

Teacher Perceptions of Principal Support and Teacher Self-Efficacy

Britany L. Kuslis

Email: kuslis002@wcsu.edu

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Primary Advisor: Marcia A. B. Delcourt, Ph.D.

*Secondary Advisors: Pauline E. Goolkasian, Ed.D., Wes J. DeSantis, Ed.D.,
Stephanie D. Wozniak, Ed.D.*

Abstract

Teacher perceptions of their principal are an important element in how teachers view themselves and the profession. The proposed study will be used to understand the relationship between teachers' perceptions of their principal's support and teacher self-efficacy. Approximately 100 full-time educators across the United States will be surveyed. A mixed-methods, convergent parallel design will include a multiple linear regression analysis and responses to open-ended questions.

Research Questions

1. To what degree and in what manner do teachers' perceptions of their principal's support (emotional support, professional support, instrumental support, and appraisal support) predict **teachers' efficacy for instructional strategy**?
2. To what degree and in what manner do teachers' perceptions of their principal's support (emotional support, professional support, instrumental support, and appraisal support) predict **teachers' efficacy for classroom management**?
3. To what degree and in what manner do teachers' perceptions of their principal's support (emotional support, professional support, instrumental support, and appraisal support) predict **teachers' efficacy for student engagement**?
4. What are teachers' perceptions of self-efficacy and the role of principal support in teacher self-efficacy?

Limitations

- Lack of a representative sample- It is proposed that the large sample size will compensate for this limitation, results should be interpreted with caution taking this threat into consideration.
- Additional threats to validity- Due to the nature of survey research considerations for survey threats such as coverage errors, sampling errors, measurement errors and nonresponse errors have been taken into consideration.

Trustworthiness

| Type of Trustworthiness | Definition | Application to Current Study |
|-------------------------|---|---|
| Credibility | The researcher interprets the experience under study in a way that is representative of a subjective truth for the context under study. | Reflexivity Triangulation |
| Confirmability | Data is a function of the research and not of other biases/perspectives. | Reflexivity Triangulation |
| Dependability | Sources for variability in the study can be identified and tracked. | Code-recode procedure; Dense description of research methods; Peer examination; Dependability audit |
| Transferability | Findings from this study can be applied to other contexts that can be established to be similar or demonstrate goodness of fit. | Dense description |

Timeline

| Task | Anticipated Completion Date |
|---|-----------------------------|
| IRB Approval/Development of Online Tool | November-December 2020 |
| Distribute Survey & Data Collection | February-March 2021 |
| Chapters 1-3/Qualitative Analysis, Chapters 4-5 | August 2021, December 2021 |
| Completed Dissertation & Dissertation Defense | February 2022-April 2022 |

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