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Transformative Leaders: A Mixed-Methods Study of the Role of Transformational Leadership and its Impact on Teacher Efficacy

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10 years later, me still in school. I am so thankful for all of the hours of listening, reading, analyzing, picking up kids, arranging life around classes, and dealing with the madness that comes with being married to a man working a full-time job and attempting to be a full-time student simultaneously. You are my greatest of all successes, my pinnacle of achievement, and my most prized possession. I set out on this journey to make an impact and to make life better for all of us, and it has finally arrived. I am so thankful to have you by my side every step of the way. You have been my light in the darkness through so many times of turbulence. You continue to be my lighthouse and will always be my queen. I love you more….

Last but not least, to my mother, Dawn Denise Guy. Your hard work, efforts, and belief helped me find myself and make it to this point in my life. You have been both mother and father in so many ways and for that I have no words. I love you!

Abstract

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This dissertation was designed to examine the relationship between the specific transformational leadership behaviors that relate to impacting or enhancing teachers' self-efficacy. The need to better understand leadership models that provide for more self-effective instructors is integral in building a strong educational system. Previous research had yet to explore specific dynamics of transformational leadership and define whether or not it has any impact on teacher self-efficacy.

The study was conducted utilizing a single school district in the southeastern United States. Three schools within the system representing elementary, middle, and high school levels were studied. Instructors at each school were given the opportunity to respond to a two-part survey to help identify transformational leadership characteristics of their building leader as well as define their own individual self-efficacy. Quantitative data showcased a correlation between transformational leadership behaviors and teacher self-efficacy values. Qualitative interview data provided specific transformational leadership behaviors that helped to enhance teacher self-efficacy.

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Chapter 1: Introduction

Background

Bandura (1977) noted that an individual's key to success is self-belief. In his work, he showcased that the thought alone overshadowed much ineptitude regarding ability. In 1985, Edward McAuley completed an experiment of modeling and self-efficacy to essentially test the work of Bandura in 1977. McAuley utilized three groups of gymnasts. One group received unaided participant modeling; the second received aided participant modeling; and the third received only practice trials of skills. The groups who received aided modeling help achieved a higher performance measure than the unaided participant group. Both modeling groups achieved higher scores than the control group who received no modeling. Exit interviews conducted within the study found that common themes to explain the success were the additional support received or not received (McAuley, 1985). The social cognitive theory outlined by Bandura in 1986 focused on the ideal that for individuals to perform at their best, they must be self-reflective, have a belief that they are in control of their destiny, and believe that what they are doing has an overall effect on their environment. Bandura's social cognitive theory is a basis of the ideal that individuals learn how to behave by watching the behavior of others and making modifications within their own behavior to match what is perceived to be socially normative or acceptable. This leads individuals to be observant of their surroundings, their leaders, and their peers and to model their behavior to match what they see as being effective. The idea is that people, no matter what job placement, essentially find themselves in a cycle of self-reflection, self-organizing, and self-regulation (Bandura, 1986). Bandura (1986) would further define this as a cycle of *reciprocal determinism* which is defined as how people interpret the results of their own

behavior, their environment, and personal factors that in turn inform and alter subsequent behaviors. With reciprocal determinism, individuals essentially self-moderate their actions based on a variety of internal and external factors. Bandura's system theorized that people continuously improve their productivity by reciprocal determinism. This thought would manifest itself in Bandura's (1986) statement that self-reflection is "distinctly human" (p. 21). This is the most prominent piece of Bandura's social cognitive theory. Bandura (1986) felt that through self-reflection, people make sense of their experiences; explore their own cognitions/self-beliefs; engage in self-evaluation; and alter their thinking and behavior accordingly. This would bring forth the validity and focus on self-efficacy beliefs. According to Bandura (1986), self-efficacy is defined as "people's judgments of their capabilities to organize and execute courses of action required attaining designated types of performances" (p. 391). Self-efficacy provides the foundation of human motivation, well-being, and personal accomplishment. The beliefs of self-efficacy touch every aspect of a person's life (Bandura, 1982). The problem then becomes how to build one's self-efficacy in a manner that would be long-lasting and withstanding.

As efficacy is considered, teacher self-efficacy is a serious concern for the American educational system (Hanushek, & Rivkin, 2013). Many educational researchers use the term *efficacy* to reference the instructors' personal beliefs as to whether or not they can complete the job assigned (Chen, 2000; Guo, 2004). The lack of teacher efficacy results in increased expense of learning, low teacher morale, and higher pressure to accomplish more in the classroom (Dess & Shaw, 2001). Dess and Shaw (2001) utilized a cost approach to validate findings on the importance of maintaining individuals within a knowledge-based career. The findings of Dess and Shaw (2001)

suggested that an integral part of business organization and integrity includes having

employees with a strong knowledge in their career field. Without this component, Dess

and Shaw discovered that loss of human capital results in a loss of fiscal capital.

The idea of feeling competent in completing the tasks assigned to an individual

within his/her job is an essential need of all people as outlined in Bandura's (1986) social

cognitive theory. Teachers are no different because they also have an imperative nature

to feel effective in terms of what they are teaching in the classroom. Lambert, Pasupuleti,

Cluse-Tolar, Jennings, and Baker (2006) cited teaching as frustrating and emotionally

taxing with specific stressors placed on the instructors' ability to feel effective in order to

maintain relevancy within the field of education (p. 16). Lambert et al. completed their

work by utilizing a career satisfaction survey coupled with interviews to determine

underlying areas of concern for instructors. An employee's personal satisfaction with

his/her job and career stress are closely related in teaching (Lambert et al., 2006). In

order for teachers to feel more effective, they must see the benefits of their work with

students and the community. In most employment settings, the goal is to make a product

or provide a service in which others find satisfaction or from which they benefit.

Education, in turn, has an ultimate goal of preparing the next generation of learners to act

as successors to the current generation. The question becomes whether or not self-

efficacy can be improved or changed within the school culture in order to benefit

instructors and, ultimately, the children it serves.

Geving (2007) cited many reasons for stress involved in the teaching field. Items

like lack of parental support and understanding are listed as one reason for a lack of

teacher self-efficacy (Blase, Blase, & Du, 2008). Another large component of teacher

stress has been cited as the pressure caused by administration. Administration sets the

tone for the building and is essentially responsible for the growth and development of the teachers it serves. Ghamrawi and Jammal (2013) stated that disrespect from administration and lack of leadership qualities seem to be the root of low teacher effectiveness. Ghamrawi and Jammal also completed a qualitative study among instructors and administration to understand the relationship between the two groups. Likert-based scales were utilized with both groups to determine common perceptions and feelings toward one another with regard to the work capacity. The survey was comprised of a variety of self-efficacy scales. Findings from the research suggested that instructors who had a good relationship with their administrator felt that they did a better job within their classrooms (Ghamrawi & Jammal, 2013).

Another study focused on 79 schools where instructors received Gibson and Dembo's (1984) scale. The scale differentiates between general teacher efficacy, personal teacher efficacy, and leadership through the use of a Multifactor Leadership Questionnaire (MLQ) developed by Avolio, Bass, Kearney, and Gebert (2009b). The scale was utilized in order to determine if a trend between leadership style and self-efficacy was present (Nir & Kranot, 2006). The research was targeted to determine if leadership truly mattered with regard to teacher efficacy. The scale however did not specifically discount job satisfaction, and it rendered the study statistically insignificant due to the lack of ability to determine if the scale scores received were due to the teachers' positive experiences (satisfaction) with their job or if they were due to leadership roles and efficacy.

One of the most prominent influences on teacher efficacy is the relationship between teachers and building leadership (Thornton, Shepperson, & Canavero, 2007). Teacher efficacy has been linked to the ability of leaders to meet the needs of instructors

and how leaders deal with needs personally (Darling-Hammond, 2003). Weese (1996) cited that transformational leaders played a vital role in employee satisfaction, productivity, and effectiveness. Weese's (1996) work was completed by utilizing the Leadership Behavior Questionnaire and Culture Strength Assessment. These items were utilized to determine the presence of leadership styles and the overall measure of workplace culture (Weese, 1996). Transformational leadership is a key part of building personal and organizational efficacy (Ghamrawi & Jammal, 2013). The concern of this research was to explore what administration can do to be better equipped to support instructors and build their self-efficacy through strategic leadership strategies.

Statement of the Problem

Leadership styles and ability have remained at the center of discussions regarding teacher efficacy (Weese, 1994). Transformational leadership has become the target of studies in order to gain an understanding of the role of a specific variation of leadership styles on teacher efficacy (Hsu, Bell, & Cheng, 2002). Transformational leadership, unlike other forms of typical managerial leadership, is a compilation of characteristics that promote individuals to work together toward a common, understood goal (Warrick, 2011). Tenebaum, Fogarty, and Jackson (1999) felt that leadership is a process of learning by which the school's purpose or mission statement is fulfilled. With this sentiment from Tenebaum et al., there is a correlation in research between the function of leadership and the realization in the goal of educating students within the system.

A leadership schematic that provides support and necessary fundamentals is essential in order to have scholastic success within school systems (Weese, 1994). Tichy and DeVanna (1986) pointed out that without transformational leadership, a system remains the same eternally which does not allow for competition within new markets and

changing external demands. Research was conducted looking into the fate of a number of companies and their leadership strategies. Tichy and DeVanna found that companies with transformational leadership in place were able to withstand the test of time and continue to survive during change. This research was completed utilizing surveys of company effectiveness and profitability as they correlated to employee perspectives on leadership. Companies that were more stagnant in leadership modalities ultimately failed or had to rework their system of leadership in order to maintain relevancy within their market. With the face of education continually developing and changing based on scholastic demands from across the world, it is essential for educational organisms to continually evolve and change to best prepare students for the workforce (Tichy & DeVanna, 1986).

Saravia-Shore (2008) felt that teachers play the main role in ensuring that student performance increases every year since they are in charge of the classroom and curriculum. For instructors to complete this task of student progression, they must feel effective within their work and have appropriate leadership from the building principal (Tesfaw & Hofman, 2014). Without the appropriate leadership style in place, the goal of the school can go unaccomplished. According to Tesfaw and Hofman (2014), the lack of accomplishment can then lead to low levels of self-efficacy. Teacher learning and development have called for continual leadership that is transformational in nature (Tesfaw & Hofman, 2014). The problem of success within schools based on research from Tesfaw and Hofman seems to then lie on the shoulders of the leadership in place that governs the school. Tesfaw and Hofman completed a random sample study of 320 instructors who responded to a three-part instrument constructed of a transformational leadership questionnaire, job satisfaction questionnaire, and a demographic survey. A

means, standard deviation, Pearson correlation, and stepwise regression analysis were used to analyze the data. The findings from the study indicated that a positive and significant relationship exists between transformational leadership and overall teacher job satisfaction (Tesfaw & Hofman, 2014).

Studies have focused on the relationship between teacher efficacy and transformational leadership spanning over 30 years (Ingersoll & Smith, 2003; Weese, 1996). These studies, however, have not focused on the individual pieces of transformational leadership and have not explored the role that these pieces play in overall teacher efficacy. Warrick (1995) felt that leading in a transformative way allowed for the creation of common vision, direction, growth, and inspiration. The value added by Warrick (1995) would point to specific areas of transformational leadership and would allow for further research to be completed to focus on these individual areas for a deeper understanding of their overall effect on teacher efficacy. Warrick (2011) felt that "visionary leaders are most effective when they have a passion for what can be accomplished and are committed to elevating the performance and standards of people, groups, and organizations" (p. 11). Warrick (2011) suggested that greatness comes from leadership, and failure and success fall upon the shoulders of the leader. Warrick (2011) again pointed toward the need for transformational leaders who have clearly defined visions for the system.

Transformational leadership was discussed by James MacGregor Burns as early as 1978. Today's definition of transformational leadership is described as a process by which leaders bring about positive change by using inspiration, vision, and motivation to transcend self-interests for a collective purpose (Avolio, Waldman, & Yammarino, 1991). With transformational leadership being more of a conglomerate of characterized

behaviors versus the typical management scenario, it is essential to understand the key pieces of what characterizes a leader as transformational. In order to create a culture of success within schools, it is imperative to understand the effect of leadership as it relates to building teacher efficacy and ultimately accomplishes the goal of creating learners who are ready for life beyond the school system. To develop an understanding of the correlation between teacher efficacy and transformational leadership, there must be a way of distinguishing specific characteristics of transformational leaders (Avolio et al., 1991). These characteristics must be clearly defined and studied to determine which of them have the greatest overall impact on teacher self-efficacy. Once a clear set of characteristics is defined and its properties understood, building leaders can be taught to replicate these items in order to develop better educational systems (Avolio et al., 1991).

Leadership is a key factor to the outcomes of productivity within an organization (Cook, 2014). When looking at educational facilities as organizations, the expectation is the same with regard to the essential urgency for good leadership to yield productivity. Teachers and their professional performance are directly impacted by the leadership in their respective schools (Cook, 2014, p. 2).

Transformational leadership, according to Podsakoff, MacKenzie, Moorman, and Fetter (1990), is identified by six key behaviors. The first is providing intellectual stimulation where employees can creatively problem solve and find new routes to accomplish their goal, allowing for creativity to be fostered within the organization. With the presence of creativity, the leader allows followers to find their own solutions to problems and in turn build self-efficacy. The second is that of articulating a vision that clearly defines the purpose of the organization and the roles individuals fill in order to see its dream realized. In order for the team to arrive at the outcome, it must understand the

expectations and be committed to the action. The third is that of providing an appropriate model in which the leader exhibits expected behaviors. It is important for the team to have a role model to follow. If the leader is perceived as effective and provides a model for others to follow, instructors can improve their self-efficacy. The fourth is fostering the acceptance of group goals by creating a climate of collective efficacy and allowing for group input and an opportunity for the group at large to buy in. By allowing the buy-in of group goals, teachers can work as a unified team to empower the group and build self- and collective efficacy. The fifth is expecting high performance of employees by rewarding and praising those who achieve the vision of the organization. By providing positive words and rewarding good behavior, the leader can begin to nurture self-efficacy by rewarding behaviors that lead to higher self-efficacy. The sixth and last piece of Podsakoff et al.'s (1990) identified behaviors is that of providing individualized support through coaching, mentoring, or professional development to strengthen weaknesses and further empower employees. By working to meet the needs of each individual on his or her journey to becoming more self-effective, the leader can find results more quickly. The work of Podsakoff et al. (1990) would be one of the first to clearly define the characteristics of transformational leadership methodology.

The idea of key behaviors exhibited by transformational leaders would be further explored and identified by other researchers like Silins and Mulford (2002) who found that transformational leaders articulate vision, serve as role models, promote goals and collaboration, provide individualized support, and intellectually stimulate employees. Both descriptors of transformational leadership provided by Podsakuff et al. (1990) have similar understandings of transformational leadership qualities. The qualities they provided can be correlated to those needed by a principal within a school system. The

principal's style of leadership has shown to have a high correlation to overall teacher satisfaction (Silins, Mulford, & Zarins, 2002). According to Silins et al. (2002), in order for teachers to feel satisfactory or have a higher level of self-efficacy, the principal must possess a leadership style that allows for the nurturing of this feeling.

The research team under Silins et al. (2002) created a questionnaire for teachers derived from the Leadership for Organizational Learning and Student Outcomes (LOLSO) project database to identify all sources of leadership within the individual's school and the influences of each source of leadership. The LOLSO project was conducted by the Australian Research Council with the goal of understanding school reform initiatives aimed at changing school practices in order to improve student learning. A list of 12 sources was presented including the principal, assistant principal, area coordinators, teacher leaders, committees, whole staff, counselors, students, student councils, parents, and community members. These were the areas of leadership Silins et al. focused on within their study. This was an early attempt at determining if leadership styles influence teacher satisfaction or efficacy, and the work would not focus solely on the principal but on all levels of leadership found within a school building. Indicators including socioeconomic status, school profile, student achievement, and leadership were also included within this questionnaire. A path model approach was utilized in order to examine the relationships between the constructs of the model, estimate magnitudes hypothesized by the model, and test the construction of the latent variables created. Results of the study found that practices at every level of leadership influenced every school and the employees within the school (Silins et al., 2002). From literature, it can be derived that the building leader essentially sets the path for success for instructors and the system or failure of both accordingly (Silins et al., 2002). Silins et al. also found that

teacher satisfaction with school leadership determines his/her individualized involvement and commitment to the organization. In this study, vision, vicarious experience, role modeling, professional development, and creativity were the focal points to best understand their relationship to overall teacher self- and collective efficacy.

Marks and Printy (2003) felt that schools are dependent upon leaders who can effectively mold the future of the organism based on self-renewal. Within their work, Marks and Printy attempted to find a correlation between effective leadership and whether school renewal was a result of leadership. The overall hypothesis of Marks and Printy was that without effective leaders, there cannot be effective schools. Marks and Printy utilized the Center of Organization and Restructuring Schools to select eight schools at each of the three levels of education: elementary, middle, and high. The selected schools in the sample had larger enrollee numbers based on national enrollment averages provided by the Center of Organization and Restructuring Schools. The testing model used by Marks and Printy covered 16 states and 22 school districts. Teachers responded to a survey regarding their professional duties, perceptions, and instructional practices. Interviews were also conducted by a research team within each of the schools. This sampling included 25-30 staff members in each school including administrators. Researchers also documented meetings held within the school and thematically analyzed their recorded notes. The research team then analyzed two written assignment tasks presented by teachers to their students and then analyzed the student results. The information was then compiled into a coding system by which the researchers were able to denote numerical assignments to the absence or presence of transformational leadership as defined by the study. The quantitative data were then disseminated into an ANOVA one-way variance test. From this information, the team was able to create a

scatterplot which showcased the schools in specific gridded areas of transformational leadership. The results showcased that in some schools, transformational leadership played no role in shared leadership, whereas in others it was significant to the overall shared leadership of the staff (Marks & Printy, 2003). This would serve as a step toward better understanding the relationship between transformational leadership and teacher efficacy.

Bass et al. (2008) provided insight into this subject with their assertion that the principal must provide a vision for a school, offer vicarious experiences, be a positive model of distinction for staff, promote collective and self-efficacy, provide room for creativity, and allow opportunities for professional development. Bass et al. would serve as one of the first theorist groups to utilize the theoretical understanding of transformational leadership within the realm of the educational system as it applied to multiple areas of concern. Marks and Printy (2003) only focused on shared leadership with regard to transformational leadership, whereas Bass et al. would define transformational leadership as a multi-component leadership methodology. The model is similarly expressed by the work of Balls, Eury, and King (2012) which discussed the effectiveness of transformational leadership and its effect on teacher efficacy with regard to specific definitions of transformational leadership.

Ingersoll and Strong (2011) asserted that teacher attrition can be linked to a lack of self-efficacy with regard to being able to realize the goals set for learners due to a lack of ability or a lack of leadership ingenuity. Ingersoll and Strong also felt that self-efficacy and leadership are inseparable components in which there can be no significant rise in teacher self-efficacy without positive leadership.

Studies have revealed a high level of teacher efficacy and learning in school

systems where transformational leadership is implemented (Silins & Mulford, 2002). With this in mind, the next issue is defining transformational leadership and the components of this style of leadership that can be attributed to a rise in teacher self-efficacy based on previous research. Prior research has described transformational leadership as exhibiting key components including shared vision, providing vicarious experience, allowing for meaningful professional development of staff, and embracing an atmosphere of staff creativity (Balls et al., 2012; Bass et al., 2008; Podsakoff et al., 1990; Silins & Mulford, 2002). These four key areas of transformational leadership are cited within research as necessary components of this style of leadership. The completed research study will determine if they have a direct correlation to teacher efficacy. The area of focus and concern is to determine the true impact of these characteristics of transformational leadership as they relate to teacher efficacy and determine if one or more of these items have a greater opportunity to improve self-efficacy of instructors. The purpose of this study was to determine whether or not vision, professional development, vicarious experience, positive words, or creativity play a direct role in building teacher efficacy by means of transformational leadership.

Purpose of the Study

As efficacy is a major issue for American school systems, it is imperative to find a way to boost teacher self-efficacy. The goal of this study was to identify a pattern that allows for the development of transformational leadership qualities that build teacher efficacy which will lead to an overall improvement of the American educational system. If a clear set of leadership qualities and facets are defined, they can be implemented into all facets of the educational system and ultimately allow the instructors and building leaders to meet the needs of the students they serve. By highlighting the most integral

characteristics of transformational leadership and best understanding their effect on self-efficacy, a model can be constructed and shared with all organizational leaders. The goal is to build stronger educational systems by empowering leaders who can effectively coach teachers through the building of self-efficacy.

Assumptions/Limitations/Delimitations

The projected population for this study was located in the southeastern portion of the United States covering three distinct school districts. The schools selected covered all three levels of education: elementary, middle, and high schools. The variance of teacher experience, training, and backgrounds inevitably affected the end results of the research.

One main focus for the research was to procure as many responses as possible in order to showcase an overall quality in participant response pools. Factual and honest responses were integral to this research as they relate to self-efficacy measures and responses to open-ended interview questions. One limitation of this process was found in the number of electronic responses received from the broadcast survey that was distributed. Failure to obtain an appropriate number of results may have provided skewed data. It was also crucial to craft interview questions that were nonbiased, easily understood, and meaningful with regard to answering the research question.

Summary

"Teachers and their professional performance are directly impacted by the leadership in their respective schools" (Cook, 2014, p. 2). An individual's job performance, based on the social cognitive theory of Bandura (1986), is focused around reciprocal determinism. Bandura (1986) explained that one's ability to be self-reflective, self-organizing, and self-regulating is essential to performance. Self-efficacy, as defined by Bandura (1986) in his work with social cognitive theory, would be "people's

judgements of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). This would ignite the idea that in order for people to be successful in their career, they must feel self-effective in the task they are attempting to accomplish.

The role of instructor is no different from any other job placement in terms of the need for teachers to be self-effective. Low self-efficacy leads to job dissatisfaction, frustration, and ultimately lowered job performance (Dess & Shaw, 2001). These issues must be addressed by leadership that can build teacher efficacy and relationships between principals and instructors (Thornton et al., 2007). Transformational leadership is characterized by a modality of leadership that can promote individuals to work together toward a goal in new and perhaps uncharted ways (Warrick, 2011). This style of leadership is essential for an organization's growth and development as external demands change based on the progression of time (Tichy & DeVanna, 1986). Transformational leadership must be in place for the system to move forward and to develop more self-effective members.

The concern then becomes the ways in which transformational leadership can be molded or modeled to achieve the desired results of increased teacher efficacy. Research has shown that transformational leadership impacts teacher efficacy, yet a clear understanding of the most important aspects of this form of leadership remains unknown (Silins et al., 2002). In order to better understand how to improve teacher self-efficacy, correlations between key components of transformational leadership and self-efficacy must be explored and identified. If there is an understanding of how transformational leadership can affect self-efficacy, leaders can utilize a solvent model to improve building efficacy and grow their organizations.

Definition of Terms

  Transformational leadership. A style of leadership where the leader is charged with identifying the needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of the group. It also serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms which include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers in order to inspire them and raise their interest in the project; challenging followers to take greater ownership for their work; and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance (Riggio, Bass, & Orr, 2004).

  Professional development. Term utilized in the practice of professional education in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skills, and effectiveness.

  Self-efficacy. Refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 2006).

  Vision. Provides guidance to an organization by articulating what it wishes to attain. It serves as a map pointing the way for all who need to understand what the organization is currently and where it needs to go in order to continue (Nanus, 1992).

  Vicarious experience. Knowledge gained through some means other than personal experience. "Seeing others perform threatening activities without adverse consequences can generate expectations in observers that they too will improve if they

intensify and persist in their efforts" (Bandura, 1977, p. 197).

     Creativity. Willingness of an individual to accept a challenging environment and find ways to meet the desired end goal (Wu, McMullen, Neubert, & Yi, 2008).

Research Question

1. What are the identifiable transformational leadership behaviors that enhance or impact teacher self-efficacy?

Chapter 2: Literature Review

Review

Leadership styles and ability have remained at the center of discussions regarding teacher efficacy (Weese, 1994). Transformational leadership in particular has become the target of studies and pilots to gain an understanding of the role of this specific variation of leadership style on employee efficacy (Hsu, Bell, & Cheng, 2002). Hsu et al. (2002) worked with over 411 employees of 72 companies to conduct a study on the impact of leadership role and employee self-efficacy. The team of researchers asked each employee to complete a Likert-based survey to better understand his/her perceptions of his/her own personal self-efficacy and the style of leader. The results were used to conduct randomized interviews to delineate common thematic findings from the research. Their findings were that with shared trust and vision, employees and leaders can accomplish tasks with higher levels of expertise and build employee self-efficacy (Hsu et al., 2002). Transformational leadership, unlike other forms of typical managerial leadership, is a compilation of characteristics which promote individuals to work together toward a common, understood goal (Warrick, 2011). Leadership is the cumulative process of learning by which one achieves the purposes of the school (Tenebaum et al., 1999, p. 112). With this sentiment from Tenebaum et al. (1999), there is an indication in research between the function of leadership and the realization of the end goal of educating students through building teacher efficacy.

The goal of this research was to determine if there are any correlating factors between the pieces of transformational leadership and teacher efficacy by researching statistical measures between four key areas of transformational leadership and teacher efficacy. The areas of focus included vision, vicarious experience, professional

development, and creativity. The goal behind the literature review is to determine what has been done within the world of research as it relates to these topics and their correlation to one another. In order to best develop a system of measure to accurately account for a correlation between transformational leadership and efficacy, it is essential to understand what has been done within this field of research to date.

Overview

The literature review is an introduction to transformational leadership and definitive pieces of its theoretical framework. The review includes an analysis of vicarious experiences, vision, professional development, and creativity with regard to transformational leadership and possible self-efficacy correlations. The essential focus of this review was to determine if research with regard to these pieces of transformational leadership have led to findings on establishment and growth of self-efficacy and what areas have yet to be explored with regard to this topic of interest.

In completing the literature review, it is suggested that the key components of transformational leadership may have some measurable impact on teacher self-efficacy. Examples are found within each of the areas of focus in the dissertation as to how other works have been completed that help answer or support the research question. There was also a sightline regarding what research has not been completed with regard to teacher self-efficacy and its relationship to leadership. The literature allowed an understanding that research has not been published yet with regard to the focus of this study. The work of others creates a compelling foundation for which future work can be built upon to better understand the impact of transformational leadership; moreover, what specific qualities affect teacher self-efficacy the most abundantly. This is done by viewing the results of previous works and beginning to understand the pieces of the puzzle that are

necessary to cultivate and grow an individual's self-efficacy through meaningful leadership choices and modalities.

Vision

Vision is defined as providing guidance to an organization by articulating what it wishes to attain. It serves as a map pointing the way for all who need to understand what the organization is currently and where it needs to go in order to continue (Nanus, 1992).

A transformational leader can articulate a vision that creates inspiration for subordinates with a compelling urgency to work together to fulfill the future success of the organization (Podsakoff et al., 1990). Podsakoff et al.'s (1990) position within the research noted the need for a unified force within an organization in order to create success. This unified force would allow for employees or members of the organization to buy in to the message and meaning of the work as well as produce a sense of collective efficacy which would build self-efficacy (Podsakoff et al., 1990). Individuals would work together as a team in order to complete the vision of the organism. By working as a team, individuals can offer their personal skills that set them apart from others and make them uniquely special to the organization. By highlighting the collective efforts of each person within the organization, he/she can begin to realize his/her potential and value within the organization as it applies to fulfilling the vision of the system (Podsakoff et al., 1990).

Podsakoff et al.'s (1990) methodology was to utilize a Likert-scale approach to attributing a numerical valuation on leadership perceptions. The team developed an assessment to correlate values to the six key behaviors of transformational leaders. The scale was then distributed to 988 building personnel of a large corporation. The organizational citizenship behavior (OCB) concept was paralleled with the findings of the

scale results to correlate that a person's voluntary commitment within an organization is not directly tied to his or her contractual tasks but, moreover, is in part based on his or her perception of leadership (Podsakoff et al., 1990). By utilizing the OCB concept, the researchers were able to distinguish the individual's work efficacy versus what the actual job expectations were that existed. The findings of the research were that though expectations may be met, they could potentially be measured with regard to speed and excess if focus was placed on teacher self-efficacy as it relates to leadership. The findings from this research helped to answer the importance of the need for vision within school settings as it involves teacher self-efficacy.

Organ (1988) completed similar work that was utilized to better understand if leadership influenced the individual to produce more quality work or if it was due totally to the design of the job requirements. Organ's work with the OCB concept helped distinguish the three areas of employee contribution. Organ's work focused within a southwest manufacturing facility where areas of leadership were defined and explained to employees. The areas were explored using employee feedback scales of perceived leadership capacity from their immediate supervisors. The dimensions were then utilized to calculate total output within each section of employees surveyed. The results of the study showcased a strong inclination of belief that employees' overall contribution to their job was not due to job satisfaction but, moreover, with regard to social norms within the workplace and vision expressed and shared by management. With Organ's influence, the OCB concept can help in understanding whether the behaviors of the employee are discretionary behaviors, whether they go above enforceable requirements of the job, or if the behaviors exhibited actually positively contribute to overall organizational effectiveness.

The study further allows for insight into the power of vision and transformational leadership's role in building efficacy within individuals. The data analysis conducted found a strong correlation between transformational leadership and an increase in efficacy of employees (Podsakoff et al., 1990). A transformational leader is one who helps the instructors within the building define and realize a potential goal for their students, themselves, their community, and their global impact (Podsakoff et al., 1990). Transformational leaders are able to create innovative organizations by motivating employees to take ownership of their work and meet the demands of their jobs in order to see the organization succeed (Elenkov, Judge, & Wright, 2005; Wright, Moynihan, & Pandey, 2012).

Kim and Yoon (2015) felt that with clear organizational vision and goals, a sense of involvement and contribution among employees can be created and supported. With clear goals and expectations, employees can work to problem solve and meet the expectations. They can also begin to understand their fit within the organization and can look for a place where they can best serve the organization's needs (Kim & Yoon, 2015). Clarity also provides the instructors with an opportunity to reflect on their strengths and weaknesses prior to the challenge and work to build themselves and essentially their self-efficacy (Kim & Yoon, 2015). The research team surveyed employees using a scale of 1 to 5 in order to understand employee perceptions of transformational leadership practices in place within the workforce. The data were collected and averaged in order to yield a statistical mean for employee responses. The averages were then used to conduct further prompting from employees on responses where low or high norm scores existed. The study yielded results showcasing that higher perceptions of transformational leadership qualities were found where employees felt there was a clear understanding of practice

and expectations. Employees who felt they were given an opportunity to utilize their skill sets to the fullest capacity had a higher perception of evident transformational behavior of leadership. Employees who understand expectations can perform with less loss of time or fear of overstepping or not reaching the targeted goal in question (Kim & Yoon, 2015).

Transformational leaders can create a vision that enraptures the willingness of others to engage and work together to complete the common goal (Danielson, 2002). Leaders have a clear vision of what they wish to achieve and must create an opportunity to share and gather the assistance of the other members within the organization in order to achieve maximum results (Morse, Bettesworth, & Bockoven, 1991). The leader must instill the vision with enough support to help followers through times of difficulty which can aid in the development of collective and self-efficacy as otherwise unachievable items are accomplished (Awamleh & Gardner, 1999).

Vicarious Experience

Knowledge can be gained through other means than just personal experience (Bandura, 1977). "Seeing others perform threatening activities without adverse consequences can generate expectations in observers that they too will improve if they intensify and persist in their efforts" (Bandura, 1977, p. 197). Bandura (1977) noted that individuals can become more self-effective if the fear of the task is removed by either personal experience or by seeing others complete the task without injury or harm (Bandura, 1977). The idea can be visualized in education by thinking about the new teachers who observe more veteran teachers complete specific tasks, especially classroom management, in order to become more self-effective in their classrooms.

In all careers, it is essential to understand performance expectations and have a

competency to complete assigned tasks (Mason, 1991). Educators must have or acquire an understanding of their workload and the know-how in order to accomplish their tasks. As in all jobs, there is a certain amount of unknown territory that must be explored by instructors of all experience levels (Havighurst, 1982). With the introduction of new technology, federal and state reform, and changing curriculum, there is a continuous need for change with regard to the practice of instruction (Wagler, 2011). One way to aid instructors who may feel apprehensive about change and may not feel as effective as others is through modeling and vicarious experience (Wagler, 2011). By allowing others to view the task or discuss how the task should be completed with a master of that concept, individuals can lessen their stress levels and be best prepared to perform (Wagler, 2011).

Neck and Manz (1992) suggested that when people practice a task, they can visualize themselves performing it effectively. This form of effective modeling then has positive effects of self-efficacy (Neck & Manz, 1992). The research completed by Neck and Manz was completed via case studies where employees were given surveys throughout their work experience. Via observations and continual survey data, employees were monitored on their overall progression to complete tasks in a more effective manner. Self-efficacy scales were used as a portion of the scaled data in order to gain self-efficacy values for employees throughout the process. Neck and Manz cited research completed by Bandura (1977) in support of their efforts to establish that vicarious experiences would improve a person's individual performance ability (Neck & Manz, 1992). By showcasing how to accomplish tasks and removing the fear of failure, one's self-efficacy can be built in such a manner that allows them to practice effectively on their own.

Bandura (1977) also showed promise that an effective method of improving self-confidence or efficacy was in using vicarious success experiences or modeling. By allowing instructors vicarious experience, they can be exposed to new practices and development opportunities that can lead to higher self-efficacy and associated gains in student success. Bandura (1977) and Harter (1978) both aided to the belief of the positive effect on self-efficacy when individuals were able to visualize others performing activities that the viewer may commonly avoid due to fear of failure or lack of experience. Bandura (1977) stated, "seeing others perform threatening activities without adverse consequences can generate expectations in observers that they too will improve if they intensify and persist in their efforts" (p. 197). The idea proposed is that if the fear of the unknown is removed, individuals can perform at their best possible levels of excellence without fear of failure. Other literature cites an individual's need to have support with regard to improving competence and persistence in seemingly discouraging situations (Bressan & Weiss, 1982). Bressan and Weiss (1982) worked within the field of physical education and researched the ability of students to complete tasks with and without the aid of vicarious experience. Students were given a series of tasks to complete and were measured based on ability levels. They were then given support with regard to vicarious experiences based on each grouping's level of ability. Bressan and Weiss found that students who were given the opportunity to learn, observe, complete the task, and repeat were more likely to express confidence in their ability and a greater ability level with regard to accomplishing the task required (Bressan & Weiss, 1982).

Bressan and Weiss (1982) discussed the foundations of what would be vicarious learning experiences within physical education training. Their model of observation of a task, teaching behavior of a task, then reflecting on the process was created to help

strengthen the support of vicarious experience. Their modality did not include a full research piece with participants but, moreover, created a process by which vicarious experiences can be evaluated (Bressean & Weiss, 1982). According to DuFour (2004), by having job-embedded professional development, instructors can learn how to respond best to real-life scenarios and situational issues and build efficacy. Self-efficacy is essential to allowing teachers to perform at their best for the students they serve. It is a vital piece of any career or job setting and can be influenced positively by allowing vicarious experience opportunities that remove the fear of the task and showcase that success is possible.

Professional Development

Professional development is a term utilized in the practice of professional education to reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness (Johnson, Ratcliff, & Gaff, 2004). Professional development is a requirement for instructors in all states within the United States in order to maintain teacher licensure. Professional development can take on a multitude of personas and attributes depending on the area of the institution (Johnson et al., 2004).

A lack of adequate curricular guidance and mentoring leads to attrition of instructors due to a lack of self-efficacy within their jobs (Johnson et al., 2004). Fifty-five percent of teachers rated "effectiveness with students" as the most important reason for employment decisions (Hirsh & Emerick, 2006, p. 11). This study suggests that instructors whose self-efficacy levels were low were more likely to leave the profession. One reason for the departure was a lack of effectiveness in instructional strategies as it

pertains to student success (Hirsh & Emerick, 2006). An important strategy for improving the self-efficacy of instructors is through meaningful professional development. By investing in the continual development of instructors, efficacy can be built within school systems. By allowing teachers to feel more effective with their craft, they can better provide students with meaningful instruction which will push the system forward and help fulfill the goal of the organization (De Neve, Devos, & Tuytens, 2015).

"Training must be early, engaging, regularly repeated, and monitored for implementation" (Morgan & Kritsonis, 2008, p. 4). It is essential to provide teachers with possibilities for growth and understanding of new procedures, protocols, and practices. Hord and Sommers (2008) felt that by investing in professional development, teachers could refine personal mastery competency. Bouchamma and Brie (2014) built upon the research of Hord and Sommers by following up with a research construct of 21 participants in Quebec and New Brunswick. The 21 participants were interviewed using a semi-structured grid consisting of eight open-ended questions on their experiences. The interviews were taped, transcribed, and coded focusing on the seven dimensions of ethical leadership posed by Kalshoven, Den Hartog, and De Hoogh (2011) and the roles of school leaders posed by Hord and Sommers. The research team found strong correlations between the proposals from Hord and Sommers with regard to communication, coach/collaborator, conflict mediator, and agent for change/innovator. The agent of change/innovator is correlated to defining the needs of instructors and working to help them meet those needs (Bouchamma & Brie, 2014). "When teacher professional competency is enhanced, teachers will have the capacity to contribute their personal knowledge to the learning community" (Cheng, 2011, p. 36).

Teachers feel dissatisfied with school environments when they are not provided

an opportunity for development (Conley, Bas-Issac, & Brandon, 1998). With the multitude of change and restructuring of the global citizenship ideals, there has been an equal number of reform initiatives within organizations of which schools are not immune. In order to help educators keep up with the changing facets of the school system and the demands on learners and educators, they must continually be challenged by their leader to expand their knowledge and know-how with regard to ways to reach students. By giving teachers the proper tools to succeed, transformational leaders can build self- and collective efficacy within an organization. This building of efficacy through professional development is key to the continued achievement of the organization (Kniveton, 1991).

Creativity

Studies have showcased transformational leadership to be positively connected to employee creativity and output (Wu et al., 2008; Zhang, Cao, & Tjosvold, 2011). The idea of creativity is that of the individual's willingness to accept a challenging environment and find ways to meet the desired end goal. Knowing that education is continually evolving as the dynamic of the world changes, challenges for educators continue to rise (Zhang et al., 2011). Educators need to feel competent and effective in changing planning and taking risks in order to meet the needs of their current and future learners (Larsen & Samdal, 2012). Stagnation with creativity will yield inappropriate results that can damage the efficacy of the individual teacher. This will then lead to a reduction in collective efficacy of the staff at large (Ozkal, 2014).

Ancona and Caldwell (1992) found that transformational leadership promotes professional endurance that is necessary to transform an organization and promote its long-term effectiveness and survival. Ancona and Caldwell revisited their idea with a research paper aimed at understanding the role of creativity within an organization. In

this research, 47 new product teams in five high-technology companies were studied.

Each team was given the task of developing a prototype and transferring it to

manufacturing and marketing. Questionnaires were dispersed to all team members

regarding a series of questions dealing with team and personal diversity and work ethic.

A Likert scale was utilized to define the team's self-perceived ability to complete task

processes. Next, teams were given a six-point scale to gauge how often they

communicated with nonteam individuals. A path analysis was correlated to define the

effects of group demography and group process on performance, and an R2 analysis was

utilized to test the five hypotheses of the research project. The focus of the project was to

determine whether a specific age, experience, budget, or location had an effect on

innovation. The end results were inconclusive, but they did show that there was no true

correlation between more mature team members with regard to experience and higher

innovation (Acona & Caldwell, 1992). This then brings into question whether or not the

education system is making the best use of spawning creativity in a meaningful fashion

by the way teachers are grouped.

Bass and Avolio (1990a) suggested that creativity and motivation are significant

factors of transformational leadership. This means that leaders are encouraging followers

to change their strategies and challenge their own beliefs, as well as the leader himself.

This will ensure a continual cycle of growth within the organism. Since schools are

intrinsically organismic in nature, it is essential that growth and innovation are continual

in order to prevent stagnation. As demands change for 21st century learners, strategies

must also change in order to prepare the students for life beyond the classroom (Kaimal,

Drescher, Fairbank, Gonzaga, & White, 2014). The overall goal is to foster a sense of

wonder for faculty that will translate into student success and ultimately educator

satisfaction and increased professional and personal efficacy.

Summary

Numerous studies point to the influence of transformational leadership on teacher efficacy and job satisfaction. The definition of transformational leadership can take on a variety of aspects with all seemingly finding a place for vision, creativity, vicarious experience, and professional development. The research completed to this point has yet to showcase a measure of influence or lack thereof with regard to the five areas above listed. The question still goes unanswered as to if and which of the five components of transformational leadership lend themselves to increased teacher efficacy.

Chapter 3: Methodology

Review

Leadership styles and leadership ability have remained at the center of discussions regarding teacher efficacy for decades (Weese, 1994). Transformational leadership has become the target of studies and numerous pilots in order to gain an understanding of the role of this specific variation of leadership on teacher efficacy (Hsu et al., 2002). Transformational leadership, unlike other forms of typical managerial leadership, is a compilation of characteristics which promotes individuals to work together toward a common, understood goal (Warrick, 2011). Leadership is the cumulative process of learning by which one achieves the purposes of the school (Tenebaum et al., 1999, p. 112). Tenebaum et al. (1999) found that there is an indication in research between the function of leadership and the realization of the end goal of educating students within the system where they reside through building teacher self-efficacy.

The goal of this research was to determine if there are any correlating factors between the creativity, professional development, vicarious experience, and/or vision of transformational leadership and teacher efficacy by completing statistical measures between four key areas of transformational leadership and teacher efficacy. The areas of focus included vision, vicarious experience, professional development, and creativity.

Research Question

1. What are the identifiable transformational leadership behaviors that enhance or impact teacher self-efficacy?

Research Design

In order to provide data to answer the research question, a broadcast survey was administered to three selected schools within a common school district. The survey was

administered through a Google Doc form which allowed for complete anonymity for the user. A unique Google Doc form was created for each school in the study so research results would be grouped accordingly. No IP addresses or names were logged during the collection process. Permission to utilize the survey was granted from both the district office as well as from the presiding principals at the three buildings. The survey was then electronically delivered to all certified teachers within the three buildings along with consent of disclosure letters for participants to read.

In order to gain insight into the topic being studied, two areas of focus had to be included within the survey. The first would be a determining value of teacher self-efficacy. The second would be to determine the teachers' individual perceptions of transformational leadership within their building. The survey was comprised of two pieces. The first was an item analysis to determine teacher self-efficacy scores, and the second was to determine a value of transformational leadership as it applied to the four areas within the study. The first portion of the survey was created by utilizing Bandura's (2006) Teacher Self-Efficacy Scale. The scale is comprised of 14 Likert-based questions with a scale from one to nine to measure individual self-efficacy as an instructor (Appendix A). A scale score of nine correlates to strong teacher self-efficacy, whereas a scale score of one indicates a lowered level of teacher self-efficacy. The scaled scores allowed for a value to be assigned as to the teacher's self-efficacy level at each different building.

The second portion of the survey was created by utilizing a selection of multifactor leadership questions focused on specific transformational leadership efforts (Appendix B). The selection focused on the four areas within this study: professional development, vision, vicarious experience, and creativity. The Likert-based questions

were selected from works previously noted in research by Bass and Avolio (1990b). The 10 questions provided a value of the level of transformational leadership found within the four areas studied in each building. The selected questions allowed for an understanding of what, if any, transformational leadership factors are viewed within the school by the educators employed. The purpose of this modified MLQ was not to determine if a particular leadership style was present but to specifically target whether or not transformational leadership existed within the building and in what capacity with regard to professional development, creativity, vision, and vicarious experiences.

Surveys were distributed to certified teachers within all three campuses on February 8, 2016. Instructors were given a 2-week timeframe to respond to the survey and were provided with a consent letter before participating in the study. The letter informed participants of contact information for the researcher as well as the researcher's faculty sponsor. The letter also informed participants that their participation was voluntary, unpaid, and anonymous (Appendix C). Email reminders were sent twice to all instructors throughout the 2-week duration in order to encourage response rates. The researcher expected a 60% response rate from each school level: elementary, middle, and high schools. By the close of the 2-week period of time, a response rate of 61% was the lowest of the three buildings.

Upon conclusion of survey data compilation, data were compiled in Microsoft Excel. From early descriptive analysis, the researcher further developed a series of interview questions to explore the data from the surveys. The interview questions were developed to be open-ended to allow for a thematic analysis to be completed after the conclusion of the interviews. The interview questions were submitted for approval to the school district's dissertation committee as well as to the three building principals

(Appendix D). Once the interview questions were approved, the researcher asked for each building leader to select and send a list of random teachers within each building. From the list submitted, the researcher randomly selected seven participants from each building. These participates were emailed to request their participation within the interview process. The participants were notified of potential interviews within the original letter of consent and were again given the right to opt out of the interview process. The participants who were willing to interview were then scheduled to do so at each building. Interviews were audio recorded and then transcribed by a third party in order to ensure accuracy in findings and details. The building leaders of each of the three schools were also interviewed utilizing a slightly modified version of the questions given to the teachers (Appendix E). Interviews took place in order to further the understanding of survey results.

The responses from the interviews were coded so each category could be given an overall weighted average value for each building. A frequency distribution table was utilized to display responses with calculation of new occurrences as well as percentages of totals. This process allowed for prioritization of common themes.

Instrument Validity

Bandura's (2006) Teacher Self-Efficacy Scale has been used within numerous studies in order to facilitate a numerical characterization of teacher efficacy. The scale was developed by Bandura in an effort to bring better understanding as to what key pieces factor into teacher self-efficacy. The scale is one of several published within Bandura's (2006) text on writing efficacy scales. The second portion of the survey came from MLQ questions previously posed by Bass and Avolio (1990b).

The open-ended follow-up questions came from derivative questions based on

response data from the survey utilized earlier in the study. These questions were studied in order to help guide the responses to be nonbiased and focused on teacher efficacy and building leadership and not focused on teacher job satisfaction.

Location of Study

The study focused on three schools within the same geographical region of the southeastern United States. A school at each level of public education was selected: one elementary, one middle, and one high school. School selection was based on the individual school's likeness to one another with regard to the student population it serves. The participants included all certified teaching staff members within the school building along with the building leader. The goal of the study was to retrieve a 60% response rate from all participants in the pool. The superintendent for the system was notified of the study. Permission was granted by the superintendent and then the district dissertation panel prior to the study's begin date.

Limitations

The study was limited in three particular areas. First, the study only sought to better understand the relationship of certified teaching staff and self-efficacy as it relates to transformational leadership qualities. In the future, this could be expanded to look into the impact of all individuals who come into contact with students and vie for student success. Second, the study focused on one school district in the southeastern United States so generalizations do not necessarily apply to other areas of the nation. Third, building principals selected the interview candidates which could have possibly impacted results. Lastly, time could be a valuable benefit in future studies. It may have proven beneficial to include more personal interviews, but time is prohibitive in nature.

Data Methodology

Data from surveys were collected via three unique broadcast Google forms. The survey was distributed to participants via email invitation. No personal information was required from the subject for submission of the survey document so as to allow for anonymity in responses. Once the survey was closed, the data were moved into an Excel spreadsheet and uploaded into the SPSS system. SPSS was utilized to calculate a mean, median, and mode from the data retrieved from the survey's Likert-scale findings. Cross-tabulation was conducted from the results of the survey as they relate to transformational leadership and teacher self-efficacy. SPSS was also used in the coding of interview questions as they apply to the search for common themes. Frequency distribution tables allowed for a calculation of new responses and prioritization of common themes found within the study.

Ethical Considerations

This study is compliant with the U.S. Department of Health and Human Services Code of Federal Regulations, 45 CFR § 46.102 (2009). It is deemed to be one of minimal risk to participants, and the probability of harm or discomfort anticipated in the research will not be greater than any ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

Respondent personal information remained anonymous. Building response information also remained anonymous and was coded so there was no correlation between the building and the end data representation within the study.

Summary

In order to appropriately determine answers for the posed research question, it was essential to take several steps of data collection. The first was to implore the use of

the combined survey tools which have been utilized individually by numerous organizations and served as a good fit for this particular study. The second was to utilize open-ended interview questions in order to seek an understanding of thematic findings within the study. This allowed for a deeper understanding of the survey findings and created a way to thematically study ideals and responses from respondents within the study.

Chapter 4: Results

Review

Leadership styles and ability have remained the center of discussions regarding teacher efficacy (Weese, 1994). Transformational leadership has become the target of studies and pilots to gain an understanding of the role of this specific variation of leadership styles on teacher efficacy (Hsu et al., 2002). Transformational leadership, unlike other forms of typical managerial leadership, is a compilation of characteristics which promote individuals to work together towards a common, understood goal (Warrick, 2011). Leadership is the cumulative process of learning by which we achieve the purposes of the school (Tenebaum et al., 1999, p. 112). This sentiment from Tenebaum et al. (1999) indicates a correlation between the function of leadership and the realization of the end goal of educating students within the system they reside through building teacher efficacy.

The goal of this research was to determine if there are any correlating factors between the pieces of transformational leadership and teacher efficacy by researching statistical measures between four key areas of transformational leadership and teacher efficacy. The areas of focus included vision, vicarious experience, professional development, and creativity. The goal behind the literature review was to determine what has been done within the world of research as it relates to these topics and their correlation to one another. In order to best develop a system of measure to accurately account for a correlation between transformational leadership and efficacy, it is essential to understand what has been done within this field of research to date.

Purpose

This study was designed to understand the relationship between four key areas of

transformational leadership on teacher self-efficacy within a school district in the southeastern United States. The study was guided by one research question.

1. What are the identifiable transformational leadership behaviors that enhance or impact teacher self-efficacy?

Resources provided in the literature review of this study indicate a relationship exists between transformational leadership and teacher efficacy; however, no clear determination was made regarding the four areas of creativity, professional development, vicarious experience, and vision. The goal was to better understand the relationships of these particular traits of transformational leaders and their effect on a teacher's self-efficacy level. Research was grounded in prior completed works using Bandura's (2006) Teacher Self-Efficacy Scale and MLQs developed and utilized by Bass and Avolio (1990b).

Description of Sample

The population of this study consisted of roughly 167 certified teachers employed within three schools of a singular school district. The population included members from elementary, middle, and high schools within a rural school district within the southeastern United States. All certified teachers within the three buildings were asked to participate in this study by completing a two-part survey that was distributed electronically within the schools. One hundred and fifteen certified staff members (14 elementary school, 38 middle school, and 63 high school) returned the completed surveys for a response rate of 69%. Survey questions with invalid answers were considered missing data and were excluded from the study results. Exact N (total numbers) and valid percentages were used to represent respondents' answers accounting for the differences in the total number, N, as shown in the tables that follow.

Elementary School Findings

Table 1

Bandura's Teacher Self-Efficacy Scale Respondents' Survey Results for Elementary School (N=14)

Excerpt of Question from Survey	Average	Standard Deviation
Influence decisions made at school?	5.64	1.55
Express you views freely on important school matters?	6.36	2.13
Instructional materials and equipment you need?	7.43	1.34
Get through to the most difficult students?	6.50	1.34
Promote learning when there is a lack of support from home?	5.79	1.58
Motivate students who show low interest in schoolwork?	6.43	1.74
Get students to work together?	7.57	1.40
Overcome the influence of adverse community conditions?	5.57	1.79
Get children to follow classroom rules?	7.71	1.38
Prevent problem behavior on the school grounds?	7.64	1.22
Get parents to become involved in school activities?	5.43	1.79
Assist parents in helping their children do well in school?	7.14	1.92
Total	6.60	1.60

The data in Table 1 shows the respondents' overall weighted average and standard deviation of responses to the first portion of the broadcast survey given at the elementary

level. The chosen school had a sample size of 22 instructors, 14 of whom responded to the survey. Those responses were captured by the Google form used for the school and were then broken down in this table to showcase an average quantified response to the question and overall standard deviation for each question's response. The respondents were given a response range of one to nine. One signified none, whereas a score of nine signified a great deal. Overall, the instructors averaged a scaled score of 6.60 on Bandura's (2006) Teacher Self-Efficacy Scale. This would place the instructors surveyed at a level of self-efficacy slightly above average. The areas of highest self-efficacy were found in responses seven and nine as they applied to the ability to get students to work together and to get students to follow classroom rules. Bandura's (2006) Teacher Self-Efficacy Scale classified these responses as instructional self-efficacy and disciplinary self-efficacy. Areas one, eight, and 11 are found to be the lowest in respondent average rating. These questions deal with influence in decisions made in the school, ability to overcome the influence of adverse community conditions on student learning, and involvement of parents in school activities. These areas fall under efficacy in decision making, instructional self-efficacy, and efficacy to enlist parental involvement within Bandura's (2006) scale.

From the respondent scores, the researcher found that teacher self-efficacy is present and at a slightly above-average level within this particular building. The areas where self-efficacy seem to be highest are within efficacy to influence school resources which received an average score of 7.43. It is noted that some areas have showcased mixed results, having both high and low self-efficacy scores within the same dimension. These areas are efficacy to influence decision making, instructional self-efficacy (in particular item number six), disciplinary self-efficacy, and efficacy to enlist parental

involvement. Interview data were vital to better understand the discrepancies within these areas.

Table 2

MLQ Survey Data Elementary School (N=14)

Question and Coded Transformational Leadership Item	Average	Standard Deviation
Creates opportunities for staff to share professional experiences (VE)	3.71	.47
Professionals are encouraged to share their mastery skills with one another (VE)	3.64	.63
Examines critical assumptions to question whether they are appropriate (V)	3.07	.73
Discusses in specific terms who is responsible for achieving performance targets (V)	3.21	.80
Allows me to think outside the box (C)	3.43	.94
Encourages me to utilize my creativity in the workplace (C)	3.5	.85
Provides me with growth opportunities (PD)	3.43	.76
Directs my attention toward failures to meet standards (PD)	2.79	.43
Acts in ways that builds my trust and respect for myself (TL)	3.14	.95
Instills pride in me for being associated with him/her (TL)	3.14	.95
Total	3.31	.75

The data in Table 2 represent respondent average scores on the zero through four Likert-scale based on Bass and Avolio's (1990b) MLQ work. Respondents were asked to define whether or not their building leader displayed particular transformational leadership characteristics. The average overall was 3.31 on the scale placing their

responses between fairly often to frequently (almost always) observed with a deviation of
.75. The highest area noted received an average score of 3.64 in encouraging the sharing
of mastery skills with one another. The lowest average score was 2.79 with regard to
directing attention toward failures to meet standards. The data would suggest that
transformational leadership behaviors are evident within the building and are above
average with regard to the correlation of scaled scores and the Likert-based system.

Aside from calculating a numerical value for transformational leadership's
presence within the building studied, this survey was also coded to discern specific pieces
of transformational leadership and its presence/absence within the building. The items
were paired to represent two statements that dealt with vicarious experience, vision,
creativity, professional development, and transformational leadership as a whole. The
associated areas that partnered with one another were averaged to gain an understanding
of what the respondents perceived within their building. With regard to vicarious
experience, the overall average was the highest of all other areas with a score of 3.68 of
the potential four. This score on paper would reflect that there is a great deal of vicarious
experiences found within the building which may explain the level of teacher self-
efficacy within the building. The next highest score was found within creativity which
had an average score of 3.46. The three remaining were vision at 3.14, professional
development at 3.11, and transformational leadership as a whole at 3.14. In order to
better understand these numbers and the true impact of these items on the teacher self-
efficacy interview, data were disseminated to look for common themes and feedback.

Middle School Findings

Table 3

Bandura's Teacher Self-Efficacy Scale Respondents' Survey Results for Middle School (N=38)

Excerpt of Question from Survey	Average	Standard Deviation
Influence decisions made at school?	4.61	2.19
Express you views freely on important school matters?	5.84	2.28
Instructional materials and equipment you need?	7.39	1.90
Get through to the most difficult students?	6.65	1.58
Promote learning when there is a lack of support from home?	5.34	1.83
Motivate students who show low interest in schoolwork?	5.53	1.48
Get students to work together?	6.82	1.27
Overcome the influence of adverse community conditions?	5.24	1.67
Get children to follow classroom rules?	7.50	1.39
Prevent problem behavior on the school grounds?	6.53	1.75
Get parents to become involved in school activities?	4.63	1.65
Assist parents in helping their children do well in school?	6.49	1.41
Total	6.05	1.70

The data in Table 3 show the respondents' overall weighted average and standard deviation of responses to the first portion of the broadcast survey given at the middle school level. The school had a sample size of 42 instructors, 38 of whom responded to the survey for a response percentage rate of 90.48%. Those responses were shown in the Google form and were then broken down in this table to showcase an average quantified

response to the question and overall standard deviation for each question's response. The respondents were given a response range of one to nine. A score of one signified none, whereas a score of nine signified a great deal. Overall, the instructors averaged a scaled score of 6.05 on Bandura's (2006) Teacher Self-Efficacy Scale. This score would place the instructors surveyed at a level of self-efficacy slightly above average. The areas of highest self-efficacy were found in response numbers three and nine as they applied to the ability to get instructional materials needed and to get students to follow classroom rules. Bandura's (2006) Teacher Self-Efficacy Scale classified these responses as efficacy to influence school resources and disciplinary self-efficacy. Areas one, eight, and 11 are found to be the lowest in respondent average rating. These questions deal with influence in decisions made in the school, ability to overcome the influence of adverse community conditions on student learning, and parental involvement in school activities. These areas fall under efficacy in decision making, instructional self-efficacy, and efficacy to enlist parental involvement within Bandura's (2006) scale.

From the respondents' scoring, the researcher found that teacher self-efficacy is present and at a slightly above-average level within this particular building. The areas where self-efficacy seems to be highest are within disciplinary self-efficacy which received an average score of 5.91, including questions four through eight. One area of lower scores is found within the efficacy to influence decision making, with questions one and two averaged at 4.69. A mixed reading of scores is found within efficacy to enlist parental involvement with number 12 receiving an average of 6.23 and number 11 a 4.63. It is noted that some areas have showcased mixed results, having both high and low self-efficacy scores within the same dimension. Interview data were vital to better understand the discrepancies within these areas.

Table 4

MLQ Survey Data Middle School (N=38)

Question and Coded Transformational Leadership Item	Average	Standard Deviation
Creates opportunities for staff to share professional experiences (VE)	3.03	.75
Professionals are encouraged to share their mastery skills with one another (VE)	3.11	.95
Examines critical assumptions to question whether they are appropriate (V)	2.71	.93
Discusses in specific terms who is responsible for achieving performance targets (V)	3.03	.91
Allows me to think outside the box (C)	3.16	1.03
Encourages me to utilize my creativity in the workplace (C)	3.34	.97
Provides me with growth opportunities (PD)	3.21	.96
Directs my attention toward failures to meet standards (PD)	2.89	.76
Acts in ways that builds my trust and respect for myself (TL)	3.42	.79
Instills pride in me for being associated with him/her (TL)	3.47	.76
Total	3.14	.88

The data in Table 4 represent respondent average scores on the zero to four Likert-scale based on Bass and Avolio's (1990b) MLQ work. Respondents were asked to define whether or not their building leader displayed particular transformational leadership characteristics. The overall average was 3.14 on the scale which places their responses at fairly often with a deviation of .88. The highest area noted received an average score of 3.47 in instilling pride in being associated with him/her. The lowest

average score was 2.71 with regard to reexamining critical assumptions to question whether or not they are appropriate. The data would suggest that transformational leadership behaviors are evident within the building and are average with regard to the correlation of scaled scores and the Likert-based system.

Aside from calculating a numerical value for transformational leadership's presence within the building studied, this survey was also coded to discern specific pieces of transformational leadership and its presence/absence within the building. The items were paired to represent two statements that dealt with vicarious experience, vision, creativity, professional development, and transformational leadership as a whole. The areas that partnered with one another were averaged to gain an understanding of what the respondents perceived within their building. The section which received the highest ranking was found in transformational leadership in its general form with a score of 3.45. The next highest average score was found within creativity at a score of 3.25. The three remaining were vicarious experience which scored 3.07, professional development at 3.05, and vision at 2.87. In order to better understand these numbers and the true impact of these items on teacher self-efficacy, interview data were disseminated to look for common themes and feedback.

High School Findings

Table 5

Bandura's Teacher Self-Efficacy Scale Respondents' Survey Results for High School (N=63)

Excerpt of Question from Survey	Average	Standard Deviation
Influence decisions made at school?	4.29	2.15
Express you views freely on important school matters?	5.08	2.38
Instructional materials and equipment you need?	6.61	2.08
Get through to the most difficult students?	6.84	1.60
Promote learning when there is a lack of support from home?	6.15	1.80
Motivate students who show low interest in schoolwork?	6.02	1.81
Get students to work together?	6.87	1.43
Overcome the influence of adverse community conditions?	5.97	1.56
Get children to follow classroom rules?	7.45	1.40
Prevent problem behavior on the school grounds?	6.48	1.81
Get parents to become involved in school activities?	3.80	1.66
Assist parents in helping their children do well in school?	6.23	1.80
Total	5.98	1.79

The data in Table 5 show the respondents' overall weighted average and standard deviation of responses to the first portion of the broadcast survey given at the high school level. The chosen school had a sample size of 103. Sixty-three of these responded to the survey for a response percentage rate of 61.17%. Those responses were put into the Google form and were then broken down in this table to showcase an average quantified

response to the question and overall standard deviation for each question's response. The respondents were given a response range of one through nine. One signified none, whereas a score of nine signified a great deal. Overall, the instructors averaged a scaled score of 6.02 on Bandura's (2006) Teacher Self-Efficacy Scale. This score would place the instructors surveyed at a level of self-efficacy slightly above average. The areas of highest self-efficacy were found in response numbers four and seven as they applied to the ability to get through to the most difficult students and in getting students to work together. Bandura's (2006) Teacher Self-Efficacy Scale classified these responses as instructional self-efficacy. Areas one, two, and 11 are found to be the lowest in respondent average rating. These questions deal with influence in decisions made in the school, ability to express views freely on important school matters, and involvement of parents in school activities. These areas fall under efficacy in decision making and efficacy to enlist parental involvement within Bandura's (2006) scale.

From the respondents' scoring, the researcher found that teacher self-efficacy is present and at a slightly above-average level within this particular building. The areas where self-efficacy seems to be highest are within efficacy to influence school resources which received an average score of 7.39. One area of lower scores is found within the efficacy to influence decision making: question one receiving a score of 4.61and question two a 5.84. A mixed reading of scores is found within efficacy to enlist parental involvement, with number 12 receiving an average of 6.39 and number 11 a 4.63. It is noted that some areas have showcased mixed results, having both high and low self-efficacy scores within the same dimension. Interview data were vital to better understand the discrepancies within these areas.

Table 6

MLQ Survey Data High School (N=63)

Question and Coded Transformational Leadership Item	Average	Standard Deviation
Creates opportunities for staff to share professional experiences (VE)	3.02	.90
Professionals are encouraged to share their mastery skills with one another (VE)	3.13	.93
Examines critical assumptions to question whether they are appropriate (V)	2.68	.95
Discusses in specific terms who is responsible for achieving performance targets (V)	2.98	.97
Allows me to think outside the box (C)	2.74	1.12
Encourages me to utilize my creativity in the workplace (C)	2.81	1.05
Provides me with growth opportunities (PD)	2.98	.98
Directs my attention toward failures to meet standards (PD)	2.82	1.05
Acts in ways that builds my trust and respect for myself (TL)	2.79	1.16
Instills pride in me for being associated with him/her (TL)	2.79	1.18
Total	2.87	1.03

The data in Table 6 represent respondent average scores on the zero through four Likert scale based on Bass and Avolio's (1990b) MLQ work. Respondents were asked to define whether or not their building leader displayed particular transformational leadership characteristics. The average overall was a 2.87 on the scale which places their responses between sometimes and fairly often with a deviation of 1.03. The highest area

noted received an average score of 3.13 in the area of professionals being encouraged to share their mastery skills with one another. The lowest average score was a 2.68 with regard to reexamining critical assumptions to question whether or not they are appropriate. The data would suggest that transformational leadership behaviors are evident within the building and are slightly above average with regard to the correlation of scaled scores and the Likert-based system.

Aside from calculating a numerical value for transformational leadership's presence within the building studied, this survey was also coded to discern specific pieces of transformational leadership and its presence/absence within the building. The items were paired to represent two statements that dealt with vicarious experience, vision, creativity, professional development, and transformational leadership as a whole. The areas that partnered with one another were averaged to gain an understanding of what the respondents perceived within their building. The highest overall section was found in vicarious experience with a score of 3.07. The next highest average score was found within professional development at a score of 2.90. The three remaining were vision at 2.83, transformational leadership at 2.79, and creativity at 2.77. In order to better understand these numbers and the true impact of these items on teacher self-efficacy, interview data were disseminated to look for common themes and feedback.

Interview Data for Schools

Questions were derived from the survey results that would hopefully allow for better insight into the findings of the two-piece survey data. There were a total of seven questions posed to eight instructors at each building.

Questions

1. How would you describe your building leader with regards to leadership

style?

2. In what ways does your leader provide a sense of vision for the building? How does this impact your overall self-efficacy?

3. In what ways does your leader provide vicarious experiences for the building? How does this impact your overall self-efficacy?

4. In what ways does your leader provide an atmosphere for creativity within the building? How does this impact your overall self-efficacy?

5. In what ways does your leader provide professional development for the building? How does this impact your overall self-efficacy?

6. What sets the leader you have now apart from previous administrators?

7. What do you feel most impacts your efficacy level as an instructor?

Interviews were recorded via audio recording and were transcribed by a third party in order to ensure accuracy and reliability of data collected. The data analysis procedures began once the interview data were converted from audiotapes to transcribed text. Data reduction began with reading and rereading the transcribed data. Themes began to emerge with the initial reading of each transcript. An approach of "Grounded Theory" was utilized in order to discover themes throughout the process (Glaser & Strauss, 1967). A frequency distribution chart was created to display new thematic occurrences as well as percentages of total occurrences of themes.

Frequency Distribution

The principal of each school submitted the names of several teachers from which Microsoft Excel was utilized to randomly draw seven teachers for possible interviews. Emails were sent to the instructors along with the consent letter attached so they could opt out if needed. Interviews were recorded via audio recording and were transcribed by

a third party in order to ensure accuracy and reliability of data collected. One interview candidate had to be replaced due to an illness on the day of the interview sessions. The data analysis procedures began once the interview data were converted from audiotapes to transcribed text. Data reduction began with reading and rereading the transcribed data. Themes began to emerge with the initial reading of each transcript. An approach of "Grounded Theory" was utilized in order to discover themes throughout the coding process (Glaser & Strauss, 1967).

Twenty-one interviews were completed which included seven from each site. After interviews were completed, the results were coded to highlight the usage of common vocabulary in order to distinguish new or recurring themes found within responses. The coded responses were compiled and numerically valued in order to evaluate their presence within the study as a whole. The responses were broken down from the individual questions presented during the survey. Those questions were as follows.

Frequency Distributions of Interview Responses

Table 7

Frequency Distribution Table 1: Question One

Instructor Response	Total of Responses	Percentage of Responses
Commanding	2	1.19
Hands-on	3	1.79
Onboard	7	4.17
Focused on Student Learning	12	7.14
Great Leader	8	4.76
Fair	3	1.79
Concerned	8	4.76
Direct	10	5.95
Helpful	17	10.12
Collaborative	15	8.93
Encouraging	14	8.33
Open-Door Policy	14	8.33
Involved	12	7.14
Conservative	9	5.35
Cautious	6	3.57
Supportive	14	8.33
Trusting	14	8.33
	168	100

Themes include leadership, open-door policy management, mutual trust, and respect. The item with the highest percentage of response was in stating that the building leader was helpful. The item with the lowest percentage of response was the item stating that the building leader was commanding.

Table 8

Frequency Distribution Table 2: Question Two

Instructor Response	Total of Responses	Percentage of Responses
Shared	17	12.06
Joint	15	10.64
Purposeful	10	7.09
Clarity	6	4.26
Focus	8	5.67
Achievement	18	12.77
Team	15	10.64
Conversation	3	2.13
Common Language	2	1.42
Expectations	21	14.89
Goals	15	10.64
Outcomes	5	3.55
Collaborative	6	4.26
	141	100

Themes include shared leadership, collaboration, common language, and achievement. The item with the highest percentage of response was in stating that the building leader dealt with responses regarding setting expectations. The item with the lowest percentage of response was the item stating that a common language was created.

Table 9

Frequency Distribution Table 3: Question Three

Instructor Response	Total of Responses	Percentage of Responses
Family	21	13.82
Celebrations	15	9.87
Sharing	21	13.82
Observations	10	6.58
Conferences	16	10.53
Cooperative Learning	15	9.87
Lack of Isolation	12	7.89
Professional Development	21	13.82
Different Schools	10	6.58
Conventions	11	7.24
	152	100

Themes include celebration, professional development, cooperative learning, and family. The items with the highest percentage of response were in stating that the building leader dealt with responses regarding sharing and professional development. The items with the lowest percentage of response were with regard to integrating work from different schools and having chances to make observations of other instructors.

Table 10

Frequency Distribution Table 4: Question Four

Instructor Response	Total of Responses	Percentage of Responses
Sharing	21	12.35
Open	17	10.00
Suggestions	17	10.00
Encourage	15	8.82
Teacher Leaders	21	12.35
Freedom	15	8.82
Willingness	12	7.06
Approachable	15	8.82
Outside-of-the-Box	8	4.71
Unscripted	5	2.94
Free-Form	4	2.35
Student-Focused	20	11.76
	170	100

Words of positive praise were found within the interview responses. Themes include open communication, willingness to help, freedom, and student-focused learning. The item with the highest percentage of response was in stating that the building leader was open to sharing of ideas and concepts. The item with the lowest percentage of response was with regard to being free-form in totality of instruction.

Table 11

Frequency Distribution Table 5: Question Five

Instructor Response	Total of Responses	Percentage of Responses
Planning	21	15.56
Options	13	9.63
Master Teachers	14	10.37
Everyone Involved	21	15.56
Encouraging	18	13.33
Open to Suggestions	15	11.11
Support	16	11.85
Growth	12	8.89
Refining	5	3.70
	135	100

Themes include planning, involvement of all staff, growth opportunities, and encouragement. The item with the highest percentage of response was in stating that the building leader was helpful in planning professional development options. The item with the lowest percentage of response was with regard to being able to refine abilities based on all professional development options.

Table 12

Frequency Distribution Table 6: Question Six

Instructor Response	Total of Responses	Percentage of Responses
Communication	18	10.91
Respect	16	9.70
Support	12	7.27
Children First	20	12.12
Open-Door Policy	13	7.88
Concern for Staff	15	9.09
Friendly	7	4.24
Hands-On	15	9.09
Approachable	18	10.91
Data-Driven	18	10.91
Listener	9	5.45
Holistic	4	2.42
	165	100

Words of positive praise were found within the interview responses. Themes include communication, support, data-driven, and concern for staff. The item with the highest percentage of response was in stating that the building leader placed the focus on putting children first in all areas of instruction. The item with the lowest percentage of response was with regard to the leader being holistic in how they deal with staff. This was interpreted as being wholly concerned for the totality of the staff member's life inside and outside of school.

Table 13

Frequency Distribution Table 7: Question Seven

Instructor Response	Total of Responses	Percentage of Responses
Positive Feedback	17	8.29
Encouragement	15	7.32
Professional Development	12	5.85
Choices	5	2.44
Collaboration	12	5.85
Mastery of Skills	8	3.90
Teamwork	15	7.32
Shared Goal	15	7.32
Having a Voice	14	6.83
Support	19	9.27
Goal-Setting	18	8.78
Creativity	16	7.80
Observing Others	18	8.78
Leadership	21	10.24
	205	100

Themes include shared vision, creativity, vicarious experience, positive words, and professional development. The item with the highest percentage of response was found in the style of leadership needed in order to feel self-effective. The item with the lowest percentage of response was with regard to the mastery of skills presented in professional development sessions.

Comparisons of Locations

Table 14

Bandura's Teacher Self-Efficacy Scale Respondents' Survey: Comparison of Elementary, Middle, and High (N=115)

Excerpt of Question from Survey	Elementary	Middle	High
Influence decisions made at school?	5.64	4.61	4.29
Express you views freely on important school matters?	6.36	5.84	5.08
Instructional materials and equipment you need?	7.43	7.39	6.61
Get through to the most difficult students?	6.50	6.65	6.84
Promote learning when there is a lack of support from home?	5.79	5.34	6.15
Motivate students who show low interest in schoolwork?	6.43	5.53	6.02
Get students to work together?	7.57	6.82	6.87
Overcome the influence of adverse community conditions?	5.57	5.24	5.97
Get children to follow classroom rules?	7.71	7.50	7.45
Prevent problem behavior on the school grounds?	7.64	6.53	6.48
Get parents to become involved in school activities?	5.43	4.63	3.80
Assist parents in helping their children do well in school?	7.14	6.49	6.23
Total	6.60	6.05	5.98

The data in Table 7 show that overall the respondents weighted average from all three locations of the study based on the first portion of the broadcast survey given. The total possible sample size sample size was 167, and 115 responded for a response

percentage rate of 68.97%.

In Table 7, the average overall ratings from Bandura's (2006) Teacher Self-Efficacy Scale was highest at the elementary school level with an average of 6.60, second highest at the middle school level with a score of 6.05, and lowest at the high school level with a score of 5.98. The elementary school level scored highest in all questions with the exception of questions four, five, and eight. All three of these questions fall within the instructional self-efficacy portion of the Bandura scale. The elementary school level did showcase a higher level of self-efficacy scores on average in the other areas of Bandura's scale: efficacy to influence decision making, efficacy to influence school resources, disciplinary efficacy, and efficacy to enlist parental involvement.

Table 15

MLQ Survey Data Comparison for Elementary, Middle, and High Schools (N=115)

Question and Coded Transformational Leadership Item	Elementary	Middle	High
Creates opportunities for staff to share professional experiences (VE)	3.71	3.03	3.02
Professionals are encouraged to share their mastery skills with one another (VE)	3.64	3.11	3.13
Examines critical assumptions to question whether they are appropriate (V)	3.07	2.71	2.68
Discusses in specific terms who is responsible for achieving performance targets (V)	3.21	3.03	2.98
Allows me to think outside the box (C)	3.43	3.16	2.74
Encourages me to utilize my creativity in the workplace (C)	3.5	3.34	2.81
Provides me with growth opportunities (PD)	3.43	3.21	2.98
Directs my attention toward failures to meet standards (PD)	2.79	2.89	2.82
Acts in ways that builds my trust and respect for myself (TL)	3.14	3.42	2.79
Instills pride in me for being associated with him/her (TL)	3.14	3.47	2.79
Total	3.31	3.14	2.87

The data in Table 8 represent respondent average scores on the zero through four

Likert scale based on Bass and Avolio's (1990b) MLQ work from the elementary,

middle, and high school sites. The level with the highest overall average was the

elementary school level with an average of 3.31 in comparison to the middle school level

with a 3.14 and the high school level with a 2.87. The elementary level scored highest in the four areas of transformational leadership focused on within the study: vicarious experience, vision, professional development, and creativity. The middle school level showed the greatest area of strength in overall presence of transformational leadership in general within the building. The data would suggest that transformational leadership behaviors are evident within the buildings and are above average with regard to the correlation of scaled scores and the Likert-based system being showcased at the fairly often occurrence intervals.

Understanding the relationship exists between the four pieces of transformational leadership and teacher self-efficacy came from understanding the differences and similarities between the three buildings studied in this research.
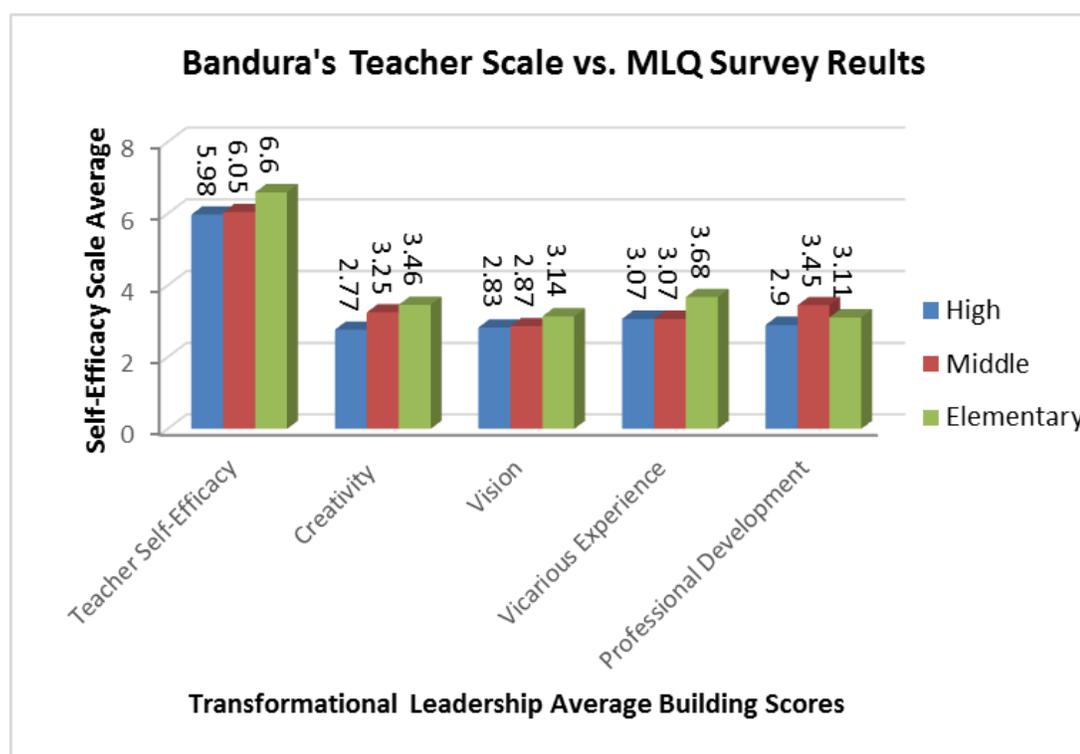
Figure. Site Comparison Data of MLQ vs. Self-Efficacy Scales.

The Figure showcases the average scores of the teacher self-efficacy scale scores as grouped into the five categories of creativity, vision, vicarious experience, professional development, and overall teacher self-efficacy. The chart is a visual representation of the differences and similarities found within each of the three buildings within the study. One specific area to note is that the elementary school scored higher overall in all categories with the exception of professional development where it fell behind the middle school findings. The high school level scored below the other two buildings with the exception of vicarious experience where it matched the middle school level.

Summary

This study was designed to understand the relationship between four key areas of transformational leadership on teacher self-efficacy within a school district in the southeastern United States. The study was guided by one research question.

1. What are the identifiable transformational leadership behaviors that enhance or impact teacher self-efficacy?

Resources provided in the literature review of this study indicated that a relationship exists between transformational leadership and teacher efficacy; however, no clear determination had been made regarding the four areas of creativity, professional development, vicarious experience, and vision. The goal was to better understand the relationships of these particular traits of transformational leaders and their effect on a teacher's level of self-efficacy. Research was grounded in prior works completed using Bandura's (2006) Teacher Self-Efficacy Scale and MLQs developed and utilized by Bass and Avolio (1990b).

The population of this study consisted of roughly 167 certified teachers employed within three schools of a singular school district. The population included members from

elementary, middle, and high schools within a rural school district within the southeastern United States. All certified teachers within the three buildings were asked to participate in this study by completing a two-part survey that was distributed electronically within the schools. One hundred and fifteen certified staff members (14 elementary school, 38 middle school, and 63 high school) returned the completed surveys for a response rate of 69%. Survey questions with invalid answers were considered missing data and were excluded from the study results.

Questions were derived from the survey results that would hopefully allow for better insight into the findings of the two-piece survey data. There were a total of seven questions posed to eight instructors at each building.

Questions

1. How would you describe your building leader with regard to leadership style?

2. In what ways does your leader provide a sense of vision for the building? How does this impact your overall self-efficacy?

3. In what ways does your leader provide vicarious experiences for the building? How does this impact your overall self-efficacy?

4. In what ways does your leader provide an atmosphere for creativity within the building? How does this impact your overall self-efficacy?

5. In what ways does your leader provide professional development for the building? How does this impact your overall self-efficacy?

6. What sets the leader you have now apart from previous administrators?

7. What do you feel most impacts your efficacy level as an instructor?

Interviews were recorded via audio recording and were transcribed by a third party in order to ensure accuracy and reliability of data collected. The data analysis

procedures began once the interview data were converted from audiotapes to transcribed text. Data reduction began with reading and rereading the transcribed data. Themes began to emerge with the initial reading of each transcript. An approach of "Grounded Theory" was utilized in order to discover themes throughout the process (Glaser & Strauss, 1967). A frequency distribution chart was created to display new thematic occurrences as well as percentages of total occurrences of themes.

Data were analyzed and showcased in charts to portray average responses along with deviations of responses to be viewed. Data from the two-part survey were utilized from individual buildings as well as a comparison between buildings within the study. Data from interview questions were formatted into frequency distribution charts based on responses to each of the seven questions. Data were not delineated to showcase responses from each building in order to protect respondents and in order to provide a more holistic viewing of the emergence of thematic terms.

Chapter 5: Conclusions

Review

Leadership styles and leadership abilities have remained at the center of discussions regarding teacher efficacy for decades (Weese, 1994). Transformational leadership in particular has become the target of studies and numerous pilots in order to gain an understanding of the role of this specific variation of leadership on teacher efficacy (Hsu et al., 2002). Unlike managerial leadership, transformational leadership is a compilation of characteristics which promote individuals to work together toward a common, understood goal (Warrick, 2011). Tenebaum et al. (1999) stated there is an indication in research between the function of leadership and the building of teacher self-efficacy.

Purpose

The goal of this research was to determine if there are any correlating factors between the creativity, professional development, vicarious experience, and vision of transformational leadership and teacher efficacy by completing statistical measures between four key areas of transformational leadership and teacher efficacy. The areas of focus included vision, vicarious experience, professional development, and creativity.

Restatement of the Research Question

This study was designed to understand the impact of four key areas of transformational leadership on teacher self-efficacy within a school district in the southeastern United States. The study was guided by one research question.

1. What are the identifiable transformational leadership behaviors that enhance or impact teacher self-efficacy?

Resources provided in the literature review of this study indicate a relationship

exists between transformational leadership and teacher efficacy; however, no clear determination has been made regarding the four areas of creativity, professional development, vicarious experience, and vision. The goal was to better understand the relationships of these particular traits of transformational leaders and their effect on a teacher's self-efficacy level. Research was grounded in prior works completed using Bandura's (2006) Teacher Self-Efficacy Scale and MLQs developed and utilized by Bass and Avolio (1990b).

Elementary School Discussion of Results

Twenty-two instructors were surveyed with the two-part online instrument, 14 of whom responded by the deadline posted. The overall average for the instructors' responses to Bandura's (2006) Teacher Self-Efficacy Scale was 6.60 of a possible one through nine scale score. The deviation for the score was 1.60. The average score showcases a higher-than-average level of self-efficacy in existence within the instructors surveyed. The 12 questions posed to the instructors were all given on a Likert-based scale of one through nine. The questions with the lowest overall average scores from the elementary school instructors were those that dealt with influence in decisions made in the school, ability to overcome the influence of adverse community conditions on the students' learning, and fostering parental involvement in school-based activities. These areas fall under efficacy in decision making, instructional self-efficacy, and efficacy to enlist parental involvement within Bandura's (2006) scale.

The second portion of the survey was the MLQ survey from Bass and Avolio (1990b) which was composed of 10 statements that paired to the five areas of focus within this study: vicarious experience, vision, creativity, professional development, and transformational leadership. The survey allowed for a Likert-scale response of one

through four. The average response from the surveyed instructors was 3.31 with a standard deviation of .75. The average score of 3.31 suggests that participants frequently or almost always observe the specific transformational leadership behaviors from their building leader. The highest area scored 3.64 and dealt with the building leader's ability to share mastery skills with instructors and encourage them to do the same in their daily teaching. The lowest average score was 2.79 with regard to directing attention toward failures to meet standards set by either the faculty, state, district, or the leader themselves. The data would suggest that transformational leadership behaviors are evident or well-perceived within the building.

The coded portion of the MLQ as it related to creativity, vicarious experiences, professional development, and vision was also studied. Vicarious experience received the highest overall average of 3.68, followed by creativity with an average score of 3.46. Vision received an average score of 3.14 and professional development a 3.11.

The elementary school's self-efficacy averages were higher than the middle school in the availability of instructional materials and equipment, the ability to get through to the most difficult students, the ability to promote learning when there is lack of support from the home, and overcoming adverse community conditions within the self-efficacy instrument. The elementary school scored highest with regard to the overall average of teacher self-efficacy as well as the existence of transformational leadership in comparison to the other two building levels. Silins and Mulford (2002) would concur that with the presence of transformational leadership, teacher self-efficacy would increase. From Bandura (1986), the expectation is that with a higher presence of transformational leadership behaviors, a higher level of self-efficacy would be expected. With greater self-efficacy, instructors are able to self-monitor, self-regulate, and

ultimately find themselves in a position of reciprocal determinism (Bandura, 2006). The

expectation would be that with transformational leadership in place, instructors would

have the tools necessary to learn how to or refine how to be more self-aware of his/her

actions (Bandura, 1986).

The elementary school showcased the highest overall scores for teacher efficacy

while also having the highest overall averages with regard to the areas of creativity,

vision, and vicarious experience. According to Avolio et al. (1991), the presence of

transformational leadership showcased would leave the expectation of seeing an increase

in inspiration, adherence to vision, and motivation to transcend self-interests for the

greater purpose of the group at large. The heightened level of transformational leadership

qualities expressed within the building would bring about a higher level of self-efficacy

according to Avolio et al. (1991). With regard to the findings, Podsakoff et al. (1990)

would suggest that the expectation of seeing transformational behaviors in the workplace

would ensure the articulation of items like vision, goal setting, collaboration, support, and

intellectual stimulation: all areas where the elementary school instructors self-identified

as having high levels of self-efficacy. The results would also concur with the work of

Bandura (1977) where, with a high level of self-efficacy, one could assume that self-

reciprocation is a continual process within the building by which teachers are exposed to

vicarious experiences, unified vision, expressive creativity, and professional development

that leads to mindset growth.

The elementary school held the highest overall average scores for vicarious

experience, vision, and creativity within the study along with transformational leadership

behaviors linked to overall teacher self-efficacy. These findings would be expected

based on the work of Tichy and DeVanna (1986) who found that in order for a system to

develop self-effective members, transformational leadership must be in place and be an action that is engrossed in the daily routine of the school building. Hsu et al. (2002) would also support the findings that where there are transformational leadership qualities, employees will feel a higher level of expertise and overall self-efficacy. With transformational leadership behaviors in place such as creativity, vision, and vicarious experience, the elementary school instructors yielded a higher-than-average level of self-efficacy. The existence of the behaviors, supported by findings from theoretical practice, are found to have been positively correlated to a high level of teacher self-efficacy.

To support the findings of the research, Podsakoff et al. (1990) would agree that a transformational leader can articulate a vision that creates inspiration for subordinates with a compelling urgency to work together to fulfill the future success of the organization. Podasakoff et al.'s work supported that self-efficacy would be increased if the staff had a unified vision for the organization. This unified force would build self-efficacy as well as collective efficacy for the group (Podsakoff et al., 1990). Wagler (2011) supported that the increase in self-efficacy based on increased vicarious experience opportunities is a norm of both the workplace and daily life. Wagler (2011) cited that instructors who feel apprehensive about change may not feel as effective as others if appropriate modeling and vicarious experiences were made available to instructors. With an increase in vicarious experiences, instructors can ease uncertainty in the ability to complete tasks and increase self-efficacy (Mason, 1991). With regard to creativity, Eisenbeiss, van Knippenberg, and Boerner (2008) supported the theory that transformational leadership and creativity support positive employee output. With regard to the levels of creativity, Larsen and Samdal (2012) found that educators need to feel competent in changing routines and methodologies in order to meet the needs of learners

and increase staff self-efficacy. Data exhibited that transformational leadership behaviors do have a correlation to teacher self-efficacy values.

The elementary school did not score as high in the area of professional development. One area of concern was found in the results from the MLQ survey discussing the leader's ability to direct attention toward failures to meet standards and providing staff with growth opportunities. This would be an expected outcome based on the work of Silins et al. (2002) where a focus on professional development and modeling was cited as necessary to provide individualized growth opportunities for staff through a meaningful professional development focus. Marks and Printy (2003) found that schools are dependent upon leaders who can effectively mold the future of the organism based on self-renewal processes. This renewal process involves rigorous development of self and the organism as a whole (Marks & Printy, 2003). Without effective professional development opportunities in place, school and self-renewal cannot take place which overshadows the overall end result of teacher self-efficacy scores (Marks & Printy, 2003). This would also be an expectation based on the work of Hirsh and Emerick (2006) where effectiveness with students was rated as one of the highest factors in self-efficacy of instructors. Hirsh and Emerick suggested a focus on professional development in order to meet the needs of instructors in order to boost self-efficacy and meet student success targets. Hord and Sommers (2008) found that transformational behaviors regarding professional development would lead to meaningful self-growth of personnel. This would also be supported by Cheng (2011) who stated that teacher self-efficacy is built by leaders who allow for room to enhance competency levels and give instructors the ability to contribute to their own learning. The scaled scores of self-efficacy could be higher if more measures were implemented at targeting meaningful

professional development in the future.

In the research of the elementary school, the findings support an answer to the research question that there are identifiable transformational leadership behaviors that enhance teacher self-efficacy. The work completed allowed for insight as to areas of strength and areas of growth for the building leader with regard to transformational leadership. The work also yielded results that allow conclusions to be made with regard to the relationship between self-efficacy and transformational leadership behaviors. With the elementary school in mind, a conclusion can be drawn that self-efficacy levels are high and that transformational leadership behaviors exist that benefit the self-efficacy building of instructors. A recommendation of more work by the leader with regard to professional development may be necessary in order to provide instructors with the highest possible level of self-efficacy.

Middle School Discussion of Results

Forty-eight instructors were surveyed with the two-part online instrument. Thirty-eight of these responded by the deadline posted. The overall average for the instructors' responses to Bandura's (2006) Teacher Self-Efficacy Scale was 6.05 of a possible one through nine score. The deviation for the score was 1.70. The average score showcases a higher-than-average level of self-efficacy existence within the instructors surveyed. The 12 questions posed to the instructors were all given on a Likert-based scale of one through nine. The areas of highest overall averages were found in getting students to follow classroom rules and the ability to get needed instructional materials. The questions with the lowest overall average scores from the middle school instructors were those that dealt with influence in decisions made in the school, ability to overcome the influence of adverse community conditions on the students' learning, and

getting parents to become more involved in school-based activities. These areas of lowest averages fall under efficacy in decision making, instructional self-efficacy, and efficacy to enlist parental involvement within Bandura's (2006) scale.

The second portion of the survey was the MLQ survey derived from Bass and Avolio (1990b) which was derived of 10 statements that paired to the five areas of focus within this study: vicarious experience, vision, creativity, professional development, and transformational leadership. The survey allowed for a Likert-scale response of one through four. The average response from the surveyed instructors was 3.14 with a standard deviation of .88. The average score of 3.14 suggests that participants frequently observe the specific transformational leadership behaviors from their building leader. The highest area scored 3.47 and dealt with the building leader's ability to instill a sense of pride in being associated with him/her. The lowest average score was 2.71 with regard to reexamining critical assumptions to question whether or not they are appropriate and relevant. The data would suggest that transformational leadership behaviors are evident within the building.

The coded portion of the MLQ as it relates to creativity, vicarious experiences, professional development, and vision was also studied. Creativity received the highest overall average of 3.25, followed by vicarious experience with an average score of 3.07. Vision received an average score of 2.87 and professional development a score of 3.05.

In comparison to the other two buildings, the middle school scored second highest with regard to overall average of teacher self-efficacy and the existence of transformational leadership. These findings are explained by the lower average responses to the evidence of transformational leadership behaviors such as vision, vicarious experience, and professional development. The need for attention within these areas is

supported by Balls et al. (2012) who outlined the necessary pieces of transformational leadership style. Cook (2014) would support that teachers and their professional performance are directly impacted by the leadership within their schools. The lack of emphasis on all four areas of transformational leadership found within the study allow for the conclusion that without efforts in all areas, teacher self-efficacy cannot be at its highest level possible.

The middle school showcased high levels of existence of transformational leadership behaviors with regard to the four areas of creativity. Teachers felt they had the ability to get through to the most difficult students, promoting learning when there is a lack of support from home, motivating students who show low interest in schoolwork, getting students to work together, and overcoming the influence of adverse community conditions. Eisenbeiss et al. (2008) supported the need for creativity to be embraced by transformational leaders in order for employees to complete work to their highest possible level of success. Larsen and Samdal (2012) supported the findings of higher self-efficacy scores and the link to creativity within their work where they found that educators need to feel competent in changing planning and taking risks in order to meet the needs of current and future leaders. Ozkal (2014) found that if the transformational leader did not embrace creativity, efficacy as a whole would be reduced for both the individual and the staff as a collective unit. Bass and Avolio (1990a) suggested that creativity is an integral part of being a transformational leader. Bass and Avolio supported the findings that creativity is an identifiable transformational leadership behavior that does impact teacher self-efficacy. By allowing for creativity, the leader is allowing a continual cycle of growth, revision, and change within the organization, much like the reciprocal determinism outlined by Bandura (1977).

The middle school instructors found a missing piece of transformational leadership with regard to the leader directing attention toward failures to meet standards, building trust and respect for instructors, and instilling a sense of pride in being associated with the leader in charge. These areas are tied back to the transformational leadership ideal of vision. Utilizing the MLQ data, the area of lowest overall transformational leadership existence was found within the area of vision. Nanus (1992) defined vision as a map pointing the way for all who need to understand where the organization is currently and where it needs to go in order to continue. The need for vision to be showcased by a transformational leader is found in the work of Podsakoff et al. (1990) where research showcased that with vision, employees or members of the organization buy in to the message and meaning of the work and produce a sense of self- and collective efficacy. Kim and Yoon (2015) supported the theory of the importance of vision with their work by which they found clear organizational goals and vision yield a sense of involvement and contribution among employees.

The findings in middle school research support an answer to the question that there are identifiable transformational leadership behaviors that enhance teacher self-efficacy. The work completed allowed for insight as to areas of strength and areas of growth for the building leader with regard to transformational leadership. The work also yielded results that allow conclusions to be made with regard to the relationship between self-efficacy and transformational leadership behaviors. With the middle school in mind, a conclusion can be drawn that self-efficacy levels are high and transformational leadership behaviors exist that benefit the self-efficacy building of instructors. A recommendation of more work by the leader with regard to setting a clear vision may be necessary in order to provide instructors with the highest possible level of self-efficacy.

High School Discussion of Results

One hundred and three total instructors were surveyed with the two-part online instrument. Sixty-three of these responded by the deadline posted. The overall average for the instructors' responses to Bandura's (2006) Teacher Self-Efficacy Scale was 5.98 of a possible one through nine score. The deviation for the score was 1.70. The average score showcases an average level of self-efficacy within the instructors surveyed. The 12 questions posed to the instructors were all given on a Likert-based scale of one through nine. The areas of highest overall averages were found in the ability to get through to the most difficult students and in getting students to work together. The questions with the lowest overall average scores from the high school instructors were those that dealt with the ability to express views freely on important school matters, getting parents to become involved in school activities, and the influence in decisions made in the school. These areas of lowest averages fall under efficacy in decision making and efficacy to enlist parental involvement within Bandura's (2006) scale.

The second portion of the survey was the MLQ survey derived from Bass and Avolio (1990b) which was derived of 10 statements that paired to the five areas of focus within this study: vicarious experience, vision, creativity, professional development, and transformational leadership. The survey allowed for a Likert-scale response of one through four. The average response from the surveyed instructors was 2.87 with a standard deviation of 1.03. The average score of 2.87 suggests that participants sometimes to fairly often observe the specific transformational leadership behaviors from their building leader. The highest area scored 3.13 and dealt with the area of professionals being encouraged to share their mastery skills with one another. The lowest average score was 2.68 with regard to reexamining critical assumptions to question

whether or not they are appropriate and relevant. The data would suggest that transformational leadership behaviors are evident within the building.

The coded portion of the MLQ relating to creativity, vicarious experiences, professional development, and vision were also studied. Vicarious experience received the highest overall average of 3.07, followed by professional development with an average score of 2.90. Vision received an average score of 2.83 and creativity 2.77.

In comparison to the other two buildings, the high school scored slightly below the other averages with regard to teacher self-efficacy and existence of transformational leadership. Overall, the high school showcased evidence of transformational leadership that was below the average of the other two buildings which would support the lowered overall teacher self-efficacy value. Though the presence of professional development, vision, vicarious experience, and creativity were found within the building, it was not at a level high enough to support a spike in teacher self-efficacy.

In looking at just the data from the high school's transformational leadership questionnaire, the school scored highest in vicarious experience. This would support the teacher's overall self-efficacy scores due to the impact of vicarious experience on teacher self-efficacy. Bandura (1977) suggested that by seeing others perform threatening activities without loss of life or other consequence, the activity becomes less obtrusive to the instructor. Instructors are then more willing to attempt to master the particular skill or function. Wagler (2011) suggested that in order for continuous improvement to take place, modeling must occur in an attempt to lesson apprehension. Neck and Manz (1992) supported the importance of vicarious experience on self-efficacy with their study conducted with production teams. Neck and Manz found that when people practice a task, they can see themselves performing it more effectively. Neck and Manz found that

by modeling behaviors, employee self-efficacy levels, through the use of continual surveys, improved over time. Bressan and Weiss (1982) also suggested that vicarious experience could be an aid to self-efficacy visualized within this study based on their work within vicarious learning experiences and physical fitness training. In their research, participants who were able to observe, learn, complete, and repeat a task were more likely to express confidence in their ability (Bressan & Weiss, 1982). The research conducted would support the value of vicarious experience within the high school and its overall impact on teacher self-efficacy scores.

The high school's teacher self-efficacy scores were not significantly lower than the middle or elementary schools. This was also found within the scores based on transformational leadership qualities. The high school does have areas of growth within the four cornerstones of transformational leadership discussed in this research. However, all of them were measured to be present within the building. Based on the findings from the high school, a conclusion can be made that self-efficacy values are impacted by identifiable transformational leadership behaviors such as creativity, vicarious experience, vision, and professional development.

Conclusions

Comparing the data from all three buildings studied, it is evident that transformational leadership behaviors within the categories of creativity, vision, vicarious experience, and professional development exist. This is showcased by the values presented within the MLQ survey completed by the staff whereby they were asked to identify the existence of transformational leadership behaviors. This is also found within the interview data compiled by the instructors within the buildings. In the interviews, the instructors directly acknowledged and discussed themes of creativity, vicarious

experience, meaningful professional development, and creativity as having a direct impact on their self-efficacy. Instructors also discussed how each of the four cornerstones of transformational leadership impacted their self-efficacy and in what ways their building leader showcased those behaviors. In comparing the three buildings, a trend was found within the correlation of values of transformational leadership behaviors and overall teacher self-efficacy scores. The elementary school, which had higher overall averages for the existence of transformational leadership behaviors, had the highest overall teacher self-efficacy score. The middle school values were not much less than those of the elementary school, and the same was found within the middle school teacher self-efficacy scores. The high school had the lowest overall transformational leadership averages and the lowest overall teacher self-efficacy score. There is an obvious trend between identified transformational leadership of creativity, vision, vicarious experience, and professional development behaviors and teacher self-efficacy. This was showcased by comparing the survey results of transformational leadership behavior questions back to the teacher self-efficacy questionnaire. The study answered the research question that there are identifiable transformational leadership behaviors that enhance teacher self-efficacy based on data yielded from the research showcasing a relationship between existing transformational leadership behaviors and overall teacher self-efficacy scores.

Recommended Identifiable Leadership Behaviors

While reflecting on the research, it is imperative that school leaders consider the impact of their exhibited transformational leadership behaviors. It is integral that these leaders take time to focus on all four key areas researched within these findings so they can best meet the needs of their staff with regard to self-effective behaviors. By focusing on the four areas of transformational leadership, the building leader can strengthen areas

of weakness within faculty self-efficacy and begin to not only build individual self-efficacy but also collective efficacy. By using approaches such as those of Neck and Manz (1992), the building leaders can utilize tools such as Bandura's (2006) Teacher Self-Efficacy Scale on a continual basis in order to guide the leaders in what they need to do differently in order to ensure continual self-efficacy nourishment for their staff. The leaders can best support the efficacy levels of instructors if they understand the needs of the instructors and the role their leadership plays with regard to meeting those needs. Continual use of establishing and communicating vision, allowing for meaningful professional development targeted at growth, allowing creativity of instruction, and providing options for vicarious experiences are essential to the self-efficacy of the instructors and overall success of achieving the goal of educating students (Tenebaum et al., 1999).

Summary

To answer the research question of what identifiable transformational leadership behaviors enhance or impact teacher self-efficacy, solutions were found within the interviews of instructors within the study. The instructors' feedback provided specific examples of what leaders can do that would aid in building self-efficacy in the areas of creativity, vision, vicarious experience, and professional development. These findings are discussed below as a way and means for building leaders to change their behavior to better enhance and impact teacher self-efficacy efforts.

With regard to creativity, several responses from instructors revealed ways the building leader could utilize his/her transformational leadership behaviors to enhance/impact teacher self-efficacy. One of the methods cited was having a leader who allowed for instructors to think outside of the box with regard to delivery of instructional

material. Instructors cited that when leaders are approachable about new ideas with regard to instructional delivery, they felt they had more input in the process and felt a sense of trust in their work with students. This feeling of trust and empowerment leads to a higher level of self-efficacy within the instructors who responded to the interview questions. A second thing leaders can do to impact self-efficacy within creativity is take part in the implementation of the instructional revolution. Several instructors responded about how their leader made efforts to come to their classes and either see the new delivery of instruction or even take part in the delivery method. The instructors cited that by having the building leader actively involved in the efforts, even by simply observing the new methodology, they felt the leader was supportive and that their efforts were acknowledged and appreciated. Instructors who had leaders who were involved said they felt higher levels of self-efficacy because they felt their administration was taking the journey with them versus seeing their efforts as some "quarantined science experiment." A third way leaders can build self-efficacy through creativity was cited as providing resources needed or providing avenues to secure necessary resources. One instructor in particular spoke about the importance of not only having the leader be involved in the process but also having him/her aid in collecting or generating the resources needed for the change of instruction. The instructor felt that it built his/her self-efficacy due to the fact that the leader was showcasing that he/she was acclimated to his/her ideas and was willing to work with him/her to see the goal come to fruition. Transformational building leaders must be able to not only be approachable with regard to new ideas, but they must also be willing to take part in the education of students and play an active role in the discovery and retrieval of materials needed for the project or instructional change to take place.

With regard to vision, several responses from instructors revealed ways that the building leaders could utilize their transformational leadership behaviors to enhance/impact teacher self-efficacy. One method instructors cited within their interview responses was having leaders who allowed them to take part in the creation of the school's vision. Instructors had varied responses on how to best have group input on vision, but one specific example was by having instructors define targeted weaknesses and strengths within the building and allowing instructors to identify areas where they felt improvements could be made. The transformational leader could allow them to have input and guide instructors in other avenues that may need to be explored. By allowing the instructors to have an active voice in the building of the school's vision, instructors stated that they felt a sense of leadership, importance, and value which built their self-efficacy. A second method was through having the building leader continually meet with staff throughout the year to discuss the fulfillment of the school's vision. Instructors stated that when the vision was continually discussed, they felt their work toward building the vision was given value as well as aided them in directing their attention and focus on areas where work needed to be done in order to achieve the vision they created. Instructors stated that one efficacy killer was when work was completed to build a vision, only to never be mentioned again throughout the school year. The instructors stated it was essential to their self-efficacy to know that the vision was important and to understand where they were with regard to reaching the goals they set in the beginning of the year. A third area cited was within understanding goals of each instructor to see the vision to its fruition. Instructors stated that they felt a gain in self-efficacy when they understood their individual contribution to the vision and its realization. Transformational leaders must be willing to allow instructors to take part in the creation

of vision, allow time for continual discussion of the vision throughout the academic year with instructors giving updates on the completion of the school's vision, and giving instructors an opportunity to fully understand their role in guiding the vision to its fulfillment.

With regard to vicarious experience, several responses from instructors revealed ways that the building leader could utilize their transformational leadership behaviors to enhance/impact teacher self-efficacy. One method instructors cited was having building leaders allow instructors to observe other instructors during teaching. Instructors stated that by viewing their colleagues at work, they could build their self-efficacy levels by learning new methodologies of instruction. Instructors also cited that it would build self-efficacy by having them feel that they were good enough at their job that others would want to come into their classroom and see how they taught. By allowing instructors time to observe one another, the building leader can build new relationships among instructors along with their personal self-efficacy. Instructors also cited that having building leaders who were willing to allow staff members to attend professional conferences and then bring the material back and share with staff was also beneficial to their personal self-efficacy. The instructors cited that this was a way to learn new and innovative ideas without the stress of being out of their classrooms. The instructors felt this was the only method to feel in tune with current practices and felt they were best benefiting their practice and ultimately their students. The largest part of this piece and ensuring its impact on teacher self-efficacy was in having the leader provide adequate time for those who attend conferences and seminars an opportunity to share with the staff when they returned. Many teachers cited that though people are sent from time to time, there is never a recap of material, which leaves those who went feeling like it was time wasted

and those who did not attend without any new information. Transformational leaders can utilize vicarious experience to build self-efficacy by allowing teachers time and opportunity to observe one another as well as by allowing instructors opportunities to attend professional conferences and share the information with staff members they serve alongside. These items help build the instructors' tool kits for students which ultimately leads to higher levels of self-efficacy for the instructors.

With regard to professional development, several responses from instructors revealed ways that the building leader could utilize their transformational leadership behaviors to enhance/impact teacher self-efficacy. Instructors cited that professional development should have options that matter most to their individualized levels of need. By allowing instructors to select and seek out professional development items that best help themselves, they feel they are given a voice and choice in the process. One instructor cited that by having a choice, he felt his opinion mattered and that his self-judgement was valued. He stated, "I am the one in the classroom, I know my needs, I know the needs of my kids, so why can't I make the decisions about what I need to refine?" By allowing instructors options and choices, the leader is placing trust in instructors and building their self-efficacy. A second area cited was in having professional development that was ongoing. Instructors felt it was necessary to continue to build upon new ideas and continue to work with implementation. Many cited the "one and done" method of professional development as detrimental because they felt it gave them a feeling of imminent failure with regard to implementation of the new idea. Instead, instructors cited a need for ongoing professional development in order to build their self-efficacy, in order to believe that they had the power to accomplish the goal. Transformational leaders can enhance/impact teacher self-efficacy by allowing choices in

professional development to instructors, offering options with regard to ability level, and providing ongoing professional development for new ideas or newly implemented pedagogies.

The research conducted gives direct answers as to identifiable transformational leadership behaviors that enhance or impact teacher self-efficacy. When explored in depth, the areas of creativity, vision, vicarious experience, and professional development can be utilized by the building leader to build efficacy within instructional staff members. The transformational leader's behaviors can directly impact and enhance the self-efficacy of instructors. This chapter has provided specific examples of how the transformational leader can behave in order to best meet instructors where they are with regard to self-efficacy and move them forward. With higher teacher self-efficacy, the transformational leader can expect a higher success rate for the completion of the goals by the instructors (Bandura, 1977). Though this research does not provide a quick fix to the issue of teacher self-efficacy, it does provide a means by which progressive change can take place within an educational setting. By focusing on ways the leader can behave and understanding the importance of those behaviors, instructors can yield a personal benefit which will ultimately benefit the students they serve.

Future Research Recommendations

Future research could include broadening the research basis to include the students' and stakeholders' perspectives of teacher behavior based on teacher self-efficacy levels. Research could also include investigating whether staff with additional certifications like that of National Board or advanced degrees require less or more transformational leadership behaviors to impact or enhance his/her self-efficacy. A third could look at specific structures of the elementary, middle, and high schools to determine

if the structure of hierarchy itself has an impact on self-efficacy or the ability for

transformational leaders to exhibit specific behaviors.

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Appendix A

Bandura's Instrument
Teacher Self-Efficacy Scale

BANDURA'S INSTRUMENT
TEACHER SELF-EFFICACY SCALE

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Answers will be scored on a scale of 1(None) to 9 (A Great Deal)

Efficacy to Influence Decision making
1. How much can you influence the decisions that are made in the school?
2. How much can you express your views freely on important school matters?

Efficacy to Influence School Resources
3. How much can you do to get the instructional materials and equipment you need?

Instructional Self-Efficacy
4. How much can you do to get through to the most difficult students?
5. How much can you do to promote learning when there is lack of support from the home?
6. How much can you do to motivate students who show low interest in schoolwork?
7. How much can you do to get students to work together?
8. How much can you do to overcome the influence of adverse community conditions on students' learning?

Disciplinary Self-Efficacy
9. How much can you do to get children to follow classroom rules?
10. How much can you do to prevent problem behavior on the school grounds?

Efficacy to Enlist Parental Involvement
11. How much can you do to get parents to become involved in school activities?
12. How much can you assist parents in helping their children do well in school?

Appendix B

Survey Questions MLQ

Survey (Coded)

Ten descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

0= Not at all
1= Once in a while
2= Sometimes
3= Fairly often
4= Frequently, if not always
0 1 2 3 4

The Person I Am Rating. . .

1. Creates opportunities for staff members to share professional experiences (VE)
2. Professionals are encouraged to share their mastery skills with one another. (VE)
3. Re-examines critical assumptions to question whether they are appropriate. (V)
4. Discusses in specific terms who is responsible for achieving performance targets. (V)
5. Allows me to think outside of the box. (C)
6. Encourages me to utilize my creativity in the workplace. (C)
7. Provides me with growth opportunities. (PD)
8. Directs my attention toward failures to meet standards. (PD)
9. Acts in ways that builds my trust and respect for myself. (TL)
10. Instills pride in me for being associated with him/her. (TL)

Appendix C

Letter of Consent

Transformative Leaders: A Mixed-Methods Study of the Role of Transformational Leadership and its Impact on Teacher Efficacy.

You are being invited to participate in a research study about the impact of transformational leadership on teacher efficacy. This study is being conducted by Hunter Odus Jolley and Dr. Allen Eury, from the School of Education at Gardner-Webb University. This study is being conducted as part of a dissertation requirement.

There are no known risks if you decide to participate in this research study. There are no costs to you for participating in the study. The information you provide will used to determine if there are any correlations between transformational leadership qualities and teacher self-efficacy. The questionnaire will take about ten minutes to complete. The information collected may not benefit you directly, but the information learned in this study should provide more general benefits.

This survey is anonymous. Do not write your name on the survey. The survey will be conducted via Google forms, no IP addresses will be collected. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study. Individuals the Institutional Review Board may inspect these records at any time. Should the data be published, no individual information will be disclosed.

Your participation in this study is voluntary. By completing and the survey, you are voluntarily agreeing to participate. You are free to decline to answer any particular question you do not wish to answer for any reason.

If you are receiving this notification due to being selected as a possible interview candidate, your rights remain in full. Your disclosure during the interview will held in anonymity and your name will not be shared with anyone.

You may decline to be a part of the survey or interview process at any time, or may withdraw from the process at any point you feel appropriate.

If you have any questions about the study, please contact Hunter Odus Jolley, XXXXXXXXXXXXor Dr. Allen Eury at XXXXXXXXXXX.

Participant's
Signature:_____Date:_____
Witness's
Signature:_____Date:_____

Appendix D

Interview Questions for Instructors

Interview Questions

1. How would you describe your building leader in regards to leadership style?

2. In what ways does your leader provide a sense of vision for the building? How does this impact your overall self-efficacy?

3. In what ways does your leader provide vicarious experiences for the building? How does this impact your overall self-efficacy?

4. In what ways does your leader provide an atmosphere for creativity within the building? How does this impact your overall self-efficacy?

5. In what ways does your leader provide professional development for the building? How does this impact your overall self-efficacy?

6. (If applicable). What sets the leader you have now apart from previous administrators?

7. What do you feel most impacts your efficacy level as an instructor?

Appendix E

Interview Questions for Building Leaders

Interview Questions

1. How would you describe yourself in regards to leadership style?

2. In what ways do you provide a sense of vision for the building? How do you feel this impacts your instructors' overall self-efficacy?

3. In what ways does you provide vicarious experiences for the building? How do you feel this impacts your instructors' overall self-efficacy?

4. In what ways does you provide an atmosphere for creativity within the building? How do you feel this impacts your instructors' overall self-efficacy?

5. In what ways does you provide professional development for the building? How you feel this impacts your instructors' overall self-efficacy?

6. What do you feel most impacts your instructors' efficacy level in relation to what you do as a building leader?