Principal Behaviors that Encourage Teachers: Perceptions of Teachers at Three Career Stages

A follow-up study to "Principal Behaviors that Encourage Teachers to Stay in the Profession: Perceptions of Teachers in Their 2nd to 5th Year of Teaching"
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By Jan Richards, Ed.D.

Introduction

Teaching is a stressful choice of occupation, and teacher shortages, attrition, and retention continue to be problems in education (Karge, 1993; Marlo, Inman, & Betancourt-Smith, 1997; Ingersoll, 2001). While there are many factors to consider in the ongoing research on teacher job satisfaction, many studies have identified attitudes and behaviors of the principal as critical (Goldberg, 2000; Johnson et al., 2001). Some studies address leadership style; some focus on supportive words or behaviors. Goleman (1998) and Kouzes and Posner (1999) connect teacher job satisfaction with Maslow's third and fourth level needs: the importance of love and affection, respect, recognition, and appreciation. Bulach et al. (1998) reviewed studies that report the common errors principals make--the most frequent being a lack of human relations skills.

My original study (Richards, 2003) sought to answer the question: "What are the principal behaviors new teachers value most?" I focused on this group since teachers in their first five years are most at risk for leaving the profession. If the principal behaviors that most encourage that group could be identified, then that knowledge could perhaps offer positive suggestions to principals who want to retain teachers in their schools. I believe that my findings were helpful, but I wondered if the perceptions of new teachers are shared by teachers at other career stages, or whether teachers' needs are different with increasing time and experience. Since the degree of teacher satisfaction directly impacts the school, such differences would provide insight as well.

Consequently, the primary purpose of this follow up study was to compare the most valued principal behaviors and attitudes as reported by teachers at three career stages: (1) 1-5 years; (2) 6-10 years; and (3) 11+ years of experience. A secondary purpose of this study was to compare these teachers' perceptions of valued principal behaviors with the principals' perceptions reported in the original study (Richards, 2003). The results of these comparisons are used to offer insight and suggestions to principals who want to strengthen their teacher/ administrator relationship with all teacher groups.

Theoretical Framework

In order to discover the principal behaviors that teachers most value at different stages of their careers, this study maintains a phenomenological perspective: that is, it is an attempt to listen to the "voices" of such teacher groups. According to Patton (2002, p. 51-52), a phenomenological investigator seeks to understand rather than to prove a pre-determined "truth." Since teachers respond according to their own perceptions, knowing what those perceptions are is enlightening in understanding how they interpret their experience. The present study focused on the perceptions of teachers at different stages of their careers in describing the possible impact of principal behaviors and attitudes in their professional lives.

The content framework for this follow up study draws on results from the original study which employed an integrative approach that incorporated both qualitative and quantitative components and included K-8 principals and beginning teachers as participants. From the results of the qualitative interviews and the literature in the original study, I created a survey from the list of principal behaviors that teachers reported as encouraging. These behaviors were rated and ranked by three teacher groups in this follow up study just as they had been in the original report. Krathwohl (1998) suggests that there is a research approach that is between the extremes

of qualitative and quantitative--that there is a kind of continuum of methods from one to the other: “It is quantitative in that it deals with measures but is exploratory in orientation” (p. 25). That is, although the list of principal behaviors that encourage teachers was generated from the interview results and the literature, the possible relationships between those behaviors and teacher grouping factors can be investigated in a quantitative fashion.

Methods

In order to discover the possible words, actions, and attitudes principals display that may influence new teachers, the original study employed a mixed research methodology. The phenomenology portion included 20 open-ended interview questions that dealt with the teachers’ descriptions of their principal, principal behaviors that provide support and encouragement, and the level of support they reported receiving. From the results of the interviews, a list of 22 positive principal behaviors was generated—a list that was used to create a rating/ranking activity to be given to 100 other beginning teachers as well as to 100 principals. The rating/ranking results were subsequently analyzed and compared with the interview findings. The rating/ranking results from principals were also compared with the rating/ranking results from teachers.

The interviews were transcribed and read through many times to identify categories of responses, themes, and patterns, both by participant and by individual question. In the quantitative portion of the study, three components were analyzed: (a) eight interview questions that include a Likert rating scale; (b) the rating/ranking scale of principal behaviors completed by 100 teachers; and (c) the rating/ranking scale of principal behaviors completed by 100 principals.

In the follow up study, this rating/ranking survey was given to an additional 75 K-8 teachers in their 6^{th}-10^{th} year and 75 K-8 teachers with 11+ years of experience. As in the

original study, all participants were volunteer students in master's level classes at three universities in Southern California (see Appendix A: *Rating/Ranking Activity*). Differences between these teacher groups were measured using the SPSS program for analysis of variance (ANOVA). Differences between teacher groups and principal perceptions (from the original study) were also noted.

Data Sources

Twenty open-ended interview questions were developed for the original study from the literature review findings and from the researcher's own experience and observations. These questions deal with the teachers' description of their principal, principal behaviors these teachers report provide support and encouragement, the level of support they report receiving, and the relationship between the level of support and their decision to stay or leave the school or the profession. The questions also addressed levels of job satisfaction, job stress, and school commitment in relationship to principal behaviors. Both interview questions and two groups of rating/ranking scales, teachers' and principals', were used to gather data.

The interview protocol explored the following research questions:

1. What are the principal behaviors and attitudes that teachers report as encouraging and supportive?

2. To what extent do these teachers report receiving the preferred forms of encouragement and support? (Scale of 1-5)

3. Does the behavior of the principal make a difference in a teacher's desire to stay in the profession? If so, how?

4. Are there any patterns of difference in teacher responses by gender, grade level, age, ethnicity or years of experience?

The Rating/Ranking activity used in both the original and the follow up study was comprised of a list of principal behaviors and attitudes gleaned from the interview results and the literature and was used to explore these additional research questions:

5. What kinds of principal support are rated (1-5 scale) and ranked (top 3) as most important to teachers?

6. How do principals rate and rank these teacher reported principal behaviors?

7. How do the ratings and rankings of teachers and principals compare?

Results

Among the themes that emerged during the analysis of the original data, The Power of Caring, The Power of Respect, and The Power of Praise and Acknowledgment proved to be the strongest. Another finding of special interest was the difference in perception between principals and teachers on two important behaviors: the importance of supporting teachers with parents and in matters of student discipline.

In the follow up study, teachers in all three groups rated the same behaviors as their Top 5: (1) Respects and values teachers as professionals; (2) Has an open door policy—accessible, available, willing to listen; (3) Is fair, honest, trustworthy; (4) Supports teachers with parents; and (5) Is supportive of teachers in matters of student discipline. These findings for the five most valued principal behaviors are consistent with those from the original study (see Figure 1).

Grouping these 22 surveyed principal behaviors into the following four components is helpful in comparing teacher and principal perceptions. These four groups were suggested by using Principal-Components Analysis (PCA) and Cronbach's Alpha in the original study (Richards, 2003).

Component I: Effective Administrative Behaviors

1. Holds consistent, high standards for all members

4. Has developed a strong mentor program for new teachers

8. Encourages teachers to improve in areas of teaching practice and professional development

11. Is highly visible in classrooms

12. Gives suggestions and guidance in teaching practice

18. Is a motivator and team builder who encourages collaboration

22. Is highly visible on school campus

Component II: Emotional Support Behaviors

9. Has an open door policy

10. See the principal role as protector, problem solver, nurturer, and encourager

13. Gives praise and acknowledgement for a job well done

14. Is fair, honest, trustworthy

19. Demonstrates warmth and friendliness to teachers and students

20. Is interested in his/her teacher as a person

Component III: Valuing Teachers' Judgment as Professionals Behaviors

7. Provides adequate resources and supplies to do the job

15. Respects differences in teaching styles

16. Respects teachers' wish for autonomy

17. Values teacher input and opinion and gives teachers opportunities for responsibility and decision-making

21. Supports teachers with parents

Component IV: Respect and Care for Teachers as Professionals Behaviors

3. Respects and values teachers as professionals

5. Is supportive of teachers in matters of student discipline

6. Respects teachers' preparation time

According to the behaviors listed as the Top 10 principal behaviors with all three groups, teachers *least* value principal behaviors listed in Component I above: *Effective Administrative Behaviors* (see Appendix B: *Comparison of Top 10 Rated Principal Behaviors by Group* and Appendix C: *Comparison of Top 10 Ranked Principal Behaviors by Group.*

A Comparison of Between Group Differences

An analysis of variance (ANOVA) indicated that there was a statistically significant mean difference on several items among these three groups: (1) Teachers with 1-5 years of experience; (2) Teachers with 6-10 years of experience, and (3) Teachers with 11+ years of experience (see Appendix D: *Independent Samples T-Test for Equality of Means by Teacher Groups*).

Item 1: "Holds consistent, high standards for all members of the school family"(p=.005) is a behavior most valued by Group 3 teachers and least valued by Group 1 teachers. New teachers often lack confidence and are not sure they can measure up. As teachers gain confidence, so does their appreciation for this principal behavior. This behavior was ranked 2nd by principals in the original study and 6th by new teachers.

Item 5: "Is supportive of teachers in matters of student discipline" (p=.01) is reported in the top five behaviors for all three groups but ranked *first* with Group 3 teachers. This behavior also seems to be valued *increasingly* as teachers gain experience. Note: There was a statistically significant difference of perception between teachers with 1-5 years of experience and principals

in the original study. Principals ranked this behavior as 8th; new teachers ranked it as 2nd out of 22 behaviors surveyed.

Item 8: "Encourages teachers to improve in areas of teaching practice and professional development" (p=.02) was not reported as a highly valued behavior. In both rating and ranking results, Group 2 viewed this behavior as less valued than did Group 1 or Group 3 teachers. It may be that they see the principal as evaluator and see "encouragement to improve" as criticism. Group 3 teachers are very experienced. Either they are now secure in their competence to be open to suggestions, or they see this behavior as needed to strengthen new teachers in their school rather than themselves. This behavior was ranked 1st by principals and 20th by new teachers in the original study.

Item 11: "Is highly visible in the classroom" (p=.05) was not a highly valued behavior by any of the teachers groups. Both rating and ranking results indicate that Group 1 teachers value it least. New teachers (interviewed in the previous study) expressed their nervousness about principal visits. Being unsure if they were "doing it right," visits were sometimes associated with criticism and negative feedback.

Item 22: "Is highly visible on school campus" (p=.003). Both rating and ranking results indicate that this behavior is most valued by Group 3 teachers. Perhaps this group who are very experienced are the most interested in a safe school climate.

Noting differences of perception between teacher groups and the perceptions of surveyed principals on these behaviors is also enlightening.

Item 12: "Gives suggestions and guidance in teaching practice." Rating and ranking results indicate that this behavior is not highly valued by any of the three teacher groups. Interviewed teachers indicated that they were very open to suggestions and guidance by a principal they perceived cared about them and treated them with respect. They viewed "suggestions" apart from that positive attitude of respect as threatening. If they feel validated, they can accept "suggestions." Results from the survey given to principals in the original study indicated that principals rated this behavior more highly (4.12) than did any of the three teacher groups (3.72, 3.34, and 3.94 respectively).

Item 13: "Gives praise and acknowledgement for a job well done." This was among the Top 10 behaviors in all teacher groups as well as with the principals; however, such "praise" was less important to all teachers than such attitudes and behaviors as *respect, support in discipline, support with parents, an open door policy, being fair, honest, and trustworthy, and having high standards.* If praise is genuine and based on professional performance, teachers have indicated that it is connected with respect as a professional (number one with all teacher groups). Principals rated this behavior (item 13) higher (4.57) than did any of the teacher groups (3.37, 4,44, and 4.45 respectively.)

Item 14: Is fair, honest, trustworthy. As indicated by the ranking and rating results, this behavior is in the Top 5 for all teacher groups. The rating results suggest that teachers view this trait as increasingly important as teachers move through their careers (4.63, 4.76, and 4.84 respectively.)

For all groups, the only behavior considered more important is "respect as a professional." This behavior is also among the Top 5 behaviors on the principals' surveyed results (4.79).

Item 17: "Values teacher input and opinion and gives teachers opportunities for responsibility and decision-making." The rating and ranking results indicate that by far, Group 3 teachers value this behavior most (4.30, 4.43, 4.54 respectively). They ranked this behavior among their Top 5 valued principal behaviors. These are teachers who have wisdom to share. Principals who want to make this groups feel happy in their jobs will ask their opinion.

Item 21: "Supports teachers with parents." Both the rating and ranking results indicate that this behavior is most important to Group 3 teachers. This behavior is rated and ranked in the Top 5 principal behaviors with all teacher groups (mean=4.62, 4.72, and 4.78 respectively). In contrast, principals ranked it as 15th in importance, and their group mean was 4.44. Consistent with findings from the original study, there is a statistically significant mean difference (p=.05) between the principal group and all three teacher groups on this item.

Discussion/Implications

The interviewed teachers in the original study repeatedly stated that the principal sets the tone of the school. Teachers and principals are a partnership that create that school's culture. Improving a school's climate so that it becomes a positive productive, happy place for all is a goal worth pursuing. As is true of a marriage, the secret is being aware of what makes the partner feel valued. Toward that kind of understanding, improved school climate, and teacher job satisfaction, the following observations of teachers at three career stages are offered.

These descriptions and suggestions are the result of an integration of the interview and survey findings from the two studies mentioned.

All Teacher Groups

When asked the reasons for leaving the profession, most teachers give explanations that connect with the Top 5 valued principal behaviors (see Figure 1). Exiting teachers report a lack of respect, a lack of emotional support, or student discipline problems as major determinants in their decision. Since all teacher groups agree on the same five behaviors as most important to their job satisfaction, principals would likely improve their school climate by taking these teacher perceptions seriously. In particular, the difference in perception between principals and all teachers on two behaviors ("Supports teachers with parents" and "Supports in matters of student discipline") needs special focus.

Group 1: Teachers in their first five years

The greatest reported need for teachers at the beginning of their careers is *emotional support* and safety. Having an open door policy is highly valued. Principals whose office is viewed as an "oasis" rather than a place of criticism are appreciated. These teachers also value a principal who motivates and encourages collaboration. Beginning teachers need to know they are improving; high standards need to be supported with encouragement, praise, and positive feedback. Such appreciated principals act as a kind of "cheerleader" or coach rather than as *critic*. To offer support in matters of discipline, new teachers may gain confidence and reassurance being paired with a seasoned teacher who can offer friendly suggestions. Realizing that new teachers are operating from limited experience, an effective principal will be available to support them with parents if needed.

Group 2: Teachers with six to ten years of experience

The greatest reported need for this group of teachers is to be respected as professionals. Their need for praise is not as important as is support in discipline or parent issues. They want to know that the principal will protect them from abusive parents or students who are disrespectful or uncontrollable. As with all groups, these teachers need to view the principal as trustworthy. They want to know that confidences are kept and that no favoritism is shown. Being visible in the classroom is not valued as highly by this group. A wise principal might instead make quick visits, assuring these experienced teachers that their judgment is respected. Of all teacher groups, Group 2 teachers are interested in mentoring new teachers since they may feel they have become proficient now and have much to offer.

Group 3: Teachers with more than ten years experience

The greatest reported need of these seasoned teachers is that the principal respect their knowledge and experience. Praise is relatively unimportant to this group. A wise principal will ask their opinion, value their input, and give them opportunities for decision making. A principal's character (honesty, fairness, trustworthiness) are at the top with them. The survey results indicate that they do not need their principals to care about what makes them happy; they just want them to do their job well. More than other groups, Group 3 teachers want to know that their preparation time is protected, meetings are minimized, and differences in teaching style are respected. These veterans are interested in a safe campus and want the principal to be visible. Even more than the other two teacher groups, support with parents and in discipline matters are highly valued principal behaviors.

Conclusions

In a day when teacher attrition and retention continue to be a concern, teachers must be considered a valuable resource. Although the behavior of the principal may be a strong contributor to a teacher's level of job satisfaction, there continues to be disparity between all teacher groups and principals on the principal behaviors considered most valuable. Consistent with the original findings, principals most value *administrative behaviors* while teachers value *emotional and professional support.* Concerned principals who are willing to adopt the positive, valued behaviors suggested in this study may encourage teachers at all career stages, increase the stability of their schools, and impact the quality of instruction their students receive.

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Appendix A: Rating/Ranking Activity of Principal Behaviors that Encourage Teachers

Category: Teacher Principal V. Principal Other_____ Gender: M F Level: K-5 6-8 9-12
Age: 20-25 26-30 31-35 36-40 41-45 46-50 Over 50 Years of experience in this position:_____
Ethnicity: African-American Hispanic/Latino Asian/Pacific Islander White Other_____

Rate the following principal behaviors from 1-5. A 1 is perceived as **least** important in encouraging teachers. A 5 is perceived as **most** important in encouraging teachers.

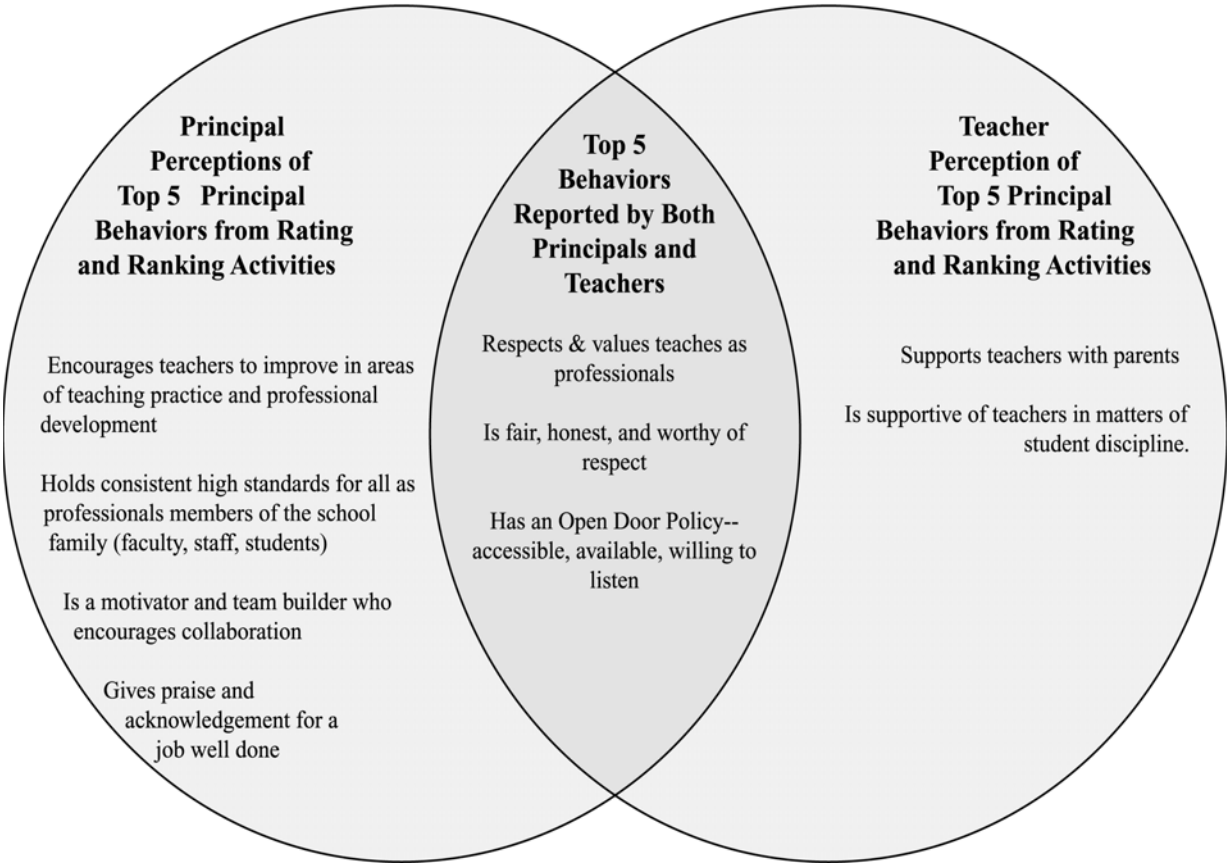
1. Holds consistent, high standards for all members of the school family (faculty, staff, students)	1	2	3	4	5
2. Cares about what makes teachers happy in their jobs	1	2	3	4	5
3. Respects & values teachers as professionals	1	2	3	4	5
4. Has developed a strong mentor program for new teachers that includes frequent opportunities to observe master teachers	1	2	3	4	5
5. Is supportive of teachers in matters of student discipline	1	2	3	4	5
6. Respects teachers' preparation time as valuable by working to minimize meetings, duties, and unnecessary paperwork	1	2	3	4	5
7. Provides adequate resources & supplies to do the job	1	2	3	4	5
8. Encourages teachers to improve in areas of teaching practice and professional development	1	2	3	4	5
9. Has An Open Door Policy--accessible, available, willing to listen	1	2	3	4	5
10. Sees the principal role as protector, problem solver, nurturer, and encourager	1	2	3	4	5
11. Is highly visible in classrooms	1	2	3	4	5
12. Gives suggestions and guidance in teaching practice	1	2	3	4	5
13. Gives praise and acknowledgement for a job well done	1	2	3	4	5
14. Is fair, honest, trustworthy	1	2	3	4	5
15. Respects differences in teaching styles	1	2	3	4	5
16. Respects teachers' wish for autonomy	1	2	3	4	5
17. Values teacher input and opinion and gives teachers opportunities for responsibility and decision-making	1	2	3	4	5
18. Is a motivator and team builder who encourages collaboration	1	2	3	4	5
19. Demonstrates warmth and friendliness to teachers and students	1	2	3	4	5
20. Is interested in his/her teacher as a person	1	2	3	4	5
21. Supports teachers with parents	1	2	3	4	5
22. Is highly visible on school campus	1	2	3	4	5

Please rank the numbers of what you consider the three top behaviors in the order of what you think is **most important.**
If you think a behavior should be considered as one of the top three, but it is not listed, write it on the appropriate line below.

1. #_____
2. #_____
3. #_____

By participating in this rating/ranking activity, you are giving your consent to have this information used in my research study.
Thank you so much for your help! I really appreciate it.
Jan Richards

Figure 1: **A Comparison of the Top Principal Behaviors as Reported by Principals and Teachers**



The results portrayed above reflect the findings of both the original and the follow up studies. In both cases, there is a statistically significant difference in perception between teachers (at all career stages) and principals on two principal behaviors: *Supports teachers with* parents (ranked 5th by teachers and 15th by principals), and *Supports teachers in matters of student discipline* (ranked 2nd by teachers and 8th by principals in the original study)

Appendix B: *Comparison of Top 10 Rated Principal Behaviors by Group*

Group 1: K-8 Teachers with 1-5 Years of Experience
Group 2: K-8 Teachers with 6-10 Years of Experience
Group3: K-8 Teachers with 11+ Years of Experience

Top 10 Principal Behaviors Group 1		Top 10 Principal Behaviors Group 2		Top 10 Principal Behaviors Group 3	
Behavior	Mean	Behavior	Mean	Behavior	Mean
1. Respects and values teachers as professionals	4.70	1. Respects and values teachers as professionals	4.86	1. Respects and values teachers as professionals	4.84
2. Has an open door policy—accessible, available, willing to listen	4.63	2. Is fair, honest, trustworthy	4.76	2. Is fair, honest, trustworthy	4.84
3. Is fair, honest, trustworthy	4.63	3. Supports teachers with parents	4.72	3. Is supportive of teachers in matters of student discipline	4.80
4. Supports teachers with parents	4.62	4. Is supportive of teachers in matters of student discipline	4.72	4. Supports teachers with parents	4.78
5. Is supportive of teachers in matters of student discipline .	4.51	5. Has an open door policy—accessible, available, willing to listen	4.50	5. Has an open door policy—accessible, available, willing to listen	4.68
6. Gives praise and acknowledgement for a job well done	4.37	6. Gives praise and acknowledgement for a job well done	4.44	6. Highly visible on campus	4.63
7. Warmth & friendliness to students and teachers	4.35	7. Holds consistent, high standards for all members of the school family	4.44	7. Warmth & friendliness to students and teachers	4.61
8 Respects differences in teaching styles	4.33	8. Values teacher input and opinion.. Opportunities for responsibility...	4.43	8. Values teacher input and opinion.. Opportunities for responsibility...	4.54
9. Values teacher input and opinion.. Opportunities for responsibility...	4.30	9. Respects teachers' preparation time as valuable by working to minimize meetings...	4.42	9. Respects differences in teaching styles	4.51
10. Cares about what makes teachers	4.25	10. Respects differences in teaching styles 10. Cares about what makes teachers	4.34 4.34	10. Gives praise and acknowledgement for a job well done	4.45

Appendix C: ***Comparison of Top 10 Ranked Principal Behaviors by Group***

Group 1: K-8 Teachers with 1-5 Years of Experience
Group 2: K-8 Teachers with 6-10 Years of Experience
Group3: K-8 Teachers with 11+ Years of Experience

Top 10 Principal Behaviors Group 1		Top 10 Principal Behaviors Group 2		Top 10 Principal Behaviors Group 3	
Item	Behavior	Item	Behavior	Item	Behavior
3	Respects and values teachers as professionals	3	Respects and values teachers as professionals	5	Is supportive of teachers in matters of student discipline
5	Is supportive of teachers in matters of student discipline	14	Is fair, honest, trustworthy	3	Respects and values teachers as professionals
9	Has an open door policy—accessible, available, willing to listen	5	Is supportive of teachers in matters of student discipline	21	Supports teachers with parents
14	Is fair, honest, trustworthy	21	Supports teachers with parents	17	Values teacher input and opinion and gives teachers opportunities for responsibility and decision-making
21	Supports teachers with parents	9	Has an open door policy—accessible, available, willing to listen	14	Is fair, honest, trustworthy
1	Holds consistent, high standards for all members	4	Has developed a strong mentor program for new teachers	9	Has an open door policy—accessible, available, willing to listen
4	Has developed a strong mentor program for new teachers	1	Holds consistent, high standards for all members	1	Holds consistent, high standards for all members
				6	Respects teachers' preparation time as valuable by working to minimize meetings...
6	Respects teachers' preparation time as valuable by working to minimize meetings...	13	Gives praise and acknowledgement for a job well done	15	Respects differences in teaching styles
13	Gives praise and acknowledgement for a job well done	6	Respects teachers' preparation time as valuable by working to minimize meetings...	7	Provides adequate resources and supplies to do the job
		15	Respects differences in teaching styles	13	Gives praise and acknowledgement for a job well done
		10	Sees the principal role as protector, problem solver, nurturer, and encourager		

Appendix D: Independent Samples T-Test for Equality of Means by Teacher Groups in Terms of Importance of Principal Behaviors to Teacher Job Satisfaction

Behavior	Group 1		Group 2		Group 3		Sig.
	M	*SD*	*M*	*SD*	*M*	*SD*	Bet. Gr.
1.Holds consistent, high standards for all members of the school family, faculty, staff, students)	4.16	.96	4.44	.68	4.61	.64	**
2. Cares about what makes teachers happy	4.25	.86	4.34	.92	4.41	.80	
3. Respects & values teachers as professionals	4.70	.58	4.86	.50	4.84	.42	
4. Has developed a strong mentor program for new teachers	4.00	1.8	4.08	1.0	4.04	.94	
5. Is supportive of teachers in matters of student discipline	4.51	.66	4.72	.57	4.80	.50	**
6. Respects teachers' preparation time as valuable by working to minimize meetings/duties,/unnecessary paperwork	4.22	.93	4.42	.81	4.45	.78	
7. Provides adequate resources & supplies to do the job	4.21	.74	4.32	.68	4.37	.82	
8. Encourages teachers to improve in areas of teaching practice and professional development	4.15	.80	3.84	.74	4.25	.85	*
9. Has an open door policy—accessible, available, door policy willing to listen	4.63	.58	4.50	.71	4.68	.59	
10. Sees the principal role as protector, problem solver, nurturer, and encourager	4.12	.88	3.88	1.0	4.08	.94	
11. Is highly visible in classroom	3.54	1.11	3.44	.99	3.92	.98	*
12. Gives suggestions and guidance in teaching practice	3.72	.97	3.54	1.0	3.94	.90	
13. Gives praise and acknowledgement for a job well done	4.37	.73	4.44	.84	4.45	.86	
14. Is fair, honest, trustworthy	4.63	.66	4.76	.63	4.84	.42	
15. Respects differences in teaching styles	4.33	.77	4.34	.75	4.51	.70	
16. Respects teachers' wish for autonomy	3.93	.91	3.96	1.1	4.24	.82	
17. Values teacher input and opinion and gives teachers opportunities for responsibility and decision-making	4.30	.76	4.43	.68	4.54	.58	
18. Is a motivator and team builder who encourages collaboration	4.24	.83	4.26	.77	4.33	.74	
19. Demonstrates warmth and friendliness to teachers and students	4.34	.82	4.28	.81	4.61	.75	
20. Is interested in his/her teacher as a person	4.00	.96	3.86	.93	4.20	.92	
21. Supports teachers with parents	4.62	.60	4.72	.45	4.78	.46	
22. Is highly visible on school campus	4.14	.99	4.24	.69	4.63	.63	*

Note: *$p<.05$; **$p<.01$; ***$p<.001$