TEACHER PERCEPTIONS OF PRINCIPAL SUPPORT AND TEACHER SELF-EFFICACY

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ABSTRACT
Teacher perceptions of their principal’s support 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.

RATIONALE
- A building principal is a crucial component of an effective school (DiPaola, 2012).
- Existing literature indicates that teachers consistently report, “the level of support principals provide has a significant impact on their effectiveness and job satisfaction” (DiPaola, 2012, p. 115).
- The impact principals have on teacher self-report is a concept within the field of leadership that has been important over time (Lathwoood, Anderson, & Waddington, 2004).
- A teacher’s perceptions of their principal’s support are critical dimensions in understanding the impact self-efficacy has on the overall school environment.

STATEMENT OF THE PROBLEM
- The support of teachers by a principal is an “important school dimension, and additional research is needed to examine the nature of supportive behavior” (DiPaola, 2015, p. 137).
- When teachers feel emotionally supported, they are motivated to be more productive and engaged (Amabile & Kramer, 2011).
- Leading in an emotionally supportive way is the most “powerful, natural path through which principals contribute to student learning” (Lathwoood, 2007, p. 257).
- Through social support, principals can impact teachers’ internal motivations that can assist in supporting and maintaining the emotional labor of teaching or conversely, undermine it resulting in burnout (Lamberty, 2016).

SIGNIFICANCE OF THE RESEARCH
This study will contribute to existing research on the relationship between teacher perceptions of principal support (emotional, professional, instrumental and appraisal) and teacher self-efficacy (for instructional strategy, classroom management and student engagement).

KEY TERMS
- Principal Support: demonstrating appreciation; providing adequate resources and information; maintaining open communication; supporting a collegial climate; offering feedback; and offering professional development opportunities.
- Appraisal Support: providing frequent and constructive feedback about teacher performance.
- Emotional Support: showing caring, keeping open lines of communication, encouraging colleague support, and recognizing teachers’ ideas.
- Instrumental Support: is the extent to which teachers perceive their principal as providing support in terms of time, resources, and constructive feedback.
- Professional Support: is the teacher’s perception of how the principal’s support is merged with a comparison matrix into one overall interpretation as described by the two scales in the figure below, which indicate these points of interface between the strands (Crossley & Pino Clark, 2011).

LITERATURE REVIEW
- Self-Efficacy is the teacher’s perception of how the principal’s support influences their professional growth.

THEORETICAL FRAMEWORK
- Bandura’s findings indicated that self-efficacy affects a major role in self-regulation and motivation.
- Personal accomplishments require “only skills by which one feels efficacious” (Bandura, 1997).
- Existing research emphasizes that a teacher’s sense of self-efficacy impacts their performance.
- Positive attitudes toward teaching tasks may have been better predicted by perceived self-efficacy than by a teachers actual level.
- How a person interprets their abilities is an important aspect of their self-efficacy.

J.S. House describes his Theory of Social Support as an “interpersonal transaction involving one or more of the following:”
- Emotional support (listening, encouragement, empathy)
- Instrumental aid (goods or services)
- Information (about the environment)
- Appraisal support (information relevant to self-evaluation)

Social Support

INSTRUMENTATION
- Teacher Sense of Efficacy Scale (TSES), Short Form

RESEARCH QUESTIONS
- What is your work environment? (LEA or similar public, private, or regional school district?)

RESEARCH DESIGN
- In this survey research study, a convergent-parallel mixed methods design will be used to examine the relationship between teachers’ perceptions of their principal’s support and teacher self-efficacy as well as their responses to four open-ended questions.
- Quantitative and qualitative data types and their results will be merged with a comparison matrix into one overall interpretation as depicted in the two scales in the figure below, which indicate these points of interface between the strands (Crossley & Pino Clark, 2011).
- This design will allow the researcher to triangulate the themes across types of data regarding teacher perceptions of principal support and teacher self-efficacy.

DATA ANALYSIS
- Predictor Variables
  - 1. Emotional Support
  - 2. Professional Support
  - 3. Instrumental Support
  - 4. Appraisal Support
- Criterion Variables
  - Teachers perceive self-efficacy for: 1. Instructional Strategy
  - 2. Classroom Management
  - 3. Student Engagement
- 4 Dimensions of Principal Support
- Research Questions
  - 1. What are teachers’ perceptions of self-efficacy for:
    - Efficacy for classroom management
    - Efficacy for instructional strategy
    - Efficacy for instrumental support
    - Efficacy for appraisal support
  - 2. What is your work environment? (LEA or similar public, private, or regional school district?)

INSTRUMENTATION
- Teacher Sense of Efficacy Scale (TSES), Short Form

LITERATURE REVIEW
- Teachers’ perceptions of their principal’s support and teacher self-efficacy are critical dimensions in understanding the impact self-efficacy has on the overall school environment.

KEY TERMS
- Instructional Strategy
- Classroom Management
- Student Engagement

This study will contribute to existing research on the relationship between teacher perceptions of principal support (emotional, professional, instrumental and appraisal) and teacher self-efficacy (for instructional strategy, classroom management and student engagement).

VALUES
- The measures of general and personal teacher self-efficacy were positively related to an overall mean with reliability for the total scale was found to be 0.90 for teacher self-efficacy.

TABLE 1
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Reliability</th>
</tr>
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<tbody>
<tr>
<td>Instructional Strategy</td>
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</tr>
<tr>
<td>Classroom Management</td>
<td>0.90</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>0.90</td>
</tr>
</tbody>
</table>

This study will be used to investigate the degree and manner teacher perceptions of their principal’s support predict teachers’ sense of self-efficacy for: Instructional Strategy, Classroom Management, and Student Engagement.

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