegial principal leadership, and collective responsibility will be presented. These concepts will be developed into a coherent framework that will predict collective responsibility. Hypotheses will be presented to test the explanation of collective responsibility predictors.

#### Conceptual Framework

##### *Trust*

Throughout history, the concept of trust has been studied extensively. Yet due to the abstract nature of the variable, there is much still to be learned. Trust is essential to functioning in our complex and interdependent society (Tschannen-Moran & Hoy, 2000). In every facet of our lives we depend on others to behave in accordance with our expectations (Tschannen-Moran & Hoy, 2000).

Research suggests that trust is essential in regard to the processes required for the smooth functioning of schools (Tschannen-Moran & Hoy, 2000). Trust is related to a positive school climate, to helpful communication, to participative decision processes, and to organizational participants' willingness to go beyond their minimum job requirements (Tschannen-Moran & Hoy, 2000). "At the school level, trust is less of an individual discernment and more of a collective orientation shared by role group members, and this collective orientation guides or constrains interactions among agents (Adams & Forsyth, 2009, p. 103). This study focused on

the relationship between trust in the principal, faculty trust in colleagues, collegial principal leadership, and collective responsibility.

Several scholars have studied the nature and meaning of trust in schools for the past two decades (Bryk & Schneider, 2002; Hoy & Tschannen-Moran, 1999; Smith et al., 2001). The complexity of the variable has made it difficult to define the exact meaning of trust; yet researchers have come to agree on several elements of trust (Hoy & Tschannen-Moran, 1999). These elements include (a) multi-faceted nature of trust, (b) vulnerability, (c) confidence in others' actions, (d) benevolence, (e) reliability, (f) competence, (g) honesty, and (h) openness (Hoy & Tschannen-Moran, 1999). For the purposes of this study, the constitutive definition of trust is "one party's willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (Hoy & Tschannen-Moran, 1999, p. 189).

Benevolence, reliability, competence, honesty, and openness are the elements of trust most frequently identified in literature (Hoy & Tschannen-Moran, 1999, 2003; Tschannen-Moran & Hoy, 2000). These five elements of trust are based on the common belief that individuals or groups act in ways that are in the best interest of the concerned parties (Hoy et al., 2006). "Trust involves taking risks and making oneself vulnerable to another in the confidence that the other will act in ways that are not harmful to the trusting party" (Hoy et al., 2006, p. 240). Although difficult to define, trust is vital in forming healthy relationships. It appears that trust is indispensable to the collaborative and imaginative work of educators (Bryk & Schneider, 2002; Goddard et al., 2001).

Benevolence is "confidence that one's well-being or something one cares about will be protected and not harmed by the trusted party (Hoy & Tschannen-Moran, 1999, p. 187).

According to Baier (1986), benevolence is the most common form of trust. In a school setting, benevolence is evidenced in the trust parents place in teachers to do what is right for their child (Tschannen-Moran & Hoy, 2000). According to Tschannen-Moran and Hoy, “benevolence is an important element of trust relationships because a mutual attitude of goodwill is so important to interpersonal relationships” (Hoy & Tschannen-Moran, 2003). Teachers must often rely on the cooperation of principals as they experiment with new teaching strategies and make inevitable mistakes (Hoy & Sabo, 1998). In instances where teachers are not trustful in the benevolence of the principal, they become concerned about both real and imagined harm (Hoy et al., 2006).

Reliability is connected to predictability and can be linked to benevolence with regard to trust. It is the consistency of behavior and knowing what to expect from another party (Hosmer, 1995). When reliability is assumed, individuals or groups are entrusted to perform the actions agreed upon (Tschannen-Moran & Hoy, 2000). Reliability implies that there is a sense of confidence that individual needs will be met in positive ways (Hoy & Tschannen-Moran, 2003). As stated by Tschannen-Moran and Hoy (2000), “reliability or dependability combines a sense of predictability with benevolence” (p. 557). It is likely that individuals who are benevolent are likely to be reliable as well. Reliability often must be combined with another trust facet in order to build trusting relationships. Reliability is not simply consistent behavior; it is behavior that unites with benevolence to be predictably well intentioned (Hoy et al., 2006).

Competence is defined as “the ability to perform as expected and according to standards appropriate to the task at hand” (Hoy & Tschannen-Moran, 2003, p. 184). When individuals are dependent on others, but some level of skill is involved in fulfilling an expectation, an individual who has good intentions may nonetheless not be trusted (Baier, 1986; Mishra, 1996). In an organizational context, many of the situations in which trust is discussed involves competence

(Tschannen-Moran, 2000). Within the school setting, trust is dependent on competence. Teachers must have confidence in administrators and fellow teachers' competence in accomplishing goals and completing tasks.

Honesty refers to “an individual’s character, integrity, and authenticity” (Hoy et al., 2006). In considering what is entailed in trust, honesty is assumed (Hoy & Tschannen-Moran, 2003). Integrity is evident when words correspond to deeds and authenticity is present when responsibility is taken for actions. Trust in schools has been linked to principal and teacher behaviors that are authentic (Tschannen-Moran & Hoy, 1998). According to many scholars and researchers, honesty is a pivotal facet of trust (Butler & Cantrell, 1984; Cummings & Bromily, 1996; Hoy & Tschannen-Moran, 1999).

Openness refers to “the extent to which relevant information is shared; it is a process by which individuals make themselves vulnerable to others” (Hoy & Tschannen-Moran, 2003, p. 185). Hoy et al. (2006) determined that openness signals confidence in both parties that neither the information nor the individual will be exploited and recipients can feel the same confidence in return.

### *Faculty Trust in the Principal*

The most frequently studied form of collective trust is faculty trust in the principal (Forsyth, Adams, & Hoy, 2011). For the purpose of this study, faculty trust in the principal is defined as the confidence of the faculty members “that the principal will keep his/her word and will act in the best interests of their colleagues” (Hoy et al., 1991, p. 93). The principal plays a critical role in the development of faculty trust in the principal. Principals establish both respect and personal regard when they recognize the vulnerability of others, keenly listen to their concerns, and eschew arbitrary actions (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010).

Mitchell and Forsyth (2004) noted that “the principal is critical in establishing a culture of trust within the school” (p. 18). Trust in the principal was positively predictive of faculty trust in colleagues and clients (Hoy & Tschannen-Moran, 1999). In order for organizations to reap the benefits of trusting work environments, organizational leaders must initiate trusting relationships through trustworthy behavior on the part of leaders (Whitener, Brodt, Korsgaard, & Werner, 1998). Supportive and trusting climates can be found in schools with honest and open principals (Bryk, Lee, & Holland, 1993; Rosenholz, 1989). The principal can promote trust by actively encouraging her or his teachers to voice their frustrations honestly, and to criticize the principal’s own decisions (Tshannen-Moran & Hoy, 2000).

The actions of principals play a key role in developing and sustaining trusting relationships in schools (Byrk & Schneider, 2002). As has been spoken throughout the ages, actions speak louder than words. The principal has the capacity to build trusting relationships with faculty members through actions. Consistency between the words and actions of the principal affirms their personal integrity (Bryk & Schneider, 2002). Teachers have greater confidence when they feel they can foresee the behavior of their principal (Tschannen-Moran, 2004). The degree of trust teachers feel for the principal is influenced by supportive leadership on the part of the principal (Tschannen-Moran & Hoy, 1998).

The conditions for building trust in faculty include listening to others, engaging in staff activities, promoting an inclusive environment, communicating openly with faculty, sharing information with stakeholders, and insisting on transparency in decision making. Principals who are predictable in their behaviors build greater confidence in teachers (Tschannen-Moran, 2004). Tarter and Hoy (1988) suggested the following:

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, collegial leadership, and teacher professionalism were linked in a study conducted by Goddard et al. (1998). The study investigated the constructs of trust, climate and principal, and teacher authenticity. The findings suggested that authentic behaviors lead to trust in both teachers and principals. Goddard et al. (1998) concluded that trust in the principal is determined by the principal's behavior, and trust in colleagues is determined by interactions with fellow teachers. Hoy and Tschannen-Moran (1999) found that trust in principals, trust in colleagues, and trust in clients were interrelated and predicted student achievement.

Trust in the principal is predicted to have direct and indirect benefits for both individual and organizational performance in schools. Teacher effort and performance is maximized through trust in the principal and assists in focusing collective energy on what is important. Moreover, the principal's position as teacher supervisor makes collective trust in the principal unquestionably significant, especially when conditions are difficult (Forsyth et al., 2011).

#### *Faculty Trust in Colleagues*

Faculty trust in colleagues is defined constitutively for this study as "the faculty believes that teachers can depend on one another in difficult situations; teachers can rely on the integrity of their colleagues" (Tschannen-Moran & Hoy, 1998, p. 342). Collegial trust has been found to have a significant impact on student achievement in elementary schools (Hoy, Tarter, & Witkoskie, 1992; Tarter, Sabo, & Hoy, 1995). Faculty trust in colleagues involves all five facets of trust. Research indicates that faculty trust in colleagues is related to all climate dimensions on the Organizational Climate Index (OCI) (Hoy et al., 2002).



Colleagues inherently have unspoken expectations. Trusted individuals are expected to behave consistently and positively (Goddard et al., 2001). Competence is vital in trust relationships. Teachers who do not possess the necessary skills required for success will not be trusted by their colleagues. Studies of teachers in schools have suggested that some facets of trust are more relevant in teachers' trust judgments of colleagues than others (Tschannen-Moran & Hoy, 2000). Among teachers, a sense of benevolence or caring has been shown to lay a foundation of trust (Tschannen-Moran & Hoy, 2000). Openness has been found to be an important trust facet among teachers as well as honesty (Tschannen-Moran, 2001). Research has shown that honesty is presumed among colleagues; when it is violated, trust is difficult to regain (Tschannen-Moran & Hoy, 1998).

Several significant relationships were discovered as a result of the research of Tarter, Bliss, and Hoy (1989). They surveyed 72 secondary schools in New Jersey using the OCDQ-RS to measure school climate and Hoy and Kupersmith's (1985) trust scales to measure faculty trust in the principal and faculty trust in colleagues. The research results confirmed that open school climates were positively correlated with teachers' trust in the principal and colleagues. Additionally, positive relationships were found between teachers' trust in the principal and principal supportive behavior. Furthermore, the results indicated that engaged and frustrated teacher behaviors were both significantly related to trust in the principal. The research suggested that trust in the principal had no effect on faculty trust in colleagues and teacher trust in each other had no effect on teacher trust in their principal.

Trust is viewed as a vital element in organizations that are well functioning (Tschannen-Moran & Hoy, 1998). According to Tschannen-Moran (2004), "trust is important because it serves as both a glue and a lubricant in organizational life: as glue, 'trust binds organizational

participants to one another’, and as a lubricant, ‘trust greases the machinery of an organization’ (p. 16). Trust is an active phenomenon that takes on a different character at different stages of a relationship (Tschannen-Moran, 2000). In order for teachers to break down norms of isolation and to surrender some of the autonomy they value so highly to reap the potential benefits of greater collaboration, they must trust their colleagues (Tschannen-Moran, 2001).

Social trust among faculty members is by far the strongest facilitator of professional community (Bryk, Camburn, & Louis, 1999). A powerful social source is available for supporting the collaboration, reflective dialogue, and deprivation characteristics of a professional community when teachers trust and respect each other. The dynamic relationship between community and social trust is likely to be mutually reinforcing (Bryk et al., 1999). Trust and respect should deepen as the practices of community are performed (Bryk et al., 1999).

According to Cosner (2009), “Collegial trust has been found to enhance employees’ perception of the support they receive from the organization, thereby increasing employees’ emotional attachment to their organizations and reducing attrition (p. 53). Significant dividends are realized by schools when an atmosphere of trust is fostered (Tschannen-Moran, 2001). The ability to create more genuine forms of collaboration between the principal and teachers, between teacher colleagues, and between parents and the school may be an additional benefit for schools (Tschannen-Moran, 2001).

### *The Empirical Study of Trust*

The study of trust emerged in the 1950s in response to the Cold War and has continued to evolve over the last half century. Instability within society and organizations has spurred the continued study of trust. The 1960s rebellion of authority by youth, instigated a study of trust that examined the personality traits of individuals (Rotter, 1967). Interpersonal trust was defined

by Rotter (1967) as an expectancy that the word or promise of an individual or group can be relied on.

Trust as a sociological or psychological construct has been argued by researchers. Trust as a sociological construct was purported by Lewis and Weigert (1985). They argued that although trust has psychological characteristics it is a sociological construct (Lewis & Weigert (1985). The primary function of trust is sociological rather than psychological, due to individuals having no need to trust separate from sociological relationships (Lewis & Weigert, 1985). In contrast, Rousseau, Sitkin, Burt, and Camerer (1998) insisted that trust was psychological based on the intention of individuals to accept vulnerability with the hope that the other persons behavior was positively intended. The definition of trust offered by Hoy and Tschannen-Moran (1999) illustrates the psychological nature of trust: “Trust is an individuals’ s or group’s willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, hones, and open” (p. 194). Hoy and Tarter (2004) maintain that interdependence is a necessary condition for trust, and without interdependence trust is unnecessary (as cited in Rousseau et al., 1998).

The 1990s brought the first study of trust in schools (Hoy & Tschannen-Moran, 1999, 2003). Baier (1994) suggested that we often notice a form of trust after it is suddenly injured or gone. Trust is noticed in the same manner as air in the atomosphere, only when it is in scare supply or polluted (Baier, 1994). The term relational trust was used by Bryk and Schneider to refer to trust in educational settings (Bryk & Schneider, 2002). Trust in schools involves the realization of explicit shared expectations regarding role relationships between all the stakeholder groups within schools (Bryk & Schneider, 2002). As noted by Bryk and Schneider (2002), “as individuals interact with one another around the work of schooling, they are

constantly discerning the intentions embedded in the actions of others (p. 41). These discernments have a propensity to organize around four considerations: respect, personal regard, competence in core role responsibilities, and integrity. According to Bryk and Scheider (2002), “through their words and actions, school participants show their sense of their obligations toward others, and others discern these intentions” (p. 43). In turn, trust grows through exchanges in which actions confirm these expectations (Bryk & Schneider, 2002). In summarizing several studies by Hoy and his colleagues, Adams (2008) states, “behaviors found to foster trust were physical engagement and emotional engagement in the teaching environment, collaboration on teaching and learning issues, and professionally oriented actions” (p. 38; Geist & Hoy, 2004; Hoffman, Sabo, Bliss, & Hoy, 1994; Smith, Hoy, & Sweetland, 2001; Tarter et al., 1989; Tschannen-Moran, 2001; Tschannen-Moran & Hoy, 1998, 2000).

### *Measuring Trust*

Different bases of trust, different sources of trust-relevant information, and varying degrees of trust, have made trust a difficult construct to understand and measure (Tschannen-Moran, 2000). A measure of trust was developed by Hoy and Kupersmith in 1985. This instrument referred to as Trust Scales (T-Scales) was based on work by Rotter (1967) and Golembiewski and McConkie (1975). They defined trust as “a generalized expectancy held by the work groups that the word, promise, and written or oral statement of another individual, group, or organization can be relied upon” (p. 2). The T-Scale instrument contained seven items used to measure three referents: faculty trust in the principal, faculty trust in colleagues, and faculty trust in the school. Hoy and Kupersmith’s initial research linked trust with principal authenticity as measured by the Leader Authenticity Scale. The concept of authenticity referred to behaviors of the principal. These behaviors included the ability of the principal to admit

mistakes, exhibit non-bureaucratic behaviors, and refrain from manipulating other people. The results of their research indicated that all three dimensions of trust were related to each other. Furthermore, the results indicated that authentic behaviors lead to teacher trust in the principal and principal authenticity was related to teacher trust in the organization.

Mishra (1996) examined the role of trust in response to organizational crisis. Trust is conceptualized as being an essential component involved with three organizational behaviors: (1) decentralized decision-making, (2) undistorted communication, and (3) elaboration within and across organizations (Mishra, 1996). Based on prior research, trust was conceptualized as having four dimensions: competence, concern, openness, and reliability (Mishra, 1996).

Based on work by Mishra (1996), Hoy and Tschannen-Moran (1999) developed the Omnibus T-Scale. This measure was based on the T-Scale developed earlier by Hoy and Kupersmith. Trust was defined by Hoy and Tschannen-Moran (1999) 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” (p. 189). Hoy and Tschannen-Moran added the dimension of honesty to Mishra’s (1996) definition of trust. Likewise, Hoy and Tschannen-Moran replaced the element of concerned with benevolent. Piloted in elementary schools, their first measure was a 37-item Likert-type scale that included an additional dimension of faculty trust and faculty trust in clients, and removed the trust in organization element. Items on their new measure included all five facets of trust. Unlike Hoy and Kupersmith’s T-Scale, competence and openness items were included in this instrument. Three questions were removed after the initial pilot test, resulting in a 34-item instrument.

After testing the Omnibus T-Scale at both the elementary and high school level, three items were removed. A decision was made by Hoy and Tschannen-Moran to develop an

instrument that was appropriate for both elementary and high school level research. The final version of the instrument contained 26 Likert-type scale items that measured all three referents of trust: faculty trust in the principal, faculty trust in colleagues, and faculty trust in clients. The reliabilities of the three subscales typically range from .90 to .98 (Hoy & Tschannen-Moran, 2003). For the purpose of this study, the influence of faculty trust in the principal and faculty trust in colleagues with regard to collective responsibility were investigated.

### *Collegial Principal Leadership*

Collegial principal leadership is constitutively defined as principal behavior directed toward meeting both social needs of the faculty and achieving the goals of the school. As described by Hoy et al. (2002), collegial principals treat teachers as colleagues, are open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance. Collegial leadership is a choice for principals. Principals can establish respect and personal regard by acknowledging vulnerabilities of others, listening to colleagues' concerns, and foregoing arbitrary actions (Bryk, 2010). According to Forsyth et al. (2011), "principals are more likely to be perceived as trustworthy if they are mindful of the criteria that will be used to judge their trustworthiness, namely, honesty, openness, reliability, competence, and benevolence" (p. 167).

Collegial leaders build relationships throughout the school community. Principals cultivate leaders within schools who can help carry the workload and share the responsibility for learning (Bryk, 2010). The role of the principal has changed over the last decade from one in which the principal is expected to be all and know all to one in which the principal works collegially with teachers. Collegial leaders are those that are willing to extend themselves and reach out to others (Bryk, 2010). Characteristics of the collegial principal as measured on the

Organization Climate Index include the following: “The principal is friendly and approachable. The principal treats all faculty members as his or her equal. The principal explores all sides of topics and admits that other opinions exist. The principal maintains definite standards of performance” (Hoy et al., 2002, p. 42). The research of Tarter, Bliss, and Hoy (1989) found that principals who provide structure, resources, consideration, useful influence, and professional support even-handedly will increase teacher commitment.

Collegial leadership is measured using the Organizational Climate Index. This instrument evolved from previous instruments used to measure school climate. Health and openness are metaphors used to describe a parsimonious view of school climate. This view was refined by Hoy and Sabo (1998) using all the dimensions of the Organizational Health Inventory (OHI) and the Organizational Climate Description Questionnaire (OCDQ). Hoy and Sabo categorized the 12 dimensions of openness and health into four factors: collegial leadership, teacher professionalism, academic press, and environmental press.

The study of climate using a parsimonious view was continued by Hoy et al. (2002). The results of their efforts resulted in the development of the Organizational Climate Index (OCI). The OCI is a 27-item descriptive questionnaire that measures four critical aspects of school climate. The four aspects are the relationships between the school and community (institutional vulnerability); between the principal and teachers (collegial leadership); between teachers (professional teacher behavior); and teacher, parental, and principal press for achievement (achievement press). The alpha coefficients of reliability are all high (.87, .94, .88, and .92, respectively (Hoy et al., 2002).

Hoy et al. (2002) developed the OCI's subtest of collegial leadership by combining the OCDQ's three dimensions of principal behaviors and the OHI's dimension of administrative level (see Table 1).

Table 1

*OCI Subtest (Collegial Leadership)*

Dimensions of OCDQ	Dimension of OHI	Subtest of OCI
Principal Behaviors	Administrative Level	Collegial Leadership
<ul style="list-style-type: none"> <li>• Supportive</li> <li>• Directive</li> <li>• Restrictive</li> </ul>	<ul style="list-style-type: none"> <li>• Collegial Leadership</li> </ul>	

Hoy et al., (2002) discovered that the two strongest predictors of teacher empowerment were collegial leadership and academic press. The Collegial Leadership subscale of the OCI will be used in this study.

*Collective Responsibility*

Collective responsibility is defined as the faculty's willingness to take responsibility for the learning of their students (Lee & Smith, 1996). Lee and Smith (1996) were the first researchers to examine and attempt to conceptualize collective responsibility and its effect on student achievement. Lee and Smith (1996) used a "sociological framework to expand the notion of teachers' expectations for students to the larger context of a school culture centered around expectations" (p. 109). Louis, Marks, and Kruse (1996) described collective responsibility as an outcome of professional community, school cultural context, and teacher background, including satisfaction with teachers' present teaching situations.



Collective responsibility has been conceptualized as of late in terms of relational trust among teachers, trust between teachers and school leaders, and in terms of reciprocal obligations (Bryk & Schneider, 2002). Bolam, McMahon, Stoll, Thomas, and Wallace (2005) considered that “collective responsibility is a characteristic of professional community creating a strong desire and shared belief that teachers work to do their best to advance all students’ learning” (Bolam et al., 2005, p. 8). Schools interested in enhancing their organizational capacity to boost student learning should work on building a professional community that is characterized by shared purpose, collaborative activity, and collective responsibility among staff (Newmann & Wehlage, 1995). Lee and Smith referred to this idea as “responsibility for learning” as opposed to “expectations for learning” (Lee & Smith, 1996, p. 111).

Collective responsibility relies on the development of communal trust to take greater initiative and ownership in collective efforts to improve the effectiveness of the school and to develop shared leadership roles and high expectations for all students (Kruse & Louis, 2009). Benefits are realized from approaching teaching as a collective rather than individuals (Bryk & Snyder, 2002; Kruse & Louis, 2009). Lee and Smith (1996) found that teachers with low collective responsibility tend to blame external factors beyond their control on student achievement while teachers with high collective responsibility all share in the responsibility for student achievement. Lee and Smith (1996) theorized that teachers will increase their teaching efforts when there is high collective efficacy. Teachers are more willing to focus on helping students who are left behind or in poverty, when teachers assume responsibility for all students’ learning (Lee & Smith, 1996).

Lee and Smith (1996) used the National Educational Longitudinal Study (NELS) teacher questionnaire to measure collective responsibility. Collective responsibility was measured as the

school mean of teachers' individual responsibility (Lee & Smith, 1996), in contrast to LoGerfo and Goddard (2008) whose measure focused on the school as a whole as opposed to individuals. The results point to significant gains in student achievement during the first two years with higher collective responsibility. Learning was found to be more equitably distributed by students' social class in schools with higher levels of collective responsibility, indicating that collective responsibility for learning is an important construct that would significantly influence student achievement regardless of the effect of socioeconomic status (Lee & Smith, 1996).

In 2004, LoGerfo examined both individual teacher and collective responsibility in elementary schools. The study focused on first graders and included 697 schools with 2,390 first grade teachers and 9,744 first-graders. The results indicated that after accounting for individual teacher responsibility, collective responsibility did not affect the reading achievement of first graders. However, LoGerfo pointed to the structural differences in elementary and secondary school as a possible explanation for the findings.

According to LoGerfo and Goddard (2008), defining and measuring collective responsibility were two issues that hindered the research.. Teacher responsibility was defined as "teachers' willingness to accept responsibility for their students' outcomes" (LoGerfo & Goddard, 2008, p. 77). Responsibility is a willingness to take action, once the locus of control has been assigned to internal factors and efficacy beliefs formed (LoGerfo & Goddard, 2008). According to LoGerfo and Goddard (2008), "understanding responsibility as a construct relies on distinguishing between self-efficacy and outcome expectations, regardless of a teacher's level of confidence in his or her teaching ability; if the teacher does not expect certain outcomes, acceptance of responsibility is less likely" (LoGerfo & Goddard, 2008, p. 77). Individual teacher

responsibility and collective responsibility should be positively and reciprocally linked (LoGerfo & Goddard, 2008).

Measuring collective responsibility was an issue addressed by LoGerfo and Goddard. Previous efforts to measure collective responsibility had focused on aggregating individual teacher perceptions of their own sense of responsibility. In order to resolve this measurement issue, LoGerfo and Goddard (2008) constructed new collective responsibility item stems that focused on the school as a whole as opposed to individuals. Group referent phrasing, such as “teachers in my school,” was used in order to reference the school as a whole. The new collective responsibility measure consisted of 6 Likert-type items on a 5-point scale. Items included “teachers in my school are willing to take responsibility for all students’ learning and teachers in my school set high standards for their teaching” (LoGerfo & Goddard, 2008, p. 87).

In summary, previous research indicates that collective responsibility has a positive and direct relationship with student achievement (Lee & Smith 1996; LoGerfo, 2006; LoGerfo & Goddard, 2008). Student achievement was positively and significantly related to teachers’ individual responsibility and to differences among schools in elementary students’ mathematic achievement (LoGerfo & Goddard, 2008). In their evaluation of the significance of collective responsibility, Lee and Smith concluded:

Results were very consistent: achievement gains are significantly higher in schools where teachers take collective responsibility for students’ academic success or failure rather than blaming students for their own failure. . . . Moreover, the distribution of achievement gains is more socially equitable in schools with high levels of collective responsibility for learning. (Lee & Smith, 1996, p. 103)

Therefore, further studies with regard to collective responsibility appear to be warranted.

## Theoretical Framework

The theory driving this research is that faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership are all influencers of collective responsibility. The work of Hoy and his colleagues has brought us a wealth of knowledge concerning the impact of school culture and climate on teaching, learning, and working in schools. The importance of trust in schools has been evidenced through many research studies.

A review of the literature indicates a relationship between collegial principal leadership and faculty trust in the principal (Hoy et al., 2002). Likewise, research has indicated strong links between collegial behavior, faculty trust in colleagues, and effectiveness (Tarter, Sabo, & Hoy, 1995). Trust has been associated with competence, self-efficacy and confidence that colleagues have reliable skills and dispositions (Geist & Hoy, 2004). When collegial relations are strong, teachers are professionally interdependent and conceive their work as a joint venture (Louis et al, 1996). A direct relationship between trust, collective efficacy, and motivation has been demonstrated (Adams, Forsyth, & Mitchell, 2009). It has been suggested that “trust operates with the cognitive and psychological domain as a motive for behavior, at the interpersonal level to shape social exchanges, and within organizations to influence collective performance” (Adams, 2008, p. 30). Trust as a construct related to collective responsibility is grounded in the logic that building trust between teachers leads to the development of school cultures that promote teacher collaboration (Whalan, 2012). Collective responsibility is linked to the constructs of professional community and professional development where trust is a key feature in building relationships and collaboration (Bryk & Schnedier, 2002; Geist & Hoy, 2004; Tschannen-Moran, 2001). It is therefore theorized that collective responsibility is influenced by faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership.

## Rationale and Hypotheses

This study tested an explanation of collective responsibility using three predictor variables. The predictor variables are faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership. Recently, collective responsibility has been conceptualized in terms of reciprocal obligation and relational trust among teachers, and between teachers and school leaders (Bryk & Schneider, 2002). Teachers who believe the principal is open, honest, and values their work are more likely to assume collective responsibility. Teachers are more likely to assume collective responsibility when they are benevolent, reliable, competent, open, and honest in relationships with colleagues. Teachers' who work with principals who treat teachers as colleagues, who are open, egalitarian, and friendly, are more likely to assume collective responsibility. Teachers' who work with principals who set clear teacher expectations and standards of performance while treating teachers as colleagues are more likely to assume collective responsibility. It is theorized that as the principal acts in a collegial manner and the faculty trust both the principal and each other, the faculty will take more responsibility for the achievement of the students. As a result of the previously stated explanations, the hypotheses for this study were as follows:

*H1: Faculty trust in the principal will be significantly correlated with collective responsibility.* Teachers who trust their principal are more likely to accept collective responsibility for student learning.

*H2: Faculty trust in colleagues will be significantly correlated with collective responsibility.* Teachers who trust their colleagues are more likely to accept collective responsibility for student learning.

*H3: Collegial principal leadership will be significantly correlated with collective responsibility.* Collegial principal leaders influence the collective responsibility of teachers within their schools.

*H4: Faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership, will individually and collectively predict collective responsibility.* There should be an expectation that faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership will both individually and collectively influence collective responsibility.

## CHAPTER 3

### METHODOLOGY

#### Introduction

This chapter provides a description of the data sample, data collection procedures, instrumentation, research design, and data analysis procedures.

#### Data Sample

The sample for this study came from 60 elementary schools in north Alabama. Permission from the district superintendents, schools' principals, and teachers was obtained prior to administering the survey instrument. The researcher used a convenience sample for the study. Participation in the survey was voluntary and participants remained anonymous. The unit of analysis was the school.

The independent variables in this study were faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership. The dependent variable was collective responsibility. Socioeconomic status (SES) was the control variable used in this investigation.

#### Data Collection

Data for this study were collected during regularly scheduled faculty meetings at participating schools. Researchers from within the research cohort attended the faculty meetings and collected the data.

#### Instrumentation

Data were gathered for this study using three instruments. These instruments included the OCI (Hoy et al., 2002), Omnibus Trust Scale (Hoy & Tschannen-Moran, 1999, 2003), and

Collective Responsibility Scale (LoGerfo & Goddard, 2008). Survey participants were invited to complete the collegial leadership subscale of the OCI, the trust in the principal and trust in colleagues subscales of the Omnibus Trust scales, and the entire collective responsibility scale. The instrument factors used in this study are included in Table 2. The survey participants were invited to complete the surveys with the assurance of anonymity.

Table 2

*Instrumentation for Study*

Instrument	Factors used in this study
Organizational Climate Index	Collegial Leadership
Omnibus Trust Scale	Faculty Trust in the Principal Faculty Trust in Colleagues
Collective Responsibility Scale	Collective Teacher Responsibility

*Trust*

Trust in the principal and trust in colleagues were defined operationally using the Omnibus Trust instrument (Omnibus T-Scale) developed by Hoy and Tschannen-Moran (1999, 2003). This version expanded the original trust scale developed by Hoy and Kuper-Smith (1985). The Omnibus Trust Scale contains 26 items on a 6-point Likert-type scale, measuring three referents of trust: trust in the principal, trust in colleagues, and trust in clients. Trust in the principal and trust in colleagues were the trust factors included in this study.

*Faculty Trust in the Principal*

The constitutive definition of trust used in this study is “trust involves taking risks and making oneself vulnerable to another with confidence that the other will act in ways that are not detrimental to the trusting party” (Hoy & Tschannen-Moran, 2003, p. 183). Trust in the principal is measured on an 8-item, 6-point Likert-type subscale of the Omnibus T-Scale. Sample items



from the Omnibus T-Scale include “Teachers in this school have faith in the integrity of the principal” and “Teachers in this school can rely on the principal” (Hoy & Tschannen-Moran, 2003). This scale has a Cronbach alpha reliability coefficient between .90 and .98 (Hoy et al., 2002, p. 203). Trust in the principal in this study had a reliability of .95.

#### *Faculty Trust in Colleagues*

Faculty trust in colleagues is defined constitutively for this study as follows: “The faculty believes that teachers can depend on one another in difficult situations; teachers can rely on the integrity of their colleagues” (Hoy, Tarter, & Kottkamp, 1991, p. 93). Collegial trust is measured operationally on an 8-item, 6-point Likert-type subscale of the Omnibus T-Scale.

Sample items from the Omnibus T-Scale include the following: “Teachers in this school are open with each other” and “Teachers in this school trust each other” (Hoy & Tschannen-Moran, 2003). This scale has a Cronbach alpha reliability coefficient between .90 and .98 (Hoy et al., 2002). Faculty trust in colleagues in this study had a reliability of .94.

#### *Collegial Principal Leadership*

Collegial leadership is constitutively defined as principal behavior directed toward meeting both social needs of the faculty and achieving the goals of the school (Hoy et al., 2002). Collegial principal leadership was defined operationally using the Organizational Climate Index (Hoy et al., 2002). The OCI is an organizational climate descriptive measure for schools that contains 30 Likert-type items that describe four factors of organizational climate: collegial leadership, professional teacher behavior, and achievement press (Hoy et al., 2002). Seven items on the Organizational Climate Index (OCI) measure collegial leadership. The items have a scale ranging from 1 (*rarely occurs*) to 4 (*very frequently occurs*) (Hoy, et al., 2002). Sample items include the following: “The principal treats all faculty members as his or her equal,” “The

principal lets faculty know what is expected of them,” and “The principal is friendly and approachable” (Hoy et al., 2002). This subscale has a Cronbach alpha reliability coefficient of .94 (Hoy et al., 2002). Collegial principal leadership in this study had a reliability of .83.

### *Collective Responsibility*

Collective responsibility is constitutively defined as the faculty’s willingness to take responsibility for the learning of their students (Lee & Smith, 1996). Collective responsibility was operationally defined using the Collective Responsibility Scale (LoGerfo & Goddard, 2008). Collective responsibility is measured on a 6-item, 5-point Likert-type scale. The items on this scale contain group-referent phrasing such as “teachers in my school . . .” (LoGerfo & Goddard, 2008, p. 85). The response range for this scale ranges from 1 (*strongly disagree*) to 5 (*strongly agree*). Sample items include “Teachers in my school take responsibility for improving the school,” “Teachers in my school are willing to take responsibility for all students’ learning,” and “Teachers in my school feel responsibility when students in our school fail” (LoGerfo & Goddard, 2008). This subscale has a Cronbach alpha reliability coefficient of .85 (LoGerfo & Goddard, 2008). Collective responsibility in this study had a reliability of .95.

### *Socioeconomic Status*

Socioeconomic status (SES) is the social standing or class of an individual or group. SES is often measured using a combination of income, education, and occupation. Socioeconomic status was calculated by subtracting the percentage of students receiving free and reduced lunches through the National School Lunch Program at schools included in this research from one. Data were collected from the Alabama State Department of Education website.

## Data Analysis

The unit of analysis was the school. A quantitative approach was used to analyze the study. Surveys were used to determine the relationship between several variables. Descriptive statistics, including means, standard deviations, and ranges, were computed for all of the independent variables, control variables and the dependent variable. Correlational analysis was used to test the relationship between faculty trust in the principal and faculty trust in colleagues, and collegial principal leadership and collective responsibility. Multiple regression analysis was used to determine the individual and collective relationships between the independent variables, faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership, to the dependent variable collective responsibility.

In order to find other theoretically interesting relationships and to look at relations within the data set, additional data analysis was performed. The results of these hypothesized and unhypothesized findings are presented in the next chapter.

## CHAPTER 4

### RESULTS

#### Introduction

The test of relationships of faculty trust in the principal, faculty trust in colleagues, collegial principal leadership, and collective responsibility are reported in this chapter. Descriptive statistics of the sample and correspondents, correlational analysis, test of hypotheses, and unhypothesized results are presented.

#### Sample

The sample for this research consisted of 60 schools from north Alabama. The intended focus was elementary schools with Grades K-6 configurations. Due to the various school configurations throughout north Alabama, it became difficult to limit the study to this school structure. Of the 77 schools contacted, 60 schools participated in the study. Table 3 provides a summary of school configurations that participated in the study. Surveys were completed by 1,665 certified teachers from these 60 schools. The school was the unit of analysis. All schools were assigned a 7-digit identifying code for use during comparative analysis. The surveyed schools all contained elementary grades within their grade configurations. Data were collected during regularly scheduled faculty meetings at each school.

Table 3

*Summary of School Configurations*

Configuration	Total	Percentage of Total
P-K	1	2
P-2	2	3
K-3	1	2
K-4	6	10
K-5	7	12
K-6	9	15
K-8	5	8
1-2	2	3
3-5	2	3
3-6	1	2
4-8	1	2
5-6	1	2
5-8	2	3
6-8	5	8
6-12	2	3
K-12	13	22
Totals	60	100

Descriptives

The descriptive statistics of the measures, which includes mean, range, and standard deviations for all variables used in the study, can be found in Table 4. All teacher responses were anonymous and survey participation was voluntary. Urban, suburban, and rural schools comprised the sample for this research. The SES measure was computed using Free and Reduced lunch data obtained from the Alabama State Department of Education. Quantitative data were collected using the Omnibus Trust Scale, the Organizational Climate Index (OCI), and the Collective Responsibility Scale. Faculty trust in the principal and faculty trust in colleague subscales were used from the Omnibus Trust Scale. The collegial leadership subscale was used from the OCI. The Collective Responsibility Scale was used in its entirety. Means, standard

deviations, ranges, and reliabilities were calculated and examined for each variable (see Table 4).

All calculations of descriptive statistics were within normal ranges.

Table 4

*Descriptive Statistics of Measures*

Variable	N	Minimum	Maximum	M	SD
Trust in Principal	60	3.98	5.95	5.13	.49
Trust in Colleagues	60	4.04	5.75	4.90	.38
Collegial Principal Leadership	60	2.59	4.35	3.39	.36
Collective Responsibility	60	3.13	5.00	4.11	.37
SES	60	.10	.92	.43	.18

Reliabilities

Cronbach's alpha was used to calculate the reliability of the instruments used in this study (see Table 5). The reliabilities of the instruments used in this study were high. The instruments used included the Omnibus Trust Scale, OCI, and Collective Responsibility Scale. Although faculties completed the entire instruments, reliabilities were calculated for the investigated subscales. The Omnibus Trust Scale contains 26 items on a 6-point Likert-type scale, measuring three referents of trust: trust in the principal, trust in colleagues, and trust in clients. The Omnibus Trust subscales investigated included faculty trust in the principal and faculty trust in colleagues. The reliabilities of the faculty trust in the principal subscale and faculty trust in colleagues subscale were .95 and .94, respectively in this study. The OCI contains 27 items on a 4-point Likert-type scale, measuring four dimensions of school climate. These dimensions are as follows: collegial leadership, achievement press, institutional vulnerability, and professional teacher behavior. The collegial leadership subscale was the only subscale from the OCI included in this study and had a reliability of .83. The Collective Responsibility Scale

contains 6 items on a 5-point Likert-type scale, measuring the collective responsibility of teachers. The Collective Responsibility Scale had a reliability of .96 in this study.

Table 5

*Cronbach's Alpha for Study Variables*

Variable	Cronbach's Alpha	Items	Intrument
Trust in Principal	.95	8	Omnibus Trust Subscale
Trust in Colleagues	.94	8	Onmibus Trust Subscale
Collegial Leadership	.83	7	Organ Climate Subscale
Collective Responsibility	.96	6	Collective Responsibility Scale

Correlations

A correlational analysis was performed among the test variables. Table 6 shows the results of this analysis, which supported one of the hypotheses. Three significant correlations were shown between variables at the .01 level. Trust in colleagues ( $r = .69, p < .01$ ) was shown to significantly influence collective responsibility. As the level of trust in colleagues increases, the amount of collective responsibility also increases. Trust in colleagues ( $r = .50, p < .01$ ) was also significantly correlated to trust in the principal. Likewise, as the level of trust in colleagues increases, trust in the principal increases. Additionally, collegial principal leadership and trust in the principal had a significant correlation ( $r = .65, p < .01$ ).

Table 6

*Correlations between the Variables*

Variable	CR	TP	TC	CL	SES
Collective Responsibility (CR)		.23	.69**	.12	.29*
Trust in Principal (TP)			.50**	.65**	-.13
Trust in Colleagues (TC)				.23	.21
Collegial Leadership (CL)					-.07
SES					

\*\*  $p < 0.01$

A multiple regression was performed to examine the effects of trust in the principal, trust in colleagues, and collegial principal leadership as predictors of collective responsibility while controlling for SES (see Table 7). The combined influence of the three independent variables, along with SES, was 48% of the variance in collective responsibility ( $\text{Adj. } r^2 = .48, p < .01$ ). Trust in colleagues was the strongest predictor of collective responsibility ( $\beta = .74, p < .01$ ), whereas trust in principal, collegial principal leadership, and SES showed no independent significance as predictors of collective responsibility.

Table 7

*Multiple Regression of Collective Responsibility on Predictor Variables*

Independent Variables	$r$	Standardized $\beta$
Trust in Principal	.23	-.17
Trust in Colleagues	.69**	.74**
Collegial Principal Leadership	.12	.07
SES	.29	.11
		$R = .72$
		Adj. $R$ square .48**

\*\* =  $p < .01$



### Test of Hypotheses

Hypothesis 1, faculty trust in the principal will be significantly correlated with collective responsibility, was not supported. A correlational analysis was performed indicating a correlation of .23 ( $p < .01$ ), which is not significant.

Hypothesis 2, teacher trust in colleagues will be significantly correlated with collective responsibility, was supported. A correlation of .69 ( $p < .01$ ) indicates a strong relationship between teacher trust in colleagues and collective responsibility.

Hypothesis 3, collegial principal leadership will be significantly correlated with collective responsibility, was not supported. A correlation of .12 ( $p < .01$ ) indicates there is no significant relationship between collegial principal leadership and collective responsibility.

Hypothesis 4, faculty trust in the principal, faculty trust in colleagues, and collegial principal leadership will individually and collectively predict collective responsibility, was partially supported. The predictor variables explained 48% of the variance in collective responsibility (Adj.  $r^2 = .48$ ,  $p < .01$ ). However, faculty trust in colleagues ( $\beta = .74$ ,  $p < .01$ ) was the only significant predictor of collective responsibility.

### Post Hoc Analysis Findings

Multiple regressions were performed in order to find relationships within the variables that were not hypothesized in this study. The first multiple regression included faculty trust in colleagues as the dependent variable and faculty trust in the principal, and collegial leadership as the independent variables while controlling for SES. The regression results indicate that the combined influence of faculty trust in the principal and collegial leadership explains 31% of the variance in faculty trust in colleagues (Adj.  $r^2 = .31$ ,  $p < .01$ ). Faculty trust in the principal

( $\beta = .64, p < .01$ ) and SES ( $\beta = .29, p < .01$ ) were predictors of faculty trust in colleagues (see Table 8).

Table 8

*Multiple Regression of Faculty Trust in Colleagues on Predictor Variables*

Independent Variables	<i>r</i>	Standardized $\beta$
Trust in Principal	.50	.64**
Collegial Principal Leadership	.23	-.16
SES	.21	.29**
		<i>R</i> = .60
		Adj. <i>R</i> square .31**

\*\* =  $p < .01$

The second multiple regression included faculty trust in the principal as the dependent variable and collegial principal leadership as the independent variable while controlling for SES. The multiple regression results indicated that the combined influence of collegial principal leadership and SES explains 41% of the variance in faculty trust in the principal (Adj.  $r^2 = .41, p < .01$ ). Collegial leadership ( $\beta = .64, p < .01$ ) was the only significant predictor of faculty trust in the principal (see Table 9).

Table 9

*Multiple Regression of Trust in the Principal on Predictor Variables*

Independent Variables	<i>r</i>	Standardized $\beta$
Collegial Principal Leadership	.65	.64**
SES	-.13	-.09
		<i>R</i> = .65
		Adj. <i>R</i> square .41**

\*\* =  $p < .01$

Socioeconomic status (SES) has an influence on some school outcomes (Hoy et al., 2006). SES was a control variable in this study. A multiple regression analysis of collective responsibility onto trust in the principal, faculty trust in colleagues, and collegial principal leadership while controlling for SES was performed. Faculty trust in colleagues was the only significant predictor of collective responsibility (see Table 7). The predictors accounted for 48% of the variance in collective responsibility.

### Conclusion

The correlation analysis indicated a significant relationship between faculty trust in colleagues and collective responsibility. A significant relationship was not indicated between faculty trust in the principal and collective responsibility or collegial principal leadership and collective responsibility. Also, noteworthy was the finding that SES was not a significant influencer of collective responsibility.

A multiple regression analysis was used to determine which variables were significant predictors of collective responsibility while controlling for SES. Although trust in colleagues was the only independent variable to significantly influence collective responsibility, the multiple regression results indicate a positive correlation between the independent variables collectively and dependent variable ( $\text{Adj. } r^2 = .48, p < .01$ ). Trust in the principal was found to have a greater effect than collegial leadership on trust in colleagues while both variables have an independent effect on trust in colleagues.

Post hoc analysis focused on variable to variable relationships. Multiple regressions were performed to test these relationships. These regressions point to collegial principal leadership as a significant predictor of trust in the principal, trust in the principal and SES as predictors of faculty trust in colleagues, and faculty trust in colleagues as a significant predictor of collective

responsibility. Findings and other theoretical implications resulting from these analyses will be discussed in the next chapter.

## CHAPTER 5

### DISCUSSION OF RESULTS AND IMPLICATIONS

#### Introduction

This chapter will provide an overview of the research study, detail the summary of research results, examine the research implications, and finally make suggestions for future research.

#### Study Overview

This study investigated faculty trust in the principal, faculty trust in colleagues, collegial principal leadership, and how they are related to collective responsibility. The literature review suggests that this was the first study examining the relationship between faculty trust in the principal, faculty trust in colleagues, collegial principal leadership, and collective responsibility. Hoy and Tschannen-Moran (2003) provided the constitutive definition of trust used in this study: “Trust involves taking risks and making oneself vulnerable to another with confidence that the other will act in ways that are not detrimental to the trusting party” (p. 183). Faculty trust in colleagues was defined constitutively for this study as “the faculty believes that teachers can depend on one another in difficult situations; teachers can rely on the integrity of their colleagues” (Hoy, Tarter, & Kottkamp, 1991, p. 93). Trust in the principal and faculty trust in colleagues were defined operationally using the Omnibus Trust instrument (Omnibus T-Scale) developed by Hoy and Tschannen-Moran in 1999 and revised in 2003 (Hoy & Tschannen-Moran, 1999, 2003). Collegial principal leadership was constitutively defined as principal behavior directed toward meeting both 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 teacher expectations and standards of performance (Hoy, et al., 2002). Collegial leadership was defined operationally using the Collegial Leadership Subscale of the OCI. Collective Responsibility was constitutively defined as the faculty's willingness to take responsibility for the learning of their students (Lee & Smith, 1996) and defined operationally using the Collective Responsibility Scale designed by LoGerfo and Goddard (2008).

#### Summary of Hypothesized Findings

1. Faculty trust in the principal is not significantly correlated to collective responsibility.
2. Faculty trust in colleagues is significantly correlated to collective responsibility.
3. Collegial principal leadership is not significantly correlated to collective responsibility.
4. Faculty trust in principal, faculty trust in colleagues and collegial principal leadership were predictive of collective responsibility in the multiple regression analysis; however, faculty trust in colleagues was the only variable to make significant contribution to the explanation of the variance in collective responsibility.

#### Summary of Post Hoc Analysis Findings

1. Collegial principal leadership is significantly correlated to faculty trust in the principal.
2. Faculty trust in the principal is significantly correlated to faculty trust in colleagues.
3. SES is significantly correlated to faculty trust in colleagues.

#### Theoretical Implications

##### *Faculty Trust in the Principal and Collective Responsibility*

Although faculty trust in the principal was not a significant predictor of collective responsibility as hypothesized, it is a significant predictor of faculty trust in colleagues ( $\beta = .64$ ,  $p < .01$ ), which was found to be a predictor of collective responsibility. As discussed in Chapter

2, trust in the principal was a positive predictor of faculty trust in colleagues (Hoy & Tschannen-Moran, 1999). As noted by Mitchell and Forsyth (2004), the principal is critical in developing a culture of trust within the school. According to Adams (2008), it has been suggested that trust operates with the psychological and physical domain as a motive for behavior at the interpersonal level to form social exchanges, and within organizations to influence collective performance.

#### *Faculty Trust in Colleagues and Collective Responsibility*

This study confirmed that faculty trust in colleagues is significantly correlated to collective responsibility ( $r = .69, p < .01$ ), as hypothesized. Faculty trust in colleagues was also significantly correlated to faculty trust in the principal ( $r = .50, p < .01$ ). Schools that have high levels of trust in the principal also tend to have high levels of trust in colleagues. The review of literature indicated that when collegial relations are strong, teachers are professionally interdependent and conceive their work as a joint venture (Louis et al., 1996). Collective responsibility is dependent on the development of communal trust to take greater initiative and ownership in collective efforts to improve the effectiveness of the school and to develop shared leadership roles and high expectations for all learners (Kruse & Louis, 2009). As noted by Whalan (2012), trust as a construct related to collective responsibility is grounded in the logic that building trust between teachers leads to the development of school cultures that promote teacher collaboration. The results of this study appear to support this reasoning.

#### *Collegial Principal Leadership and Collective Responsibility*

According to the data, although there is no significant correlation between collegial principal leadership and collective responsibility as hypothesized, collegial principal leadership is an antecedent variable of collective responsibility. Collegial principal leadership and trust in

the principal had a significant positive correlation ( $\beta = .64, p < .01$ ), suggesting that the actions of the principal are critical in developing trusting relationships within schools. Trust in the principal is an antecedent variable to trust in colleagues which, in turn, is a strong predictor of collective responsibility. Collegial leadership is the extent to which the principal supports teachers and meets their needs and treats them as professionals while simultaneously setting goals and standards of performance (Hoy & Tarter, 2004). As described by Hoy et al. (2002), collegial principals treat teachers as colleagues, are open, egalitarian, and friendly, but at the same time sets clear teacher expectations and standards of performance.

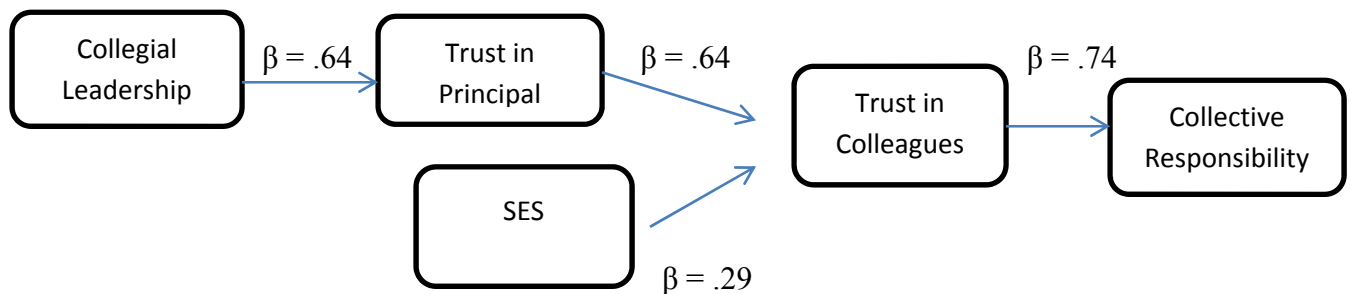


Figure 1. Theoretical path of antecedent variables of collective responsibility.

#### Practical Implications

The results of this study have practical implications for school principals and teachers alike. For those attempting to nurture collective responsibility within their school community, this study suggests that the strongest influencer of collective responsibility is faculty trust in colleagues. As noted by Whalan (2012), without the formation of relational trust, it is unlikely that collective responsibility will be demonstrated within the school culture. As detailed in Chapter 2, trust in colleagues involves all five facets of trust. Teachers trust in the competence of



their colleagues to provide high quality appropriate instruction in their classrooms. Trust is a vital element in building relationships that result in collaboration among peers (Bryk & Schneider, 2002; Tschannen-Moran & Hoy, 2000). A foundation of trust among teachers is laid in the form of benevolence or caring (Tschannen-Moran & Hoy, 2000). Teachers trust each other when they know they can rely on each other in difficult situations and circumstances. School principals should focus on providing professional development opportunities that encourage building trust relationships among teachers. Faculty trust in colleagues may be established as the result of collegial goal setting, planning for implementation of goals, collegial reflection, and celebrating achievements. Goals that are not shared among faculty members will not promote collective responsibility (LoGerfo, 2004). Teachers' working in isolation, with little or no opportunities for collaboration, was traditionally the norm in schools (Louis et al., 1995). As a result of continued isolation, teachers may find it difficult to share ideas, divulge instructional practices, and build collaborative relationships with peers thus stifling the development of collective responsibility. Principals should ensure that teachers have opportunities to plan and collaborate together.

As an indirect influencer of faculty trust in colleagues, principals and school administrators should work to develop faculty trust in the principal. The principal plays a vital role in establishing a culture of trust within schools (Mitchell & Forsyth, 2004). Principals' actions that are viewed as open, honest, consistent, and predictable by teachers should help in the development of faculty trust in the principal. Likewise, the school leader who is engaged in school activities with faculty, listens to others, communicates openly and effectively, shares information, and is transparent in decision making should develop a trusting relationship with the faculty.

Although no significant correlation between collegial principal leadership and collective responsibility was found, collegial principal leadership is an indirect influencer of trust in schools. Collegial principal leadership and trust in the principal had a significant correlation, suggesting that the actions of the principal are critical in developing trusting relationships within schools. School principals should find ways to cohesively and collegially set high standards of performance within their schools. Principals should work jointly with teachers to share the responsibilities of education. They should work to meet the physical and social needs of the faculty. Collegial principals will be eager to join in the effort to ensure that teachers have the necessary resources for success in the classroom.

Principals should consider administering the trust instruments that were used in this study to assess the levels of trust within their schools. The results may provide administrators with data necessary to begin developing a culture of trust among colleagues and among colleagues and administrators. As suggested by this study, developing a culture of trust among colleagues should influence collective responsibility within the faculty.

#### Recommendations for Further Research

The theory of collective responsibility is relatively new with very few studies focusing on this construct. This study focused on the relationships between faculty trust in the principal, faculty trust in colleagues, and collegial leadership and collective responsibility. This is the first known study to examine the relationship between these constructs. The results of this study have the ability to add to the theory regarding collective responsibility. While all of the hypotheses were not supported, the results confirmed prior research findings related to the relationships between the variables.

As previously stated, faculty trust in colleagues was a significant predictor of collective responsibility. As noted by Kruse and Louis (2009), collective responsibility is dependent on the development of communal trust to take greater initiative and ownership in collective efforts to improve the effectiveness of the school and to develop shared leadership roles and high expectations for all learners. These research results indicate that teacher trust in colleagues has a significant effect on collective responsibility and is predicted by trust in the principal and collegial leadership. Teacher trust in the principal and collegial leadership, although hypothesized to have an effect on collective responsibility, was found to have an effect on teacher trust in colleagues. Teacher trust in colleagues, in turn, was found to effect collective responsibility. This study used multiple regression and post hoc regression analysis to determine the relationship between variables. Future studies that look at these variables should utilize structural equation modeling to explore the extent to which trust in colleagues acts as a mediating variable between collegial principal leadership and trust in the principal and collective responsibility.

The focus of this research involved collective responsibility within schools with elementary grades. In considering future research, secondary schools could possibly provide interesting results and add to the theory of collective responsibility. The departmentalization of secondary schools and autonomous nature of teachers could provide thought provoking results. Furthermore, the years of teaching experience and demographics of the faculty could be investigated as possible factors in the emergence of collective responsibility.

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APPENDIX A  
ORGANIZATIONAL CLIMATE INDEX

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.

R O = Rarely Occurs S O = Sometimes Occurs O = Often Occurs V F O = Very Frequently 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 grade...  | 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 |

APPENDIX C  
COLLECTIVE RESPONSIBILITY SCALE

### Collective Responsibility Scale

Please indicate the extent to which you agree with each statement along a scale from strongly disagree (1) to strongly agree (5).

	Strongly Disagree					Strongly Agree
1. Teachers in my school take responsibility for improving the school.	1	2	3	4	5	
2. Teachers in my school set high standards for their teaching.	1	2	3	4	5	
3. Teachers in my school are willing to take responsibility for all students' learning.	1	2	3	4	5	
4. Teachers in my school are responsible to help each other do their best.	1	2	3	4	5	
5. Teachers in my school hold themselves responsible to ensure that all students succeed.	1	2	3	4	5	
6. Teachers in my school feel responsible when students in our school fail.	1	2	3	4	5	

(LoGerfo & Goddard, 2008)

APPENDIX D  
IRB APPROVAL

Office for Research  
Institutional Review Board for the  
Protection of Human Subjects



March 20, 2014

Jon Bret Smith  
ELPTS  
College of Education  
The University of Alabama

Re: IRB # EX-14-CM-040 "An Investigation of School Characteristics in Northwest Alabama"

Dear Mr. Smith:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your protocol has been given exempt approval according to 45 CFR part 46.101(b)(2) as outlined below:

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

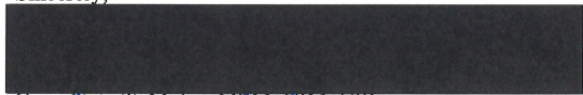
- (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
- (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your application will expire on March 19, 2015. If your research will continue beyond this date, complete the relevant portions of Continuing Review and Closure Form. If you wish to modify the application, complete the Modification of an Approved Protocol Form. When the study closes, complete the appropriate portions of FORM: Continuing Review and Closure.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number.

Good luck with your research.

Sincerely,



Carpano T. Myles, MSM, CIM, CIP  
Director & Research Compliance Officer  
Office for Research Compliance  
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