

RELATIONSHIP BETWEEN PRINCIPAL SUPPORT AND TEACHER ACADEMIC OPTIMISM

Hsu Mon Kyaw¹, Su Su Hlaing²

Abstract

The general objective of the study is to examine the relationship between principal support and teacher academic optimism in Basic Education High Schools. In this study, both quantitative and qualitative research methods were applied. A total of 15 high school principals were selected by using the purposive sampling method and 336 teachers from these schools were selected by using the proportional stratified sampling method. There are two sets of questionnaires: the first one is the questionnaire for principals and the second one is for teachers. The reliability coefficient (Cronbach's alpha) was 0.982 for principal support and 0.925 for teacher academic optimism. Descriptive Statistics, and Pearson product-moment correlation were used for analyzing the collected data. Frequencies analysis was also used to know the number and percentage of the participants showing the level of each variable. It was found that high school principals provided support to a great extent and the level of teacher academic optimism was high. There was a positive and strong significant relationship between principal support and teacher academic optimism ($r=.687$, $p<0.001$). As the correlation between the principal support and the components of teacher academic optimism, it was found that there was a positive and moderate significant relationship between principal support and teacher sense of self-efficacy ($r=.614$, $p<0.001$), and also teacher trust in students and parents ($r=.573$, $p<0.001$). However, a positive and strong significant relationship was found between principal support and teacher academic emphasis ($r=.661$, $p<0.001$).

Keywords: Principal Support, Teacher Academic Optimism

Introduction

Education is the foundation of all nations for national development. Therefore, all people who are implementing for educational development are important. The principal, as a leader of school, has a vital role in this implementation. Bozonelos (2008) stated that the principal is essential to the school management with the provision of positive educational climates for teachers and students and the principal support is the demonstration of appreciation, the provision of adequate resources and information, the implementation of open, two-way communications, the supportive of collegial climate, offering frequent and constructive feedback, and offering appropriate professional development opportunities. There are four types of social support identified by House (1981): emotional support, instrumental support, informational support, and appraisal support. According to Perelli (2018), there is a significant relationship between principal support and teacher academic optimism. Teacher academic optimism is one of the constructs that concerns with the teacher's beliefs and efforts on improving student achievement. According to Beard et al. (2009), teacher academic optimism is the interrelationship of teacher sense of self-efficacy, teacher trust in students and parents, and teacher academic emphasis. They stated that developing and sustaining teacher academic optimism is important for supporting student achievement.

¹ Department of Educational Theory and Management, Yangon University of Education

² Department of Educational Theory and Management, Yangon University of Education

Significance of the Study

According to Gagné and Deci (2005), the provision of social support by principals is a central aspect in satisfying the basic needs of teachers. In current education system in Myanmar, new curriculum reform has been implemented from 2016-2017 academic year to 2022-2023 academic year recently. To implement the curriculum reform successfully, the provision of principal support to teachers is important. In addition, teachers are also important in this change because they are actually implementing the curriculum. Meanwhile, they need to have the academic optimism that includes sense of self-efficacy, trust in students and parents, and academic emphasis.

In enhancing teacher academic optimism, the principals need to meet with informational support, instrumental support, professional support, emotional support, and appraisal support. Therefore, it is necessary to study teachers' academic optimism as well as whether the principals provide these supports or not for improving teacher academic optimism. Through this study, the principals may reflect on the extent of support they provided, and the participant teachers may also reflect on the level of their academic optimism. Additionally, the administrators may be aware of the current situation of teacher academic optimism and the principal support in schools. Finally, it is also beneficial for the policy makers on the knowledge and information through this study. As a result, they may think that what kinds of training program will be arranged for the principals and teachers for improving teacher academic optimism and student learning outcomes.

Research Objectives

General Objective

- To study the relationship between principal support and teacher academic optimism in Basic Education High Schools

Specific Objectives

- To investigate the extent of principal support in Basic Education High Schools
- To investigate the level of teacher academic optimism in Basic Education High Schools
- To examine the relationship between principal support and teacher academic optimism in Basic Education High Schools

Research Questions

- What is the extent of principal support in Basic Education High Schools?
- What is the level of teacher academic optimism in Basic Education High Schools?
- What is the relationship between principal support and teacher academic optimism in Basic Education High Schools?

Limitations of the Study

The scope of this study is geographically limited to Basic Education High Schools in Hinthada Township, Ayeyarwady Region.

Theoretical Framework

There are two sections: principal support and teacher academic optimism. The study of principal support will be based on House's (1981) social support theory and dimensions of principal support described by various scholars. House (1981) defined social support as the support accessible to an individual through social ties to other individuals, groups, and the larger

community. He theorized that social support can buffer the effects of work stress on health and developed a framework for social support and this framework includes four types of support: emotional support, instrumental support, informational support, and appraisal support. In this study, investigating the principal support will be conducted with the following five dimensions:

Emotional Support – Littrell et al. (1994) stated that principals show teachers that they are esteemed, trusted professionals and worthy of concern by such practices as maintaining open communication, showing appreciation, taking an interest in teachers' work and considering teachers ideas.

Instrumental Support – Principals directly help teachers with work-related tasks such as providing necessary materials, space, and resources, ensuring adequate time for teaching and non-teaching duties, and helping with managerial-type concerns (Littrell et al., 1994).

Informational Support – According to Santalia et al. (2022), informational support refers to communication that provide guidance, such as advice, recommendation to other information sources, ideas, personal experience, and opinions.

Appraisal Support – Principals are charged with providing ongoing personnel appraisal, such as frequent and constructive feedback about their work, information about what constitutes effective teaching, and clear guidelines regarding job responsibilities (Littrell et al., 1994).

Professional Support – According to DiPaola (2012), the principal gives teachers an empowerment to help themselves and to be self-sufficient beings by providing opportunities for professional growth.

The study of teacher academic optimism will be based on positive psychology and Bandura's social cognitive theory. Positive psychology is the study of human strengths and optimal functioning. Seligman (2002) stated that the aim of positive psychology is to catalyze a change in psychology from a preoccupation only with repairing the worst things in life to also building the best qualities in life. According to Bandura (1986), social cognitive theory emphasizes a dynamic interactive process among environmental, behavioral, and personal factors to explain human functioning. In 1997, he stated that the major assumptions associated with social cognitive theory are human agency and triadic reciprocal determinism.

The major premise of human agency also asserts that the human mind is generative, creative, and proactive, not just reactive. Therefore, if individuals believe they have the power to produce desired results, then they will attempt to make it happen. Human agency operates within the triadic reciprocal determinism: behavior, personal characteristics and the environment. This is a reciprocal process for understanding human behavior. The three components of teacher academic optimism also represent the three aspects of the triadic determinism; teacher sense of self-efficacy represents teacher personal factors, teacher trust in students and parents represents trusting environment, and teacher academic emphasis represents teacher behaviors that press for student achievement. (Kurz, 2006). In this study, the teacher academic optimism will be investigated as the individual teacher level and investigating the teacher academic optimism will be conducted with the following three dimensions:

Teacher Sense of Self-Efficacy – It refers to a teacher's judgement of his or her capability to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Tschannen-Moran et al., 1998).

Teacher Trust in Students and Parents – Tschannen-Moran (2004) stated that teachers who trust students and parents are more likely to set high academic expectations for their students.

Teacher Academic Emphasis –According to Beard et al. (2010), it is defined as the degree to which a teacher finds ways to engage students in appropriate and academic tasks.

Definitions of Key Terms

Principal Support – A principal provides the encouragement and assistance to teachers (Littrell et al.,1994).

Teacher Academic Optimism - A construct comprised of teacher sense of self-efficacy, teacher trust in students and parents, and teacher academic emphasis to create a positive and challenging learning environment for students (Woolfolk Hoy et al., 2008).

Operational Definitions

In this study, *principal support* is the extent of the provision of principal support to teachers such as emotional support, instrumental support, informational support, appraisal support and professional support. The principal support will be measured by mean values. The higher the mean values, the greater the extent of principal support.

Teacher academic optimism is a construct which is composed of teacher sense of self-efficacy, teacher trust in students and parents, and teacher academic emphasis. It will be measured by mean values. The higher the mean values, the higher the teacher academic optimism.

Methodology

In this study, both quantitative and qualitative research methods were used to collect the information about the principal support and teacher academic optimism.

In **quantitative** research method, a total of 15 high school principals was selected by using the purposive sampling method depending on having at least two years of administrative services in their current school. Furthermore, this study used the proportional stratified sampling method for selecting 336 teachers. The quantitative research study was aimed for collecting the required information by using the questionnaire survey. The two sets of questionnaires were aimed for principals and teachers. The questionnaire for principals included personal factors such as gender, age, qualification, total administrative services, administrative services in current school and also included school location. In addition, there are six open-ended questions that are concerned with principal support to teachers. The information about principal support perceived by teachers was attained through the questionnaire for teachers. The development of the principal support questionnaire was on the review of related literature and the modification of the questionnaire by DiPaola (2012). It was composed of 65 items for measuring five dimensions of principal support. These items were measured by using five-point Likert scales ranging from “never” to “always” (1=never, 2=seldom, 3=sometimes, 4=often, 5=always).

The questionnaire for teachers consists of three portions. The first one included personal factors concerning gender, age, position, qualification, total teaching services, teaching services in the current school, and teacher training courses they had taken. It also included school location. The second one was to collect the required data about the teacher academic optimism. The questionnaire for teachers was developed based on the review of related literature. It consists

of 36 items for measuring three dimensions of teacher academic optimism. Among these dimensions, the first two dimensions were measured by using five-point Likert scales ranging from “strongly disagree” to “strongly agree” (1=strongly disagree, 2=disagree, 3=slightly agree, 4=agree, 5=strongly agree). The last dimension was measured by using five-point Likert scales ranging from “never” to “always” (1=never, 2=seldom, 3=sometimes, 4=often, 5=always). Moreover, there are three open-ended questions in teachers’ questionnaires and four teacher interview questions for qualitative study. For the instrument validity, the instruments were developed under the guidance of the supervisor. Prior to the pilot study, the questionnaires were reviewed by ten experts. Then, a pilot study was conducted by the responses of 60 teachers who were not in the study area. According to the results of pilot study, the reliability coefficient (Cronbach α) was 0.979 for the whole questionnaire. In quantitative study, Descriptive Statistics, and Pearson product-moment correlation were used to analyze the data. Frequencies analysis was also used to know the number and percentage of teachers showing the extent of receiving the principal support and showing the level of teacher academic optimism.

In **qualitative** research method, it was intended for the detail information by using open-ended questions and interview questions. Responses to the open-ended questions and interview questions were analyzed and interpreted by using cyclical process.

Findings

Quantitative Research Findings

In these findings, the principal support and teacher academic optimism through analyzing the collected data were presented as follows.

Investigating the Extent of Principal Support in Basic Education High Schools

To know the extent of principal support perceived by teachers, mean values and standard deviations of the principal support were calculated as follows:

Table 1 Mean Values and Standard Deviations of Principal Support Perceived by Teachers (N=336)

No.	Variables	Mean	SD	Remark
1	Emotional Support	4.26	.79	Great extent
2	Instrumental Support	3.85	.79	Great extent
3	Informational Support	4.39	.81	Great extent
4	Appraisal Support	4.16	.82	Great extent
5	Professional Support	4.15	.80	Great extent
Principal Support		4.17	.75	Great extent

Scoring direction: 1.00-2.33=little extent 2.34-3.66=moderate extent 3.67-5.00=great extent

According to Table 1, it was found that the extent of principal support in Basic Education High Schools was great extent with the overall mean value of 4.17.

Table 2 Number and Percentage of Teachers Receiving the Extent of Principal Support Perceived by Teachers (N=336)

Variables	Number (%)		
	Little extent	Moderate extent	Great extent
Principal Support	9 (2.7%)	62 (18.5%)	265 (78.9%)

Scoring direction: 1.00-2.33=little extent 2.34-3.66=moderate extent 3.67-5.00=great extent

In this Table, 9 (2.7%) of teachers received little extent of support, 62 (18.5%) of teachers a moderate extent, and 265 (78.9%) of teachers a great extent of support. Therefore, most of the teachers in Basic Education High Schools received a great extent of support from their principals.

Investigating the Level of Teacher Academic Optimism in Basic Education High Schools

To know the level of teacher academic optimism, mean values and standard deviations of teacher academic optimism were calculated as follows:

Table 3 Mean Values and Standard Deviations of Teacher Academic Optimism (N=336)

No.	Variables	Mean	SD	Remark
1	Teacher Sense of Self-Efficacy	4.24	.53	High Level
2	Teacher Trust in Students and Parents	4.11	.58	High Level
3	Teacher Academic Emphasis	4.26	.55	High Level
Teacher Academic Optimism		4.21	.49	High Level

Scoring direction: 1.00-2.33=low level 2.34-3.66=moderate level 3.67-5.00=high level

According to Table 3, teachers had high level of teacher academic optimism with the overall mean value of 4.21.

Table 4 Number and Percentage of Teachers Showing the Level of Academic Optimism (N=336)

Variables	Number (%)		
	Low Level	Moderate Level	High Level
Teacher Academic Optimism	2 (0.6%)	35 (10.4%)	299 (89%)

Scoring direction: 1.00-2.33=low level 2.34-3.66=moderate level 3.67-5.00=high level

Table 4 indicates that 2 (0.6%) of teachers had low level of academic optimism and 35 (10.4%) of teachers had moderate level of academic optimism. Moreover, 299 (89%) of teachers had high level of teacher academic optimism among groups. Therefore, it can be concluded that most of the teachers had high level of teacher academic optimism.

Examining the relationship between principal support and teacher academic optimism in Basic Education High Schools

The Pearson-Product moment correlation coefficient was utilized to examine the relationship between principal support and teacher academic optimism.

Table 5 Correlation between Principal Support and Teacher Academic Optimism

Variables	Teacher Sense of Self-Efficacy	Teacher Trust in Students and Parents	Teacher Academic Emphasis	Teacher Academic Optimism
Principal Support	.614***	.573***	.661***	.687***

Note: ***p<0.001

As shown in Table 5, it was found that there was a positive and strong significant relationship between principal support and teacher academic optimism ($r=.687$, $p<0.001$). It was shown in figure 1 as follows.

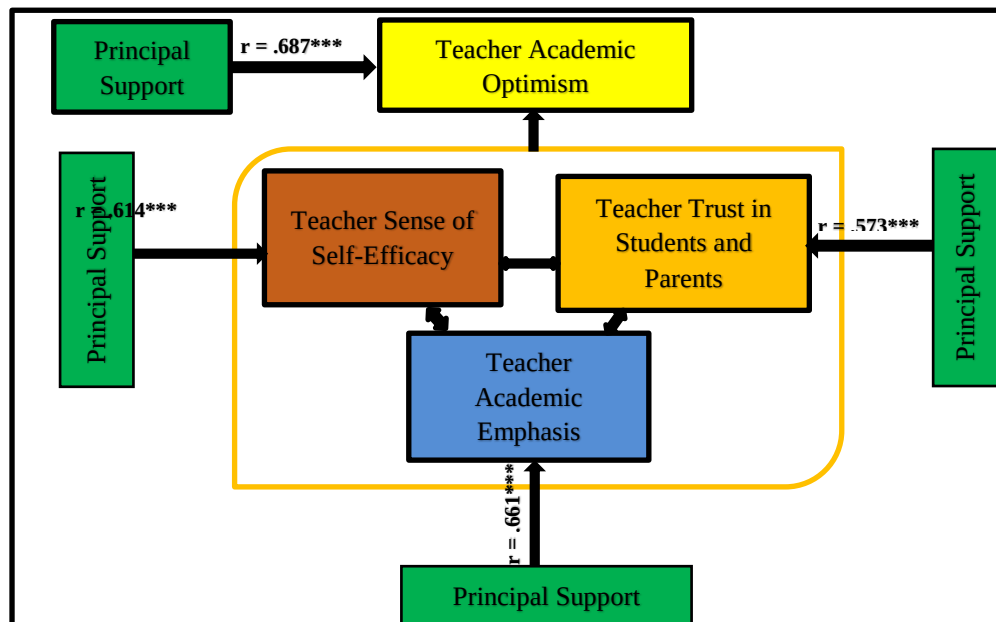


Figure 1 Relationship between Principal Support and Teacher Academic Optimism

Qualitative Research Findings

In this section, the response of open-ended questions and the result of interview were presented. Specifically, there are six open-ended questions for principals, four open-ended questions for teachers, and seven interview questions for teachers.

Responses of the principals to open-ended questions

As the first question about the provision of being good relationship and emotions to teachers, most of the principals ($n=7$, 46.67%) responded that they are familiar with their teachers like a family. Secondly, all principals ($n=15$, 100%) responded that teaching materials such as teachers' guide etc. are provided when they are asked about the provision of instrumental support. In providing informational support, in addition, all principals ($n=15$, 100%) replied that they could provide teachers and staff with the administrative information in time through Viber group and messenger group. In providing appraisal support, most of the principals ($n=8$, 53.33%) replied that they assess teachers' classroom teaching with observation and supervision appropriately, and direct if necessary. In providing professional support, most of the principals ($n=8$, 53.33%) responded that they hold the implementation of Board of Study and allow teachers to discuss mutually.

Responses of the teachers to open-ended questions

As the first question about the provision for the improvement of teaching and learning effectively, teachers replied that principals act as a good leader for helping to solve school problems and teachers' difficulties ($n=6$, 1.82%), provide teaching materials that are concerned with classroom and respective subjects such as marker pen ($n=164$, 49.85%) and give teachers up to date information ($n=6$, 1.82%). Furthermore, principals do the classroom observation, give suggestions ($n=29$, 8.81%) and allow teachers to implement the discussion held by respective subjects ($n=14$, 4.26%). As the teaching difficulties, most of the teachers ($n=325$, 96.43%) responded that they have handled those difficulties and some teachers ($n=27$, 8.31%) solved their problem by discussing with their colleagues. As teacher trust in students and parents, parents

participate to cooperate and discuss with them anytime (n=67, 20.68%) and students follow the disciplines prescribed by school and teachers (n=21, 6.48%). About teachers' academic emphasis, teachers (n=96, 29.63%) answered that they teach the lessons with teaching materials such as Bluetooth box etc.

Findings from Teachers' Interview

In order to find out the extent of providing principal support and the level of teacher academic optimism, each teacher from six selected schools took part in the interview session. Based on the teacher academic optimism, three teachers from high level are regarded as Group I, and the next three teachers are regarded as Group II.

About the principal support for teaching and learning effectively, Group I teachers (n=2, 66.67%) said that their principals observe classroom teaching and then give suggestions. One teacher from Group II (n=1, 33.33%) said that they are arranged a particular room for teaching special students, provided with laboratory equipment. In the management of distributing grade levels and subjects, teachers from Group I (n=2, 66.67%) also replied that their principal delegates subjects and grade levels equally on mastery experiences. Group II teachers (n=2, 66.67%) said that they delegate subjects to teachers on their qualification.

In the provision of professional development to teachers, one teacher from Group I (n=1, 33.33%) said that their principal encourages them to attend training courses and explain why they attend these courses, manage them to attend the courses in turn, and they implement subject group discussion leading the class dean. Moreover, one teacher from Group II (n=1, 33.33%) said that their principal allows to hold subject discussion once a month or once a week and they discuss with each other as their position. About the problem solving of teaching difficulties, Group I teachers (n=2, 66.67%) said that they are not familiar with the teaching methods about new curriculum. One teacher from Group II (n=1, 33.33%) said that she solved teaching difficulty in teaching science subjects by studying deeply even though her qualification is art.

About teacher belief on students, teachers from Group I (n=2, 66.67%) said that she can guess her students who are clever or get good grades that they must be successful with high marks in the forward grade. In addition, one teacher from Group II (n=1, 33.33%) said that most students are trustworthy as they are interested in teaching learning, and school activities. About the teacher belief on parents, Group I teachers (n=2, 66.67%) said that parents encourage and monitor their children to do homework given by teachers regularly and then they discuss with teachers about the academic achievement of children. Group II teachers (n=2, 66.67%) also said that parents provide support to a little extent (funds and others). About the teacher academic emphasis, one teacher from Group I (n=1, 33.33%) said that she uses various teaching methods in teaching mathematics, and studies the lessons through online. Group II teachers (n=2, 66.67%) said that they only emphasize students' learning achievement.

Conclusion and Discussion

The objective of this study was to study the relationship between principal support and teacher academic optimism in Basic Education High Schools. According to the finding of the extent of principal support, the participant teachers received the great extent of principal support with the overall mean value of 4.17. This contrary to Tindle's (2012) finding who described that teachers received the moderate extent of the overall principal support. In investigating the level

of teacher academic optimism, it was found that teachers had high level of teacher academic optimism with the overall mean value of 4.21. More specifically, it was found that teachers had high level in all dimensions of teacher academic optimism. This agreed with the finding of Wang (2018) who found that teachers had an overall high level of academic optimism and the three dimensions of academic optimism were also at high level.

In investigating the relationship between principal support and teacher academic optimism in Basic Education High Schools, it was found that there was a positive and strong significant relationship between principal support and teacher academic optimism. Therefore, the more the principals provide support, the higher the teacher has academic optimism. This is consistent with the finding of Perelli (2018) who found that there was a positively significant relationship between principal support and teacher academic optimism.

The investigation of the relationship between principal support and components of teacher academic optimism also found that there was a positive and moderate significant relationship between principal support and teacher sense of self-efficacy. Therefore, the more the principals provide support, the higher the teacher has sense of self-efficacy. According to the results of open-ended questions, it was found that the principals provided emotional support to teachers in such a way that they act as a good leader when teachers face teaching difficulties. Therefore, teachers can have a sense of self-confidence on their teaching. The principal support may improve teacher's sense of self-efficacy and enable teachers to devote their jobs that are most satisfying (Rosenholtz & Simpson, 1990). Moreover, it was also found that there was a positive and moderate significant relationship between principal support and teacher trust in students and parents. Therefore, the more the principals provide support, the higher the teacher has trust in students and parents. According to the open-ended results, it was found that principals give opportunity for everyone equally and act a good leader when teachers face teaching difficulties. Therefore, the principals build a trusting relationship with teachers. This sense might have an impact on building a trusting relationship with students and parents.

However, there was a positive and strong significant relationship between principal support and teacher academic emphasis. Thus, the more the principals provide support, the higher the teacher performs academic emphasis. This is inconsistent with the finding of Perelli (2018) who revealed that teacher sense of self-efficacy was the strongest relationship between principal support and components of teacher academic optimism. According to Smith et al. (2001), academic learning time for students is essential because the time students spend successfully and actively engaged in an academic task positively relates to student learning. Therefore, the principals can protect the instructional time for teachers by lessening non-teaching duties as much as possible.

Recommendations

The following recommendations were provided based on the quantitative and qualitative research findings. For increasing teacher sense of self-efficacy, the principals should appreciate teachers for making efforts, and act as a good leader when they face teaching difficulties. For increasing teacher trust in parents, the principals should arrange time for parent-teacher meeting. For increasing teacher trust in students, the principals should encourage teachers to set high expectations on students and explain students to respect on teachers. The teachers should promote students' creativity, discuss their teaching difficulties with colleagues, have high

expectations on teaching, cooperate with parents for student academic achievement. The parents should always cooperate with the school for school improvement, and discuss with teachers for their children's education. The policy makers should provide opportunities to principals and teachers for their professional development by arranging workshops, seminar, and in-service trainings.

Need for Further Study

This study is aimed for Basic Education High Schools. Therefore, it is needed to investigate this study for Elementary or Middle Schools. It is also suggested to conduct the future research of principal support variable such as the principal support for the development of teacher leaders. Furthermore, this study is aimed for teacher academic optimism at the individual level. Therefore, it is suggested to do the academic optimism at the collective school level.

Acknowledgements

We would like to express our gratitude to Dr. Kay Thwe Hlaing (Rector, Yangon University of Education), Dr. May Myat Thu (Pro-Rector, Yangon University of Education), Dr. Khin Khin Oo (Pro-Rector, Yangon University of Education), Dr. Nyo Nyo Lwin (Pro-Rector, Yangon University of Education) and Dr. Khin Mar Ni (Professor and Head of the Department of Educational Theory and Management, Yangon University of Education). Special thanks go to our teacher, Dr. Khin Tha Zin (Lecturer, Department of Educational Theory and Management, Sagaing University of Education). We also appreciate all participant principals and teachers for actively participating in this study.

References

- Bandura, A. (1986). *Social foundations of thought & action: A social cognitive theory*. Upper Saddle River, NJ: Prentice-Hall. https://doi.org/10.4135/9781_446221129.n6
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W H Freeman/Times Books/ Henry Holt & Co. <https://www.scribd.com/document/394892404/Albert-Bandura-Self-Efficacy-The-Exercise-of-Control-W-H-Freeman-Co-1997-pdf>
- Beard, K. S., Hoy, W. K., & Woolfolk Hoy, A. (2009). *Academic optimism of individual teachers: Confirming a new construct*. (Working paper). Ohio State University. 1-35. <https://waynekhoy.com/pdfs/TeacherAcademicOptimism.pdf>
- Beard, K. S., Hoy, W. K., & Woolfolk Hoy, A. (2010). Academic optimism of individual teachers: Confirming a new construct. *Teaching and Teacher Education*, 26, 1136-1144. <https://doi.org/10.1016/j.tate.2010.02.003>
- Bozonelos, J. (2008). Retention in special education: Reducing attrition through supportive administrative interventions. *The International Journal of Learning*, 15(1), 149-157. <https://doi.org/10.18848/1447-9494/CGP/v15i01/45597>
- DiPaola, M. F. (2012). Conceptualizing and validating a measure of principal support. In M. F. DiPaola & P. Forsyth (Eds.), *Contemporary challenges confronting school leaders* (pp. 111-120). Charlotte, NC: Information Age. https://www.researchgate.net/publication/325554059_CONCEPTUALIZING_AND_VALIDATING_A_MEASURE_OF_PRINCIPAL_SUPPORT
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362. <https://doi.org/10.1002/job.322>
- House, J. S. (1981). *Work stress and social support*. Reading, MA: Addison-Wesley. [https://www.scirp.org/\(i43dyn45teexjx455qlt3d2q\)/reference/referencespapers.aspx?referenceid=1088556](https://www.scirp.org/(i43dyn45teexjx455qlt3d2q)/reference/referencespapers.aspx?referenceid=1088556)
- Kurz, N. M. (2006). *The relationship between teachers' sense of academic optimism and commitment to the profession* (Unpublished Ph. D. Thesis). The Ohio State University, Columbus. From <https://www.proquest.com/docview/305294758?>

- Littrell, P. C., Billingsley, B. S., & Cross, L. H. (1994). The effects of principal support on special and general educators' stress, job satisfaction, school commitment, health, and intent to stay in teaching. *Remedial and Special Education*, 15(5), 297–310. <https://doi.org/10.1177/074193259401500505>
- Perelli, T. E. (2018). Principal support and academic optimism in urban high schools (Dissertations, Theses, and Masters Projects). Paper 1530192495. <http://dx.doi.org/10.25774/w4-vsrg-a163>
- Rosenholtz, S. J., & Simpson, C. (1990). Workplace conditions and the rise and fall of teachers' commitment. *Sociology of Education*, 63(4), 241–257. <https://doi.org/10.2307/2112873>
- Santalia, R. F., Gunadi, W., & Setiadi, A. (2022). The effect of emotional support and informational support on the need for relatedness and user's satisfaction with the use of social media. *The International Conference on Industrial Engineering and Operations Management* (pp. 4365-4372).
- Seligman, M. E. P. (2002). Positive psychology, positive prevention, and positive therapy. In C. Snyder & S. Lopez (Eds.), *Handbook of positive psychology* (pp. 3-9). New York: Oxford. <http://www-personal.umich.edu/~prestos/Downloads/DC/10-7Seligman2002.pdf>
- Smith, P. A., Hoy, W. K., & Sweetland, S. R. (2001). Organizational health of high schools and dimensions of faculty trust. *Journal of School Leadership*, 11(2), 135-151. <http://dx.doi.org/10.1177/105268460101100204>
- Tindle, J. A. (2012). *Dimensions of principal support behaviors and their relationship dimensions of principal support behaviors and their relationship to organizational citizenship behaviors and student achievement in High Schools* (Dissertations, Theses, and Masters Projects). Paper 1539618523. <https://dx.doi.org/doi:10.25774/w4-zp1r-z450>
- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68(2), 202–248. <http://dx.doi.org/10.3102/00346543068002202>
- Tschannen-Moran, M. (2004). *Trust matters: Leadership for successful schools*. San Francisco, CA: Jossey-Bass.
- Woolfolk Hoy, A., Hoy, W. K., & Kurz, N. M. (2008). Teacher's academic optimism: The development and test of a new construct. *Teaching and Teacher Education*, 24(4), 821-835. <https://doi.org/10.1016/j.tate.2007.08.004>