IMPACT OF AUTHENTIC LEADERSHIP PRACTICES OF PRINCIPALS AND THE ASSOCIATED LEVELS OF TEACHERS' TRUST

By

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A COMPARATIVE CASE STUDY ANALYSIS

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Dedication

I dedicate this experience to a true and living God that is sincere in his promise to never leave

nor forsake me. He has provided a hedge of protection around me at all times and God has given

me the courage to be confident and bold in times of uncertainty. I dedicate the comparative case

study analysis to my beautiful mother. This journey was made possible because of your

unwavering support, encouragement and love. Thank you for fiercely loving and nurturing me

from a two-pound, premature baby to an aspiring doctor with a bright future. Thank you for

teaching me the power of prayer and steadfastness. Your resilience, courage, and perseverance

have astounded me. Your bravery, intelligence and keen sense of awareness have sheltered me.

But, it is your prayers and love that have guided me and for that I dedicate this to you. You are

the best! Matthew 6:33.   Thank you to my grandmother. You are missed and will forever be in

my heart. A special thank you to my dad who has sacrificed his time and energy to help me along

the way. We have come a long way from Pencader to now and I appreciate every sacrifice

you've made for me.

According to Jeremiah 29:11, my course was complete before it even began: "For I know the

plans I have for you says the Lord. Plans to prosper you and not harm you; plans to give you

hope and a future."

Comparative Study Analysis: Authentic Leadership Practices of Principals and the Associated Levels of Teachers' Trust

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ABSTRACT

The purpose of this comparative case analysis was to examine the authentic leadership practices of school leaders and the associated levels of teachers' trust within the school setting. The level of trust between teachers and school administrators affects the school as a whole. "Without trust," as Blase and Blase (2001) write, "a school cannot improve and grow into the rich, nurturing micro-society needed by children and adults alike" (p.25). Empirical qualitative literature that focuses on the leadership practices of school leaders and its effect on trust of teachers warrants further investigation. The comparative analysis addressed the following: an examination of authentic leadership, leadership practices in the public school system, the leadership practices that build trust among teachers and implications for administrators and building leaders. The findings suggest that when a principal was open, influential, articulate and credible, trust was created.

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CHAPTER I: INTRODUCTION

This comparative case study analysis examined the authentic leadership practices of school leaders and the associated levels of teachers' trust within the school setting. Covey (1992) postulates that trust is an important element in schools because teachers must trust school leaders in order to be effective. Covey also suggests that if there is little or no trust, there is no opportunity to build permanent success. Trust is the highest form of human motivation and it brings out the best in people. But it takes time and patience (Covey, 2006).

Leadership is important, but strong leadership varies by organization (Avolio & Gardner, 2005). According to Bass (1985), leadership has always been more difficult in challenging times, but the unique stressors facing organizations throughout the world today call for a renewed focus on what constitutes genuine leadership. Public, private and even volunteer organizations are addressing challenges that run the gamut from ethical meltdowns to terrorism and Severe Acute Respiratory Syndrome (Avolio & Gardner, 2005). Teachers can benefit from strong authentic leadership of school administrators. Authentic leadership is an approach to leadership that examines building the leader's legitimacy through honest and open relationships. Although authentic leadership is a fairly new construct, over the past decade it has gained momentum due to the expressed need for a theory driven model that could guide authentic leadership development (Gardner, Cogliser, Davis & Dickens, 2011). Authentic leadership for the purpose of this comparative case study analysis utilized the definition created by Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008). Authentic leadership is a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced

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processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development (p. 94).

Avolio, Gardner, Walumbwa, Luthans and May (2004) also define authentic leaders as those who are deeply aware of how they think, behave and are perceived by others. Authentic leaders are aware of their own values, moral perspectives, knowledge, and strengths and are aware of the context in which they operate. They are also confident, hopeful, optimistic, resilient, and of high moral character. A pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater (1) self-awareness, (2) an internalized moral perspective, (3) balanced processing of information, and (4) relational transparency on the part of leaders working with followers, foster positive self-development (Walumbwa et al., 2008, p. 805).

Shamir and Eliam (2005) provide a description of the authentic leader as one who:

> (a) does not fake their leadership; (b) leads from conviction and does not take on leadership roles for status, honor, or personal rewards; (c) is original and holds values to be true not because they are socially or politically appropriate; and (d) is not interested in pleasing an audience, gaining popularity or advancing some personal or narrow political interest, but acts based on their values and convictions (p.128).

Leadership and trust are interrelated. Trust is an important component in several key leadership theories.

Avolio & Gardner (2005) hypothesize that the outcomes of authentic leader and follower relationships will include heightened levels of follower trust in the leader.

Tschannen-Moran's (2004) definition of trust provides the most concise statement: "trust is one's willingness to be vulnerable to another based on the confidence that the other is

benevolent, honest, open, reliable, and competent" (p. 17). Tschannen-Moran, suggests it is a multifaceted construct, meaning that there are many elements for drivers of an overall level of trust. Trust may vary somewhat depending on the context of the trust relationship. It is also dynamic, in that it can change over the course of a relationship, as expectations are either fulfilled or disappointed and as the nature of the interdependence between two people changes (p. 17). Trust within leader-follower relationships in organizational settings is important. Dirks and Ferrin's (2002) study found that trust in leadership has a substantial relationship to several positive outcomes, including job performance, organizational commitment and satisfaction with the leader.

Bryk and Schneider (2002) suggest that relational trust better represents the reality of the social context of a school. Within this framework, there are distinct sets of role relationships among key parties: that is, teacher/student, teacher/colleague, teacher/parent, and teacher/principal. Relational trust can diminish if one party perceives that the other is not behaving in ways consistent with role obligations and expectations. Bryk and Schneider portray the relational trust theory as a three-level theory: intrapersonal, interpersonal, and organizational. "At the intrapersonal level, relational trust is rooted in the cognitive activity of discerning the intentions of others" (p. 22). All of these trust relationships operate within an organizational setting. These relationships have the ability to enhance such organizational properties as decision-making, support for innovation, and efficiency in operation. Thus, relational trust is an organizational property which involves reciprocal exchanges among persons within the school community, and has important consequences for the functioning of a school and its ability to engage in fundamental change.

Bryk and Schneider (2002) view the principal and teacher relationship as hierarchical.

Therefore, the teacher in the subordinate status position is concerned about exploitation and unfair treatment. On the other hand, the principal, in the superior status position worries whether or not the teacher (subordinate) will shirk responsibilities and undermine the work of the organization. These reciprocal vulnerabilities can be lessened by trust relations that create opportunities for jointly beneficial outcomes. Avolio, Gardner, Walumbwa, Luthans and May (2004) claim that authentic leaders build benevolence and integrity with their followers by encouraging totally open communication, engaging their followers, sharing critical information, and sharing their perceptions and feelings about the people with whom they work. Thus, as principals participate in what Avolio et al. would describe as authentic leadership, principals are also engaging in what Byrk and Schneider (2002) refer to as reducing vulnerabilities and building a basis for trust to thrive. Authentic leaders exemplify high moral standards, integrity, and honesty which foster increased levels of trust among followers (Avolio et al., 2004). Trust is a necessary component for implementing and sustaining school reforms in the classroom (Daly, Liou & Moolenaar, 2014) and without trust between teacher and principal, it is unlikely that changes will be made (Blase & Blase, 2001).

1.1. Background of the Problem

Tschannen-Moran & Hoy (2001) conducted a study entitled, 'A Multi-level Examination of the Distribution and Effects of Teacher Trust in Students and Parents in Urban Elementary Schools' in which relationships between school collaboration and trust were examined. The results indicated a significant link between teachers' collaboration with the principal and their trust in the principal. The level of trust between teachers and school administrators affects the school as a whole. "Without trust," as Blase and Blase (2001) write, "a school cannot improve and grow into the rich, nurturing micro-society needed by children and adults alike" (p. 25).

Teachers are influenced by the way their principal works. Tschannen-Moran and Hoy (2007) stated, "When teachers trust their principal, they are also more likely to trust each other and their clients" (p.954). For faculty to trust their principal, they need to believe that they can depend on them to act in their best interest (Hoy, 1992). Literature suggests that there is a lack of information about the authentic leadership theory and its effect on trust. The existing problem is the lack of trust of leaders within organizations. Northouse (2007) theorizes that strong leadership practices, particularly the authentic leadership theory, could strengthen the level of trust and organizational commitment within all organizations resulting in more productive and content employees. Leaders that exemplify trustworthiness and transparency are revered as strong leaders. Trends in the literature suggest that leaders should demonstrate authentic modeling practices. Authentic modeling comes not through performance, but from a deeper more personal resource. This process focuses on qualities that leaders possess that reflect the perception of their trustworthiness, as well as the connection they make with their followers.

The issue of trust affects teachers because trust is the building block of social exchange and role relationship. Leader-member relationships need trust and leadership is considered trustworthy based on the leader's conduct, integrity, use of control, ability to communicate, and ability to express interest for members (Whitener, Brodt, Korsgaard, &Werner, 1998). When trust is broken, it can have serious adverse effects on a group's performance (Dirks, & Ferrin, 2002). Research indicates that trust, most specifically leadership trust, is a necessary and viable component of organizational success (Bracey, 2002). Although trust in organizations is not new, there is limited research on perceptions of trust between teachers and principals (Tschannen-Moran & Hoy, 2000). Leadership trust is literally defined as a leader-member relationship based on mutual respect, cooperation, commitment, reliability

and equity (Brower, Schoorman, & Tan, 2000). Effective leadership trust is also based in exchange theory, which proposes that leaders and members create a mutual reciprocal relationship (Rusaw, 2000). This exchange affects teachers because when followers trust the leader, they are willing to be vulnerable to the leader's action—confident that their rights and interests will not be abused (Hosmer, 1995). Thus, leaders have a significant responsibility to increase member involvement to breed leadership trust. It is important to note that leadership trust only exists if leadership is aligned with organizational values, demonstrates fairness with members, and does not exploit members. Furthermore, organizations that experience greater trust in leadership can compete more effectively in economic markets and maintain organizational viability (Whitener, Brodt, Korsgaard, & Werner, (1998).

1.2. Purpose of the Study

The purpose of the study was to examine the authentic leadership practices of principals and the associated levels of teachers' trust within the school setting by comparing and contrasting three different case studies.

1.3. Statement of the Problem

"The principal-teacher relationship provides a window into the trust dynamic within a school" (Tschannen-Moran, 2004, p. 18). Lewicki and Bunker (1996) believe that "trust is central to relationships. It is the glue that holds most cooperative relationships" (p. 129). Furthermore, Lewicki and Bunker argue that trust is so intimately connected to the fundamental nature of a relationship that trust-shattering events that cannot be repaired will probably be coincident with destroying the essence of the relationship itself. Trust tends to be pervasive: when teachers trusted their principal, they also were more likely to trust staff, parents, and students (Brewster & Railsback, 2003). Extensive research in organizational relationships shows

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that high levels of trust are vital to the success of the organization (Bryk & Schneider, 2002; Tschannen-Moran, 2009; Wahlstrom & Louis, 2008; Barnett & McCormick, 2004, and Reeves, 2002). "Working relationships marked by trust, openness, and affirmation require investments of care, time, and interpersonal talent" (Donaldson, Jr., 2007, p. 131). The principal is responsible for facilitating cohesive relationships between teachers, parents, and the community (Bryk & Schneider, 2002). Still, little research has been conducted on authentic leadership in education, and none was found on teachers as authentic leaders (Bird et al., 2009, 2012; C. Wang & Bird, 2011).

According to Hassan & Ahmed (2011), little attention has been given to leadership studies on the role of trust in influencing followers' behavioral outcomes. Trust is the building block of social exchange and role relationship and leader member relationship needs trust. Leadership is considered trustworthy based on the leader's conduct, integrity, use of control, ability to communicate, and ability to express interest for members (Whitener, Brodt, Korsgaard, & Werner, 1998). When trust is broken, it can have serious adverse effects on a group's performance (Dirks, & Ferrin, 2002). Research shows that trust, most specifically leadership trust, is a necessary and viable component of organizational success (Bracey, 2002). "Leadership trust is literally defined as a leader-member relationship based on mutual respect, cooperation, commitment, reliability and equity" (Brower, Schoorman, & Tan, 2000, p. 1037).

Effective leadership trust is also based in exchange theory, which proposes that leaders and members create a mutual reciprocal relationship (Rusaw, 2000). When followers trust the leader, they are willing to be vulnerable to the leader's action— confident that their rights and interests will not be abused (Hosmer, 1995).

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trust. It is also important that leadership trust only exists if leadership is aligned with

organizational values, demonstrates fairness with members, and does not exploit members.

1.4. Significance of the Study

By comparing and contrasting three case studies, this researcher will seek to examine the

relationship between the authentic leadership practices of principals and the associated levels of

teachers' trust within the school setting. This research is significant for principals, teachers,

building leaders, district office personnel and future research. The information from this

comparative case study analysis will benefit educational leaders of elementary and secondary

schools. The research will demonstrate that as educational administrators embrace the practices

of authentic leadership, teacher trust in the principal has an opportunity to increase.

Brewster & Railsback (2003) evaluated trust and found that trust tended to be pervasive:

when teachers trusted their principal, they also were more likely to trust staff, parents, and

students. "Trust between teachers and the principal is a necessary component for implementing

and sustaining school reforms in the classroom" (Bryk & Schneider, 2002, p.32). Tschannen-

Moran's (2004) definition of trust included five facets of trust. According to Tschannen-Moran,

the five facets of trust are benevolence, reliability competence, honesty and openness.

> Benevolence is caring, extending goodwill, having positive intentions, supporting
> teachers, expressing appreciation for staff efforts, being fair, and guarding confidential
> information. Reliability is the extent to which someone can count on another to provide
> what is needed. Competence is setting an example, engaging in problem solving,
> fostering conflict resolution, working hard, pressing for results, setting standards,
> buffering teachers, handling difficult situations, and being flexible (p.34).

Tschannen-Moran (2004) shared the leadership traits of honesty. These traits include integrity, telling the truth, keeping promises, honoring agreements, having authenticity, accepting responsibility, avoiding manipulation, being real and being true to oneself. Finally, openness is engaging in open communications, sharing important information, delegating, sharing decision making, and sharing power.

In the book, *Trust Matters*, Tschannen-Moran (2004) defines trust as a multifaceted construct that can be context dependent and dynamic. Tschannen-Moran's definition of trust is: "Trust is one's willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent" (p. 17).

The leadership implication is the possible correlation found between authentic leadership and trust within elementary schools as organizations. The assumption is that a more authentic leader will lead to more trust and commitment within the school setting. This has large implications for educational settings and the leadership styles to be adapted by principals for optimal results. Principals should demonstrate self-knowledge and self-consistency since these traits have been shown to act as antecedents for authentic leadership (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). This relates to the key components of authentic leadership: "leaders first have to be clear about their values and convictions to be perceived as authentic by their followers and they have to demonstrate consistency between their values, beliefs, and actions" (p. 93).

According to Bennis (2003) and Eriksen (2009), a prerequisite to the development of authentic leadership is gaining self-knowledge. Leaders who possess a high degree of self-knowledge are clear about their values and convictions (Shamir and Eilam, 2005). As Branson (2007) posits, it is through coming to know and understanding the self-concept that leaders can

develop a meaning system from which to feel, think, and act with authenticity. By knowing their values in a direct and open way, authentic leaders are able to act in accordance with their values even if challenged by social norms or situational pressures (Erickson, 1995). In short, self-knowledge about their values and convictions, as well as their personal strengths and weaknesses, is a prerequisite for leaders acting in a way that is perceived as authentic by their followers. When faced with making difficult decisions, authentic leaders value doing what is right and value doing what is just for all stakeholders (Avolio, Gardner, Walumbwa, Luthans, & May, 2004). Authentic leaders are able to effectively respond to situations and dilemmas that arise within their organization while remaining true to their core self.

According to Caldwell and Dixon (2010), authentic leaders influence people at various levels and have a profound impact on followers as well as on the organizations they direct. The positive outcomes that result from authentic leadership include: intrinsic motivation, self-esteem, and creativity. (Iles, Morgeson, & Nahrgang (2005). Trust, engagement, and well-being also impact an authentic leader's ability to lead (Gardner, Avolio, Luthans, May, & Walumbwa, 2005).

In the study titled, Authentic Leadership: An Empirical Test of Its Antecedents, Consequences, and Mediating Mechanisms, conducted by Peus, Wesche, Streicher, Braun, & Frey (2012), it was hypothesized that authentic leadership would positively impact followers' satisfaction with their supervisor, organizational commitment, and extra effort. Within the study conducted by Peus et al. (2012), there were two additional studies that provide empirical evidence for the way authentic leadership achieves its effects on followers. The study showed that predictability of the leader was found to mediate the relationship between authentic leadership and followers' supervisor satisfaction, organizational commitment, extra-effort and

perceived team effectiveness. This finding supports the assumption that an authentic leader can enhance team effectiveness and become predictable by becoming aware of values, communicating those values, and acting in accordingly. According to Peus et al., the findings from the study indicated that trust and a strong leading relationship with workers allow the supervisor to accrue knowledge from their subordinates. This study was based on the assumption that the relationship between a supervisor and the subordinate succeeds because of trust.

1.5. Research Question:

RQ1: Is there a relationship between principals' authentic leadership practices and teacher trust?

1.6. Definition of Terms

Authentic leader: The authentic leader is true to himself/herself, and the exhibited behavior positively transforms or develops associates into leaders themselves. The authentic leader does not try to coerce or even rationally persuade associates but rather, the leader's authentic values, beliefs, and behaviors serve to model the development of associates (Luthans & Avolio, 2003, p. 243).

Authentic leadership: A pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self- awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development (Clapp-Smith et al., 2009; Walumbwa et al., 2008, p. 94).

Authentic Leadership Questionnaire (ALQ): This sixteen item, multi-rater survey was developed by Walumbwa, Avolio, Gardner, Wernsing & Peterson (2008). The ALQ was validated and

empirically tested to measure the four components of authentic leadership: self-awareness, relational transparency, internalized moral perspective, and balanced processing (Walumbwa et al., 2008). The sixteen item survey is measured on a 5-point Likert scale ranging from 0 (not at all) to 4 (frequently, if not always). The ALQ has been shown to be significantly related to organizational performance outcomes in various business settings and to show variance beyond that of transformational leadership or ethical leadership alone (Clapp-Smith et al., 2009; Walumbwa et al., 2008). The assessment was administered to the leaders to self-report and to the principals to assess the leadership; this approach was utilized to provide insightful comparisons of how people see themselves relative to how others view them. The instrument has been shown to be reliable; with an internal consistency reliability for each of the four factors of α = .73 for self-awareness, α = .77 for relational transparency, α = .73 for internalized moral perspective and α = .70 for balanced processing (Walumbwa and colleagues, 2008).

 Leadership: "Leadership is a social process whereby intentional influence is exerted by one person or group over other people to structure the activities and relationships in a group or organization" (Collins, 2001, p. 44; Quantz, Rogers & Dantley, 1991, Leithwood & Duke 1999).

Principal: The principal is the top administrative leader in each specific school setting. However, some of the larger schools in the study utilized divisional heads who acted as principals of their respective divisions. The instructional leader of a public school established by a superintendent and a local school board.

Relational trust: The theory of trust relationships explained the fundamentals of trust as the collection of daily events that contribute to the creation of trust (Bryk & Schneider, 2004, p. 122). Relational trust describes the extent to which there is synchrony with respect to each group's understanding of its and the other group's expectations and obligations‖ (Byrk and

Schneider, 2002). The necessary components of relational trust are (a) respect, (b) competence, (c) personal regards for others, and (d) integrity.

School Turnaround: Organizational turnaround is the turning around of failing organizations (Murphy & Meyers, 2009).

Teacher: An individual who is certified by the Board of Education in which he or she is currently employed.

Trust: "Trust is the expectation that arises within a community of regular, honest, and cooperative behavior, based on commonly shared norms, on the part of other members of that community" (Fukuyama 1995, p. 26). "Trust is one's willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent" (Tschannen-Moran 2004, p. 17). "One party's willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (Tschannen-Moran and Hoy, 2000, p. 556).

Trust building. The strategies or techniques that when engaged within a school setting lead to the creation of trust.

Trust in the Principal is the belief that the principal will use his/her position to create a safe environment for students and faculty. Also, the principal will work collaboratively with all stakeholders to create a caring supportive environment (Hoy & Kupersmith, 1985).

1.7. Limitations

 Limitations provide potential weaknesses of the study (Creswell, 2003). This comparative case study analysis will be limited to three case studies that focus specifically on leadership practices of principals and the teachers' associated levels of trust. Gender and race were considered limitations of this comparative case study analysis. The participants were largely white female

teachers, which make it hard to generalize the findings to other genders and races. This comparative study analysis will also be limited to the qualitative data extrapolated from the three case studies. Limitations are not to be generalized.

1.8. Delimitations

Delimitations are the restrictions or bounds set by the researcher to narrow the scope of the study (Creswell, 2003). The main delimitations in this study were the subjects used. Only principals and teachers were used in the studies selected for analysis in the present research. Specifically, only elementary, middle school and high school teachers were used within the studies selected for analysis in the present research. The demographic variables for this study are limited to the teachers and principals noted in the three case studies. The selected studies do not cover the geographic regions other than the mid-Atlantic region of the United States.

1.9. Summary

Avolio, Gardner, Walumbwa, Luthans and May (2004) claim that authentic leaders build benevolence and integrity with their followers by encouraging totally open communication, engaging their followers, sharing critical information, and sharing their perceptions and feelings about the people with whom they work. The level of trust between teachers and school administrators affects the school as a whole. The purpose of the study was to examine the authentic leadership practices of principals and the associated levels of teachers' trust within the school setting by comparing and contrasting three different case studies.

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1. Theory of Authentic Leadership

Authentic leadership begins from the theoretical discussions that focus on the ethical and moral characteristics of the foundations of leadership by distilling the core elements of the positive approaches (Wong & Cummings, 2009). The authentic leadership theory has been emerging as a result of the need to develop constructs that expand the understanding of the intersection of leadership, ethics and organizational behavior (Walumbwa, Avolio, Gardner, Wernsing & Peterson, 2008). Furthermore, research has shown that authentic leaders positively impact subordinates and create a foundation to develop fiercely loyal followers, which strengthens the allegiance and trustworthiness towards the leaders and the organization and creates value for the institution through accentuating present and future results (Martensen & Gronholdt, 2001; Wong, Laschinger, & Grau, 2012). Hoy and Henderson (1983) formed the first attempt to operationalize the authentic leadership constructs, "(1) acceptance of personal and organizational responsibility for actions, outcomes and mistakes; (2) the non-manipulation of subordinates; and (3) the salience of the self over role requirements" (Gardner, Cogliser, Davis, & Dickens, 2011, p. 1123). Authentic leadership then surfaced as an area of interest in the social sciences in the field of education when Bhindi and Duignan (1997) proposed that the four components that comprise authentic leadership were authenticity, intentionality, spirituality, and sensibility. Luthans and Avolio (2003) defined authentic leadership "as a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development" (p. 243). The following four components provide a multi-component theoretical foundation:

(1) awareness (i.e., knowledge and trust in one's thoughts, feelings, motives and values;

(2) unbiased processing (i.e., objectivity about and acceptance of one's positive and negative attributes);

(3) behavior (i.e., acting based on one's true preferences, values and needs rather than merely acting to please others, secure rewards, or avoid punishments); and (4) relational orientation (i.e., achieving and valuing truthfulness and openness in one's close relationships (Gardner et al., 2011, p. 1121).

2.2. Authentic Leadership

Laschinger, Wong & Grau, (2012) state "The authentic leader builds trust and healthier work environments through four key components: 'balanced processing', relational transparency', 'internalized moral perspective', and 'self-awareness'" (p. 948). Researchers suggest that ultimately authentic leaders that engage in higher quality relationships promote greater levels of employee engagement which, in turn, contributes to the job satisfaction, higher productivity and elevated performance results of the overall organization (Avolio et al., 2004). Authentic leaders are able to effectively respond to situations and dilemmas that arise within their work setting while remaining true to their core self. According to Chan, Hannah, & Gardner's (2005) theory of authentic leadership the ability to effectively respond to relationships and dilemmas that arise have several intrapersonal and interpersonal implications.

Being authentic means being committed to (and aware of) your value system and your identity (Chan et al., 2005). Being an authentic leader requires not only this commitment but also a commitment to having an awareness of the needs and expectations of one's followers. Being authentic is a state-like condition, which means that it is a construct that swings back and forth like a pendulum (Avolio et al., 2004). Leaders are not simply authentic or not; however, highly authentic leaders have high self-clarity and are motivated to consistently find ways to manage themselves for the betterment of their workplace (Chan et al., 2005). Authentic leaders

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model these attributes by leading with transparency (Bird et al., 2012; Peus, Wesche, Streicher, Braun, & Frey, 2012; Wang & Hsieh, 2013). Being a transparent leader is sometimes referred to as being an open book— followers do not perceive their leaders to have hidden agendas, and what they see is what they get. Authentic leaders are adept at leading transparently because they are concerned with remaining true to their core values and thus are motivated by opportunities to verify that their true self is being reflected in their actions. When followers detect this transparency from their leaders, they respond with supportive attitudes and behaviors (Chan et al., 2005). Specifically, "Authentic leaders positively impact the proximal outcomes of trust, predictability, and the overall quality of leader-follower relations" (Chan et al., 2005, p. 25). Besides having a high level of transparency and awareness, it is also theorized that authentic leaders process information in a balanced way (Chan et al., 2005; Gardner, Avolio, Luthans, May, & Walumbwa, 2005). Their information processing is not driven by the need to shield the ego. Instead, authentic leaders reflect honestly and openly about their strengths and weaknesses. In the case of teaching, one type of follower reaction that is of great significance is student performance. Similar to Chan et al. (2005), other theorists have reached similar conclusions about the nature of authentic leadership. For example, Kernis and Goldman (2005) developed a multidimensional concept of authentic leadership that includes a leader's awareness, unbiased processing, behavior, and relational orientation. Kernis and Goldman assert, similar to Chan, that authentic leaders utilize reactions to their decisions as insight into how aligned their actions are with their core beliefs.

The study, "Authentic Leadership, Trust and Work Engagement", conducted by Hassan and Ahmed (2011), sought to determine the extent to which the components of authentic leadership promote subordinates' trust in leaders. Results from the quantitative study that

surveyed 395 bank employees revealed that all of the evaluated authentic leadership components

significantly and positively related to employees' trust in leadership. These findings support the

claim that leaders who are perceived as transparent and void of self-serving motives develop

stronger relationships. Stronger relationships have been correlated with positive follower

outcomes (Luthans & Avolio, 2003). Bird, Wang, Watson, & Murray (2012) studied the impact

authentic leadership has on follower trust in the article, "Teacher and Principal Perceptions of

Authentic Leadership: Implications for Trust, Engagement, and Intention to Return". The

article's main purpose was to examine the authentic leadership of principals and the

corresponding level of trust teachers had in the principal. Utilizing the same instrument

(Authentic Leadership Questionnaire) as Hassan and Ahmed (2011) to measure the perceptions

of authentic leadership, Bird et al. (2012) compared the principals' and the teachers' ratings of

authentic leadership and the association with trust. The results revealed that there were

significantly lower levels of follower trust in schools where principals had overestimated the

perceptions of their authentic leadership compared to the teacher ratings. Also, the researchers

determined that the greater the followers' perceptions of their principals' authentic leadership,

the more trust the followers had in the principal. These findings suggest that follower

perceptions impact the levels of trust and false perceptions between leaders and followers impact

trust.

Authentic leadership principles apply not just to education but to business, as well.

Business leaders can take steps to encourage authenticity in the workforce -– and in the process

show their own authentic selves (Wittenburg, 2015). According to Wittenburg:

Business leaders can take steps to encourage authenticity in the workforce -– and in the
process show their own authentic selves. By encouraging people to be who they truly are,

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and by welcoming differences, leaders create a more supportive, productive work environment. Employees then become more engaged and willing to take risks. They channel their energy into innovation, which inevitably benefits the company. To accomplish these things at their companies, leaders must pave the way by taking steps to become authentic themselves. Instead of striving to be seen as all knowing and all-powerful, effective business executives must be prepared to show their own humanity through vulnerability. Still, becoming a more authentic leader is a battle worth fighting. Leaders who fully embrace authenticity themselves and take steps to welcome it into their company culture can realize tremendous rewards --for themselves and their organizations (p, 38).

These comments refer to the importance of authentic leadership in the business sector and are equally applicable and pertinent to the area of education.

2.3. Authentic Leadership and Authenticity

Authentic leadership is described as a "root construct", which forms the basis for other positive forms of leadership such as transformational, ethical, and resonant leadership (Avolio & Gardner, 2005; Avolio et al., 2004). Authentic leadership is particularly concerned with the development of leaders and followers and contends that life is the ultimate leadership development course, and the role of leadership theory should be to accelerate and enhance the life leadership process (Avolio & Gardner, 2005; Avolio & Luthans, 2006). The root nature of authentic leadership makes it particularly appealing as part of a theoretical foundation in effective school leadership. Authentic Leadership Development is the process that draws upon a leader's life course, psychological capital, moral perspective, and a 'highly developed' supporting organizational climate to produce greater self-awareness and self-regulated positive behaviors which, in turn, foster continuous, positive self-development resulting in veritable sustained performance (Aviolio & Luthans, 2006, p. 2).

Harter (2002) links the origins of authenticity to ancient Greek philosophy and statements such as "know thyself" and "to thine own self be true". He describes modern authenticity as

"owning one's personal experiences, be they thoughts, emotions, needs, wants, preferences, or beliefs" (p. 382). Additionally, authenticity implies that behavior will accord to these internal states. Kernis (2003) says, "Authenticity can be characterized as reflecting the unobstructed operation of one's true, or core, self in one's daily enterprise" (p. 13). Starrat (2004) asserts, "First, authenticity is the vocation of every human being, the call to bring one's unique possibilities into realization. Second, authenticity is always relational, in dialogue with another" (p. 80). Starrat recognizes that being authentic is based on self-awareness; however, the content of who we really are is always realized in relationships. Authentic leadership builds on the idea of authenticity. Luthans and Avolio (2003) "define authentic leadership in organizations as a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development" (p. 243).

2.4. Trust Defined

Lewicki and Bunker (1996) identify three types of trust. First, Lewicki and Bunker define calculus-based trust in which individuals will do what they say because they fear the consequences of not doing what they say (p. 119). Secondly, Lewicki and Bunker describe knowledge-based trust as being grounded in the other's predictability – knowing the other sufficiently well so that the other's behavior is anticipatable. It develops over time, largely as a function of the parties having a history of interaction that allows them to develop a generalized expectancy that the other's behavior is predictable and that he or she will act trustworthy. Lastly, Lewicki and Bunker describe identification- based trust as being based on identification with the other's desires and intentions. Trust exists because the parties involved effectively understand

the other's wants; this mutual understanding is developed to the point that each can effectively

act for the other (p. 122). Cummings and Bromiley (1996) defined trust as:

> an individual's belief or a common belief among a group of individuals that another individual or group (a) makes good-faith efforts to behave in accordance with any commitments both explicit or implicit, (b) is honest in whatever negotiations preceded such commitments, and (c) does not take excessive advantage of another even when the opportunity is available (p. 303).

Sherwood and DePaolo (2005) define trust as "a psychological state entailing the

willingness to accept vulnerability based upon positive expectations of the intentions or

behaviors of others in the relationship based context" (p. 67). In a study by Noonan, Walker, and

Kutsyuruba (2008) entitled, "Trust in the Contemporary Principalship," school principals define

trust as, "based on predictability; that is, knowing what to expect, doing the right thing, showing

empathy and honesty, communicating with others, and accepting accountability" (p. 12).

Rousseu, Sitkin, Burt, & Camerer (1998) assert that individuals must be willing to risk a certain

amount of vulnerability in order to establish a modicum of trust. Trust becomes a willingness to

be vulnerable. Vulnerability is a risk which we all take when encountering new situations. It is

inherent in all people. Hoy and Tarter (2004) affirm that each individual must put their ability to

trust on the line as information is transferred between each other. As people begin to trust the

information communicated, they learn to have confidence in their relationship because each

episode can be confirmed as truthful and accurate. Each subsequent occurrence is based on their

willingness to be vulnerable and accept this information as true. The longer this pattern

continues, and the incidents continue to be deemed trustworthy, the level of trust becomes higher

and more reliable. As continued patterns of truthful communication between these individuals

become established, higher and higher levels of trust are gained between them. Because relationships are usually ongoing, the present and future actions between people are based on mutual goodwill (Tschannen-Moran & Hoy, 2000).

"Reliability is [the] confidence that others will consistently act in ways that are beneficial" (Hoy & Tarter, 2004, p. 254). We can predict the actions of others with a certain amount of accuracy. According to Tschannen-Moran (2009), the higher the degree of trust, the more likely it is that the information is accurate and reliable. These high levels of trust allow people to become at ease with each other as they work and can focus on the goals of the organization instead of protecting themselves from of dishonest intent. Honesty involves the authenticity and integrity of an individual. Personal integrity involves one's ability to make a commitment in standing up for the belief of what is right (Deutsch, 2009). Teachers are then able to decide between moral and immoral. Thus, "An acceptance of responsibility for one's actions and avoiding distorting the truth in order to shift blame to another characterize[s] authenticity" (Tschannen-Moran & Hoy, 2000, p. 558). It is the authenticity of one's intentions that breeds honesty in one's character. Honesty is also linked with openness as it involves a person's capacity to share relevant information. It is this openness that allows people to share their values and beliefs. When this happens between two people, a signal of reciprocity is exchanged, and there is a belief that the information shared, either personal or organizational, will not be exploited by either party (Hoy & Tarter, 2004). Trust is a multi-faceted component in building relationships with people. All of these facets of trust are so closely connected that it is difficult to separate their distinct values as independent; they combine to represent a multi-dimensional factor called trust (Hoy & Tarter, 2004; Bryk & Schneider, 2002; Tschannen-Moran & Hoy, 2000).

2.5. Trust

Whitener, Brodt, Korsgaard, & Werner (1998) believe in a three-faceted description to

define trust. Whitener et al. argue that trust in another party reflects an expectation or belief that

the other party will act benevolently. Second, one cannot control or force the other party to

fulfill this expectation – that is, trust involves a willingness to be vulnerable and risk that the

other party may not fulfill that expectation. Third, trust involves some level of dependency on

the other party so that the outcomes of one individual are influenced by the actions of another (p.

513). Tschannen-Moran and Hoy (2000) define trust as "one party's willingness to be

vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b)

reliable, (c) competent, (d) honest, and (e) open" (p. 556). For the purposes of this case study

analysis, the definition of trust created by Tschannen-Moran and Hoy will be used.

2.6. Trust and Leadership

Klenke (2011) believes that leadership is confined by specific factors and boundaries:

> Contextual factors set the boundaries within which leaders and followers interact and
> determine the constraints and demands that surround the leader-follower dyad.
> Therefore, requirements and demands for leadership differ depending on contextual
> dynamics and boundaries. For example, exercising leadership in the context of political
> systems in which leaders are appointed or elected is different from practicing leadership
> in social movements such as the women's and civil rights movements, where leaders
> emerge as a function of a crisis. Evaluating a leading artist calls for a different set of
> criteria compared to assessing the contributions of a leading scientist. Religion, science,
> the arts, and informal and formal organizations are complex networks of relationships,
> each with its own contextual parameters. The context of leadership may be private or
> public, a small or large organization, an affluent or poor community, or a developed or
> underdeveloped nation, each with its own distinguishing contextual features (p.18).

The trust dynamic between leaders and followers will change because the dynamics that

surround leadership change based on the current demands and contextual factors that influence

leadership.

Leadership must be able to recognize and develop strategies to enhance trust in schools (Bryk, 1995; Fukuyama, 1995; Tschannen-Moran, 2004). "The principal-teacher relationship provides a window into the trust dynamic within a school" (Tschannen-Moran, 2004, p. 18). The facets of trust in the relationships found in schools include: benevolence, honesty, openness, reliability, and competence (p. 35). "In choosing to trust another individual, each party evaluates past benefits in the relationship, assuming some history of prior exchanges has occurred" (Bryk & Schneider, 2002, p. 14). Tschannen-Moran (2004) explains that a principal must protect others' rights and welfare, and refrain from exploiting others in order to advance your own interests.

The principal can promote trust by demonstrating consideration for teachers' needs and interests, listening intently to communicate respect for the person, and engaging in coaching and active problem solving if that is what is needed. Making yourself visible will allow you to more readily demonstrate your support and concern (Tschannen-Moran, 2004, p. 36). "Engaging with people is about creating trust, and as a leader it is important to be the first to trust" (Kesby, 2008, p. 3).

2.7. The Principal and Trust

Barth (1990) believes that the critical role of the principal is leading the school. Barth also claims that although much has been written about school reform in the past decade, insufficient attention has been given to the important relationships among the adults within the school. To MacNeil, Spuck and Ceyanes (1998), the concept of trust building is equally as important if not greater than the importance of principal leadership. MacNeil, Spuck and Ceyanes (1998) state that "in the absence of trust, it does not matter what the principal's leadership skills or

professional competence may be, trust must be established first" (p. 4). Bryk and Schneider (2002) state that interpersonal respect by listening and considering others' views in decision-making, personal regard by extending beyond the formal requirements of a job description, competence in core role responsibilities, and personal integrity are key factors leading to relational trust in schools. Bryk and Schneider studied 400 Chicago elementary schools during a ten year period. They found that relational trust is fostered with the increased actions of the principals, a small school size, a stable community, and a number of voluntary associations where at least a modicum of choice exists for both staff and students. Principals and teachers build trust in social constructs through fair treatment, shared values, common goals and visions, and consistency in their behaviors related to school progress (Bryk & Driscoll, 1988). Principals are responsible for developing a trusting school culture.

Tschannen-Moran (2004) states a principal must protect others' rights and welfare, and refrain from exploiting others in order to advance their own interests. You can promote trust by demonstrating consideration and sensitivity for teachers' needs and interests, listening intently to communicate respect for the person, and engaging in coaching and problem solving if that is what is needed. Making oneself visible and accessible will allow the principal to more readily demonstrate support and concern (Tschannen-Moran, 2004, p. 36).

2.8. Trust and Leaders

Trust is vital to successfully connecting leaders to followers and groups to teams. Trust is facilitated by the trustworthiness of the leader which creates a bond between leaders and followers. Evans (1996) notes that "trust is the essential link between leader and led . . . it is doubly important when organizations are seeking rapid improvement" (p. 185). Covey (2006) proposes that trust is a performance multiplier that allows higher levels of performance at faster

speeds because high levels of trust "improves communication, collaboration, execution, innovation, strategy, engagement, partnering, and relationships with all stakeholders" (p.19). Trust is the result of a combination of character in the form of integrity (action in accordance with values and beliefs) and intent (our motives and agenda), as well as competence in the form of capabilities (abilities that inspire confidence in others), and results (our performance record). The emphasis on the importance of trust is consistent with the findings of Bryk and Schneider who found, in an extensive longitudinal study in Chicago schools, that relational trust was a key factor in performance gains and innovations that occurred at various schools. Trust gives professionals the confidence to experiment with new practices, which is absolutely essential in a school change effort. In fact, they state "Relational trust is the connective tissue that binds individuals together to advance the education and welfare of students" (Bryk & Schneider, 2003, p. 44).

When trust is evident in an organization, it can lead to increased performance, better communication, improved customer service, and innovation (Krishnakumar & Neck, 2002). When managers build trust, they are tasked with establishing a common understanding of how the business works, modeling receptivity and discretion, and bringing people together (Abrams, Cross, Lesser & Levin, 2002). Also, in education school leaders must communicate a unified vision, model trustworthy behavior, coach teachers toward improvement, manage collaboratively, and mediate conflict (Kochanek, 2005; Antonio & Gamage, 2007; Tschannen-Moran, 2004). A study by Chhuon, Gilkey, Gonzalez, Daly and Chrispeels (2008) entitled, "The little district that could: The process of building district-school trust", found that follow-through, the promotion of reliability and the promotion of integrity were key aspects in developing trust. Efficient relationships between teachers and principals become essential in the operation of the

school. Leithwood, Louis, Anderson, and Wahlstrom (2004) divulge that good instruction is built on teachers' job satisfaction, collegial trust, a sense of professionalism, influence, and opportunities for collaboration among colleagues. According to Johnson and Short (1998), leader-subordinate interactions often produce constructive consequences, such as cooperative planning among teachers, support for administrative-based policies, and a willingness to improve teaching strategies through professional development opportunities

2.9. Trust and Authentic Leadership

Trust has also been found to mediate the relationship between authentic leadership and performance. Authentic leadership engenders trust through leaders' self- awareness, relational transparency, internalized moral/ethical perspective, and balanced processing in decision making. A study entitled, "Authentic Leadership and Positive

Psychological Capital: The Mediating Role of Trust at the Group Level of Analysis," demonstrates how a chain of retail clothing stores supports the premise that authentic leadership leads to greater trust in management and impacts organizational performance in positive ways (Clapp-Smith, Vogelgesang, & Avey, 2009).

2.10. Trust and Principals

The role of the principal is important in establishing trust (Hoy & Tarter, 2004). Tschannen-Moran (2004) presents powerful implications of trust, noting that the cost of violated trust can quickly destroy any change effort in schools and ensure that the transfer between leaders and followers does not occur. It is the primary responsibility of the principal to create trusting relationships with staff and stakeholders. Without trust constituencies will not go beyond minimum requirements and a shared vision is not possible. "Trustworthy leaders create a culture of trust in their buildings; this trust is at the heart of successful schools" (Milstein &

Henry, 2008, p. 184). Tschennan-Moran and Hoy (2000) assert that "one's openness in communication can be guarded through suspicion. Just as trust breeds trust, distrust breed distrust" (p. 558). People in schools must rely on and trust one another as a means to accomplish a common goal (Tschannen-Moran & Hoy, 2000). High levels of trust can increase the accuracy of communication in any given situation; conversely, "lack of trust is a serious impediment to many of the reforms taking shape in American schools" (Tschannen-Moran & Hoy, 2000, p. 548).

In addition, this trust is a necessary component for positive modeling. As Milstein and Henry (2000) note the "leader must support their words with appropriate actions. People believe in leaders who do what they say they will do" (p. 123). Murphy and Meyers (2008) recognized that turnaround principals lead by example, modeling the way, and trustworthiness and honesty were consistently hallmarks of their interactions. Trust is at the center of the transfer between leaders and followers and individuals and groups for good reason: without trust modeling, authentic dialogue and resonance are false activities that will not lead to increased performance goals. Trust is the essential glue that connects leaders and followers by mediating all three transfer mechanisms. Trust is a necessary component for implementing and sustaining school reforms in the classroom (Daly, Liou, & Moolenaar, 2014). Without trust between teacher and principal it is unlikely that the changes will be made (Blase & Blase, 2001; Bryk & Schneider, 2002). Teachers who lack trust in their principal avoid, neglect, or refuse change (Tschannen-Moran, 2004). These responses from teachers can have a negative impact on student achievement (Daly, 2009; Sebring & Bryk, 2000). It is for this reason that an understanding of the cultivation of trust is important.

Batiste (2014) and Femc-Bagwell (2014) conducted a multi-case study design to examine the development of trust. They interviewed both new school principals and veteran faculty to determine how each principal built trust during the first year. Batiste found support for four elements of trust: competence, integrity, personal regard for others, and respect, while Tschannen-Moran's (2004) five facets of trust were used as the theoretical framework for Femc-Bagwell's (2014) study of beginning urban principals' cultivation of trust with teachers. In Femc-Bagwell's study honesty was the only identified trait of Tschannen-Moran's (2004) five facets of trust.

2.11. Trust and Authenticity

According to Harter (2002) and Gardner et al. (2005) in order to act authentically, one has to ''know oneself'' and act ''in accordance with one's true self''. Therefore, self-knowledge and self-consistency are predecessors of authentic leadership. Trust is one's willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent (Tschannen-Moran, 2004). Trust can be measured on the trust scale, which is an ordinal scale from low to high. (Wiersma & Jurs, 2005; Shavelson, 1996). High-quality leader-member exchange relationships have been found to result in the creation of trust and commitment to the leader (Dirks & Ferrin, 2002). Trust is part of the relationship where the role of the follower is being developed. Eventually, there is a social exchange that develops between the supervisor and the subordinate. (Dirks & Ferrin, 2002). Trust refers, in the main, to the extent to which one is willing to ascribe good intentions to, and have confidence in, the words and actions of other people (Cook &Wall, 1980).

In the study, "Examining Authentic Leadership Behaviors, Structural Distance, Trust, and Non-manager Employee Engagement: A Correlational Study" conducted by Nicholas J.

McAuliffe (2016), three instruments were electronically administered to 87 employees across three states to determine what relationships existed between perceptions of authentic leadership and trust. The purpose of this qualitative study was to examine teacher perceptions of trust with their building principal. Another purpose was to examine perceptions of leadership style and its relation to trust and effective communication as well as its impact on power dynamics in the school building. The measurement tools used were the Authentic Leadership Questionnaire, the Organizational Trust Inventory and the Utrecht Work Engagement Scale. The results indicated that there were statistically significant relationships between perceptions of authentic leadership and trust in Direct Managers and self-ascribed employees. Findings revealed that there was no relationship between trust of senior supervisors and engagement, and there was a slightly inverse relationship between time at current job and engagement. Recommendations for future research include expanding the research to different sectors, using a qualitative or mixed-methodological approach, and continuing efforts to both determine the antecedents of, and generate a unified definition of, employee engagement.

According to the qualitative study "Teacher Perceptions of Trust with their principal" conducted by Scarr (2011), the perceptions of trust as it relates to honest principal communication were analyzed. This qualitative study used a participant-oriented research method known as phenomenology. Phenomenology focuses on lived experiences which a group of people have in common because they have experienced the same phenomenon (Creswell, 2008). Qualitative research is achieved through listening to others' stories and is an interpretation of their personal narratives (Glesne, 2006). The research questions included: "What are a teacher's perceptions of trust between themselves and their principal? What are a teacher's perceptions of trust as it relates to open and honest communication with their principal?

What are a teacher's perceptions of trust as it relates to the power dynamics in their working relationship with their principal?" (p.7). The researcher interviewed ten candidates who volunteered to talk about their experiences of trust with the building principal. Permission to participate in this study was in the form of a signed consent form and cooperation was established through a promise of confidentiality. Informed consent ensured the participants' volunteer status, revealed any potential effects on well-being, and allowed for a voluntary withdrawal from the study at any time (Glesne, 2006). Ten teachers from a suburban, public school district were interviewed to ensure a large enough sample to elicit confidentiality amongst the participants and created a trusting atmosphere where teachers felt comfortable divulging potentially sensitive information. The researcher chose ten participants because ten is considered a sufficient number in a phenomenological qualitative study (Creswell, 2008). The researcher primarily collected stories shared by teachers who had experienced the same phenomenon. Participants were allowed to voluntarily withdraw at any time without penalty.

Data were collected in the form of personal interviews. Interviews were individually administered and did not consist of groups. Scarr (2011) did this in an attempt to ensure the participants' comfort level in speaking openly and honestly with the researcher. Therefore, all interviews were on a one-on-one basis. This type of in-depth conversation probed deeper into the feelings and perceptions of the teachers (Marshall & Rossman, 2006). A two-part interview protocol was used along with a digital voice recording device. The protocols were written on paper and handed to the participant in order to allow for a visual representation of questions. This form also allowed for additional notes or representations to be indicated in writing. Two graphic illustrations were used to help the participants visualize their own perceptions of what characteristics were necessary in developing trust with another person as well as developing trust

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with a principal in the school. A paper copy of the interview questions was given to each participant prior to the inception of the interview. Each participant was also given a graphic illustration on which to denote characteristic traits they considered necessary to build trust between two people in general.

Once transcription was complete, data analysis began through the use of a coding system. Glesne (2006) suggested a progressive process of sorting and defining data through patterns. Patterns were identified and established by examining recurring themes and sub-themes through usage of similar vocabulary and terminology. Color-coding of themes and sub-themes was used in this process. Each major theme was coded with a different color and corresponding values of color attached to each sub-theme. Color- coding ensured easy identification of patterns and themes.

The findings were based on the three main research questions. The first questions asked, "How do teachers perceive trust between themselves and their principal?" (Scarr, 2011, p. 143). The findings suggested that most of the teachers felt that they had a diminished perception of trust with their principal due to years of substantiated instances on the part of their principal in withholding information, making untruthful statements, displaying a lack of mutual respect and lack of professionalism, showing favoritism, lying, a lack of support, displaying motives of self-interest, and showing a lack of involvement in the school. The second questions asked, "How do teachers perceive trust as it relates to open and honest communication with their principal?" (Scarr, 2011, p.144). The findings suggested that most of the teachers felt that they could be open and honest in communicating information to their principal. The third question asked, "How do teachers perceive trust as it relates to the power dynamics and their working relationship with the principal?" (p. 7). The findings suggested that all of the teachers perceived

themselves as subordinates to their principals. They considered their principal the boss, whether male or female.

Suggestions for future research include interviewing other grade levels, not just elementary school teachers, to generalize the findings. Middle level and secondary education teachers may or may not have the same perceptions of trust as their counterparts in the elementary grades, but it would benefit the industry to find the answers there as well. Scarr (2011) also suggests that the principal's perception of trust in connection to the teacher's perception of trust should be examined. Scarr believed that the interconnected dynamics between these two sets of data might shed some light on the complexity of working relationships in the school setting. A two-sided representation of perceptions of trust would also be beneficial.

Three major themes were established from the analysis of the data: communication, reliability, and relationships. From these themes, twelve sub themes were developed. Communication included the sub themes of transfer of information, body language, follow-through, and openness. Reliability included building trust, diminishing trust, and time. Relationships, then, included leadership, respect, gender, organization, and caring. The second major theme of trust focused on reliability, and while connected to communication, was centered more on aspects of building trust or diminishing trust over time. The third theme of trust involved the relationship between the teacher and the principal (Scarr, 2011).

The study, "The Role of Authentic Leadership and Interpersonal Trust in the Language Development Success of Middle School English Language Learners", conducted by Taylor (2016) sought to examine the relationship between middle school English Language Learners' (ELLs) perceptions of their teachers' authentic leadership, their trust in their teachers, and their demonstrated English language proficiency. Also, this study sought to determine the extent to

which ELLs' English language proficiency predicted their achievement on an assessment

designed to measure reading skills. The following research questions were addressed:

> To what extent do middle school English language learners' perceptions of their
> teachers as authentic leaders predict students' composite ACCESS for ELLs scores from
> the 2014-2015 school year, provided they have been in a transitional bilingual education
> program for 7 or more years?" "To what extent do middle school English language
> learners' trust in their teachers predict students' composite ACCESS for ELLs scores
> from the 2014-2015 school year, provided they have been in a transitional bilingual
> education program for 7 or more years?" "To what extent do middle school English
> language learners' perceptions of their 10 teachers as authentic leaders and their trust in
> their teachers combine to predict students' composite ACCESS for ELLs scores from the
> 2014-2015 school year, provided they have been in a transitional bilingual education
> program for 7 or more years?" "To what extent do middle school English language
> learners' composite ACCESS for ELLs scores from the 2014-2015 school year predict
> their achievement in reading, provided they have been in a transitional bilingual
> education program for 7 or more years? (p. 8).

This quantitative study by Taylor (2016) was conducted using survey research. The

participants included 364 middle school students who were participants in the bilingual program

for more than 7 years. The middle school students were from suburban Illinois. Two surveys

were used to measure students' perceptions of their teachers' authentic leadership and to measure

the students' trust in their teachers and the survey results were analyzed through the use of

multiple regression.

The researcher (Taylor, 2016) believed that survey research was appropriate for this

study because a great number of studies have examined authentic leadership through the years

(Alok & Israel, 2012; Bird et al., 2012; Giallonardo et al., 2010; Hassan & Ahmed, 2011; Leroy,

Palanski, & Simons, 2012). The researcher also believed that surveys conveniently summarize

collected data. Trends by demographics can be examined due to the ease of sampling a large

number of people (Nardi & Iannone, 2003). Qualitative research limits a researcher's ability to

explain a phenomenon of a particular, small sample (Mertens, 2010). Mean differences among

variables can also be statistically assessed through survey research analysis (Creswell, 2008).

The participants in this study conducted by Taylor (2016) were 7th and 8th grade ELL

students who had been in the bilingual program for more than 7 years. The participants were

between the ages of 12 and 14 years old. The researcher employed convenience sampling to

obtain the participants for this study. According to Mertens (2010), convenience sampling refers

to participants who are selected to be included in the study because they are readily available.

Convenience sampling was used to choose the participants' school district. However,

convenience sampling was not used when determining the actual participants.

> The first research question contained four independent variables: self-awareness score, transparency score, moral perspective score, and balanced processing score. Based on a medium effect size (f2 = .15), alpha < .05, and power = .80, a multiple linear regression model employing four independent variables to predict y would need a minimum n value of 85. Research Question 1b had one independent variable: overall trust score. Based on a medium effect size (f2 = .15), alpha < .05, and power = .80, a linear regression model employing one independent variable to predict y would need a minimum n value of 55. Research Question 1c had five independent variables: self-awareness score, transparency score, moral perspective score, balanced processing score, and overall trust score. Based on a medium effect size (f2 = .15), alpha < .05, and power = .80, a multiple linear regression model employing five independent variables to predict y would need a minimum n value of 92. Taylor (2016) found that the second research question had one independent variable: ACCESS for Ell's composite score. Based on a medium effect size (f2 = .15), alpha < .05, and power = .80, a linear regression model employing one independent variable to predict y would need a minimum n value of 55 (p. 35).

There were 66 participants in this study.

Reliability of the ALQ was determined by obtaining the Cronbach's alpha level for each

of the 64 four components. The alpha levels for each of the measures were all at acceptable

levels: self- awareness, .92; transparency, .87; moral perspective, .76; and balanced processing,

.81 (Walumbwa et al., 2008). The assessment used to measure students' English language

proficiency in this study is the ACCESS for ELLs test (Taylor, 2016). There are five levels of proficiency on the ACCESS for ELLs test that was used in this study to measure English development.

Results were analyzed using descriptive and inferential statistics. Descriptive and inferential statistics were utilized to analyze the data. Descriptive statistics organize, summarize, and simplify collected data (Gravetter & Wallnau, 2011). The researcher (Taylor, 2016) analyzed means, frequency distributions, ranges, skewness, kurtosis, and linear regression models. Specifically, researchers are most interested in determining whether sample scores differ significantly from a population or significantly from each other (Mertens, 2010). The findings suggested that the participants' English language proficiency (as measured by their composite ACCESS for ELLs' scores) was a statistically significant predictor of the reading comprehension and vocabulary-use skills (as measured by the MAP reading assessment. A positive, statistically significant relationship was found between the participants' ACCESS for ELLs scores and their MAP scores. Suggestions include using future research to examine language proficiency and reading achievement with respect to participants' native language reading proficiency.

2.12. Theoretical Framework

Kernis (2003) identifies four components of authenticity: self-awareness, unbiased processing, action, and relational orientation. These four components are incorporated into an authentic leadership model proposed by W. L. Gardner, Avolio, Luthans, May, and Walumbwa (2005) who argue, "First and foremost, an authentic leader must achieve authenticity... through

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self-awareness, self-acceptance and authentic actions and relationships" (p. 345). These four aspects of authenticity are a crucial starting point in the exploration of authentic leadership.

Self-awareness is linked to personal insight; trust in one's motives, feelings and desires, as well as an awareness of strengths and weaknesses (Avolio & Gardner, 2005; W. L. Gardner et al., 2005; Kernis, 2003). Additionally, self-awareness includes acknowledgement of contradictory and multi-faceted aspects of the self, such as being both extroverted and introverted (Ilies, Morgeson, & Nahrgang, 2005; Kernis, 2003). Self-awareness incorporates both recognition of our current selves as well as the capacity to project future selves or who we hope to be. The gap that exists between our actual and possible selves provides a powerful source of motivation and moves people toward action on their authentic leadership journey (Avolio & Luthans, 2006). Self-awareness is also a critical component of emotional intelligence (Goleman et al., 2004; Ilies, Morgeson, & Nahrgang, 2005). Furthermore, self-awareness is not considered to be an end-point but rather it can be continuously developed and refined in a spiraling process that allows a deeper and fuller understanding of a leader's unique strengths, talents, values and beliefs (Avolio & Gardner, 2005). A key component of self-awareness is self-reflection which allows leaders to clarify who they actually are and prepare to become who they hope to be (W. L. Gardner et al., 2005).

A key component of self-awareness is self-reflection, which allows leaders to clarify who they actually are and prepare to become who they hope to be (W. L. Gardner et al., 2005). Self-regulation goes hand in hand with self-awareness. It is not sufficient just to be aware of our authentic selves; leaders must act consistently with that self. This requires the setting of internal standards, evaluating discrepancies between standards and results, and taking targeted action to resolve the difference. As Avolio and Gardner (2005) state, "Self-regulation is the process

through which authentic leaders align their values with their intentions and actions" (p. 325).

The authentic leader is engaged in a continual process of identifying and acknowledging his/her actual self in relation to his/her possible selves and taking appropriate action to move in the desired direction.

The second aspect of authenticity is unbiased processing as discussed by Kernis (2003) or balanced processing as described by W. L. Gardner et al. (2005). In unbiased or balanced processing, leaders are able to take in both positive and negative self-relevant information objectively without denying, distorting, or rationalizing the information away. This can be extended to leaders selecting information situations and circumstances that will serve to give them more unbiased information and make them more aware of current realities (Ilies, Morgeson, & Nahrgang, 2005). This balanced processing allows leaders to pursue their beliefs and core values without deluding themselves with inaccurate or ego-based assessments that will not lead to effectiveness (W. L. Gardner et al., 2005).

Authentic behavior is defined by Kernis (2003) as "acting in accord with one's values, preferences, and needs as opposed to acting merely to please others or to attain rewards or avoid punishments through acting 'falsely'" (p. 14). Leaders must take into account the relationship between their true selves and their organizational environment so as to be aware of the implication of their behavior in the given context (Ilies et al., 2005). Authentic behavior is crucial in developing followers, as well, because the concordance between the leader's internal values, espoused values, and behavior should coincide. This authentic behavior provides the foundation for trust and identification with the leader (W. L. Gardner et al., 2005).

The fourth and final component of authenticity is relational transparency, which is achieved in relationships characterized by genuine interactions, openness, and truthfulness. This

creates bonds of mutual trust and intimacy and encourages reciprocation from others (W. L.

Gardner et al., 2005; Ilies et al., 2005; Kernis, 2003). Relational transparency serves a critical

role in identification of followers with the leader and the establishment of a trusting relationship.

Transparency and openly sharing information are critical components of authentic leadership

development (W. L. Gardner et al., 2005). Recent work in authentic leadership has focused on

the measurement of the construct and differentiating authentic leadership from transformational

leadership and ethical leadership (Walumbwa et al., 2008). Using both inductive and deductive

procedures, Walumbwa et al. identified items that measured self-awareness, relational

transparency, balanced information processing, internalized regulation, and positive moral

perspective. Ultimately the dimensions of internalized regulation and positive moral perspective

were reduced to one factor "internalized moral perspective" because both the quantitative factor

structure and the qualitative differences could not be differentiated into distinct categories.

According to Shamir and Eilam (2005), the following four characteristics of authentic leaders are

authentic leaders are true to themselves, authentic leaders are motivated by personal convictions,

authentic leaders are originals, and the actions of authentic leaders are based on their personal

values and convictions.

2.13. Summary

Literature indicates that authentic leaders positively impact subordinates and create a

foundation to develop fiercely loyal followers. Loyal followers strengthen the allegiance and

trustworthiness towards the leaders and create value for the institution through accentuating

present and future results (Martensen & Gronholdt, 2001; Wong, Laschinger, & Grau (2012).

Literature has supported, through various research, that authentic leadership is particularly

concerned with the development of leaders and followers and contends that life is the ultimate

leadership development course, and the role of leadership theory should be to accelerate and

enhance the life leadership process (Avolio & Gardner, 2005; Avolio & Luthans, 2006).

Tschannen-Moran and Hoy (2000) define trust as "one party's willingness to be vulnerable to

another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c)

competent, (d) honest, and (e) open" (p. 556). Research posits that it is the primary

responsibility of the principal to create trusting relationships with staff and stakeholders. This

comparative case study analysis examined the relationship between authentic leadership

practices of principals and the associated levels of teachers' trust.

CHAPTER III: METHODOLOGY

By examining three existing case studies related to the leadership practices of principals and the associated levels of teachers' trust, this comparative case study analysis will utilize multiple quantitative case studies to divulge emergent themes regarding authentic leadership practices and the associated levels of teachers' trust. Stake (1978) defined a case study as the investigation of a "bounded system" based on descriptions that are complex, holistic, and situated within a larger context or setting. Moreover, it may be an event, a process, a program, or several people (Creswell, 2014). In case study research, defined as the "the study of a case within a real-life contemporary context or setting", Creswell takes the perspective that such research "is a methodology: a type of design in qualitative research that may be an object of study, as well as a product of inquiry" (Creswell, 2004, p. 94). This researcher will begin by examining data and identifying core theoretical concepts. Overarching themes for comparison will be identified, a matrix will be developed based on the findings and the related themes will be linked to the conceptual framework.

For relevancy, literature selected for this comparative case study analysis will be limited to studies that examine the impact of leadership practices and the associated levels of trust given by teachers from the past ten years. This research helps to fill the gap in the literature by adding to the body of knowledge of comparative case study analyses indicating the impact of authentic leadership practices of principals and the associated levels of trust given by teachers in the public school setting. Case studies are studies in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. The cases are bounded by time and activity and researchers collect detailed information using a variety of data collection procedures

over a sustained period of time (Stake, 1995). Researcher Robert K. Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984, p. 23). The multiple-case design utilized real-life events that show numerous sources of evidence through replication rather than sampling logic. According to Yin (1994), generalization of results from case studies, from either single or multiple designs, stems on theory rather than on populations. By replicating the case through pattern matching, a technique linking several pieces of information from the same case to some theoretical proposition (Campbell, 1975), multiple-case design enhances and supports the previous results. This helps raise the level of confidence in the robustness of the method.

The main reason I have chosen a case study analysis is the examination of the data is most often conducted within the context of its use (Yin, 1984); that is, within the situation in which the activity takes place. A case study researcher might be interested, for example, in the process by which a subject comprehends an authentic text. To explore the strategies the reader uses, the researcher must observe the subject within her environment, such as reading in classroom or reading for leisure. This would contrast with experiment, for instance, which deliberately isolates a phenomenon from its context, focusing on a limited number of variables (Zaidah, 2003). I also believe that case study analysis is a good way to challenge theoretical assumptions by studying rare phenomenon. For example, case studies can examine rare populations where large sample sizes would not be available. Case studies also give the opportunity for information to be collected that would not normally be easily obtained by other research designs and it is my opinion that the collected data are richer and contain more depth than experimental designs. This chapter includes a chart based on the findings of the analysis.

3.1. CASE STUDY ONE

Hall (2006). "A Framework for Building and Promoting Trust: A Case Study for an

Illinois Middle Level School Focusing on the Leadership Behaviors of the

Principal". University of Illinois.

Hall (2006) conducted a qualitative case study that examined the leadership behaviors of

principals that promote and build trust of teachers. The purpose of the study was to examine the

leadership behaviors that contributed to trust between the school's middle level teachers and its

principal. In this qualitative case study seven participants, five teachers, one principal and one

superintendent, were interviewed to identify the leadership behaviors exhibited by middle level

principals. Specifically, the case study examined the leadership behaviors that contributed to

trust between the school's middle level teachers and its principal. The researcher stated:

> Because there is research that supports a connection between open school climate
> (of which trust between principal and faculty is a result) and increased student
> achievement (Hoy & Sabo, 1998) and because research also supports the high
> level of significance of middle level teachers in their buildings in student learning
> (Jackson & Davis, 2000), the identification of specific leadership behaviors has
> implications that are far reaching for principals, teachers and students (Hall,
> 2006, p. 10).

3.2. Methodology

The methodology of this case study was driven by the following research question:

"What are the leadership behaviors of a middle level principal that promote and build trust

between school's teachers and its principal?" (Hall, 2006, p. 10). The research question and

theoretical framework were based upon the Smith-Rose Trust Framework developed by the

researcher. No attempt was mentioned to pilot or validate the Smith-Rose Framework. The

framework was developed by the researcher's attempts to "gather and categorizing common

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themes and threads that are interwoven through the fabric of existing research and trust building

between a principal and teachers" (p. 93). The four domains of principal behavior are authentic

behaviors, empowering behaviors, supportive behaviors, and communication behaviors. The

author identified outcomes and indicators related to each of the four domains of the principal

behaviors. The author further describes authentic principal behavior as genuine, caring and

warm. The authentic principal shows consideration for others and demonstrates knowledge of

faculty members. The empowering principal increases the feelings of efficacy, shows respect

and encourages reflection of professional practices. Empowering practices also allow the

principal to give up a sense of control. Supportive principal behavior is collaborative,

demonstrated through giving praise, demonstrated through listening and modeling and is

ultimately protective. Lastly, communicative principal behaviors are open, influential and

credible while demonstrating articulation of goals and accountability. Hall states that trust is

interwoven through each of the four domains and the domains overlap at times.

A qualitative interview case study (Hall, 2006) was conducted to examine the existence

of trust between the principal and the teachers in a school. Specifically, the focus was on

leadership practices exhibited by the principal. The data collection procedures included

surveying highly qualified teachers within middle level schools, identifying the schools with a

high level of trust between principals and teachers and gathering data. The teachers were

selected by the return of the Omnibus T-Scale and the return of a consent form. The return of the

consent form agreed to participation in further research and all teachers that returned the consent

form were used as participants. Data were gathered through interviews, five site visits and a

review of documents. Once data were analyzed, unexpected findings were acknowledged and

implications and recommendations were mentioned.

A middle level school with a high level of trust between the principal and the teachers was identified through the use of the modified Omnibus T- Scale. The Omnibus T-Scale was developed by Hoy and Tschannen-Moran (2003) and is a short, operational 8-item Likert-style questionnaire used to measure three dimensions of trust. This questionnaire can be used for either elementary or secondary schools. The reliabilities of the three subscales typically range from .90 to .98 (Hoy & Tschannen-Moran, 2003). The scale ranged from strongly disagrees to strongly agree. This scale was developed to measure three aspects of trust within schools: faculty trust in the principal, faculty trust in fellow faculty members and faculty trust in parents. The scale was modified with the permission of Hoy (2003) and the instrument only focused on faculty trust in the principal. Thirty-three middle schools received the surveys to distribute to highly qualified teachers. Twenty schools out of the thirty-three schools returned the surveys. The middle school teachers completed the Modified Omnibus T-Scale in order to determine the school with the highest level of trust and the highest level of student achievement. Then, the middle school with a high level of trust and a high level of student achievement was identified. School C was selected by the researcher based on the score of 688.96 on the Modified Omnibus T-Scale and the school's 100% return rate. Scores on this scale can range from 0 to 800.00. While some schools had a higher score on the Modified Omnibus T-Scale those schools also had a significantly lower return rate. Therefore, School C was selected (Hall, 2006).

School C is a middle school comprised of seventh and eighth grade students. There were 360 students enrolled with a staff of 25 teachers. Interviews and site visits were conducted. Interviews were conducted with five teachers, the principal and the superintendent during a five-week period. The interview questions were based on the main research question of the study, the literature review and the four domains of the Smith-Rose Trust Framework. After the researcher

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interviewed and conducted five site visits, the data were then analyzed through the lens of the

Smith-Rose Trust Framework. Data were analyzed and an embedded analysis was conducted by

examining the leadership behaviors of the principal as those behaviors were described and

identified through the interviews that were conducted, and through the analysis of other types of

data (Yin, 1989). By framing and analyzing the data collected in this case study into the four

identified domains of principal behavior within the Smith-Rose Trust Framework, a deeper and

clearer organizational understanding of trust between a principal and teachers was gained (Hall,

2006).

3.3. Findings

The research question posed in this study is "What are the leadership behaviors of a

middle level principal that promote and build trust between the school's teachers and its

principal?" (Hall, 2006, p. 93). The four specific types of leadership behaviors, when

demonstrated by a middle level principal, were crucial to building and promoting trust between

teachers and that principal. Those leadership behaviors, also found in the Smith-Rose Trust

Framework, are supportive behaviors, authentic behaviors, empowering behaviors and

communicative behaviors. Hall stated "When the principal engages in and demonstrates the

leadership behaviors that are described in the Smith-Rose Trust Framework, which include the

subcategories or indicators of trust that fall within each domain, trust is built and promoted

between that principal and the teachers in the school" (p. 183).

The four types of leadership behavior in the Smith-Rose Trust Framework are: supportive

behaviors, authentic behaviors, empowering behaviors, and communicative behaviors.

Supportive behaviors refer to the principal's ability to demonstrate behaviors that support the

teachers' decisions. The principal was described as protecting the teachers from outside

influences when being supportive. The Smith-Rose Trust Framework portrayed supportive behavior with subcategories of leadership behaviors. The leadership behaviors were: collaborative, collegial, praise, listening, modeling and protective behaviors. Communicative behaviors were indicated as leadership behaviors that contributed to the building of trust in School C. Respondents stated that open communication contributed to a positive school environment, helped to empower teachers and was a desirable trait in a new principal. One teacher responded that the principal, "Communicates on a level that people appreciate and enjoy" (Hall, 2006, p. 136). The Smith-Rose Trust Framework divided communicative behavior into categories; open, influence, articulation, credible, accountability, and dialog. Authentic behaviors were established as a key element in the overall building of trust between the principal and the teachers. The Smith-Rose Trust Framework divided authentic behaviors into the following behaviors: genuine, caring, consideration, warmth and knowing. The principal demonstrated his authentic behavior as he stated the importance he places on knowing his staff member and showing caring and concern.

Leadership behaviors that were identified by the respondents but not identified on the Smith-Rose Trust Framework occurred during the study. The leadership behaviors that were crucial to building trust but not listed on the Smith-Rose Trust Framework included: visibility, confidentiality and honesty. Visibility is cited in pertinent research as a leadership behavior of effective principals (Blasé & Roberts, 1994). Confidentiality was described by respondents as being an essential component in trust building behaviors (Blumberg, Greenfield, & Nason, 1978). Honesty was specifically identified in the study by respondents, teachers and parents as an integral component in trust building behavior by the principal. "Visibility and confidentiality are elements of the domain of communicative behavior and honesty is a domain of the element

of authentic behavior" (Hall, 2006, p. 174). The author revised the Smith-Rose Trust Framework to include visibility, confidentiality and honesty. The research question was answered by data collected through semi-structured interviews and site observations. The data were analyzed through the Smith-Rose Trust Framework developed by the researcher. Middle level principals were recommended to commit themselves to identifying, demonstrating and utilizing the leadership behaviors in the Smith-Rose Trust Framework that have been shown to build and promote trust between principals and teachers. The researcher recommended "the findings of this study can be extrapolated to intersect and support other studies which will contribute to deeper understanding of the intricate trust relationship between principals and teachers" (Hall, 2006, p. 195).

3.4. CASE STUDY TWO

Ma (2016). "The Impact of Authentic Leadership on School Effectiveness:□A Case
Study of the Characteristics of Educational Leaders in Turnaround Schools"
Claremont Graduate University.

Ma (2016) conducted a qualitative case study that explored the perception of principals as stated by principals, teachers, and parents. The purpose of this study was to conduct a qualitative multi-case study that specifically examined the leadership characteristics, skills, and practices of two exemplary high school principals in Southern California who were able to turn around low performing schools. The participants of this study consisted of two high school principals, sixteen high school teachers, and eight parents. The first research question examined the characteristics of leaders that supported school turnaround and the second research question sought to understand the traits of school leaders that seemed to support school turnaround. The third research question viewed competencies of leaders and their instructional or authentic

leadership style. The fourth research question attempted to uncover the skills used by turnaround school leaders that improved student learning. The conceptual framework was formed by the literature review and the researcher's insights and experiences.

3.5. Methodology

This qualitative multi-site case study (Ma, 2016) utilized a case study research design. According to Yin (2003), the case study is a common research strategy in business and the need for case studies arises out of the goal to investigate a complex social phenomenon, but also retain the "holistic and meaningful characteristics of real life events such as managerial processes and the maturation of industries" (p. 2). The multi-case study focused on 2 principals from two separate high schools in Southern California, 8 teachers from each high school, and 8 parents from each high school. The sixteen teachers were randomly chosen from the school leadership team and the sixteen parents were randomly chosen from the Parent Teacher Association.

The interview process began with two pilot interviews to field test the questions (Ma, 2016). Three data collection methods were employed. They included: questionnaires, two individual interviews, and focus groups. The researcher accounted for credibility and dependability with triangulation. Triangulation allows the researcher to gather a variety of perspectives in order to further clarify the meaning of the data (Bloomberg & Volpe, 2012).

The researcher conducted a multi-case study of two schools with a focus on the principals' and the teachers' perceptions of their leadership characteristics. School 1 is a college preparatory, charter high school located in California. School 1 is described as one of the toughest high schools in the area and is located in a socioeconomically disadvantaged neighborhood. Ninety-five percent of the students have been identified as eligible for either reduced or free lunch. School 2 is a comprehensive high school located in southern California. It

is described as one of the most 'transformative high schools in the United States' (Ma, 2016). This school received the US News and World Report Bronze medal in 2007 and the US News and World Report Silver Medals from 2008-2014.

The researcher contacted potential principal participants via email and participants were sent the Authentic Leadership Questionnaire (ALQ), published by Mind Garden (2007). The ALQ was used to gather perceptual data from the principals. The ALQ was used to measure the components that comprise Authentic Leadership: self- awareness (reliability of .73), transparency (reliability of .77), ethical/moral (reliability of .73), and balanced processing (reliability of .70) (Ma, 2016). Within the questionnaire three items addressed self-awareness, five items addressed transparency, four items addressed ethical/moral perspective, and three items addressed balanced processing.

According to Mind Garden (2007), who holds the copyright for the instrument, the self-awareness questions asked, "To what degree is the leader aware of his or her strengths, limitations, how others see him or her and how the leader impacts others?" (Ma, 2016, p. 56) The transparency questions asked, "To what degree does the leader reinforce a level of openness with others that provides him or her with an opportunity to be forthcoming with ideas, challenges and opinions?" (p. 57) The ethical/moral questions asked, "To what degree does the leader set a high standard for moral and ethical conduct?" (p.57). The balanced processing questions asked, "To what degree does the leader solicit sufficient opinions and viewpoints prior to making important decisions in order to be seen as fair and just?" (p.57).

Semi-structured, in-depth interviews were then conducted with 2 principal participants of each high school (Ma, 2016). Ten interview questions were asked based on the ALQ and research pertaining to qualities of turnaround schools. The interview questions addressed self-

awareness, relational transparency, internalized moral perspective and balanced processing. The interview responses were analyzed by theming the data. The researcher used member checks to gather feedback from the principal participants on the accuracy of the data interpreted by the researcher and a focus group was conducted. The focus group consisted of 8 parents and 8 teachers from each high school. The researcher ensured credibility and dependability through triangulating the data and by using member checks. The researcher triangulated the data by asking a variety of questions from the ALQ, by utilizing different sources; teachers and parents, and using different methods for questioning; semi-structured interviews and ALQ questionnaire. Also, member checks allowed the researcher to directly check the participants' interpretation of the data.

3.6. Findings

Six major themes emerged from this study:

- turnaround school leaders have co-parenting position;
- turnaround school leaders genuinely care about teachers, students, and parents;
- turnaround school leaders believe in and know how to grow their teachers;
- turnaround school leaders solicit feedback from teachers on a regular basis, team building is a priority for turnaround school leaders; and
- turnaround school leaders have similar leadership practices to turnaround business leaders (Ma, 2016).

Both principals rated themselves higher than the norm in all ALQ categories. The researcher believes that this suggests "that the shift in demands on school leaders calls for principals who 1) are aware of their strengths and weaknesses, 2) can openly reveal their true feelings, 3) lead from a place of moral grounding, and 4) take into account a variety of viewpoints before making a decision." (Ma, 2016, p. 70). Furthermore, the findings reveal that

turnaround leaders are very aware of their strengths and weaknesses, turnaround leaders are guided by core values, and turnaround leaders can be transparent when necessary.

The first questions asked, "What are the characteristics of leaders that seem to support school turnaround?" (Ma, 2016, p. 102). Finding 1 suggested that the principals assumed a co-parenting role alongside the parents and/or caregivers:

> They knew that part of their job was to train the parents (caregivers) how to advocate for their children. They educated the parents (caregivers) on how to help their children through the high school and college preparation process. They held meetings, answered questions, distributed information, explained to parents (caregivers) how to understand test scores, etc. (Ma, 2016, p. 104).

The second question asked, "What are the traits of school leaders that seem to support school turnaround?" (Ma, 2016, p. 105). Finding 2 suggested that trust is one of the most important characteristics of a school leader. Ma (2016) stated "the pathway to building this trust is found in Finding 2" (p. 106). Finding 2 also suggests that turnaround school leaders genuinely care about teachers, students, and parents. "A trait that supports school turnaround is caring" (p. 106). The researcher stated that "because these principals genuinely cared about their teachers, parents, and students, they worked regularly to authentically create a win-win situation for all people involved at the school" (Ma, 2016). Authenticity is a positive construct and carries with it some very positive descriptors such as genuine, reliable, trustworthy, real and veritable (Luthans & Avolio, 2003).

The third questions asked, "What are the competencies of leaders in turnaround schools?" (Ma, 2016, p. 108). Finding 3 suggested that turnaround school leaders believe in growing their teachers because they are competent. According to Duignan & Collins (2003), authentic leaders believe deeply in people and their abilities to make ordinary things into great things. Finding 3

also suggested that turnaround leaders know how to grow their teachers because they are competent. The researcher believes that turnaround leaders know how to coach teachers and are successful at operating and promoting school and staff development.

The fourth question asked, "What skills (tactics/practices) do turnaround school leaders use to improve student learning?" (Ma, 2016, p. 109). Finding 4 concluded that turnaround school leaders seek feedback from teachers and require teachers to be committed to the turnaround process. This is reflective of an authentic leader because authentic leaders are generally more concerned about doing what is right for the group rather than what might be more comfortable for them. According to Starrat (2004), the authentic leader responds to the needs of the people they serve.

3.7. CASE STUDY THREE

Kagy (2010). "Teacher Trust and Leadership Behaviors Used by Elementary School Principals" Northcentral University.

Kagy (2010) conducted a qualitative study that investigated how school leaders' behaviors influenced relational trust within the school climate. The purpose of this study was to investigate the commonalities and differences between relational trust as defined by principals and teachers. This study utilized a qualitative, multiple case study research design to explore trust as defined by teachers and principals from three different schools. The study also examined and identified principal behaviors that created and hindered relational trust. The participants were three principals and three teacher focus groups from three different schools. The theoretical framework is based on relational trust. The researcher stated that the theory of trust relationships shows the fundamentals of trust as the collection of daily events that contribute to

the creation of trust: "trust is rooted in the micro dynamics of day-to-day social interactions among teachers, principals, and parents" (Bryk & Schneider, 2004, p. 122).

Four research questions were addressed in the research. The first question asked, "What commonalities exist in the meanings and conceptual underpinnings of relational trust as a component of school culture as perceived by both teachers and principals?" (Kagy, 2010, p.9). The second question asked, "What differences exist in the meanings and conceptual underpinnings of relational trust as a component of school culture as perceived by both teachers and principals?" (p. 9). The third question addressed, "What principal behaviors, actions, and practices contribute to the creation of a relational trust-rich school culture in an elementary school setting?" (p. 10). Lastly, "What principal behaviors, actions, and practices undermine the existence of a relational trust-rich school culture in an elementary school setting?" (p.10).

3.8. Methodology

A qualitative, multiple case study research design was used to examine the teachers' and principals' definitions of relational trust in schools and to list specific trust-building leadership actions (Kagy, 2010). The study also sought to understand how principals' behaviors and actions either supported or undermined trust within the school climate. The researcher examined commonalities and differences that existed in the meanings of relational trust as a component of school culture. Also, the researcher examined how principals' behaviors and actions related to trust within the school climate.

Four data collection methods were used for this study. The data collection methods included: a component of the T-Scale, one-on-one interviews with three elementary school principals, three teacher-focus group interviews and a document review (Kagy, 2010). Triangulation was used to corroborate the findings of this study from each data source.

Rudestam and Newton (2001) define triangulation as the practice of soliciting data from various sources as a way of corroborating evidence and revealing a theory (p. 142).

The participants included three elementary school principals and seven teachers from three schools in the Northwest region of Ohio. Purposeful sampling was used to establish a sample that was unbiased but not representative of the population. The researcher chose cases on a random basis rather than selecting participants based on prior knowledge. Participants were selected based on interest and willingness to participate in the study on the topic of trust and trust building (Kagy, 2010). This interest was determined by responses to an initial letter of inquiry. The researcher collected the data and then deciphered and coded the data using a systematic approach. Patterns and trends were identified and compared to determine if the same type of data surfaced in multiple cases. These data resulted in a complete description of relational trust in the three elementary schools studied.

The principal interview and principal's Omnibus T-Scale score were completed before the teacher-focus group interviews and before the completion of the teacher scale. The Omnibus T-Scale is a short operational measure of three dimensions of trust, which can be used for either elementary or secondary schools. The reliabilities of the three subscales typically range from .90 to .98 (Hoy & Tschannen-Moran, 2003). The Omnibus T-Scale contains questions on a 6-point scale. The scale ranged from strongly disagrees to strongly agree. Results of the Omnibus T-Scale were analyzed for confirmation or contradiction of comments made during the interview process of this research. The results of the Omnibus T-Scale were directly related to all four of the research questions of this study (Kagy, 2010). The Omnibus T-Scale was used to measure faculty trust and to establish the tone and seriousness of the subjects. The instrument contained three subtests: faculty trust in colleagues, faculty trust in the principal, and faculty trust in

parents (Hoy & Tschannen-Moran, 2003). This study only used the subtest pertaining to faculty trust in the principal.

The interviews took place in a small group and one-on-one setting. Each principal was interviewed in a one-on-one setting and each teacher was interviewed in a small group setting. All the interviews were semi-structured in design. All interviews were digitally recorded to increase the fidelity of the data set. The reliability and validity of the interviews were established using triangulation. Document review and interview summary forms were completed. The document review was used in order to corroborate information gained from the T-Scale and the interviews and the interview summary report provided a detailed account of the interview. After the interview summary form the researcher (Kagy, 2010) categorized data for each case, cross-analyzed and coded the data.

Trochim (2006) states that coding is a process for both categorizing qualitative data and for describing the implications and details of these categories. When coding the data the researcher used open coding to consider the data in detail while developing initial categories. The second step was axial coding, which collapses redundant categories. The third step was selective coding as the researcher reviewed the data again to systematically code according to each core category. Patterns and trends were then identified in each case and then compared to one another to determine if the same type of data surfaced in multiple cases.

The researcher stated that the results of the study expanded the knowledge base of how teachers and principals perceive relational trust and specifically, what commonalities and differences exist in the meanings and conceptual underpinnings of trust as a component of school culture (Kagy, 2010). The research also identified specific leadership behaviors that support a trust-rich school culture. The first research question of the study asked, "What commonalities

exist in the meanings and conceptual underpinnings of relational trust as a component of school culture as perceived by both teachers and principals?" (Kagy, 2010, p. 90). Finding 1 suggested the commonalities and phrases that existed as underpinnings of relational trust were: being respectful, being welcoming, showing safety, being confidential and being open. Findings also suggested that showing compassion, support, caring and using communication skills also built relational trust. One school mentioned authentic behavior (walk the walk) and dependability as underpinnings of trust. Teachers responded that the principals were able to: maintain a confidence, show honesty, demonstrate dependability, be respectful, provide open-minded, feedback, and show competency.

The second research question asked, "What differences exist in the meanings and conceptual underpinnings of relational trust as a component of school culture as perceived by both teachers and principals?" (Kagy, 2010, p. 90). The researcher stated that there were no statements by principals or teachers in any or all the three case studies that constitute a substantial difference between how principals and teachers defined trust. The principals reported that the traits associated with trust are: having a welcoming attitude, being safe, and being honest. The principals also reported the importance of being open with information and being able to walk the walk (authentic). Teachers reported that the traits associated with honesty were compassion and concern for staff, great listening skills, the ability to maintain a confidence, and the portrayal of honesty. The researcher reviewed data from the principal interviews and the teacher focus group and the information into matrices to identify patterns or themes. No differences in the definition of trust emerged.

The third research question of this study asked, "What principal behaviors, actions, and practices contribute to the creation of a relational trust-rich school culture in an elementary

school?" (Kagy, 2010, p. 91). Four common themes emerged among principal interviews and teacher focus interviews. The common themes were: communication, confidentiality, engagement, and genuineness. Principals responded that communication included daily emails, an open door policy, frequent emails, frequent updates, face to face talks and direct communication. The principals responded that confidentiality is attributed to trust. Confidentiality included providing a safe environment, keeping information confidential and participating if private discussions. Engagement included classroom visits, communication, community building, being highly visible and being a member of the group. Engagement also included being non- judgmental, ability to have a caring attitude, showing respect, valuing the time of others, having a positive attitude, being open minded and truthful. Teachers from all three schools mentioned the following concepts as important aspects of creating a culture of trust: open, clear, and frequent communication; personally involved and active in the school; and genuine.

The fourth question of this study asked, "What principal behaviors, actions, and practices undermine the existence of a relational trust-rich school culture in an elementary school setting?" (Kagy, 2010, p.104). The principals responded that rejecting the ideas of teachers and showing frustration are actions that undermine the existence of trust. One principal believed that showing frustration is an area he intends to improve upon, and commented, "When I show my frustration, I may be creating an atmosphere in which teachers will begin to fear sharing their concerns as doing so may compound my already bad day" (p. 108). The researcher found that all three focus groups stated that genuine care and support made them feel safe and able to trust in the principal. The principals and teacher- focus groups suggested many of these behaviors within the three case studies in this research. These commonalities included (a) telling the truth and acting honestly;

(b) recognizing successes and sharing the credit; (c) being actively involved in the school or organization; and (d) being one of the group (p. 114). The attributes above speak to the traits of an authentic leader.

3.9. Common Findings

The three case studies investigated the leadership practices of principals and the associated levels of teachers' trust. The case studies showed that when a principal was open, influential, articulate and credible, trust was created. The researcher stated that "because these principals genuinely cared about their teachers, parents, and students, they worked regularly to authentically create a win-win situation for all people involved at the school" (Ma, 2016, p. 107). The principals' authentic behavior was established in each case as a way to build trust. The first case study found that the Smith-Rose Trust Framework divided authentic behaviors into the following traits: genuine, caring, consideration, warmth and knowing. All three case studies showcased principals who demonstrated authentic behavior by showing caring and concern maintained the trust of their staff. The authentic leaders who were more concerned about doing what is right for the group rather than what might be more comfortable for them gained trust. According to Starrat (2004), the authentic leader responds to the needs of the people they serve. The commonalities of all three case studies included an authentic leader who embodied the following traits while creating and building trust: telling the truth, acting honestly, recognizing successes, sharing the credit, being actively involved in the school or organization, and being one of the group.

Based on the research question, "Is there a relationship between principals' authentic leadership practices and teacher trust?" (p. 11) the findings suggest that there is a positive relationship. The findings suggest that when a principal was open, influential, articulate and

credible, trust was created. The principals' authentic behavior was established in each case as a way to build trust. All three case studies showcased principals who demonstrated authentic behavior by showing caring and concern while maintaining the trust of their staff. The commonalities of all three case studies included an authentic leader who embodied the following traits while creating and building trust: telling the truth, acting honestly, recognizing successes, sharing the credit, being actively involved in the school or organization, and being one of the group.

Title/ Categories	Hall (2006)	Ma (2016)	Kagy (2010)
Purpose	Hall (2006) conducted a qualitative case study that examined the leadership behaviors of principals that promote and build trust of teachers.	Ma (2016) conducted a qualitative multi-case study that examined the leadership characteristics, skills, and practices of two turnaround high schools.	Kagy (2010) conducted a qualitative case study to investigate the commonalities and differences between relational trust as defined by principals and teachers.
	Hall (2006)	Ma (2006)	Kagy (2010)
Data Collection	Teacher Survey Modified Omnibus T-Scale	Questionnaires, Individual interviews Focus groups.	Modified Omnibus T-Scale Interviews (individual and focus groups) Document review
Findings	Leaders display supportive behavior. Leaders display authentic behavior. Leaders display empowering behavior. Leaders display communicative behavior.	Co-parenting position Leaders care about teachers, students, and parents. Leaders believe in and know how to grow their teachers. Leaders solicit feedback from	Telling the truth and acting honestly Recognizing success Sharing the credit Being actively involved in the Being one of the

		teachers.	group
		Leaders make team building a priority.	
		Leaders have similar practices to turnaround business leaders.	

Figure 3.1 Case Study Matrix

Traits of Trust	Traits of Authentic Leadership	Similarities
Benevolence, competence, reliability, openness	Self-awareness, ethics/morals, balanced processing relational transparency,	Openness and relational transparency

Figure 3.2 Case Study Matrix

3.10. Summary

Chapter 4 provides a detailed analysis of the three case studies. The next chapter will provide a thorough comparative analysis in order to identify common themes, outcomes, and findings of the three cases. The research design, study participants, data collection and findings of each case study will be individually analyzed. Then, a cross analysis will be conducted in order to establish the common findings. The Association for Qualitative Research (2015) defines "findings" as an outcome that a study finds, reveals, or indicates. It is the conclusion drawn as a

result of conducting a study. Chapter 4 will conclude with a detailed analysis of the findings and a summary of the established common themes. The results and findings will be used to determine the relationship between the authentic leadership practices of principals and the corresponding levels of teachers' trust in school. The concept of implementation fidelity is measured by five elements. These elements are: adherence to an intervention; exposure or dose; quality of delivery; participant responsiveness; and program differentiation (Caroll, Patterson, Wood, Booth, Rick & Balain, 2007). Adherence refers to whether a program service or intervention is being delivered as it was designed or written. Exposure refers to the amount of time an intervention is received by participants. Quality of delivery is defined as "the manner in which a teacher, volunteer, or staff member delivers a program" and program differentiation is defined as "identifying unique features of different components or programs (Caroll et al., 2007, p. 47). It is difficult to ensure fidelity of implementation in the face of constant change. However, in Chapter 4, I will reveal how the principals in each case study were able to persevere and maintain fidelity of implementation.

Some researchers have found that the use of more than one analyst can improve the consistency or reliability of analyses (Pope, Ziebland & Mays, 2000). When I analyzed the collective data and identified the emerging themes of each case study I ensured inter-rater reliability by seeking the advice of my co-chairs. I benefited from the experience and expertise of my co-chairs as I asked them to review the data. Their data review was helpful and ensured that we reached the same conclusions. According to Stake (1995):

Qualitative research is subjective. It is personalistic. Its contributions toward an improved and disciplined science are slow and tendentious. New questions emerge more frequently than new answers. The results pay off little in the advancement of social practice. The ethical risks are substantial. And the cost is high" (p. 29). Qualitative data

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is not precise or measurable, but provide a rich, descriptive view of a phenomenon. "Qualitative researchers reach many (perhaps most) of their interpretations instead through experiential understanding. It may be understanding from their own personal experience or from the recollections and artifacts of the personal experience of others. They sometimes refer to experiential understanding as *verstehen* (Stake, 1995, pg. 48).

CHAPTER 4: INTRODUCTION OF COMPARATIVE ANALYSIS

The purpose of this comparative case study analysis was to discover the patterns of phenomena and to make recommendations based on the discoveries made. The three selected cases provided insight into the phenomena of the authentic leadership practices of principals and the corresponding levels of teachers' trust. Each of the case studies was examined and categorized based on the key themes and the initial research question. The key themes included: trust, relational trust and authentic leadership. The data were then reexamined in order to collapse redundant categories. Lastly, the data were analyzed through the lens of the theoretical framework: authentic leadership. Each of the case studies found that when the principal was open, influential, articulate and credible, trust was created. The case studies also showcased principals who maintained the trust of their staff by demonstrating authentic behavior as they showed concern for their staff. This chapter includes a comprehensive comparative analysis of the three case studies in order to identify emerging themes, similarities, differences, outcomes and findings of the three case studies.

   The Hall (2006) case study, "A Framework for Building and Promoting Trust: A Case Study for an Illinois Middle Level School Focusing on the Leadership Behaviors of the Principal", provided the foundation for this comparative case study analysis. The Hall study addressed the importance of leadership behaviors of principals that promote and build trust of teachers in the middle school setting. The purpose of the study was to examine the leadership behaviors that contributed to trust between the school's middle level teachers and its principal. The main research question posed in this study is "What are the leadership behaviors of a middle level principal that promote and build trust between the school's teachers and its principal?"

(p.93). The findings suggested that the four specific types of leadership behaviors, when demonstrated by a middle level principal, were crucial to building and promoting trust between teachers and that principal. Those leadership behaviors, also found in the Smith-Rose Trust Framework, are supportive behaviors, authentic behaviors, empowering behaviors and communicative behaviors. The findings aligned with earlier research that served to strengthen the claims that, "Trustworthy leaders create a culture of trust in their buildings; this trust is at the heart of successful schools" (Milstein & Henry, 2008; p. 184). Therefore, this study was a vital component to examining the relationship between authentic leaders and trust.

The theory of trust relationships is explained as the collection of daily events that contribute to the creation of trust (Bryk & Schneider, 2004, p. 122). Relational trust describes the extent to which there is synchrony with respect to each group's understanding of its and the other groups' expectations and obligations (Byrk and Schneider, 2002). The necessary components of relational trust are (a) respect, (b) competence, (c) personal regard for others, and (d) integrity. The principal, teacher relationship creates a platform for relational trust. The parent, principal, teacher trust relationship is another vital component of effective schools. According to Bryk and Schneider (2003):

The principal, for example, needs faculty support to maintain a cohesive professional community that productively engages parents and students. Teachers' work, in turn, depends on decisions that the principal makes about the allocation of resources to their classrooms. Parents depend on both teachers and the principal to create an environment that keeps their children safe and helps them learn. Such dependencies create a sense of mutual vulnerability for all individuals involved. Consequently, deliberate action taken by any party to reduce this sense of vulnerability in others—to make them feel safe and secure—builds trust across the community.

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As individuals interact with one another around the work of schooling, they are constantly discerning the intentions embedded in the actions of others. They consider how others' efforts advance their own interests or impinge on their own self-esteem. They ask whether others' behavior reflects appropriately on their moral obligations to educate children well. These discernments take into account the history of previous interactions. In the absence of prior contact, participants may rely on the general reputation of the other and also on commonalities of race, gender, age, religion, or upbringing. These discernments tend to organize around four specific considerations: respect, personal regard, competence in core role responsibilities, and personal integrity (p. 43).

The Ma (2016) study, "The Impact of Authentic Leadership on School Effectiveness: A Case Study of the Characteristics of Educational Leaders in Turnaround Schools", examined the leadership characteristics, skills, and practices of two exemplary high school principals in Southern California who were able to turn around low performing schools. The first research question examined the characteristics of leaders that supported school turnaround and the second research question sought to understand the traits of school leaders that seemed to support school turnaround. The third research question viewed competencies of leaders and their instructional or authentic leadership style. The fourth research question attempted to uncover the skills used by turnaround school leaders that improved student learning. The findings suggest the following: principals assumed a co-parenting role alongside the parents, turnaround school leaders genuinely care about teachers, students, and parents and authentic principals believe in growing competent teachers. The researcher stated that "because these principals genuinely cared about their teachers, parents, and students, they worked regularly to authentically create a win-win situation for all people involved at the school" (Ma, 2016, p. 106.). The findings aligned with earlier research on authentic leadership that served to reinforce the claims that, "Authentic

leaders positively impact the proximal outcomes of trust, predictability, and the overall quality of leader-follower relations" (Chan, Hannah & Gardner, 2005, p. 33).

Kagy (2010) conducted a study entitled, "Teacher Trust and Leadership Behaviors Used by Elementary School Principals", that sought to examine the commonalities and differences between relational trust as defined by principals and teachers. The research questions asked, "What commonalities exist in the meanings and conceptual underpinnings of relational trust as a component of school culture as perceived by both teachers and principals?" (p. 9). "What differences exist in the meanings and conceptual underpinnings of relational trust as a component of school culture as perceived by both teachers and principals?" (p. 9). "What principal behaviors, actions, and practices contribute to the creation of a relational trust-rich school culture in an elementary school setting?" (p. 10). Finally, "What principal behaviors, actions, and practices undermine the existence of a relational trust-rich school culture in an elementary school setting?" (p.10). The findings suggest the following: the underpinnings of relational trust are: being respectful, being welcoming, showing safety, being confidential and being open. The common themes that emerged in relation to the principal creating trust are: communication, confidentiality, engagement, and genuineness. Kagy stated "the principal traits that promote trust include: telling the truth and acting honestly, recognizing successes and sharing the credit, being actively involved in the school or organization, and being one of the group" (p. 114). Kagy's findings align with earlier research as Bryk & Schneider state, "Relational trust is the connective tissue that binds individuals together to advance the education and welfare of students" (Bryk & Schneider, 2003, p. 44).

The following content of this chapter is structured to outline the major components of the analysis. This comparative case study analysis identified common themes, specified the

similarities between the three selected case studies and synthesized the outcomes in relation in the three cases. The components provided key elements for cross analysis.

4.1. Research Study Design

Each of the three case studies utilized a qualitative design to uncover the phenomenon. Hall (2006) conducted a qualitative interview case study to examine the existence of trust between the principal and middle level teachers in a school. Mainly, the focus was on the leadership practices exhibited by the principal. Data were gathered through interviews, five site visits and a review of documents during a five-week period. Ma (2016) utilized a qualitative multi-site case study design. The multi-case study focused on 2 principals from two separate high schools in Southern California, 8 teachers from each high school, and 8 parents from each high school. Three data collection methods were employed: questionnaires, two individual interviews, and focus groups. Semi-structured in-depth interviews were conducted with each principal and the Authentic Leadership Questionnaire (ALQ) was given to the principals to determine their respective level of authenticity. Kagy (2010) utilized a qualitative, multiple case study research design to examine the teachers' and principals' definitions of relational trust in schools and to list specific trust-building leadership actions. Four data collection methods were used for the study. The data collection methods included: a component of the T-Scale, one-on-one interviews with three elementary school principals, three teacher-focus group interviews and a document review. Kagy collected the data and deciphered and coded the data using a systematic approach. Patterns and trends were identified and compared to determine if the same type of data surfaced in multiple cases.

The research design used for each of the selected case studies provided the best approach for exploring the phenomenon. Each of the researchers included the voices of the participants to produce in-depth qualitative data to describe the lived experience and provide deep understanding. The selected case studies used the school setting to investigate the authentic leadership practices of principals and the corresponding levels of teachers' trust. Each case study revealed that when a principal was open, influential, articulate and credible, trust was created. In addition, I found that the case studies demonstrate an authentic leader who intends to build and maintain trust will do so by embodying the following traits: telling the truth, acting honestly, recognizing successes, sharing the credit, being actively involved in the school and being one of the group.

4.2. Case Study One- Hall (2006)

The researcher (Hall, 2006) used a qualitative research design to investigate authentic leadership practices of principals and the corresponding levels of teachers' trust. A qualitative research design is the best suited method for obtaining the perceptions and impressions of people about the situations and contexts in which they live and work (Creswell, 1998). More specifically, the study investigated the existence of trust between principals and teachers in the school. The researcher utilized interviews, site visits and a review of documents during a five-week period. The study took place in a non-urban, rural Illinois middle school. The research question posed by the study was, "What are the leadership behaviors of a middle level principal that promote and build trust between the school's teachers and its principal?" (p. 93). The theoretical framework was the Smith-Rose Trust Framework developed by the researcher. No information was mentioned about conducting a pilot or any other efforts to validate the Smith-Rose Framework. The four types of leadership behavior in the Smith-Rose Trust Framework are:

supportive behaviors, authentic behaviors, empowering behaviors, and communicative behaviors. Within the framework, the four domains of principal behaviors are authentic behaviors, empowering behaviors, supportive behaviors, and communication behaviors. The participating middle school was identified, through the Modified Omnibus T-scale, as a school with a high level of trust between the principal and teachers. The Omnibus T-Scale was developed by Hoy and Tschannen-Moran (2003) and is a short, operational 8-item Likert-style questionnaire used to measure three dimensions of trust. Thirty-three Illinois middle schools received the survey and twenty out of thirty-three middle schools returned the survey, yielding a 60.6% return rate. Once the interviews were returned and the school was chosen, interviews and site visits began. The school that was chosen, school C, scored 688.86 on the Modified Omnibus T-Scale and had a 100% return rate. School C consists of 360 seventh and eighth grade students and 25 certified teachers. The interviews were conducted with seven school district members: the superintendent, the principal and five certified teachers. Qualitative data from the study were analyzed and sifted through the lens of the Smith-Rose Trust Framework.

When analyzing the data, the researcher (Hall, 2006) utilized a systematic process in analyzing the data. The researcher organized and prepared the data for analysis by transcribing the interviews and organizing field notes. Hall read through the data and began to organize the material into generalized groups before making meaning of the collected information. Lastly, Hall used a coding process to find emerging themes and analyzed the data through the lens of the Smith-Rose Trust Framework.

4.3. Case Study Two- Ma (2016)

The researcher (Ma, 2016) used a qualitative multi-site case study research design to investigate the leadership characteristics, skills, and practices of two exemplary high school

principals in Southern California who were able to turn around low performing schools. According to Yin (2003), the case study is a common research strategy in business and the need for case studies arises out of the goal to investigate a complex social phenomenon, but also retain the "holistic and meaningful characteristics of real life events such as managerial processes and the maturation of industries" (p. 2). The participants of this study consisted of two high school principals, sixteen high school teachers, and eight parents. The first research question examined the characteristics of leaders that supported school turnaround and the second research question sought to understand the traits of school leaders that seemed to support school turnaround. The third research question viewed competencies of leaders and their instructional or authentic leadership style. The fourth research question attempted to uncover the skills used by turnaround school leaders that improved student learning. The conceptual framework was formed by a review of the literature and the researcher's insights and experiences.

Ma (2016) utilized three data collection methods: questionnaires, two individual interviews, and focus groups. The Authentic Leadership Questionnaire (ALQ), published by Mind Garden (2007), was used to gather perceptual data from the high school principals. The ALQ was used to measure the components that comprise Authentic Leadership: self- awareness, transparency, ethical/moral, and balanced processing. The components of the ALQ and the components of Authentic leadership are closely aligned. Both measure self-awareness, relational transparency, ethics/morals, and balanced processing. Self-awareness refers to demonstrating an understanding of how one derives and makes meaning of the world and how that meaning making process impacts the way one views himself or herself over time. Relational transparency refers to presenting one's authentic self (as opposed to a fake or distorted self) to others. Such behavior promotes trust through disclosures that involve openly sharing information and

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expressions of one's true thoughts and feelings while trying to minimize displays of inappropriate emotions (Kernis, 2003). Balanced processing refers to leaders who show that they objectively analyze all relevant data before coming to a decision. (Gardner, Avolio, Luthans et al., 2005). Finally, internalized moral perspective refers to an internalized and integrated form of self-regulation (Ryan & Deci, 2003).

The researcher (Ma, 2016) also conducted semi-structured, in-depth interviews with the 2 principal participants of each high school. The ten interview questions were based on the ALQ and the research pertaining to qualities of turnaround schools. The interview questions addressed self-awareness, relational transparency, internalized moral perspective and balanced processing. The interview responses were themed and analyzed. The researcher ensured credibility and dependability through triangulating the data and by using member checks. The researcher triangulated the data by asking a variety of questions from the ALQ, by utilizing different sources; teachers and parents, and using different methods for questioning; semi-structured interviews and ALQ questionnaire. Triangulation allows the researcher to gather a variety of perspectives in order to further clarify the meaning of the data (Bloomberg & Volpe, 2012). Member checks were conducted to gather feedback from the principal participants on the accuracy of the data interpreted by the researcher and a focus group was conducted.

This study took place in two Southern California high schools. The case study schools were identified as high poverty schools because greater than 85 percent of the student body qualified for free and reduced lunch (Ma, 2016). School 1 is a college preparatory, charter high school located in California. School 1 is described as one of the toughest high schools in the area and is located in a socioeconomically disadvantaged neighborhood. Ninety-five percent of the students have been identified as eligible for either reduced or free lunch. School 2 is a

comprehensive high school located in southern California. It is described as one of the most 'transformative high schools in the United States'. This school received the US News and World Report Bronze medal in 2007 and the US News and World Report Silver Medals from 2008-2014.

4.4. Case Study Three- Kagy (2010)

Kagy (2010) conducted a qualitative, multiple case study that investigated the commonalities and differences between relational trust as defined by principals and teachers within three schools during a nine-week period. The study also examined and identified principal behaviors that created and hindered relational trust. The participants included three principals and three teacher focus groups. The theoretical framework is based on relational trust. The four questions addressed were: "What commonalities exist in the meanings and conceptual underpinnings of relational trust as a component of school culture as perceived by both teachers and principals?" (Kagy, 2010, p. 9). "What differences exist in the meanings and conceptual underpinnings of relational trust as a component of school culture as perceived by both teachers and principals?" (p. 9). "What principal behaviors, actions, and practices contribute to the creation of a relational trust-rich school culture in an elementary school setting?" (p. 10). Also, "What principal behaviors, actions, and practices undermine the existence of a relational trust-rich school culture in an elementary school setting?" (p. 10). Four data collection methods were used for this study. The data collection methods were used to measure authentic leadership and trust. The four components of authentic leadership are: self-awareness, unbiased processing, action, and relational orientation (Kernis, 2003) and the tenets of trust are benevolence, reliability, competency, honesty, and openness (Tschannen-Moran & Hoy, 2000, p. 556). The data collection methods included: a component of the T-Scale, one-on-one interviews with three

elementary school principals, three teacher-focus group interviews and a document review (Kagy, 2010). Triangulation was used to corroborate the findings of this study from each data source.

Kagy (2010) utilized purposeful sampling to establish a sample that was unbiased, but not representative of the population. The participants included three elementary school principals and seven teachers from three schools in the Northwest region of Ohio. The principal interview and principal's Omnibus T-Scale were completed prior to teacher-focus group interviews. The Omnibus T-Scale is a short operational measure of three dimensions of trust, which can be used for either elementary or secondary schools. The reliabilities of the three subscales typically range from .90 to .98 (Hoy & Tschannen-Moran, 2003). The Omnibus T-Scale contained questions on a 6-point scale. The scale ranged from strongly disagree to strongly agree. Results of the Omnibus T- Scale were analyzed for confirmation or contradiction of comments made during the interview process of this research. Each principal was interviewed in a one-on-one setting and each teacher was interviewed in a small group setting using a semi-structured design. The interviews were digitally recorded to increase the fidelity of the data set and the reliability and validity of the interviews were established using triangulation. The researcher then categorized data for each case, cross-analyzed and coded the data. Coding is a process for both categorizing qualitative data and for describing the implications and details of these categories (Trochim, 2006). The researcher first used open coding to consider the data in detail. The researcher then used axial coding, which collapses redundant categories. The third step was to use selective coding to systematically code according to each core category. Finally, patterns and trends were identified in each case and then compared to one another to determine if the same type of data surfaced in multiple cases.

4.5. Cross-Analysis of Study Design

Qualitative research takes a holistic view of the research setting from a variety of viewpoints. It also takes into account the wide variety of variables that can impact the research setting instead of trying to distinguish the relationship between variables, which is the intent of quantitative research (Bloomberg & Volpe, 2012). The approach presented in the three selected cases is qualitative and provided an analysis that takes a range of variables into account. In qualitative research, interpretation is not the identification of variables and the development of instruments prior to data collection, but rather the observation and examination of a phenomenon (Stake, 1995). Each researcher examined the relationships among the data presented.

The qualitative study conducted by Hall (2010) took place over a five-week period and was an interpretive, interview case study. The qualitative, multiple case study conducted by Kagy (2010) took place over a nine-week period. Ma (2016) conducted a multi-case study focused on two separate high schools in Southern California over an unspecified amount of time. The strength in these studies is the nature of the qualitative research design. Creswell (2014) considers qualitative research as an "approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4). Qualitative research also takes into account the wide variety of variables that can impact the research setting instead of trying to distinguish the relationship between variables, which is the intent of quantitative research (Bloomberg & Volpe, 2012). Hall (2010) used the Omnibus T-Scale, which is an 8 item Likert style questionnaire. Kagy (2010) also utilized the Omnibus T-Scale instrument to measure faculty trust. Ma (2016) utilized the Authentic Leadership Questionnaire (ALQ), a questionnaire designed to collect authentic leadership data from the principal. Hall (2010)

utilized the data collection methods of documenting events, documenting observations, conducting interviews, conducting direct observations and gathering artifacts. Kagy (2010) collected data through the T-Scale, semi-structured principal interviews, teacher focus group interviews, and a document review. Four data sources were used for the Kagy study: a component of the T-Scale, one-on-one interviews with three different elementary school principals, teacher- focus group interviews with three different groups of elementary school teachers, and a document review. Ma (2016) collected data through semi-structured, in-depth interviews, the ALQ questionnaire and focus groups.

Hall (2010) built strength into the study by employing a detailed coding process and triangulation. The process of triangulating different data sources can add to the validity of a study (Creswell, 2014).   The multiple data sources used by Hall (2010) were: semi-structured interviews, multiple document reviews and different survey instruments. Hall utilized member checks as he took the final report back to the participants to ensure accuracy. Kagy (2010) also used the analytic process of triangulation. Rudestam and Newton (2001) define triangulation as the practice of soliciting data from various sources as a way of corroborating evidence and revealing a theory (p. 142). Kagy (2010) utilized a three step coding system: the first step was open coding, considering the data in detail while developing some initial categories. The second step was axial coding; redundant categories were collapsed. The third step was selective coding where the researcher reviewed the data again to systematically code. Ma (2016) analyzed interview responses by theming the data. Then, member checks and triangulation were used by Ma to gather feedback from the principal participants on the accuracy of the data. Triangulation allows the researcher to gather a variety of perspectives in order to further clarify the meaning of the data (Bloomberg & Volpe, 2012). Ma (2016) utilized a number of different data collection

methods, including questionnaires, interviews, and focus groups. Data were triangulated as different questions were asked through the use of the Authentic Leadership Questionnaire, interview questions and focus group questions. Ma triangulated by contacting different sources: principal, teacher, and parent. The researcher, Ma, also triangulated by utilizing different methods: questionnaire, interview, focus group.

The three case studies contained strengths as well as weaknesses. The main weakness in the Ma (2016) study is the small sample size consisting of two principals, sixteen teachers, and eight parents. Another weakness in the Ma study is that of potential bias in researcher-as-instrument. The researcher could possibly influence the results based on his interpretation of the data, even though the safeguard of triangulation was in place. A larger sample size would have made for a stronger study. The weakness in the Kagy (2010) study is that the study only sought the perspectives of principals' behaviors that affected trust. The study could have been made stronger if other stakeholders were surveyed, in order to gain other points of view.

4.6. Common Themes in Study Design

All three of the case studies selected for analysis used a qualitative research design. Each study found evidence to support authentic leadership practices of principals increasing the levels of teachers' trust in schools. The Hall (2010) study examined the existence of trust between principals and teachers in the school. By introducing the Smith-Rose Trust Framework, the researcher supported the earlier claims from empirical literature which found that trust is needed between superiors and subordinates in order to promote change. Without trust between teacher and principal, it is unlikely that the changes will be made (Blase & Blase, 2001; Bryk & Schneider, 2002).

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Bryk and Schneider (2002) conducted a longitudinal, 10-year study examining the relationship between trust and student achievement in 400 Chicago elementary schools. Case study data, as well as surveys of teachers, principals, and students conducted by the Consortium on Chicago School Research, were used. The researchers were able to establish a connection between the level of trust in schools and student learning. The researchers found that "trust fosters a set of organizational conditions, some structural and others social-psychological, that make it more conducive for individuals to initiate and sustain the kinds of activities necessary to affect productivity improvements" (Bryk & Schneider, 2002, p. 116). The findings suggested four distinct effects of creating trust: Trust "facilitates public problem-solving within an organization . . . undergirds the highly efficient system of social control found in a school-based professional community" (p. 116). Staff members understand their own and others' roles and obligations as part of the school community and need minimal supervision or external pressure in order to carry them out. Trust "sustains an ethical imperative . . . to advance the best interests of children," and thus "constitutes a moral resource for school improvement" (p. 34). The study indicated that trust alone does not guarantee success. However, schools with little or no trust have almost no chance of improving (Brewster & Railsback, 2003).

4.7. Study Participants

Creswell (2014) noted that the purpose of sample in qualitative research is not to generalize to a larger population but to explore a profound phenomenon for deeper meaning of the lived experiences. Creswell explained the importance of participants in research. Participants hold the "learning and meaning about the problem or issue" (p. 186). Mason (2010) stated that in qualitative studies, there is usually a point where the information becomes

repetitive or does not uncover any new information. He refers to this as the point of diminishing return.

4.8. Case Study One- Hall (2006)

The school that was chosen, school C, scored 688.86 on the Modified Omnibus T-Scale and had a 100% return rate. School C consists of 360 seventh and eighth grade students and 25 certified teachers.   In the study conducted by Hall (2010), there were seven participants: five teachers, one principal and one superintendent. Thirty-three non-rural, urban middle schools in Illinois received the initial survey and school C, the selected school, contained 25 staff members. Those staff members had an average of 16 years of service and forty percent of the teaching staff had a master's degree or above. Twenty schools out of thirty-three schools returned the survey. The school's population was 92.3% Caucasian and 5.1% Hispanic. 26.2% of the students were considered 'low income'.

4.9. Case Study Two- Ma (2016)

Ma (2016) utilized a purposeful sampling procedure to select the sample for this study. The most effective way to gain the most information about a phenomenon in a case study is to use the purposeful sampling method (Silverman, 2011). Ma's (2016) research sample consisted of 2 principals from two separate high schools in Southern California, 16 teachers and 16 parents. Each of the two principals met the following criteria: the principal needed to have been at the school for five or more years, the school had to show a significant increase in the number of students scoring advanced and proficient in language arts and mathematics while the principal being researched was still the administrator of that school. Also, the school had to significantly decrease the dropout rate and increase the graduation rate and the college attendance rate while

the principal being researched was still the administrator of that school. The sixteen teachers were randomly selected from the school leadership team of each high school. The sixteen parents were randomly selected from the Parent Teacher Association and had children currently attending one of the schools being researched. School 1 from the Ma study is a college preparatory, charter high school located in California in the middle of many rival gang territories. It was once described as one of the toughest high schools in the area and is located in a socioeconomically disadvantaged neighborhood. Ninety-five percent of the students have been identified as eligible for free and reduced lunch. Law enforcement is present on campus to deter violent and illegal activities. There is a high teacher turnover rate, and the average number of years of teaching experience is 3.5 years. According to Ma, school 2 is a comprehensive high school located in southern California. It received several awards, including the US News and World Report Bronze medal in 2007 and the US News and World Report Silver Medals from 2008-2014. This school has been recognized as one of the most transformative high schools in the United States. Eighty-five percent of the students are eligible for free and reduced lunch. One hundred percent of the teachers are fully credentialed.

4.10. Case Study Three- Kagy (2010)

Kagy (2010) had participants from three elementary schools in the Northwest region of Ohio: three principals and seven teachers from each of the three schools. There were six Caucasian, female teachers and one Caucasian male teacher. Kagy used purposeful sampling. The teacher focus group consisted of three different groups of elementary school teachers, and a document review. Three principals and 21 teachers participated in this study.

4.11. Cross-Study Analysis of Participants

Hall (2010) did not state if his sample of seven participants was purposeful. Hall used the superintendent, the principal and the five teachers who volunteered as participants. Kagy (2010) used purposeful sampling, similar to Ma (2016). Hall (2010) conducted a study with 7 participants: five teachers, one principal and one superintendent. Ma (2016) conducted a study with 34 participants: 16 teachers, 16 parents and 2 principals. Kagy (2010) conducted a study with 34 participants: three principals and 21 teachers. The strength in the study is the use of purposeful sampling in two out of three case studies. Creswell (2014) posits that purposeful sampling helps the researchers to better understand the problem and research questions. Creswell determined that random purposive sampling adds credibility to the research. The weaknesses in the Hall (2010) study was the small sample size. Hall conducted a study with a sample size of seven participants. The seven participants were the only teachers that expressed an interest in further participation in the study and represented convenience and not a random sample. A sample size as small as seven participants make it hard to generalize the findings. Case studies are rarely generalizable, but the sample size of seven participants makes the case study even more difficult. It would have enriched the study if a larger number of participants were considered in order to make the study more generalizable. Another weakness is the gender and race of the participants. The participants were largely white female teachers, which makes it hard to generalize the findings to other genders and races.

4.12. Common Theme in Participants

The common theme, when considering the study participants is that all participants were employed in public elementary through high schools. All teacher participants were certified and taught in public schools, grades K-12, in the United States. All of the principal participants were

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principals of United States public schools. Hall (2010) conducted a study with middle school students. Ma (2016) conducted a study with high school students and Kagy (2010) conducted a study with elementary school students. All three case studies examined and found that the authentic leadership practices of principals build teachers' trust in the school setting.

4.13. Data Collection

4.14. Case Study One- Hall (2006)

Thirty-three Illinois middle schools (Hall, 2006) received the Modified Omnibus T-Scale to distribute to certified teachers. The modified Omnibus T-Scale is an 8 item Likert style questionnaire used to measure trust between the teachers and its principal. Twenty schools out of thirty-three received the survey. Once the results were returned, interviews and site visits were conducted. An interview case study of the selected school was conducted with five teachers, one principal and one superintendent. Hall used the research gathered from the interviews, five site visits and the document review to get a better understanding of the school. The interviews of the teachers and principals were conducted on site and the superintendent interview was conducted at the district office. Data were analyzed through the lens of the Smith-Rose Trust Framework established by the researcher, Hall. The researcher focused on the results of the Smith-Rose Trust Framework, validation of findings, validity and generalizability. Hall organized and prepared the data for analysis by transcribing the interviews, organizing field notes about observations and organizing field notes about observations from the site. A professional transcriptionist was used to transcribe the interviews and the field notes taken by the researcher were corroborated with transcriptions of the interviews. Hall began coding the information by chunking the data into generalized groups to bring meaning to the data in order to

find major themes. Then, Hall interpreted the data through the lens of the Smith-Rose Trust Framework, his personal experiences and the literature review.

When collecting data, Hall (2006) determined trustworthiness through the use of credibility, transferability, dependability, and confirmability. Credibility and dependability were created through prolonged engagement, triangulation, and member checking. The data sources triangulated by Hall included the results of the modified Omnibus-T scale, interviews from seven participants and observations of the research site. Member checking included accuracy checks of the information by the participants. Transferability was created through the rich description fostered by multiple site visits and in-depth interviews. Confirmability was created through data reconstruction, data reduction and process notes. Hall used a variety of data in the study: audiotapes, field notes and transcribed interviews. Data reconstruction was the coding, classifying and graphing of data to find a common theme. Data reduction was the writing of summaries, notes and condensed notes.

4.15. Case Study Two- Ma (2016)

Ma (2016) used semi-structured, in-depth interviews which were then conducted with 2 principal participants of each high school. Ma utilized three data collection methods: questionnaires, two individual interviews, and focus groups. The Authentic Leadership Questionnaire (ALQ) published by Mind Garden (2007) was used to gather perceptual data from the high school principals. The ALQ was used to measure the components that comprise Authentic Leadership: self- awareness, transparency, ethical/moral, and balanced processing (Ma, 2016). The researcher also conducted semi-structured, in-depth interviews with the 2 principal participants of each high school. The ten interview questions were based on the ALQ and the research pertaining to qualities of turnaround schools. The interview questions addressed

self-awareness, relational transparency, internalized moral perspective and balanced processing. The interview responses were analyzed by theming the data. The researcher used member checks to gather feedback from the principal participants on the accuracy of the data interpreted by the researcher and a focus group was conducted. The focus group consisted of 8 parents and 8 teachers from each high school. The researcher ensured credibility and dependability through triangulating the data and by using member checks. The researcher triangulated the data by asking a variety of questions from the ALQ, by utilizing different sources; teachers and parents, and using different methods for questioning; semi-structured interviews and ALQ questionnaire. Also, member checks allowed the researcher to directly check the participants' interpretation of the data.

4.16. Case Study Three- Kagy (2010)

The principals' interviews and principals' Omnibus T-Scale score were completed and then the teacher-focus group interviews were completed. The Omnibus T-Scale is a short operational measure of three dimensions of trust, which can be used for either elementary or secondary schools. The reliabilities of the three subscales typically range from .90 to .98 (Hoy & Tschannen-Moran, 2003). The Omnibus T-Scale contains questions on a 6-point scale. The scale ranged from strongly disagrees to strongly agree. Results of the Omnibus T- Scale were analyzed for confirmation or contradiction of comments made during the interview process of this research. The results of the Omnibus T-Scale were directly related to all four of the research questions of this study (Kagy, 2010).   The Omnibus T-Scale was used to measure faculty trust and to establish the tone and seriousness of the subjects. The instrument contained three subtests: faculty trust in colleagues, faculty trust in the principal, and faculty trust in parents. (Hoy &

Tschannen-Moran, 2003). This study only used the subtest pertaining to faculty trust in the principal.

The interviews took place in a small group and one-on-one setting.   Each principal was interviewed in a one-on-one setting and each teacher was interviewed in a small group setting. All the interviews were semi-structured in design. All interviews were digitally recorded to increase the fidelity of the data set. The reliability and validity of the interviews were established using triangulation. Document review and interview summary forms were completed. The document review was used in order to corroborate information gained from the T-Scale and the interviews and the interview summary report provided a detailed account of the interview. After the interview summary form the researcher categorized data for each case, cross-analyzed and coded the data.

4.17. Cross Analysis of Data Collection

Hall (2006) and Kagy (2010) both used the modified Omnibus T-Scale, an 8 item Likert style questionnaire, to measure trust between the teachers and principals in their studies. Both researchers chose to use the modified version to measure the faculty trust in the principal instead of the faculty trust in colleagues or the faculty trust in parents. Ma (2016) chose to use the Authentic Leadership Questionnaire (ALQ) to measure the leadership tendencies of the principal. Hall used the research gathered from the interviews, five site visits and the document review to get a better understanding of the school. Ma (2016) utilized three data collection methods: questionnaires, two individual interviews, and focus groups. The Authentic Leadership Questionnaire (ALQ) is published by Mind Garden (2007). Ma used the Omnibus T-Scale, a short operational measure of three dimensions of trust, interviews and a document review.   Hall analyzed data through the lens of the Smith-Rose Trust Framework and the researcher focused

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on the results of the Smith-Rose Trust Framework, validation of findings, validity and generalizability. Hall organized and prepared the data for analysis by transcribing the interviews, organizing field notes about observations and organizing field notes about observations from the site. Ma themed the interview responses and used member checks to gather feedback from the principal participants on the accuracy of the data. Ma also ensured credibility and dependability through triangulating the data and by using member checks. Kagy used interviews with a semi-structured design. All interviews were digitally recorded to increase the fidelity of the data set. The reliability and validity of the interviews were established using triangulation.

4.18. Common Themes in Data Collection

Ma (2016) and Kagy (2010) both used triangulation after data collection. Ma (2016) triangulated data by asking a variety of questions from the ALQ and by utilizing a variety of sources. He included teachers and parents, and used different methods for questioning, semi-structured interviews and the ALQ questionnaire. Kagy (2010) digitally recorded the interviews to increase the fidelity of the data set and the reliability and validity of the interviews were established using triangulation. The researcher then categorized data for each case, cross-analyzed and coded the data. Rudestam and Newton (2001) define triangulation as the practice of soliciting data from various sources as a way of corroborating evidence and revealing a theory (p. 142). Ma (2016) and Kagy (2010) both used member checking after data collection in order to check the accuracy of the data.

4.19. Findings

The Association for Qualitative Research (2015) defines "findings" as an outcome that a study finds, reveals, or indicates. It is the conclusion drawn as a result of conducting a study.

4.20. Case Study One- Hall (2006)

The findings from the Hall (2006) study were based on the following research questions, "What are the leadership behaviors of a middle level principal that promote and build trust between the school's teachers and its principal?" (p. 178). Results supported the four domains of the Smith-Rose Trust Framework. The four domains of principal behavior are authentic behaviors, empowering behaviors, supportive behaviors, and communication behaviors. The author identified outcomes and indicators related to each of the four domains of the principal behaviors. The author further describes authentic principal behavior as genuine, caring and warm. The authentic principal shows consideration for others and demonstrates knowledge of faculty members. The empowering principal increases the feelings of efficacy, shows respect and encourages reflection of professional practices. Empowering practices also allow the principal to give up a sense of control. Supportive principal behavior is collaborative, demonstrated through giving praise, demonstrated through listening and modeling and is ultimately protective. Lastly, communicative principal behaviors are open, influential and credible while demonstrating articulation of goals and accountability. Visibility, honesty and confidentiality were found to promote trust and thus added to the Smith-Rose Trust Framework. "Visibility and confidentiality are elements of the domain of communicative behavior and honesty is a domain of the element of authentic behavior" (p. 174).

4.21. Case Study Two- Ma (2016)

Six major themes emerged from this study: turnaround school leaders have co-parenting position, turnaround school leaders genuinely care about teachers, students, and parents, turnaround school leaders believe in, and know how to grow, their teachers. Turnaround school leaders solicit feedback from teachers on a regular basis, team building is a priority for

turnaround school leaders, and turnaround school leaders have similar leadership practices to turnaround business leaders. Both principals rated themselves higher than the norm in all ALQ categories. The researcher believes that this suggests "that the shift in demands on school leaders calls for principals who 1) are aware of their strengths and weaknesses, 2) can openly reveal their true feelings, 3) lead from a place of moral grounding, and 4) take into account a variety of viewpoints before making a decision." (Ma, 2016, p. 70). Furthermore, the findings reveal that turnaround leaders are very aware of their strengths and weaknesses, are guided by core values, and can be transparent when necessary.

4.22. Case Study Three- Kagy (2010)

The first research question of the study asked, "What commonalities exist in the meanings and conceptual underpinnings of relational trust as a component of school culture as perceived by both teachers and principals?" (Kagy, 2010, p. 90). Finding 1 suggested the commonalities and phrases that existed as underpinnings of relational trust were: being respectful, being welcoming, showing safety, being confidential and being open. Findings also suggested that showing compassion, support, caring and using communication skills also built relational trust. The second research question asked, "What differences exist in the meanings and conceptual underpinnings of relational trust as a component of school culture as perceived by both teachers and principals?" (p. 90). The researcher stated that there were no statements by principals or teachers in any or all the three case studies that constitute a substantial difference between how principals and teachers defined trust. The principals reported that the traits associated with trust are: having a welcoming attitude, being safe, and being honest. The third research question of this study asked, "What principal behaviors, actions, and practices contribute to the creation of a relational trust-rich school culture in an elementary school?" (p.

91). Four common themes emerged among principal interviews and teacher focus interviews. The common themes were: communication, confidentiality, engagement, and genuineness. Principals responded that communication included: daily emails, an open door policy, frequent emails, frequent updates, face to face talks and direct communication. The fourth question of this study asked, "What principal behaviors, actions, and practices undermine the existence of a relational trust-rich school culture in an elementary school setting?" (Kagy, 2010, p.104). The principals responded that rejecting the ideas of teachers and showing frustration are actions that undermine the existence of trust. One principal believed that showing frustration is an area he intends to improve upon, and commented, "When I show my frustration, I may be creating an atmosphere in which teachers will begin to fear sharing their concerns as doing so may compound my already bad day" (p. 108). The researcher found that all three focus groups stated that genuine care and support made them feel safe and able to trust in the principal.

4.23. Cross Analysis in Findings

Hall (2006) found that the four domains of principal behavior are authentic behaviors, empowering behaviors, supportive behaviors, and communication behaviors. The author described authentic principal behavior as being genuine, caring and warm. The authentic principal showed consideration for others and demonstrated knowledge of faculty members and the empowering principal increased the feelings of efficacy, showed respect and encouraged professional practices. These were found in the Hall study along with the traits of visibility, honesty and confidentiality. Ma (2016) found six major themes associated with the study. Turnaround school leaders have co-parenting position. Turnaround school leaders genuinely care about teachers, students, and parents. They believe in, and know how to grow, their teachers. Turnaround school leaders solicit feedback from teachers on a regular basis. Team building is a

priority for turnaround school leaders, and turnaround school leaders have similar leadership

practices to turnaround business leaders. Kagy (2010) found that the commonalities that existed

as underpinnings of relational trust were: being respectful, being welcoming, showing safety,

being confidential and being open. Findings also suggested that showing compassion, support,

caring and using communication skills also built relational trust. The principals reported that the

traits associated with trust are: having a welcoming attitude, being safe, and being honest. Kagy

also found that when principals rejected the ideas of teachers and showed frustration, trust was

undermined.

4.24. Common Themes in Findings

The three case studies investigated the leadership practices of principals and the

associated levels of teachers' trust. The findings suggest that when a principal was open,

influential, articulate and credible, trust was created. The researcher stated that "because these

principals genuinely cared about their teachers, parents, and students, they worked regularly to

authentically create a win-win situation for all people involved at the school" (Ma, 2016, p. 107).

The principals' authentic behavior was established in each case as a way to build trust. The first

case study found that the Smith-Rose Trust Framework divided authentic behaviors into the

following traits: genuine, caring, consideration, warmth and knowing. All three case studies

showcased principals who demonstrated authentic behavior by showing caring and concern

maintained the trust of their staff. The authentic leaders who were more concerned about doing

what is right for the group rather than what might be more comfortable for them gained trust.

The commonalities of all three case studies included an authentic leader who embodied the

following traits while creating and building trust: telling the truth, acting honestly, recognizing

successes, sharing the credit, being actively involved in the school or organization, and being one of the group.

The three case studies support the theoretical framework based of authentic leadership. Kernis (2003) identifies four components of authenticity: self-awareness, unbiased processing, action, and relational orientation. Wong, Laschinger, & Grau (2012) state "The authentic leader builds trust and healthier work environments through four key components: 'balanced processing', 'relational transparency', 'internalized moral perspective', and 'self-awareness'" (p. 1266). "Self- awareness refers to awareness, knowledge and trust in one's thoughts, feelings, motives and values" (Gardner et al., 2011, p. 1121). Unbiased processing refers to objectivity about, and acceptance of, one's positive and negative attributes and behavior refers to acting based on one's true preferences, values and needs rather than merely acting to please others, secure rewards, or avoid punishment. "Relational orientation is achieving and valuing truthfulness and openness in one's close relationships" (p. 1121). Transparency and openly sharing information are critical components of authentic leadership development (W. L. Gardner et al., 2005). Hall (2006), Ma (2016), and Kagy's (2010) findings each support the tenets of authentic leadership. An authentic leader shows ethics and operates with morals. Hall's (2006) findings demonstrated the tenet of ethical and moral behavior through the supportive behavior domain of the Smith Rose Trust Framework. The Smith-Rose Trust Framework specifically divided authentic behaviors into the following behaviors: genuine, caring, consideration, warmth and knowing. This domain refers to the principal's ability to demonstrate behaviors that support the teachers' decisions. Hall found when the principal protected the teachers from outside influences he was being supportive and displaying authentic behavior. According to Duignan & Collins, (2003), authentic leaders believe deeply in people and their abilities to make ordinary

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things into great things.   Ma's (2016) findings support authentic leadership through the principal's behavior as a care giver. The principal assumed a co-parenting role alongside the parents and/or caregivers, thereby modeling the ethical and moral behavior of an authentic leader. "A trait that supports school turnaround is caring" (p. 106). Ma concluded that turnaround school leaders seek feedback from teachers and require teachers to be committed to the turnaround process. This is reflective of an authentic leader because authentic leaders are generally more concerned about doing what is right for the group rather than what might be more comfortable for them. Kagy's (2010) findings support authentic leadership through ethics and morals when the principal modeled authentic behavior (walk the walk) and dependability. The commonalities among the case studies regarding authentic leadership are important because research has shown that authentic leaders positively impact subordinates and create a foundation to develop fiercely loyal followers which strengthens the allegiance and trustworthiness towards the leaders and the organization and creates value for the institution through accentuating present and future results (Martensen & Gronholdt, 2001; Wong, Laschinger, & Grau, 2012).

The three case studies support the five facets of trust. Tschannen-Moran and Hoy (2000) define trust as "one party's willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (p. 556).   The findings of all three case studies support one or more tenets of trust. Hall's (2006) respondents stated that open communication contributed to a positive school environment, helped to empower teachers and was a desirable trait in a new principal. One teacher responded that the principal "Communicates on a level that people appreciate and enjoy" (Hall, 2006, p. 136). Ma's (2016) findings suggest that trust is one of the most important characteristics of a school leader and that turnaround school leaders believe in growing their teachers because they

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are competent and competency is one of the five tenets of trust. Kagy (2010) also found

openness as one of the commonalities that existed as an underpinning of relational trust. Kagy

found that the underpinnings were: being respectful, being welcoming, showing safety, being

confidential and being open. "Engaging with people is about creating trust, and as a leader it is

important to be the first to trust" (Kesby, 2008, p. 3). The principals reported that the traits

associated with trust are: having a welcoming attitude, being safe, and being honest. Teachers

reported that the traits associated with honesty were compassion and concern for staff, great

listening skills, the ability to maintain a confidence, and the portrayal of honesty.   The

commonalities among the three case studies regarding trust is important because MacNeil, Spuck

and Ceyanes (1998) state that "in the absence of trust, it does not matter what the principal's

leadership skills or professional competence may be, trust must be established first" (p. 4).

4.25. Fidelity of Implementation

The concept of implementation fidelity is measured by five elements.

These elements are: adherence to an intervention; exposure or dose; quality of delivery;

participant responsiveness; and program differentiation (Caroll, Patterson, Wood, Booth, Rick &

Balain, 2007).   Fidelity is an important aspect of educational research. The lack of

implementation fidelity might result in a practice or program being less effective, less efficient,

or producing less-predictable responses. (Wilder, Atwell, & Wine, 2006; Noell, Gresham, &

Gansle, 2002). The principals in each case study were able to persevere and maintain fidelity of

implementation through participant responsiveness. Hall (2006) maintained fidelity in the area

of participant responsiveness by using multiple data sources: semi-structured interviews,

multiple document reviews and different survey instruments. Hall (2010) utilized member checks

as he took the final report back to the participants to ensure accuracy. Hall (2010) built strength

into the study by employing a detailed coding process and triangulation. The process of triangulating different data sources can add to the validity of a study (Creswell, 2014). Ma (2016) themed the interview responses and used member checks to gather feedback from the principal participants on the accuracy of the data. Ma also ensured credibility and dependability through triangulating the data and by using member checks. Kagy (2010) used interviews with a semi-structured design. All interviews were digitally recorded to increase the fidelity of the data set. The reliability and validity of the interviews were established using triangulation. When demonstrating fidelity of implementation of authentic leadership in a school setting, the principal would use self-awareness as he used the strengths and weaknesses of teachers to demonstrate adherence to the intervention. The principal would use balanced processing as he took the ideas of teachers into account as he decided the quality of delivery and the amount of program differentiation to include.

4.26. Discussion, Recommendations and Conclusion

The findings from the three case studies are important for future research because trust is an important element in the school system. Evans (1996) notes that "trust is the essential link between leader and led . . . it is doubly important when organizations are seeking rapid improvement" (p. 185). Recommendations for future research include the facilitating and modeling of effective communication. Ineffective communication, including individuals' inability or unwillingness to listen to what others have to say, is a sure way to "confound problem solving, reduce trust, and magnify feelings of isolation among administrators, teachers, and support personnel" (Blase & Blase, 2001, p. 25). "Trust is built and experienced within the context of multifaceted communication systems . . . A communication system needs to be open and fluid, include feedback loops, and be practiced by everyone in the school" (Lambert, 1998,

p. 79).   Another recommendation is to involve staff in the decision making. The hope is to facilitate authentic participation by asking for the input of those affected by decisions, provide the background information necessary for staff to weigh in on decisions, and treat teachers as capable professionals whose insights are valuable (Blase & Blase, 2001).   More implications and recommendations for future research will be discussed in Chapter 5.

4.27. Summary

The three case studies investigated the leadership practices of principals and the associated levels of teachers' trust. The findings suggest that when a principal was open, influential, articulate and credible, trust was created. The three case studies supported the five facets of trust. Tschannen-Moran and Hoy (2000) define trust as "one party's willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (p. 556). The researchers found that the underpinnings of trust were: being respectful, being welcoming, showing safety, being confidential and being open. The three case studies also supported the theoretical framework based of authentic leadership. Kernis (2003) identifies four components of authenticity: self-awareness, unbiased processing, action, and relational orientation.

CHAPTER V: Introduction

The purpose of this comparative case study analysis was to examine the authentic leadership practices of principals and the associated levels of teachers' trust. This comparative case study analysis sought to discover phenomena patterns and to make recommendations based on those discoveries. The three cases provided insight into the phenomena of authentic leadership practices, relational trust and the five facets of trust in the public school setting. The findings of each case study showed that when the principal was open, influential, articulate and credible, trust was created. The case studies also showcased principals who maintained the trust of their staff by demonstrating authentic behavior as they showed concern for their staff. The findings from each case study helped to form the following suggestions and recommendations.

Based on the research of trust and the findings of the three case studies analyzed, this researcher posits that using the five facets of trust will increase relational trust among staff members in schools. The researcher recommends that schools adopt the five facets of teacher trust: benevolence, reliability, competency, honesty and openness (Tschannen-Moran, 2003) to inform best practices that will promote school trust.

Chapter one defined the purpose of the comparative case study analysis. The purpose of the analysis was to examine the impact of the authentic leadership practices of principals' and the associated level of trust. This researcher conducted a comprehensive analysis of three empirical studies that qualitatively explored the world of authentic leadership, the five facets of trust, relational trust and insight into the principal and teacher relationship.

Chapter two consisted of the literature review, which provided empirical evidence to support and augment the analysis. The literature review provided concepts pertaining to authentic leadership that were clearly and scientifically linked to increased trust in elementary,

middle and high schools. The themes from all three studies aligned with the earlier research that found that the authentic leadership practices of principals promote trust in teachers. Each study supported earlier findings that when a principal demonstrates authentic leadership practices, such as self-awareness, an ethical and moral perspective, balanced processing and relational transparency, trust levels increased.

Chapter three was the methodology consisting of a comparative examination of the case studies with a detailed cross-analysis. Data collection from the three case studies was clearly defined and organized in a contrast and comparison chart. Each of the three case studies helped to elucidate evidence demonstrating how authentic leadership impacts trust.

Chapter four offered a comprehensive comparative analysis of the three case studies, as well as a summary of the study. From the three case studies, common themes were compared and contrasted, and outcomes were synthesized in relation to the three case studies. Chapter four provided a closer look to analyze the data in order to determine the recommendations and solutions in chapter five.

5.1 Recommendations and Proposed Solutions

The following recommendations are based on the research question, findings, analysis and conclusions of this study. According to Bryk & Schneider (2003):

> Distinct role relationships characterize the social exchanges of schooling: teachers with students, teachers with other teachers, teachers with parents, and all groups with the school principal. Each party in a relationship maintains an understanding of his or her role's obligations and holds some expectations about the obligations of the other parties. For a school community to work well, it must achieve agreement in each role relationship in terms of the understandings held about these personal obligations and expectations of others (p. 43).

The first recommendation is to create, build and maintain the relational trust between all stakeholders. The recommendations that follow are for 1) educational leadership programs, 2) educators facing school reform change, 3) principal and teacher relationships 4) teacher and teacher relationships and 5) future research. The second recommendation is to build respect and personal regard in the school in order to foster relational trust. Relational trust is grounded in the social respect that comes from the kinds of social discourse that take place across the school community. Respectful exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions (Bryk & Schneider, 2003). This research and the recommendations derived from this research can be used to inform educational leadership programs in the future as they review and strengthen their programs.

5.2. Educational Leadership Programs

The findings of Ma (2016) demonstrated that trust is built when the principal has a co-parenting role alongside parents, genuinely expresses care and concern for teachers, parents, and students, demonstrates confidence in their teachers and takes time to grow them professionally. I recommend that in order to support the findings of Ma, educational leadership programs implement the following:

1. Devote more time to exploring how to develop and maintain family-school partnerships.

2. Have prospective administrators develop a plan for partnering with parents and [caregivers, principals] so that they can learn to co-parent alongside parents and caregivers. Administrators should have a set of procedures in place that give parents the support needed to be successful parents. Administrators should also have a set of procedures in place that will enable administrators to assume the co-parenting role.

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3. Explore facets of positive leadership, authentic leadership, and strength based leadership.

5.3. Educators Facing School Reform

The current era of public skepticism and legislation-mandated accountability seems to make trust more and more difficult to achieve and maintain (Tschannen-Moran & Hoy, 2000). In the past, several educational reforms have been adopted to advance our educational system. Within this time of public skepticism, expectations for schools remain high, and school leaders have a need to develop teachers into instructional leaders for change (Bullough, 2007). We have seen the implementation of A Nation at Risk (1983), Goals 2000, No Child Left Behind, Race to the Top, Every Student Succeeds Act (ESSA) and, most recently, the enactment of Common Core State Standards. A Nation at Risk was seen as a call to action throughout the country and it generated a massive round of political, media, and public scrutiny. As a consequence of the report, the states began to pass reform legislation. Most passed laws requiring higher standards and expectations for students at all levels. During the Clinton administration, the GOALS 2000: Educate America Act became law. The intent was to bolster reform (Goals, 2000, 2011). Next came the Elementary and Secondary Education Act (ESEA). The ESEA was reauthorized and specifically intended to support achievement of Goals 2000 by providing additional funding for primary and secondary education through improvement of standards, instructional and professional development, and more accountability (Improving America's Schools Act, 1994). Currently, one of the largest reforms in education is the implementation of Common Core Standards. This is an effort by the U.S. Department of Education to standardize the curriculum across the nation. As the mandates change rapidly, it is my recommendation that principals focus on building trust with key stakeholders -- parents and teachers.

In light of the constant change in educational mandates, principals are tasked with creating and building trust. This researcher believes that we need "a construct of leader behavior to include the traits of greater self-awareness, an internalized moral perspective, balanced processing of information, and a relational transparency with followers" (Walumbwa et al., 2008, p. 94) that only authentic leadership can provide. This is necessary because Gardner, Avolio, Luthans, May, and Walumbwa (2005) posit that authentic leadership behaviors are not only beneficial to organizations, but may heighten levels of follower trust, engagement, and workplace well-being. In addition, Mosher, Keren, Freeman, and Hurburgh (2013) suggested that trust leads to numerous positive organizational outcomes including improvements in communication, performance, behaviors, and support.   In order to facilitate trust, principals should employ authentic leadership practices in order to gain a sense of safety in the turbulent times of school reform. It is suggested that principals practice the behaviors found in the Smith-Rose Trust Framework developed by Hall (2006). Those behaviors are supportive behaviors, authentic behaviors, empowering behaviors and communicative behaviors. Principals should take time to listen to their teachers and model the way through leading by example. Principals should employ the practices of being authentic leaders by being benevolent, reliable, competent, honest and open. Trust will also be strengthened if the principal shows traits of honesty. The findings of the Hall study are aligned with earlier research that served to strengthen the claims that, "Trustworthy leaders create a culture of trust in their buildings; this trust is at the heart of successful schools" (Milstein & Henry, 2008; p. 184).

5.4. Building Trust Through the Principal-Teacher Relationship

Based on the research question, "Is there a relationship between principals' authentic leadership practices and teacher trust?" (p. 11) it is recommended that principals make

relationship building a priority as a way to increase trust. Principals and school leaders should

be allowed time and resources to allow for relationship building. Kagy (2010) found that

principals with strong interpersonal relationship skills should be sought to fill leadership

positions within schools. This researcher recommends that the principal-teacher relationship

should be based on a strong foundation of trust. Tschannen- Moran (2004) found trust to rest on

the assurance that one could count on the good will of another to act in one's best interest. The

principals and teachers identified two critical components in building trusting relationships,

which were accurate, open and timely communication and maintaining confidences. This finding

supported the work of Hodge and Ozag (2007), which emphasized the importance of solid long-

term relationships between teachers and school leaders.

  The first recommendation to improve principal-teacher relationships is for principals to

demonstrate personal integrity. First and foremost, highly regarded principals demonstrate

honesty and commitment to follow through—in all interactions with faculty, support staff,

parents, and students (Barlow, 2001; Blase & Blase, 2001; Sebring & Bryk, 2000). It is the

responsibility of the principal—the person with more power in the relationship—to set the stage

for trusting relationships with teachers and other school staff. "The principal-teacher

relationship provides a window into the trust dynamic within a school" (Tschannen-Moran,

2004, p. 18).

  The second recommendation to improve principal-teacher relationships is for principals

to show caring, empathy and understanding. Trusted and respected principals take "a personal

interest in the well-being of others": teachers, students, their families, and other members of the

larger school community (Sebring & Bryk, 2000, p. 442).

The third recommendation to improve principal-teacher relationships is for principals to be accessible and open. Principals earn trust from members of the school community by encouraging open communication and actively making themselves available to teachers, parents, students, and staff (Black, 1997; Blase & Blase, 2001; Sebring & Bryk, 2000). Barlow (2001) argues, "Once the leader takes the risk of being open, others are more likely to take a similar risk—and thereby take the first steps necessary to building a culture of trust" (p. 441).

The fourth recommendation to improve principal-teacher relationships is for principals to facilitate and model effective communication. Ineffective communication, including individuals' inability or unwillingness to listen to what others have to say, is a sure way to "confound problem solving, reduce trust, and magnify feelings of isolation among administrators, teachers, and support personnel" (Blase & Blase, 2001, p. 25). As Lambert (1998) notes, "Trust is built and experienced within the context of multifaceted communication systems . . . A communication system needs to be open and fluid, include feedback loops, and be practiced by everyone in the school" (p. 79). Open communication can come with many different views and those dissenting views should be valued. Being able to express concerns and disagreement without fear of reprimand is essential to building trusting relationships (Lein, Johnson, & Ragland, 1997). Blase and Blase (2001) advise principals to "welcome and embrace conflict as a way to produce substantive, positive outcomes over the long run. Regarding conflict as potentially constructive helps build supportive human relationships because it allows us to deal with our differences." (p. 22).

The fifth recommendation to improve principal-teacher relationships is for principals to involve staff in decision-making efforts. Principals can involve staff by valuing their input, creating an environment that is conducive to open dialog and informing teachers so that they are

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able to make knowledgeable decisions. Principals can facilitate authentic participation by asking for the input of those affected by decisions, providing background information necessary for staff to weigh in on decisions, and treating teachers as capable professionals whose insights are valuable (Black, 1997; Blase & Blase, 2001).

The sixth recommendation to improve principal-teacher relationships is for principals to reduce teachers' sense of vulnerability and give teachers autonomy. Bryk and Schneider (2002) advise school leaders, "As public criticism focuses on schools' inadequacies, teachers need to know that their principal values their efforts and senses their good intentions" (p. 129). The first step is to give teachers autonomy. Principals should demonstrate, through both words and actions, that "teachers can and should be trusted to do what is best for students" (Bryk & Scheider, 2002, p. 33).   Principals should give teachers room to be inspired and use ingenuity. Supporting innovation and risk taking demonstrates respect for teachers as learners and as professionals whose judgment can be trusted (Blase & Blase, 2001). "Trusted principals," Barlow (2001) notes, "empower teachers and draw out the best in them" (p. 31).

5.5. Building Trust through the Teacher-Teacher Relationship

It is my recommendation that trust between teachers should be built once the trust between principals and teachers is created and maintained. Brewster and Railsback (2003) believe that trust tends to be pervasive. When teachers trusted their principal, they also were more likely to trust staff, parents, and students. The relationship between teachers is important because Bryk & Schneider (2003) believe that through their words and actions, school participants show their sense of their obligations toward others, and others discern these intentions. Trust grows through exchanges in which actions validate these expectations (Bryk & Schneider, 2003).

The first recommendation to improve teacher-teacher relationships is for principals to create and provide meaningful opportunities for teachers to work collaboratively. Authentic relationships "are fostered by personal conversations, frequent dialogue, shared work, and shared responsibilities. As individuals interact with one another, they tend to listen across boundaries— boundaries erected by disciplines, grade levels, expertise, authority, position, race, and gender" (Lambert, 1998, p. 79). Principals can support collaboration by making time in the schedule for teachers to work together, providing training on effective strategies for team-building, and offering incentives for teachers to collaborate (Blase & Blase, 2001; Tschannen-Moran, Uline, Hoy, & Mackley, 2000).

The second recommendation to improve teacher-teacher relationships is for principals to encourage communication and to engage the staff in discussions related to the school's mission, vision, and core values. According to Bryk and Schneider (2002), "trust within a faculty is grounded in common understandings about what students should learn, how instruction should be conducted, and how teachers and students should behave with one another. For teachers to sense integrity among colleagues, a faculty must not only share these views but also perceive that the actions taken by other teachers are consistent with them" (p. 130). Furthermore, data derived from this study suggest principals should be aware of, and engage in, the use of effective communication techniques. An awareness of the best practices for group and one-on-one communication skills would be useful for faculty and staff.

5.6. Future Research & Fidelity of Implementation

Based on the findings of this comparative case study analysis, I recommend that future research be conducted on the topic of authentic leadership and relational trust. I would like to conduct quantitative research and collect raw data from teachers in the public school setting as it

relates to trust in the principal and authentic leadership. I would also like to collect data from the elementary, middle and high school settings in order to compare and contrast the differences in findings.

Fidelity is an important aspect of educational research. The lack of implementation with fidelity might result in a practice or program being less effective, less efficient, or producing less-predictable responses. (Wilder, Atwell, & Wine, 2006; Noell, Gresham, & Gansle, 2002). I recommend that principals implement all programs with fidelity in order to enhance trust. Lewicki and Bunker state that "Trust exists because the parties involved effectively understand the other's wants; this mutual understanding is developed to the point that each can effectively act for the other" (1996, p. 122). It is recommended that the principal take the strengths and weaknesses of teachers into account when planning. Also, it is recommended that the principal keep communication open in order to effectively understand the existing needs and wants of teachers. The findings of the Ma study suggest that when the principal keeps communication open, trust is created (Ma, 2016, p. 107). When programs implemented with fidelity are compared to programs not implemented with fidelity, the difference in effectiveness is profound. Those implemented with fidelity yield average effect sizes that are two to three times higher. (Durlak & DuPre, 2008)

5.7. Respect and Personal Regard

Personal regard represents another important criterion in determining how individuals discern trust. Such regard springs from the willingness of participants to extend themselves beyond the formal requirements of a job definition or a union contract (Bryk & Schneider, 2003).

5.9. Summary

This case study analysis sought to examine the practices of authentic leadership practices of principals and the associated levels of teachers' trust. Through the examination of three case studies the findings suggest that when a principal is open, influential, articulate and credible, trust is created. The findings also suggest that the principals' authentic behavior was established in each case as a way to build trust. Based on the case studies and the cross analysis in Chapter 4, recommendations were provided. The first recommendation is to create, build and maintain the relational trust between all stakeholder by examining the 1) educational leadership programs, 2) educators facing school reform change, 3) principal and teacher relationships 4) teacher and teacher relationships and 5) future research. The second recommendation is to build respect and personal regard in the schools. The recommendations are based on the literature review, case studies, cross analysis and views of the researcher. This research can be used to inform administrators, teachers, parents and educational leadership programs: as they review and strengthen their programs. Based on the findings of this comparative case study analysis, the authentic leadership practices of principals, if used effectively, can increase the associated levels of teachers' trust. These findings could be used to inform teacher education and leader preparation programs to improve their curricular offerings. I recommend future research on the impact of authentic leadership and trust within the school setting. It is recommended that future research places focus on principals as they build and maintain trust through developing relationships between all stakeholders.

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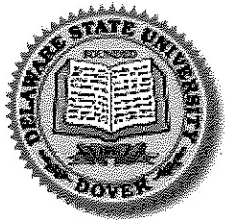
DELAWARE STATE UNIVERSITY

Institutional Review Board – Human Subjects Protection Committee

March 16, 2017

Deea C. Cropper
Department of Education
Delaware State University
1200 N. DuPont Hwy
Dover, DE 19901

Dear Deea,

Delaware State University's Institutional Review Board (IRB)-Human Subjects
Protection Committee has reviewed your project "Comparative Study Analysis:
Authentic Leadership Practices of Principals and the Associated Levels of Teachers'
Trust" After review of application, the Committee has granted an exemption from the
IRB as it meets a Category of Exempt Research specified in 45 CFR 46.101 (b).

Please contact the Office of Sponsored Programs at 302-857-6834 if you have any
questions or concerns.

Sincerely,

Dr. Brian Friel
Chairperson, Human Subjects Committee (IRB)

ckh