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Teacher Professional Capital: The Relationship between Principal Practice and Teacher Job Satisfaction

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LOYOLA MARYMOUNT UNIVERSITY

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ABSTRACT

Teacher Professional Capital:
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by

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Criticism of the public school system tends to be aimed squarely at teachers in the classroom (Karpinski, 2012). As school principals lead in this current educational climate, it is incumbent upon them to provide their teachers an environment that is conducive to job satisfaction, emphasizing teacher retention, and mitigating the deleterious effects of teacher turnover on students' academic achievement. To understand the practices of the principal, this study investigated teachers' perceptions of their principals' practice, asking the following questions: What is the relationship between teachers' perceptions of their principal's practice of building professional capital and teachers' job satisfaction? What are the experiences of teachers in relation to their perception of their principal's practice of building professional capital and job satisfaction?

Research was conducted employing an explanatory sequential mixed-methods correlational study; utilizing a researcher-created on-line survey and semistructured interviews. The results of this study indicate that teachers' job satisfaction is independent of principals'

practice of building professional capital. The quantitative findings found no correlation between teachers' perceptions of their principal's practice of building professional capital and teacher job satisfaction. The qualitative data indicate that teachers attributed their job satisfaction to factors that are independent of their relationship with their principal; commitment to their students and colleagues and sense of purpose were cited as sources of job satisfaction.

CHAPTER 1

INTRODUCTION

Teacher morale is at the lowest level it has been in 20 years, with nearly one third of teachers considering leaving the profession (The MetLife Survey of the American Teacher: Teachers, Parents and the Economy, 2012). Low teacher morale is a significant cause of job dissatisfaction (Karpinski, 2012). Teacher turnover has been linked to teacher job dissatisfaction (Liu & Ramsey, 2008), and has dire implications for students. As they choose to leave the profession, experienced teachers are regularly replaced by beginning teachers who are less equipped to positively impact student achievement (Grissom, 2011). Teacher turnover also has a negative effect on the student achievement of the teachers who stay in the profession, suggesting that teacher turnover disrupts the school organization in ways other than changing the years of experience of the teachers on staff (Leena, 2011; Ronfeldt, Loeb, & Wyckoff, 2013). One likely effect on the student achievement of teachers who stay is the loss of social capital. Collegial trust and relationships may be negatively impacted by turnover (Ronfeldt et al., 2013). There is also the possibility that, with teacher turnover, a deficit in institutional knowledge can be created, impacting the instructional decisions teachers make. Understanding the issues surrounding teachers' job dissatisfaction is important if teacher turnover is to be effectively ameliorated.

A study by Mine Sacra (2009) indicated that the perceived leadership behaviors of public school principals significantly correlated with teachers' reported job satisfaction. Further highlighting the significance of teachers' perception of principal effectiveness are the results of

Benjamin R. Tickle, Mido Chang, and Sunha Kim's (2011) study, which indicated that the greatest predictor of teachers' intent to stay in teaching is their satisfaction in the job.

This explanatory sequential mixed-methods correlational study examined the relationship between teachers' perceptions of their principal's practice of building professional capital and their job satisfaction. The elements of principal practice examined are taken from the conceptual framework outlined in *Professional Capital: Transforming Teaching in Every School* by Andy Hargreaves and Michael Fullan (2012). This research also addressed the social justice implications of teacher job satisfaction levels as impacted by the practices of the principal.

Enduring Effects of the Accountability Movement on Administrators and Teachers

President George W. Bush reauthorized the Elementary and Secondary Education Act (ESEA) in 2002. More commonly known as No Child Left Behind (NCLB), the act sought "to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind" (No Child Left Behind Act 2002, intro). As with the two previous reauthorizations, emphasis was moved from federal input into education via categorical programs to school success as measured by standardized testing. In addition to implementing improvement plans and content standards, NCLB required states to meet itemized goals (Shoup & Clark Struder, 2010). One goal of NCLB was to have all students proficient in reading and math by 2014, as measured by annual standardized testing. A system was devised to monitor schools' progress in reaching this goal called, "Adequate Yearly Progress" (AYP). Schools that did not meet the AYP goals faced negative consequences (Shoup & Clark Struder, 2010). This accountability

measure put into place through NCLB heightened the accountability of schools and therefore the role of school principal and teachers.

Impact of the Accountability Movement on Principals

The role of the principal as the instructional leader garnered attention after the passage of NCLB (2002), decades after Ron Edmonds published a seminal article. Edmonds (1979) called for principals to become leaders in the school's instruction with a greater emphasis on teacher instruction and student performance. From the time of the publication of *A Nation at Risk* (1983) and the two reauthorizations immediately following, there was a rise in the attention on the role of the principal as instructional leader. The instructional leader is viewed as the driving force behind a school's curriculum and instruction and, therefore, is directly linked to the success of its students (Brown, 2011). But the role of the school principal as instructional leader is complicated by the requirements to meet AYP. Meeting AYP became necessary to avoiding the sanctions set forth by NCLB, possibly limiting the curriculum and instructional strategies employed by educators in order to ensure that test results were favorable (Mullen, 2012). Responding to the need for positive test results, professional development programs were created that outlined step-by-step processes for school improvement to be implemented by the instructional leader as a means of assisting in this transition (Owens & Valesky, 2015).

These external recommendations fostered a managerial aspect in the role of the principal by prescribing the actions of the instructional leaders (Hallinger, 1992). This top-down orientation as a response to NCLB was replicated at the school site (Schmertzing, 2007).

Impact of the Accountability Movement on Teachers

The threat of sanctions under NCLB created a sense of urgency in improving student test scores. In order to fill achievement gaps quickly, educational leaders looked to experimental research to find the next "best practice" as a means of teacher-proofing curriculum and instruction (Schmertzing, 2007). Teachers, who are responsible for implementation of curriculum and instruction, have had little to no part of the discussion surrounding "best practice," and yet have been held responsible for student outcomes (Schmertzing, 2007). Shoen and Fusarelli (2008) argued that practices in response to NCLB might have presented unintended consequences that resulted in greater teacher attrition and inferior teaching.

Statement of the Problem

The perception of teachers as professional includes the teacher's ability and authority to make decisions—a hallmark of being considered a professional (Hargreaves & Fullan, 2012). Decisions regarding educational matters that directly impact teacher and student performance have essentially been taken away from the teacher as a means of "teacher proofing" instructional practices (Schmidt & Burroughs, 2013), thereby rendering teachers as less than professionals. Yet, criticism of the public school system tends to be aimed squarely at teachers in the classroom (Karpinski, 2012). As school principals lead in this current educational climate, it is incumbent upon them to provide their teachers an environment that is conducive to job satisfaction, emphasizing teacher retention, and mitigating the deleterious effects of teacher turnover on students. Therefore, this study will assist administrators in understanding principals' practices

that create an environment that respects and encourages teacher professionalism, boosting morale and thereby positively impacting student achievement.

Principals' Impact on Teachers' Job Satisfaction

Factors such as teaching experience, student behavior, and salary have been linked to teacher job satisfaction (Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011). However, teachers' perceptions of principal support seem to be the keystone of teacher retention, an indicator of teacher job satisfaction (Grissom, 2011; Tickle, Chang, & Kim, 2011). Not only is principal support reported as a significant factor in teachers' job satisfaction, it has also been found to be an interceding element in teacher job dissatisfaction pertaining to issues of teaching experience, student behavior, and salary (Tickle et al., 2011). These findings illustrate the importance principals have in relationship to teacher job satisfaction.

An effective principal, as perceived by teachers, can have a greater positive influence on teacher job satisfaction in a school that serves traditionally marginalized students than that same principal would have on teachers in a privileged school (Grissom, 2011). While research indicates that teachers' perception of principal effectiveness is a critical factor in teacher job satisfaction, objectively measuring principal effectiveness seems to be elusive. The 2003–2004 Schools and Staffing Survey (SASS) asked teachers to measure their principal's effectiveness on a 4-point Likert scale. Examples of items from the survey measuring principal effectiveness read, *I like the way things are run at this school* and *The school administration's behavior toward the staff is supportive and encouraging* (Grissom, 2011). While these items may provide insight into how teachers feel, they offer no information regarding principals' behavior. Similarly, The Leadership Behavior Description Questionnaire (LBDQ), used in the Sancar

study (2009), does not provide measurable behaviors specific to school principals. While qualitative research points to a connection between principal effectiveness and teacher job satisfaction, (Grissom, 2011), these findings do not describe the practices of the principal.

Research Questions

The school principal is instrumental in securing and/or maintaining teacher job satisfaction (Grissom, 2011). To better understand the practices of the principal, this study investigated teachers' perceptions of their principals' practice by asking the following questions: (a) What is the relationship between teachers' perceptions of their principal's practice of building professional capital and teachers' job satisfaction? (b) What are the experiences of teachers in relation to their perception of their principal's practice of building professional capital and job satisfaction?

Purpose of this Study

The goal of this study is to inform the practices of principals in order to improve teacher morale, halting the negative impact of teacher job dissatisfaction on the academic achievement of students. The primary purpose of this mixed-methods study was to examine the relationship between teachers' perceptions of their principals' practice of building professional capital and teacher job satisfaction. The second purpose of the study was to describe the experiences of teachers in relation to their perception of their principals' practice of building professional capital and job satisfaction. Through this examination, it is hoped that effective principal practices with regard to building professional capital will be elucidated. Because a teacher's intention to stay in the profession is an indicator of his/her job satisfaction, increasing job satisfaction has the potential of decreasing teacher turnover (Liu & Ramsey, 2008; Skaalvik &

Skaalvik, 2010). By increasing teacher job satisfaction and reducing teacher turnover, two factors that inhibit student achievement of traditionally marginalized students could be mitigated (Grissom, 2011).

Connection to Social Justice

According to Stephanie Hirsh and Shirley M. Hord (2010), a goal of social justice in education is to ensure that all students have access to and are recipients of a high quality education, regardless of gender, disability, socioeconomic status, race, creed, or color. Without experienced, committed, happy teachers, this goal cannot be reached. Low teacher morale leads to teacher job dissatisfaction; job dissatisfaction leads to teacher turnover (Karpinski, 2012). Low teacher morale, job dissatisfaction, and teacher turnover negatively impact the academic performance of students and are most common in schools that serve students in poverty and students of color (Grissom, 2011). As experienced teachers choose to leave the profession, they are being regularly replaced by beginning teachers who are less equipped to positively impact student achievement (Grissom, 2011). During the 1987–1988 school year, the typical teacher had over 10 years of experience in the classroom (National Commission on Teaching & America's Future, 2010). This mode has steadily decreased. In 2007–2008, the modal experience level was only one to two years; 25% of the teachers had five or less years of experience; and 50% had less than 11 years of experience (National Commission on Teaching & America's Future, 2010).

A critical element of student learning is the quality of instruction students receive (Hirsh & Hord, 2010). Traditionally, marginalized students come to school less prepared than other students and are most often impacted by factors related to teacher job satisfaction (Grissom,

2011). It is imperative that the issues surrounding this phenomenon are ameliorated. The work of moving toward a socially just educational system that provides an equitable education for all students must include transforming the practices of the principal, as principals are the keystones to teacher job satisfaction. Increasing teacher capacity through human capital, social capital, and decisional capital may allow teachers to make sound educational decisions. Imbuing teachers with the authority to make these decisions has the potential to promote democratic participation by elevating teachers as professionals (Hirsh & Hord, 2010). The professionalism of teachers has been identified as an indicator of high-quality learning environments (Shoen & Fusarelli, 2008). Ensuring a socially just education for all students is the charge of every member of the school community, with educational leaders playing a pivotal role.

Significance of the Study

This study is significant because it has the potential to create an impact at the site, district, state, and policy levels. At the school site, principals may use this research as a guide for improving teacher morale by developing professional capital at the school sites. Administrative professional development at the school district level may be developed and implemented based upon this study. Recommendations from the state level to administrative credentialing programs may include work addressing the building of professional capital and teacher morale. Educational policy makers may include the development of professional capital as a means of ensuring effective implementation of reform.

Conceptual Framework

The conceptual framework used in this study is drawn from the work of Andy Hargreaves and Michael Fullan (2012), *Professional Capital: Transforming Teaching in Every School*.

Professional capital refers to the assets teachers must possess in order to transform their teaching practice and, in turn, transform schools. Gleaning lessons learned in business, in order to realize a return on an investment, one must possess the capital with which to invest (Hargreaves & Fullan, 2012). Hargreaves and Fullan asserted that in order to invest in education and garner the return of transformative teaching, professional capital must exist. The development of professional capital is accomplished by building human capital, social capital, and decisional capital (Hargreaves & Fullan, 2012). Principals who cultivate professional capital also cultivate a shared professional responsibility; as individuals (human capital), in groups (social capital), and as part of a profession (decisional capital) (Hargreaves & Fullan, 2012).

Human capital is the knowledge and skills an individual possesses (Becker, 1992). Teacher professional development and continuing education are two pathways to building human capital that principals can encourage. To best leverage the human capital of teachers, principals must also invest in *social capital*. Principals can build social capital by facilitating and supporting collaboration among teachers. Collaboration is important because a group rather than an individual more often influences changes in behavior. Hargreaves and Fullan (2012) asserted that investment in social capital yields greater returns than investing in human capital alone: "Cohesive groups with less individual talent often outperform groups with superstars who don't work as a team" (p. 91). Building human and social capital aids in the development of the professional capital of teachers. However, unless a teacher is able to use sage discretionary judgment, that teacher is not a professional (Hargreaves & Fullan, 2012). *Decisional capital* is the ability to make sound judgments in the absence of rote procedural responses. Building decisional capital is a means by which an individual teacher's decisions regarding his/her

instruction and the learning of students are formed and refined through reflection and feedback from colleagues. Building teacher decisional capital includes an investment in human and social capital; by applying knowledge and receiving feedback from colleagues a teacher has the opportunity to reflect upon his/her instructional choices and elevate his/her practice. The ability and authority to make discretionary decisions in the workplace is a hallmark of being a professional (Hargreaves & Fullan, 2012).

Building professional capital requires time; therefore, teacher turnover is an impediment to building professional capital. However, these components of building professional capital cannot be achieved without structures in place to support teachers in this work. This is the charge of the principal. It is not enough to rely on finding the right teachers; principals must deliberately engage in practices that build professional capital. According to Hargreaves and Fullan (2012), "Sustainable improvement can…never be done to or even for teachers. It can only ever be achieved by and with them" (p. 45).

Methodology

This research was conducted employing an explanatory sequential mixed-methods correlational study. The study used a researcher-created survey; therefore, a content validation process was employed as a means of testing the survey items; ensuring the survey items were indeed measurements of what was intended to be measured (Creswell, 2014). A pilot study served as a construct validation process to ensure that survey items measured the elements of the professional capital conceptual framework and teacher job satisfaction (Creswell, 2014).

In the first phase of the study, quantitative research endeavored to describe the degree to which teacher perception of their principal's practice of building professional capital correlated

to teacher job satisfaction. To gain insight into the quantitative findings, the second phase of the study—the qualitative research—explored the experiences of teachers in relation to their perception of their principals' practice of building professional capital and job satisfaction.

Quantitative Research

It was hypothesized that the degree to which teachers report that their principal's practice includes the building of professional capital would positively correlate to the degree to which teachers report job satisfaction.

Survey design. The quantitative research consisted of a researcher-created, on-line survey composed of both demographic and attitudinal survey items to be completed by the participants. The dependent and independent variable composites were measured on a 5-point Likert scale. The independent variable composites addressed the three elements of professional capital: human capital, social capital, and decisional capital. The dependent variable composite addressed teacher job satisfaction.

Survey validation. The survey for this study, Teachers Perception of Principal Practice and Job Satisfaction (TPPPJS), was created by the researcher; therefore a content validation process was employed as a means of testing the survey items; ensuring the survey items were indeed measurements of what was intended to be measured (Creswell, 2014). Led by the researcher, a focus group made up of three teachers and one school psychologist evaluated each survey item. The content validation was followed by a pilot study that served as a construct validation process, to ensure that survey items measured the elements of the professional capital conceptual framework (human capital, social capital, and decisional capital).

Survey participants. Selected traditional public school districts and public charter schools authorized by the selected traditional public school districts, within the second district of Los Angeles, California, were asked to participate in this study. Of the schools and districts approached, two traditional public school districts and one public charter school agreed to participate in the study. Participants in both the quantitative and qualitative phases of the study consisted of current classroom teachers assigned to grades kindergarten through eighth grade. The sample size for the quantitative research was 105 teachers.

Qualitative Research

Interview design. The qualitative research consisted of one-on-one semistructured interviews of eight teachers who completed the on-line survey and volunteered to participate in the qualitative phase. Questions garnered a deeper understanding of the selected participants' responses to the survey items. These interviews created a narrative to explain the quantitative findings.

Interview participants. Participants of the qualitative research were comprised of eight teachers who completed the quantitative survey and volunteered to participate in the qualitative research. The interview participants represented the two traditional public school districts that agreed to participate in the study.

Summary of findings. Regardless of teachers' perception of their principals' practice, the majority of teachers surveyed were satisfied with their job (75.24%, $M = 4.02$). All teachers interviewed possessed varying degrees of professional capital (i.e., teaching credentials [human capital], positive relationships with colleagues [social capital], and autonomy to make instructional decisions [decisional capital]). The frequency data of the quantitative findings

indicated that a majority of teachers had a moderately positive perception of their principal's practice of building professional capital (65.71%, $M = 3.69$). While the quantitative findings indicate that teachers held a marginally positive perception of principals' practice, 6 out of 8 interviewees expressed a less favorable view of their principals' practice, despite the teachers' own survey results. The themes that emerged from the qualitative data that describe this finding were the principal's lack of engagement and the relationship between the teachers and their principal. The data regarding the job satisfaction of teachers surveyed show that a majority of teachers had high job satisfaction (75.24%, $M = 4.03$), with all interview participants citing positive relationships with students and the sense of purpose their job provided as the sources of their job satisfaction. Of the teachers interviewed, 7 out of 8 indicated that their principal did not play an integral role in the development of their professional capital. The data indicate that the professional capital that teachers acquired, regardless of source, is more important to teacher job satisfaction than the practice of the principal.

Limitations and Delimitations

Limitations

There were limitations to this mixed-methods study in both the quantitative and qualitative research proposed. The quantitative research design was correlational, measuring the relationship between teacher perception of principal practice and teacher job satisfaction. This nonexperimental research without random assignment or manipulation of variables cannot be used to determine cause and effect. Whether or not the teacher perception of a principal practice was caused by their job satisfaction or teacher job satisfaction was caused by their principal's practice cannot be determined using this research design. Unexamined variables not considered

in this research might have influenced the results, which denotes another limitation. Understanding these limitations, the purpose of this study was to describe the relationship between the two selected variables rather than to predict the outcome of one variable's effect on another. Qualitative participants represented five of the nine schools included in the quantitative phase, however four of the five schools represented were within one district. This presents another limitation in that the qualitative data might be skewed due to events and/or the culture of one particular district.

Data from the quantitative and qualitative studies rely on the responses of teachers who may have experienced the Hawthorne effect. This poses an external threat to validity given that participants were knowingly a part of a study, possibly altering their responses to both the quantitative survey items and qualitative semistructured interview questions. To mitigate this limitation, participants were informed that the study was anonymous and that they could decline to respond to any questions they were not comfortable answering. In a further attempt to reduce the Hawthorne effect, efforts were made to provide environments for participation in which participants felt safe. Teachers involved in this study had access to the quantitative survey online, allowing them to choose both the location in which they completed the survey and the locations for semistructured interviews.

Delimitations

The scope of this study was delimited by several factors. One of the delimitations was that only the perceptions of teachers were studied. Another delimitation was that teacher job satisfaction was examined in relation to principal practice. Other issues contributed to teacher job satisfaction levels, such as teacher pay and student behavioral issues (Boyd et al., 2011).

However, research has shown that the principal is the easing agent in reducing the influence of the aforementioned issues (Grissom, 2011; Tickle et al., 2011). With the principal playing a key role in teacher job satisfaction, this study closely examined the concept of principal practice, specifically the principal's practice of building professional capital, borrowed from the conceptual framework of Hargreaves and Fullan (2012).

The sampling of teachers was from school districts located within the Second District of Los Angeles, California. School districts selected had comparable student demographics as a means of increasing the likelihood that participating teachers had similar teaching experiences. The nonrandom selection of participants within the given boundary posed a threat to internal validity. The results of this study might not be generalizable to other regions of California or to other states.

Summary/Organization of the Study

The introduction presented in this chapter outlined issues surrounding teacher job dissatisfaction and its impact on traditionally marginalized students. The role of the principal in relation to mitigating issues surrounding teacher job dissatisfaction was also highlighted. The need to quantitatively and qualitatively explore the practices of principals was addressed, with a specific focus on principals' practice of building professional capital and its impact on teacher job satisfaction. A review of the literature on educational policies and their impact on teacher and principal practice, teacher job satisfaction, the impact of teacher job dissatisfaction on underserved students, and the conceptual framework-professional capital is presented in Chapter 2. The methodology of this explanatory sequential mixed-methods correlational study, which generated data through teacher surveys as well as semistructured interviews, is described in

Chapter 3. The data collected and main findings are presented in Chapter 4. Following the presentation of data, discussion and implications of that data, as well as recommendations based on the findings are discussed in Chapter 5.

CHAPTER 2

LITERATURE REVIEW

This chapter contains a thorough review of the literature as it pertains to principal practice and teacher job satisfaction. The review of the literature is organized by the following categories: (a) context of reform, (b) No Child Left Behind (NCLB), (c) Common Core State Standards (CCSS), (d) teacher job satisfaction, (e) principal impact on teacher job satisfaction, (f) social justice, and (g) professional capital.

Context

The roles of the teacher and school principal have become increasingly tied to federal education policy. As James Guthrie and Rodney Reed (1991) have described, schools are not free from politics and changes can be viewed through a political systems theory. Politicians receive input from members of society regarding their expectations for schools. The output from politicians comes in the form of educational policy. Schools receive educational policy as input, implement mandates, and produce outputs (i.e., standardized test scores). Society responds to schools' outputs and the cycle begins again (Guthrie & Reed, 1991).

No Child Left Behind

In April of 1983, The National Commission on Excellence in Education (NCEE) issued a report entitled *A Nation at Risk: The Imperative for Educational Reform*. Secretary of Education T. H. Bell created the NCEE to address his "concern about the widespread public

perception that something is seriously remiss in our educational system" (*A Nation at Risk,* 1983). *A Nation at Risk* (1983) posited that the emphasis on equity in the educational system diluted the quality of education and therefore left our nation in peril. The study highlighted concerns regarding the lack of rigor and stressed the need for academic standards.

Reauthorizations of The Elementary and Secondary Education Act (ESEA) following the publication of *A Nation at Risk* responded to the input of the public's apparent discontent with the educational system. In 1991, President George H. W. Bush presented America 2000, a reform for education. Congress reauthorized ESEA under the title Goals 2000: Educate America Act, which set specific goals and mandated that states implement content standards as well as plans for school improvement (Shoup & Clark Struder, 2010). J. W. Guthrie and R. J. Reed (1991) noted that although academic standards were being addressed, "contemporary reformers, frustrated by the inability of technocratic procedure to increase educational productivity, evolved two additional states, testing and fiscal containment" (p. 31).

By 1990 all states had adopted standards and aligned assessment to measure students' proficiency on the basis of mastery of those standards. President George W. Bush's reauthorization of ESEA was passed in 2002: No Child Left Behind (NCLB). Possibly in response to the input of contemporary reformers, the act was passed in order "to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind" (No Child Left Behind Act, 2001). The accountability system accompanying NCLB required educators to look closely at assessment data and held educators responsible for the achievement of all students, including significant student subgroups. This shift, coupled with a narrowing of the definition of a successful school by a singular measure, moved educators toward precision in

selection of curriculum and instructional strategies (Townsend, Acker-Hocevar, Ballenger & Place, 2013). As stated by Konold and Kauffman (2009), although educational reforms are not a panacea for all ills in education, they can be beneficial for students (p. 72). The possibility of being met with federal sanctions for "failing" to meet AYP "motivates educators to work harder to make sure that all students achieve what they can (Konold & Kauffman, 2009).

Michael Fullan described accountability measures as a "wrong driver" in education reform in part because the accountability measures via annual standards-based testing created fertile ground for a "banking" concept of education to take hold (Freire, 1988; Fullan, 2011). To avoid sanctions, educators began limiting the curriculum and instructional strategies employed by educators as a tactic to increase test scores (Smith & Kovacs, 2011). This strategy, in response to NCLB and the accountability movement, altered the practice and perceived professionalism of K–12 educators (Mullen, 2012; Smith & Kovacs, 2011; Thurlow, Quenemoen, & Lazarus, 2012).

Impact of the accountability movement on teachers' practice. Prior to strict accountability measures and the threat of punitive sanctions for failure to meet objectives set by NCLB, educators were given opportunities to exercise professional judgment. The lack of mandatory assessment measures allowed teachers to use their professional capability to make decisions and implement their choices to best respond to their students' needs. Teachers used significant discretion in creating routines and strategies, which became the de facto policies they carried out without direct administrator control of their practice (Taylor, 2007).

Professional latitude created an environment in which teaching professionals were able to provide instruction in a manner they considered to be of the greatest benefit to their students and

to make instructional decisions that they deemed appropriate. Without strict guidelines stemming from NCLB as to what subjects should be taught, how subjects should be taught, and the measurement for success, teachers had greater autonomy, which provided an environment in which they could use a great deal of discretion. Influence over the curriculum and instruction bestowed upon teachers status as a professionals as they fulfilled educational policy (Taylor, 2007).

The high degree of accountability accompanying NCLB and the subsequent curtailing of teacher voice has been viewed as an assault to the profession of teaching (Boote, 2006; Giroux, 1994, 2010; Stolle & Frambaugh-Kritzer, 2014). Rather than being respected as professionals, teachers have been positioned as unskilled workers, relegated to following prescribed curriculum and strategies of outside experts (Giroux, 2010). The intervening of principals in the work of the classroom teacher has increased during NCLB, disheartening teachers, some of whom have in turn have left the profession (Boote, 2006; Stolle & Frambaugh-Kritzer, 2014).

Strategies were employed to address the requirements of NCLB and the pressing demands to improve test scores (Smith & Kovacs, 2011; Taylor, 2007; Townsend et al., 2013). Professional development opportunities were often dedicated to test taking strategies rather than instructional strategies (Smith & Kovacs, 2011). Teachers' pedagogical knowledge and skills were dismissed in favor of prescribed lessons (Smith & Kovacs, 2011). Under NCLB, curriculum and instructional strategies were narrowed in scope as a means of increasing test scores, a critical outcome for schools (Smith & Kovacs, 2011; Townsend et al., 2013). This focus on student test scores is understandable, as federal funding is dependent upon the outcomes. However, this singular focus led many teachers to feel a sense of loss in regards to

their professionalism and sense of autonomy, effects detrimental to their job satisfaction (Boote, 2006; Giroux, 2010; Smith & Kovacs, 2011; Taylor, 2007; Townsend et al., 2013). As the role of the teacher transformed into that of technician, the predominant role of the principal has become the manager of teachers in skills-based approaches to teaching.

Impact of the accountability movement on principals' practice. NCLB added more complexity to the role of the school principal, which prior to NCLB had been primarily that of site manager (Louis & Robinson 2012; Provost, Boscardin, & Wells, 2010). The complexity of the role of principal and perceived lack of support are factors in principal turnover (Fuller & Young, 2009). The findings of Fuller and Young's (2009) study of Texas administrators found that half of newly hired administrators left their position within the first 3 years of holding their position and 70 percent of newly hired administrators left within 5 years of being hired. These findings correlate with studies across states and district with principal turnover rates of 15 to 30 percent (Hallinger & Murphy, 2011).

Research indicating that there is a link between student achievement and the leadership of the school principal (Louis & Robinson 2012) speaks to a need for principal retention amid increased demands upon the school principal as an instructional leader (Hallinger & Murphy, 2011; Louis & Robinson 2012). Coupled with the expectation to lead is the expectation to manage in a manner that will produce outcomes mandated by federal educational policy (i.e., high test scores). This formed the practice of the principal into a role, not of instructional leader, but that of instructional manager (Louis & Robinson, 2012; Provost et al., 2010; Taylor, 2007).

This shift in the role of principal created an environment in which teachers are given less autonomy and therefore fewer opportunities to act as professionals; the principal is now required

to exercise more control over the teachers' practice (Taylor, 2007; Townsend et al., 2013). This has led to the school principals in essence becoming agents of NCLB, in that they must ensure that strategies are implemented that lead to meeting the requirements of the mandate (Provost et al., 2010). Proponents of NCLB view this as a positive, arguing that NCLB eliminated uncertainty as to how a successful school was defined and in doing so eliminated the need for teachers to exercise discretion (Giroux, 1994, 2010; Taylor, 2007). Instructional strategies were prescribed, simplifying routine (Shields, 2013). With clear measurable goals, teachers would be free from creating routines and therefore could focus on meeting expectations set forth by NCLB (Shields, 2013). With clearer goals and school principals' understanding of policy implementation, teachers could be held accountable for student achievement (Louis & Robinson, 2008; Provost et al., 2010; Taylor, 2007; Townsend et al., 2013).

Dependent upon bureaucratic strategies of management that are instrumental to achieving specific quantifiable outcomes, principals limit teacher input and discretion in curricular and instructional matters (Giroux, 1994; Taylor, 2007; Townsend et al., 2013). School principals charged with compliance and implementation of prescribed curriculum and instructional strategies face challenges with their teachers. Devaluing teachers' judgment and ability to implement effective classroom instruction, this style of management has the potential of communicating a message that the expertise of teachers is questionable, further eroding the sense teacher professionalism (Giroux, 1994, 2010; Stolle & Frambaugh-Kritzer, 2014; Taylor, 2007; Townsend et al., 2013). Since the implementation of individual state standards, called for by NCLB, denunciation of this aspect of the policy has arisen.

Common Core State Standards

NCLB critics point to a lack of consistency in standards from state to state and to a general lack of rigor (Quay, 2010). Exemplifying the variations in rigor are the gap in results from the 2005 National Assessment of Educational Progress (NAEP) to the 2005 state tests for Tennessee and Massachusetts in the subject of mathematics for fourth-grade students (Rothman, 2012). NAEP's findings showed that Tennessee's students' state-standardized mathematics scores were markedly higher than Massachusetts's students' state-standardized mathematics scores. However, Massachusetts's students scored considerably higher on the NAEP's national measure than did students in Tennessee. Table 1 shows that Tennessee's mathematics state standards are less rigorous than Massachusetts' mathematics state standards and do not meet the criteria for proficiency as defined by NAEP. This lack of rigor leaves students ill prepared to meet the demands of college and career.

Table 1

Mathematically Proficient 4th Grade Students—2005

State	NAEP	State Standardized Testing
Tennessee	28	87
Massachusetts	41	40

Note. Adapted from (Rothman, 2012).

ACT's research on college and career readiness generates data regarding the college and career readiness of United States high school seniors and points to a lack of rigor of the states' standards. ACT defines readiness as having the skills and knowledge to be successful in entry-level college courses and in job training programs (Act Inc., 2012). Students attending academic institutions would not be required to enroll in remedial courses, and those entering the work

force would be prepared for employment that offered livable wages and advancement within their chosen industry (Rothman, 2012). ACT's research in 2012, while showing slight improvement over previous years, found that only 25% of ACT-tested high school graduates met readiness benchmarks in the four subject areas tested: English, reading, mathematics, and science. A longitudinal look at the composite test scores of the ACT readiness benchmarks indicate that, from 2008–2012, African Americans scored the lowest of the ethnicities identified, with Hispanics scoring second lowest (Act Inc., 2012).

State leaders concerned by data indicating graduating high school students were not prepared for success in college or career began moving toward educational reform. The National Governors Association (NGA) with The Council of Chief State School Officers (CCSSO) began the work of the Common Core State Standards Initiative. Addressing the research on college and career readiness was the primary criteria established by the NGA and CCSSO for the development of the Common Core State Standards (CCSS) (Rothman, 2012). In an effort to ameliorate the disconnect between K-12 and higher education systems, the CCSS leaders created partnerships with Achieve, ACT, and the College Board in composing the CCSS (Rothman, 2012). Since the development of the CCSS, 44 states and the District of Columbia have adopted the CCSS (http://www.corestandards.org/about-the-standards/development-process).

Possible impact of CCSS on the practice of teachers and principals. Just as with the onset of NCLB, the policies adopted to implement CCSS will shape the practices of K–12 educators (Achieve, College Summit, National Association of Secondary School Principals, & National Association of Elementary School Principals, 2012; Woodside-Jiron & Gehsmann, 2009). State adoption of the CCSS signified a change from the intention of K–12 educators to

ensure students graduate from high school to a commitment that all students will be on a trajectory toward college and career readiness (Achieve et al., 2012; MetLife Foundation, 2012). The preparation includes a shift toward a deeper level of understanding of concepts rather than a specific set of demonstrable skills (Achieve et al., 2012; Townsend et al., 2013). The commitment to college and career readiness, via the CCSS, necessitates transformation in the manner in which students acquire knowledge, teachers deliver instruction, and educational leaders lead (MetLife Foundation, 2012).

The pedagogical shifts needed for successful implementation of the CCSS require teachers to employ a constructivist approach to instruction and critically reflect upon their students' learning (Woodside-Jiron & Fehsmann, 2009). This is a marked departure from the instructional strategies used to meet the demands of the previous state standards. These pedagogical shifts require teachers to participate in professional development (human capital), have collegial support (social capital), and have the opportunity to exercise judgment (decisional capital) (Stolle & Frambaugh-Kritzer, 2014). Creating an environment in which these elements are present and coalesce has the potential of promoting a positive response to this reform with teachers. Ensuring that teachers are supported in meeting the demands of these pedagogical shifts is critical as the satisfaction teachers derive from their profession is important to the successful implementation of educational reform (Schoen & Fusarelli, 2008; Smith & Kovacs, 2011; Stolle & Frambaugh-Kritzer, 2014).

While teacher satisfaction is an important aspect of successfully implementing educational reform, so too is the leadership of the principal (Louis & Robinson, 2012). It is the charge of the principal to create an environment in which teachers and students are successful.

With the adoption of the CCSS, principals will need to address building teacher capacity to meet the demands of the pedagogical shifts (MetLife Foundation, 2012). In order to access or acquire the skills necessary to effectively implement the CCSS, disruption of past learning and practices will need to take place (Hirsh & Hord, 2010; Shields, 2010). This focus will call upon principals to not only provide professional development opportunities but also promote a culture that is conducive to collaboration, support, and autonomy (Boote, 2006; MetLife Foundation, 2012). As teachers embark upon implementation of the CCSS, principals will need allow and encourage teachers to try different instructional strategies, learn from both their individual and collective successes and missteps, and be free to share their findings with their colleagues (Shields, 2010). Allowing teachers to critically examine their instruction has the potential to transform their practice (Boote, 2006; Giroux, 1994, 2010; MetLife Foundation, 2012; Shields, 2010; Siu, 2008; Stolle & Frambaugh-Kritzer, 2014). Effective implementation of the CCSS calls for school leaders to be deliberate in creating environments that allow for this transformative work to occur (ACT Inc., 2012; Fullan, 2011; Kurland, 2010; MetLife Foundation, 2012; Shoen & Fusarelli, 2008; Siu, 2008).

Teacher Job Satisfaction

Job satisfaction is the result of the positive emotional state from the valuation of one's experiences on the job. On the contrary, frustration or the perception of impediments to goal attainment, result in job dissatisfaction (Locke, 1969). Many factors affect teacher job satisfaction; however, the greatest predictor of job satisfaction is the teachers' perception of principal support (Boyd et al., 2011; Grissom, 2011; Liu & Ramsey, 2008; Tickle et al., 2011). Factors leading to low teacher morale, such as teacher pay and student behavior issues, can be

minimized if teachers feel supported by their principal (Boyd et al., 2011; Grissom, 2011; Tickle et al., 2011; Wynn & Brown, 2008). Furthermore, an effective principal, as perceived by teachers, can have a greater positive influence on teacher job satisfaction in schools that serve traditionally marginalized students than that same principal would have on teachers in privileged schools (Grissom, 2011).

The intention of a teacher to remain in the teaching profession is most significantly impacted by the support the teacher receives from his/her school principal (Tickle et al., 2011; Wynn & Brown, 2008). Higher teacher job satisfaction has been linked to the teachers' positive perception of the principal's support (Liu & Ramsey, 2008). Improving teacher job satisfaction and increasing the likelihood that a teacher will stay in the profession is characterized by school conditions that support teacher professional development, collegial interaction, and decision making (Boyd, et al., 2011; Grissom, 2011; Liu & Ramsey, 2008; Sancar, 2009; Sweeney, 1981; Tickle et al., 2011).

Working conditions and compensation have a weak correlational relationship to job satisfaction when compared to that of the correlational relationship between support from administrators and job satisfaction (Boyd et al., 2011; Tickle et al., 2011). Teachers perceive strong administrative support as more powerful than salary and the most important factor in creating a positive work environment (Boyd et al., 2011; Tickle et al., 2011). Principal effectiveness is also a strong indicator of teacher turnover probability and is an even stronger predictor in schools with higher numbers of traditionally marginalized students (Boyd et al, 2011). While research indicates that teachers' perception of principal effectiveness is a critical factor in teacher morale, objectively measuring principal effectiveness seems to be elusive.

Examining the connection between elements of principal practice and teacher job satisfaction is instrumental in discovering best practices for principals (Boyd et al., 2011; Grissom, 2011; Sancar, 2009; Sweeney, 1981; Tickle et al., 2011).

The 2003–2004 Schools and Staffing Survey (SASS), used in the Grissom (2011) study, allowed teachers to measure their principal's effectiveness on a 4-point Likert scale. An item from the survey measuring principal effectiveness read, "I like the way things are run at this school" (Grissom, 2011). While this item might offer insight into how teachers feel, it provides no information regarding principals' practice. Similarly, The Leadership Behavior Description Questionnaire (LBDQ), used in the Sancar study (2009), does not provide measurable behaviors specific to school principals. Research does show that aspects of the educational organization directly affect teacher job satisfaction: the relationship between the teacher and administrator (human capital), the relationships among colleagues (social capital), and the process for making communication decisions that affect teachers directly (decisional capital) (Boyd et al., 2011; Likert, 1961).

Principal Impact on Teacher Job Satisfaction

Teachers' perceptions of their principal's practices play a critical role in teacher job satisfaction. Research indicates that teachers' decisions to leave the teaching profession are driven in large part by their perception of mismanagement by their principal (Tickle et al., 2011; Wynn & Brown, 2008). Principal practice that does not promote the professionalism of teachers has a negative impact on teacher job satisfaction which results in detrimental effects on schools, such as teacher attrition, particularly in schools that serve traditionally marginalized students (Grissom, 2011). On the contrary, teachers who have a positive perception of their principal are

less likely to transfer to another school and more likely to remain in the teaching profession (Johnson et al., 2012). Practices of principals who are perceived by teachers as positive include supportive behavior that encourages teacher and student learning and collegial relationships and trust (Johnson et al., 2012). These elements present in principals' practice outweigh factors such as resources and facilities regarding teacher job satisfaction (Boyd et al., 2011; Grissom, 2011; Johnson et al., 2012; Skaalvik & Skaalvik, 2010).

Understanding the needs of their teachers and creating an environment to meet those needs are important aspects of the work of principals. Principals who create supportive environments provide the possibility for the teacher to feel satisfied in his or her profession (Boyd et al., 2011; Sancar, 2009; Shield, 2010; Skaalvik & Skaalvik, 2010). The practices of a supportive principal are broadly described as assisting teachers with student discipline issues, instructional strategies, and curriculum development and navigating the organizational culture. Lack of these practices is a determining factor in a teacher's decision to leave the teaching profession (Boyd et al., 2011; Liu & Ramsey, 2008; Tickle et al., 2011). Principal practice that includes instituting norms for the behavior of the members of the organization as well as establishing a routine are even more meaningful in schools serving traditionally marginalized students (Grissom, 2011). Further research is needed to gain a greater understanding of the particular practices of leadership that would help forecast lower teacher turnover (Boyd et al., 2011; Grissom, 2011; Wahlstom & Louis, 2008).

While student discipline, teacher salary, and working conditions play a part in the job satisfaction of teachers, principal support mitigates the effect of these factors (Boyd et al., 2011). This highlights the critical and influential role teachers' perceptions of administrative support

play in teacher job satisfaction. The relationship between the teachers' perception of principal practice and job satisfaction is significant. There is a consistency in results of quantitative research, which indicate that the principal is a pivotal factor in the job satisfaction of teachers and/or the teachers' intention of remaining at their school (Boyd et al., 2011; Grissom, 2011; Liu & Ramsey, 2008; Sancar, 2009; Skaalvik & Skaalvik, 2010; Sweeney, 1981). Therefore, the selection of an effective principal who provides meaningful feedback and is skilled at working collaboratively with teachers is a critical decision, one often made by district-level administrators that impacts teacher job satisfaction and retention. Although research indicates that the principal plays a central role in the attitudes of teachers, work environment, and likelihood that teachers will remain in the teaching profession, quantitative work illustrating the link between specific principal practices and teacher retention deserves greater attention (Boyd et al., 2011; Florişteanu, 2009; Johnson et al., 2012).

Ineffective principals keep with established practices that depend upon authority to exert control over their teachers (Giroux, 2010). Complying with a mandate, of which teachers have had no voice, does not engender commitment (Likert, 1961). Further diminishing teachers' sense of professionalism is the perception that teachers are not trusted by their principals to make instructional decisions because they do not have the capacity to do so (Giroux, 2010). NCLB mandates and the ensuing practice of principals have contributed to a culture in which teachers' voices have been quieted (Boote, 2006; Giroux, 1994; Giroux, 2010; Stolle & Frambaugh-Kritzer, 2014). In an environment in which teachers feel unsupported, turnover occurs more

frequently, a phenomenon most prevalent in school that serve traditionally marginalized students (Boyd et al., 2011; Grissom, 2011; Leana, 2011).

Links to Social Justice

An indispensable element of student learning is the quality of instruction students receive (Hirsh & Hord, 2010). There is a link, albeit indirect, among effective principals, teacher retention, and student learning (Johnson et al., 2012). Research has indicated that supportive work environments are associated with the growth of student academic achievement in both English language arts and mathematics (Johnson et al., 2012). Effective principals retain teachers, and experienced teachers positively impact student learning, suggesting that effective principals positively impact student achievement by creating environments that are supportive of teachers and conducive to student learning (Grissom, 2011; Johnson et al., 2012).

Principals can positively affect student achievement by maintaining a stable workforce and adopting managerial practices that are inclusive of their teachers (Leana, 2011). Martin Scanlan (2013) asserted that educational leaders can make progress toward providing all students with a socially just education through required learning of educators, a function of human capital. Democratic participation of teachers and administrators promotes sharing power, authority, and decision making (Hirsh & Hord, 2010). In terms of achieving social justice, sharing power, authority, and decision making allows all voices to be heard and counted, creating a place to initiate equity (Giroux, 2010; Hirsh & Hord, 2010). Bolstering teacher job satisfaction by increasing teachers' perceptions of principal support has the potential to decrease teacher attrition rates.

The most noteworthy predictor of a teacher's intention to stay in the teaching profession has been found to be job satisfaction (Liu & Ramsey, 2008; Skaalvik & Skaalvik, 2010). Costs to public school districts that are associated with teacher attrition can be minimized with attention placed on teacher job satisfaction and increasing teachers' positive perceptions of principal support (Grissom, 2011). This is vitally important in schools that serve traditionally marginalized students. Principal effectiveness as rated by teachers and teacher job satisfaction has an even stronger correlation to teacher retention in schools that serve disadvantaged students (Grissom, 2011; Tickle et al., 2011).

A work environment that promotes collaboration and shared decision making is conducive to teacher retention, without which cultivating collegiality becomes less likely (Boyd, et al., 2005; Johnson et al., 2012). Teacher turnover upsets stability and consistency, and thwarts opportunities to cultivate a sense of community; as teachers leave, institutional memory is lost (Grissom, 2011). Teachers that remain are often tasked with additional responsibilities, mentoring of new teachers (Ronfeldt et al., 2012). With teacher turnover rates greater among the highest-performing teachers, credence is given to the concern that more capable and effective teachers are being replaced by novice teachers who bring to the organization less expertise, creating a deficit of effective educators (Boyd et al., 2005; Johnson et al., 2012). Higher rates of teacher turnover are experienced in schools that serve traditionally marginalized students, which contributes to continuing low student achievement, exacerbating the consequences of teacher turnover (Boyd et al., 2005; Grissom, 2011; Johnson et al., 2012; Leana, 2011; National Commission on Teaching and America's Future, 2010; Ronfeldt et al., 2012).

Ineffective leadership is a characteristic of disadvantaged schools impacted by a higher rate of teacher turnover (Boyd et al., 2011; Grissom, 2011). There is a significant negative correlation between job satisfaction and teacher turnover (Liu & Ramsey, 2008). Lack of job satisfaction is often cited as the reason teachers leave the profession, and their relationships with their principals is the key element (Boyd et al., 2011; Tickle et al., 2011). Ensuring an equitable education for all students is the charge of every member of the school community, with educational leaders playing a pivotal role in building professional capital within the school.

Conceptual Framework

Professional Capital

The conceptual framework used in this study is from the work of Andy Hargreaves and Michael Fullan's *Professional Capital: Transforming Teaching in Every School*. This conceptual framework, which regards teachers as worthy of investment, seems to be contrary to more recent recruitment practices. Current hiring practices tend to approach instructional position vacancies simply as slots that need to be filled with little regard for the pedagogical practice of those being hired (Giroux, 2010). Hiring practices such as these telegraph that teaching is a profession that does not require demanding training (Hargreaves & Fullan, 2013; National Commission on Teaching and America's Future, 2010).

As in business, to realize a return on an investment, one must possess the capital with which to invest (Hargreaves & Fullan, 2012). Along these lines, Hargreaves and Fullan (2012) asserted that in order to invest in education and yield transformative teaching, professional capital must exist. Addressing teachers' professional needs in an environment in which teachers are treated as professionals allows innovation to flourish (Boote, 2006; Giroux, 2010; Stolle &

Frambaugh-Kritzer, 2014). The development of professional capital is accomplished through the work of building human capital, social capital, and decisional capital, as depicted in Figure 1 (Balyer, 2012; Hargreaves & Fullan, 2012; Shoen & Fusarelli; Likert, 1961; Wynn & Brown, 2008)

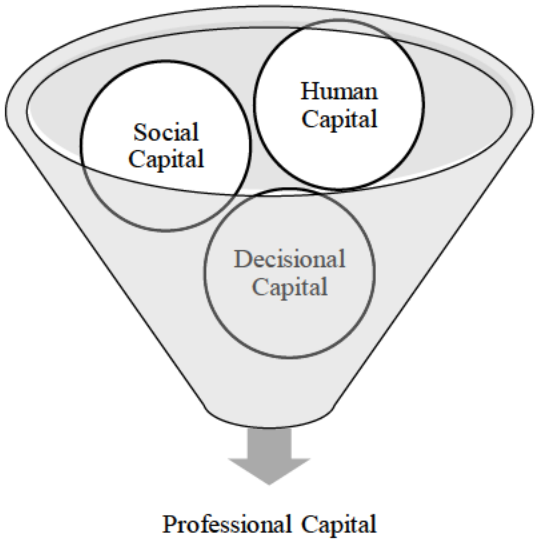

Figure 1. Professional capital (Hargreaves & Fullan, 2012),

Human capital. In the 1960s, economists—most notably Gary S. Becker—began applying the idea of financial capital to people. Human capital theory addresses the knowledge and skills an individual possesses. In order to build human capital in the educational setting, principals are charged with creating and maintaining an environment in which teachers have the opportunity to develop their pedagogy (Boote, 2006; Hirsh & Hord, 2010). The investment of human capital is derived from principal practices of direct involvement in the continuous learning and mentoring of individual teachers; including constructive criticism and

recommendations as an integral part of the school's culture (Hargreaves & Fullan, 2012; Johnson et al., 2012; Woodside-Jiron & Feshmann, 2009).

Deliberate professional learning aides educators in acquiring knowledge and abilities that have the potential to promote academic achievement for all students, making professional development a priority in the implementation of school reform (Quay, 2010). With the implementation of CCSS and the instructional shifts for which the reform calls, the principals' investment in human capital must support on-going acquisition of new instructional strategies, which may challenge the teacher's deep-seated beliefs regarding pedagogy. Principals who are attuned to teachers' needs and provide professional development opportunities that include individual attention and attention paid to pedagogy will experience greater teacher participation in the acquisition of new instructional strategies (Davis, 2006; Hargreaves & Fullan, 2012; Kurland et al., 2010; Rotherham &Willingham, 2009; Shoen & Fusarelli, 2008). Research has shown that schools experience lower rates of attrition when principals provide the opportunity for professional development (Boyd et al., 2011). Professional development should not only improve teachers' aptitudes but also advance their autonomy (Boote, 2006; Byrd-Blake et al., 2010; Taylor, 2007; Wynn & Brown, 2008). To best leverage the human capital of teachers, principals must also invest in social capital (Hargreaves & Fullan, 2012; Leana, 2011).

Social capital. In order to more fully capitalize on human capital, which impacts individual classrooms, principals must invest in social capital so as to impact the organization as a whole. The practice of the principals in developing social capital provides for a deepening of human capital to take place in groups (Boote, 2006; Stolle & Frambaugh-Kritzer, 2014). Changes in individual behavior is more often influenced by a group than an individual

(Hargreaves & Fullan, 2012; Leana, 2011; Stolle & Frambaugh-Kritzer, 2014; Wynn & Brown, 2008). Hargreaves and Fullan proclaimed that the investment in social capital yield greater returns than investing in human capital alone; they explained, "Cohesive groups with less individual talent often outperform groups with superstars who don't work as a team" (p. 91).

Principals are currently faced with leading their teachers through the pedagogical shifts required by the CCSS. Principals who create an environment conducive to collaboration and support will better aid their teachers in adapting to instructional changes (Boote, 2006; Prestine & Nelson, 2005; Sebastian & Allensworth, 2012). Principal practice of promoting reciprocal relationships and providing time for teachers to work together to enhance pedagogy and student learning creates an environment in which coordinated efforts towards improved student learning outcomes can be achieved (Boote, 2006; Hirsch, Emerick, Church, & Fuller, 2006; Johnson et al., 2012; Leana, 2011; Likert, 1961; MetLife, 2012; Shoen & Fusarelli, 2008; Siu, 2008). Principals who provide teachers with the opportunity to develop positive relationships with their colleagues are more likely to retain their teachers, indicating teacher job satisfaction (Boyd et al., 2011). Building human and social capital aids in the development of the professional capital of teachers. However, unless a teacher is able to apply the learning derived from human and social capital investments, and sagely use judgment, that teacher is not a professional (Boote, 2006; Hargreaves & Fullan, 2012).

Decisional capital. Decisional capital is an idea that stems from the field of law, and addresses an individual's aptitude for making sound judgments when there are no concrete answers (Hargreaves & Fullan, 2013). The capacity for making sound judgments is achieved over time through individual and shared experiences, practice, and reflection (Boote, 2006).

Experience is derived from a teacher's own environment and, with an investment in social capital, the environment of others (Boote, 2006). Reflection provides teachers the opportunity to think about their instruction and consider their past choices to improve their decisions in the future (Boote, 2006; Taylor, 2007). For teachers to be professionals, they must have not only the capacity but also the authority to make instructional decisions (Boote, 2006; Giroux, 2010 & Taylor, 2007; Hargreaves & Fullan, 2012, 2013).

Empowering teachers to make instructional decisions and supporting teacher decisions when needed have a positive impact on the organization (Giroux, 2010). A principal practice that includes building decisional capital allows teachers to feel secure in making decisions that they deem appropriate and to further the goals of the group to which they belong (Boote, 2006). This promotes teacher autonomy within a coordinated effort. Taking responsibility for a decision one has made increases the likelihood that one is more invested in ensuring a positive result, committing the teacher to the desired outcome (Giroux, 1994). As educators embark upon the implementation of the CCSS, they face with the unknown that accompanies any new reform. Allowing for teacher discretion during this transition may allow for successful and innovative implementation of the CCSS (Balyer, 2012; Likert, 1961; Spaulding, 1997; Wynn & Brown, 2008).

Teacher job satisfaction is related to professional autonomy and discretion (Sweeney, 1981). Teachers often deal with complex and unpredictable situations in the classroom. Through the exercise of professional discretion, teachers have the opportunity to respond to the unexpected while meeting students' needs in order to facilitate student success. This work is not garnered from a teacher's curriculum guide but from intuition based on experience (Sweeney,

1981; Taylor, 2007). Teachers given the opportunity to make professional decisions and exercise autonomy report higher job satisfaction and are more likely to stay within the teaching profession (Boyd et al., 2011; Jones, 1997).

Conclusion

The conceptual framework of professional capital (Hargreaves & Fullan, 2012) provides a construct that allows for a focused examination of principal practice regarding building human capital, social capital, and decisional capital. Each aspect of a principal's practice of building professional capital is linked to teacher job satisfaction.

Research suggests that schools that serve traditionally marginalized students are plagued by a higher rate of teacher turnover than schools that do not serve that demographic (Grissom, 2011). Teachers that tend to leave schools that serve populations of students of color and/or high poverty are teachers who have more teaching experience and are more likely to be effective educators (Grissom, 2011). This cycle creates inequality in the instruction delivered to traditionally marginalized students, and contributes to the low student achievement of students most in need. The lack of job satisfaction is a central reason teachers choose to transfer school or leave the teaching profession entirely (Grissom, 2011; Tickle et al., 2011).

Several factors affect teacher job satisfaction; however, the relationship between teacher and principal is a determining factor in whether a teacher decides to stay or leave a teaching position (Grissom, 2011; Tickle et al., 2011). With principals playing a pivotal role in the retention of teachers, it is important to examine the specific practices of principals that impact teacher job satisfaction.

CHAPTER 3

METHODOLOGY

Purpose of the Study

The purpose of this study was to explore the relationship between teachers' perceptions of their principal's practice and their job satisfaction. Through this examination, the researcher endeavored to discover whether or not teachers' perceptions of effective principal practice, in terms of building professional capital, impacted teacher job satisfaction. This study also describes the experiences of teachers in relation to their perception of their principals' practice and job satisfaction. To better understand teachers' perceptions of the practices of the principal, this study asked the following questions: What is the relationship between teachers' perceptions of their principal's practice of building professional capital and teachers' job satisfaction? What are the experiences of teachers in relation to their perception of their principal's practice of building professional capital and job satisfaction?

In this chapter, the research design, including the process for content and construct validation of the researcher-created survey instrument, is described. The rationale for the use of mixed methods follows. The process of creating the instrumentation is outlined, followed by information regarding the target population and samples proposed for the study. Next, each phase of the study, both quantitative and qualitative, is detailed respectively as well as the plan

for integration of the findings of each phase. Finally, limitations and delimitations as well as ethical considerations are addressed.

Research Design

Postpositivists believe that reality exists; however, one can never completely know the order of the universe (Creswell, 2014; Hatch, 2002). Therefore, postpositivists scrutinize claims of truth as a means of describing phenomenon as close to reality as possible (Hatch, 2002). The role of a postpositivist researcher is that of a data-gathering instrument that employs disciplined research strategies as a tactic to ensure that findings are not the product of impressions (Creswell, 2014; Hatch, 2002). A postpostivist paradigm will inform the data collection and analysis of this study though a mixed-methods research approach. Analyses of empirical evidence gathered via online survey and one-on-one semistructured interviews were employed to discover patterns and provide descriptions of teachers' perceptions of their principal's practice in relation to their job satisfaction (Hatch, 2002).

A mixed-methods approach utilizes both quantitative and qualitative research designs in a single study (Creswell, 2014; Ivankova, Creswell, & Stick, 2006) in which numerical and textual data are collected. Analyzing data from both types of research allows for a more complete understanding of a phenomenon by building upon the strengths of each type of research. Considerations necessary in designing a mixed-methods study include priority and sequence. The decision as to which data, quantitative or qualitative, will be given more emphasis describes the priority. The manner in which both quantitative and qualitative data will be collected,

consecutively or concurrently, describes the sequence (Gay, Mills, & Airasian, 2012; Ivankova, et al, 2006).

Explanatory sequential mixed-methods correlational research will be conducted in this study. This method design consists of two phases of data collection and analysis (Creswell, 2014; Gay et al., 2012). Prior to the first phase, content and construct validation of the researcher created instrument took place.

Mixed-Methods Rationale

Quantitative research design begins with a hypothesis, which includes variables to be examined, and procedures to be implemented in order to conduct the proposed research. Correlational quantitative research relies upon numeric descriptions to discover the degree to which the relationship, if any, exists between two measurable variables (Gay et al., 2012). Data gathered from a sample population are used to generalize trends, attitudes, and/or opinions to a larger population. Using a postpositivist framework, correlational quantitative research is employed as a means of honing in on specific variables of the problem being studied in order to determine the degree of association among the identified variables (Creswell, 2014). Results stemming from quantitative correlational research do not indicate cause and effect but rather reveal the likelihood of an outcome given identified variables (Gay et al., 2012; Hinton, McMurray & Brownlow, 2014). Procedures for quantitative research allow for a large sample size, which increases the likelihood that the results will be considered reliable (Gay et al., 2012). Numeric data were collected via an on-line survey given to a group of teachers. The data collected from the survey were analyzed. The purpose of the quantitative research was to ascertain the degree to which, if any, teacher perception of their principal's practice effected

teacher job satisfaction. However, quantitative research design does not lend itself to gaining insight into the context of the experiences of the survey participants. A second phase of research, a qualitative phase, was conducted as a means of explaining the quantitative results in further detail (Creswell, 2014; Ivankova, et al, 2006). The first phase was used to recruit participants for the second phase, qualitative research, through the inclusion of a survey item inviting participants to be interviewed one-on-one. Participants indicated their interest in participating in the interviews and provided contact information. Surveys were printed out and coded with the random respondent ID number assigned by Qualtrics. The quantitative findings as well as the interviewees' individual surveys informed the interview protocol used in the second phase of research.

To gain insight into the quantitative findings, the qualitative research examined the experiences of interview participants. In the second phase of the study, data were collected via one-on-one, semistructured interviews with purposefully selected participants who completed the on-line survey. Qualitative research design is a method by which a researcher collects data for the purpose of understanding a problem through the perceptions of the study's participant(s) (Hatch, 2002). Qualitative research relies upon data collected in the setting of the participants and/or from the participants themselves (Creswell, 2014; Gay et al., 2012; Hatch, 2002). Data analysis consisted of constructing broad themes from specific data. Employing a constructivist framework, the qualitative research was used to understand participants' formed meaning of the world (Creswell, 2014; Gay et al., 2012; Hatch, 2002). Through data analysis, a narrative was created through the organization of patterns discovered (Gay et al., 2012; Yin, 2016). Qualitative research designs do not lend themselves to acquiring data from large sample sizes;

therefore, the results from qualitative studies are less likely to be generalizable to larger populations (Gay et al., 2012).

The rationale for a mixed-methods research approach is that the quantitative findings will provide an overall picture of the problem (i.e., principal practice effecting teacher job satisfaction) and the qualitative findings will provide an in-depth understanding of the statistical findings through the shared experiences of sampled participants (Ivankova et al., 2006). The priority in this research design was given to the quantitative method of research, which comprised the key aspect of data collection and analysis. A smaller qualitative study followed the quantitative research data collection and analysis to further describe, in context, the findings of the quantitative data. In the discussion of the findings of the entire study, both phases of the study were integrated. A visual model of this explanatory sequential mixed-methods research, procedures, analyses, and products is presented in Appendix A.

Instrumentation

Informing this study and instrumentation is the conceptual framework of Hargreaves and Fullan's *Professional Capital: Transforming Teaching in Every School* (2012). The researcher-created quantitative instrument, "Teachers' Perception of Principal Practice and Job Satisfaction" (TPPPJS) survey, was designed to be self-administered and consist of demographic items as well as attitudinal items (See Appendix B). The attitudinal items were answered using a 5-point Likert Scale, which made up four variable composites. Given that this conceptual framework is relatively new, it is understandable that surveys that directly address this professional capital are lacking in the literature. This void necessitated the creation of a survey to measure teachers' perceptions their principal's practice in the three elements that make up professional capital:

human capital, social capital, and decisional capital. Survey items were developed based upon analysis of Hargreaves and Fullan's description of the three elements as well as a review of literature addressing each element (as shown in Table 2). Each attitudinal item of the survey served as a descriptor of principals' practice of building professional capital. All components of professional capital—human capital, social capital, and decisional capital—were addressed.

Table 2

TPPPJS Survey Resources

Professional Capital Construct	Survey Item Number	Resource
Human Capital	12	Wahlstrom, K. L., & Louis, K. S. (2008)
	17	Hargreaves, A., & Fullan, M. (2012)
	22	Hargreaves, A., & Fullan, M. (2012)
	27	Hargreaves, A., & Fullan, M. (2013)
	31	Hargreaves, A., & Fullan, M. (2012)
	35	Hargreaves, A., & Fullan, M. (2012)
	39	Hirsh, S., & Hord, S. M. (2010)
Social Capital	13	Hargreaves, A., & Fullan, M. (2012)
	18	Hirsh, S., & Hord, S. M. (2010)
	23	Hirsh, S., & Hord, S. M. (2010)
	28	Wahlstrom, K. L., & Louis, K. S. (2008)
	32	Wahlstrom, K. L., & Louis, K. S. (2008)
	35	Wahlstrom, K. L., & Louis, K. S. (2008)
	40	Wahlstrom, K. L., & Louis, K. S. (2008)
Decisional Capital	14	Wahlstrom, K. L., & Louis, K. S. (2008)
	19	Liu, X. S., & Ramsey, J. (2008)
	24	Hargreaves, A., & Fullan, M. (2013)
	29	Liu, X. S., & Ramsey, J. (2008)
	33	Hargreaves, A., & Fullan, M. (2012)
	37	Wahlstrom, K. L., & Louis, K. S. (2008)
	41	Hargreaves, A., & Fullan, M. (2012)
Job Satisfaction Construct	15	Skaalvik, E.M., & Skaalvik, S. (2011)
	20	Skaalvik, E.M., & Skaalvik, S. (2011)
	25	Skaalvik, E.M., & Skaalvik, S. (2011)
	30	Skaalvik, E.M., & Skaalvik, S. (2011)
	34	Skaalvik, E.M., & Skaalvik, S. (2011)
	38	Skaalvik, E.M., & Skaalvik, S. (2011)
	42	Skaalvik, E.M., & Skaalvik, S. (2011)

Content Validation

The survey for this study, Teachers Perception of Principal Practice and Job Satisfaction (TPPPJS), was created by the researcher; therefore, a content validation process was employed as a means of testing the survey items, ensuring the survey items were, indeed, measurements of

what was intended to be measured (Creswell, 2014). Led by the researcher, a focus group, made up of three teachers and one school psychologist, evaluated each survey item. The focus group received and returned the completed survey via email. In addition, the researcher interviewed the members of the focus group. The members of the focus group were asked to describe their understanding of each survey item and reasoning for answer choices. The oral interview of the members of the focus group is an effective means of discovering any potential survey design problems that might not be realized via a self-administered pre-test (Fowler, Jr., 2009). Analysis of the data collected from the focus group was conducted to evaluate the survey items. Guiding the analysis were the following questions:

1. Are questions consistently understood?
2. Do respondents have the information needed to answer the questions?
3. Do the answers accurately describe what respondents have to say?
4. Do the answers provide valid measures of what the question is designed to measure? (Fowler, Jr., 2009, p. 119)

Analysis of the focus group data indicated that the questions were consistently understood, participants had the necessary information to answer the questions, the answers accurately described what the respondents had to say, and the answers provided a valid measure of what the questions were designed to measure. The response from members of the focus group indicated that both more survey items and items requesting textual responses might prove to give participants more opportunity to describe their experiences. Adjustments to the survey were made, and construct validation followed.

Construct Validation-Pilot Study

A pilot study served as a construct validation process to ensure that survey items measured the elements of the professional capital conceptual framework (human capital, social capital, and decisional capital). The participants for the pilot study were comprised of a convenience sampling of 15 teachers employed in either traditional public or public charter schools. The sampling of teachers was contacted via email by the researcher. When participants agreed to participate in the pilot study, the survey was administered via the Internet using Qualtrics, an online survey tool.

Pilot Study Participants

A convenience sample of K–12 traditional and charter public school teachers with whom the researcher or colleagues have worked with were recruited through email. This email provided potential participants with the purpose of the pilot study and a link to the survey. Teachers currently employed as classroom teachers were selected. Participants consisted of 15 transitional kindergarten through 12th-grade teachers. Of the 15 participants, two (13.3%) were male and 13 (86.7%) were female. The mean age of the participants was 38.6 years old (SD = 9.55), with 10 of the 15 participants reporting their age as being between 27 and 41 years of age (67.0%). The respondents reported a mean of 10 years of teaching experience (SD = 6.68). The mean number of years participants had worked with their current principal was 2.4 (SD = 1.68), with 14 of 15 participants reporting working with their current principal three years or less (93.3%).

The majority of the participants, 12 out of 15 (80%), identified themselves as teachers working in a traditional public school, with the remaining participants, 3 out of 15 (20%),

identifying their school's governance as that of a public charter school. Of the participants, 11 out of 15 (73.3%) identified themselves as holding a multiple subject credential; 3 out of 15 (20%) holding a single subject credential; and 1 out of 15 (6.7%) reported being an intern. Of the participants 7 out of 15 (46.7%) reported holding an additional credential; 1 out of 15 (6.7%) holding a special education credential and 6 out of 15 (40%) holding a Bilingual Crosscultural Language in Academic Development.

Pilot Study Design and Procedure

Based upon the conceptual framework and a review of the literature, an anonymous survey titled "Teachers' Perceptions of their Principal's Practice and Job Satisfaction" (TPPPJS) was created using Qualtrics, a survey tool. A pilot study was conducted to ensure the designed instrument would measure the independent (human capital, social capital, and decisional capital) and the dependent (job satisfaction) variables. The first item of the survey, an informed consent form, was embedded into the survey and tagged as a forced response item, employing skip logic, which would exit participants from the survey who did not indicate that he/she had read the consent and agreed to participate in the survey. Skip logic was used for the second item as well, in which participants indicating that they were not currently employed as a full-time were exited from the survey. The remainder of the survey items, designed to gather demographic data as well as attitudinal data, were not forced responses. However, each item was tagged with a validation option; when items were not answered, a pop-up message indicating that the items were unanswered appeared and required the participant to choose whether to answer the question or continue without answering in order to move to the next item.

At the close of the pilot study, survey data were downloaded from Qualtrics into an Excel spreadsheet. The data were prepared for uploading to SPSS; removing data such as the respondent's name, respondent ID, and I.P. address. Responses to items that were negatively worded were reversed (1 = 5, 2 = 4, 4 = 2, 5 = 1). Data were then uploaded into SPSS.

The pilot survey included nominal and ratio items to gather demographic data. Nominal demographic data collected included: (QID3) *I am currently employed as a full-time teacher;* (QID5) *I possess the following teaching credential(s) (Multiple Subject, Single Subject, Special Education, BCLAD, Intern;* (QID6) *My gender is (male or female),* (QID8) *My school can best be described as (Traditional Public School, Independent Charter Public School, Dependent Charter Public School),* (QID9) *I am current teaching ___ grade level/s (TK-12th grade).* Ratio data collected included: (QID4*) Including this school year, I have been a full-time public school for ___ years;* (QID7) *As of my last birthday, my age is ___ years;* and (QID10) *Including this school year, I have taught under my current principal for ___ school years.*

A total of three opportunities for textual answers addressing the three independent variables (human capital, social capital, and decisional capital) were included in the survey, as shown in Table 3: (QID16) *Please describe how your principal has helped and/or hindered your professional growth (optional);* (QID21) *Please describe how your principal has helped and/or hindered your professional relationships with your colleagues (optional);* and (QID26) *Please describe how your principal supports and/or dismisses instructional decisions you make (optional).*

Table 3

TPPPJS Pilot Study-Text Response Items

Item Identification	Item Stems
	Please describe how your principal…
QID16	has helped and/or hindered your professional growth (optional).
QID21	has helped and/or hindered your professional relationships with your colleagues (optional).
QID26	supports and/or dismisses insructional deisions you make (optional).

Interval data collected included the 28 attitudinal items addressing teachers' perceptions of their principals' practice and job satisfaction. The items were posed using a 5-point Likert scale, with choices being: (1) *Strongly Disagree,* (2) *Disagree,* (3) *Neither Agree nor Disagree,* (4) *Agree,* (5) *Strongly Agree.* The attitudinal items were designed to correspond to the variables in the research questions. Seven items regarding each variable (human capital, social capital, decisional capital, and job satisfaction) were included in the survey. Attitudinal items were transformed into composites and a Cronbach's Alpha analysis was run on each composite; human, social, and decisional capital and job satisfaction. The alpha figure cut-off point of .70 was considered to show high reliability and .90 showing excellent reliability (Hinton et al., 2014).

Pilot Study Findings

Human capital. The human capital variable was measured by 7 survey items. The items that were designed to measure the teacher's perception of his/her principal's practice in regards to building human capital were: (QID12) *My principal supports my individual growth as a teaching professional;* (QID17) *My principal encourages me to get to know my students;* (QID22) *My principal encourages me to understand how my students learn;* (QID27) *My principal provides me with opportunities to attend professional workshops and/or conferences;*

(QID31) *My principal values my individual knowledge and skills;* (QID35) *My principal encourages me to continue my education;* and (QID39) *My principal values effective delivery of instruction* (as shown in Table 4). All items were answered using a 5-point Likert scale, with (1) *being strongly disagree* and (5) *being strongly agree.* A mean composite of questions (n = 7) addressing the variable of human capital was computed. Cronbach's Alpha test of the composite of human capital yielded a high reliability (α = .878).

Table 4

TPPPJS Pilot Study-Human Capital Survey Items

Item Identification	Item Stems
	My principal…
QID12	supports my individual growth as a teacher.
QID17	encourages me to get to know my students.
QID22	encourages me to understand how my students learn.
QID27	provides me with opportunities to attend professional workshops and/or conferences.
QID31	values my individual knowledge and skills.
QID35	encourages me to continue my education.
QID39	values effective delivery of instruction.

Social capital. The social capital variable was measured by 7 survey items. The items that were designed to measure the teacher's perception of his/her principal's practice in regards to building social capital were: (QID13) *My principal encourages me to develop professional relationships with my colleagues;* (QID18) *My principal provides opportunities for me to develop my teaching practice through collaboration with my colleagues*; (QID23) *My principal has created/maintained a work environment in which I feel comfortable asking my colleagues questions about my teaching practice;* (QID28) *I feel comfortable asking my principal questions about my teaching practices;* (QID32) *My principal provides opportunities for me to create lessons and/or units with other teachers;* (QID36) *My principal encourages collaboration among*

staff members; and (QID40) *My principal is supportive of teachers observing one another teaching* (as shown in Table 5). All items were answered using a 5-point Likert scale, with (1) *being strongly disagree* and (5) *being strongly agree.* A mean composite of questions (n = 7) addressing the variable of social capital was computed. The Cronbach's Alpha test of the composite of social capital yielded a high reliability (α = .896).

Table 5

TPPPJS Social Capital Survey Items

Item Identification	Item Stems
	My principal…
QID13	encourages me to develop professional relationships with my colleagues.
QID18	provides oportunities for me to develop my teaching pratice through collaboration with my colleagues.
QID23	has created/maintained a work environment in which I feel comfortable asking my colleagues questions about my teaching practice.
QID32	provides opportunities for me to create lessons and/or units with other teachers.
QID36	encourages collaboration among staff members.
QID40	is supportive of teachers oberving one another teaching.
	Item
QID28	I feel comfortable asking my principal questions about my teaching practices

Decisional capital. The decisional capital variable was measured by 7 survey items. The items measuring the teacher's perceptions of their principal's practice of building decisional capital were: (QID14) *My principal provides opportunities for teachers to participate in making decisions that impact the whole school;* (QID19) *My principal encourages me to implement decisions I make regarding my instructional practice;* (QID24) *My principal provides opportunities for me to receive feedback regarding my teaching practice from him/her, coaches, and/or peers;* (QID29) *My principal encourages me to differentiate instruction based on my assessment of my students' needs;* (QID33) *My principal supports me in exercising my professional judgment to meet the needs of my students;* (QID37) *My principal provides opportunities for me to have meaningful input into professional development plans;* and (QID41)

I must clear my instructional decisions with my principal (as shown in Table 6). All items were answered using a 5-point Likert scale, with (1) *being strongly disagree* and (5) *being strongly agree.* A mean composite of questions (n = 7) addressing the variable of decisional capital was computed. The Cronbach's Alpha test of the composite of decisional capital yielded a low reliability (α = .030).

Table 6

TPPPJS Pilot Study-Decisional Capital Survey Items

Item Identification	Item Stems
	My principal…
QID14	provides opportunities to participate in making decisions that impact the whole school.
QID19	encourages me to implement decisions I make regarding my instructional practice.
QID24	provides opportunities for me to receive feedback regarding my teaching practice from him/her, coaches, and/or peers.
QID29	encourages me to differentitate instruction based on my assessment of my students' needs.
QID33	supports me in exercising my professional judgement to meet the needs of my students.
QID37	provides opportunities for me to have meaningful input into professional development plans.
QID41	I must clear all my instructional decisions with my principal.

Upon further review of the questions, the researcher determined that the questions within the composite were varied in terms of the types of decisions being addressed; from decisions regarding instruction to decisions regarding management matters. As the items in the human and social capital composites addressed instruction, the decisional capital questions were revised to focus on instruction as well. The items were rewritten as follows: (QID1) *My principal encourages me to differentiate my instruction based on my assessment of my students' needs;* (QID2) *My principal does not encourage me to make instructional decisions to meet the needs of my students;* (QID3) *My principal has created/maintained a school culture that respects teachers' instructional decisions;* (QID4) *My principal values teachers who make sound*

instructional decisions; (QID5) *My principal does not encourage me to differentiate instruction based on my assessment of my students' needs;* (QID6) *My principal encourages me to make instructional decisions to meet the needs of my students;* and (QID7) *My principal has not created/maintained a school culture that respects the teachers' instructional decisions* (as shown in Table 7). These items were sent via Qualtrics to all participants who completed the pilot study survey (n = 15). For the second set of decisional capital items, Cronbach's Alpha yielded an excellent reliability (α = .918).

Table 7

TPPPJS Pilot Study-Revised Decisional Capital Survey Items

Item Identification	Item Stems
	My principal…
QID1	encourges me to differentitate instruction based on my assessment of my students' needs.
QID2	does not encourage me to make instructional decisions to meet the needs of my students.
QID3	has created/maintained a school culture that respects teachers' instructional decisions.
QID4	values teachers who make sound instructional decisions.
QID5	does not encourage me to differentiate instruction based on my assessment of my students' needs.
QID6	encourages me to make instructional decisions to meet the needs of my students.
QID7	has not created/maintained a school culture that respects teachers' instructional decisions.

Job satisfaction. The job satisfaction variable was measured by 7 survey items. The items measuring teachers' job satisfaction were: (QID15) *I am satisfied with my choice to become a teacher;* (QID20) *I would encourage others to enter the teaching profession;* (QID25) *I would rather have another job other than teaching;* (QID30) *I would prefer to have a different job;* (QID34) *I would like to continue working at my school;* (QID38) *If I could go back in time, I would choose a profession other than teaching;* and (QID42) *I have found that teaching does not offer me enough satisfaction to remain in the profession* (as shown in Table 8). All questions

were answered using a 5-point Likert scale, with (1) *being strongly disagree* and (5) *being strongly agree.* A mean composite of questions (n = 7) addressing the variable of job satisfaction as computed. The Cronbach's Alpha test of the composite of curriculum had a high reliability (α = .865).

Table 8

TPPPJS Pilot Study-Job Satisfaction Survey Items

Item Identification	Item
QID15	I am satisfied with my choice to become a teacher.
QID20	I would encourage others to enter the teaching profession.
QID25	I would rather have another job other than teaching.
QID30	I would prefer to have a different job.
QID34	If I had the opportunity to teach at another shool, I would choose to continue teaching at my current school.
QID38	If I could go back in time, I would choose a profession other than teaching.
QID42	I have found that teaching does not offer me enough satisfaction for me to remain in the profession.

Target Population and Sample

In order to understand the relationship between principal practice and teacher job satisfaction, the sample size for the quantitative research included 105 traditional public and charter school teachers within a selected Southern California region through a multistage procedure (Creswell, 2014; Gay et al., 2012).

Site Demographics

Traditional public school districts and schools that agreed to participate were assigned pseudonyms and included Park School District, an elementary and middle school in Thurston School District and Fairview Middle School. The grade span of students served by the selected

sites is transitional kindergarten (TK) through eighth grade. The districts and schools, combined, serve nearly 9,000 students and employ over 450 teachers, as shown in Table 9.

Table 9

Site Demographics for the 2014-2015 School Year

	Sunset Elelementary School (Thurston School District)	11th Street Middle School (Thurston School District)	Fairview Middle School (Independent Charter)	Park School District	
Governance	Traditional School District	Traditional School District	Independent Charter	Traditional School District	
Grade Span	K-5	6-8	6-8	K-8	
Number of Students	741	936	212	7, 022	T = 8,911
Number of Teachers	37	46	7	378	T = 468

Note. Adapted from California Department of Education website.

This sample frame was chosen as a means of limiting the sample to TK–8 teachers who were employed in schools in close proximity to one another (Fowler, Jr., 2009). The sites selected for this study were located in the Second District of Los Angeles County and were within a 10-mile radius of one another. Selected sites served traditionally marginalized students. Data retrieved from the California Department of Education, Educational Demographics Unit webpages indicated that each of the sites selected for this study served students of various ethnicities, with Hispanic and African American students representing the largest population respectively, as shown in Table 10.

Table 10

Student Enrollment by Ethnicity for 2014-2015

	Sunset Elementary School (Thurston School District)	11th Street Middle School (Thurston School District)	Fairview Middle School (Independent Charter)	Park School District
Hispanic or Latino of Any Race	82.1%	71.3%	9.0%	91.3%
American Indian or Alaska Native, Not Hispanic	0.1%	0.1%	1.0%	0.0%
Asian, Not Hispanic	2.2%	1.7%	0.5%	0.4%
Pacific Islander, Not Hispanic	0.9%	1.0%	0.0%	0.5%
	1.0%			
Filipino, Not Hispanic	0.0%	1.4%	0.0%	0.1%
African American, Not Hispanic	9.3%	22.3%	88.0%	4.1%
White, Not Hispanic	4.0%	2.0%	0.0%	.3%
Two or More Races, Not Hispanic	0.4%	0.2%	0.0%	0.1%
Not Reported	.1%	0.1%	1.4%	3.1%

Note. Adapted from California Department of Education website.

Data retrieved from the Ed-Data website indicate that all selected sites served students who participated in the National School Lunch Program and also served students who were

classified as English Language Learners. The average percentage of students who participated in the National School Lunch Program within the sample frame was 83.5%. The average percentage of students who classified as English Language Learners within the sample frame was 28.1%. Percentages of students participating in the National School Lunch Program or classified as English Language Learner for the selected sites are shown in Table 11.

Table 11

Percentage of Student Participating in the NSLP and/or Classified as an English Language Learner for the 2014-2015 School Year

	Sunset Elementary School (Thurston School District)	11th Street Middle School (Thurston School District)	Fairview Middle School (Independent Charter)	Park School District
Free or Reduced Lunch	76.2%	86.4%	81.6%	89.9%
English Language Learners	43.9%	18.2%	2.8%	47.5%

Note. Adapted from the Ed-Data website.

Study Participant Selection Criteria

A purposive sample of kindergarten through eighth-grade teachers was recruited to participate in the survey. Of the 117 participants that began the survey, 105 were included in the sample, which represents 31.4% of potential participants. Participants were excluded from the data set based on the following criteria: not signing the consent form (n = 9). The research questions and hypothesis were designed to gather data from currently employed teachers; therefore, those indicating that they were not currently employed as a full-time teacher at the time of the survey administration were also excluded (n = 3).

Due to the choice of explanatory sequential research design, the participants of the qualitative research were dependent on the results from the first phase of the study. Teachers

who completed the quantitative survey and volunteered to participate in the qualitative research were invited to participate in a semistructured interview.

Participant Demographics

Of the 105 participants, 26 (24.8%) identified as male and 79 (75.2%) identified as female. The reported age range of the participants was 25–60 years of age. The mean age of the participants was 43.3 (*SD* = 8.6), with a majority of the participants (61.2%) reporting their age as being between 35 and 50. Credentials reportedly held by the teachers were: multiple subject (79.0%), single subject (22.9%), special education (12.4%), BCLAD (53.3%), and intern (1%). Each grade-level assignment possible was represented by respondents, as indicated in Table 12, with a majority of teachers (92.4%) assigned to grades 4 through 8.

Table 12

TPPPJS Survey Particpants' 2015-2016 Grade Level Assignments by Percentages

TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
2.9	6.7	16.2	17.1	11.4	16.2	13.3	19.0	22.9	21.0

The majority of participants (98.1%) identified the governance of their school as a traditional public school. The reported range of participants' years as a teacher was 1–37. The mean of years of teaching experience was 16 (*SD* = 8.6). A majority of teachers, 64 (61.1%), reported teaching experience between 11 and 26 years. The majority of the participants (81%) reported having worked with their principal for 3 years or less (with the current year counting as a full year).

Phase I: Quantitative

It was hypothesized that the degree to which teachers report that their principal's practice includes the building of professional capital would positively correlate to the degree to which

teachers report job satisfaction. In order to test the hypothesis, the TPPPJS survey, measuring the three aspects of professional capital as well as job satisfaction, was sent to all teachers within the sample. Analysis of the data collected began with analysis of the instrument's reliability and construct validity. Next, frequency analysis was run on all nominal response. The data, in relation to the hypothesis, were analyzed to determine the relationship, if any, between teachers' perceptions of their principals' practice of building professional capital and teachers' job satisfaction. Finally, textual survey responses were analyzed.

Variables

Research for the first phase of the study focused on the relationship between teacher job satisfaction and teacher perception of their principal's practice. The teachers' self-reporting of their job satisfaction was considered the dependent variable. The independent variable, professional capital, was comprised of three defined subareas of principal practice: human capital, social capital, and decisional capital. These aspects of a principal's practice were selected as a result of the chosen framework, a thorough review of related literature, and the possible influence of principal practice on the job satisfaction of teachers. The attitudinal survey items that measured the independent variable and subareas were developed through the adaptation of key themes present in *Professional Capital* (Hargreaves & Fullan, 2012). Each variable was measured through the administration of an online survey using a 5-point Likert scale. Each variable included seven items in the survey instrument.

Survey Data Collection

E-mail addresses of the 334 potential participants were acquired from site administrators as well as individual school websites. An introductory email was sent to the participants from

either their district or site administrator. A second email was sent to the participants from the researcher, which included an overview of the study and a link to the TPPPJS survey with the informed consent (See Appendix C) and subject's bill of rights (See Appendix D) as attachments. The survey was open to participants for a month and reminder emails with a link to the survey were sent at various times during the month via Qualtrics to those who had not completed the survey.

The quantitative research consisted of a cross-sectional attitudinal survey using a 5-point Likert scale addressing teachers' perceptions of principal practice and job satisfaction. The TPPPJS survey also included items that gathered demographic information from the respondents. The survey was administered via the Internet using Qualtrics, an online survey tool. The electronic survey was used in order to efficiently reach participants within the different participating traditional public and public charter schools (Gay et al., 2012; Ritter & Sue, 2007). The TPPPJS survey included nominal and ratio items (see Appendix A). Nominal demographic data collected included: (a) gender (male or female); (b) type of credential held; and (c) governance of school (traditional public or charter school). Demographic ratio data collected included: (a) age, (b) number of years employed as a full time teacher, (c) grade level assignment, and (d) number of years as a teacher under current principal. Additional ratio data assessing the teacher's perception of their principal's practice as well as their job satisfaction were collected using a 5-point Likert scale consisting of attitudinal items, which made up four variable composites. A total of three open-ended questions were also included in the survey. These items are shown in Table 13.

Table 13

TPPPJS Text Response Items

Item Identification	Item Stems
	Please describe how your principal…
QID16	has helped and/or hindered your professional growth (optional).
QID21	has helped and/or hindered your professional relationships with your colleagues (optional).
QID26	supports and/or dismisses insructional deisions you make (optional).

At the close of the survey, survey data were downloaded from Qualtrics into an Excel spreadsheet. The data were prepared for uploading to SPSS, after removing data such as the respondents' names, and I.P. addresses. Responses to items, which were negatively worded, were reversed (1 = 5, 2 = 4, 4 = 2, 5 = 1). Data were then uploaded into SPSS.

Reliability of Quantitative Instrument

Cronbach's alpha was used to determine whether or not individual TPPPJS survey items, the composites, and survey as a whole were consistent (Gay at el., 2012; Hinton et al., 2014). Attitudinal items on the survey made up four composite variables: human capital, social capital, decisional capital, and job satisfaction. An additional composite labeled *professional capital* was created transforming human capital, social capital, and decisional capital items into a single composite. The Cronbach's Alpha data analyses were run on the composites, as a means of determining internal consistency reliability.

Human capital composite. The human capital variable was measured by 7 survey items. The items were designed to measure the teacher's perception of his/her principal's practice regarding to building human capital were: (QID12) *My principal supports my individual growth as a teaching professional;* (QID17) *My principal encourages me to get to know my students;* (QID22) *My principal encourages me to understand how my students learn;*

(QID27) *My principal provides me with opportunities to attend professional workshops and/or conferences;* (QID31) *My principal values my individual knowledge and skills;* (QID35); *My principal encourages me to continue my education;* and (QID39) *My principal values effective delivery of instruction* (as shown in Table 14). All items were answered using a 5-point Likert scale, with (1) *being strongly disagree* and (5) *being strongly agree.* A mean composite of questions (n = 7) addressing the variable of human capital was computed.

Table 14

TPPPJS Human Capital Survey Items

Item Identification	Item Stems
	My principal…
QID12	supports my individual growth as a teacher.
QID17	encourages me to get to know my students.
QID22	encourages me to understand how my students learn.
QID27	provides me with opportunities to attend professional workshops and/or conferences.
QID31	values my individual knowledge and skills.
QID35	encourages me to continue my education.
QID39	values effective delivery of instruction.

Social capital composite. The social capital variable was measured by 7 survey items. The items were designed to measure the teacher's perception of his/her principal's practice with regard to building social capital were: (QID13) *My principal encourages me to develop professional relationships with my colleagues;* (QID18) *My principal provides opportunities for me to develop my teaching practice through collaboration with my colleagues;* (QID23) *My principal has created/maintained a work environment in which I feel comfortable asking my colleagues questions about my teaching practice;* (QID28) *I feel comfortable asking my principal questions about my teaching practices;* (QID32) *My principal provides opportunities for me to create lessons and/or units with other teachers;* (QID36) *My principal encourages*

collaboration among staff members; and (QID40) *My principal is supportive of teachers observing one another teaching* (as shown in Table 15). All items were answered using a 5-point Likert scale, with (1) *being strongly disagree* and (5) *being strongly agree.* A mean composite of questions (n = 7) addressing the variable of social capital was computed.

Table 15

TPPPJS Social Capital Survey Items

Item Identification	Item Stems
	My principal…
QID13	encourages me to develop professional relationships with my colleagues.
QID18	provides oportunities for me to develop my teaching pratice through collaboration with my colleagues.
QID23	has created/maintained a work environment in which I feel comfortable asking my colleagues questions about my teaching practice.
QID32	provides opportunities for me to create lessons and/or units with other teachers.
QID36	encourages collaboration among staff members.
QID40	is supportive of teachers oberving one another teaching.
	Item
QID28	I feel comfortable asking my principal questions about my teaching practices

Decisional capital composite. Due to the poor pilot study results of the Cronbach's Alpha measuring the reliability of the decisional capital composite, the items were rewritten as follows: (QID1) *My principal encourages me to differentiate my instruction based on my assessment of my students' needs;* (QID2) *My principal does not encourage me to make instructional decisions to meet the needs of my students;* (QID3) *My principal has created/maintained a school culture that respects teachers' instructional decisions;* (QID4) *My principal values teachers who make sound instructional decisions;* (QID5) *My principal does not encourage me to differentiate instruction based on my assessment of my students' needs;* (QID6) *My principal encourages me to make instructional decisions to meet the needs of my students;*

and (QID7) *My principal has not created/maintained a school culture that respects the teachers' instructional decisions* (as shown in Table 16).

Table 16

TPPPJS Decisional Capital Survey Items

Item Identification	Item Stems
	My principal…
QID14	encourges me to differentitate instruction based on my assessment of my students' needs.
QID19	does not encourage me to make instructional decisions to meet the needs of my students.
QID24	has created/maintained a school culture that respects teachers' instructional decisions.
QID29	values teachers who make sund instructional decisions.
QID33	does not encourage me to differentiate instruction based on my assessment of my students' needs.
QID37	encourages me to make instructional decisions to meet the needs of my students.
QID41	has not created/maintained a school culture that respects teachers' instructional decisions.

Professional capital composite. The professional capital composite consists of all human capital, social capital, and decisional capital survey items, consisting of 21 items in total.

Job satisfaction composite. The job satisfaction variable was measured by 7 survey items. The items measuring teacher job satisfaction were: (QID15) *I am satisfied with my choice to become a teacher;* (QID20) *I would encourage others to enter the teaching profession;* (QID25) *I would rather have another job other than teaching;* (QID30) *I would prefer to have a different job;* (QID34) *I would like to continue working at my school;* (QID38) *If I could go back in time, I would choose a profession other than teaching;* and (QID42) *I have found that teaching does not offer me enough satisfaction to remain in the profession* (as shown in Table 17). All questions were answered using a 5-point Likert scale, with (1) *being strongly disagree* and (5) *being strongly agree.* A mean composite of questions (n = 7) addressing the variable of job satisfaction was computed.

Table 17

TPPPJS Job Satisfaction Survey Items

Item Identification	Item
QID15	I am satisfied with my choice to become a teacher.
QID20	I would encourage others to enter the teaching profession.
QID25	I would rather have another job other than teaching.
QID30	I would prefer to have a different job.
QID34	If I had the opportunity to teach at another shool, I would choose to continue teaching at my current school.
QID38	If I could go back in time, I would choose a profession other than teaching.
QID42	I have found that teaching does not offer me enough satisfaction for me to remain in the profession.

The construct of professional capital is made up of three of the created composites; human capital, social capital, and decisional capital. Therefore, analysis of the TPPPJS survey consists of five variable components: (a) human capital, (b) social capital, (c) decisional capital, (d) professional capital, and (5) job satisfaction. Cronbach Alpha analysis of each of the instrument's five variable components were run and analyzed to determine the reliability of the TPPPJS survey. In addition to determining the internal consistency of the instrument, the construct validity was examined.

Construct Validity

Exploratory factor analysis (EFA) of the 28 items on the TPPPJS was conducted to evaluate the construct validity of the TPPPJS survey instrument. Given that the instrument is new and was created by the researcher, the EFA served as a means to preliminarily evaluate the two distinct constructs of professional capital and job satisfaction by measuring common factors (Fabrigar & Wegener, 2012). The primary purpose for this type of regression analysis was to reduce the variables; therefore, the extraction model used was Principal Components Analysis (PCA) (Fabrigar & Wegener, 2012; Hinton et al., 2014). Kaiser's eigenvalues greater than one

rule was the criterion for the number of components to retain so that communalities could be estimated iteratively (Hinton et al., 2014; Kim & Mueller, 1978). The Varimax orthogonal rotation was used as a means of discovering whether or not the variables were meaningfully theoretically structured (Kim & Mueller, 1978).

Quantitative Data Analysis

Quantitative data were analyzed using SPSS. Frequency analyses were run to gather frequency and percentage data for questions with nominal responses. Frequency analyses were also run to gather frequency, percentages, mean, median, mode, and standard deviation data for demographic questions with ratio responses as well as on each variable composite to yield data on frequency, percentages, mean, media, mode and standard deviation.

Pearson correlational analyses (2-tailed) was run pairing: human capital, social capital, decisional capital, and professional capital, with teacher job satisfaction as a means of determining to what extent, if any, a relationship exists between the dependent variable and each of the independent variables. It was intended that concurrent validity would be established through the relationship between teachers' perceptions of their principal's practice and their job satisfaction. The methods of discernment in order to establish concurrent validity would point to whether the results could be used to correlate principal practice with teacher job satisfaction. Results indicating that the TPPPJS survey was concurrently valid would yield a coefficient near 1.0 (Gay et al., 2012).

Textual data acquired through the quantitative survey administration were analyzed qualitatively, and deductively coded for themes relating to human capital, social capital, and decisional capital. Both textual and numeric data garnered from the quantitative phase

influenced the interview protocol (See Appendix E), marking the first point of integration of the quantitative and qualitative phases.

Phase II—Qualitative

Interview Data Collection

The qualitative phase of this research was a means of expanding upon the quantitative findings. The qualitative research consisted of eight face-to-face, one-on-one, semistructured interviews of participants who completed the quantitative survey, volunteered to participate in the qualitative phase of the study, and signed an informed consent form (See Appendix F). The participants selected indicated, by their survey responses, either a positive, neutral, or negative perception of their principals' practice. The semistructured interviews were conducted to gather empirical knowledge using a protocol focused on the relationship between a teacher's job satisfaction and his/her perception of their principal's practices relating to professional capital. Questions asked during the interview were informed by quantitative findings in order to garner a deeper understanding of the selected participants' experiences in relation to the variables presented in the TPPPJS survey. Data collected from the interviews were recorded in handwritten notes by the researcher as well as with the a digital audio recorder. Audio recordings were transcribed within two days of each interview. Transcripts were checked against the audio recording and edited as necessary to ensure accuracy.

Validity

Validating the qualitative research began with member checks. A copy of the interview transcript was emailed to the respective interviewees for their review prior to member checking in order to give participants time to review their transcript before the follow-up interview via email.

Word usage by both the interviewer and participant was examined by the researcher to ascertain consistency (Yin, 2016). Member checking via email was conducted to better ensure accuracy in the transcripts, consistency in word usage, more precise relabeling, as well as to elucidate researcher interpretation (Creswell, 2014; Yin, 2016). Qualitative interview data were triangulated with member checking, survey results from all participants, and survey results of individual participants (Hatch, 2002; Yin, 2016).

Interview Data Analysis

Qualitative data were analyzed utilizing a five-phase iterative process, which began with compiling data, followed by disassembling, reassembling, interpreting the data and drawing conclusions. Yin (2016) asserted that creating a consistently formatted data base, in the compilation phase is a critical part of qualitative research. Therefore, a database including the interviews and follow-up interviews was formatted by separating each of the interviews and follow-up interview into separate data records. Each interview was labeled with the anonymous quantitative survey identifier. Participants' follow-up interviews were labeled with the same survey identifier, followed by MC1 indicating member checking. Data records were uploaded into MAXQDA, a qualitative data software program, in preparation for disassembling the data.

The data were disassembled by first revisiting the research question, which provided for the creation of Level 1 deductive codes: human capital, social capital, and decisional capital as well as teacher job satisfaction and teacher job dissatisfaction (Creswell, 2014; Hargreaves & Fullan, 2012; Yin, 2016). Level 2 or selective codes were then created as a means of examining

broader themes emerging from the data (Cho & Lee, 2014). MAXQDA was used to organize the coding and thematic breakdown of the data in preparation for the reassembling of the data.

The reassembly phase consists of continuous querying in search of patterns and emerging themes (Hatch, 2002; Yin, 2016). Guiding the reassembly of the data were two questions written by Yin (2016) "How might different events or experiences in the database somehow be related to each other?" and "How do the patterns relate to the concepts and hypotheses entertained at the outset of your study?" Narrative arrays were used to reassemble the data prior to interpretation (Gay et al., 2012; Yin, 2016).

Guiding this interpretive phase of the qualitative data, which allows the researcher to provide meaning to the reassembled data and data arrays, were the following attributes Yin (2016) considers indicative of comprehensive interpretation:

1. Completeness (Does your interpretation have a beginning, middle, and end?)
2. Fairness (Given your interpretive stance, would others with the same stance arrive at the same interpretation?)
3. Empirical accuracy (Does your interpretation fairly represent your data?)
4. Value-added (Is the interpretation new, or is it mainly a repetition of your topic's literature?)
5. Credibility (Independent of its creativity, how would the most esteemed peers in your field critique or accept your interpretation?) (p. 221)

Interpretation of the qualitative data contextualized the relationship between the quantitative and qualitative findings marking the second point of integration. This integration was addressed in the discussion and call for future research.

Limitations and Delimitations

There were limitations to this study in both the quantitative and qualitative research proposed. The quantitative research design was correlational, measuring the relationship between teacher perception of principal practice and teacher job satisfaction. This nonexperimental research without manipulation of variables cannot be used to determine cause and effect. Whether or not the teacher perception of a principal practice was caused by their job satisfaction, or teacher job satisfaction was caused by their principal's practice could not be determined using this research design. Unexamined variables not considered in this research might have influenced the results, which denotes another limitation. Understanding these limitations, the researcher will seek to describe the finding as to the relationship between the selected variables rather than predict the outcome of one variable's effect on another. Qualitative participants represented five of the nine schools included in the quantitative phase; of the five schools, four were within one district. This presented another limitation in that the qualitative data might be skewed due to events and/or the culture of one particular district.

Data from the quantitative and qualitative studies rely on the responses of the teacher participants who might have experienced the Hawthorne effect. This poses an external threat to validity, given that participants were knowingly part of a study, possibly altering their responses to both the quantitative survey items and qualitative semistructured interview questions. To mitigate this limitation, participants were informed that both phases of the study were

anonymous, and they could decline to respond to any questions they were not comfortable answering. In a further attempt to lessen the Hawthorne effect, effort was made to provide environments for participation in which participants felt safe. Teachers involved in this study had access to the quantitative survey online, allowing for participant choice as to the location in which they completed the survey. The locations for semistructured interviews were held at the discretion of each participant (Gay et al., 2012).

The scope of this study has been delimited by several factors. One of the delimitations was that only the perceptions of teachers were studied. Another delimitation was that teacher job satisfaction was examined in relation to principal practice. There are other issues that contribute to teacher job satisfaction such as teacher pay and student behavioral issues; however, research has borne out that the principal is the primary agent alleviating the aforementioned issues. With the principal playing a key role in teacher job satisfaction, this study was aimed at delving into the principal practice, specifically the principal's practice of building professional capital, based upon the conceptual framework of Hargreaves and Fullan (2012).

The purposive sampling of teachers was from selected school districts located in the Second Los Angeles County district of Southern California. Posing a threat to internal validity was the nonrandom selection of participating schools within the given boundary. Another possible delimitation might be teacher and administrative turnover, creating the possibility that teachers had fewer experiences with their principal to assess. The results of this study might not be generalizable to other regions of California or to other states.

Ethical Considerations

Ethical considerations were addressed at each phase of the study. In accordance with the regulations of the Institutional Review Board (IRB), prior to conducting research, permission was granted (See Appendix G). An application to the Loyola Marymount University Institutional Review Board was submitted. The completed application provided the IRB with information pertinent to the study, including: principal investigator, research purpose, procedures, and risks and benefits.

An informed consent form was created. Participants agreeing to participate in the study were guaranteed certain rights. In the first phase, participants received an introduction and overview of the research project from their site or district administrator. Participants then received an introduction letter and a link to the TPPPJS survey via email from the researcher. An informed consent form was imbedded in the survey and was tagged as a forced response with skip logic. Positive consent was necessary to access the TPPPJS survey, otherwise participants were exited from the survey. Participants selected for the second phase of the study signed another informed consent form prior to the commencement of the data collection via one-on-one interviews.

In the first phase of the study, anonymity of participants was protected by numerical coding, via Qualtrics, of the electronic surveys as a method of keeping each individual's responses confidential. During the second phase of the study, interviewed participants' surveys were coded with their survey respondent ID assigned by Qualtrics. Participants, schools, and school districts were assigned fictitious names in reporting results. All electronic study data containing identifying information of participants were stored in Qualtrics, SPSS, MAXQDA,

OneDrive, and a personal computer; each of these storage devices require login and are password protected. Passwords for the referenced devices are known only to the researcher. The electronic study data will be destroyed after a reasonable period of time. Participants were informed that data will be shared and their anonymity will be protected.

Conclusion

The conceptual framework of professional capital, developed by Hargreaves and Fullan (2012), framed this study. This conceptual framework is new; instruments measuring professional capital were not discovered by the researcher after a thorough review of the literature. Elements of the professional capital: human capital, social capital, and decisional capital are grounded in the literature. Research of the elements of professional capital served as the basis for the researcher developed survey instrument. Content and construct validity were established prior to beginning the first phase of the study.

The purpose of the first phase of the study, the quantitative phase, was to discover whether teacher job satisfaction had a correlational relationship with teachers' perceptions of the practice of their principal in building professional capital. The second phase of the study, the qualitative phase, served to describe the lived experiences of a sample of the teachers surveyed. This explanatory sequential mixed-methods study was designed to better understand the possible impact of the principals' practice on teacher job satisfaction. The findings of both phases of this study are presented in Chapter 4.

CHAPTER 4

RESEARCH FINDINGS

Introduction

The findings of this explanatory sequential mixed-methods study are presented in this chapter. The results of both phases of this mixed-methods study were collected employing the methodology described in Chapter 3 (see Appendix A). First addressed is the analytic plan for Phase I and the quantitative findings of the Teachers' Perceptions of Principal Practice and Job Satisfaction (TPPPJS) survey results. Next, the manner in which Phase I (quantitative) informed Phase II (qualitative) marking the first point of integration will be described. Following, the findings of the semistructured interviews will be offered as a narrative array. The integration of the findings of both phases of the study will be presented at the conclusion of the chapter.

Quantitative Analyses

Responses from the 105 completed surveys were included in the sample. The research questions and hypothesis were designed to gather data from teachers currently employed in both charter and traditional public schools. The factorability of the 28 TPPPJS survey items was examined as a means of ascertaining the instruments construct validity. To evaluate the reliability of the TPPPJS survey instrument, Cronbach's Alpha tests were run and analyzed.

Frequency analyses were run to gather frequency and percentage data for questions with nominal responses, such as credential type. Frequency analyses were also run to gather frequency, percentages, mean, median, mode and standard deviation data for demographic question with ratio responses such as age and years of teaching experience. The remaining survey question consisted of attitudinal questions answered with a 5-point Likert Scale. Variable

composites were created; human capital, social capital, decisional capital, and job satisfaction. A fifth composite, professional capital, consisted of all human, social, and decisional capital items. Frequency analysis was run on each variable composite to yield data on frequency, percentages, mean, median, mode, and standard deviation. Finally, Pearson correlational analyses (2-tailed) were run to determine whether or not there a relationship between teachers' perceptions of principal practice and teacher job satisfaction existed.

Exploratory Factor Analysis Results

Principal component analysis was used to identify and compute composite scores of the TPPPJS survey factors using the Varimax rotation. The factor loading matrix and communalities for this final solution is shown in Table 18.

Table 18

Summary of TPPPJS Exploratory Factor Analysis Results for TPPPJS (n=105)

	Factor Loadings		
Survey Item Number	Professional Capital	Job Satisfaction	Communalities
Human Capital_12	**.637**	-.150	.752
Social Capital_13	**.610**	-.065	.697
Decisional Capital_14	**.583**	-.082	.686
Job Satisfaction_15	-.237	**.569**	.555
Human Capital_17	**.731**	-.023	.656
Social Capital_18	**.772**	-.007	.654
Decisional Capital_19	**.484**	-.003	.506
Job Satisfaction_20	-.172	**.617**	.426
Human Capital_22	**.782**	.040	.672
Social Capital_23	**.770**	-.130	.671
Decisional Capital_24	**.796**	.065	.699
Job Satisfaction_25	.097	**.933**	.883
Human Capital_27	**.747**	-.109	.570
Social Capital_28	**.873**	-.053	.768
Job Satisfaction_30	.074	**.939**	.889
Human Capital_31	**.829**	.069	.743
Social Capital_32	**.747**	-.055	.583
Decisional Capital_33	**.379**	.064	.629
Human Capital_35	**.759**	.143	.650
Social Capital_36	**.835**	-.062	745
Decisional Capital_37	**.821**	-.026	.726
Job Satisfaction_38	.048	**.895**	.815
Human Capital_39	**.864**	.065	.800
Social Capital_40	**.743**	.014	.570
Decisional Capital_41	**.622**	-.042	.633
Job Satisfaction_42	.052	**.776**	.612
Eigenvalues	12.38	3.96	
% of Variance	47.60	15.25	
Total Variance		62.90	

Note: Factors loading over .320 appear in bold

Initial Eigenvalues revealed that the first four factors loaded, explaining 44.83%, 14.81%, 4.84%, 4.08% of the variance, respectively. It was noted that 7 of the 7 human capital items correlated with all other human capital items at or above .519, indicating a strong correlation (https://explorable.com/statistical-correlation). Of the social capital items, 7 of 7 items correlated with all other social capital items at or above .507. Six of the 7 decisional capital items correlated with all other decisional capital items, with the exception of item 29, at or above .497, indicating moderate to strong correlation (https://explorable.com/statistical-correlation). Decisional capital item 29 negatively correlated with all other decisional capital item at or below -.170, indicating a weak to no correlation (https://explorable.com/statistical-correlation). Six of the 7 job satisfaction items correlated with all other job satisfaction items, with the exception of item 34, at or above .314 indicating a moderate to strong correlation (https://explorable.com/statistical-correlation). The strongest correlation of job satisfaction item 34 at .289 indicated a weak-to-no correlation with other job satisfaction items (https://explorable.com/statistical-correlation). The Kaiser-Meyer-Olkin measure of sampling adequacy was .887, well above the suggested value of .5 (Hinton et al., 2014). The Bartlett's test of sphericity was significant ($p < .001$) (Hinton et al., 2014). The diagonals of the anti-image matrices were all over .620 with the exception of item 29 (.488). Finally, the communalities were all above .457, which further confirmed that each item shared common variance with other items with the exception of item 29 (.438) (Costello & Osborne, 2005).

A total of two items were eliminated because they did not support a simple factor structure. Item 29, addressing decisional capital, loaded negatively on 3 of the 4 factors with its strongest loading at .059. Upon further review of this item, it was discovered that the response

choices for this item on the survey were inadvertently listed in reverse order from the rest of the survey item response choices. Item 34, addressing job satisfaction, positively cross-loaded on the first 2 factors and negatively cross-loaded on the third factor. Item 34 loaded .696 on a 4th factor, a factor with no other cross-loadings as strong. Further, item 34 did not correlate strongly with other job satisfaction items as previously noted. A principal components factor analysis of the remaining 26 items using the Varimax rotation was conducted. All items in this analysis had a primary loading of over .570, exceeding the .320 threshold for minimum loading indicating that all items shared more than 10% overlapping variance with the other items in that factor (as cited in Costello & Osborne, 2005).

The first 2 factors of the initial Eigenvalues explained 56.69 % of the variance. The Kaiser-Meyer-Olkin measure of sampling adequacy increased to .893, well above the suggested value of .5 (Hinton et al., 2014). The Bartlett's test of sphericity remained significant ($p < .001$) (Hinton et al., 2014). The diagonals of the anti-image correlation matrix were all over .623. Finally, the communalities for each item were above the .320 minimum threshold, which further confirmed that each item shared common variance with other items (Costello & Osborne, 2005). Supporting a simple factor structure, the first two factors were labeled in relation to the extracted factors; professional capital and job satisfaction, respectively. Item 19 and item 33, both addressing decisional capital, cross-loaded most strongly in factor 3. The cross-loading in factor 2 (labeled job satisfaction) for item 19 and item 33 were -.003 and .064 respectively. The cross-loading in factor 1 (professional capital) for item 19 and item 33 were .484 and .379, respectively, above the minimum threshold for factor loading and were included in the factor labeled professional capital.

To evaluate the reliability of the TPPPJS survey instrument, Cronbach's Alpha tests were run and analyzed for five composites; human capital, social capital, decisional capital, professional capital, and job satisfaction. Each composite yielded results indicating high (.70 to .90) or excellent (.90 and above) reliability as shown in Table 19 (Hinton et al., 2014).

Table 19

TPPPJS Cronbach's Alpha Results

Variable Composite	Cronbach's Alpha	Reliability*
Human Capital	.924	Excellent
Social Capital	.922	Excellent
Decisional Capital	.886	High
Professional Capital	.967	Excellent
Job Satisfaction	.886	High

* Hinton, McMurray & Brownlow, 2014

The Cronbach's Alpha test of the composite of human capital yielded an excellent reliability (α = .924). Yielding an excellent reliability, as measured by the Cronbach's Alpha test, was the composite of social capital (α = .922). The Cronbach's Alpha for the second set of decisional capital items yielded a high reliability (α = .886). The composite of professional capital yielded an excellent reliability (α = .967), as measured by the Cronbach's Alpha test. Yielding a high reliability, as measured by the Cronbach's Alpha test, was the composite of job satisfaction (α = .886). No substantial increases in alpha for any of the scales could have been achieved by eliminating any of the items. The factor and reliability analysis indicated that the items of the survey were related to the construct as two distinct factors—professional capital and job satisfaction—which underlie the teachers' responses to the TPPPJS and that these factors were strongly internally consistent.

For the purpose of the study, participants whose responses averaged 3.50 and higher were identified as teachers demonstrating a more positive perception of their principal's practice as it pertained to the variable composites of human capital, social capital, decisional capital, and professional capital. Participants whose responses averaged 3.50 and higher were identified as teachers demonstrating positive job satisfaction. The mean, median, mode, and standard deviation are shown in Table 20.

Table 20

TPPPJS Survey Composite Statistics

	Mean	Median	Mode	Standard Deviation
Human Capital	3.63	3.71	4.00	.883
Social Capital	3.73	3.86	4.14	.889
Decisional Capital	3.70	3.83	4.00	.864
Professional Capital	3.69	3.90	3.95	.838
Job Satisfaction	4.03	4.17	4.83	.772

The data show that 65 of the 105 (61.90%) respondents scored an average of 3.50 or above on the seven questions measuring human capital, indicating that a majority of the participants felt that their principals were engaged with their professional growth as teachers. Additionally, 68 of the 105 (64.76%) respondents scored an average of 3.50 or above on the seven questions measuring social capital; indicating that a majority of the respondents reported that they had a positive view of their principal's practice of encouraging teacher collaboration. The data reveal that 70 of the 105 (66.67%) participants scored an average of 3.50 or above on the six questions measuring decisional capital, indicating that a majority of the respondents felt that their principal allowed teachers to exercise autonomy in making instructional decisions. The measure of professional capital composite (comprised of human capital, social capital, and

decisional capital) showed that 69 of the 105 (65.71%) participants scored 3.50 or above, indicating that teachers have a positive perception of their principals' practice as it relates to the conceptual framework. Finally, 79 of the 105 (75.24%) participants scored 3.50 or above on the six items measuring job satisfaction, indicating that a majority of the teachers expressed positive job satisfaction. These data are shown in Table 21.

Table 21

TPPPJS Composite Frequencies by Percentages

	Human Capital	Social Capital	Decisional Capital	Professional Capital	Job Satisfaction
1.00-1.99	5.90	4.00	5.90	4.90	0.00
2.00-2.99	13.40	14.50	11.60	15.70	12.50
3.00-3.49	19.10	17.20	16.20	14.50	12.40
3.50-3.99	21.90	16.20	17.20	26.10	12.40
4.00-4.99	33.40	42.90	40.00	36.50	52.40
5.00	6.70	5.70	9.50	3.80	10.50

Correlational analyses were run on the variable composites. The Pearson 2-tailed correlational analysis of job satisfaction and human capital indicated no correlation (r = .976). The Pearson 2-tailed correlational analysis of job satisfaction and social capital indicated no correlation (r = .545). The Pearson 2-tailed correlational analysis of job satisfaction and decisional capital indicated no correlation (r = .928). The Pearson 2-tailed correlational analysis of job satisfaction and professional capital indicated no correlation (r = .793). Finally, the Pearson 2-tailed correlational analyses of the job satisfaction composite with individual survey items were run. A singular survey item addressing human capital (*My principal encourages me*

to continue my education) and job satisfaction indicated a moderate relationship ($r = .035$, $p < .01$).

Summary of Quantitative Findings

The purpose of the first phase of this study was to describe the relationship between the teachers' perceptions of their principal's practice of building professional capital and teacher job satisfaction. Findings of the quantitative research revealed that the null hypothesis could not be rejected, suggesting that teachers' job satisfaction was independent of their perception of their principal's practice of building professional capital. The results of the TPPPJS survey suggest that the majority of the participants were satisfied with their job and had a moderate to strong positive view of their principal's practice of building human capital, social capital, and decisional capital which are all the composites of professional capital.

Integration: Quantitative Findings Influence on the Development of the Qualitative Interview Protocol

The quantitative findings of the TPPPJS survey informed the qualitative phase of the study, the first point of integration of the two phases of the explanatory mixed-methods research. The survey allowed for participants to indicate whether or not they were interested in participating in the qualitative phase. Those volunteering to participate were chosen as the sample for the semistructured interviews. The quantitative survey also served to shape the interview protocol. Results of all survey participants were analyzed, and the findings were used to generate general questions for all interview participants (See Appendix E). The individual survey results of each interviewee were also reviewed; participants' responses were used to

create additional interview questions for each participant, specific to their individual TPPPJS survey responses.

Qualitative Analyses Findings

This study's research question directly tied to the conceptual framework of professional capital. Therefore, transcripts generated from the semistructured interviews were analyzed through a deductive approach to qualitative data coding. Deductive coding begins with predetermined codes derived from literature, theory, or research (as cited by Cho & Lee, 2014). For the first level of coding, themes relating to the aspects of professional capital—human capital, social capital, and decisional capital—as well as job satisfaction were coded as separate categories. The flexibility afforded to qualitative content analyses allowed for a selective approach to the second level of coding (Cho & Lee, 2014). Selective coding allowed the researcher to tie categories together (Cho & Lee, 2014). Themes that emerged from the first level of coding and were selectively coded for the second level of coding consisted of principal engagement and relationships between teachers and principals**.**

Eight semistructured interviews were conducted. Pseudonyms were assigned to each of the participants as well as to colleagues the participants referenced. The initials S. P. follow the pseudonym of a participant to attribute a quotation to a study participant. Demographic information of the interviewees is shown in Table 22. The qualitative findings are presented in a narrative array arranged by the first level of coding; each participant's experiences relating to the themes that emerged as a result of the second level of coding, engagement and relationships, are highlighted within the themes of human capital, social capital, and decisional capital as well as job satisfaction. A majority of the interviewees reported that their experience with their principal

was characterized by a lack of connection between the principal and themselves (6 out of 8). The principals' lack of knowledge of their teachers' professional skills and needs inhibit the principals' ability to enhance and leverage the human capital of their teachers. Without deliberate attention paid to teachers' human capitals, social capital also suffered. A majority of the teachers reported that collegial meetings were designed by the principal and intended to increase teacher collaboration (6 out of 8). However, these meetings were most often perfunctory in nature and not conducive to authentic collegial interaction and dialogue, important aspects to the building of social capital. With the absence of the principals' practice of building human capital and social capital, decisional capital is not likely to be built. A majority of the teachers reported that they did feel that they had the autonomy to make instructional decisions due to the lack of engagement of their principal (5 out of 8). Most teachers reported that their principal had not observed their teaching practice in the current school year, leaving teachers to work in isolation (5 out of 8). Therefore, teachers were not afforded the feedback necessary to reflect upon their practice. A principal's lack of investment in decisional capital risks having teachers' detrimental instructional decisions repeated. The qualitative findings indicated that the interviewees' job satisfaction was independent of their principal. All teachers (8 out of 8) cited their positive relationships with students and the sense of purpose their job provided as the sources of their job satisfaction.

Table 22

Qualitative Research Participants' Demographics

	Gender	Grade Level Assignment Range	Years Teaching	Years with Current Principal	Human Capital Mean	Social Capital Mean	Decisional Capital Mean	Job Satisfaction Mean
Mary	Female	4-8	>15	2	2.14	2.71	2.14	4.00
Julie	Female	4-8	>30	1	3.14	3.43	4.00	4.86
Frank	Male	4-8	>20	1	5.00	4.57	5.00	4.42
Jane	Female	TK-3	>20	3	2.71	3.00	2.42	4.85
Karen	Female	4-8	>15	3	3.57	3.57	3.57	4.71
Susan	Female	TK-3	>15	2	3.42	4.28	4.14	4.00
John	Male	4-8	>20	1	4.14	4.42	4.14	4.14
Andrea	Female	TK-3	<10	2	3.29	3.57	3.71	4.00

Mary: "I've yet to see him in my classroom and it's almost been a year."

Mary had over 15 years teaching experience. Her survey results indicated that she was satisfied with her job (4.00). Mary rated her principal low in all three areas of principal practice measured, with social capital highest at 2.71 and both human and decisional capital rated at 2.14. The school year was Mary's second with her principal. It was the principal's second year at the school and district. Mary started the interview by describing what had transpired over the past few years "We had a shift in administration I'd say, honestly, forty plus people left, including I think five out of our six [school site] administrators left" (Mary, S.P.)

Human capital. Mary spoke about the newness of her site administrator to her school and district. She was aware of the district her principal came from and felt that his past experience negatively impacted his leadership. She described the principal's previous district as one that had a less desirable reputation than her district, "He went from bad to something good, but he's just not leading us through yet" (Mary, S.P.). This perception left Mary feeling as

though she was not being personally supported by her principal in her effort to be a better teacher; she indicated that she felt as though the principal was content with the status quo. Her feeling of being left on her own to improve as a teaching professional was demonstrated by her principal's lack of investment in her human capital.

Mary indicated that she did not feel that her principal was interested in her professional development. When asked how she arrived at that conclusion, she responded, "I feel that way because it seems he only talks to certain teachers" (Mary, S.P.). Mary went on to say, "For a while I didn't think he knew my name until I was on that committee and he called me by name . . . and that was just a month ago" (Mary, S.P.). Mary described a recent parent conference day in which she felt as though the principal had an opportunity to show support to the teaching staff:

> I mean…even for a parent conference day, make an announcement, "Have a good day." There was nothing on parent conference day. No one came by. I could've not come and no one would have known. You know? And in past years, always somebody pops in and says hey, is everything okay? Or an announcement at the beginning of the day, have a good day, or at the end of the day, thanks parents for coming and this concludes parent conferences, have a good day. Little snacks in the lounge. (Mary, S.P.)

This perceived lack of engagement was supported by her report that her principal had not been in her classroom for close to a year. This was not a practice that Mary had encountered with all of her principals. Mary recounted her experience with a past principal:

> Oh my gosh, she was amazing…She was just amazing. She would come and sit in the class for at least an hour, write this beautiful note of all the things that, I mean it made

you feel like the teacher of the year. She just focused on the positives and what you could do to improve. She was amazing. (Mary, S.P.)

Mary had advice for her principal with regard to building human capital:

> I would say meet with every single one of your teachers to know who you've got instead of having your…the one teacher to kind of hang out with and talk to. I feel like he should've taken the time to meet with all of us and find out where we're coming from, what…our strengths are, what we need to work on. And if you're going to do walk-throughs, be consistent and do everybody, 100%. (Mary, S.P.)

Social capital. Mary was not able to give a definitive answer regarding her principal's encouragement of collaboration and professional relationships amongst the teachers because she had "had such little interaction with him" (Mary, S.P.). Mary indicated that there were collaborative meetings between teachers in different departments as well as within teaching teams. Team meeting agendas were provided to the teachers from the office. She indicated that the principal sometimes would drop by the department meetings. Describing his participation in the department meetings Mary said, "He stands there and then the chairs will say, 'do you want to say anything?' He's like 'no', and then he'll leave" (Mary, S.P.). As for the team meetings, Mary had "never seem him in there" (Mary, S.P.).

Decisional capital. Mary felt that she had the autonomy to make instructional decisions, "because [the principal]'s not there" (Mary, S.P.). This appeared to be the only area in which Mary felt she had a voice in decision making. She went on to indicate that opportunities for teacher input to and feedback from the principal were primarily limited to department meetings. Questions and concerns were brought to the department chairs and might then be brought to the

principal. Although chairs were selected by the teachers, concerns important to Mary were sometime not addressed or not addressed in a timely manner, "It's frustrating when you want your needs addressed. I'm like, 'My question is not going to get answered until January'" (Mary, S.P.). Mary had had experiences in which she felt as though she was heard. She spoke of the practice of a previous principal who held leadership meetings in which "Anybody that wanted to participate could go" (Mary, S.P.).

As for schoolwide decision making, Mary indicated that decisions were most often made at the administrative level. Mary recalled that in the past, the master schedule had been created with teacher input to best serve students in need of academic intervention. This year, Mary indicated this was not the case, "We had no input there, and that's not right" (Mary, S.P.). Another example that Mary gave was the implementation, by the principal, of a teacher-of-the-month recognition. Students voted for the teacher of the month; there were no criteria by which the students were to make the selection. This was a decision that Mary said was not discussed with the teachers prior to its implementation. Mary felt that the principal should, "Celebrate all [his] teachers. There's a lot of hardworking people on campus" (Mary, S.P.). Teacher concerns, expressed to the principal, regarding the lack of criteria and the possible negative impact on teacher morale had no influence on the principal's decision. The monthly teacher recognition program was put into place unchanged. Mary's advice to her principal with regard to building decisional capital was to "listen…if you've got at least six or seven teachers coming to tell you, 'Hey, this isn't a good idea.' Contemplate on whether or not it is a good idea" (Mary, S.P.).

Job satisfaction. Mary addressed whether or not her less-than-favorable perception of her principal had impacted her job satisfaction by stating:

> My parents always taught me, you have a boss and you work towards making your boss proud. I always did that. I always did that with Mrs. Jones, I did that with our previous principal, you know I wanted to make her proud. This year I kind of don't feel that you know. (Mary, S.P.)

Despite this feeling and her negative perception of her principal's practice, she was forgiving, acknowledging that he had "got a lot on his plate" (Mary, S.P.).

Although Mary was "so unhappy with administration" (Mary, S.P.) whose "leadership skills aren't there" (Mary, S.P.) she remained optimistic, "I still have hope. I still have hope...Because it's about the kids" (Mary, S.P.). Mary explained her high job satisfaction in light of her perception of her principal's practice:

> I still love my job. I mean, it would be great to have that support that I used to have, but you know, I've been teaching long enough to know what I need to do. So, I come and do my job, focus on those kids, that's it…I love the kids. That's what it is, is I love the kids (Mary, S.P.)

Julie: "I'm trying to forge a relationship…I wanted to go in there, and just tell him anything to try to bond somehow."

Julie had over 30 years of teaching experience. Her survey results indicated that she was extremely satisfied with her job (4.86). Julie rated her principal as high (4.00) in the area of decisional capital and moderate in the areas of human (3.14) and social capital (3.43). This school year was Julie's first year with her principal as he was new to the school and district. As

we began our conversation about the results of her survey and her experiences with her principal, Julie said, "I find myself not as supportive of him as I was when he first started" (Julie, S.P.).

Human capital. Julie's experiences with her principal with regard to her perception of his practice of building human capital indicated that she felt he could improve in this area. While she believed that her principal might be supportive of her taking advantage of attending conferences to grow professionally, she was:

> wary of his ability to follow through. His phrases that he says most frequently to adults is "sure, sure." I forget the other one, but it's kind of the same thing. He never takes notes. He doesn't follow through on things. (Julie, S.P.)

Recalling a staff meeting, Julie and her fellow teachers were given, by the principal, a book regarding student behavior to assist the teachers in implementing the new Positive Behavior Intervention System (PBIS) at the school site. That evening, Julie began reading the book. As she read, she had questions regarding some of the content of the book in relation to their PBIS. Julie stated that she emailed her principal to gain clarity. She did not receive a response from him. Julie said she sent the email because "I want to get better, I want to move towards better" (Julie, S.P.). Julie stated, "I'm not trying to be annoying, but I want to ask him, what do you think about this? I'm trying to engage him in conversation that's school related. There's not even a response of, 'I heard you, I'm busy.' There's no response" (Julie, S.P.). When asked how the lack of a reply makes her feel she responded, "Like chopped liver" (Julie, S.P.).

This feeling which was exacerbated by Julie reporting that this school year her principal, "hasn't come into observe yet. Not once" (Julie, S.P.). Julie was asked to clarify if the

observation was part of an evaluation process and that perhaps he had come into her classroom at some point, Julie responded, "He doesn't do walk-throughs. In fact, nobody has been in my room all year" (Julie, S.P.). As Julie described experiences that indicated a feeling of disconnection from her principal, she also described qualities of a principal she would like to have, "Someone who's knowledgeable in curriculum" (Julie, S.P.), and "Someone who knows what your interests are, so they can talk to you and engage you in that" (Julie, S.P.). Despite feeling disconnected from her principal, Julie looks for the positive, "One of his most redeeming qualities to me is I think he means well. He means very well. I just think he needs to be mentored" (Julie, S.P.).

Social capital. Julie spoke about the "upheaval" in the district, which resulted in administrators, whose careers began in the district, leaving and new administrators from outside the district being hired. She believed this impacted the school site and professional relationships amongst the staff. Julie described her association with her colleagues, "I work with many teachers who are extremely professional, the vast majority, big time are. But we're factious right now" (Julie, S.P.). Julie described her sense that teachers were not working together as they had in the past, addressing issues and sharing best practices. Agendas for the current collaboration meetings were created by the administration, which she described as a "check off list. Who was there? What did you plan for?" (Julie, S.P.). With agendas that did no promote creating a shared vision, she was dubious of her new principal's ability to build social capital.

Julie believed that her principal was aware that the staff's collegiality was lacking, "He is doing some, I'm not saying they're superficial, but some things to try to bring us together" (Julie, S.P.). As a means of pulling the staff together, he bought t-shirts for the staff in the school colors

with the word "family" (Julie, S.P.) on the back. Although the gesture was "well intended" (Julie, S.P.), she felt that more substantive strategies were needed, which would require her principal to be more "outgoing" (Julie, S.P.). Julie further described her perception that her principal was not outgoing and spoke of a practice he started this school year. The principal began hosting a Friday morning coffee gathering. Julie found it "nice to see people that you normally wouldn't," but noted that the principal was "actually not there. He stands off on the sidewalk. He stands with our new vice principal" (Julie, S.P.). Julie went on to say:

> In the past I've always know the superintendents. I played softball with them in a league, whatever. I know them, you can go in their office and talk to them. Now they're all from out of the district. They're kind of hands off. (Julie, S.P.)

Julie's ideal principal was "Someone with a sense of humor. Someone who can pull the staff together when the going gets rough…who's accessible...that can talk to people, and get along, regardless of whether you like them or not" (Julie, S.P.).

Decisional capital. Julie described having autonomy in making instructional decisions, "I can make decisions myself" (Julie, S.P.). However, with regard to her principal's practice of building decisional capital, Julie felt he was falling short. Julie approached her principal, asking him to be part of a committee that would be responsible for making schoolwide policies only to learn that the committee members had already been selected. When asked to explain the high rating she gave her principal on the survey she responded, "I think because, he talks a good game" (Julie, S.P.). She went on to say that because of his words, she gave "him the benefit of the doubt" (Julie, S.P.). She stated, "As time goes by, there's no evidence" (Julie, S.P.) that he included the teachers in schoolwide decisions. She went on to say, "If I rated him high on

decision making…I would have thought by his words, that he was doing to do this, and this, and this" (Julie, S.P.). Thinking about the practices of a principal that would be rated high in building decisional capital, Julie described, "Someone who kind of lets the teachers, not run, but be very involved in decision making" (Julie, S.P.).

Job satisfaction. Julie revisited the district's "upheaval" (Julie, S.P.) when discussing her job satisfaction, "I love what I do, but I don't like working in a situation where I'm no proud of what [the] school does or district" (Julie, S.P.). Julie felt that the treatment of many long time employees was unfair. In speaking about those that left, she said, "They saw the handwriting on the wall. I didn't see it soon enough to leave, but I don't think I would have left" (Julie, S.P.) despite "feeling of discontent[ment]" (Julie, S.P.). Practical factors that contributed to Julie's decision to stay in her district were the loss of seniority and being vulnerable to the possibility of unemployment should a reduction in force occur in a district she joined. Ultimately, Julie decided to stay with her district, stating, "I am committed and in love with my kids, their parents, the community" (Julie, S.P.). However, she went on to say, "My heart has been here for a long time. I don't have a lot of job satisfaction now, except I like the kids" (Julie, S.P.). Julie explained the discrepancy between her interview responses indicating low job satisfaction and her survey results indicating high job satisfaction:

> I'm Catholic. With all the church scandal, our monsignor…was saying, 'You don't place your faith in your priest. Your priest is human. They are human. You place your faith in God. Because that's where it is.' In the same way, I can't place my faith in my principal. I have to put it in something higher, which is family and education. That's what keeps me there, and what keeps me happy. On most days I am happy (Julie, S.P.).

Frank: "I think one, as a leader, you have to set the example; and I think if one sets the examples, others will follow."

Frank had over 20 years teaching experience. His survey results indicated that he was satisfied with his job (4.42). Frank gave his principal the highest rating possible in the areas of human and decisional capital (5.00) and high marks for social capital (4.57). This school year was Frank's first year with his principal as he was new to the school and district. As we began our conversation about the results of his survey and his experiences with his principal, Frank said, "He came in very democratically" (Frank, S.P.).

Human capital. Frank described his principal as supportive of his professional development. He described the demonstration of that support as his principal generally approving requests of teachers to attend outside professional development opportunities. These opportunities were presented to the principal by the department chairs. When asked if the principal presented these opportunities to teachers or to chairs, Frank indicated that the department chairs sought out the conferences.

Frank spoke of his principal as one who did visit his classroom, providing positive feedback, which he appreciated. This had not always been Frank's experience. He recalled a previous principal, whom he described as one who would visit the classrooms only to give negative feedback and the impact that practice had. "They were not really valuing the experience that the teachers had. A teacher of the year is getting hammered by the administrator. Imagine the other teachers that are not teachers of the year surviving" (Frank, S.P.). Frank felt that the

criticism was in part due to the administrator having lost touch with the experience of teaching. Frank had advice for principals to better the practice of building human capital

> I would say teach. Teach so that you know the challenges and one doesn't [lose]…touch…[with]…the classroom. I think that's how one as a teacher will respect the leader…I think it's important for leaders to always remember the beauty and the challenges of teaching. If you encourage your leaders to go back to the classroom in each school, let's say once a month, teach a class, here's a lesson, you teach it. I think it will bring in greater respect to the leaders I think, in my opinion, in my opinion. (Frank, S.P.)

Social capital. Collaboration, according to Frank, was supported by his principal:

> I remember his first words, he said, "I'm not coming in with a hammer, I'm not coming in with a hammer. I'm coming in with a spirit of collaboration to work with all teachers and respect the years and amount of service they have contributed to this community. And I'm coming in to work as a team, I'm not coming in with a hammer." (Frank, S.P.)

Frank described how his principal demonstrated his practice of building social capital, indicating that there was time scheduled into the work week for department meetings, which were led by department chairs. Frank further described how the time for collaboration came about. "Luckily for us a couple of years ago our union struck a deal that said look, if you want us to collaborate, we need to write it in a contract" (Frank, S.P.). While this contractual arrangement was made prior to the hiring of the principal, Frank indicated that it was a practice that his principal has maintained. Time for collaboration was not the only indicator that Frank felt showed his principal's support of teachers working together to improve teaching practices.

Frank described a time when he reached out to a colleague, asking her to demonstrate a model lesson for one of his classes. The colleague agreed to do so during her free period. Frank indicated that the principal agreed to allow the demonstration lesson to take place. When questioned about how the principal had encouraged the sharing of best practices in this manner, Frank responded, "The principal supports that…and it seems like he wants to encourage. That he wants us to kind of…organize it amongst ourselves" (Frank, S.P.).

Decisional capital. Frank's description of his principal's practice of building decisional capital revolved around the school's department heads, "Before he makes a decision I think he consults teachers, he goes through departments and before he makes a final decision, he always says, 'You know I come in with respect'" (Frank, S.P.). Frank indicated that teachers did have input with regard to decisions impacting instruction and that teachers "have more decision making with whatever curriculum we adopt, whatever books we buy and whatever departments that we have, so anything that pertains to instruction, improvement of curriculum" (Frank, S.P.). Frank further described how teacher voice regarding instruction and curriculum came to be. "I think because of our union negotiating that in the contract, I think we've been having more input and say so in curriculum" (Frank, S.P.).

Job satisfaction. In speaking about his job satisfaction, Frank stated that it had been negatively impacted by state-mandated testing as well as by previous principals' requirement that teachers lesson plan after contracted hours. However, Frank indicated that his job satisfaction had increased since his union successfully negotiated a planning period for the teachers. As the interview ended, Frank reflected on his job satisfaction:

> I think it's a wonderful thing to work with children. I think in a way children are God's gift to society and I think if teachers and ministries can work in collaboration, we could save a lot more kids. I think and if we always remember that, remember that we are here for the kids, it's going to keep us I think strong and if an administrator comes in as he said in collaboration, to work in collaboration, I think that's key to any organization to a good team, is to make sure that you respect your staff. You respect your teachers, but at the same time lead by example. Lead by example. I think those two, combined of course with parental support is going to bring more happiness to the job and also to maybe retain the teachers (Frank, S.P.).

Jane: *"We ignore you principals."* Jane had over 20 years of teaching experience. Her survey results indicated that she was extremely satisfied with her job (4.85). Jane's rating of her principal practice was not favorable. Jane's highest rating of her principal was in the area of social capital (3.00), with human (2.71) and decisional (2.42) capital following. Jane referred to her school district; the pseudonym given to her district was "Park." This school year was Julie's third year with her principal. Jane began the interview by stating that there had been a "big upheaval" (Jane, S.P.), adding "We lost a lot of administrators" (Jane, S.P).

Human capital. Jane had hopes for the current principal who had once filled in for the previous principal. During that time the fill-in principal "sat down. She observed. She wrote positive comments. She did that stuff which was so [Park] like I would say… it felt really good" (Jane, S.P.). Therefore, when she learned that the principal that was filling in would soon become her principal, Jane said that it was "something I really looked forward to…she had that [Park] spirit" (Jane, S.P.). However, Jane stated that her current principal, the former fill-in

principal, “Hasn’t done that at all since she’s been our actual administrator. She hardly comes in” (Jane, S.P.).

Referring again to the loss of administrators during the “upheaval” (Jane, S.P.), Jane noted, “That was one of the things that always made [Park] really special is that people higher up were really very caring and it just doesn’t seem to be anymore. Just sad” (Jane, S.P.). In speaking about her past principal’s practice of building human capital, Jane said, “She really cared about supporting teachers and didn’t have what I call teacher amnesia. She remembered what it was like to be a teacher and she fought for her teachers at higher levels and everywhere. It was wonderful” (Jane, S.P.). She went on to say about her previous principal, “She was just wonderful. She was a curriculum leader. She knew what was going on. She wanted to know what was going on” (Jane, S.P.).

Jane noted the contrast in her previous principal’s practice to that of her current principal, recounting a meeting with her current principal:

> There was one time when at the very…her first year with us and we’re sitting around the table she asked us how many years of teaching experience we had or just education experience and we left her in the dust. Here she was trying to tell us how to teach…It’s okay if you’re coming from a higher level and you said, ‘This is what we need you to do so that they’re ready for next year.’ Don’t come in and tell, when we have 20 years of experience at this grade level and you have none. (Jane, S.P.)

Jane felt that her principal had limited knowledge of her as a professional “I think she know some of me but I don’t think she really knows. No. Again, you don’t come in very often. You don’t get to see what the teacher does. She just knows what I talk about” (Jane, S.P.).

During her evaluation last year, Jane offered her principal some advice, “Stop in and just walk through for a minute to any of the classrooms. You’ll get a much better feel of what’s going on and people will feel like you’re around. She didn’t take my advice. Can you imagine that?” (Jane, S.P.).

Social capital. Jane was asked about her principal’s practice of building social capital. She described consistent collaborative meetings. Jane indicated that these meetings were in place prior to her principal’s tenure and that the principal “hasn’t destroyed it" (Jane, S.P.). Asked to portray the nature of the collaborative meetings, Jane described meetings that were dedicated to data analysis of student assessments, “The focus is filling out this piece of paper that honestly, we never look at again” (Jane, S.P.). The piece of paper she described was a form that prompted teachers to analyze their students’ data and create an action plan. Jane explained that there was a lag between assessments and data analysis, therefore, most teachers, including Jane, had already analyzed the data and acted upon their findings.

This collaborative time appeared to be directed by the principal without input from the teachers. Jane described the meetings as perfunctory, not meaningful:

> I think where the difficulty is, is that she expects certain outcomes from a lot of the collaboration time…I have to admit sometimes we sit there and make it sound good. One of my strategies, or maybe it’s something we’ve talked about at lunch time until we’ll just write in that we did that during our collaboration time so we could work on something we really wanted to work on. (Jane, S.P.)

Decisional capital. Jane felt she had the sovereignty to make instructional decisions “Behind closed doors…we have autonomy” (Jane, S.P.). However, schoolwide policies were a

different matter. When differences of opinion arise, Jane felt that her principal's attitude was 'It's my way or the highway. You don't like it too bad. I've decided that's what it's going to be.' I don't feel she listens to reason and I think it's really bad when you don't really know the kids…or the teachers that well" (Jane, S.P.). An example Jane shared involved student progress reporting procedures. The procedures were new to the teachers who were informed of the policy via email. There was dissension with regard to the manner student progress would be reported. Jane stated that the principal provided no forum for discussion. "Discussions about anything that we disagree on are not received well." Jane's perception of her principal's take on teacher opinion is, "It doesn't matter. It doesn't matter" (Jane, S.P.). Jane describes her principal's practice of handling disagreements, "A lot of times she'll sit there and listen but it doesn't really matter. She's got to do it her way" (Jane, S.P.). Jane's advice to her principal, "Listen to us…" (Jane, S.P.).

Job satisfaction. Jane describes her principal as "hands-offish" which has impacted her job satisfaction "My husband even noticed with this one…he made the comment, 'It just might be time for you to retire. I've never heard you complaining about [the] administration like you are now.' It has definitely affected my job satisfaction" (Jane, S.P.). She went on to say, "I was saying, telling my fellow first grade teachers today that I just have to not talk about administration so I don't raise my blood pressure" (Jane, S.P.). When asked if she thought about transferring, "This is the first time that I've actually thought that if I knew of a principal that I might like better…If I know of a principal I might really like better. I might do it" (Jane, S.P.). Jane went on to say, "I probably still wouldn't because I still love the staff here. I figure the staff

will stick around longer than the principal" (Jane, S.P.). Jane added, "If it were a principal that were in our face all the time, then it would affect job satisfaction" (Jane, S.P.).

Jane explained the reasons for the critique of her principal, "She's not a horrible person. I just don't like her leadership style. I was extremely disappointed because I expected her to be a [Park] type principal and I haven't found her to be that way" (Jane, S.P.). Jane explained her high job satisfaction and the low marks she gave her principal by stating, "Because I love teaching. I love teaching. I love the challenge of learning…the fact that there's always something new to learn and the kids are always so much fun. I love that" (Jane, S.P.).

Karen: "Why do you care about principals?"

Karen was in her twentieth year of teaching. Her survey results indicated that she was very satisfied with her job (4.71). Karen's rating of her principal was at the lower end of positive, with all three of the principal's practices measured at 3.57 each. This school year is Karen's third year with her principal, who was hired from outside of the district. At the beginning of the interview Karen said, "I expect more and it's always a let-down" (Karen, S.P.).

Human capital. Karen's description of her principal's practice of building human capital was that it was mediocre at best. She responded to an open-ended survey question regarding her principal's encouragement of her professional development, expressing that her principal had neither helped nor hindered her professional development. Karen elaborated on what she wrote, and responded, "I don't feel she's engaged" (Karen, S.P.). Karen described what the lack of engagement looked like to her, stating, "I don't feel like she knows what's going on with curriculum" (Karen, S.P.).

The school had recently adopted a curricular program, which all teachers were to implement. Karen recounted how her principal observed her in order to assess her implementation of the program "She walked in. I swear she wasn't in for one minute. And she walked right out" (Karen, S.P.). While Karen believed her principal "wants to be a presence" (Karen, S.P.), this instance for Karen simply highlighted her feeling that her principal "just doesn't really see what people are really doing" (Karen, S.P.).

When speaking about her past principal, she described him as someone who would come by her room and engage with her students. "And that's what I miss. I miss that. I really miss the personal connection. She doesn't have that" (Karen, S.P.). This missing personal connection was illuminated by her principal's response to Karen's concerns. For example, Karen recounted returning from summer break to find the school garden she tended was missing. When she asked her principal what had happened, Karen reported that her principal responded, "I'll have to check into that" (Karen, S.P.). This was a sign to Karen that perhaps her principal did not care about what she cared about. She noted, "I don't even think she would even know where to engage with me" (Karen, S.P.).

Communication from the principal to the staff, Karen reported, was mostly through emails. She described these emails as lacking substance and said they were "surface, happy emails" (Karen, S.P.) with sweeping non-specific praise of the teachers as a whole. "So, everything's kind of like procedure, did I check it off, and I think some teachers do feel like she doesn't have real buy-in" (Karen, S.P.). She further described the feeling these emails elicited and likened it to getting an "A" from a teacher who never read the paper submitted. She went on to say that that was a teacher she would have no respect for and would rather receive an "F" from

a teacher who actually paid attention to the work she submitted. Karen described her principal as "just not engaged" (Karen, S.P.). With regard to her principal building human capital, Karen provided a piece of advice "Just to get to know people better" (Karen, S.P.).

Social capital. According to Karen, grade-level collaborative meetings occurred regularly. When asked if her principal attended the meetings, Karen responded, "She used to more. But it wasn't to sit in. It was more like, well she had to come to third grade because we were arguing. She had to make us behave" (Karen, S.P.). Karen spoke of her principal's participation in the meetings, "She's just…saying, 'uh huh, uh huh, uh huh' but I don't feel like she's engaged" (Karen, S.P.). Submitting meeting minutes to the principal was required, and Karen described the teachers' time at meetings as spent mainly writing down what they believe would make them sound good in the least amount of time by simply filling in blanks.

The principal did provide the grade-level feedback regarding their minutes. E-mails that Karen reported read, "Thank you for the lovely comments you made about strategies that you're using in your classroom" (Karen, S.P.), which in Karen's estimation was "totally surface" (Karen, S.P.) and that her principal had not observed the strategies praised. Karen's description of her principal as being "surface" (Karen, S.P.) was a pattern that Karen's saw in her principal as she recounted an interpersonal issue she and a colleague had had the previous school year. She said that her principal was somewhat laissez-faire and told her "'We'll just hope for the best and try to keep positive.' So, it was not getting to the problem. And maybe that's how she dealt with it. I just felt like I wasn't listened to" (Karen, S.P.). Due to her experiences with principals,

Karen felt that "They don't add a lot to the culture. They don't change the culture very much" (Karen, S.P.).

Decisional capital. Karen felt that she had autonomy to make instructional decisions because the principal was "too busy" (Karen, S.P.) to know what was happening in her classroom, and "She doesn't bother us" (Karen, S.P.) Karen saw her principal's lack of engagement as a "positive" (Karen, S.P.). Answering to whether or not teachers were allowed to participate in decision making at the school, she replied, "Yeah. Not that we're allowed, it's that we do it" (Karen, S.P.). She further explained, "We can move without them…And they're here today, gone tomorrow…That's how we see them. I wonder why you're so interested in them, because they don't stay, you know?" (Karen, S.P.).

Job satisfaction. Karen explained her high job satisfaction in spite of her marginal rating of her principal's practice "There's people here who run this school, and they're the teachers. And we could do it without anybody in the office. And so they can make our life hell, but they don't usually, because like I said, they're overwhelmed" (Karen, S.P.). When asked why she stayed in teaching, Karen responded, "Connections, that's what keeps me here, to these little kids... It's like they're family" (Karen, S.P.).

SUSAN: "As a matter of fact, two years ago, we started with no principal. We didn't get a principal until the end of October…We were self-running…We know our standards. We know what we have to do."

Susan has over 18 years of teaching experience. Her survey results indicated that she was satisfied with her job (4.00). Susan's highest rating of her principal was that of social capital (4.28), followed by decisional (4.14), and human (3.42) capital, respectively. This school year

was Susan's first second year with her principal; he was new to the school and to the district. Susan referred to her school district and site by name; the pseudonym given to her district is "Park" and to her school "Aliso." Susan started the interview by stating, "I have always been at [Aliso]. Yeah. Most of the teachers here, we do tend to stick to the school site. Once we start, we feel like that's our home" (Susan, S.P.).

Human capital. Susan's principal was new to the district, a district that in recent years had experienced personnel turnover, with administrators at the district and site level as well as with teachers. In response to whether or not open administrative positions had been filled by the district's teachers, Susan responded, "There were people that were fully qualified to go into positions, but they weren't getting them. They weren't the people that were getting the positions offered" (Susan, S.P.). The principal's lack of experience in the district and with the staff presented a steep learning curve for the principal in acquiring knowledge of the staff and culture, which might be an impediment to his/her practice of building human capital. In relation to the current principal, Susan said, "He's just not there yet," in part because visiting the classroom was a practice that, "He doesn't do…very often…" (Susan, S.P.). Susan went on to say, "I always feel like the more you know about a person, the more understanding hopefully of them you're going to be…we do have our own little world of problems" (Susan, S.P.). In speaking about a past principal, "You always got a 'Hello. Have a great day.' If you were sick, she made it a point to bring and buy some cough drops and some tea…We do need that type of nurturing" (Susan, S.P.).

Susan continued to speak of her previous principal's practice of building human capital. She described a woman who was "like that teacher that made you believe you are going to read

that text because you're going to do it, because you're going to be that good" (Susan, S.P.). Susan described interactions with that principal and gave an example of what would happen if a teacher went in to meet with the principal because the teacher did not want to be on a particular committee. Susan said it was more than likely:

> By the end of the meeting, you were walking out with a smile on your face because you were going to head this committee and you were like, "What just happened?"…She was just somebody that gave you the wings. Not to sound corny but she just really made you believe that, yeah, there's no reason why you can't do it. (Susan, S.P.)

Social capital. Susan described collaboration meetings as being common planning times for the grade levels to work together planning lessons and analyzing data. While she described grade-level teams as cohesive, her perception of the staff differed. Susan said, "I've heard people that have come from the outside to work with us like, 'Oh, yeah. I've heard you guys are a difficult staff'" (Susan, S.P.). In explaining her understanding of the perception of being a hard staff, she explained: "We go against the grind. We ask a lot of questions which I don't that that's a bad thing. It's just like the student that always asks questions, we're that staff that's always asking." (Susan, S.P.). Susan explained, "A lot of people see it as pushing back, but it's no necessarily that. It's just that we want the entire picture. We want to understand" (Susan, S.P.). As to how her principal handled this perception, Susan noted, "He is still not working with us, but he'll get there. Hopefully" (Susan, S.P.).

Decisional capital. Susan described the decisional capital of her grade level team's collaborative meetings positively, noting that "we decide as a grade level what we're going to do…within the scope of the team, we decide" (Susan, S.P.). When it came to her autonomy to

make decisions within her classroom, Susan felt as though she could make decisions on her own as long as she could "defend it" (Susan, S.P.) if questioned. However, in terms of policies and procedures that impacted the school site as a whole, Susan felt that her principal's practice of building decisional capital was lacking.

Susan shared a recent change in a schoolwide procedure that her principal made unilaterally; a decision that affected all teachers, students and parents. While Susan recalled that her principal said he was going to bring about a change in the process, she indicated that he provided no details. This change in procedure was implemented without input from the teachers, which created "resentment" (Susan, S.P.). Susan explained that the genesis of the resentment was "The fact that we were kept out of that process, that was a big no-no. That was probably his biggest mistake yet. We haven't forgotten it" (Susan, S.P.). Susan talked to her principal about the change in procedure and reported that he reminded her that he told the staff that there were going to be changes made. Susan's response to her principal was, "You never prepared us for how enormous this was going to be for us" (Susan, S.P.). Susan said her principal's lack of prior notice to teachers was a critique that had been brought to him previously; that he either did not include the teachers or if he did it was with teachers he found "approachable" (Susan, S.P.). Susan followed up by saying, "I think he's a good person, but you know, sometimes…that's not enough" (Susan, S.P.).

In speaking about a past principal's practice of building decisional capital, she described a leadership team created by the principal. The leadership team was comprised of teachers, and it was "Come one. Come all" (Susan, S.P.). She described meetings of more than 25 teachers who stayed at work until 7:30 p.m. talking about issues. To Susan, the leadership team "was

more of a community that she [the principal] built at that point. It wasn't a meeting. She didn't call a meeting. There was an invitation" (Susan, S.P.). She described that quality as desirable, "that quality where you step back and you let your teachers think they're in charge maybe or maybe we are in charge" (Susan, S.P.). Susan then described a practice of a desirable principal as one who "invites his teachers more to participate in that, this is what it's going to look like process, let's paint that picture together. Let's agree on these points together" (Susan, S.P.)

Job satisfaction. In speaking about the major changes in personnel within the district, Susan noted, "It just came to a point…it was just a lot of nastiness in this district" (Susan, S.P.). This turnover impacted her job satisfaction in that "The hard point comes when then you get another person, then you have to see…You're walking on eggshells a little bit trying to see who they are, what makes them tick, are they going to want to see this or…that" (Susan, S.P.). When asked if she thought about leaving the district in light of all the changes, Susan responded (referring to traditional school district salary schedules), "Pay wise, if I wanted to stay in the classroom, I'm here. I'm stuck in [Park]" (Susan, S.P.). While Susan had considered changing districts or school sites, her assignment had had a positive impact on her decision to stay at her school site, "I love dual language and that's why I really stay here" (Susan, S.P.). In addition, Susan said, "I feel like I'm serving a community that I really wanted to serve…At the end of the day, I get to see every kid off and know that, hopefully, I did a great job for that day" Susan, S.P.).

John: "I remember gosh, a couple of years ago she came in to observe our room, she was like, 'Wow we are really lucky to have you.' What more could I ask for when someone makes you feel appreciated?"

John had over 20 years of teaching experience. His survey results indicated that he was satisfied with his job (4.14). John rated his principal high in human (4.14), social (4.42), and decisional (4.14) capital. John's principal had previously been his assistant principal. She was promoted to her current position this school year after the previous principal retired. The previous principal served as John's principal for the last 10 years of her 34 years with the school district. John started the interview by saying, "Well, I've been very lucky" (John, S.P.).

Human capital. The transition from past to current principal was a smooth one, according to John. He explained that the current principal had been promoted from her position as assistant principal of the school. John felt that the current principal "gets it" (John, S.P.) in terms of how the school and its teachers worked. John went on to explain that the current assistant principal was a former teacher at the school, and added positively, "He knows us, knows what's important to us, knows what would probably drive us bonkers because he's been there" (John, S.P.). According to John, this seems to be a part of the district's culture. He spoke of a teacher he worked with in the district, "It was wonderful to see him move up the ranks first as a rookie teacher…and now he's assistant superintendent" (John, S.P.). This teacher-turned-administrator had a mindset that led him to consistently ask his teachers, "What can I do to help you? What do you need? What can I do to support you?" (John, S.P.).

The practice of building human capital was not lost on his previous principal, "She was just an amazing cultivator I guess of administrative talent. People would go off and then be

heads of their own school" (John, S.P.). John's experiences with her demonstrated that her support was not limited to those with administrative aspirations. John taught two subjects for some time and was approached several years ago by his previous principal to include music, his passion. John described the impact that this opportunity had on him, "I didn't ask for it but there was a refresh mode for me. I did get something different but it was wonderful. I know that burn out can happen for some people, so I didn't have a chance to burn out" (John, S.P). When presented with an opportunity to perform at a music festival, which was scheduled on a school day, John approached his former principal about the conflict. John said the former principal responded, "Go do it…This is part of who you are, this is part of what you bring to our school. You need to do that" (John, S.P.).

John returned to the topic of the district's practice of building human capital, saying, "You've got people who genuinely care…bringing others along…they know who we are. We know who they are. We've spoken. They are approachable" (John, S.P.). When asked if the culture was focused on relationships and learning about all the people within the district, John responded:

> I think you are on to something that keeps it a family type feeling too. Not that there is anything wrong with outside freshness. I'm sure that that also comes with new teachers and then maybe they come up through the ranks. (John, S.P.)

Social capital. John described collaborative meetings as being coordinated by the principal and often delivered by others on the staff and that the principal was "Trusting [of] the people who are there to help" (John, S.P.). He noted that all teachers had access to a shared calendar that included the meetings days and times well in advance. More specifically, John

described the structure of the literacy collaboration meetings in which the literacy coach ran the language intervention meetings with guidance from the principal who coordinated with the district-level literacy coaches. John shared a copy of the last agenda, which covered a unit of study that the teachers were currently teaching. The conversation at the meeting revolved around "possible pitfalls and things that we wanted to make sure we highlighted and so that was quite helpful" (John, S.P.).

While discussing a professional development that focused on preparation for an assessment, he described a meeting in which different subject areas split off and the meetings were run for their specific subject area. "They had the math team split up and then do their math thing in a different room. So we weren't all having to sit through a math thing when it didn't pertain to us, and that's appreciated" (John, S.P.). This organization and forethought in planning was not lost on John, "There is a very sizeable respect for our time" (John, S.P.). He described the culture maintained by the principal in relation to meeting:

> Here it's like, you know what, if we are done ten minutes early and we cover what we need to cover, I'm giving you back your time to do what you need to do. It's again greatly appreciated because we do use it. (John, S.P.)

John indicated that this practice made him feel that his work load was recognized by the principal.

John further described principal practices that made him feel understood. In speaking about the past principal, John described:

> She was a good listener in that she heard what we would need to make this really work, so we wouldn't go into it with one hand tied behind our backs. She went in and said, "okay we need this, well, then let's get it" (John, S.P.)

Listening was a skill the current principal appeared to have as well. "I feel we could tell her something if [we-the teachers] had an idea. She may or may not see [our idea] as a possibility but she listens. That's important…to be able to listen" (John, S.P.).

Decisional capital. Asked about whether or not he felt as though he has the autonomy to make instructional decisions, John indicated that he did, "I am trusted with how am I teaching…what pace…what should I expect from my student" (John, S.P.). John added with regard to the administration, "They'll come in and watch now and then. It's not that I'm left alone to do whatever and whenever" (John, S.P.). John gave an example of his current principal providing support for teachers to make instructional decisions. He said there was a school mantra about instruction that the principal shared with the staff, "As fast as you can. As slow as you must" (John, S.P.). John felt this mantra demonstrated the principal's understanding of the need to differentiate instruction to meet students' needs, another indicator, he felt, that the principal built decisional capital.

Job satisfaction. John responded to a question that addressed whether or not he had or would consider leaving teaching or transferring to another site, he responded, "Why would I? One, I genuinely, I do like kids, I think that's necessary. Equally, I love the subject matter" (John, S.P.). He followed up by saying, "Going to a place where one feels appreciated, like part

of the team, not second guessed. How can that no help but spur forth positive feelings and thoughts in your workplace?" (John, S.P.).

Andrea: "I want to know my principal's going to have my back."

Andrea had five years of teaching experience. Her survey results indicated that she was satisfied with her job (4.00). Andrea rated her principal highest in the area of decisional capital (3.71) with social (3.57) and human (3.29) capital following respectively. This was Andrea's second year with her principal, who has been at the school site for over five years, as she chose to leave her previous teaching employment at a charter school. At the beginning of the interview Andrea said, "I left the charter school because I did not have any right or respect or say in anything I did" (Andrea, S.P.).

Human capital. Andrea indicated that building human capital was a part of her principal's practice, "We do professional developments and he does allow for professional developments during break times" (Andrea, S.P.). Although the opportunity for professional growth was available to teachers, she noted that her principal's practice was not proactive. "It is not really something the he outwardly discusses, encourages" (Andrea, S.P.). Andrea did indicate that, at the beginning of the school year, she had had a discussion with her principal about her long-term goals, as part of the district's teacher evaluation process, "but it's not come up since" (Andrea, S.P.). While he might not have been initiating conversations with Andrea, she stated that he was accessible. With regard to speaking with him in his office, she said, "I go in there whenever I need to. He's never made me feel like you're not allowed to be in there" (Andrea, S.P.). She added that this was an important quality in a principal. "I want to know that I can knock on your door and it's not like, 'Okay, make this quick. I have stuff to do.' He

doesn't do that. My current principal doesn't" (Andrea, S.P.). The personal interactions, this school year, between the principal and Andrea had not been limited to his office but occurred also in her classroom, "He's probably come in four or five times" (Andrea, S.P.). Her experience with her current principal contrasted with her experience with her previous principal.

Andrea described her relationship with her previous principal as "stressful" (Andrea, S.P.). She recounted having meetings with her former principal in which Andrea was advised "that maybe teaching wasn't the right career path for me and [she] could never say anything positive about lessons she saw" (Andrea, S.P.). Andrea went on to say that her previous principal had put her in program improvement, to improve her instructional delivery despite the fact that her "kinder and first were the highest [scoring class on schoolwide assessments] within our school" (Andrea, S.P.). Her previous principal's practice of building human capital included words that "were so sharp and pointed that I took it really personally" (Andrea, S.P.). This past experience has impacted her current experience. Andrea describes being open with her current principal about her past experiences:

> My principal knows, I made it clear to him, and he does know I get really antsy when he walks in and I get super anxious. He always says that it's not a big deal and he's no there to come down on me or anything like that, but it doesn't change the fact that any time any sort of authority figure…walks in, I kind of freak out (Andrea, S.P.).

When asked if she had any advice to her current principal she offered, "Learn who your teachers are." While she felt comfortable with her principal, "I feel like he's a nice guy and I get along with him and we can joke and be silly and have fun" (Andrea, S.P.), she added, "I don't know that he knows who I am" (Andrea, S.P.). Andrea explained why she felt it was important

for a principal to know his teachers by stating, "Because you know how to support them better. You know what they need" (Andrea, S.P.).

Social capital. Andrea indicated that she had positive relationships with her colleagues, "I do have really good coworkers and I feel supported" (Andrea, S.P.). She noted that her school, with the support of her principal, effectively utilized a support staff that served as instructional coaches for the teachers. Andrea indicated that the relationship she had with one coach in particular as "excellent" (Andrea, S.P.), stating, "I know I can come to her if I need to" (Andrea, S.P.). However, she saw room for improvement in her principal's practice of building social capital.

Andrea stated that, at each grade level within her school, there were teachers who made working together as grade-level teams ineffective. She went on to say, "Our school is in a not-so-great place right now as far as professional relations go" (Andrea, S.P.). Andrea said that her principal was working on resolving the interpersonal issues that existed within the grade level teams but said, "I don't know if he knows how" (Andrea, S.P.). She offered suggestions for reassigning teachers within the grade levels, changes she believed would help the "disconnect" (Andrea, S.P.) amongst the teachers—changes her principal was not making. She conceded it was likely that district policies prohibited her principal from moving teachers into different positions, and that "He doesn't have the power to do that" (Andrea, S.P.).

Decisional capital. Andrea felt as though she had the autonomy to make instructional decisions. Despite her "anxiety" (Andrea, S.P.) during observations, she said, "He respects what I do" (Andrea, S.P.). She further added, "I do believe that he's not sitting on top of me saying, 'Are you teaching this from this time to this time?'" (Andrea, S.P.). Her principal had let her

know that, "'As long as your class is functioning and doing well and I see growth in your classroom, you're fine'" (Andrea, S.P.). In addition, Andrea's principal's practice of building decisional capital included recognizing her for implementing a novel instructional approach.

Andrea recounted a time when she felt her instructional coach was not offering strategies to meet the needs of her students. She met with her principal and shared with him what she had created to address her students' needs. In describing her meeting with the principal, she said, "I felt fully respected" (Andrea, S.P.). She recalled her principal saying, "I support you. I need you to give this to the…coach and I will be in the meeting with the…coach when you present it" (Andrea, S.P.). Andrea said that this instructional approach was now used schoolwide.

Job satisfaction. Andrea's experience with her previous principal was the determining factor in her decision to seek other employment. Although she indicated dissatisfaction with her previous assignment and pay, Andrea ranked the factors that led to her decision to leave that employment and said, "Principal would be number one for sure" (Andrea, S.P.). She went on to share that the year she left her previous school, so too did 11 of the 16 teachers. According to Andrea, all the teachers who left sought teaching opportunities with other schools. According to Andrea, the principal "was a big factor" (Andrea, S.P.) in the teachers' decision to obtain other employment. She added that "Morale was so low" (Andrea, S.P.) because "She was an abusive principal" (Andrea, S.P.). Andrea described her desires at the time she chose to leave, "I wanted more stability, more structure. I wanted to feel safer" (Andrea, S.P.).

In describing her job satisfaction with her current principal, Andrea said, "There are very few major concerns that I have. There are little things, and there are always going to be little things" (Andrea, S.P.). She went on to add, "I just feel a lot safer. I think what I came from, it

was so awful, that I feel like I don't have a right to be anything but blessed with the situation I'm in now" (Andrea, S.P.). Andrea elaborated on what kept her at her school site and in teaching, "I like the people I work with…I like teaching. I like being able to work with little people and know that I'm helping them achieve a greater goal" (Andrea, S.P.).

Summary of Qualitative Findings

The qualitative findings indicate that teachers' job satisfaction was not dependent upon the principals' practice of building professional capital.

Human capital. The qualitative findings indicate that principals' practice of building human capital was important to teachers but did not determine their job satisfaction. All of the teachers interviewed spoke of their professional relationships with their principal. All interviewees indicated that they felt it is of importance that the principal establish relationships with the teachers and learn about who they were personally and professionally. Interviewees expressing a positive perception of their principal's practice of building human capital ($n = 2$) spoke of their principals in terms of being respected and personally understood and stated that this practice had a positive impact on their job satisfaction (as found in Frank and John's interviews). Interviewees expressing a negative perception of their principals' practice of building human capital ($n = 6$) spoke in terms of their principals' lack of engagement with the teachers; with 5 of the 6 teachers indicating that this school year their principal had not come into their classrooms to observe them teach. In terms of human capital, interviewees who noted that their principal was not engaged perceived this as a negative; however, in terms of social

capital and decisional capital, these interviewees spoke of lack of engagement in both positive and negative terms.

Social capital. All interviewees expressed that while their principals implemented the practice of collaborative meetings, a function of building social capital, the principals did not as a practice actively participate in these meetings. Those expressing a positive view of these meetings (John and Frank) indicates that the meetings were led by either a department chair or instructional coach. Both Frank and John spoke of collaboration in terms of feeling respected. Those expressing a negative view of these meetings (Julie, Jane, and Karen) indicated that the meetings were perfunctory, consisting of filling out forms; as Jane indicated, the form was filled out in a timeframe that allowed for the teachers to "work on something we really wanted to work on" (Jane, S.P.). This lack of engagement provided these teachers with the autonomy to use the collaborative time to meet their needs as they saw fit.

Decisional capital. All teachers expressed a sense of autonomy when it came to making instructional decisions. Three of the interviewees expressed that they felt they had autonomy to make instructional decisions because their principals had respect for their teaching practice (Andrea, Frank, and John). However, the majority of interviewees (5 out of 8) indicated that this autonomy was by-product of their principals' lack of engagement; as Jane said, "Behind closed doors…we have autonomy" (Jane, S.P.). The interviewees who expressed lack of engagement as a positive might help to explain the lack of correlation in relation to the building of social capital and decisional capital.

Job satisfaction. When the interviewees were asked what contributed to their sense of job satisfaction, teachers interviewed cited their relationships with students (n = 8), enjoyment of

their job/assignment (n = 4), sense of purpose (n = 4), and colleagues (n = 2) kept them at their school site and in the teaching profession. These factors derived from aspects of their job that appeared to be independent of their perception of their principals' practice, which may explain the lack of correlation between principals' practice of building professional capital and job satisfaction in the quantitative findings.

Integration of Quantitative and Qualitative Findings

The integration of quantitative and qualitative data in this explanatory sequential mixed-method study began with the administration of an online survey. The TPPPJS, administered to teachers, served several purposes. First, the survey provided data on teachers' perceptions of their principals' practice with regard to building professional capital, as well as teachers' level of job satisfaction. Second, the survey provided a means by which participants for the qualitative phase, consisting of semistructured interviews, were recruited. Third, the textual and numeric data gathered from the TPPPJS survey served as a starting point for creating the qualitative interview protocol. Finally, individual numeric and textual survey responses of interviewees were used to create unique questions for each of the second phase participants. Analysis of the interview transcripts in relation to the quantitative findings marks the second point of integration in this study.

Regardless of teachers' perception of their principals' practice, the majority of teachers surveyed were satisfied with their job (75.24%, M = 4.02). The frequency data of the quantitative findings indicated that a majority of teachers had a moderately positive perception of their principal's practice of building professional capital (65.71%, M = 3.69). The data regarding the job satisfaction of teachers surveyed showed that a majority of teachers had high job

satisfaction (75.245, *M* = 4.03). Further analysis of the professional capital composite was conducted; each composite making up professional capital (human capital, social capital, and decisional capital) was examined separately. The frequency data regarding teachers' perceptions of their principals' practice showed that the majority of teachers perceived the weakest area of their principals' practice was that of building human capital (61.90%, *M* = 3.63), with decisional capital (*M* = 3.70), and social capital (*M* = 3.73) following, respectively.

While the quantitative findings indicated that teachers held a marginally positive perception of principals' practice, 6 out of 8 of interviewees expressed a less favorable view of their principals' practice, despite their own survey results. It is important to note that the survey was administered in October; all teachers interviewed indicated that they had worked with their current principal for three years or less; 6 of the 8 interviewees reported that their principals were not only new to their schools but to their districts as well. These notations point to a possibility that the experiences interviewees had had with their current principal were limited; as Julie indicated, her interactions with her principal since the administration of the survey had contributed to her waning support of her principal. Another consideration is that 6 out of 8 interviewees who expressed concern regarding their principals' practice also couched their critiques with comments indicating that they perceived that job-related demands on principals might limit principals' ability to build professional capital. These factors indicate that survey results of teachers' perceptions of their principals' practice might be somewhat skewed.

The Person *r* correlational findings indicated that there was no correlation between the professional capital composite and the job satisfaction composite and no correlations between job satisfaction and the three composites that made up professional capital (human capital, social

capital, and decisional capital). One correlation did exist between job satisfaction and a single survey item that addressed human capital. (My principal encourages me to continue my education). This correlation coupled with the frequency data regarding the teachers' rating of their principals' practice of building human capital as the lowest of the three composites that define the professional capital, indicated that perhaps human capital was the composite of this construct that matters most to teachers.

All teachers interviewed possess varying degrees of professional capital; for example, teaching credential (human capital), positive relationships with colleagues (social capital), and the autonomy to make instructional decisions (decisional capital). The majority of the interviewees (7 out of 8) indicated that their principal did not play an integral role in their professional capital development. The data indicated that the professional capital that teachers acquired, regardless of the source was more important to teacher job satisfaction than the practice of the principal. The integration of the quantitative and qualitative findings provided a more comprehensive understanding of teachers' perception of principals' practice and teacher job satisfaction. The qualitative process, informed by the quantitative findings, aids in understanding the quantitative findings.

Conclusion

The purpose of this chapter was to present the data from both the TPPPJS survey and semistructured interviews, as well as the integration of the findings of the quantitative and qualitative phases. The results of this mixed-methods study indicated that teachers' job satisfaction is not dependent upon principals' practice of building professional capital. The quantitative findings found no correlation between teachers' perceptions of their principals'

practice of building professional capital and teacher job satisfaction. The qualitative data indicated that teachers attributed their job satisfaction to factors independent of their relationship with their principal; commitment to their students and colleagues and a sense of purpose derived from their chosen profession are top reasons cited. These qualitative findings might explain the lack of correlation between teachers' perception of principals' practice and teacher job satisfaction.

In the following chapter, the findings, as they relate to the conceptual framework of professional capital, will be discussed and recommendations for principals and district-level administrators will be made as they relate to the building of professional capital.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

Introduction

The findings in this study raise questions regarding the manner in which teachers reconcile their views of their principals' practice of building professional capital, particularly with regard to social capital and decisional capital. Recent literature indicates that teachers' perception of their principals' practice impacts teachers' job satisfaction (Boyd et al., 2011; Grissom, 2011; Tickle et al., 2011; Wynn & Brown, 2008). The quantitative research of this study found no correlation between teachers' perceptions of their principal's practice of building professional capital and teacher job satisfaction. Regardless of teachers' perception of their principals' practice, the majority of teachers surveyed were satisfied with their job (75.24%, M = 4.02). This study's qualitative research found that teachers' job satisfaction was primarily derived from teachers' relationships with students and colleagues and the sense of purpose their job provided. Teachers in this study also indicated that their principal's lack of engagement was perceived as a positive aspect of their principal's practice in that it allowed for teachers to exercise de facto autonomy. Together these findings indicated that for the teachers in this study, principals had little to no impact on teacher job satisfaction.

In this chapter, the research findings will be discussed in relation to the literature addressing all composites of professional capital as well as job satisfaction. Questions for further inquiry will be posed. And recommendations for instrumentation, principals and district level administrators will be made as they relate to the building of professional capital.

Discussion

As discussed in Chapter 2, research has pointed to the role of the principal as evolving from that of a manager to an instructional leader (Louis & Robinson 2012; Provost et al., 2010). The qualitative research in this study indicated that principals have not taken on the role of instructional leader in an engaged manner; several participants that were interviewed pointed to demands placed upon an administrator as an inhibitive factor in the principals' ability to actively engage with their teachers. The role of instructional leader has not supplanted previous roles of the principal but has been added to existing expectations of the principal (Louis & Robinson 2012; Provost et al., 2010). Additional demands seem to have a negative impact on the principals' ability to build professional capital (Hallinger & Murphy, 2012). Given the finite amount of time in a school day, principals are forced to prioritize their daily tasks (Hallinger & Murphy, 2012). On any given school day, these planned tasks might have to give way to urgent or time-sensitive occurrences that are common to principals (i.e. student or employee discipline, meetings with concerned parents, etc.) (Grissom, Loeb, & Mitani, 2015; Hallinger & Murphy, 2012). Thus a principal's lack of engagement with teachers might well be a result of an overreaching definition of a principal's role and responsibilities. Fullan (2011) asserted that capacity building (human capital), group work (social capital), and instruction are among the "right drivers" of education reform. Therefore, principals should be provided by their districts the time to build the professional capital of their teachers if the role of principal as instructional leader is to be effective in increasing the capacity of teachers to deliver instruction that will increase the academic achievement of their students.

A critical element of student learning is the quality of instruction that students receive (Hirsh & Hord, 2010). Improving instruction and thereby possibly increasing the academic achievement of students can be achieved through building teachers' human capital (The individual knowledge and skills a teacher possesses). Capitalizing on the teachers' human capital through the collegial sharing of the practices and experiences (social capital) has the potential of increasing teachers' human capital. Knowledge of the experiences of their colleagues as well as of their own, teachers would have a vast number of experiences to draw upon to make sound instructional decisions (decisional capital). Traditionally marginalized students come to school less prepared than other students (Grissom, 2011). Providing an equitable education for all students is necessary to move toward a socially just educational system. Increasing the capacity of teachers to provide sound instruction through principals' practice of building of professional capital is an important means to achieve that end.

Professional Capital

Human capital. The practice of principals building human capital consists of direct involvement in the continuous learning and mentoring of individual teachers; including constructive criticism and recommendations as an integral part of the school culture (Hargreaves & Fullan, 2012). Studies suggest that the practice of building human capital impacts teachers' job satisfaction (Johnson et al., 2012; Woodside-Jiron & Feshmann, 2009). While this study did not discover a direct correlation between principals' practice of building human capital and teacher job satisfaction, the findings suggest that the principals' practice of building human capital is indeed of importance to teachers, as evidenced by Julie's statement regarding her teaching practice, "I want to get better, I want to move towards better" (Julie, S.P.)

The data indicate that having a positive personal and/or professional relationship with their principal was important to the teachers surveyed. Those expressing a positive perception of their principals' practice of building human capital indicated that they felt respected and personally understood by their principals. John expressed this sentiment when he spoke of his administrator, "He knows us, knows what's important to us, knows what would probably drive us bonkers because he's been there" (John, S.P.). However, the majority of the teachers interviewed expressed a negative perception of their principals' practice in this area (6 out of 8), with the majority of participants reporting that their principals had not visited their classroom in this current school year (5 out of 8). An emergent theme with those who expressed a negative perception of their principals' practice in this area was a lack of engagement with teachers on the part of their principal as Karen described, "I don't feel she's engaged…I don't feel like she knows what going on with curriculum…And that's what I miss…I really miss the personal connection" (Karen, S.P.).

If the goal of educational organizations is to improve student academic achievement, effective instruction must be present, "Since the most significant factor in whether students learn well is quality teaching and teaching is enhanced through continuous professional development the link between social justice and learning is undeniable" (Hirsh & Hord, 2010, p. 11). The Common Core State Standards (CCSS) are relatively new to education, and its implementation brings dramatic instructional shifts. In order to address these instructional shifts, teachers' individual capacity, through the building of professional capital, should be a part of principals' practice (MetLife, 2012). A significant element of the practice of building human capital is the practice of providing feedback and mentoring teachers (Hargreaves & Fullan, 2012). Principals'

recommendations to teachers regarding instruction cannot be specific and/or meaningful without firsthand knowledge of their teachers' practices. Principals failing to observe teachers present missed opportunities on several fronts. Firstly, giving specific and constructive feedback of teaching practices witnessed by the principal has the potential of assisting teachers to elevate instructional practices (Fessler & Christensen, 1992). Secondly, principals' absence from the classroom eliminates the principals' ability to gather data regarding individual teachers' strengths and weaknesses. Without that data principals are ill-equipped to provide individualized effective mentoring. Thirdly, without data gathered through observation, principals would be hard pressed to plan or implement collaborative opportunities that are relevant and impactful for their teachers. Principals run the risk of failing to utilize teachers, who are strong instructionally, as coaches, mentors, or leaders to shore up areas of instructional weakness in the organization. Andrea described why she feels principals' practice of building of human capital is important, "Because you know how to support them better. You know what they need" (Andrea, S.P.) Thus, the practice of building human capital is fundamental. Without building human capital, principals' practice of building social capital is at risk of being handicapped.

Social capital. The practice of principals building social capital includes the work of promoting reciprocal relationships amongst teachers and between teachers and the principal (Fullan, 2011). This entails providing time for teachers to work together to enhance pedagogy to improve student learning. Desired student learning outcomes are more likely to be achieved when a principal intentionally practices creating an environment in which teachers have the opportunity to coordinate efforts toward improving student learning outcomes (Boote, 2006; Hargreaves & Fullan, 2012, Hirsch et al., 2006; Johnson et al., 2012; Leana, 2011; Likert, 1961;

MetLife, 2012; Shoen & Fusarelli, 2008; Siu, 2008). Studies suggest that building social capital impacts the retention of teachers (an indicator of teacher job satisfaction) (Boyd et al., 2011; Johnson et al., 2012) and that teacher retention has a positive effect on student achievement (Leana, 2011). This study did not find a direct correlation between the principals' practice of building social capital and teacher job satisfaction; however, it suggests that principals' practice of building social capital is perfuntory in nature, as Jane illustrated when she spoke of collaborative meeting, "The focus is filling out this piece of paper that honestly, we never look at again" (Jane, S.P.).

Principal support of collaborative meetings is a means through which social capital can be built (Hargreaves & Fullan, 2012; Leana, 2011). Through such meetings teachers have the opportunity to collectively examine instructional practices and develop competencies to support student learning (Boote, 2006). The data indicate that those reporting a positive perception of their principals' practice of building social capital indicate that collaborative meetings are led by an appointed person, are focused on including teachers, and address their professional needs. John spoke positively of his experiences with collaborative meetings that the conversation at one such meeting revolved around "possible pitfalls and things that we wanted to make sure we highlighted" (John, S.P.). Although these meetings were not led by their principal, the collaborative meetings were facilitated by a person charged with that duty as designated by either his/her peers or the administration. This indicates that building social capital is indeed being practiced by the principal. However, the majority of teachers interviewed described their collaborative meetings as perfunctory, and stated that the principals are either absent from or not engaged in the meetings (6 out of 8). For example, several teachers interviewed described

collaborative meetings focused around filling out a form that they quickly completed to allow them time to tend to work they felt was of greater importance ($n = 3$). Without active participation, principals are missing the opportunity to discover teacher leaders whose practices are aligned with the schools' goals that are likely to include the successful implementation of the CCSS (Prestine & Nelson, 2005).

With the instructional shifts brought about by the CCSS, it would be beneficial for principals to look toward building social capital to aid in efforts to effectively implement this latest educational reform (MetLife Foundation, 2012). Building social capital is essential in efforts to elevate teaching practices and is linked to teacher job satisfaction (Boote, 2006; Hirsh & Hord, 2010; Leana, 2011). If principals fail to invest in human capital, they will not have the necessary data to inform an effective structure and/or pertinent content for collaborative meetings, a function of social capital. This lack of investment in human capital may explain the practice of some principals providing a form for teacher completion as the goal of collaborative meetings.

Constraining teachers in such a manner and the absence of principals during collaborative meetings presents missed opportunities. Firstly, filling out a form during such meetings conveys that the principal is directing the content and context of the meetings, which is not conducive to teacher collaboration. Secondly, without principal engagement in collaborative meetings, principals cannot collect data that would provide useful information as to how to structure future meetings to promote effective collaboration between teachers. Thirdly, without active engagement, principals cannot be aware of any misguided understandings of school goals

and/or instructional practice, and therefore cannot effectively participate in developing the decisional capital of their teachers.

Decisional capital. The instructional shifts brought about by the CCSS will necessitate that teachers make new and/or different decisions regarding their instructional practice. The principal practice of building decisional capital includes promoting teacher autonomy to make sound instructional decisions that are based on individual and shared experiences, practice, and reflection. The aim of building decisional capital is to elevate teaching practice as a means to improve student achievement (Hargreaves & Fullan, 2012, Fullan, 2013). Several studies suggest that the autonomy to make instructional decisions is linked to teacher job satisfaction (Boyd et al., 2011; Jones, 1997; Spaulding, 1997; Wynn & Brown, 2008). While this study did not find a direct correlation between principals' practice of building decisional capital and teacher job satisfaction, it does suggests that while teachers do indeed have autonomy to make instructional decisions, principals may not be building decisional capital.

The data indicate that those who report a positive perception of their principals' practice state that they have autonomy to make instructional decisions because their principal respects their teaching practice. John said, "They'll come in and watch now and then. It is not that I'm left alone to do whatever and whenever…I am trusted with how am I teaching" (John, S.P.). Those who reported a negative perception of their principals' practice in this area also indicated that they have the autonomy to make instructional decisions. These teachers cited a lack of engagement on the part of their principal as the reason why they have autonomy to make

instructional decisions, as Jane said, "Behind closed doors…we have autonomy" (Jane, S.P.)—an environment similar to that before NCLB (Townsend et al., 2013).

The shift in the role of the principal to instructional leader was made in order to increase principals' influence on teachers' instructional practice (Louis & Robinson, 2012; Marks & Nance, 2007). However, principals' absence from teachers' classrooms provides teachers with the opportunity to make instructional decisions autonomously by default. Providing teachers with the autonomy to make instructional decisions is an important aspect of decisional capital. However, if a principal does not engage with teachers in their decision making process, the principal cannot provide relevant feedback. Feedback regarding decisions can allow teachers to learn from their successes and missteps (Hargreaves & Fullan, 2012; MetLife Foundation, 2012). This learning can lead to better instructional decisions in the future. Without providing feedback, principals run the risk of allowing decisions that may not support student achievement to be made and repeated. The principal's lack of engagement in building decisional capital has the potential of reinforcing ineffective practices on the part of the teachers.

Job Satisfaction

A teacher's decision to remain at his/her school site and/or in the profession is an indicator of teacher job satisfaction (Skaalvik & Skaalvik, 2010). Studies indicate that while there are many factors that affect teachers' job satisfaction, the greatest predictor of job satisfaction is the teachers' perception of principal support (Tickle et al., 2011). Interviewees were asked what keeps them at their school site and/or in the teaching profession; their responses

suggest that teachers derive job satisfaction independent from their relationship with their principal.

Interviewed teachers with positive perceptions of their principals' practice reported a higher job satisfaction than those who expressed a negative perception of their principals' practice; however, all reported a positive job satisfaction level. The data indicate that the intrinsic motivators of a sense of purpose as well as positive relationships with students and colleagues are the predominant factors that have kept them in the teaching profession; as illustrated by Susan's sentiments, "I feel like I'm serving a community that I really wanted to serve…At the end of the day, I get to see every kid off and know that, hopefully, I did a great job" (Susan, S.P.).

Fullan (2011) asserted that capacity building and engagement are critical to education reform. Principals who invest in human capital are better positioned to understand teachers' sense of purpose, giving the principal greater insight into the motivations and needs of teachers. Capitalizing on existing positive collegial relationships between teachers would yield positive results if a principal invested in building social capital (Leana, 2011). With a strong practice of building both human capital and social capital, principals can influence the quality of decisional capital within the organization. Principals who capitalize on teachers' intrinsic motivations such as sense of purpose and positive relationships with students and colleagues through the building of professional capital have the opportunity to lead teachers to achieve greater academic success for the students they serve (Hargreaves & Fullan, 2012).

Recommendations

The building of professional capital by principals within their organizations is a conceptual framework that deserves further study. While the research in this study found that the principals' practice of building professional capital did not impact teacher job satisfaction there are other imperative aspects in education that professional capital would impact. Research described in the literature review indicates that each aspect of the professional capital construct (human capital, social capital, and decisional capital) addresses important facets of educational practice for teachers and administrators alike; aspects that have the potential of elevating instructional practices and increasing student achievement (Boote, 2006; Boyd et al., 2011; Davis, 2006; Hargreaves & Fullan, 2012; Hirsch et al., 2006; Johnson et al., 2012; Jones, 1997; Kurland et al., 2010; Leana, 2011; Likert, 1961; MetLife, 2012; Rotherham &Willingham, 2009; Shoen & Fusarelli, 2008; Siu, 2008). Based on this study, recommendations for instrumentation, principals, and district-level administrators are presented.

Survey Development

The TPPPJS survey demonstrated content validity and construct reliability within the framework of this study. However, further refinement of this instrument is recommended. The survey organization is the first area that should be addressed. The survey used in this study included items that covered each element of professional independent of job satisfaction. Eliminating the current job satisfaction items and changing the survey layout so that the measurement of teacher job satisfaction pertains to each of the individual items addressing professional capital may provide a more precise measure of the impact of specific principal

practices of building professional capital on the job satisfaction of teachers. For example:

My principal encourages me to continue my education.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

This impacts my job satisfaction…

1. Very Positively
2. Positively
3. Neither Positively nor Negatively
4. Negatively
5. Very Negatively

By linking teacher job satisfaction to defined practices of principals, greater insight may be gleaned as to the specific practices of principals that are impactful to teachers' job satisfaction. Creating a more precise measurement of teacher job satisfaction and principal practice may provide data that could be of benefit to school administrator training programs.

A second recommendation is to increase the sample size of survey participants. The sample size in this study consisted of 105 survey participants. Increasingly larger sample sizes reduce sampling error and are most impactful upon small samples, thereby providing a more precise estimate of the sample (Fowler, Jr., 2009). The third recommendation is to analyze the professional capital items employing confirmatory factor analysis. While the exploratory factor

analysis provides for answering questions of construct validity, confirmatory factory analysis allows for the hypothesis to be explicitly tested utilizing a predetermined composition of the factors (Stapleton, 1997).

Principals' Practices

The qualitative data point to each teacher possessing varying degrees of professional capital. However, the lack of engagement on the part of the principal indicates that the professional capital of teachers is not being capitalized on, presenting missed opportunity to elevate teaching practices. Based on the findings from this study, it is recommended that principals be actively engaged in incorporating all aspects of building professional capital into their practice to better ensure improvement of student academic achievement.

Human capital. In terms of building human capital, principals should make it a point to develop professional relationships with their teachers. The stronger the relationships a principal builds with his/her teachers, the more likely that principal is to be able to understand individual teachers' needs in terms of professional development (Grissom, Loeb, & Master, 2013; Honaker, 2004). By addressing teachers needs and addressing areas of improvement, principals can assist in increasing their teachers' individual knowledge and skills to improve teachers' practice and thereby increasing the likelihood that student academic achievement will increase.

Principals should make it a part of their practice to gauge their teachers needs and work towards meeting them, whether it be by providing professional development opportunities, encouraging continued education, or providing feedback from classroom observations (Grissom et al., 2013; Sebastian & Allensworth, 2012). Without firsthand knowledge of a teacher's practice, a principal will not be able to ascertain that teacher's needs or identify that teacher's

strengths. This understanding creates opportunities to pool the talents of teachers to support other teachers, a function of building social capital.

Social capital. The practice of building social capital must be attended to actively. Leena (2011) found that principals who practiced building social capital experienced a higher quality of instruction from their teachers and higher scores on their students' standardized tests in both mathematics and reading. While collaborative meetings that principals establish may have the outward appearance of building social capital; however, without actively engaging in these meetings, there is a danger that they are simply an exercise in futility and are not creating the desired outcomes. The purpose of building social capital is to have teachers learn from one another with the intention of refining teaching practices as a means of improving student achievement (Hirsh & Hord, 2010; Leana, 2011). While collaborative meetings have the potential to achieve this end, without active engagement a principal cannot assess whether or not this is occurring. Principals should ensure that teachers are learning from their own instructional choices and those of their colleagues, a characteristic of decisional capital.

Decisional capital. The practice of building decisional capital requires that teachers have the opportunity to make instructional decisions autonomously, analyze results of those decisions, and receive feedback from other educators (Hargreaves & Fullan, 2012). It is this practice that has the potential of equipping teachers with the skill of making sound instructional decisions that improve their practice and the learning of their students. One of the individuals that should provide the feedback is the instructional leader, the principal. Feedback regarding instructional decisions would require principals to be aware of the decisions that the teacher is

making. This necessitates principals' active engagement and investment in both human capital and social capital.

Professional capital. Principals would best serve their teachers through a thoughtful and engaged practice of building professional capital. In order to improve student achievement, principals must know their teachers' professional strengths in order to capitalize on them and improve upon the professional weaknesses that exist within their teaching staff (Fessler & Christensen, 1992). This knowledge will prove useful in creating meaningful collaboration in which teachers have the opportunity to learn from the successes and missteps of their colleagues. Through this learning, teachers will have the opportunity to make sound instructional decisions based on their experiences as well as on the experiences of their colleagues (Hargreaves & Fullan, 2012; Hirsh & Hord, 2010; Leana, 2011). Building the professional capital of teachers should not be a practice solely for principals. District level administrators would benefit by building the professional capital of the school site administrative staff as well.

District-Level Administrators

District-level administrators must evaluate the roles and responsibilities assigned to school site principals (http://www.wallacefoundation.org/SiteCollectionDocuments/SAM-Project-Fact-Sheet.pdf) with a keen focus on reexamining and possibly eliminating duties that do not directly involve the building of professional capital. In doing so, district-level administrator might then allow for his/her principals to attend to investing in the human capital, social capital, and decisional capital of their teachers. This investment has the potential of elevating the

instructional practices of teachers, resulting in increased student achievement. However, this is not the only area of which that district level administrators should be cognizant.

The majority of teachers surveyed indicated that they had worked with their current principal for three years or less (81%). As noted in Chapter 2, this is not a phenomenon limited to this study but affects districts across the United Sates. The majority of teachers interviewed for this study indicated that their principals were new not only to their school but also to their district (6 out of 8); as Susan said of principals, "They're here today, gone tomorrow…I wonder why you're so interested in them, because they don't stay" (Susan, S.P.). District-level administrative efforts to retain school site administrators is an issue that needs to be addressed, particularly in districts that experience high administrative turnover, as research indicates that principal retention is linked to teacher retention (Fuller & Young, 2009). And teacher retention is linked to student achievement (Grissom, 2011; Johnson et al., 2012). District administrators should consider applying the professional capital construct to their practice as well.

School districts would benefit from building professional capital within their districts by creating a pathway for interested classroom teachers to take on new roles within their districts, such as school site administrator (National Comprehensive Center for Teacher Quality, 2007). By identifying teachers within the district that have the desire to lead as a school site administrator, districts have the opportunity to invest human capital in teachers within their organization (National Comprehensive Center for Teacher Quality, 2007). Districts should encourage teachers interested in becoming a school site administrator to continue their education to acquire the necessary credentialing. This encouragement could take the form of informational

meetings, designed and hosted by the district during which pertinent information regarding administrative credential attainment is presented and discussed.

Districts should go further by creating administrative training programs, as suggested by Mascall and Leithwood (2010), led by experienced administrators from the district. These programs should be designed to address district-specific issues and processes with cohorts of teachers interested in becoming administrators would be invited to attend. This additional investment in human capital would ensure that potential school site administrative candidates have the requisite knowledge of district operations and expectations, as well as provide an opportunity for the building of social capital through teacher participation in such a cohort program. Districts have the potential to build decisional capital by allowing aspiring administrators the opportunity to learn from the experiences of established administrators. With an intimate understanding of their school district, new administrators would likely be better equipped to effectively lead their teachers in their efforts to improve student academic achievement (National Comprehensive Center for Teacher Quality, 2007).

Creating a pool of potential school site administrative candidates might be beneficial to a school district. By creating a program within the school district to foster the development of the human capital, social capital, and decisional capital of their administrative candidate pool, district-level administrators may be better positioned to hire an administrator that is prepared to effectively lead within their district (National Comprehensive Center for Teacher Quality, 2007). In addition, a program such as this might provide new administrators with a model of and

experiences with the building of professional capital that they can replicate at their school site with their teachers.

Calls for Further Research

Further studies of the relationship between principals' practice of building professional capital and teacher job satisfaction are needed to further understand specific principal practices that impact teacher job satisfaction; in particular, studies addressing the direct impact of individual practices of principals' praxis of building human capital, social capital, and decisional capital on teacher job satisfaction. A study with this focus may give insight as to the particular practices of principals within the professional capital framework that are most impactful to teachers' job satisfaction both positively and negatively. This insight may be gained through further study and refinement of the TPPPJS survey instrument that was created for this study.

It may also be beneficial to study principals' practice of building professional capital in relation to other dependent variables such as teacher retention (an indicator of teacher job satisfaction) and/or student achievement. The qualitative findings of this study indicate that teachers' job satisfaction is independent of their principals' practice. However, the majority of teachers interviewed were teachers with over 15 years of teaching experience (7 out of 8). These teachers who have chosen to remain in the profession might over the years have sought sources of job satisfaction that are unassociated with their principal. Mary illustrated this possibility when she said:

> I still love my job. I mean, it would be great to have that support that I used to have, but you know, I've been teaching long enough to know what I need to do. So, I come and do

my job, focus on those kids, that's it…I love the kids. That's what it is, is I love the kids. (Mary, S.P.)

Another area suggested for further study is to compare the job satisfaction of teachers who are led by a principal who was promoted from a teaching position within their district versus teachers who are led by a principal hired from outside their district. This type of study may give insight as to whether or not district level administrators would benefit from a concerted effort to build the professional capital and provide a pathway for teachers who aspire to become school site administrators.

Conclusion

In conclusion, this explanatory sequential mixed-methods study has examined teachers' perception of their principals' practice and teacher job satisfaction. The findings indicate that regardless of teachers' perception of their principals' practice, the majority of teachers surveyed were satisfied with their job (75.24%). When the interview participants were asked about the influences that kept them at their school site and/or in the teaching profession, teachers cited sense of purpose and positive relationships with students and colleagues as the main factors; factors derived from aspects of their job that appeared to be independent of their perception of their principals' practice of building professional capital. Additionally, the findings indicate that the majority of teachers had worked with their principal for fewer than three years (81%). This finding is powerful, as it speaks to the need for district-level administrators to examine their practices as they relate to retaining school site administrators.

All teachers interviewed possessed varying degrees of professional capital—for example, teaching credential (human capital), positive relationships with colleagues (social capital), and

the autonomy to make instructional decisions (decisional capital). The majority of the interviewees (7 out of 8) indicated that their principal did not play an integral role in their professional capital development. The data indicate that the professional capital that teachers acquire, regardless of the source, is more important to teacher job satisfaction than the practice of the principal. Although some teachers may derive their job satisfaction intrinsically, the principals' practice of building professional capital is worthy of attention. While this study did not find a direct correlation between the principal's practice of building professional capital and teacher job satisfaction, aspects of building professional capital (human capital, social capital, and decisional capital) have been linked to job satisfaction as well as to the academic achievement of students (Boyd et al 2011; Grissom, 2011; Johnson et al., 2012; Skaalvik & Skaalvik, 2010; Sweeney, 1981). A teacher's intention to stay in the teaching profession has been found to be an indicator of his/her job satisfaction (Liu & Ramsey, 2008; Skaalvik & Skaalvik, 2010). And the retention of teachers has been connected to students' academic achievement (Grissom, 2011).

Investment in the professional capital occurs over time, therefore, the retention of teachers as well as administrators is important. District-level administrators' investment in the professional capital of principals, coupled with principals' investment in their teachers' professional capital, has to potential of yielding transformative teaching, positively impacting the academic achievement of students; "Professional capital policies and practices build up the expertise of teachers individually and collectively to make a difference in the learning and achievement of all students" (Hargreaves & Fullan, 2013, p. 37)

Appendix A

Explanatory Sequential Mixed Methods

Explanatory Sequential Mixed Methods

Phase I	Integration	Phase II	Integration
Quantitative Data Collection	Quantitative Findings and Qualitative Interview Protocol	Qualitative Data Collection	Quantitative and Qualitative Findings
Procedure	Procedure	Procedure	Procedure
Web-Based Attitudinal Survey	Qualitative Participant Recruitment	Semi-Structured One-On-One Interviews	Interpretation and Explanation of Quantitative and Qualitative Findings
	Development of Interview Questions	Member Checking	
Analysis	Analysis	Analysis	Analysis
Frequencies	Review of Responses to Item #43	Deductive and Selective Coding	Examination of the Associations between Qualitatively Constructed Thematics and Quantitative Findings
Exploratory Factor Analysis	Examination of Interview Participants' Survey Responses	Development of Themes Within and Across Cases	
Cronbach Alpha		Word Usage and Interpretation	
Pearson r (2-tailed)			
Product	Product	Product	Product
Nominal and Ratio Data	Interview Participants	Text Data	Discussion, Implications, and Questions for Futher Inquiry
Numeric Descriptions	Interview Protocol	Interview Transcripts	
Descriptive Statistics		Codes and Themes	
Factor Loading		Theme Analysis	
Communalities		Content Validity	
Construct Validity			
Estimate of Correlation			

Appendix B

Teachers' Perceptions of their Principal's Practice of Building Professional Capital and Job Satisfaction Survey

Final_Teachers' Perceptions of their Principal's Practice and Job Satisfaction _Final

Q1 LOYOLA MARYMOUNT UNIVERSITY

Informed Consent Form

Date of Preparation: June 15, 2015

Loyola Marymount University Professional Capital: Principal Practice and Teacher Job Satisfaction

1) I hereby authorize Christine A. Burke, Ed. D. candidate, to include me in the following research study: Professional Capital: Principal Practice and Teacher Job Satisfaction.

2) I have been asked to participate on a research project which is designed to increase the understanding of teachers' perceptions of their principal's practice in relationship to the teachers' job satisfaction and which will last for approximately 15 minutes.

3) It has been explained to me that the reason for my inclusion in this project is that I am employed full-time as a teacher in either a traditional public school or a charter public school, serving students in grades K-12.

4) I understand that if I am a subject, I will complete an anonymous Qualtrics on-line survey. The investigator(s) will e-mail to me an overview of the study, the consent form and a link to the Qualtrics on-line survey.

5) These procedures have been explained to me by Loyola Marymount University Ed. D. candidate Christine Burke.

6) I understand that the study described above may involve the following risks and/or discomforts: Participants may experience uneasiness in answering questions that are not favorable regarding their current principal or job satisfaction.

7) I also understand that the possible benefits of the study are an increased understanding of effective principal practice in relationship to teacher job satisfaction. Increasing teacher job

satisfaction reduces teacher turnover, both inhibit the academic achievement of traditionally marginalized students.

8) I understand that Dr. Magaly Lavadenz who can be reached at Magaly.Lavadenz@lmu.edu will answer any questions I may have at any time concerning details of the procedures performed as part of this study.

9) If the study design or the use of the information is to be changed, I will be so informed and my consent re-obtained.

10) I understand that I have the right to refuse to participate in, or to withdraw from this research at any time without prejudice.

11) I understand that circumstances may arise which might cause the investigator to terminate my participation before the completion of the study.

12) I understand that no information that identifies me will be released without my separate consent except as specifically required by law.

13) I understand that I have the right to refuse to answer any question that I may not wish to answer.

- ❍ I have read the informed consent and agree to participate in the survey. (1)
- ❍ I do not wish to participate in this survey. (2)

If I do not wish to participate... Is Selected, Then Skip to End of Survey

Q2 The following survey items are designed to learn about you.

Q3 I am currently employed as a full-time teacher.

- ❍ Yes (1)
- ❍ No (2)

If No Is Selected, Then Skip to End of Survey

Q4 Including this school year, I have been a full-time public school teacher for _____ years.

Q5 I possess the following teaching credential (select all that apply):

- ❑ Multiple Subject (1)
- ❑ Single Subject (2)
- ❑ Special Education (3)
- ❑ BCLAD (4)
- ❑ Intern (5)

Q6 My gender is:

- ❍ Male (1)
- ❍ Female (2)

Q7 As of my last birthday, my age is _____ years.

Q8 My school can best be described as:

- ❍ Traditional Public School (1)
- ❍ Independent Charter Public School (2)
- ❍ Dependent Charter Public School (3)

Q9 I am currently teaching _____ grade level/s (please select all that apply):

- ❑ T-K (1)
- ❑ Kindergarten (2)
- ❑ 1st Grade (3)
- ❑ 2nd Grade (4)
- ❑ 3rd Grade (5)
- ❑ 4th Grade (6)
- ❑ 5th Grade (7)
- ❑ 6th Grade (8)
- ❑ 7th Grade (9)
- ❑ 8th Grade (10)
- ❑ 9th Grade (11)
- ❑ 10th Grade (12)
- ❑ 11th Grade (13)
- ❑ 12th Grade (14)

Q10 Including this school year, I have taught under my current principal for _____ school years.

Q11 The following survey items will give you the opportunity to tell us more about your experiences as a teacher. Please answer openly and truthfully.

Q12 My principal supports my individual growth as a teacher.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q13 My principal encourages me to develop professional relationships with my colleagues.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q14 My principal encourages me to differentiate instruction based on my assessment of my students' needs.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q15 I am satisfied with my choice to become a teacher.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q16 Please describe how your principal has helped and/or hindered your professional growth (optional).

Q17 My principal encourages me to get to know my students.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q18 My principal provides opportunities for me to develop my teaching practice through collaboration with my colleagues.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q19 My principal does not encourage me to make instructional decisions to meet the needs of my students.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q20 I would encourage others to enter the teaching profession.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q21 Please describe how your principal has helped and/or hindered your professional relationships with your colleagues (optional).

Q22 My principal encourages me to understand how my students learn.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q23 My principal has created/maintained a work environment in which I feel comfortable asking my colleagues questions about my teaching practice.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q24 My principal has created/maintained a school culture that respects teachers' instructional decisions.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q25 I would rather have another job other than teaching.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q26 Please describe how your principal supports and/or dismisses instructional decisions you make (optional).

Q27 My principal provides me with opportunities to attend professional workshops and/or conferences.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q28 I feel comfortable asking my principal questions about my teaching practices.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q29 My principal values teachers who make sound instructional decisions.

- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q30 I would prefer to have a different job.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q31 My principal values my individual knowledge and skills.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q32 My principal provides opportunities for me to create lessons and/or units with other teachers.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q33 My principal does not encourage me to differentiate instruction based on my assessment of my students' needs.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q34 If I had the opportunity to teach at another school, I would choose to continue teaching at my current school.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q35 My principal encourages me to continue my education.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q36 My principal encourages collaboration among staff members.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q37 My principal encourages me to make instructional decisions to meet the needs of my students.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q38 If I could go back in time, I would choose a profession other than teaching.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q39 My principal values effective delivery of instruction.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q40 My principal is supportive of teachers observing one another teaching.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q41 My principal has not created/maintained a school culture that respects teachers' instructional decisions.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q42 I have found that teaching does not offer me enough satisfaction for me to remain in the profession.

- ❍ Strongly Disagree (1)
- ❍ Disagree (2)
- ❍ Neither Agree nor Disagree (3)
- ❍ Agree (4)
- ❍ Strongly Agree (5)

Q43 I would appreciate learning more about your experiences. If you would like to participate in a confidential one-on-one interview, please provide your preferred contact information below.

- ❍ Email (1) _____
- ❍ Cell Phone (2) _____
- ❍ Home Phone (3) _____
- ❍ I am not interesting in participating in an interview. (4)

Appendix C

Quantitative Informed Consent

LOYOLA MARYMOUNT UNIVERSITY

Informed Consent Form

Date of Preparation: June 15, 2015

Loyola Marymount University

Professional Capital: Principal Practice and Teacher Job Satisfaction

1) I hereby authorize Christine A. Burke, Ed. D. candidate, to include me in the following research study: Professional Capital: Principal Practice and Teacher Job Satisfaction.

2) I have been asked to participate on a research project which is designed to increase the understanding of teachers' perceptions of their principal's practice in relationship to the teachers' job satisfaction and which will last for approximately 30 minutes.

3) It has been explained to me that the reason for my inclusion in this project is that I am employed full-time as a teacher in either a traditional public school or a charter public school, serving students in grades K-12.

4) I understand that if I am a subject, I will complete an anonymous Qualtrics on-line survey.

The investigator(s) will e-mail to me an overview of the study and a link to the Qualtrics on-line survey which includes the consent form.

These procedures have been explained to me by Loyola Marymount University Ed. D. candidate Christine Burke.

6) I understand that the study described above may involve the following risks and/or discomforts: Participants may experience uneasiness in answering questions that are not favorable regarding their current principal or job satisfaction.

7) I also understand that the possible benefits of the study are an increased understanding of effective principal practice in relationship to teacher job satisfaction. Increasing teacher job satisfaction reduces teacher turnover, both inhibit the academic achievement of traditionally marginalized students.

8) I understand that Dr. Magaly Lavadenz who can be reached at Magaly.Lavadenz@lmu.edu will answer any questions I may have at any time concerning details of the procedures performed as part of this study.

9) If the study design or the use of the information is to be changed, I will be so informed and my consent reobtained.

10) I understand that I have the right to refuse to participate in, or to withdraw from this research at any time without prejudice to (e.g., my future medical care at LMU.)

11) I understand that circumstances may arise which might cause the investigator to terminate my participation before the completion of the study.

12) I understand that no information that identifies me will be released without my separate consent except as specifically required by law.

13) I understand that I have the right to refuse to answer any question that I may not wish to answer.

Appendix D

Experimental Subjects Bill of Rights

LOYOLA MARYMOUNT UNIVERSITY

Experimental Subjects Bill of Rights

Pursuant to California Health and Safety Code §24172, I understand that I have the following rights as a participant in a research study:

1. I will be informed of the nature and purpose of the experiment.

2. I will be given a description of any attendant discomforts and risks to be reasonably expected from the study.

3. I will be given an explanation of any benefits to be expected from the study, if applicable.

4. I will be given an opportunity to ask any questions concerning the study or the procedures involved.

5. I will be instructed that consent to participate in the research study may be withdrawn at any time and that I may discontinue participation in the study without prejudice to me.

6. I will be able to print an electronic copy of the written consent form.

7. I will be given the opportunity to decide to consent or not to consent to the study without the intervention of any element of force, fraud, deceit, duress, coercion, or undue influence on my decision.

Appendix E

Teachers' Perceptions of their Principal's Practice of Building Professional Capital and Job Satisfaction Interview Questions

1. Thank you for agreeing to be interviewed for my dissertation. I will be asking you a few questions about your experiences as a teacher as they relate to your current principal. Your responses will be used as data for my dissertation. I will change your name and any identifying details like the name of your district and school before I submit my findings. None of the questions are intended to make you feel uncomfortable but if there is a question that you do not feel comfortable answering, you can choose to skip it. You can also choose to end the interview at any time. Our discussion should take approximately 30 minutes. I would like to record the audio of our interview so that I can transcribe it later. I will not share the audio file with anyone other than the transcriber and will delete it once the transcription is complete. Is that okay? I will also take notes as we talk. Do you have any questions before we begin?

2. I see from your survey that you have taught _____ years. Can you tell me a little bit about your work experience?

3. The survey results showed that 81% of the teachers have been working with their principal for three years or less. This is your _____ year with your current principal…can you talk about if the change in administration has impacted you either now or in the past?

4. Has the change in administration impacted your job satisfaction? How?

5. In response to the survey question _____, you wrote _____. Could you tell me more about that?

6. Do you feel as though your principal is supportive of your professional growth?
    a. How so? Would you share an experience?
    b. What would you need from your principal to feel as though your professional growth is supported by him/her?

7. Do you feel as though your principal encourages professional relationships? To work together to elevate instruction, share best practices, improve student learning, etc.?
    a. How so? Would you share an experience?
    b. What would you need from your principal to feel as though collaboration is the norm?

8. Do you feel as though your principal gives you the autonomy to make professional decisions?
    a. How so? Would you share an experience?
    b. What would you need from your principal to feel as though you have the autonomy to make professional decisions?

9. Have you ever considered leaving teaching or transferring to another site?
    a. Did the circumstances involve your relationship with your principal?
        i. Please describe
    b. What year of teaching was this for you?
        i. Do you think your years of experience at that time influenced your perception of your principal?
    c. Did you stay? If so, why?
10. Your survey results indicate a_____ perception of your principal and a _____job satisfaction. The results of the survey indicate there is no correlation between job satisfaction and principal practice. Do you have any thoughts as to why this may be so?

11. What keeps you at your school site?

12. If you could advise your principal in order to improve his/her practice, what would you say?

13. In your dream world, what type of principal would you have? What are the qualities they would possess?

14. Is there anything that you would like to comment on?

Appendix F

Qualitative Informed Consent

LOYOLA MARYMOUNT UNIVERSITY

Informed Consent Form

Date of Preparation: June 15, 2015

Loyola Marymount University

Professional Capital: Principal Practice and Teacher Job Satisfaction

1) I hereby authorize Christine A. Burke, Ed. D. candidate to include me in the following research study: Professional Capital: Principal Practice and Teacher Job Satisfaction.

2) I have been asked to participate on a research project which is designed to increase the understanding of teachers' perceptions of their principal's practice in relationship to the teachers' job satisfaction and which will last for approximately two hours.

3) It has been explained to me that the reason for my inclusion in this project is that I am employed full-time as a teacher in either a traditional public school or a charter public school, serving students in grades K-12.

4) I understand that if I am a subject, I will participate in a confidential semi-structured interview.

The investigator(s) will ask me questions regarding my principal's practice and my job satisfaction. Once the interview is transcribed, the investigator will contact me to check for accuracy and ask any follow-up or clarifying questions.

These procedures have been explained to me by Loyola Marymount University Ed. D. candidate, Christine Burke.

5) I understand that I will be videotaped, audiotaped and/or photographed in the process of these research procedures. It has been explained to me that these tapes will be used for teaching and/or research purposes only and that my identity will not be disclosed. I have been assured that the tapes will be destroyed after their use in this research project is completed. I understand that I have the right to review the tapes made as part of the study to determine whether they should be edited or erased in whole or in part.

6) I understand that the study described above may involve the following risks and/or discomforts: Participants may experience uneasiness in providing unfavorable answers to questions regarding their current principal or job satisfaction.

7) I also understand that the possible benefits of the study are an increased understanding of effective principal practice in relationship to teacher job satisfaction. Increasing teacher job satisfaction reduces teacher turnover; teacher turnover is a factor which inhibits the academic achievement of traditionally marginalized students.

8) I understand that Dr. Magaly Lavadenz who can be reached at Magaly.Lavadenz@lmu.edu will answer any questions I may have at any time concerning details of the procedures performed as part of this study.

9) If the study design or the use of the information is to be changed, I will be so informed and my consent reobtained.

10) I understand that I have the right to refuse to participate in, or to withdraw from this research at any time without prejudice to (e.g., my future medical care at LMU.)

11) I understand that circumstances may arise which might cause the investigator to terminate my participation before the completion of the study.

12) I understand that no information that identifies me will be released without my separate consent except as specifically required by law.

13) I understand that I have the right to refuse to answer any question that I may not wish to answer.

14) I understand that if I have any further questions, comments, or concerns about the study or the informed consent process, I may contact David Hardy, Ph.D. Chair, Institutional Review Board, 1 LMU Drive, Suite 3000, Loyola Marymount University, Los Angeles CA 90045-2659 (310) 258-5465, david.hardy@lmu.edu.

15) In signing this consent form, I acknowledge receipt of a copy of the form, and a copy of the "Subject's Bill of Rights".

Subject's Signature _____ Date _____

Witness _____ Date _____

Appendix G

Institutional Review Board Letter of Consent

From: Paterson, Julie
Sent: Monday, August 17, 2015 8:23 AM
To: caburke123@gmail.com
Cc: Martin, Shane P.;Lavadenz, Magaly;Hardy, David;Carfora, John;Paterson, Julie
Subject: IRB Approval/Burke
Importance: High

Dear Ms. Burke,

Thank you for submitting your IRB application for your study titled ***Professional Capital: Principal Practice and Teacher Job Satisfaction***. All documents have been received and reviewed, and I am pleased to inform you that your study has been approved.

The effective date of your approval is **August 17, 2015 – August 16, 2016**. If you wish to continue your project beyond the effective period, you must submit a renewal application to the IRB prior to **July 1, 2016.** In addition, if there are any changes to your protocol, you are required to submit an addendum application.

For any further communication regarding your approved study, please reference your new protocol number: **LMU IRB 2015 SU 30.**

Best wishes for a successful research project.

Sincerely,

Julie Paterson

Julie Paterson I Sr. IRB Coordinator I Loyola Marymount University I 1 LMU Drive I U-Hall #1718 I Los Angeles, CA. 90045 I (310) 258-5465

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