A STUDY OF RELATIONSHIPS BETWEEN TEACHER LEADERSHIP,

STUDENT TRUST, AND STUDENT COMMITMENT TO ETHICAL GOODNESS

by

Timothy Patrick Prickett

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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Dedication

There is a feeling of accomplishment in finishing any major task in life. This certainly applies to the completion of this project. However, if the premise of this project is accepted as true, then the real accomplishments in life are found in the influence a person has exercised to the glory of God. For an educator, the primary sphere of influence relates to students. A teacher has the opportunity to inspire, challenge, guide, and correct students. With this in mind, it is only appropriate that this dissertation be dedicated to the students I have had the privilege of teaching.

Acknowledgements

I first of all want to give praise and thanks to my Lord Jesus Christ who truly has empowered me to complete this project. Having acknowledged my Lord, there are a number of people and groups I would like to express my thanks. I want to express my appreciation for my lovely wife for her support and encouragement. I also want to express my appreciation for my children who have encouraged me and challenged my thinking on education. I want to thank my committee for their feedback through this process. I want to thank my chair for guiding the process to a successful conclusion. It is a truism that without students there would be no teachers. So I want to express for appreciation for the students I have been privileged to lead over the years. In many ways, this project is a reflection of what my students have taught me in the classroom.

ABSTRACT

The purpose of this study was to determine the relationship between student perception of teacher leadership and the student commitment to ethical goodness. A second model was developed adding student trust to the student perception of teacher leadership and determining their influence on student commitment to ethical goodness. The importance of this study is in forming an understanding of how teacher leadership and student trust in teacher affects character education approaches. The theoretical framework for understanding teacher leadership and conducting this study was derived from a general understanding of transformational leadership. The context of this study was a Christian secondary school. This context was appropriate because the mission statement of the Christian school in the study targets character formation. A multiple regression study was conducted in which 66 student participants in the Christian high school were administered instruments to investigate the predictive relationship between student perception of teacher leadership behaviors, the degree of student trust in the teacher, and student commitment to ethical goodness. The surveys consisted of the Leadership Practices Inventory, the Student Trust in Faculty Survey, and the Commitment to Ethical Goodness Survey. It was determined that there is statistically significant predictive relationship between student perception of teacher leadership and student commitment to ethical goodness. A second model, which added student trust as a predictor variable, was not determined to be a statistically significant model for a student's commitment to ethical goodness. Further research in the areas of teacher leadership and student trust in teacher was recommended.

Keywords: transformational leadership, character education, influence, trust

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List of Abbreviations

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Commitment to Ethical Goodness (CEG)

English Standard Version of the Holy Bible (ESV)

Leadership Practices Inventory (LPI)

Positive Behavioral Intervention and Support (PBIS)

Social and Emotional Learning (SEL)

Student Trust in Faculty Scale (STF)

Variance-Inflation Factor (VIF)

CHAPTER ONE: INTRODUCTION

Character matters. A person's character individually and a people's character generally describe the attitudes and actions of that person or people. The content of a person's character represents one's values and beliefs to other people. Ryan and Bohlin define character as the "sum of our intellectual and moral habits" (1999, p. 9). Lickona describes a person's character as "habits of the mind, habits of the heart, and habits of action" (1991b, p. 51). Character is not one aspect of an individual's life. Rather, character is another way of describing how that person is living life. Lickona emphasizes the importance of good character by stating, "When we think about the kind of character we want for our children, it's clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right" (1991b, p. 51). Character matters because how people live their lives is important.

Because character matters there is a deep concern among educators, public officials, and the public about the character of young people today (Lickona & Davidson, 2005). In the *Ethics of American Youth: 2012 Survey*, the Josephson Institute (2013) reported that 51% of youth indicated that they had cheated on an exam the prior year, 55% reported that they had lied to a teacher the previous year, and 20% admitted that they had stolen something the previous year. Other studies have shown similar statistics in adolescent behavior (Lickona & Davidson, 2005). The natural response to these statistics is a desire to intervene in the lives of young people in order to assist them to form character traits that are positive and prosocial. The current character education movement was born out of a concern for young people. There are many different approaches toward character education. However, they all share a common concern and desire to assist students to form character traits that will contribute to society and benefit the students themselves.

Much of the character education movement has focused on the content and the strategies used in the classroom and on the campus to form the character of young people. Many studies have sought to evaluate the effectiveness of the various content and approaches in character education (Berkowitz & Bier, 2005). While the previously studied content and strategies are important, there is a strategic factor in character education that has not received as much study. The leadership of the teacher in the classroom has been largely overlooked in studies of the effectiveness of character education. This dissertation seeks to establish and determine whether the leadership of the teacher is significant in terms of the effectiveness of character education. This study examines the relationship between student perceptions of teacher leadership practices, the level of student trust in faculty, and student beliefs concerning ethical goodness.

Background of the Study

Concern for the character of young people is ongoing. This concern is consistent with the Bible's emphasis on parents teaching their children about the Lord (see Deuteronomy 6:4-8). In the second half of the twentieth century and the first decade of the twenty-first century, there has been a consistent concern expressed by educators, parents, and politicians about the behaviors and character of young people. The response to this concern has been varied. Many theories and approaches regarding assisting young people have been developed and implemented. These educational approaches can be divided into three broad categories: direct approaches that emphasize content, indirect approaches that emphasize process, and mixed approaches that emphasize both content and process (Sarid, 2012).

Character Education

Direct approaches in character education see moral development as an academic endeavor. Those who employ direct approaches establish educational objectives and goals for

students and implement strategies to realize those objectives. There are a number of proponents of educational theories related to character education; Thomas Lickona, William Bennett, Kevin Ryan, and Jacque Benninga have each made major contributions to the educational theories related to character education. The heart of each of these theories is that students should learn about virtues and ethics (Narvaez, 2006). Each of these theorists believe that ethical content learned in an ethical community results in students learning to live ethically (Duncan, 1997). The heart of this direct approach is to teach virtues through literature. Moral literature being learned within the context of strong role models and structures that encourage and reward ethical behavior results in students living ethically (Duncan, 1997; Krisjansson, 2006).

Indirect approaches focus on the psychological development of the child and young person. Kohlberg offers a prime example of this approach. Kohlberg developed an understanding of the moral development of a child and adolescent. His theory relied heavily upon the cognitive development theories of Piaget (Kohlberg, 2010). His theories incorporated the proposition that a child's ability to reason about moral issues develops with age (Kohlberg, 2010). A key concept in Kohlberg's theory is the use of crisis as a means of development (Kohlberg, 2010). A practical consequence of this approach is the use of moral dilemma discussions in classrooms (Narvaez, 2006). "Moral conduct is that which accords with applicable principles for a particular situation, principles with universalizeable, obligatory action are necessary for anyone who finds himself or herself in a similar situation" (Narvaez, 2006, p. 706). The objective of Kohlberg's approach is for students to develop the psychological capacity to make ethical decisions. The indirect approach makes the assumption that psychological growth will produce ethically wise individuals.

Dr. Donna Narvaez has designed a middle approach called Integrative Ethical Education.

This approach can be termed a synthesis approach, because it attempts to bring together what Narvaez believes to be the best of both the direct and indirect approaches (Narvaez, 2006). A key component of Integrative Ethical Education is the concept of developing moral expertise in the life of the child (Narvaez, 2006). In an educational setting, a child should learn the processes and skills of moral behavior (Narvaez, 2006). Skill development moves from novice to expert (Narvaez, 2006). Narvaez has identified the behaviors and attitudes that a student needs to master in order to live an ethical lifestyle. These behaviors are divided into four categories: Ethical sensitivity, Ethical judgment, Ethical focus, and Ethical action (Narvaez, 2006). Narvaez maintains that these skills are learned in a transformative and interactive environment (Narvaez, 2006). When teachers create an environment that is inclusive and meets the child's need for support and autonomy, students flourish (Narvaez, 2006). Content is still important. However, learning about virtues requires the intentional guidance of the teacher in the life of the student (Narvaez, 2006).

The Teacher's Leadership Practices

At the heart of each of these theories on character education is the belief that a teacher influences students. Teachers influence students in many ways. As a leader in the classroom, the teacher influences students through lessons plans, disciplinary actions, and creating a friendly, warm environment. Leadership also includes being a role model. A role model is the embodiment of certain attitudes or values (Arthur, 2011). What are the values and virtues that are expected of teachers in the classroom by students and other adults? In many ways, teachers are expected to model mature, adult-like behaviors. At the heart of describing a mature adult rests the word integrity. A person who has integrity is honest and upfront with students (Lumpkin, 2008). Teachers demonstrate they are worthy of the students' trust. Further, teachers

with integrity are fair toward students. Being fair certainly includes just grading and class procedures. However, being fair also includes treating individuals in a way that is perceived as equitable (Lumpkin, 2008).

The ethical behavior of the teacher influences students to a great extent. Students desire their teachers to act in an ethical manner (Arthur, 2011). In a 2011 study, James Arthur surveyed over 5000 students (10-18 years of age) in order to determine their expectations for teacher behavior in the classroom (Arthur, 2011). The results of this study support the proposition that students want their teachers to be ethical examples in the classroom. Younger students spoke of desiring positive character traits in their teachers such as compassion and caring (Arthur, 2011). These students also indicated that a teacher needed to be fair and just in the classroom. Older students still desired their teachers to care about them (Arthur, 2011). However, older students also wanted to see their teachers be knowledgeable of their subject areas and competent to assist the students to succeed in the class (Arthur, 2011). Among all ages, there is a desire to have a positive relationship with teachers. "There is research indicating that better and more consistent student-teacher relations may have an impact on learning behavior and attendance" (Arthur, 2011, p. 188). The actions and attitude of the teacher can influence the student toward positive growth and results. "Teachers in all phases, need to see themselves as moral agents and demonstrate the kind of positive exemplary moral behavior that society wants to see in students as future citizens" (Arthur, 2011, p. 188).

Teachers are in a position where they have a tremendous opportunity to establish proper and caring teacher-student relationships that have a strong positive influence on students. Bergmark (2008) conducted a qualitative study with 25 high school students in which he interviewed them to determine the significance of the teacher-student relationship from their

perspective. The results indicate that the way teachers relate to students is very important to students. In particular, students desired mutual understanding with teachers, acceptance from teachers, honesty, truth, being acknowledged, and encouragement (Bergmark, 2008). Students placed importance on teachers treating their students with esteem and value. The teacher has the opportunity to enter the teen's world while expressing and demonstrating the skills of a mature adult. These skills include listening to, caring for, being honest with, and speaking the truth to the student (Bergmark, 2008). Bergmark states that teachers should acquire "both specific subject mastery and the development of an ethical attitude" (Bergmark, 2008, p. 267). In a very real sense, the teachers are teaching their values through the manner in which they conduct their classrooms and relate to the students.

The moral work of teaching is a tremendous opportunity for teachers to influence students in their development. Teaching is a moral activity that is comprised of decisions made by the teacher on a daily basis (Sanger & Osguthorpe, 2013). In general, teachers enter into this profession with the hope and expectation that they will have a positive influence on the lives of their students. In a study conducted in 2012, pre-service teachers in graduate school decisively saw teaching as a moral activity (Sanger & Osguthorpe, 2013). Further, they indicated that they were entering the teaching profession because they wanted to have a positive influence on the lives of their students (Sanger & Osguthorpe, 2013). These same pre-service teachers indicated that they were ready and willing to be role models for their students. The study indicated that these pre-service teachers assumed that the way they conducted themselves in class would influence students toward adopting positive character traits (Sanger & Osguthorpe, 2013).

The teacher in the classroom is a strategic factor in the character development of the student. Content and strategies are vital in this process. In addition to these factors, the teacher's

ethics, attitude, and leadership are all important for establishing a successful character formation program.

The Problem Statement

Character education recognizes the need to influence the character development of young people. As a broad field, character education has attempted the transmission of values from different perspectives (Sarid, 2012). These perspectives represent different theories on how best to transmit values to or form values in the lives of young people. Some approach character education from a psychological and sociological perspective (e.g., Kohlberg, Narvaez). Others approach character education from an educational perspective (e.g., Lickona, Bennett). Each of these frameworks results in programs that are generally aimed at the development of prosocial values in adolescents (Sarid, 2012). Common to each approach is the assumption that the teacher will faithfully implement the theory in the classroom. Further, there is an implied assumption in each theory that the teacher will be employing a leadership style that is conducive to the effective implementation of the theory (Holtzapple et al., 2011). This study focused on the predictive relationship between the student's perception of leadership behaviors of a teacher and the student's commitment to ethical goodness. A second model was developed adding the student's trust as a predictive variable. The problem addressed in this study was to determine if the significance of the leadership behaviors of the teacher and student trust in teacher affect the development of character in adolescents.

The Purpose Statement

The purpose of this multiple regression study was to study the significance of teacher leadership behaviors and student trust of teachers in education classes. This study focused on the relationship between effective leadership practices performed in the classroom and students'

trust in teachers and commitment toward ethical values. This study examined the predictive relationship between student perceptions of teacher leadership practices with the level of student trust in faculty and student beliefs concerning ethical goodness.

The setting for this study was a Christian high school in the southwest region of the United States. The choice of a Christian school was appropriate because character formation is at the heart of its mission statement. Secondary students whose parents gave them permission to participate in this study completed a survey regarding their teachers' leadership behaviors.

Significance of the Study

This study examined the predictive relationship between student perceptions of teacher leadership practices, the level of student trust in faculty, and student beliefs concerning ethical goodness. There are a number of reasons why this study was significant. One reason relates to the effectiveness of the character education approaches discussed in this introduction. The best strategies and content may be undermined if the teacher's leadership behaviors create an atmosphere that is not conducive for effective character education (Holtzapple et al., 2011). On the other hand, if a teacher's leadership behaviors create a positive learning environment for students, then even the simplest and most basic approach to developing character in young people will have the greatest opportunity to succeed (Fisherman, 2011). From a practical standpoint, this study becomes strategic for a successful character education program.

Another reason why this study was significant concerns the training of future teachers (Radoslovich, Roberts, & Plaza, 2014). Are educational institutions designing their programs to assist emerging teachers to learn solid leadership practices? Further, after teachers are placed in the classroom, are there ongoing supports and training for them to successfully implement the best leadership practices? This study addresses the need for teachers to be effective leaders in

the classroom. In order for this to occur, there will need to be intentional efforts in universities to equip and develop teachers as leaders. Further, schools will need to develop strategies to assist teachers in applying the best leadership practices in schools.

The Scope of the Study

This study was focused on one aspect of a much larger piece of an important puzzle. This study examined the predictive relationship between student perceptions of teacher leadership practices, the level of student trust in faculty, and student beliefs concerning ethical goodness. This study did not evaluate particular character education approaches for appropriateness or effectiveness. It was assumed that teacher leadership practices are a necessary element in any approach. Indeed, teacher leadership practices relate to any educational setting (whether or not it is specifically focused on character education).

Further, this study examined the responses of adolescents in regards to teacher leadership practices. The study did not examine how pre-adolescents relate to teacher leadership practices. Nor did it examine how post-adolescents relate to teacher leadership practices.

The adolescents in question attend a Christian school. Teachers at this school are all required to be professing Christians. The study did not differentiate among teachers as to the strength or understanding of their commitment to Christ. Nor did the study differentiate among the teachers in terms of their own educational levels or experience.

The scope of this study focused on the responses of students at a Christian school toward the leadership practices of secondary teachers and the students' trust in the teachers.

Research Questions

To understand the value of effective leadership practices in the Christian school, this study focused on the following questions:

RQ1: Among secondary students, what is the relationship between the student perception of a teacher's leadership practices and the level of commitment to ethical goodness of the student?

RQ2: Among secondary students, what impact does the inclusion of student trust in the teacher have on the level of commitment of ethical goodness of the student when added to the predictor of teacher leadership?

Null Hypotheses

There are two null hypotheses for this study.

H$_0$1: Leadership behaviors of the teacher will not be a significant predictor of the level of commitment to ethical goodness in secondary students.

H$_0$2: Leadership behaviors of the teacher and the level of student trust together will not be significant predictors of the level of commitment to ethical goodness in secondary students.

Variables

There are two predictor variables in this study.

The first predictor variable in this study was the total score of the five best leadership practices identified by Kouzes and Posner in *The Leadership Challenge*: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the hearts of followers (Kouzes & Posner, 2007).

Kouzes and Posner emphasize that their results show that leadership is a set of practices that can be learned and practiced by anyone. Leadership is not an innate ability that some have and others do not have. Rather, "leadership is an identifiable set of skills and abilities that are available to all of us" (Kouzes & Posner, 2007, p. 23). Exemplary leaders work with followers to make significant things happen in the life of an organization.

Leaders *model the way*. The effective leader in the classroom will demonstrate through actions the value of what is being learned as well as how to learn the subject. Modeling the way is going first so that others might see your example and come along with you (Prickett, 1999).

Leaders *inspire a shared vision*. They share this vision with their followers so that the followers accept and buy into the outcomes (Prickett, 1999). Effective leaders envision what the outcomes should look like.

Challenging the process is the willingness to look for and implement new strategies in order to reach the overall goals and objectives (Prickett, 1999). Effective leaders are willing to step out of the normal ways of doing things.

Leaders *enable others to act*. Effective leaders help their followers to take action. This activity on the part of followers contributes to the overall effectiveness of an organization (Prickett, 1999). In a classroom, this concept is sometimes called "scaffolding". That is, effective teachers assist students to reach educational goals by providing activities and tools for the student (Gibbons, 2002).

Leaders *encourage the heart*. Encouraging the heart is personal recognition by the teacher of the student's work and contribution in the classroom. It is building up the student with words and actions that celebrate what has been accomplished (Prickett, 1999).

The second predictor variable in this study was the level of student trust in the teacher. Student trust is characterized by confidence in the teacher's ability to bring about the fulfillment of common goals (Corrigan, Klein, & Isaacs, 2010). Trust is built over time between a teacher and students. It is the result of both formal behaviors and informal contact (Corrigan et al., 2010).

The criterion variable was the students' perception of their own commitments to ethical

goodness. This variable measures the extent to which students believe they live according to what they consider to be good and valuable. This variable determines the degree to which students self-regulate their own behavior (Narvaez, 2008).

Definitions

Leadership is the influence of a person over a specific group of people whereby the individual does specific practices that are intended to equip and motivate the group to accomplish mutually agreed upon goals (Bass & Riggio, 2006; Burns, 2007; Burt & Nanus, 1985; Clinton, 1993).

Character education is specific educational strategies employed to encourage the development of virtues, values, and moral decision making among children and adolescents (Lickona & Davidson, 2005; Lickona, Schaps, & Lewis, 1995).

Student trust is understood as the degree to which the student is willing to follow the leadership of the teacher (Forsyth, Adams, & Hoy, 2011; Noddings, 2002). Student trust is the student's perception that the teacher is worthy of following (Corrigan et al., 2004).

Moral commitment is understood as the student's ethical motivation and resultant ethical action (Narvaez, 2006; Narvaez, Bock, Endicott, & Lies, 2004). Once a student perceives a situation as requiring an ethical decision, moral commitment is the degree of commitment that the student has toward performing what they perceive as the proper course of action (Sternberg, 2012).

Transformational Leadership is the approach toward leadership whereby the leader seeks to create an environment where followers are enabled and empowered to fulfill their responsibilities. The leader perceives the follower as an individual with potential, emotions,

needs, and dreams (Burns, 2007). A chief part of the leader's task is to assist followers to reach their own potential within the framework of the organization's mission (Bass & Riggio, 2006).

Transactional Leadership is based on the proposition that there is exchange of goods between the leader and the follower. In a typical context, this exchange consists of the leader's payment of a wage and the follower's contribution of skills, efforts, and time toward the organization's mission.

Full Range Model of Leadership is a model of leadership that captures the dynamic aspect to leadership. This approach recognizes that leadership is fluid and sometimes takes different approaches. The model presents the range of leadership beginning with authoritarian leadership moving on to democratic leadership and ending with hands-off leadership (Bass & Riggio, 2006).

Kouzes and Posner's Approach to Leadership is a model of leadership based on determining the best practices of leaders in a variety of contexts and situations. The leader exercises this leadership through specific and identifiable leadership practices (Kouzes & Posner, 2007).

Servant Leadership is the approach toward leadership where the leader serves the follower. Servant leadership is an intentional broadening of the vision of the leader to include the followers as individuals and persons. The servant leader intentionally does not see followers as means to an end. Rather, the servant leader sees the individuals within the organization as valuable (Greenleaf, 1977).

Teacher Leadership Practices are the application of the theory of leadership to an individual class. In this study it is recognized that teachers perform the functions of leaders within the classroom. They establish and present the vision for what is going to be learned. The

teacher enables students to reach the educational objectives for the class. The teacher encourages the hearts of students as they work. The teacher models the desired behaviors for the class. Last, the teacher challenges the process by constantly seeking new ways for the student to succeed in learning.

Commitment to Ethical Goodness is the student's level of valuing what is generally accepted as positive values. Ethical goodness is understood as moral locus of control, ethical goodness, and ethical self-regulation (Narvaez, 2008). The students' commitment to ethical goodness is understood to be their perception of how good they are, what is the source for their sense of right and wrong, how context influences their behavior, and the importance of good behavior in general (Narvaez, 2008).

CHAPTER TWO: REVIEW OF THE LITERATURE

In education, there has been a consistent focus over the last thirty years on improving the character of today's young people. The character education movement has been the most recent implementation of strategies and approaches formulated to assist students to become people of positive character. The desire to see young people develop positive qualities is thoroughly biblical. Proverbs 22:6 states, "Train up a child in the way he should go; even when he is old he will not depart from it" (ESV). The desire to see young people live positive and prosocial lives is the reason why the leadership of the teacher in the classroom is important (Schultz, 1998).

The character education movement has focused primarily on content and process in educating young people for ethical behavior (Bennett, 1991; Kohlberg, 2010). The significance of the leadership of the teacher has largely not been addressed in studies related to character education. This dissertation examines the significance of the leadership of the teacher as it relates to providing a context for effective character education. The effective leader of the class transforms the culture of the class into an effective learning environment (Osman, 2012). The learning environment is conducive to assisting students to learn positive character traits (Lickona & Davidson, 2005). The theory of Transformational Leadership provides this study with a theoretical framework for understanding how leadership in general and the leadership of teacher in particular affect the moral culture of a group (Bass & Riggio, 2006; Burns, 2007). Further, the studies of Kouzes and Posner into effective leadership practices will assist this study in determining the strength of teachers' transformational leadership (Kouzes & Posner, 2007).

The Background of the Character Education Movement

Character matters. The desire to see young people live positive, healthy lifestyles that contribute to society and the world at large is important. In education, there has been a

consistent focus over the last thirty years to improve the character of today's young people (Kohlberg, 2010; Lickona, 1991). The character education movement has been the most recent implementation of strategies and approaches formulated to assist students to become people of positive character (McClellan, 1999).

The desire to see young people develop positive qualities is thoroughly biblical. The Old and New Testament demonstrate an expectation that parents will teach their children how to maintain a covenant relationship with God. Deuteronomy 6:7 (ESV) states, "You shall teach [God's commandments] diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise." The New Testament expresses the same desire to see young people taught how to live. Paul, in his writing to Titus, states the following:

> But as for you, teach what accords with sound doctrine. Older men are to be sober-minded, dignified, self- controlled, sound in faith, in love, and in steadfastness. Older women likewise are to be reverent in behavior, not slanderers or slaves to much wine. They are to teach what is good, and so train the young women to love their husbands and children, to be self- controlled, pure, working at home, kind, and submissive to their own husbands, that the word of God may not be reviled. Likewise, urge the younger men to be self- controlled. Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech that cannot be condemned, so that an opponent may be put to shame, having nothing evil to say about us. (Titus 2:1-7, ESV)

It is clear the Bible expects the older generation of believers to pass on to children a living faith that results in obedience to the Lord.

Education in America has traditionally been associated with character development

(Lickona et al., 1995). In the Colonial Era of American history, parents assumed the role of educating their children to read and write. They also provided moral education to their children (McClellan, 1999). As America developed and expanded westward, many states began to provide public education for children. Education still presented moral teaching to students through textbooks that were heavily influenced by Protestant morality (McClellan, 1999). There was a concurrent emphasis in the early period of public education on women teachers because of their character and reputation for moral purity (McClellan, 1999). The goal of moral education was to develop a powerful conscience among young people. This conscience was described by Horace Mann, a leading proponent of public education, as a "barrier, so thick and high, between the principles of right and wrong, in the minds of men, that the future citizens will not overleap or break through it" (McClellan, 1999, p. 26).

In recent years, character education has received a renewed emphasis and focus. In 1994, the United States Congress authorized the creation of the Partnerships in Character Education Program (Department of Education, 2005). One of the six goals of the US Department of Education is "to promote strong character and citizenship among our nation's youth" (Department of Education, 2005, p. 1). States have followed the lead of the Federal government in establishing and endorsing character education in public schools (Department of Education, 2005). The government intends that schools offer "multiple opportunities for students to learn about, discuss and enact positive social behaviors" (Department of Education, 2005, p.1). The government has recognized the need for education to include a focus on students learning moral values.

Not surprisingly, there has been a strong response to the need for students to learn values and virtues. Broadly speaking, character education has taken three different approaches toward

educating students to live ethical lifestyles (Sarid, 2012). Usually, the backgrounds of the theorists and researchers determine how they approach character education. These approaches can be identified as either focused on process, on content, or a combination of process and content.

Process-oriented approaches focus primarily on a student's development or capacity for ethical decision-making. Just as a student develops the capacity to think abstractly, the student develops the capacity for empathy and justice. Kohlberg was the prime spokesperson for this approach. Kohlberg believed that moral development is the result of psychological development (Kohlberg, 2010). Children process ethical decisions differently than adolescents. In order to assist a person to think and act ethically, the person must be taught how to process ethical decisions (Kohlberg, 2010). The teacher's role in Kohlberg's approach is to facilitate the discussion of the students so that each student is encouraged to go through the process of forming ethical decisions. Kohlberg even developed schools that were designed around students learning to practice justice (Kohlberg, 2010).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) promotes a process-oriented view toward character development. CASEL uses Social and Emotional Learning (SEL) as a framework for evaluating and promoting specific character education programs. SEL is the "process of developing fundamental social and emotional competencies in children" (CASEL, 2003, p. 5). SEL programming recognizes that risk factors can produce a variety of problem behaviors and the "best learning emerges from supportive relationships that make learning challenging and meaningful" (CASEL, 2003, p. 5). The five core values in SEL are self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. The goal is to develop these core values within children through supportive,

challenging, and meaningful relationships. CASEL directs schools to establish school environments that are safe, caring, well managed, and participatory. In addition, students should be provided instruction in each of the core values. CASEL theorizes that within this type of environment, positive academic and behavior development will result.

The second major approach in teaching character education focuses on content as the basis for character development. William Bennett has had a major influence on this approach. Bennett believes that there needs to be a moral base of knowledge which a student draws upon when forming ethical decisions (Bennett, 1991). Students learn about morals from studying people and stories that teach virtues (Bennett, 1991).

An example of the content approach toward character education is the 8 Keys of Excellence. The 8 Keys of Excellence are an educational program designed to teach principles to students. The 8 Keys of Excellence are built upon the insights into character education of Dr. Victor Battistich. In his research, he found that the two primary factors to influence the positive character of students were the student's sense of connectedness to family and to school. The 8 Keys of Excellence approach emphasizes creating positive relationships between adults and youth. These relationships generate a place where youth "feel accepted, supported, and valued as contributing members of the school community" (Battistich, 2008, p. 83). In addressing the student's sense of connectedness to school, this program seeks to educate students through lessons and reinforcement in eight principles (Learning Forum, n.d.). The eight principles consist of the following: integrity, learning from mistakes, speaking honestly and kindly, making the most of every moment, commitment, taking responsibility for actions, being willing to do things differently, and living the best life (Learning Forum, n.d.).

The third approach the character education is to combine content and process into a

systematic approach. Thomas Lickona is a major architect of this third approach. Lickona maintains that a general approach whereby moral content is learned and ethical decision-making is processed provides an effective means of instilling values in students (Lickona, 1991). Ryan and Bohlin (1999) also emphasize this third approach of combining content and process. Teachers engage students in learning about virtue and positive moral behaviors. Contiguous with this learning is a determined effort to reinforce positive moral decision-making (Lickona, 1991; Ryan and Bohlin, 1999).

An example of a systemic approach toward character education is Positive Behavioral Interventions and Support (PBIS). School-wide PBIS is a behavioral approach toward affecting the behavior of students (Department of Education, 2010). This approach emphasizes a few broad rules that are established primarily by the adult leadership on a campus. An example of a rule might be "Be Respectful." The adults determine what being respectful entails, then they consistently enforce these expectations. A key to this approach is the broad application of the same rule throughout the campus (Simonson, Sugai, & Negron, 2008; Department of Education, 2010). School-wide PBIS is built on specific outcomes, data on behaviors, clearly identified practices, and supportive systems that facilitate implementation (Simonsen et al., 2008). PBIS is centered on creating a representative team of influential leaders who are responsible for the overall administration of the program. A key element of the team's success is to gain "buy-in" from at least 80% of the faculty (Simonson et al., 2008). The team is responsible for identifying three to five key rules that can be broadly implemented throughout the school. The next step is to identify specific behaviors which fulfill each rule in a variety of situations. For example, the rule "be respectful" might consist of one set of behaviors in the cafeteria and another set of behaviors in class. It is important that the behaviors are clearly identified. These rules and the

accompanying behaviors are taught in lessons to students. Reinforcement for positive behavior and correction for violation of the rule is accomplished through increased supervision in non-classroom areas. The teacher and teacher aides supervise classroom behavior. Ongoing data collection and analysis provides course corrections for the implementation of the program. Teachers and other faculty are rewarded for their effective implementation of the program in their classes and areas of responsibilities.

The Search Institute has formulated another example of a systematic approach toward character education. The Search Institute has conducted extensive research concerning young people in order to determine assets that assist them to succeed in life. They have identified forty different assets that are present to some degree in adolescents' lives as they mature into responsible and productive adults ("Forty Developmental Assets," 2006). Studies demonstrated that the more students reported having these assets present in their lives, the more likely students were to report positive, prosocial outcomes in their lives (Scales & Hong, 2010). These assets are developed as students participate in developmental relationships and as students live within developmental communities. The Search Institute's strategy is to identify how caring adults and communities can intentionally implement and develop the 40 different assets in the lives of teenagers (Search Institute, 2014). The Search Institute has organized the 40 assets into external and internal assets (Search Institute, 2006). The external assets are categorized under support, empowerment, boundaries/expectations, and constructive use of time. The internal assets are categorized under commitment to learning, positive values, social competencies, and positive identity. A key part of the Search Institute's approach to assisting students is the concept of developmental relationships. These relationships, which are found in different venues in the student's life, are places where care, challenge, support, power, and access to possibilities are

provided to the student (Search Institute, n.d.). In addition to developmental relationships, the Search Institute also advocates the increased assistance of the broader community in the life of the adolescent (Search Institute, n.d.). This includes the schools, but also broadens to include churches and businesses in the development of the adolescent.

While the significance of content, teaching ethical decision-making, and systematic approaches have been studied to determine their respective influences on the character development of the student, there is a significant factor in these theories that has not been studied. The leadership of the teacher would seem to be a significant factor in each of these approaches. The leadership of the teacher has been determined to be a significant factor in studies related to students' academic achievement (Bolkan & Goodboy, 2009). Does the leadership of the teacher have a similar significance on students' successful character development? This study sought to address this question.

The Importance of the Leadership of the Teacher

The study of the leadership of a teacher is significant for a number of reasons. First, this study related to the ongoing effort to improve the effectiveness of classroom instruction. A leader influences a group of people to achieve common goals (Kouzes & Posner, 2007). This definition relates to teacher leadership. In studying the effect of certain leadership practices on student trust and student commitment to ethical goodness, this study addressed a major focus for improving the effectiveness of education in general and character education in particular (Coggins & McGovern, 2014; Lickona et al., 1995).

Second, this study accepted Kouzes and Posner assertion that leadership can be defined in terms of specific practices and actions on the part of a teacher. Therefore, leadership can be learned and developed through proper training and reflection (Kouzes & Posner, 2007). This

proposition provides a rationale for the teacher experiencing ongoing training and evaluation both in a formal and in an informal manner. This study provided a snapshot of how the leadership of a teacher is perceived by a group of students. It also established the degree that these leadership practices influence student attitudes. This information would be useful to a teacher who was committed to ongoing development and reflection (Taylor, Goeke, Klein, Onore, & Geist, 2011).

Third, this study relates to the principal as leader on the campus. The tools that are utilized in this study would be useful to a principal who was seeking an objective means for establishing how a teacher specifically or teachers in general can improve their leadership in the classroom (Kouzes & Posner, 2007). An administrator can easily utilize the approach of this study in seeking to objectively measure the leadership practices of the teacher, the level of student trust in the teacher, and the students' commitment to ethical goodness. This model would provide some objective basis for determining an agenda for in-service training at a local school (Hallinger, 2003).

Fourth, this study also relates to institutions that train educators for the work of leadership. Graduate schools must determine the objectives they believe to be essential for a person to be equipped to become an effective educator (Xu & Patmor, 2012). The hypothesis of this study was that the leadership of the teacher establishes a climate in the classroom conducive to students learning and practicing the prosocial values desired in character education programs. This hypothesis would suggest that graduate schools should address the need for teachers to learn about leadership and to practice developing the leadership skills they will implement in their career.

Fifth, if the hypotheses of this study are valid, then the leadership of the teacher becomes

a critical component for the success of any particular approach in character education. The leadership practices of the teacher would become an important consideration when implementing a character education program (Lickona & Davidson, 2005). Similarly, the leadership practices of the teacher would be an important factor in evaluating the effectiveness of a character education program.

The Purpose of this Study

The purpose of this multiple regression study was to examine the predictive relationship of the leadership practices of the teacher in relation to student commitment to ethical goodness. A second predictive variable, the level of student trust in teacher, was added to form a second model. This study focused on the relationship between effective leadership practices performed in the classroom, students' trust in teachers and student commitment to ethical goodness.

The specific practices of effective leaders have been studied and categorized. Kouzes and Posner (2007) have identified five basic leadership practices: modeling how to accomplish tasks, casting vision, challenging how things are done, enabling others to accomplish tasks, and encouraging others. Observation has demonstrated that these practices are present whenever effective leadership is occurring (Kouzes & Posner, 2007). This study added to what has already been studied by applying these categories to the practice of teachers.

Teacher leadership in the classroom has already been determined to be a significant factor in the academic achievement of students (Bolkan & Goodboy, 2009). The influence of a teacher extends to creating a positive atmosphere for learning in the classroom (Osman, 2012). This study broadens the study of the effects of teacher leadership to include student trust in the teacher and student commitment to ethical goodness.

The purpose of this study was to examine one factor, teacher leadership, in character

education. This study sought to determine the relationship of this predictive variable on the student's commitment to ethical goodness. Further, student trust was added to determine whether this factor strengthened the model. Student trust and student commitment to ethical goodness are important in a successful character education program (Lickona, 1991b). Whether the character education approach is content-oriented, process-oriented, and a combination of both, the relationship between the teacher and student needs to be positive and conducive to achieving the goal of prosocial student values and behaviors (Noddings, 2002; Ryan & Bohlin, 1999). This study examined the significance of leadership in the process of creating such a working relationship between teacher and student.

Theoretical Framework

This dissertation was focused on the importance of the leadership of the teacher in effective character education. This dissertation did not establish any one of the character education approaches addressed as more effective than the others. This dissertation did recognize that in each approach the teacher is a pivotal factor in the effective implementation of the given approach. The focus of this study was on establishing an understanding of teacher leadership both in terms of definition and particular practices. The theoretical framework for leadership in this study was based on the following leadership models: transformational leadership, transactional leadership, full range model of leadership, Kouzes and Posner's theory of leadership, and servant leadership.

Definitions of Leadership

Leadership has been studied to a great extent. There is a plethora of information and research about leadership in general. The purpose of this section of the literature review is to

establish a basic definition of leadership in order to properly present a theoretical framework for this study.

Leadership can be broadly understood as influence over a given group (Kouzes & Posner, 2007). A leader, by definition, leads a group of people toward a desired outcome. Warren Bennis and Burt Nanus describe the leader as "one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change" (Bennis & Nanus, 1985, p. 80). Bennis and Nanus highlight the proposition that leadership is fundamentally transformative in nature. A leader utilizes the power that is inherent within a group to "translate intention into reality" (Bennis & Nanus, 1985, p. 80). Leadership is transformative in that it moves the group toward a desired future (Ford, 1991). Leaders "empower us to be more than we have been" (Ford, 1991, p. 15).

Leadership begins with the leader. It involves the leader's heart, head, and hands (Sergiovanni, 1992). The heart represents the values, beliefs, and vision of the leader. The head represents the teacher's theory of practice. Sergiovanni emphasizes that a leader utilizes theory in order to inform decisions. "Reflection, combined with personal vision and an internal system of values, becomes the basis of leadership strategies and actions" (Sergiovanni, 1992, p. 7). The leader's hands are actions, practices, and strategies. Leadership flows from the leader's values, vision, theory of practice, and actions (Oster, 1991).

Leadership occurs when an individual takes some type of action that influences a group of people. Robert Clinton describes leadership action as occurring when a person influences a group so that the group acts or thinks differently (Clinton, 1993). "Leadership is a dynamic process over an extended period of time in various situations in which a leader utilizing

leadership resources, and by specific leadership practices, influences followers, toward accomplishment of aims, mutually beneficial for leaders and followers" (Clinton, 1993, p. 25).

Leadership is an ongoing process whereby assessment is being made of progress toward the desired outcome for the group. Leadership can be understood to be an ongoing learning process for both the leader and those being led (Bennis & Nanus, 1985). The leaders and followers assess how far they have come in reaching goals. They then work together to establish new goals and procedures. The leader is constantly evaluating progress and detecting obstacles toward fulfilling the vision of the organization (Oster, 1991). In this sense, leadership involves, by definition, learning and education. Senge referred to this type of learning as "real learning" (Senge, 1990, p. 14). The leader and the followers work together to expand their capacity for achievement. "For a learning organization, adaptive learning must be joined by generative learning, learning that enhances our capacity to create" (Senge, 1990, p. 14). Leadership is working with individuals to learn together how to reach mutual and valued goals.

These definitions of leadership apply to teachers in a classroom. By utilizing resources and by using specific strategies designed to influence attitude and behavior, the teacher influences students toward reaching educational objectives (Farr, 2010). The teacher's values and beliefs combine with a theory of learning to guide the teacher in designing activities for the benefit of students (Farr, 2010). Effective teachers are effective leaders in the classroom.

This literature review will build on these definitions of leadership. This review will examine several theoretical understandings of leadership. These theories will provide the framework for understanding the teacher's leadership in the classroom. A general framework will be established for understanding effective teacher leadership based on the concepts of

transformational leadership, transactional leadership, the full range of leadership model, the five best leadership practices established by Kouzes and Posner, and servant leadership.

Transformational Leadership

The concept of transformational leadership has become dominant in recent leadership thinking. Transformational leadership results in a follower being motivated and equipped to reach for goals that go beyond simple self-interest (Burns, 2007). The leaders relate to their followers through specific leadership practices that transform the situation, the followers, and the leaders themselves. The transformational leader seeks to engage followers in creating new possibilities for the organization based on values that are common to all humans (Burns, 2007).

Transformational leadership seeks to transform the follower through inspiration and personal consideration (Bass & Riggio, 2006). The transformational leader sees the follower as an individual that is in the process of growth. The transformational leader sees the follower through eyes focused on potential. "Transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to innovative problem solving, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support" (Bass & Riggio, 2006, p. 4). Transformational leadership is vision laden and value laden. The transformational leader develops and presents a vision of what the learner can become through engaging in the learning process. At the same time, the transformational leader holds certain values about life in the class and outside the class.

Transformational leaders recognize themselves as a part of a community. The heart of any healthy community is a relationship based on trust between the members of the community. Bass and Stedlmeier (1999) explain the role of trust-based relationships in leadership as follows:

Ethical norms and behavioral ideals should not be imposed but freely embraced. Motivation should not be reduced to coercion but grow out of authentic inner commitment. Questioning and creativity should be encouraged. Followers should not be mere means to self-satisfying ends for the leader but should be treated as ends in themselves. (p. 186)

The moral norms that define a healthy relationship are the foundation for transformational leadership (Bass and Stedlmeier, 1999).

Bass present transformational leadership as consisting of four primary practices. All of these practices are appropriate in education. These practices consist of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

The first practice of transformational leadership is the leader practicing *idealized influence* by being a role model for followers (Bass & Riggio, 2006). The values that the transformational leader presents are embodied within the leader's life (Bass & Stedlmeier, 1999). Bass recognizes that there is a spiritual dimension to the transformational leader. The values of a leader reflect a moral commitment by the leader. This type of leader sets high standards that are meant for emulation. The transformational leader provides a living example of the value of being a learner. Such leaders live by what they expect the follower to be and to do.

Teachers have traditionally been thought of as role models for their students (McClellan, 1999). Teachers provide idealized influence in the lives of students through the practical implementation of the teacher's values (Klaassen, 2012). This type of influence requires the teacher to exercise moral courage in the classroom. A teacher walks into the classroom with principles and values that have been developed through the process of education. Hopefully, these values and principles are positive and reflect virtues. In seeking to transform the classroom

into an effective learning environment, the teacher provides idealized influence by giving expression to values or virtues (Klaassen, 2012). Fallona (2000) sought to determine how teachers implemented virtues in the classroom. Using Aristotle, she identified the following virtues: bravery, friendliness, truthfulness, wit, honor, mildness, magnanimity, magnificence, generosity, temperance, and justice (Fallona, 2000). Idealized influence is based on the teacher's actions and attitudes within the classroom. In other words, idealized influence results from how well the teacher allows these virtues to be expressed through words and actions (Fallona, 2000).

The second practice in transformational leadership is *inspirational motivation*. Inspirational motivation is recognizing the challenges involved in accomplishing the goals and engaging followers to reach those shared goals (Bass & Stedlmeier, 1999). The leader appeals to the best in people and seeks for individuals to adopt broader goals as their own personal goals. Bass recognizes that this type of motivation is empowering to followers. "It is motivational and enabling, highlighting a new realization and transformation of the person" (Bass & Stedlmeier, 1999, p. 188). Inspirational motivation begins with the personal enthusiasm of the leader (Bass & Riggio, 2006). Inspirational motivation goes beyond this. It is the intentional effort of the leader to motivate the follower toward being involved in the achievement of common goals.

A teacher is to seek to motivate students toward the educational goals of the classroom. Studies have indicated that a teacher who connects relationally with students provides a context for intrinsic motivation (Sakiz, Pape, & Hoy, 2012). A teacher who listens, demonstrates respect, recognizes effort, and is fair toward students provides the context for students to be inspired to work hard toward goals. In this study, Sakiz et al. establish the developmental need for children and young adolescents to have a positive relationship with their teacher and to feel

included in the life of the class (Sakiz et al., 2012). As the leader, the teacher creates a class that focuses on goals and on relationships.

The third practice of the transformational leadership is *intellectual stimulation* (Bass & Riggio, 2006). Intellectual stimulation is providing all the information necessary to assist the follower to creatively and productively reach the shared goals of the organization (Bass & Stedlmeier, 1999). A goal of intellectual stimulation is for both the leader and follower to be free to question basic assumptions of the situation in order to reach the shared goals. Transformational leadership results in followers being engaged in thinking and acting to solve problems and be creative. The relationship between the teacher and student in a class setting can lead to moments of discovery for the student that are transformative (Cohen, 2009). The transformational leader stimulates followers to be involved through questioning assumptions, reframing problems, and encouraging creativity. The leader encourages followers to go beyond the expectations and pursue their own interests in the subject (Bass & Riggio, 2006).

Intellectual stimulation is at the heart of teaching. However, simple exposure to the contents of a subject rarely results in intellectual stimulation. Teachers seek to engage students in ways that the subject matter can be understood and comprehended by the students. A current emphasis in education is the concept of differentiating the learning process so that the individual student's needs are specifically addressed. Teachers differentiate instruction by content, process or product based on student readiness, interest, and learning profile (Prezzler, 2006). By differentiating instructional content, process, or product to the student's academic readiness, the teacher seeks to stimulate the intellect of the student in a manner that is appropriate to the student (Beam & Keith, 2011). Differentiation recognizes that transformation in the classroom happens

student-by-student. This recognition allows for there to be a variety of creative and productive results produced by students (Trilling & Fadel, 2009).

The last practice of the transformational leader is *individualized consideration*. The transformational teacher seeks to mentor each student toward learning and growth (Bass & Riggio, 2006). It is individualized consideration that sets transformational leadership apart from traditional leadership (Bass & Riggio, 2006). Transformational leadership is concerned about the growth and development of the follower for the follower's sake (Bass & Stedlmeier, 1999). Transformational leadership is similar to coaching or mentoring an individual. The focus of the leaders is on each individual they are leading. The transformational leader in the classroom establishes a safe and trusting atmosphere so that the individual student feels secure (Boyd, 2009).

In a similar manner, teachers provide individualized consideration for their students. Effective teachers have one eye on the objectives for the course and the other eye on the students they are teaching (Tomlinson, 1999). The teacher monitors the progress of the student in relation to the objectives. For those students who are struggling, the teacher provides additional resources or assistance so that every student has the opportunity to succeed. The priority of the effective teacher is on the individual student's success in the classroom and in life (Prezzler, 2006). Ultimately, the focus on students is one of the most important contributions of transformational leadership to the classroom.

James Burns describes the transformational leader as a person who understands and connects with the values and desires of the follower (Burns, 2007). Followers are motivated to follow certain leaders because those leaders address some fundamental desire and want in their life. Transformational leaders understand the desires and wants of their followers. The leader

then presents a plan that addresses those fundamental needs. Transactional leaders address the needs of followers as well. The difference between transformational leadership and transactional leaders is that transformational leaders seek to change the circumstances and the followers to be aligned with the fundamental values of the followers. "Quantitative changes are not enough; they must be qualitative too. All this does not mean total change, which is impossible in human life. It does mean alterations so comprehensive and pervasive, and perhaps accelerated, that new cultures and value systems take the place of the old" (Burns, 2007, p. 24).

Burns understands transformational leadership to be leadership focused on "big ideas" and enduring values (Burns, 2007). The transformational leader has a vision for what might be and presents this vision in a compelling way to the followers. The key for the transformational leader is an understanding of what is fundamentally important to the follower and to the circumstances both the leader and follower face together. For Burns, the values that endure are order, liberty, equality, justice, and the pursuit of happiness (Burns, 2007).

Burns's understanding of transformational leadership is important for the transformational teacher. In a broad sense, the teacher should present a vision for the subject. This vision should address how the subject being learned relates to the fundamental needs and wants of the students. However, the teacher should adopt a deeper vision than simply stating the relevance of the subject to the life of the student (Boyd, 2009). The teacher should form and articulate a vision of what the learner can become. This vision of what the student could be serves as a motivational tool in the life of the student.

Transactional Leadership

Transactional leadership is leadership through rewards and consequences (Bass & Riggio, 2006). The basis of transactional leadership is contingent reinforcement (Bass &

Stedlmeier, 1999). The leader and followers have either a formal or informal understanding of a transaction that will take place between leader and follower in the given context. The simplest example of this would be a business relationship where the leader and follower agree upon a salary in exchange for services performed. Contingent reinforcement is not limited to financial benefits; it may involve rewards and recognition in the organization.

In transactional leadership, the leader leads by monitoring the performance of the followers to ensure that the followers are fulfilling their obligations (Hackman & Johnson, 2009). The leader responds to the performance of the follower. If the followers are fulfilling their obligations, there are rewards and benefits (Bass & Riggio, 2006). If the follower is not fulfilling their obligations satisfactorily, then the leader responds with corrective action in order to improve performance (Bass & Stedlmeier, 1999).

Transactional leadership seeks to motivate people according to Maslow's Hierarchy of Needs (Hackman & Johnson, 2006). According to Abraham Maslow, people seek to meet five levels of needs: physiological needs, safety needs, belonging and love needs, self-esteem needs, and self-actualization needs (Maslow, 1998). The transactional leader focuses primarily on rewards relating to physiological, safety, and belonging needs. The assumption of the transactional leader is that rewarding a person in these areas will result in the fulfillment of the formal or informal understanding between the leader and the follower (Hackman & Johnson, 2006).

The moral value of transactional leadership depends upon the integrity of the leader in keeping with the written understanding of the working relationship with the follower (Bass & Stedlmeier, 1999). The moral legitimacy of transactional leadership depends on "telling the truth, keeping promises, distributing to each what is due, and employing valid incentives or

sanctions" (Bass & Stedlmeier, 1999, p. 185). The transactional leader and follower are both bound by the understanding of obligations and rewards.

In many ways, transactional leadership explains how classes typically operate (Minter, 2011). There is often a written agreement called a "syllabus" that is presented by the teacher or school that explains what the teacher will teach and how the student is to respond in order to be successful in the class (Wong, 2009). The teacher provides a service for the student; the teacher presents information and learning strategies to the student. The teacher manages the class behavior (Canter & Canter, 2001). The student responds and participates to these activities. The student receives certain benefits or consequences for participation in class. There is an exchange between teacher and student. There is a transaction between the leader and the follower.

Full Range Model of Leadership: Transactional Leadership and Transformational Leadership

For a significant period of time, leadership theorists assumed that transactional leadership and transformational leadership were contrasting styles (Hackman & Johnson, 2009). In more recent studies, theorists have begun to suggest that transformational leadership and transactional leadership complement one another (Bass & Riggio, 2006). In fact, transformational leadership augments transactional leadership. The leader needs both styles in order to effectively lead a group of people toward meaningful goals (Bass & Stedlmeier, 1999).

Bass and Riggio (2006) developed what they call a "Full Range of Leadership Model." The Full Range of Leadership Model presents a continuum of leadership practices and activities. This continuum places the transformational leader at one end of this model; on the other end of this continuum are the leaders who do not lead those in their care. This lack of leadership is referred to as "Laissez-Faire" Leadership (Bass & Riggio, 2006; Hackman & Johnson, 2006).

This is the least effective mode of leading. In between transformational leadership and laissez-faire leadership is transactional leadership. As has been mentioned, transactional leadership is based on a social contract whereby the leader and follower each exchange certain goods or behaviors (Bass & Riggio, 2006).

The Full Range of Leadership Model demonstrates that the relationship between leaders and followers is fluid. In any given leader-follower situation, there will be a social contract that expresses the obligations of both leader and follower. The social contract will also express rewards and consequences of the leader-follower situation. Within the context of this social contract, the transformational leader provides leadership that goes beyond the social contract and seeks to make a personal and lasting change in the follower (Bass & Riggio, 2006).

The leader in the Full Range of Leadership Model at times may be authoritarian or democratic. At times, the leader may be directive or participatory (Bass & Riggio, 2006). Transformational leadership incorporates styles that work with the given motivation and skill level of the follower (Bass & Riggio, 2006). Transformational leadership is personal. The person of the leader becomes involved with the individuals under the leader's care to reach a common vision (Bass & Riggio, 2006).

The understanding that a leader will at times operate as a transactional leader and at other times as a transformational leader creates a model for evaluation and planning. Both styles of leadership will be necessary at times given the contingencies of the leadership situation (Bass & Riggio, 2006; Hackman & Johnson, 2006). The frameworks of transactional leadership and transformational leadership contain certain tools that are beneficial to a leader. These tools include contingent reward, management by exception, charisma, individualized consideration,

inspiration, intellectual stimulation, and laissez-faire (Hackman & Johnson, 2006). A leadership situation might call for any of these tools at a given time.

Kouzes and Posner's Approach to Leadership

James Kouzes and Barry Posner conducted research into exemplary leadership in a wide variety of fields. They identified five best practices that leaders performed: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the hearts of followers (Kouzes & Posner, 2007). Kouzes and Posner emphasized that their results show that leadership consists of a set of practices that can be learned and practiced by anyone.

Leadership is not an innate ability that some have and others do not have. Rather, "leadership is an identifiable set of skills and abilities that are available to all of us" (Kouzes & Posner, 2007, p. 23). Exemplary leaders work with followers to make significant things happen in the life of the organization.

First, the leader *models the way* (Kouzes & Posner, 2007). The leader puts into action the values of the organization. In this manner, the leader models the way for others in the organization (Klaassen, 2012). Teachers put into action the values of education, in general, and of the school, in particular. The teacher as leader is the living example of what education can produce (Sanger & Osguthorpe, 2013).

It is important for each leader to clarify one's own set of values in relation to education (Sergiovanni, 1999). Values are what guide decisions, give meaning, and provide direction for an individual (Kouzes & Posner, 2007). All teachers need to settle in their own minds what is important about education. All teachers should have a personal mission statement that explains why they do what they do (Wong, 2009). This understanding provides a framework for all that

the teacher is attempting to accomplish in leading a class. Hopefully, the teacher's sense of mission is congruent with the school's mission as well.

The teacher's sense of purpose is important because the teacher sets the example for the student (Lumpkin, 2008). More than the teacher's words, his actions will speak loudly about what is important and what is not important. In most settings, the non-verbal example of the teacher will be the message the students perceive when they think of the teacher's model (Klaassen, 2012). The teacher models the way for the students. A teacher's example provides a visible demonstration of values (Schwartz, 2007). It is important for teachers to be intentional about what values they display in front of their students.

The teacher influences students through modeling the values and virtues of education. In a Christian school setting, this modeling includes the values of Christian education. Fisherman (2013) determined that teachers in religious schools influenced students in their understanding of religion and the practices of religion. Fisherman compared the influence of parents, teachers and peers on Israeli adolescent students. While all three groups influenced students in their religious identity formation, parents had the most influence with teachers following (Fisherman, 2013). In religious boarding schools, teachers were determined to have a more pronounced role in adolescent religious identity formation (Fisherman, 2013). Teachers do have influence as role models in the lives of students.

Teachers as moral models will articulate the moral content of their behaviors in class (Kristjansson, 2006). The teacher explains a given moral virtue, why it is important, and how it contributes to the immediate class and the overall community. This type of overt modeling of moral virtues elevates the teacher as a model of the virtue, resulting in the teacher presenting a call for the student to intentionally adopt that virtue. This call seeks "to evoke in moral learners

an inwardly experienced, emotionally driven demand for self-transformation" (Kristjansson, 2006, p. 48).

The teacher as a role model of moral virtue influences students by reinforcing through words and behaviors moral virtues in the students (Sanderse, 2013). When the teacher explains his own behaviors and values, it stimulates the thinking of the student in regards to moral virtue (Sanderse, 2013). In effect, the teacher teaches about the desired virtue as a part of the education of the class. Educating about the virtue highlights the virtue as something to be desired by the students (Sanderse, 2013). "Understanding is paramount for moral development, because it enables student to acquire for themselves the virtue that teachers embody" (Sanderse, 2013). However, the teacher as a role model of the virtue establishes an environment where the student's behavior is affected by positive and negative reinforcements (Sanderse, 2013, p. 36-37). By embodying the moral virtue and reinforcing adoption of the virtue by the student, the teacher establishes an environment that has an emotional effect on the student. The students become aware of a lack of the virtue in their lives and seek to address this lack (Sanderse, 2013). In this way, the student is motivated through the teacher's overt behavior and the direct teaching about the virtue (Sanderse, 2013).

Second, positive leaders *inspire a shared vision*. Positive leaders present a preferable direction in which the organization should proceed (Kouzes & Posner, 2007). The leader communicates where the class is headed and why that direction is important (Hackman & Johnson, 2009). The leader connects with the students so that students are inspired as they move through the process of education (Kouzes & Posner, 2007). "Transformational teachers communicate to students the difference that an education can make in their lives, thus providing students with a compelling vision of their future" (Boyd, 2009, p. 53). This positive vision

fosters positive youth development and learning that equips students to contribute in a positive way to society (Cohen, 2009).

Positive teachers connect with students' emotions (Den Brok, Brekelmans, & Wubbels, 2004). People are moved by ideas that tie into their emotions (Hackman & Johnson, 2009). Nowhere is this more needed than the classroom. The positive leaders in the classroom will connect with the drives and interests of the students (Farr, 2010). The result will be self-motivation among the students. Kouzes and Posner note that connecting with followers' values and interests is communication-driven (Kouzes & Posner, 2007); the positive leader communicates in ways that help students develop emotional ties to what they are learning. Hackman and Johnson (2009) state that leaders use symbols and stories to connect with people's emotions. Positive teachers do the same; they present to the students symbols and stories that they can identify with as they progress toward learning objectives.

While the teacher forms the vision for classroom activities, the teacher is also careful to discern student aspirations for the educational process (Kouzes & Posner, 2007). Each student has certain hopes for what will happen in and through the educational process. Some of these hopes are social. Some of these hopes are vocational. Some of these hopes are interest-oriented (Walkey, McClure, Meyer, & Weir, 2013). As a professional, the educator understands the developmental needs of the student for competence in academic work and acceptance by peers (Walkey et al., 2013). All of these factors are important as the teacher articulates a general vision for the educational process as well as a specific vision for that day's lesson. Vision casting is inherently an interpersonal process whereby the teacher addresses the student's aspirations (Farr, 2010).

Positive leaders will encourage the students to take pride in their work (Farr, 2010). This

process begins with the high expectations of the teacher toward each student. The teacher must believe that the students are capable of great things (Lickona & Davidson, 2005). Vision moves people to take action. Positive teachers move the emotions of their students to take action in learning new ideas.

Positive leaders in the classroom intentionally seek to cultivate an atmosphere where vision motivates students (Farr, 2010). This must begin with the teacher. The teacher must choose to believe the best for the students. The teacher chooses to believe that they are capable of great things. Further, the teacher chooses to believe in the process of education (Farr, 2010). What the teacher does is important for the sake of the students. The teacher who is a positive leader will seek ways to help students to believe in the process of education as well. Positive leaders seek to inspire their students by what they are learning and by what they are becoming (Den Brok et al., 2004).

Vision empowers the activities of the classroom. First, teachers empower their own design and practice in a class by cultivating a vision for the class. The teacher's vision provides a basis for the teacher to incorporate values and beliefs about education into daily practice (Vaughn & Faircloth, 2013). A teacher forms and articulates this vision by carefully considering what is important to the teacher and what works for the student (Vaughn & Faircloth, 2013). Second, the teacher's vision empowers the students to succeed. The teacher's vision guides the teacher to structure activities that match the needs of the student. Further, the teacher articulates the vision to the student resulting in a positive and energizing classroom (Vaughn & Faircloth, 2013).

Teachers form a professional vision by self-reflection and by intentional participation in professional development (Sherin & Van Es, 2009). As professionals, teachers are expected to

continue their development and their study of the educational process. While there are a variety of methodologies that fulfill professional development, Sherin and Van Es determined that teachers meeting to review videos with an accompanying discussion over a period of time changed their vision for education (Sherin & Van Es, 2009). The content of the videos and the discussion of teachers after viewing the videos influenced what teachers stated as their vision for class as well as how their utilized that vision in assessing student progress (Sherin & Van Es, 2009).

Third, leaders according to Kouzes and Posner *challenge the process* in order to maximize results and relationships (Kouzes & Posner, 2007). Positive leaders understand the need for purposeful innovation. The innovations the leader engages in should always aim at the mission. Positive leaders understand the short-term and long-term goals of the organization (Kouzes & Posner, 2007). This understanding of the mission drives what they do. The mission becomes the justification for keeping previous practices. The mission also becomes the rationale for trying new ideas. Positive leaders are not afraid to challenge the process in order to more effectively accomplish the mission.

Leaders bring about change in the organization (Kouzes & Posner, 2007). They accomplish this by becoming proactive in regards to the vision and values of the organization. The most effective leaders have a strong belief in their capacity to bring about change in the practices and behaviors of the organization. Leaders are positive and enthusiastic in their outlook (Kouzes & Posner, 2007). Further, leaders demonstrate what Kouzes and Posner refer to as exercising outlook (Kouzes & Posner, 2007). That is, the leaders are attuned to what is coming next, and they anticipate changes in circumstances that might confront the organization.

Leaders who bring about change experiment to determine the most beneficial activities

and efforts in the organization (Kouzes & Posner, 2007). Leaders are always seeking ways to achieve the mission of the organization. In order to accomplish this, the leaders generate small wins for the people involved in the organization. This creates a sense of accomplishment for those involved in the organization. This psychological win is a momentum starter for the organization. At times, experimenting can also have poor results. However, the leader takes the perspective that failure is the opportunity to learn. This climate of learning requires patience and tolerance on the part of both the leader and the followers. In order to create an organization that learns from mistakes as well as successes, it is important to establish a safe climate where people can be vulnerable (Kouzes & Posner, 2007).

Effective teachers evaluate the effectiveness of what they are guiding students to do in reaching educational objectives (Lickona & Davidson, 2005). It is a truism in education that effective teaching is learner-centered (Minter, 2011). The activities of the classroom need to result in student learning. A teacher who is a positive leader will be checking and rechecking students to evaluate their progress in meeting the educational objectives (Vaughn & Faircloth, 2013). This allows the teacher to address those students who are not "getting it" and take steps to move them forward.

Positive leaders in the classroom who are looking for the most effective ways to increase student learning are constantly searching for innovations. They ask questions of other teachers to find out what is working in their classrooms (Emo, 2015). Positive leaders have an inquisitive nature that is always looking to improve (Kouzes & Posner, 2007).

The motivations of teachers who initiate change in their classroom practices can be varied and unique as the individual teachers. A teacher's perception of control over the classroom dynamics influences how free the teacher is in innovation (Emo, 2015). Further,

when a teacher's needs are met in the areas of professional competence, autonomy, and connection with others, teachers are more likely to be motivated to initiate change (Emo, 2015). Emo's (2015) study of 30 teachers found that teacher self-initiate innovation in the classroom because they want to be more effective as teachers with the students. For most of the teachers in the study, the emotional spark for innovation included the teacher's evaluation of student success, the result of a professional learning community, or boredom with routine (Emo, 2015). The teachers in Emo's study had a strong desire for the pedagogy in the classroom to be effective for the students (Emo, 2015).

The desire to see student performance increase can be utilized by administrators. Some schools have intentionally incorporated teacher-initiated innovation into the professional culture of the school (Radoslovich et al., 2014). It is the expectation of both administration and faculty that teachers will introduce innovation into their teaching with the explicit goal of improving the academic performance of the students. Radoslovich et al. (2014) report on one school that has made teacher innovation a norm and facilitated innovation through resources, support, and accountability. Administrators provide constructive feedback on the self-evaluations of the teacher in incorporating innovations. A key to the success of innovation in this school was the establishment of a strong learning ethic for innovation among the faculty (Radoslovich et al., 2014).

Teacher innovation in the class and broader innovation in the school has the potential to transform schools. Innovation is a process that incorporates distributive leadership among teachers (Frost, 2010). Teachers, based on experience and on research, formulate principles and strategies designed to influence the success of students in the classroom. Essential leadership of the teacher clarifies values, expresses vision, and strategies to implement those values and vision

(Frost, 2010). Innovation is at the heart of effective leadership in the classroom. Frost identifies four keys to effective teacher leadership: taking initiative, acting strategically, gathering and using evidence, and contributing to the broad knowledge of educational knowledge (Frost, 2010).

Further, positive teachers take risks to see how new approaches work (Stronge, 2002). They understand the need to try new ideas and then evaluate those new ideas in light of the mission. Education is a field with a lot of research available to its practitioners. Teachers can research new ideas and new approaches while implementing them at little or no cost. It may be risky to try some of these ideas. Schools are usually tradition-bound to some extent. However, positive teachers take these risks with the mission in view (Taylor et al., 2011).

Fourth, *enabling others to act* is the process through which the leader empowers followers to own what they are doing in relation to the overall mission (Kouzes & Posner, 2007). This is the area where the leader taps into what is of importance to the follower. The leader gives permission for the follower to pursue this area of interest and goals in relation to the mission (Kouzes & Posner, 2007). Leaders give power to followers in order to accomplish the overall objectives of the group. The leader gives a certain level of self-determination to the follower. A person who makes a significant decision to pursue involvement in the organization is empowered (Kouzes & Posner, 2007). A key aspect of empowerment is that the leader needs to develop competence in the followers. In other words, it is the leader's responsibility to see that the followers have the skills and knowledge to do the job (Kouzes & Posner, 2007).

The leader enables others to act by establishing an atmosphere of trust and by facilitating relationships. In the most effective organizations, there is a sense of teamwork in which "openness, involvement, personal satisfaction, and high levels of commitment to excellence" are

present (Kouzes & Posner, 2007, p. 227). At the heart of effective organizations is trust. Listening and sensitivity are important for establishing this type of trust. The result is a strong relational base. Everyone is part of this community and there is a sense of belonging that permeates the organization as the goals are being met.

A positive leader will enable others to take action by recognizing the need for two important aspects of a working classroom. First, the positive leader will seek to create an atmosphere of trust in the classroom (Corrigan et al., 2010). Trust is the key ingredient that causes students to want to follow the teacher as a leader. Nurturing this trust is a vital goal for any leader. Teachers can encourage a level of trust in the classroom by choosing to trust the students first (Bergmark, 2008). The teacher does this by believing the best about the students (Kouzes & Posner, 2007). Second, students need to be able to work with other students in a trusting atmosphere (Corrigan et al., 2010). The relationships between students are not always easy to manage in the class. A teacher can facilitate positive relationships by encouraging students to get to know one another. The teacher can also keep track of the atmosphere in the class. When difficulties arise, the teacher can assist students to learn ways to manage those difficulties.

In order for students to be enabled to take action in their own learning, they must have the power to act (Farr, 2010). This means that the teacher must give a certain amount of control to the student. Kouzes and Posner call this the paradox of power (Kouzes & Posner, 2007). Teachers become more powerful when they give their own power away (Kouzes & Posner, 2007). Students need to have input on the learning activities they perform. Further, they need to be empowered to pursue their interests and satisfy their curiosity within the context of the subject

area. The concept of enabling others to act recognizes that when students have a choice in what they do, they will be motivated internally (Farr, 2010).

Teachers who enable students to take action in their own learning focus on bringing together the needs and interests of students and the curriculum (Tomlinson, 1999). By differentiating instruction in the classroom to match the levels of ability and interests of the students, the teacher enables students to participate in designing their own learning experience. For teachers to accomplish this goal, they must be willing to take the role of an equipping leader (Tomlinson, 1999). The teacher who equips students will first assess the student's content knowledge and skill level (Weber, Johnson, & Tripp, 2013). The teacher can then introduce strategies that enable the individual student to move toward mastery of the content or skill being learned (Tomlinson, 1999; Weber et al., 2013). The teacher who enables students successfully addresses the needs of the student with the objectives of the curriculum (Tomlinson, 1999).

Enabling students to take action in their own learning is similar to the concept of scaffolding. Scaffolding is an "interactive process that occurs between teacher and student" (Van de Pol, Volman, & Beishuizen, 2010, p. 274). The teacher and student work together in a positive relationship to assist the student to accomplish the educational objective. Scaffolding involves three interrelated processes. The first process is contingency. The teacher determines the skill and knowledge level of the student through a process of observation or assessment (Tomlinson, 1999; Van de Pol et al., 2010). The teacher's role is contingent on the student's need. The second process is fading. Fading is the gradual withdrawal of the teacher's support so that the students are progressively working on their own. Third, there is a transfer of responsibility from the teacher to the students so that the students assume a more proactive role in their own education (Van de Pol et al., 2010).

Enabling students to take action in their own learning creates competence and confidence within each student (Kouzes & Posner, 2007). Students are pursuing their own interests and are largely learning independently in this type of classroom. The teacher's role shifts to the important role of guide and mentor in this process. "When leaders coach, educate, enhance self-determination, and otherwise share power with others, they're demonstrating profound trust in and respect for others' abilities" (Kouzes & Posner, 2007, p. 269). Positive teachers create a sense of competence and confidence within their students (Lickona & Davidson, 2005).

Enabling students to develop competence and confidence requires the teacher to focus on creating the conditions necessary for self-efficacy to develop within the student. Self-efficacy is the student's belief that the student has the ability to learn the material and accomplish the educational goals (Bandura, 1993). One of the teacher's primary goals in enabling students is to create a context where students see learning goals as both challenging and attainable. Students who see learning as an acquirable skill are more likely to persist through the challenges of learning than those students who see learning ability as innate (Bandura, 1993). Interestingly, teachers' personal levels of self-efficacy influence the degree to which their own students develop self-efficacy (Bandura, 1993). In other words, teachers must first perceive themselves as being able to meet and succeed in the educational context before they can create such a context for their students. Once teachers believe in their ability to successfully lead their own students, they are free to create a context for their students to develop a similar belief about their own abilities.

Fifth, leaders *encourage the hearts of followers* (Kouzes & Posner, 2007). The leader expresses positive feelings for the follower. This encouragement includes the way the leader handles followers when the followers are discouraged or frustrated by a perceived lack of

progress (Kouzes & Posner, 2007). Students feel stress, at times, in academic work. The teacher as leader in the classroom provides encouragement to students to continue to progress in academic advancement (Khan & Siraj, 2012).

Educational encouragement can be characterized as positive feedback (Khan & Siraj, 2012). The feedback focuses primarily on the student's effort or progress toward accomplishing educational outcomes. The teacher needs to be the leader in celebrating the accomplishments of the students in the life of the class (Ryan & Bohlin, 1999). It is important for teachers to recognize hard work and to give recognition to students (Bergmark, 2008). Encouragement is a key factor in students developing an interest in academics. Further, encouragement factors strongly in a student perceiving the classroom as a place of belonging (Khan & Siraj, 2012).

Celebration of the contributions of students should be personalized (Kouzes & Posner, 2007). That is, the teacher should discover ways to encourage the students that are meaningful to them individually. Different students will respond to different types of recognition. Some students might not want to be publicly recognized for their work while others would feel slighted if the teacher did not recognize their work publicly. One of the items to accomplish near the beginning of the school year is determining how students would like to be recognized.

Encouraging the hearts of students is one of the most important tasks that a positive teacher performs (Farr, 2010). The positive teacher serves the student by being the chief cheerleader in the class (Wong, 2009). The leader provides a context where students can positively contribute to the life of the class.

The emotional climate of a class has been demonstrated to be important to the educational progress of students (Sakiz et al., 2012). Students who have a sense of belonging are more likely to engage in the learning activities and maintain a higher level of motivation

(Osterman, 2000). The teacher is a key player in the establishment of a class atmosphere that is inclusive, warm, and healthy (Sakiz et al., 2012). Teacher behaviors that establish such a classroom are listening, caring, demonstrating interest in students, respecting students' opinions, and treating students fairly (Sakiz et al., 2012). Teachers who demonstrate high expectations and encouragement toward students are particularly effective in establishing classrooms that promote emotional support for students (Khan & Siraj, 2012; Osterman, 2000; Sakiz et al., 2012).

The style a teacher uses in managing a class is significant in establishing an atmosphere that is encouraging. Wubbels and Levy (1993) examined teachers' styles and determined that style relates to how a teacher affiliates with students and how a teacher controls the activities of the class. Teachers who exercise strong control of class activities and relate well to students establish positive atmospheres that are conducive to educational progress (Wubbels & Levy, 1993). Further, teachers who control and affiliate well tend to have strong value systems that they implement in their classroom leadership (Pantic & Wubbels, 2011). While encouraging students is by nature individual for each student, the style a teacher utilizes in classroom management is also significant for encouragement (Wubbels & Levy, 1993).

An important part of encouragement is the establishment of a positive teacher-student relationship. Teachers express a concern for the student's wellbeing and success (Cooper & Miness, 2014). In essence, the teacher relates to the student as a person with emotional, academic, and spiritual needs. As such, the teacher behaves in such a way that the student feels respected and valued. Teachers who establish warm relationships with students show respect, participate in frequent interactions related to topics that not academically oriented, assist with academic and non-academic issues, and demonstrate fair treatment (Cooper & Miness, 2014). In an encouraging classroom, the teacher demonstrates an understanding of the individual student.

"We use understanding as relation to denote a relationship in which the student perceives that the teacher knows them as an individual due to a relationship exchange between the teacher and student" (Cooper & Miness, 2014, p. 268).

Servant Leadership

So far this literature review has examined the practices of a leader. The concept of servant leadership addresses the heart of the leader. In modern leadership studies, Robert Greenleaf (1977) introduced the concept of servant leadership into the current understanding of leadership. Greenleaf presented the proposition that the leader's motivation should be to serve each follower. The leader chooses to be a servant in the organization (Greenleaf, 1977). This is not an indication of weakness on the part of the leader. Rather, it displays the leader's strength, focus, and purpose to ensure that the community of the organization is healthy, both as a whole and individually. A leader is successful if the individuals in the organization are growing professionally and personally (Greenleaf, 1977).

The understanding of the leader as servant has grown in the time since Greenleaf's book. Leadership has moved toward mutuality between the leader and follower (Bennis & Nanus, 1985). The organization is seen as a community made up of people who are to be encouraged and equipped for growth (Black, 2010). In one study conducted by Spears (1998), ten traits of the servant leader were identified: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Spears, 1998). While this is not a definitive list for servant leadership, it does provide a taste for how this concept is being understood in contemporary leadership studies. "The ultimate test of servant leaders is the extent they contribute to the growth of nominal followers or commitment to people" (Black, 2010, p. 441).

Teachers can serve their students. In a 2010 study, Black examined whether there exists a positive correlation between the practice of servant leadership and school climate in Catholic schools. She discovered that such a correlation does exist (Black, 2010). A positive school climate is one where there is a tangible amount of harmony between administration, faculty and students (Black, 2010). Schools where the principal was perceived as valuing people, developing people, and displaying authenticity had a strong correlation with a positive school climate. The study showed that a positive school climate consisted in the degree of support for teachers, collegiality among teachers, and intimacy (Black, 2010). People are supportive of each other and deal with disagreements in a healthy manner. Servant leadership on the part of principals in this study was a significant factor in creating such harmony.

Servant leaders serve the individuals within an established group in order to guide the group toward the ideals and values of the group. Bowman examined servant leadership from an education perspective (Bowman, 2014). He indicates that the power of a servant leader lies in three areas: inclusion, language, and coalition (Bowman, 2014). The servant leader gathers individuals together. In a class setting, the teacher as servant leader seeks to include every student in the social structure of the class. The servant leader uses language in such a way that students are empowered. This means that the words the teacher emphasizes as well as the manner in which the words are communicated are intentionally chosen and carefully monitored by the teacher. Finally, the teacher brings the class together in seeking common goals and a common vision (Bowman, 2014).

The concept of followership complements servant leadership. Goffee and Jones (2001) examined why people follow specific leaders. They discovered that followers seek three emotional responses to being included under the leadership of an individual: significance,

community, and excitement (Goffee & Jones, 2001). People naturally desire significance in their

lives. They want to see what they are doing as having value. Servant leaders address this need

for significance by directing groups toward inherently worthwhile activities. Servant leaders

highlight the significance of activities. Second, people want to have a sense of belonging.

Servant leaders address this need by being inclusive toward all people (Bowman, 2005). In the

classroom, a teacher seeks to establish and maintain healthy relationships between the teacher

and the students and between students. Third, people want a leader who is enthusiastic and who

establishes an atmosphere of excitement in the group. In a classroom, the teacher should exhibit

a genuine excitement and anticipation about what the class is doing (Farr, 2010)

Hackman and Johnson state that servant leadership is guided by five principles. The first

principle is focused on assisting followers to experience positive growth (Hackman & Johnson,

2009). The leader continually looks for ways to assist followers to move forward in their lives.

The second principle relates to how leaders perceive their role in relation to the organization

(Hackman & Johnson, 2009). The key word here is stewardship; servant leaders see the whole

organization as being entrusted to them. Further, the leader is accountable to the organization for

actions and results. Third, the servant leader is guided by a concern for justice and equity

(Hackman & Johnson, 2009). The individual follower is a focus for the servant leader. The

servant leader desires to see each follower provided with every possible advantage and resource

in order to promote individual success. Fourth, the servant leader is obligated to exercise

leadership (Hackman & Johnson, 2009). The servant leader performs the tasks of leadership for

the benefit of the individual follower as well as the organization (Greenleaf, 1977). The servant

leader does not assume a position of weakness. Rather, the servant leader utilizes power and

influence so that everyone benefits by achieving higher levels of effectiveness (Greenleaf, 1977).

The last principle of servant leadership is the leaders' own understanding of themselves (Hackman & Johnson, 2009). The leaders' integrity and character are the foundation for serving others (Ford, 1991). The leaders know their values, vision, abilities, and weaknesses. Because they know these things about themselves, the leaders are able to pursue larger goals than simply self-promotion (Hackman & Johnson, 2009).

Teacher Leadership in Character Education

This literature review has thus far established a theoretical framework for leadership by examining current thinking in the field of leadership. In the next section, this literature review will examine the current understanding of the teacher's role in character education. This understanding will establish the context for advancing the importance of leadership in relationship to character education.

The teacher as facilitator. Some approaches toward character education view the teacher as primarily a facilitator. A facilitator implements the approach. The emphasis is on faithful application of technique by the teacher in order to bring about moral development or growth (Sarid, 2012). The goal in these approaches is to development the student's ability to reason and apply moral decisions (Sarid, 2012). Integrative Ethical Education and Moral Reasoning provide two examples in which the teacher's role is primarily the facilitator of a program.

Integrative Ethical Education seeks to assist students in becoming skilled in the area of ethical behavior. A key component of Integrative Ethical Education is the concept of developing moral expertise in the life of the child (Narvaez, 2006). In an educational setting, a child should learn the processes and skills of moral behavior (Narvaez, 2006). Skill development moves from novice to expert. Narvaez has identified the behaviors and attitudes that a student needs to

master in order to live an ethical lifestyle. These behaviors are divided into four categories: ethical sensitivity, ethical judgment, ethical focus, and ethical action (Narvaez, 2006; Narvaez et al., 2004). Narvaez maintains that these skills are learned in a transformative and interactive environment. When teachers create an environment that is inclusive and meets the child's need for support and autonomy, students flourish (Narvaez, 2006).

The key role for the teacher in the Integrative Ethical Education approach is to become a mentor for the student (Narvaez, 2006). The teacher identifies specific ethical skills that the student needs to develop. The teacher then designs a program that combines content, practice, and reflection for that particular student (Narvaez et al., 2004). The result is a nurturing setting that encourages students to learn and adopt specific ethical skills that are needed in the life of the student at this point in time.

As a facilitator, the teacher seeks to build expertise in the learner in regards to ethical sensitivity, judgment, focus, and lifestyle (Narvaez et al., 2004). The teacher provides coaching and extensive practice for the learner. Through the guidance of the teacher, the students build or broaden their moral schemas. The teacher proceeds along a predicable path to leading the student toward moral expertise. The teacher follows an established pattern of moving the student from novice to expert in a given moral domain (Narvaez 2006; Narvaez et al., 2004).

The goal of the Integrative Ethical Education approach is to assist students to be highly skilled in the area of ethical judgments. Narvaez maintains that ethical growth is a process of developing action schemas that are reinforced through practice, reflection, and community participation (Narvaez, 2006). The teacher plays an important role in this setting by providing guidance and emotional support for the student. Further, the teacher becomes an ethical expert who can mentor the young person toward developing a strong set of ethical skills.

The most important theorist in the Moral Reasoning approach toward character education is Lawrence Kohlberg. Kohlberg believed that a person's ethical capacities develop in conjunction with a person's cognitive abilities. He believed that education's aim was to encourage individuals to become autonomous moral agents (Howard, 1991). Further, what differentiated moral actions was not the action itself, but the moral reasoning behind the action (Howard, 1991). Kohlberg's theory states that individuals pass through certain discernable levels of moral development (Kohlberg, 2010). Each level had two stages. The Pre-Conventional Level is where a child understands cultural norms as right and wrong. The child interprets these cultural norms and the consequences of breaking the norms in terms of pleasure and pain. At this level the child interprets right as literal obedience to rules and authority. As the child progresses, the child understands right as what is fair (Howard, 1991). The Conventional Level is characterized by a strong adherence to the norms of society (school, family, and nation). These norms are viewed as being right, even if there are negative consequences for holding to that norm. Right at this level is about being loyal to the community, being concerned with other people feelings, and maintaining the welfare of the group (Howard, 1991). The Post-Conventional Level is characterized by the individual forming principles to live by. These principles may or may not conform to the norms of society. At this level, right and wrong are determined by universal ethical principles that all people should follow (Howard, 1991).

There is a discernable pattern to the levels through which an individual passes in developing moral reasoning. A person begins with a narrow focus and moves toward universal concerns and patterns. A person's moral reasoning develops as the person's perspective on the

world enlarges. This growing sense of being a part of a larger picture requires broadened abstract reasoning abilities (Howard, 1991).

Kohlberg did not believe that individuals process through these stages automatically. Rather, growth was typically caused by crises (Kohlberg, 2010). When a person is confronted with an ethical or moral dilemma, they must reason about what to do. It is this reasoning process that results in growth for the individual. Kohlberg believed moral dilemmas could be artificially introduced to students at appropriate ages to cause them to go through the reasoning process (Kohlberg, 2010).

The teacher plays an important role as a facilitator in leading students through the moral reasoning necessary for them to begin forming principles. First, the teachers are not to introduce their own ethical systems to the leading of students. Rather, the teacher acts as a facilitator for the student (Kohlberg, 2010). The teacher guides the student by asking questions and causing the student to remain in crisis. Next, the teacher assists students to begin formulating and implementing principles for their own lives. By guiding the students to reflect upon their own moral questions and by introducing the hypothetical moral discussions to the student, the teacher challenges the students to use their reasoning ability to form more satisfying answers (Howard, 1991). Further, the teacher helps the students to form a just community with other students in the school. Kohlberg believed that justice was the only virtue the school should overtly endorse (Kohlberg, 2010). Forming just communities where students would participate in a democratic fashion allows the students to work together. It is this experiential dimension that Kohlberg believed would assist development within the student (Howard, 1991).

The teacher as educator. Whereas facilitators implement specific approaches and interventions related to moral development in order to assist students, the teacher as educator

approaches character education as they would other subject areas. Schools are viewed as inherently moral in nature (Jackson, Boostrom, & Hansen, 1993). The key in these views is to align the curriculum such that students learn and practice morality (Jackson et al., 1993).

Former Secretary of Education William Bennett has been a leading proponent of students learning virtue through moral literacy. Moral literacy is a direct approach in which students would learn about positive characteristics through a study of literature (Bennett, 1991). Students study virtue and become familiar with the characteristics of the traits by seeing these values in literature. Students need a minimum level of familiarity with moral literature in order to properly make sense of the characteristics of a good person.

In this approach, the teacher is an educator who directs students in becoming morally literate. The teacher "stamps" the character of the student by the careful selection of literature that reflects virtue and goodness (Bennett, 1991). The teacher is a morally mature adult who openly seeks to encourage students toward attitudes and behaviors that are essentially good and proper. Further, the teacher is a living example of those virtues in action (Bennett, 1991).

The selection of curriculum is a very important aspect of the virtue approach. Bennett encourages a broad approach that is sensitive to the culture and the needs of the students (Bennett, 1991). He endorses the reading of fiction as well as non-fiction literature as a means to learning about virtue. Further, he encourages the reading of the Bible as a resource (Bennett, 1991).

Thomas Lickona has championed character education for a number of years. He integrates the direct and indirect approaches toward character education (Lickona, 1991a). Character is defined as being partly psychological and partly behavioral. The goal of character education is for the student to develop moral knowing, moral feeling, and moral behavior

(Lickona, 1991b). These three components of character influence and interact with one another. Lickona explains each of these components in some depth. Moral knowing consists of being morally aware, identifying moral values, taking another person's perspective, developing moral reasoning, practicing decision-making, and developing self-knowledge. Moral feeling consists of the affective side of our lives. The student develops conscience, self-esteem, empathy, love for goodness, self-control, and humility. Moral action involves competence, will, and habit (Lickona, 1991b).

Lickona sees the teacher as one of the most important influences in the life of a child. The teacher's role is to fully implement strategies that are designed to influence the student's development in moral knowledge, moral feeling, and moral action (Lickona, 1991b). The teacher has three primary duties in performing this leadership task. First, the teacher is to serve as an effective caregiver to the student. The teacher develops a relationship that is built on respect for and assistance to the student. Second, the teacher is to serve as model. The teacher lives out the values of the character education program in front of the student. Third, the teacher is to serve as an ethical mentor to the students. Through the relationships the teacher has established with each student, the teacher guides, corrects, and encourages the student toward character development (Lickona, 1991b).

There are four pedagogical tools that a teacher can utilize to influence the formation of a student's good character. First, the teacher can seek ways to increase the student's sense of worth and belonging to the moral community at school (Lickona, 1991a). The teacher would incorporate activities in the class whereby students would come to know and respect one another. By carefully monitoring how students treat each other, the teacher seeks to create a positive and inclusive class. Second, the teacher can incorporate cooperative learning strategies in the class

(Lickona, 1991a). In a constructivist setting, cooperative learning encourages all students to contribute what they have learned to the education of other students. Students begin to learn from one another. It is this process of learning from one another that increases the students' sense of contributing to a common good. Third, the teacher can encourage moral reflection (Lickona, 1991a). Lickona encourages teachers to lead their students in moral reflection upon a number of aspects of education. He offers moral literacy as an important aspect of character education (Lickona, 1991a). However, he encourages teachers to have the class exercise reflection upon classroom issues, school issues, and (as appropriate) societal issues. Unlike Kohlberg, Lickona encourages teachers to guide students toward specific values that are important for students to learn (fairness, empathy, etc.) (Lickona, 1991a). Finally, the teacher can lead the students to participate in the decisions that affect them in class (Lickona, 1991a). The class meeting is an important tool in Lickona's early approach toward character education. Through the democratic process, the students voice their opinions and learn to value other people's opinions as well. The leadership of the teacher is an important part of this process. The teacher guides and assists the class in learning how to work toward solutions for common issues. Further, the teacher holds the class accountable for the implementation of these solutions.

Ryan and Bohlin emphasize teaching virtue to students. They define character as the predictable way of behaving that each person develops. People with good character know the good, love the good, and do the good (Ryan & Bohlin, 1999). A wise person understands what a given situation calls for, places value on that action, and then actually behaves in a virtuous manner. "Character, then, is simply the sum of intellectual and moral habits" (Ryan & Bohlin, 1999, p. 9).

A person learns virtue by making careful choices (Ryan & Bohlin, 1999). Virtue is not

achieved instantaneously. Rather, virtue is arrived at through a series of decisions to know, love, and do the good. A virtuous person has gained "control of one's own clamoring desires, developing a deep regard for others, and being ready to put aside one's own interests and sometimes even one's needs in order to serve others" (Ryan & Bohlin, 1999, p. 13).

While the responsibility for one's character rests with the individual, character is not formed in isolation. Character is formed through participating in a community that emphasizes virtuous behavior. The social relationships a person has exert a powerful influence on a young person's character formation (Ryan & Bohlin, 1999). If a school has a strong culture that supports virtue, the school is a natural setting for students to develop strong moral character.

The teacher has a very important role to play in schools that emphasize virtue. "Educating for virtue is about awakening students' minds and hearts to new possibilities and pointing them in the right direction" (Ryan & Bohlin, 1999, p. 140). Teachers gradually turn the student's soul toward integrity (Ryan & Bohlin, 1999). Teachers performs this task primarily by implementing six practices. They serve as an example of the virtues being taught. They enhance the students' understanding of virtue and the moral life in general. They create a positive environment in the class and school by providing guidance to students. They create ways for students to reflect on their experiences and to learn from these reflections. They exhort the students toward higher goals and behavior. Finally, they choose to expect the best from their students (Ryan & Bohlin, 1999).

The teacher as model. A third view of the teacher's influence in moral education is the proposition that a teacher is primarily a caring model for students. This view emphasizes the relational nature of the teacher-student relationship.

Noddings has developed an approach toward moral education based on an ethic of care.

The teacher or caring adult establishes a positive relationship with the student. It is this caring relationship from a teacher to a student that assists the student to learn and practice care for others (Noddings, 2002).

Noddings establishes four components to moral education. The first component is modeling. The teacher models care for all students in the class. The individual students, who are experiencing personal care from the teacher, will begin to act in a similar manner toward one another (Noddings, 2002). The second component is dialogue. The dialogue is open-ended and non-scripted. "The emphasis on dialogue points up the basic phenomenology of caring. A person who cares must attend to or be engrossed in the cared-for, and the cared for must receive the person's efforts at caring" (Noddings, 2002, p. 16). The heart of this dialogue is to understand the person being cared for. The teacher, as the carer in this relationship, listens to and understands the cared for person. The students are encouraged and empowered to understand their own circumstances and make ethical choices through dialogue with caring adults. The third component to moral education is practice. That is, the student must practice care for others. It is through caring that a person learns how to care (Noddings, 2002). A teacher can strategize ways to have students practice care for others. The fourth component of moral education is confirmation. The teacher confirms the very best in students. The teacher adopts a positive perspective toward students by showing a belief in the positive abilities and motivations of the student (Noddings, 2002).

Conclusion

Leadership matters. The leader is a significant person in the success of any organization. The leader is a significant person is the success of education. It is a hypothesis of this study that the leader in the classroom is significant person in the success of character education as well as

academic education. In order to explore this hypothesis, the theoretical framework of this dissertation has examined five different leadership models. The theoretical framework that will be used to analyze the data combines the key components of the transformational leadership model; the transactional leadership model; the Full Range Model; the Kouzes and Posner leadership model; and the servant leadership model with the teacher as facilitator approach, the teacher as educator approach, and the teacher as model approach.

Each of the leadership models examined contributes to an understanding of leadership. The transformational leadership focuses on the leader seeing the follower as a creative member of the organization that contributes more than simply a skill or task (Bass and Riggio, 2006). A leader's perception of the follower broadens to include the growth of the follower as a member of a community where growth collectively and individually is valued (Burns, 2007). The transactional leadership model describes the transaction between the teacher and student in terms of product. There is an exchange in terms of work and grades. The Full Range Model recognizes that leadership is somewhat conditional on the situational needs of the organization and the individual within the organization (Bass & Riggio, 2007). Kouzes and Posner's leadership model expands the understanding of leadership by identifying specific leadership practices. Leadership is a skill that can be learned and practiced by the teacher (Kouzes & Posner, 2007). Ultimately, leadership is based on a relationship between the leader and the follower (Kouzes & Posner, 2007). Servant leadership adds to the theoretical framework by describing the relationship of the leader to the follower; the heart of leadership is service to the follower. The leader sees the follower as someone who matters first as a person and then as a member of a team contributing to the success of the organization (Greenleaf, 1977).

The three broad approaches toward character education complete the theoretical

framework by establishing a context for understanding the importance of the leadership practices of the teacher. The indirect approach emphasizes the teacher as the facilitator who assists the student in forming values such as justice. The direct approach emphasizes the teacher as an educator who assists students in understanding moral literature (Bennett, 1991). The hybrid approaches identify the whole classroom and school culture as being significant for the socialization of the student (Ryan & Bohlin, 1999). In each of these approaches, the leadership of the teacher is assumed as a positive contribution to the overall success of that particular approach.

Student Trust in the Teacher and Student Commitment to Ethical Goodness

The second predictor variable is student trust in the teacher. It is appropriate to include student trust as a predictor variable along with student perception of teacher leadership because both predictor variables are factors in how the teacher and students work together to accomplish the educational goals of the classroom. Exemplary teachers influence their students to make significant things happen (educational objectives) in the life of the class and school. A key part of this understanding of effective teachers is the word *influence*. The five best leadership practices that Kouzes and Posner have identified can be applied to the classroom to define the influence of a teacher. Teachers influence students through a combination of pedagogical techniques and relational practices. Kouzes and Posner speak about the importance of relationship between the leader and followers. Kouzes and Posner state, "Leadership is a relationship. Leadership is a relationship between those who aspire to lead and those who choose to follow. It's the quality of this relationship that matters most when we're engaged in getting extraordinary things done" (Kouzes & Posner, 2007, p. 30). Teachers as effective leaders will establish positive relationships with students (Boyd, 2009). Students, as followers, need to

see their teacher as fundamentally someone who they *want* to follow in the reaching for the educational objectives of the class (Farr, 2010).

A practical result of a strong, positive relationship between the teacher and students is the development of trust from the student toward the teacher. Corrigan et al. (2010) conducted research related to students building trust in teachers. They discovered that students build trust in teachers through the frequency of informal contact with the teacher, student satisfaction, and socializing during informal contact (Corrigan et al., 2010). Further, the way teachers act and react in daily situations influenced how well students would trust those teachers. Students want to be respected and appreciated in class (Bergmark, 2008). The result of a high degree of trust is student motivation to learn, academic self-esteem, and positive views of the teacher's ability to build character in students (Corrigan et al., 2010).

A significant factor in any classroom is the student's willingness to follow the teacher. This willingness on the part of the student is directly linked to the credibility of the teacher. Finn et al., discovered that teachers who use affinity-building practices (e.g., empathy, understanding, and responsiveness) build credibility with students (Finn et al., 2009). Finn et al. state, "To the extent that teachers are empathetic, understanding, and responsiveness to their students, and to the extent that they communicate to their students that they have their best interests in mind, such efforts are likely to enhance their students' interest in the course, their involvement in classroom activities and assignments, and ultimately, their learning" (Finn et al., 2009, p. 331). The teacher who uses strong pedagogical practices and has a supportive relationship with students leads the students into effective learning (Lovat, 2011). Both the pedagogical and relational aspects of teaching are crucial for significant character formation to take place in the life of the student (Parker, Nelson, & Burns, 2010).

How a teacher relates to students has a significant impact on how students perceive the teacher as a leader in the classroom. Wubbels and Levy (1993) conducted a series of studies related to the communication style of various teachers. It was discovered that there was a definite correlation between certain teacher communication patterns and how students reacted to these patterns. Teachers who were directive in their approach yet able to maintain an understanding attitude toward students had the highest levels of measured student success on standardized tests (Wubbels & Levy, 1993). Teachers who were oppositional in their approach toward students had the lowest level of measured student success. Fallona (2000) conducted a separate study related to the manner in which a teacher leads students. Many of Wubbels and Levy's conclusions were confirmed in Fallona's qualitative study. She discovered that the degree to which and manner in which a teacher demonstrates moral virtues has a direct connection to how students perceive their teacher. An implication of this study is that teachers should relate to students with intention and care (Fallona, 2000).

The interpersonal relationship between the teacher and students has a significant impact on the overall effectiveness of the class (Maulana, Opdenakker, Den Brok, & Bosker, 2009). The style or manner that a teacher employs has been demonstrated to effect how a student perceives a given educational practice (Walker, 2009). A teacher's style can be understood in terms of control and nurturance. Control refers to enforcing demands, and nurturance refers to being responsive and sensitive to a child's needs (Walker, 2009). Students respond to the educational tasks well when they are in a class where the teacher is high on both control and nurturance (Walker, 2009).

There are two reasons why students succeed in these types of classes. First, the teacher who is high on nurturance is aware of the needs of the individual student. This awareness allows

the teacher to measure the educational objective with the student's needs (Walker, 2009).

Second, based on the teacher's awareness of the needs of the individual student, the teacher is

able to provide the appropriate scaffolding needed in order for the student to succeed (Walker,

2009).

The balance between nurturance and control is recognized in leadership studies. Stephen

Covey refers to this balance in terms of desired results, which he designates "P," and in terms of

production capability, which he designates "PC." A leader builds production capability by

establishing relationships with followers. The basis of this relationship is trust (Covey, 1990). A

leader who emphasizes results but does not build relationships ultimately will create a culture

that is non-productive (Covey, 1990).

Student trust in the teacher can be thought of in terms of vulnerability and risk (Forsyth et

al., 2011). The student to some extent becomes vulnerable to the teacher. The more the student

places trust in the teacher, the greater the amount of vulnerability on the part of the student. The

student perceives the teacher as being worthy of a certain degree of trust and acts accordingly

(Corrigan et al., 2004). It is natural for children to place trust in adult authority figures. As

students move into their adolescent years, this natural tendency to trust adults diminishes to some

degree (Corrigan et al., 2004). The teacher who is leading adolescents needs to act with

consistency and fairness in order to earn the trust of students. This trust is gained over time.

However, it can be lost in a relative short period if the teacher no longer acts in the best interests

of the students (Corrigan et al., 2004).

There are certain aspects to trust that a teacher can display through effective leadership in

the classroom. Forsyth et al. (2011) list five specific facets to trust. The first aspect of trust is

acting with benevolence toward students (Noddings, 2002). The trusted teacher is one who is

clearly acting with the best interests of the student in mind. The second is reliability. There is consistency on the part of the trustworthy teacher. The third aspect is competence (Aijasaho Vaismaa, Uusiautti, & Maatta, 2012). The student perceives the teacher as being capable of successfully leading the student to good educational outcomes. The fourth aspect is honesty. The teacher displays integrity and keeps promises. The last aspect is openness. The teacher is appropriately transparent. There is a sense that the teacher is being authentic. The teacher who presents these facets on a consistent basis will gain the trust of students (Corrigan et al., 2004).

Student trust in a teacher is important for a number of reasons. First, it is difficult to follow someone whom you do not trust (Forsyth et al., 2011). By definition, if one does not trust someone, then one is suspicious of that person's motives and abilities. Second, in terms of moral education, student trust in a teacher is a necessary foundation for a successful working relationship (Lickona & Davidson, 2005; Noddings, 2002). The behaviors and attitudes that students list as desired qualities in a teacher are identical to the qualities that are necessary for a teacher to earn the trust of students (Arthur, 2011; Lickona & Davidson, 2005; Schwartz, 2007). For a teacher to lead in the learning of moral dispositions and behaviors she would need to be the living embodiment of those moral dispositions and behaviors (Arthur, 2011). Third, student trust in a teacher is a necessary condition to a working classroom. Beyond the issue of character education, student trust in a teacher is simply necessary for successful education to occur. When trust is lacking, the educational process will suffer as a result (Forsyth et al., 2011).

Noddings has suggested that student trust in the teacher is a key ingredient in moral education (Noddings, 2008). According to Noddings, a solid model for moral education will include four key elements. In each of these elements, the relationship between the teacher and the student is a key factor. The four elements Noddings presents are modeling, dialogue,

practice, and confirmation (Noddings, 2008). A brief description of each will highlight the importance of student trust in the teacher. Modeling is the displaying of the values being promoted in the educational setting. While this modeling is broader than simply the actions of the teacher, the teacher in the classroom is a key player. In the ideal setting, the teacher is the embodiment of the moral qualities of the school (Noddings, 2008). The teacher needs to be consistent and believable. Dialogue is the level of freedom the students sense in expressing their thoughts. The students must trust the teacher to respect what they think. Practice is the intentional incorporation of the prosocial value of caring within the classroom. The teacher is the leader who attends to and structures the interactions of the students. Finally, confirmation is the affirming of the moral qualities and the value of the student. As an adult care-giver, the teacher can affirm the value of the student's efforts as well as the innate dignity of the student. Noddings maintains that these qualities establishing an environment of caring that allows the student to grow into being a morally sensitive and caring individual (Noddings, 2008). At the heart of each of these is the trust of the student toward the teacher. This approach toward moral education rests on the teacher being a care-giver toward the student.

D. Johnson and R. Johnson (2008) suggest a complimentary theory for moral education. In their schema, the student's moral growth results from an interaction with a social environment (e.g., a classroom). They suggest these five components for moral education: membership in a moral community, involvement in a two-way personal and caring relationship, mutual openness to being influenced, models who reflect the values being taught, and repetitive opportunities to engage in moral behaviors (Johnson & Johnson, 2008). When a classroom or school is the setting, the teacher assumes the role of creating an environment that meets each of these

standards. Student trust in the teacher is generated by the teacher expressing care for students and modeling prosocial values in the classroom (Johnson & Johnson, 2008).

Student trust in the teacher is an important element in educating for moral identity formation. A person's moral identity results as a person adopts a set of beliefs and actions that are in the service of others (Bock & Samuelson, 2014). While there are other significant arenas where this process of growth occurs, the school and the classroom are important settings where students can be encouraged, taught, and led to develop a moral identity (Bock & Samuelson, 2014). Content, context, and conveyance are all important aspects of an atmosphere conducive to moral development. Teachers are pivotal players in this process because they are the ones directly responsible for incorporating a set of values and goals in the classroom that encourage moral development (Bock & Samuelson, 2014). The teacher also models these values for the students in how they conduct the class and relate with the students. An effective classroom will be a place where students are free to discuss their thoughts and free to risk reaching out to others. For such a classroom to function well, there needs to be a level of trust from the student toward the teacher (Bock & Samuelson, 2014).

Students' commitment to ethical goodness develops as they become aware of the ethical implications and obligations of personal and societal experiences. Kohlberg maintained that adolescents move toward seeing situations through moral principles (Kohlberg, 2010). Over time, students develop the ability to see life through the virtues of justice, fairness, and compassion (Montgomery & Walker, 2012). Students are assisted in developing this ethical commitment through reflection on life experience, exposure to the real-life needs of others, and learning ethical principles from moral content (Lickona & Davidson, 2005). Commitment to

moral action in adolescents consists of two aspects: ethical sensitivity and ethical judgment (Narvaez et al., 2004).

Ethical sensitivity is being aware of the moral implications of a given situation. It is the first step toward taking moral action (Narvaez, 2004). Ethical sensitivity involves a person's response to an ethical situation. It is largely identified with being able to empathize with other people as they face difficulties. Ethical sensitivity involves a person's interpretation of a situation.

Ethical action begins with becoming aware of situations that require a person to act in accordance with ethical principles (Sternberg, 2012). A person progresses through a series of perceptions before they will take ethical action. Sternberg presents a model of ethical reasoning that progresses from the awareness of a situation that has ethical implications to finally taking action (Sternberg, 2012). In this model, the individual must first perceive a situation as requiring an ethical response and then reason about what to do. Similarly, a study in Minnesota determined that children needed to develop an ethical sensitivity to situations before they could reason and apply ethical principles (Narvaez et al., 2004).

Ethical sensitivity is raised primarily by exposure to the real-life needs and situations of personal experience, community issues, and global needs (Kuttner, 2009; Lickona and Davidson, 2005; Sternberg, 2012). Narvaez (2006) maintained that it was the role of the teacher to mentor and coach a student in developing ethical sensitivity. Kohlberg (2010) suggested that teachers could use ethical dilemmas presented to students to assist them in forming their ability to morally reason their way to a solution. Sternberg (2012) advocated the use of case studies to foster ethical sensitivity. Sternberg (2012) also advocated for students to develop their own case studies and to purposefully work through the process of ethical reasoning.

The other aspect of a commitment to moral action is determining the appropriate ethical principle or guideline that applies to a particular situation. Ethical judgment involves the development of an individual's worldview regarding what is right and wrong. It involves a person being able to reason about a situation and apply principles. It is a person's ability to take the best moral action in a given situation (Narvaez, 2004).

Education in general should develop the student's ability to make good decisions (Lovat, 2011). Education should seek to influence the whole student, including cognitive, affective, and behavioral aspects. An approach toward education that identifies education as simply the learning of various subjects is fragmented at best (Lovat, 2011). Loyat (2011) notes the following:

> There is now an increasing store of argumentation and evidence from values education research that the establishment of values-rich ambiences of learning, together with explicit discourse about values in ways that draw on students' deeper learning and reflectivity, has power to transform the patterns of student attitudes and behavior, including around academic work, towards those more conducive to learning. (p. 150)

A basic goal of education in general, and character education specifically, is to assist students in learning to make ethical decisions based on solid principles of right and wrong (Lickona & Davidson, 2005; Ryan & Bohlin, 1999). A key component of the process of students learning ethical judgment is student reflection about ethical situations (Narvaez, 2006). Students can learn to think critically about ethics through the assistance of a caring adult (Lickona & Davidson, 2005; Narvaez et al., 2004; Noddings, 2002). While there is some disagreement among theorists about how much input the caring adult should have on the ethical reasoning of the student, there is agreement that the presence of a caring adult to carry out dialogue with the

student is an asset to the student (Kohlberg, 2010; Lickona & Davidson, 2005; Noddings, 2002; Ryan & Bohlin, 1999). Character education programs in general have been shown to have an influence in students developing values consistent with society's values (Katilmis, Eksi, & Ozturk, 2011). In an educational setting, this means that there is a successful transfer from adult to children of the values that guide moral decision making. In order to ensure that these values are transferred successfully, the leadership must maintain an intentional focus on developing such values (Lickona, 1991a).

Focus of this Research

The teacher is the leader in the classroom. Leadership is the combination of specific, identifiable strategies with the leader's values and vision in order to influence a group of people to obtain mutually important goals and objectives (Clinton, 1993). Teacher leadership is the combination of specific, identifiable strategies with the teacher's values and vision to influence a group of students to obtain mutually important learning objectives (Farr, 2010). In character education, there has been an emphasis on specific roles of the teacher within the context of each character education approach. This has left a larger question unanswered: what about the influence of the teacher's approach toward leading the class in general and its influence on issues related to character education? Do the leadership strategies of the teacher have a significant effect in education that relates to character education? This current study sought to address this question. Specifically, this study addressed two research questions: Among secondary students what is the relationship between the student perception of a teacher's leadership practices and the level of commitment to ethical goodness of the student? Among secondary students what impact does the inclusion of student trust in the teacher have on the level of commitment of ethical goodness of the student when added to the predictor of teacher leadership?

The Gap in the Literature

This dissertation utilized existing research in several distinct fields: leadership, character education, and ethical and moral development. Each of these fields has extensive research that is valuable for establishing a theoretical framework and understanding the key variables of this study (Bass & Riggio, 2006; Narvaez et al., 2004). However, the problem being addressed in this study explores a question that has not been investigated extensively: the influence of teachers' leadership practices on establishing a classroom where moral and character development can flourish.

Much of the emphasis in education has been on learning and employing strategies that have been demonstrated to be effective. There is an understandable desire to see the techniques of effective education broadly utilized. With this in mind, teachers are taught how to effectively manage a classroom, how to organize for instruction, how to implant instruction, how to monitor student progress, and how to assess student learning (Stronge, 2002). The emphasis in instructing teachers on using effective techniques places student results as a barometer of success for the teacher. Stronge (2002) explains this barometer in the following manner:

> If a student walks through a teacher's classroom 180 or 190 times, she should be better in a tangible, measurable way for the experience. The student should be able to read better, compute math more accurately, demonstrate a better understanding of her place in the world, or show other worthy accomplishments. In other words, measuring teacher success merely by teaching processes is not enough; outcomes count. (p. 65)

The emphasis on techniques and productivity in teaching is valid and worthwhile. However, teachers must also be instructed and mentored to become leaders within the classroom (Farr, 2010). As has been demonstrated in this literature review, leadership matters. The vision

of the leader matters in adding value and direction (Ford, 1991). The leader's effort to supply followers with resources and empowerment matters to the development of the individual and the organization (Greenleaf, 1977). The leader's personal consideration of the followers' needs matters to the level of community and enthusiasm in the organization (Kouzes & Posner, 2007). Leadership matters in the classroom. The teacher is the leader who upholds and offers the vision of what the learner can become (Farr, 2010). The teacher is the leader who makes sure that the student is supplied with everything they need for instructional success. The teacher is the leader who provides personal consideration to each student.

Character education is focused on students adopting values for their lives that are good and proper. Effective character education will demonstrate measureable growth in a student's understanding the good, valuing the good, and doing the good (Lickona, 1993). With this understanding of effective character education, the educator may develop questions related to the significance of a teacher's effective leadership practices on the student's understanding the good, valuing the good, and doing the good. Specifically, what is the relationship between a student's perception of a teacher's leadership practices and the level of trust the student develops toward that teacher? Second, what is the relationship between the student's perception of the teacher's leadership practices and the commitment of the student to ethical goodness?

This study addressed the element of the teacher's leadership in establishing a classroom where effective character education happens. While much research is done on leadership in general and on effective strategies for character education, there is a gap in the literature in regards to the effect of transformational leadership on developing a class that is conducive to equipping students in character education. This study addressed this gap.

Summary

Leadership is a central concern in any organization's desire to accomplish its mission. This is true for education. Leadership at all levels of education is of central importance. This is particularly true of the leadership of the teacher in the classroom. The types of leadership practice the teacher employs in moving students toward educational objectives are important for the overall effectiveness of the class. A part of the overall effectiveness of the class is the degree to which the teacher is able to establish a context wherein students trust the teacher and are willing to follow the lead of the teacher.

The leadership of the teacher relates to the field of character education. Character education is particularly concerned with the ethical choices of adolescents. A teacher is a pivotal person in the life of an adolescent (whether the content of the class is specifically focused on character education or not). The teacher's leadership establishes trust with an adolescent. This trust in the teacher may be accompanied by openness toward the teacher's moral guidance.

The leadership of the teacher is not the whole picture in character education. However, it is a key aspect of character education that has not been thoroughly addressed. This study sought to establish the significance of the teacher's leadership as a factor in effective education in general and character education in particular.

CHAPTER THREE: METHODOLOGY

This correlational study used a multiple regression analysis in order to determine the relationship between the student perception of teacher leadership practices and the level of student commitment to ethical goodness. The study focused on the leadership practices the teacher engages in on a regular basis and their correlation with a student's commitment to ethical goodness. These leadership practices have been determined to constitute effective leadership (Kouzes & Posner, 2007). A second model was developed by adding student trust as a predictor variable to the first model. Student trust is characterized by confidence in the teacher's ability to bring about the fulfillment of common goals (Corrigan et al., 2010). Student trust is a relational concept that has been demonstrated to be necessary for an effective class (Osterman, 2000). The criterion variable in this study was the student's commitment to ethical goodness which has been determined to be necessary for the student in effective character education (Lickona & Davidson, 2005; Narvaez, 2006). This study answered two research questions. Among secondary students what is the relationship between the student perception of a teacher's leadership practices and the level of commitment to ethical goodness of the student? Among secondary students what impact does the inclusion of student trust in the teacher have on the level of commitment to ethical goodness of the student when added to the predictor of teacher leadership?

Design

This study involved a linear regression and a multiple regression study. The focus of this study was to determine the relationship between the presence of strong leadership practices by the teacher and important variables among the students for effective character education. A simple linear regression study was appropriate for this study because of a number of reasons. First, a number of factors both inside and outside of the life of school influence character

development in students (Lickona & Davidson, 2005). The focus of this study was not to determine the most important factor in the character development of students. Nor was the focus of this study to manipulate variables in order to produce character development in students. The focus of this study was to examine the student's perception of a teacher's leadership practices as a possible factor in the development of the character of students. A simple linear regression study fit this purpose well.

Second, a simple linear regression study seeks to determine the predictive quality of the relationship between one set of variables and another set of variables (Gall, Gall, & Borg, 2010). Understanding the strength of the relationship between the leadership practices of the teacher (predictor variable) and the student commitment to ethical goodness (the criterion variable) seemed appropriate given the nature of the problem being explored.

Third, a simple linear regression study establishes the importance of the presence of a given variable in relation to a dependent variable (Gall, Gall, Borg, 2007). Regression studies do not establish cause and effect relationships between variables (Gall et al., 2007). However, they do suggest an important connection between variables.

Fourth, the first model allows for the addition of a second predictor variable. In this manner, the simple linear regression becomes a multiple regression study. This will enable the researcher to determine the significance and relevance of the second predictor variable to the original model (Gall et al., 2010). Further, it can be determined how well the two predictor variables predict the presence of the criterion variable.

The predictor variables for this study were the leadership practices of teachers in the classroom and the level of student trust in the teacher. The criterion variable for this study was

student commitment to ethical goodness. A brief description of each of the variables will now be presented.

Kouzes and Posner have identified the five best leadership practices in exemplary leadership: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the hearts of followers (Kouzes & Posner, 2007). They define leadership as a relationship that is characterized by respect and confidence. Followers choose to follow a leader. The leader behaves in ways that provide vision, empower others, and bring out the best in constituents (Kouzes & Posner, 2007).

The second predictor variable was the level of student trust in teachers. Student trust is characterized by confidence in the teacher's ability to bring about the fulfillment of common goals (Corrigan et al., 2010). Trust is built over time between a teacher and students. It is the result of both formal behaviors and informal contact (Corrigan et al., 2010).

The criterion variable was the commitment to ethical goodness. Students' commitments to ethical goodness ties into their own sense of ethical identity (Narvaez, 2004). This variable measures the student's motivation to make ethical decisions and to act on those decisions (Narvaez, 2004).

Research Questions

To understand the value of effective leadership practices in the Christian school, this study focused on the following questions:

RQ1: Among secondary students, what is the relationship between the student perception of a teacher's leadership practices and the level of commitment to ethical goodness of the student?

RQ2: Among secondary students, what impact does the inclusion of student trust in the teacher have on the level of commitment of ethical goodness of the student when added to the predictor of teacher leadership?

Null Hypotheses

There are two null hypotheses for this study.

H$_0$1: Leadership behaviors of the teacher will not be a significant predictor of the level of commitment to ethical goodness in secondary students.

H$_0$2: Leadership behaviors of the teacher and the level of student trust together will not be significant predictors of the level of commitment to ethical goodness in secondary students.

Participants and Setting

The study was conducted among secondary students who were attending a Christian school in the southwest region of the United States. The school is a member of the Association of Christian Schools International. The students represent a range of typical secondary school students. The goal of the study was to have a representative sample of students participate in completing surveys regarding one of their teachers. A total of 66 secondary students at this school participated in the study. This was an adequate number in order to conduct a regression analysis study (Urdan, 2010). The Christian school requires students to sign some type of faith statement. Students may or may not actually be Christians. Further, students may or may not attend church on a regular basis. The Christian school requires a higher level of Christian profession from the faculty. Teachers are required to sign a profession of faith and are expected to participate in the life of a church on a regular basis.

It is important to note that the instruments being utilized in this study measure the student's perception of their teacher. While it has been demonstrated that student perception and

teacher perception of a teacher's leadership style can be congruent (Wubbels & Levy, 1993), it is also acknowledged that there may be extraneous factors that can influence a student's perceptions of teacher. In some ways, the limits of perception influence any study (Gall et al., 2007). The goal of this study is to have a large enough sample in order to minimize the influence of bias or prejudice from the students.

Adhering to strict processes of confidentiality ensured anonymity of the results of any student's survey or questionnaire of a teacher. The student was instructed to complete the survey and questionnaire on a particular teacher. However, since this study focused on how students perceive teachers in general, no data that could associate a given student's results with a particular teacher was gathered. Results were cumulative and stated in general terms. The general results of the study will be made available to all of the constituents. However, individual administrators, teachers, and parents do not have access to how the teachers from the school were perceived individually by the students.

The setting for this study was a Christian school. The school agreed to take part in the study. The population of the Christian school represents the ethnic diversity of the community in which it is located. Demographic data of the general population of the school is presented in the study. All the students of a teacher who agreed to participate in the study were invited to complete the survey. Both male and female students took part in the study. Also, students at different levels of academic achievement and economic status took part in the study. However, the school is not identified by name. Individual teachers are not identified in any of the results.

The school is Christian in orientation. The school requires Bible as a part of the curriculum. This requirement is accomplished through a separate Bible class, through biblical

integration in subject areas, and through weekly chapel services. Teachers at the school are required to be professing Christians. They are expected to be active members of a local church.

The fact that the study takes place in a Christian environment is important to this study. Christian schools have character formation at the heart of their existence. The vision statement of Association of Christian Schools International (ACSI) states the following:

> ACSI will become a leading international organization that promotes Christian education and provides training and resources to Christian schools and Christian educators, resulting in schools that contribute to the public good through effective teaching and learning and that are biblically sound, academically rigorous, socially engaged, and culturally relevant; and educators who embody a biblical worldview, engage in transformational teaching and discipleship, and embrace personal and professional growth. (Association, 2013)

The mission of the Christian school includes character formation. Every staff member is involved in the process of assisting students to make good choices for their lives.

Instrumentation

The Leadership Practices Inventory (LPI) was used to measure the student perception of the teachers' leadership practices. The LPI is a research-based instrument developed by Kouzes and Posner to determine the extent to which a leader is practicing the five best leadership practices. The LPI uses a ten-point Likert scale: (1) Almost never do what is described in the statement; (2) Rarely; (3) Seldom; (4) Once in a while: (5) Occasionally; (6) Sometimes; (7) Fairly Often; (8) Usually; (9) Very Frequently; and, (10) Almost always do what is described in the statement (Kouzes and Posner, 2002). The LPI contains thirty statements. There are six statements measuring each of the five key leadership practices. The reliability for each set of

key leadership practices (Cronbach Alpha) of the LPI has been determined to range from .88 to .92 (Kouzes & Posner, 2002). These reliability scores are for when the LPI is used to observe a leader. The LPI can also be self-administered. The reliability scores are somewhat different for the LPI-Self. However, this is not relevant to this study.

Validity for the LPI was determined to be strong. Validity was determined using a number of methodologies including face validity and factor analysis (Kouzes & Posner, 2002). A number of studies have affirmed validity for the LPI. One such study performed a confirmatory factor analysis on the LPI using LISREL VII. The results confirmed an acceptable fit (Chi-Square = 399.9, d.f. = 363, p<.09). "Overall, the LPI has excellent concurrent validity, and leadership scores are consistently associated with important aspects of managerial and organizational effectiveness" (Kouzes & Posner, 2002, p. 15).

Kouzes and Posner developed the Leadership Practices Inventory over a lengthy period of time. It has been administered to over 250,000 different leaders and a wide range of leadership positions (Lazaro, 2011). As noted earlier in this dissertation, the LPI has been demonstrated to be both reliable and valid. The LPI is designed to reveal to a leader the strengths and weaknesses of the leader's practices. Leaders gains this understanding by both evaluating their own leadership practices and by having their co-workers evaluate their leaders' practices (Kouzes & Posner, 2002). The LPI has been utilized in a wide variety of leadership settings, including education. One such example is a study conducted by Gabriel Lazaro in 2011. In this study, Lazaro sought to determine the correlation between the leadership practices of a given set of teachers and their job performance evaluations. The study determined that there was a weak, but positive, correlation between the leadership practices of teachers and the job performance evaluations of teachers in a given school district (Lazaro, 2011).

The Student Trust in Faculty Scale (STF) was used to measure the student's level of trust in the teacher. The STF scale determines the "vulnerability, benevolence, reliability, competence, honesty, and openness" that characterizes student trust (Hoy, 2005, para 1). This scale is a 13-item Likert that determines the level of student trust in a teacher. Reliability has been determined to be .90 (Cronbach alpha) for the Student Trust in Faculty scale. Validity for the STF has been established through a number of studies (Adams & Forsyth, 2009; Forsyth et al., 2011). Validity for the STF has been determined to be .91 (Cronbach alpha) (Adams & Forsyth, 2009). Sample statements from the STF include, "Teachers are always ready to help at this school," "Teachers at this school are easy to talk to," and "Students are well cared for at this school."

The student's commitment to ethical goodness was measured by the Commitment to Ethical Goodness Scale Version 2.0. This scale measures ethical focus and motivation. This scale has 15 items. Each item utilizes a 5-point Likert scale. The scale was designed to measure the effectiveness of character education programs to increase ethical focus and motivation (Narvaez, Bock, & Vaydich, 2008). The reliability of the scale was pilot tested and determined to be .83 (Cronbach alpha). In subsequent tests the Cronbach alpha was determined to be .86 (Narvaez et al., 2008). Pilot studies to establish the validity of the Commitment to Ethical Goodness Scale with students obtained Cronbach alphas of .83 (n=73), .87 (n=412) (Anderson, Narvaez, Bock, Endicott, & Lies, 2004). Sample items from the CEG include, "Being a good person at school is important to me," "People at school think I'm a good person," and "Being a good person at home is important to me".

Procedures

The initial step in the study was to receive approval for the study from the Institutional Review Board at Liberty University. Once this approval was granted, the prospective Christian school was contacted to enlist its involvement in the study. A letter was presented to the school's administrator. Once permission from the school was received, meetings with the faculty were arranged. At these meetings, the rationale and processes for the study were presented to the perspective faculty. Teachers were fully informed about each step in the study. Teachers were involved if they chose to be involved. The last step in this initial phase was to contact the parents and students regarding the study. Permission for students to participate in the study was received from the guardians of the student before any student participation in the study.

Once permission was received from the guardian, directions for completing the surveys were emailed to each individual involved in the study. The student completed the surveys online using SurveyMonkey. The explanations provided by each the authors of the surveys were provided to the students. The wording of the instruments was not changed. The instruments were collated into one document. Basic demographic information was included in the survey. However, no personal information from the students was gathered. Once the data was computed and the study completed, the results will be made available to the participating school.

Data Analysis

In order to determine whether the first null hypothesis could be rejected, a simple linear regression was performed between the predictor variable (the total score of the five best leadership practices by teachers) and the criterion variable (student commitment to ethical goodness). This was accomplished using SPSS software. The raw data was entered in the

appropriate manner. The software computed the regression for the first null hypotheses and the statistical significance of the regression. The assumptions for a simple linear regression were assessed. Normality and homoscedasticity were assessed using scatterplots. The statistical results for this linear regression were presented in a table.

In order to determine if the second null hypothesis could be rejected, a multiple linear regression was performed between the predictor variables (the total score of the five best leadership practices by teachers and the student trust in the teachers) and the criterion variable (student commitment to ethical goodness). This was accomplished using SPSS software. The raw data was entered in the appropriate manner. The software computed the regression for the second null hypothesis and the statistical significance of the regression. The assumptions for a multiple regression were assessed. Normality and homoscedasticity were assessed using scatterplots. Multicollinearity was assessed by calculating the VIF. VIF values over 10 suggested the presence of multicollinearity (Stevens, 2009). The statistical results for this multiple regression were presented in a table.

CHAPTER FOUR: FINDINGS

The purpose of this study was to understand the relationship between the student's perception of the teacher's leadership practices, student trust in the teacher, and the student's commitment to ethical goodness. Two models were developed. In the first model, the student's perception of the teacher's leadership practices was the predictor and the student's commitment to ethical goodness was the criterion. A second model was developed in order to assess the first model when the student's trust in the teacher was added. In this second model, the student's perception of the teacher's leadership practices and the student's trust in the teacher were the predictors and the student's commitment to ethical goodness was the criterion. In education in general, and in character education specifically, teachers are expected to be the leaders in the classroom. This study is important because it determines if a student's commitment to ethical goodness is influenced by a teacher's leadership practices and the student's trust in the teacher.

Research Questions

To understand the value of effective leadership practices in the Christian school, this study focused on the following questions:

RQ1: Among secondary students, what is the relationship between the student perception of a teacher's leadership practices and the level of commitment to ethical goodness of the student?

RQ2: Among secondary students, what impact does the inclusion of student trust in the teacher have on the level of commitment of ethical goodness of the student when added to the predictor of teacher leadership?

Null Hypotheses

There are two null hypotheses for this study.

H₀1: Leadership behaviors of the teacher will not be a significant predictor of the level of commitment to ethical goodness in secondary students.

H₀2: Leadership behaviors of the teacher and the level of student trust together will not be significant predictors of the level of commitment to ethical goodness in secondary students.

Descriptive Statistics

Before the regressions between the instruments are presented, each instruments collective result will be examined in light of previous studies. It is worthwhile to compare the results of previous studies with the results of this study.

The Commitment to Ethical Goodness (CEG) specifically measures the self-assessment of the development of a student's ethical identity (Narvaez et al., 2008). Developed by Dr. Donna Narvaez, this instrument was utilized in a study in Minnesota (Narvaez et al., 2004). The purpose of this study was to determine the relationship between teacher attitudes toward the study and the development of the ethical sensitivity, action, and identity of students (Narvaez et al., 2004). The CEG consists of 15 statements that can be rated on a scale of 1 (always disagree) to 5 (always agree). Scores for the CEG range from 15 to 75. Higher scores indicate a stronger commitment to ethical goodness. The Minnesota study had a sample population of 459 (Narvaez et al., 2004). The CEG was administered at several different sites. The mean scores for the CEG from the various sites ranged from 53.0 to 59.4 (Narvaez et al., 2004). The CEG was determined to be an accurate indicator of the student's commitment to ethical goodness (Narvaez et al., 2004). In this study, the student scores for the CEG ranged from 51 to 72. The mean score for the sample in this dissertation was 62.07. While the mean score for the sample in this dissertation is slightly higher than Dr. Narvaez's previous study, the range of scores in this dissertation are consistent with her study. Without a follow-up study, it is not possible to address

why the mean score was higher. The following table provides a statistical average for the sample in general and for each subsection of the sample.

Table 1

Averages for Commitment to Ethical Goodness

Group	Average Score
General (Overall)	62.07
Caucasian	62.65
Non-Caucasian	61.57
Male	61.05
Female	63.33
8th-10th Grade	62.41
11th-12th Grade	61.33

The Student Trust in Faculty (STF) was developed as part of a larger project to determine the impact of collective trust in educational settings (Forsyth, Adams, and Hoy, 2011). As noted earlier, the STF has been demonstrated to reliably measure the degree of student trust in faculty (Forsyth et al., 2011). The developers of this instrument have developed a way to standardize the results across secondary schools. Using this methodology, the particular school where the instrument for this dissertation was administered was demonstrated to be at the 75% level. In other words, in terms of secondary schools who have participated in using the STF, this school was in the upper three-quarters ("Student Trust," n.d.). While this method does not necessarily relate to the study at hand, it is noteworthy to see where the students who participated in this study are in relation to other secondary students in America. The table below (Table 2) provides the statistical average for the sample in general and for each subsection of the sample (1=low, 2=moderately low, 3=moderately high, 4=high).

Table 2

Averages for Student Trust in Faculty

| Group	Average Score
General (Overall)	3.66
Caucasian	3.73
Non-Caucasian	3.58
Male	3.77
Female	3.65
8th-10th Grade	3.59
11th-12th Grade	3.80

Results

Null Hypothesis One

The first research question asked: Among secondary students, what is the relationship between the student perception of a teacher's leadership practices and the level of commitment to ethical goodness of the student? The corresponding null hypothesis stated: Leadership behaviors of the teacher will not be a significant predictor of the level of commitment to ethical goodness in secondary students.

Before the regression analysis for the first null hypothesis is presented, it must be first determined if the residuals meet the assumptions of normality and linearity/homoscedasticity. Multiple regression analysis is an appropriate statistical method to determine the significance of one or more predictors on a criterion (Gall et al., 2007). Prior to analysis, the assumptions of normality and homoscedasticity were assessed by using scatterplots (see Figures 1 and 2), performing a Shapiro-Wilk test for normality, and by determining the skewness of the residuals. The Normal P-P Plot of Regression Standardized Residual (Figure 1) indicates linearity (Garson, 2014). The scatterplot of Predicted Values and Standardized Residuals indicates

homoscedasticity (Figure 2) (Garson, 2014). The Shapiro-Wilk Test for Normality indicated that

the distribution of the residuals was not normally distributed (p = .018; α = .05). However, an

analysis of the skewness of the distribution indicated that the residuals fell within acceptable

limits (-.512, .295). Skewness is considered acceptable when it is between -2 and +2 (George &

Mallery, 2010; Garson, 2014). The assumptions for a linear regression are considered to have

been met.
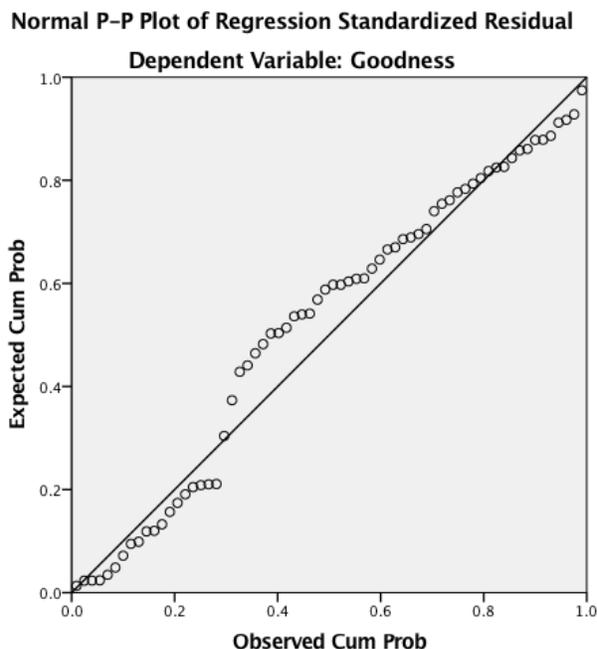
Figure 1. Normality Plot for Commitment to Ethical Goodness with One Predictor (Student

Perception of Teacher Leadership Scores)

Scatterplot
Dependent Variable: Goodness
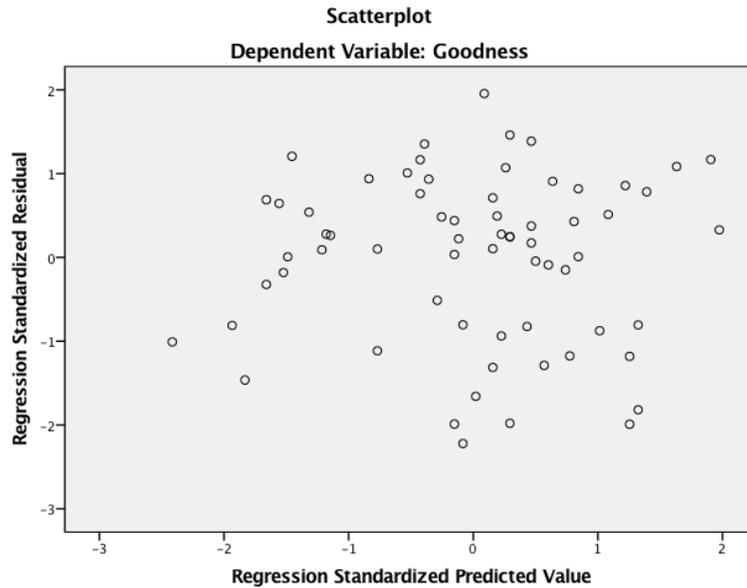
Figure 2. Regression Residuals Plot for Commitment to Ethical Goodness Scores with One

Predictor (Student Perception of Teacher Leadership Scores)

      With the assumptions for a simple regression being met, the regression model can be

processed to determine the influence of the predictor variable (the student perception of the

teacher's leadership practices) on the criterion variable (the student commitment to ethical

goodness). A simple linear regression was performed to examine the predictive influence of the

student's perception of the teacher's leadership on the student's commitment to ethical goodness.

The result of this simple linear regression was statistically significant $F(1, 64) = 12.194$, $p =$

.001. This suggests that student perception of teacher's leadership accounts for (R^2) 16% of the

variance in the student's commitment to ethical goodness. The results show (see Table 3) that

the student's perception of the teacher's leadership is a statistically significant predictor, $B =$

.073, $p =$.001, suggesting that as the student perception of the teacher's leadership increased the

student's commitment to ethical goodness increased by .073 points. The results show that the

student's perceptions of the teacher's leadership scores are a predictor of the student's

commitment to ethical goodness in this sample. The null hypothesis can be rejected.

Table 3

Linear Regression with Measure Predicting Student Commitment to Ethical Goodness

	B	*SE*	β	t	*p*
Student Perception of the Teacher Leadership	.073	.021	.400	3.492	.001

Note. F (1,64) = 12.194, *p* =.001, R^2 = .160

Null Hypothesis Two

The second research question addressed in this study was as follows: Among secondary students what impact does the inclusion of student trust in the teacher have on the level of commitment of ethical goodness of the student when added to the predictor of teacher leadership? The second corresponding null hypothesis stated: Leadership behaviors of the teacher and the level of student trust together will not be significant predictors of the level of commitment to ethical goodness in secondary students. Before the regression analysis for the second null hypothesis is presented, it must be first determined if the residuals meet the assumptions of normality, linearity/homoscedasticity, and multicollinearity. Multiple regression analysis is an appropriate statistical method to determine the significance of one or more predictors on a criterion (Gall et al., 2007). Prior to analysis, the assumptions of normality and homoscedasticity were assessed by using scatterplots (see Figures 3 and 4), performing a Shapiro-Wilk test for normality, and by determining skewness of the residuals. The Normal P-P Plot of Regression Standardized Residual (Figure 3) indicates linearity (Garson, 2014). The scatterplot of Predicted Values and Standardized Residuals indicates homoscedasticity (Figure 4) (Garson, 2014). The Shapiro-Wilk Test for Normality indicated that the distribution of the residuals was normally distributed (*p* = .058; α=.05). An analysis of the skewness of the distribution indicated that the residuals fell within acceptable limits (-.324, .295). Skewness is

considered acceptable when it is between -2 and +2 (Garson, 2014; George & Mallery, 2010).

The assumptions for normal distribution of the residuals are considered to have been met. Next,

the assumption of the absence of multicollinearity was assessed by checking the VIF.

Multicollinearity addresses the issue of the influence of the predictor variables on one another

(Garson, 2014). The Variance-Inflation Factor (VIF) will be generated to determine if the

assumption of multicollinearity has been met. The VIF was under 4, verifying the assumption

(Garson, 2014) (see Table 4).
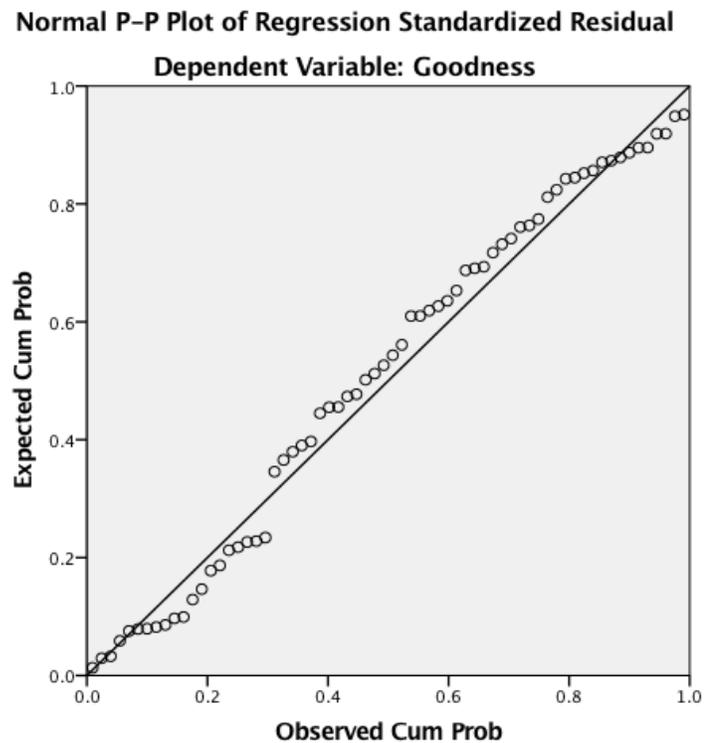
Figure 3. Normality plot for Commitment to Ethical Goodness Scores with both

Predictor Variables (Student Perception of Teacher Leadership Scores and Student Trust in

Teacher Scores)

Scatterplot
Dependent Variable: Goodness
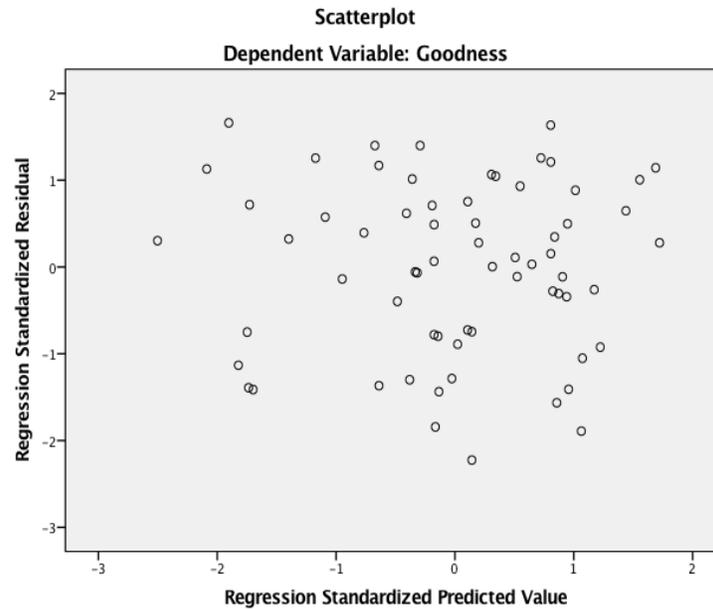
Figure 4. Regression Residuals Plot for Commitment to Ethical Goodness Scores with both

Predictors (Student Perception of Teacher Leadership Scores and Student Trust in Teacher

Scores)

Table 4

Test for the Absence of Multicollinearity Checking VIF

	Tolerance	VIF
Leadership	.759	1.317
Trust in Teacher	.759	1.317

With the assumptions for a multiple regression being met, the regression model can be

processed to determine the influence of the predictor variables (the student perception of the

teacher's leadership practices and student trust in teacher) on the criterion variable (the student

commitment to ethical goodness). A multiple regression was performed to examine the

predictive influence of the student's perception of the teacher's leadership and the student's trust

in the teacher on the student's commitment to ethical goodness. The result of this multiple regression was statistically significant $F(2, 63) = 10.05$, $p = .000$. This suggests that the model combining student perception of teacher's leadership and student in teacher accounts for (R^2) 24% of the variance in the student's commitment to ethical goodness. The two predictor variables produced contrasting results in this model. The results show (see Table 5) that the student's perception of the teacher's leadership is not a statistically significant predictor in this model, $B = .044$, $p=.062$. However, the results show that the student trust in teacher is a significant predictor in this model, $B = 5.99$, $p = .011$. This result suggests that as the student trust in the teacher increased the student's commitment to ethical goodness increased by 5.99 points. Over-all, the results show that the student's perception of a teacher's leadership and the student's trust in the teacher scores are a predictor of the student's commitment to ethical goodness.

A careful consideration of the results is necessary in determining whether the null hypothesis may be rejected for the second model. Over-all, the second model is statistically significant (Garson, 2014). This is demonstrated by $F(2,63) = 10.05$, $p = .000$ and by the $R^2 = .242$, $p = .000$. This would seem to confirm that student trust in faculty and a student perception of the teacher's leadership are predictors of a student's ethical commitment to goodness. However, only a student's trust in faculty had statistical significance in the second model. As a model, this means that when student perception of a teacher's leadership and student trust are considered in the same regressive study, the only statistically significant predictor of a student's commitment to ethical goodness will be student trust in faculty. Further analysis of the statistics in this study provided an answer why the only statistical significant results relate to student trust in faculty. While the second model met acceptable standards related to multicollinearity, this

does not mean that there is no interaction between the two predictor variables. Indeed, further statistical analysis determined that there was a moderate correlation between student perception of teacher leadership and student trust in faculty ($r = .49$, $p = .000$). This correlation is not completely surprising since trust is a significant factor in the leader/follower relationship (Kouzes & Posner, 2007). The interaction between the two predictor variables resulted in the student's perception of a teacher leadership no longer providing statistically significant information related to a student's commitment to ethical goodness when considered along with a student's trust in the teacher. The final conclusion is that the second model indicates the importance of student trust in the teacher in relation to a student's commitment to ethical goodness. However, as a working predictive model in determining a student's commitment to ethical goodness, the second model does not provide us with predictors that yield viable information. Therefore, the second null hypothesis cannot be rejected.

Table 5

Measures Predicting Student Commitment to Ethical Goodness

	B	SE	β	t	*p*
Student Perception of the Teacher Leadership	.044	.023	.239	1.90	.062
Student Trust in Teacher	5.99	2.30	.328	2.61	.011

Note. $F(2,63) = 10.05$, $p = .001$, $R^2 = .242$

Summary

This study addressed the relationship between a student's perception of a teacher's leadership practices, the student's trust in the teacher, and the student's commitment to ethical goodness. It was determined that there was a statistically significant predictive relationship between the student's perception of the teacher's leadership behaviors and the student's commitment to ethical goodness. While the second model was determined to be over-all

statistically significant, the only statistically significant predictor in the second model was student trust in the faculty. The null hypothesis could not be rejected for the second model which added student trust in the teacher.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was two-fold: to determine the predictive relationship of the student's perception of a teacher's leadership and the student's commitment to ethical goodness and to determine if adding student trust in the teacher as a second predictive variable strengthened or weakened the model. It was determined that a student's perception of a teacher's leadership is a statistically significant predictor of the student's commitment to ethical goodness. The second model, which added student trust in the teacher as a predictor, was not determined to be a significant predictor of the student's commitment to ethical goodness. Although the second model was not determined to be a predictive model for a student's commitment to ethical goodness, it did indicate the importance of a student's trust in the teacher.

The first research question of this study sought to determine the relationship of a student's perception of a teacher's leadership practices and the student's commitment to ethical goodness. The conclusion that there is a predictive relationship between these two variables fits well within the theory developed in this project. This study has supported the concept that the teacher's leadership practices have an influence in the student's commitment to ethical goodness.

Transformational leadership and the ethical development of the individual overlap to a great extent. Transformational leadership is concerned about more than simply how well a person is doing a job. Transformational leadership is concerned about how the person perceives the meaning of what they do (Burns, 2007). In other words, transformational leadership is concerned about how the individual assesses the value of what they do and about the value of the group (Bass & Stedlmeier, 1999). Ethical development is similarly concerned with how the student learns to assess real-life situations (Narvaez, 2004; Sternberg, 2012). Further, students

develop ethically by learning to become ethically aware of situations (Montgomery & Walker, 2012).

Students form a commitment to ethical goodness by a complex process of studying ethical principles (Lickona & Davidson, 2005), examining possible outcomes (Kohlberg, 2010), learning about the virtues of justice and fairness (Montgomery & Walker, 2012), and developing ethical judgment in a supportive environment (Narvaez, 2004). The teacher's role in this process is to educate the students and guide them through this process (Narvaez, 2004). This study affirms the significance of the teacher's role by demonstrating that transformational leadership gives support to students in their own personal commitment to ethical goodness.

In this study, one leadership behavior stood out as being significant in the process of students forming a commitment to ethical goodness. Modeling the Way had a significant predictive relationship with the students' commitment to ethical goodness. Bandura (1993) and Erickson (1968) both held that adolescents look to other significant individuals in the formation of their own ethical identity. The fact that Modeling the Way was a strong predictor of the students' commitment to ethical goodness in both models fits within this understanding (see Additional Analysis). The students in this study perceived their teachers as treating them with dignity and respect, following through on promises and commitments, and ensuring the student's success. Modeling has a significant impact on the development of the student's ethical character (Sanderse, 2013). While modeling is broader than simply the leadership behaviors of the teacher, it certainly includes these behaviors. This insight provides teachers with a framework for intentionally developing their modeling for students (Sanger & Osguthorpe, 2013; Schwartz, 2007).

Both research questions focused on the significance of the student perception of teacher influence. While the null hypothesis for the second model in this study could not be rejected, the consideration of student trust as an important factor in our discussion is still valuable. Leadership is understood to be influence over a given group of people (Kouzes & Posner, 2007). The theoretical framework for this study established that student trust and transformational leadership are important factors in a student's commitment to ethical goodness. Trust is normally understood within an interpersonal dynamic (Adams & Forsyth, 2009). An interpersonal dynamic as a basis for trust by a student is viewed as the result of teacher friendliness. While interpersonal dynamics are important, this study suggests that the leadership practices of the teacher are also significant in the development of student trust.

The transformational leadership model provides insight into why student trust is significant. This study recognizes that the leader and the students are part of a community centered on the goal of learning and formation (Bass & Stedlmeier, 1999). This relationship between leader and students parallels the relationship between leader and follower. As such, the relationship between leader and follower should be characterized by healthiness and trust (Bass & Stedlmeier, 1999). Healthy organizations become productive precisely because the leader and the followers are each contributing to the overall growth and success. Each part of the organization is growing and contributing (Bass & Stedlemeier, 1999). In many ways, this understanding of organizational health parallels the Apostle Paul's teaching of what a healthy church looks like in 1 Corinthians 12-14. Each member of the church is to contribute their spiritual gifts to the overall ministry of the church. In a classroom, the teacher "contributes" their leadership and the students "contribute" their work and insights into reaching the

educational objectives established for the class. In order for this system to work, there must be trust between the parties.

Student trust is significant because the transformational leader offers the student the values and ideals of the organization. Transformational leadership establishes idealized influence as a significant leadership practice (Bass & Riggio, 2006). Idealized influence is the living out of the values of the organization. The leader needs to be the realization of what the organization is seeking to be and to do. This applies to the classroom leader. This study strongly supports the concept that the teacher is a role model for students. Modeling the Way is the willingness to be an example to the students (Kouzes & Posner, 2007). It is the embodying of the values of the organization (Kouzes & Posner, 2007). Noddings (2002) maintains that the teacher encourages moral behavior by establishing an ethic of care within the classroom.

Transformational leaders motivate followers to reach for significant goals. This study demonstrates that the teacher as leader motivates students through words and actions. Inspirational motivation involves the leader's enthusiasm and the effort on the part of the leader to connect with the personal goals and values of the followers (Bass & Riggio, 2006). A key part of this inspiration is the communication of values and vision from the leader to the followers (Kouzes & Posner, 2007). In many ways, a teacher has a natural context to communicate how the particular subject relates to the overall progress of the student (Boyd, 2009). The teacher has the opportunity to present and re-present the overall goals of education. This vision casting is a significant leadership behavior that influences the student's perception of education's value (Farr, 2010).

Transformational leaders provide intellectual stimulation to their followers (Bass & Riggio, 2006). Students choose to trust that the teacher is providing and equipping them with

everything they need in order to reach academic and personal goals. It is expected that a teacher will seek to provide intellectual stimulation in the classroom (Prezzler, 2006). Strong teachers continually seek out the most effective strategies to assist students in being successful (Farr, 2010). Students in this study responded positively to the teacher's efforts to introduce the best strategies in order for the students to be successful.

Transformational leaders provide individual consideration (Bass & Riggio, 2006). The leader sees the follower as a person with goals, aspirations, and hopes. It is this focus on the individual that allows the teacher to encourage and enable students to work well. The teacher becomes a coach or mentor for students (Narvaez, 2006). As teachers seek to be of assistance to students, students reciprocate by looking to the teacher as a guide (Noddings, 2002). Trust is the foundation for this working arrangement. Encouraging the Heart involves providing positive feedback for students in order to affirm them (Kouzes & Posner, 2007). The teacher establishes an emotional tone in the class by modeling acceptance and providing hope for students. As students perceive teachers to be *for* them, students respond with trust toward the teachers.

Student trust and transformational leadership are significantly related in predicting a student's commitment to ethical goodness. Student trust is significant because students are followers of the teacher's leadership in the classroom. This study has established that trust and the leadership practices of the teachers are important for character education.

Conclusions

This project on the effects of student perception of teacher leadership centers around the concept of influence. The leadership of the teacher influences students toward academic goals and toward ethical goodness. As a teacher engages in transformational leadership practices,

students are influenced toward the positive outcomes of character education. There are several facets of this influence to explore as conclusions are formed.

A key implication from this study is the perspective that the teacher is the educational leader in the classroom. The activities of a teacher in relating to students are properly viewed as leadership. This highlights an important viewpoint on teachers that is often missed: the teacher leads students. In conducting research for this study, it was observed that most of the time teachers are described as leaders in the context of their influence on campus outside of the classroom. While this sphere of influence for teachers is important and necessary, the concept that the teacher leads within the classroom has not been fully developed nor appreciated. This study has addressed this issue. Teachers lead students. The recognition that teachers are leaders provides a way to understand the various activities and roles of a teacher within the classroom (Taylor et al., 2011). The paradigm of transformational leadership gives guidance to teachers seeking to understand how to establish the classroom as a successful learning environment. Teachers as transformational leaders create an atmosphere in which students follow. Students as followers want teachers who model authenticity, give significance to the organizational task, create a sense of excitement about the work being accomplished, and create a sense of community among the students (Goffee, 2011). The findings in this study concur with this understanding. Students look to teachers to lead in the classroom.

A second key finding in this study is the importance of teacher leadership in character education. The teacher is more than simply a facilitator or an educator (Lickona & Davidson, 2005; Narvaez, 2006). Character education theories and approaches have tended to focus on teaching a certain type of content, enforcing a certain approach toward discipline, assisting students to develop morally, or creating a certain type of atmosphere at the school (Berkowitz &

Bier, 2005: Sarid, 2012). Various studies have been conducted to measure the impact and significance of each of these approaches. This study adds to the research conducted in character development by suggesting another factor to be considered in character education. The leadership of the teacher is a factor that must be considered in creating an effective character education program in the life of the school. The concept of the teacher as a transformational leader is significant and important. This study recognizes the significance of the leadership behaviors of the teacher in influencing students in the classroom.

Each of the practices of a transformational leader within the classroom is important in considering the influence of the teacher in the lives of students. The paradigm provided by Kouzes and Posner provides a framework to analyze the specific behaviors of the teacher's leadership. Leadership is transformational in nature. Leaders involve their followers in a mutual process of moving the organization toward its goals (Bass & Riggio, 2006; Burns, 2007). The positive contribution of leaders to followers has been studied within the business community to a great extent (Burns, 2007). The significance of transformational leadership within the classroom is beginning to be recognized as well (Bolkan & Goodboy, 2009; Cohen, 2009). This study adds to this recognition.

Transformational leadership benefits both leader and followers not simply by receiving some goods (transactional leadership), but by meeting a deeper need for meaning and purpose in life (Bass & Riggio, 2006). Transformational leadership meets this need by providing idealized influence and role modeling of the important values of the organization, by inspirational motivation, by intellectual stimulation, and by individualized consideration (Bass & Riggio, 2006). The students in this study indicated that the positive leadership behaviors of teachers

were important to them. The regression analysis suggested that the transformational leadership

behaviors influenced the students to affirm a commitment to ethical goodness.

A third significant finding in this study is the importance of the teacher leading by being

a role model to students. While all the transformational leadership practices are significant in

influencing the student and student ethical commitment to goodness, Modeling the Way had the

strongest predictive value in both models (see Additional Analysis). This study has

demonstrated that a teacher's leadership influences the ethical commitment of the student. The

teacher's leadership will influence students in their moral development (Lickona & Davidson,

2005). The teacher who serves by being an effective leader encourages students to be committed

to ethical goodness (Pantic & Wubbels, 2011). A key aspect of the character education

movement is the intentional effort to encourage the moral development of each student. As was

examined earlier in this project, the character education movement has focused on process and

content as the primary means to assist students to become good people. This project has

demonstrated that the teacher as leader is a key influence in students being committed ethical

goodness.

Each area of leadership behavior is important for assisting students to be committed to

ethical goodness. The teacher who serves will be intentional and careful to be a model for

students (Sanderse, 2013). This study has demonstrated that modeling the way is influential for

students. Teachers should be careful to select what virtues and values they wish to present in the

classroom (Sanger & Osguthorpe, 2013). The teacher who serves will seek through self-

discipline and self-examination to be careful to present to the student these values in action. The

teachers must always remember that they are the leaders in the classroom. They may have a

positive relationship with students. However, the teacher is an adult who is entrusted with

leading students to a desired outcome.

Implications

This study sought to fill the gap in the existing research regarding the significance of the teacher's leadership to character education. This study has demonstrated that the teacher's leadership practices are a factor in character education. There are two implications from this conclusion: teaching is fundamentally moral in nature, and the leadership of the teacher empowers students.

The Moral Implications of Teaching

The influence a teacher has as a transformational leader has moral implications. The teacher and students enter into a relationship that is defined by the context of education. Both the teacher and the students come with expectations of how this relationship should be conducted. For the teacher, the relationship with students is largely one in which the teacher takes the role of a leader who is trusted with the education of the students. For the student, the relationship with a teacher is defined by the student's educational expectations and personal needs. What this study has highlighted is that there is an additional agenda that is at work in the teacher-student relationship. Teachers influence their students through transformational leadership. This influence implies a moral agenda. This moral agenda is partly related to the curriculum being taught and partly related to how the teacher leads students (Forsyth et al., 2011; Klaassen, 2012).

This study supports the concept that the teacher is a model to students. Because children largely learn values and attitudes through seeing and relating to other people (Bandura, 1993), the values the teacher models are extremely important. From a strictly educational viewpoint, the teacher is a representative for the overarching goals that education upholds (Farr, 2010).

These goals include being a life-long learner, being a critical thinker, treating others with respect when there is disagreement, being inquisitive about the views people hold, being knowledgeable and capable in a subject area, creatively applying knowledge in life, etc. These are common goals in education that are held as worthwhile and achievable. This study has highlighted the importance of the teacher's modeling of such values in the classroom.

The teacher is a model for the application of virtues to life when leading a class. The New Testament recognizes the importance of a teacher being an example of virtue to students. James 3:1 (ESV) states, "Not many of you should become teachers, my brothers, for you know that we who teach will be judged with greater strictness". Likewise, Paul instructs Timothy to appoint individuals who are "above reproach" and "sober-minded, self-controlled, respectable, hospitable, able to teach, not a drunkard, not violent but gentle, not quarrelsome, not a lover of money" (1 Timothy 3:2-3). In both of these scriptures the primary focus is on church leaders. However, these verses also illustrate the importance of virtue in leaders of various sorts, including teachers in the classroom.

The significance of a virtuous teacher primarily relates to the impact a teacher has on a student. Adolescents form their sense of identity through relationships (Seider, 2012). When students step into a classroom, most of the time they are concerned with how the people in the classroom are going to relate to them (Seider, 2012). This concern includes the teacher. An adolescent builds a sense of personal worth from relationships (Erickson, 1968). How a teacher relates to students has a significant impact on how those students perceive themselves and their capacity for success in life. Stated positively, a virtuous teacher can significantly impact the life of a student by modeling love, care, concern, and vision (Noddings, 2002).

This study supports the premise that teaching is a moral activity. The manner in which a teacher leads classes goes beyond simply effectiveness in academic achievement. The manner in which a teacher relates has a significant impact on the life of another human being (Jackson, Boostrom, & Hansen, 1993). This is a key aspect of morality. Jesus taught that we are to love our neighbor as ourselves (see Luke 10:25-37). By Jesus' definition, students are the neighbors of teachers.

The Empowerment of Students

This study has highlighted the importance of the teacher-student relationship. One of the key results of a teacher's influence is empowerment for the student (Search Institute, 2014). Empowerment has several important aspects to it that are significant in education (Dimick, 2012). The first aspect is the teacher's explicit encouragement of the student in pursuing knowledge. That is, the student receives permission to pursue an interest in the subject area. The way a teacher relates to students will convey the sense of permission either explicitly or implicitly. The teacher establishes openness in the relationship by means of showing interest in the student and by treating the ideas of the student with respect. The second aspect of empowerment is emotional support. The teacher expresses approval of the student's efforts and attitudes through words and action. Students as learners need to know that they are on the right track toward learning. This type of encouragement serves to provide students with the emotional support they need in order to continue the learning process.

The teacher seeks to empower students by establishing a relationship that is based on respect, honesty, and emotional support (Benson, 2010). The teacher decides to demonstrate respect for the student efforts and attitudes. However, a key prerequisite to this demonstration is first establishing respect for the student's person. That is, the teacher needs to demonstrate

respect for the thoughts, feelings, and dignity of the student (Bergmark, 2008). This study has demonstrated the importance of a positive relationship between the teacher and student. Trust is foundational to any relationship. This study has demonstrated that the practices of transformational leadership provide an approach toward establishing trust between the teacher and the student.

Empowering people is a key result of transformational leadership (Bass & Riggio, 2006; Burns, 2007). Transformational leadership begins with the teacher's perspective on the student. The transformational leader will choose to serve those he leads. Servant leadership is the approach toward leading others that intentionally incorporates a whole person view of the follower (Greenleaf, 1977). The leader seeks to treat the follower as a person with needs for belonging and meaning. The leader becomes a servant to the follower by taking the initiative to establish an environment in which people flourish (Cohen, 2009). Human flourishing occurs as people approach their potential for human learning and living (Spears and Loomis, 2009). The leadership model incorporated in this study provides an effective way to ensure that an environment for growth is created (Lazaro, 2011).

This study demonstrated the power of affirmation in the classroom. Students indicated that their teachers treat others with dignity and respect. This was the highest rated statement on the Leadership Practices Inventory (9.28). Affirmation is a powerful gift to give people (Benson, 2010; Noddings, 2002). Most people are starved for affirmation and encouragement. Our society tends to emphasize shortcomings and failures. People desire to be a part of an organization where care is a genuine experience. This type of environment truly assists people to flourish. The servant leader both creates and maintains this type of environment by first encouraging people and by insisting that other leaders encourage people (Benson, 2010). An

environment where people flourish will seek to fulfill its mission in such a way that the people who contribute to its success are benefitted as well (Greenleaf, 1977). Without sounding simplistic, the heart of servant leadership is love. The Bible clearly calls leaders to love their followers (Ephesians 5:1-2). When leaders care about those who are under their authority, those people are cared for and built up.

The empowerment of students results in the student being able to take action in life. This action can be categorized as academic, social, or political (Dimick, 2012). Academic empowerment speaks to the student's ability to perform the actions necessary for learning. Social empowerment is the creation of relationships that are mutual, caring, and respectful. Social empowerment is the effective removal of discrimination of any sort. Political empowerment is providing a way for the student to express opinions and thoughts. It is giving the student permission to take control of learning (Dimick, 2012). The leadership of the teacher is important in creating structures that facilitate empowerment. Transformational leadership is the focus whereby followers, in this case, students, become empowered to take action in their own learning and in life. This study has highlighted the significance of the leadership of the teacher in empowering students by creating structures and vision for students to become active learners.

Limitations of the Study

There are always limitations in any study. This study is no exception. There are four limitations to be considered in regards to this study.

The first limitation of this study is the size of the study. This study took place at one school with a comparatively small student population. The response from the students was

strong (approximately 60% of the students). However, it is recognized that the study reflects only one school population.

Another limitation of this study is the context of the study. The study was conducted at a Christian school that is focused on proclaiming the gospel of Jesus Christ, teaching the Bible in a relevant manner for students, and establishing a culture that facilitates Christian discipleship. The results of this study indicate that students at this school perceive themselves to be committed to ethical goodness. Further, the results indicate that the students perceive the teachers as being trustworthy. These are all positive findings. However, it is recognized that what might be true at this Christian school might not be true in other schools (Christian, charter, or public).

A third limitation relates to the structure of the school. The staff teaches students from 7th grade through 12th grade. Most teachers teach multiple subjects. It is conceivable that students might have the same teacher a variety of times through the student's secondary experience. This creates a setting where the students come to know their teachers quite well. This is a factor that relates to this study. It is not a limitation per se. However, it should be noted that this adds to the uniqueness of this group and to the uniqueness of this study.

Finally, it is recognized that there are many variables that go into a student's commitment to ethical goodness and into their character formation in general (Berkowitz & Bier, 2005; Lickona, Schaps, & Lewis, 1995). The teacher's leadership practices are simply one factor in the formation of character in the student's life. Other factors to be considered are the parents or guardians, siblings, extended family, friendships, culture, and church participation. In addition, whether the student has made a faith commitment to follow Jesus Christ is a significant factor in the formation of Christian character (Lickona, 1991b). Recognizing these factors places this study in its proper context. How a student perceives the teacher's leadership behaviors and the

trust the student develops in the teacher are important factors in the development of the student's character. However, there are many factors that, hopefully, result in positive character formation.

Recommendations for Future Research

There are a number of recommendations for future research that would correlate nicely with this study. The first study would involve the development of instructional means for equipping teachers to become transformational leaders. While there is an emphasis on teaching strategies in most teacher education programs, there should be a corresponding emphasis on establishing a framework for being the leader in the classroom. A study that established such a framework would be beneficial. Further, a study that examined how teachers implemented such a framework in their day-to-day teaching would also benefit educators in general.

Another potential area of study would be the development of trust from student to teacher. This study has demonstrated that as students perceive teachers to practice certain leadership behaviors, students express trust in their teacher. It would be beneficial to examine the psychological process by which students develop trust in teachers. The teacher-student relationship is unique. Exploring the dynamics of this relationship would benefit educators by establishing a framework through which they could understand the process that a student undertakes to reach a high level of trust in a teacher.

Summary

Character matters. There has been an understandable rise in concern about the character of young people in the United States in the last thirty years. Such tragedies as Columbine, Virginia Tech, and Sandy Hook have reinforced a concern among adults about the character of our young people. Certainly, the individuals involved in these tragedies all displayed certain

mental health issues that were not dealt with in an effective manner. However, the overall effect of these tragedies has been to focus on the need to shape the character of young people so that they are living a healthy lifestyle that makes positive contributions to society.

This dissertation has examined a number of approaches to successfully influencing students to adopt positive character traits. These approaches focus on either learning content about character and values, learning a process to form values, and a combination of the both of these. A major conclusion of this study is that teacher leadership is an important ingredient in any approach in character education. This study demonstrates that how a teacher leads in the classroom and the level of student trust in the teacher are significant factors in the student's level of commitment to ethical goodness.

Leadership matters. This dissertation has surveyed the broad range of leadership approaches. Transformational leadership was determined to be an effective style of leadership because of its positive impact on the growth of individuals as well as the accomplishment of organizational goals. The leadership paradigm of Kouzes and Posner has been demonstrated to be a manageable way to understand and implement transformational leadership. This dissertation has utilized this paradigm as a way to understand the teacher's leadership in the classroom.

Teachers matter. The teacher is the leader in the classroom. The teacher forms a vision of what needs to happen and invites students to follow the teacher as the class accomplishes the goals of learning. How the teacher exercises leadership is an important factor in whether the students trust the teacher and want to become like the teacher. The students in this study saw the leadership behaviors of their teachers to be significant. In particular, the students focused on how teachers demonstrated their belief that students were important. The students established

that being treated well in the classroom was very important to them. They saw the teachers in the study as treating them with dignity and respect. This personal consideration on the part of the teachers toward the students had a significant impact on the development of student trust and commitment to ethical goodness. At the same time, the students want to know that they are heading somewhere important and valuable. The students saw the teachers as being sincere and competent to assist each student to reach the educational objectives for the class. The students saw the teachers as being enthusiastic and being organized in managing the class. In short, the teachers are the leaders, and the students are happy to follow them.

This study has focused on the teacher's leadership within the classroom. This study has studied the relationship between the perception of the leadership practices of a teacher, the level of student trust in faculty, and the student commitment to ethical goodness. It was determined that there is a predictive relationship between the perception of the leadership practices and the level of student commitment to ethical goodness.

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APPENDIX

IRB Approval Letter

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

June 24, 2015

Timothy Prickett
IRB Approval 2188.062415: A Correlational Study of Student Perceptions of Teacher Leadership, the Level of Student Trust in Faculty, and Student Beliefs Concerning Ethical Goodness

Dear Timothy,

We are pleased to inform you that your study has been approved by the Liberty IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

Fernando Garzon, Psy.D.
Professor, IRB Chair
Counseling

(434) 592-4054

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Leadership Practices Inventory Approval

February 12, 2014

Linda Massenburg
17 Silversmith Trail NW
Cartersville,G A 30120

Dear Linda:

Thank you for your request to use the LPI®: Leadership Practices Inventory® in your dissertation. This letter grants you permission to use either the print or electronic LPI [Self/Observer/Self and Observer] instrument[s] in your research. You may ***reproduce*** the instrument in printed form at no charge beyond the discounted one-time cost of purchasing a single copy; however, you may not distribute any photocopies except for specific research purposes. If you prefer to use the electronic distribution of the LPI you will need to separately contact Ryan Noll (rnoll@wiley.com) directly for further details regarding product access and payment. Please be sure to review the product information resources before reaching out with pricing questions.

Permission to use either the written or electronic versions is contingent upon the following:

(1) The LPI may be used only for research purposes and may not be sold or used in conjunction with any compensated activities;
(2) Copyright in the LPI, and all derivative works based on the LPI, is retained by James M. Kouzes and Barry Z. Posner. The following copyright statement must be included on all reproduced copies of the instrument(s); "Copyright © 2013 James M. Kouzes and Barry Z. Posner. Published by John Wiley & Sons, Inc. All rights reserved. Used with permission";
(3) One (1) **<u>electronic</u>** copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data must be sent **<u>promptly</u>** to my attention at the address below; and,
(4) We have the right to include the results of your research in publication, promotion, distribution and sale of the LPI and all related products.

Permission is limited to the rights granted in this letter and does not include the right to grant others permission to reproduce the instrument(s) except for versions made by nonprofit organizations for visually or physically handicapped persons. No additions or changes may be made without our prior written consent. You understand that your use of the LPI shall in no way place the LPI in the public domain or in any way compromise our copyright in the LPI. This license is nontransferable. We reserve the right to revoke this permission at any time, effective upon written notice to you, in the event we conclude, in our reasonable judgment, that your use of the LPI is compromising our proprietary rights in the LPI.

Best wishes for every success with your research project.

Cordially,

Ellen Peterson
Permissions Editor

Commitment to Ethical Goodness Approval

On Feb 8, 2014, at 3:15 PM, "Darcia Narvaez" <dnarvaez@nd.edu> wrote:

Hi,

You may have permission to use the Commitment to Ethical Goodness Scale. You can download the guidebook from my website (link in my signature below). There is no charge. I'm attaching the publications where it was used (earlier it was called Ethical Identity).

Good luck with your research!

Darcia

On 2/8/2014 6:03 PM, Prickett, Timothy wrote:

Dr. Narvaez,

My name is Tim Prickett. I am a Doctor of Education student at Liberty University. I am currently preparing my dissertation. My topic is the relationship of teacher leadership practices within the classroom to the develop of student trust, openness to adopting values, and commitment to those values. I am writing to ask your permission to use your "Commitment to Ethical Goodness Scale" in my study. At this point in time, I have no plans to publish my dissertation results (beyond the copy of the dissertation for the doctorate). If I did decide to publish the results for the general population, I would seek your permission to do so.

Also, is there a published form for the "Commitment to Ethical Goodness Scale" I may purchase for use?

Thank you for your consideration.

Tim Prickett

Student Trust in Faculty Approval

Dear Mr. Prickett:

Professor Adams and I grant you permission to use the scale, as published and found on page 180 of Collective Trust (Forsyth, Adams, & Hoy, 2011). We appreciate receiving electronic copies of any research reports that result from the use of our measures. Best wishes on your study. PBF

Patrick B. Forsyth

Patrick B. Forsyth, Professor of Education
  & Co-director, Oklahoma Center for Education Policy
The University of Oklahoma
Jeannine Rainbolt College of Education
918-660-3870   patrick.forsyth@ou.edu

On 2/19/14 7:12 PM, "Timothy Prickett" <drtimprickett@gmail.com> wrote:

Hello,

I am a Doctor of Education student at Liberty University. I will be conducting research for my dissertation in the near future. My dissertation topic is the effect of teacher leadership in the classroom on student trust in the teacher, student openness toward new values, and student commitment to live by those values. I am interested in using the Student Faculty Trust Scale in this student. I am writing this email to secure permission to do so.

Thank you for your consideration.

Tim Prickett

Permission Request to Parent Letter

Date: June 25, 2015

Dear Parent:

    I am writing this letter to present an opportunity for your child to participate in a study I am conducting regarding the importance of teacher leadership in the classroom. I am a Doctor of Education student at Liberty University. My dissertation topic is the effect of teacher leadership behaviors in the classroom on student attitudes. I am sure you would agree that the teacher is a pivotal factor in not only ensuring the academic success of the student but also influencing the character development of the student.

    This study seeks to determine how the leadership behaviors of the teacher affect the student's trust in the teacher and the student's commitment to ethical goodness. If you allow your child to participate, he/she will be asked to complete four surveys: the Leadership Practices Inventory, the Commitment to Ethical Goodness scale, the Student-Faculty Trust scale, and a demographics survey. The inventory and scales are statistically normed and shown to be reliable and valid.

    I have already met with the principal and faculty concerning this project. The fact that you are receiving this letter indicates their willingness to participate in this study. Here are some important details about this study. First, all participation is voluntary. No teacher or student is required to participate. Second, all participation is anonymous. The results will be printed in a way to protect anonymity for the school. No teacher's nor student's names will be recorded at any time for the study. Third, the information that your child provides for the study about leadership will not be provided directly to the principal nor to anyone associated with VVCS.

All information will be cumulative and general in nature. Fourth, after the study is completed and my dissertation has been approved, I will make the results available to the school for their benefit. There are no costs to you or the school.

I appreciate your consideration. I would be happy to answer any questions you have. If you have any questions, please email me. The enclosed form is a consent form. If you are willing to give permission for your student to participate in this study, simply sign the form and mail it to me in the envelope I have provided.

Sincerely,

Tim Prickett

Parental Consent/Student Assent
The Relationship of Student Perception of Teacher Leadership, Student Trust, and Student
Commitment to Ethical Goodness
Tim Prickett
Liberty University
School of Education

Your child is invited to be in a research study of the effect of teacher leadership behaviors on student attitudes. Your student was selected as a possible participant because he attends a Christian school. Please read this form and ask any questions you have before agreeing to allow your child to be in this study. I will be happy to answer any questions you have about this study.

Tim Prickett is conducting this study. He is a Doctor of Education student at Liberty University's School of Education.

Background Information:

The purpose of this study is to determine the relationship between a student's perception of a teacher's leadership behaviors (casting vision, building student capacities, encouraging students, modeling, and finding the best learning strategies) and the level of student trust in teachers and student commitment to ethical goodness.

Procedures:

If you agree for your student to be in this study, I would your child to do the following things:

Complete a survey concerning the leadership practices of a specific teacher, a survey in regards to the level of trust the student has for the same teacher, a survey on the student's commitment to ethical goodness, and a survey on some basic demographic information.

Once you have returned this consent form with both your and your child's signature in the envelope provided, I will email you instructions on how to complete the surveys online using SurveyMonkey. If there are any questions regarding these instructions, you or your child can contact me via email, and I will answer these questions. The surveys will take from 15-30 minutes to complete.

Risks and Benefits of being in the Study:

This study is considered to have minimal risk, which is defined as no more risk than your child would experience when going about daily activities.

There is no direct benefit to participation.

Compensation:

 Your student will not be compensated for taking part in this study.

Confidentiality:

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records.

All information provided by the students will be stored either in a locked cabinet or in a secure file on a computer. The cabinet and computer are the personal property of the researcher and are stored in a secure home that has an alarm system. All paper associated with this study will be stored for three years. No school name, teacher name, or student name will be recorded in a computer file. The only references will be to "School 1" or "Teacher 1." No individual student will be referred to in the study in any way. No individual student comments will be recorded for study purposes.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to allow your child to participate will not affect your student's status in his or her current school nor will it affect any possible association with Liberty University in the future. If you decide to allow the student to participate, he/she is free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Tim Prickett. You may ask any questions you have now. If you have questions later, you are encouraged to contact him at tprickett@liberty.edu or 760 486-5191. The dissertation chair is Dr. Gary Woods. He can be contacted at gwoods2@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd, Suite 1837, Lynchburg, VA 24515 or email at irb@liberty.edu

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature of student: _____ Date: _____

Signature of parent or guardian: _____ Date: _____

Signature of investigator: _____ Date: _____

Letter to Principal

Date:

Dear Sirs:

I am writing this letter to present an opportunity for your school to participate in a study I am conducting regarding the importance of teacher leadership in the classroom. I am a Doctor of Education student at Liberty University. My dissertation topic is the effect of teacher leadership behaviors in the classroom on student attitudes. As a fellow educator, I am sure you would agree that the teacher is a pivotal factor in not only in ensuring academic success of the student but also influencing their character development.

Let me describe some of the details of the study for you. First, students will complete a survey and questionnaire on their perception of a teacher's leadership, their trust in that teacher, and the student's commitment to ethical goodness. No personal information about the student will be recorded in the study. The study will be completely anonymous for the student. Second, no special preparations on the part of the student or teacher are required. Third, all consent forms for the study will be provided to the school. Fourth, at your discretion, I would be happy to meet with teachers and/or parents regarding the nature of this survey and the benefits this study might produce for the school and education in general.

I would welcome the opportunity to meet with to discuss this study and to answer any questions you might have in regards to participation.

Sincerely,

Tim Prickett

Script for Initial Phone Contact

Hello, how are you doing this fine day?

My name is Tim Prickett. I am conducting an important educational research project related to teacher leadership in the classroom and its effect on students. The reason why I am calling you today is to gauge your interest in possibly participating in this research. Let me say upfront that there will be no cost at any time to anyone who participates in this research. In fact, for publication purposes all participation will be completely anonymous.

This research is being conducted under the supervision of Liberty University in Virginia. Liberty University's Institutional Review Board has examined this research and approved it as being safe for all participants. I am a Doctor of Education student at Liberty University and I am working under the supervision of a Dissertation Chair regarding the appropriateness of the study. What I would like to do today is set up an appointment with you to discuss this study and what it what mean for your school to participate.

I appreciate this opportunity to explore this study with you.

Thank you.

Additional Analysis

The Leadership Practices Inventory can be analyzed in five distinct areas: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. In order to have a more detailed analysis of each of the two models for regression analysis, additional analysis of each model will be presented using each area of the leadership paradigm in the LPI. The first model using the student perception of the leadership practices of the teacher as the predictor and the student commitment to ethical goodness will now be presented according to each area of the LPI.

Table 6

Linear Regression with Measures Predicting Student Commitment to Ethical Goodness (Modeling the Way)

	B	*SE*	Beta	t	p
Student Perception of Modeling the Way	.473	.114	.461	4.151	.000

Note. F $(1,64) = 17.232$, *p* $<.000$, $R^2 = .212$

Table 7

Linear Regression with Measures Predicting Student Commitment to Ethical Goodness (Inspiring a Shared Vision)

	B	*SE*	Beta	t	p
Student Perception of Inspiring a Share Vision	.253	.087	.342	2.909	.005

Note. F $(1,64) = 8.463$, *p* $<.005$, $R^2 = .117$.

Table 8

Linear Regression with Measures Predicting Student Commitment to Ethical Goodness (Challenging the Way)

	B	SE	Beta	t	p
Student Perception of Challenging the Way	.217	.077	.331	2.807	.007

Note. F (1,64) = 7.882, *p* <.007, R^2 = .110

Table 9

Linear Regression with Measures Predicting Student Commitment to Ethical Goodness (Enabling Others to Work)

	B	SE	Beta	t	p
Student Perception of Enabling Others to Work	.214	.118	.221	1,816	.074

Note. F (1,64) = 3.298, *p* <.074, R^2 = .049

Table 10

Linear Regression with Measures Predicting Student Commitment to Ethical Goodness (Encouraging the Heart)

	B	SE	Beta	t	p
Student Perception of Encouraging the Heart	.205	.085	.288	2.405	.019

Note. F (1,64) = 5.786, *p* <.019, R^2 = .083

The second model for this dissertation added student trust in the teacher as a predictor to the model. The regressions for each of the individual leadership practices will now be presented.

Table 11

Multiple Regression with Measures Predicting Student Commitment to Ethical Goodness (Modeling the Way)

	B	SE	Beta	t	p
Student Perception of Modeling the Way	.337	.122	.328	2.758	.008
Student Trust in Teacher	5.487	2.167	.301	2.533	.014

Note. $F(2,63) = 12.55$, $p<.000$, $R^2 = .285$

Table 12

Multiple Regression with Measures Predicting Student Commitment to Ethical Goodness (Inspiring a Shared Vision)

	B	SE	Beta	t	p
Student Perception of Inspiring a Shared Vision	.133	.092	.179	1.449	.152
Student Trust in Teacher	6.677	2.258	.366	2.957	.004

Note. $F(2,63) = 9.115$, $p<.000$, $R^2 = .224$

Table 13

Multiple Regression with Measures Predicting Student Commitment to Ethical Goodness (Challenging the Way)

	B	SE	Beta	t	p
Student Perception of Challenging the Way	.142	.076	.216	1.876	.065
Student Trust in Teacher	6.936	2.101	.380	3.302	.002

Note. $F(2,63) = 10.00$, $p<.000$, $R^2 = .241$

Table 14

Multiple Regression with Measures Predicting Student Commitment to Ethical Goodness (Enabling Others to Work)

	B	SE	Beta	t	p
Student Perception of Enabling Others to Work	-.014	.128	-.014	-.107	.915
Student Trust in Teacher	8.262	2.408	.453	3.431	.001

Note. F(2,63) = 7.812, *p*<.001, R^2 = .199

Table 15

Multiple Regression with Measures Predicting Student Commitment to Ethical Goodness (Encouraging the Heart)

	B	SE	Beta	t	p
Student Perception of Encouraging the Heart	.089	.087	.126	1.023	.310
Student Trust in Teacher	7.184	2.239	.394	3.208	.002

Note. F(2,63) = 8.458, *p*<.001, R^2 = .212