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ECHOES AND MIRRORS: RESPECTFUL TEACHER LEADERSHIP AND
LEADERSHIP ACCEPTANCE AMONG ADOLESCENT STUDENTS

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A DISSERTATION APPROVED FOR THE
GRADUATE COLLEGE

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Dedication

I dedicate this work to my family and friends who have missed my company on so many occasions but never held it against me that I often chose the company of authors, behind whose books I disappeared, or the solitude in front of a computer screen. May you too find such generosity, support, and respect while pursuing your dreams.

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Abstract

Teacher leadership has gained some recognition in the context of school improvement and usually pertains to more or less administrative activities. Little inquiry concentrates on the teacher as a leadership figure in the classroom and students' acceptance of their teachers' leadership. Adolescent students especially seem more and more reluctant to accept teachers' leadership in their lives. Although most of them have relatively clear expectations about what they expect from teachers, few teachers seem to fulfill these expectations. Recent leadership studies in the European arena have concentrated on the concept of respect as a crucial part of successful leadership. Critical incident reports and questionnaires yield data, both qualitative and quantitative, to explore adolescent students' perception of respectful and disrespectful teacher treatments and their effects on students' acceptance of teacher leadership.

CHAPTER 1

INTRODUCTION

Research in classroom settings concentrates mainly on exploring the effects and effectiveness of teaching methods and instructional programs. Little inquiry illuminates the impact of teachers' leadership style on students' acceptance of teacher leadership. When studies focus on leadership in schools, they almost exclusively examine the role of the principal as the leader. Numerous articles exist about the impact principals' leadership-style has on teacher staff and school climate, but few studies concentrate on teachers as leadership figures in the classroom. Although the concept of teacher leadership has gained some recognition in the context of school improvement for its impact on both organizational and instructional functioning, much remains to be done to further the understanding of how teacher leadership develops and how it impacts students (York-Barr & Duke, 2004). Research in the classroom usually explores teaching methods' and instructional programs' effects on learning outcomes, but the quality of the relationship between student and teacher has shown to impact both students' learning and students' wellbeing (Norris, 2003; Van Petegem, Aelterman, Rosseel, & Creemers, 2007; Van Petegem, Aelterman, Van Keer, & Rosseel, 2008).

Teachers often spend more time with pupils than their parents, which gives them an opportunity to exercise immense influence on students' development, because they represent important attachment figures in children's lives. The leadership teachers provide their students must not be underestimated. This study focuses on the impact of

students' perception of being treated respectfully and disrespectfully by teachers on students' teacher leadership acceptance.

Teacher leadership has direct effects on students' development, how students perceive themselves as learners, persons, and, in the case of adolescents, young adults. In other words, as Harrell-Levy and Kerpelman (2010) recognize, teachers are inevitably involved in students' personal development. But, in an effort to shape environments that positively affect adolescents' development, teachers must be aware of their roles as helpers.

Personal development presents one of the major themes during adolescence. This process includes setting goals, pondering values and cultivating convictions (Rosenberg, 1965; Rothgang, 2009). Many scholars have explored development in adolescence, and although they have used different approaches, all recognize the important influence coming from the teenagers' surroundings. Marcia (as cited in Rothgang, 2009), for example, suggests, that adolescents may reach different levels in their endeavor to develop a unique person. The difference shows in a higher or a lower interest in values, worldviews, and personal goals. How successful teenagers are in their personal development depends largely on the quality of the social relationships and possibilities offered by the teenager's surroundings (Marcia, as cited in Rothgang, 2009). These findings stress the significance of taking seriously the great responsibility of leadership teachers have for their students' healthy development.

Adolescents are in the process of distinguishing themselves from others. In this process they need examples to either emulate or reject. Naturally, adults who spend much time in the presence of adolescents offer themselves as potential role models.

Parents' role as agents in adolescents' personal development has been generally recognized (Schachter & Ventura, 2008), but that of teachers as such has only recently been addressed (Harrell-Levy & Kerpelman, 2010). The relationship between teachers and students is rather intense, however, because adolescents spend a large part of their day in the classroom. Teachers represent the adult figures in students' lives with whom they spend a substantial amount of time, often more than with their parents. Whether consciously, or unconsciously, teachers give direction to students' development, because they are adult figures in their lives and provide examples of behavior. When teachers are aware of their influence, they can use it constructively for the benefit of those in their care. If they are not aware of their role as helpers in adolescents' development, the quality of their example may suffer substantially.

From experience I can say that some teachers, even those, who are aware of their role in their students' personal development, often feel and prove helpless in their attempts to influence their adolescent students towards developing socially acceptable behaviors and attitudes. They set up sensible rules for behavior that are pinned to the walls, repeated over and over again when occasions arise, even used as a measure of punishment in the request to write multiple copies and turn them in at the next lesson. However, they gain no compliance from their adolescent students and face the most difficult climate for teaching in classrooms. On the other hand there exist teachers, who easily direct their teenaged students to behaving in accord with class rules. The repeated observations of these differences in leadership acceptance by adolescent students have awakened my interest in the subject. Why do students during

adolescence react so differently to teachers' leadership in the classroom? Why do they accept some teachers' leadership and reject others'?

The endeavor to examine the phenomenon of adolescent students' teacher leadership acceptance or non-acceptance calls for a follower perspective on leadership. Although we are looking back at more than fifty years of research in the leadership domain, a wealth of studies concentrates on the leader, but the follower's role has still not been adequately studied (Barbuto, 2000). Common sense makes us recognize the importance of followers in the leadership process. If followers do not allow a leader to exert influence on their behavior, or attitude, leadership simply does not occur. Different approaches have been taken at illuminating the role of followers as part of the leadership experience. In the context of teacher leadership, the follower perspective promises to shed light on the acceptance or rejection of leadership by adolescent students. Students decide whether they allow a teacher's influence on them or not; and influence is leadership (Kouzes & Posner, 2002; Northouse, 2004; Yukl, 2006). Therefore, for this study, the follower approach on leadership presents the sensible choice.

It is easy to imagine the favorable circumstances when adolescent students allow teachers' influence and accept their leadership, especially if the teachers are aware of their responsibility and have but the best intentions for their students. In this case, students and teachers alike enjoy spending time together, engage in meaningful activities to further learning on both sides, deal with conflicts in constructive ways, and benefit from the experience. On the other hand, situations where teenage students reject teachers' leadership, block their influence, seem immune to their teaching, and

engage in activities that express their aversion to the instructors, alas, seem more real than the scenario described before. Looking at the first set-up, where adolescent students accept teacher leadership, one may rightfully say, that the interpersonal relations are marked by respect. Regarding the second setting, where teenage students reject their teachers' influence, respect probably appears in its negative form, namely disrespect.

Let us look at the effects of disrespect. In the context of justice research, Miller (2001) relates that people understand disrespectful treatment as injustice. They claim respectful treatment by others as a fundamental right of every human being and believe that disrespectful treatment "can both compound the injustice created by an undeserved outcome and constitute an injustice of its own" (p. 532). When people suffer injustice, they usually react defensively. "Indeed, the perception that one has been treated disrespectfully is widely recognized as a common, perhaps the most common, source of anger" (p. 532). At school, angry adolescent students may take revenge for disrespectful treatment by teachers. This revenge may come in forms of disrupting the lessons, not complying with class rules, not doing homework for the teacher's subjects, and influencing fellow students to join the disruptive behaviors, a scenario very much like the one described in the previous paragraph. Teachers are the adults in the relationships with students and therefore should make sure, they do all they can to promote respect in the classroom, because, "Concern for justice and respect for personhood are powerfully and inseparably linked" (p. 545). The examples teachers give steer their students in certain directions, and may foster positive or negative outcomes. During all of my teaching experience in classes with adolescents, I

have noticed that students are keenly sensitive to fairness and justice. Since justice and respect are so closely related, it appears natural that adolescents prove just as aware of respect. They even seem to foster a special kind of connection to respect, because it proves an important and much used term in their jargon.

In their everyday language, adolescents use the term *respect* as a single idiom, which expresses much more than one word can say. It conveys admiration for another's actions, skills, or achievements, and approval of another's behavior or opinion, and acceptance of another as an equal. Respect is paid for appraised actions, skills, and achievements and communicates acknowledgement and recognition. At its core, it is evaluative and given for what is considered worthy. It seems that receiving respect from peers carries weight as a reinforcement of one's acceptance into the peer group. Although respect represents an attitude not only teenagers deem important in interpersonal relations, it remains difficult to spell out exactly what it encompasses and what is perceived as respectful treatment (Miller, 2001). How do adolescents distinguish being treated with respect, or on the contrary, with disrespect? What does the academic literature say about respect?

In philosophy, the notion of respect has influenced the writings of great thinkers like Immanuel Kant (1724-1804). He claims that one should respect all human beings for their humanness alone and treat them as ends in themselves, because being human implies the ability to reason, which commands respect from others in attitude and conduct (Dillon, 2007). In a detailed account of how philosophers have viewed respect, Dillon (2007) elaborates on the word's meaning as it derives from Latin. Its root lies in the word *respicere*, which implies to consider the object of

respect carefully, to pay particular attention to it and attempt to perceive it clearly. All of these actions require the actor to make an effort to recognize the object of respect and to exercise awareness in the process. In her article, Dillon goes into great detail to explain how philosophy differentiates between different kinds of respect. Because of their importance in this endeavor to illuminate the role of respect in adolescent students' teacher leadership acceptance, I will discuss the variations of respect more thoroughly later in this chapter. Now, let us turn to respect in the leadership context.

Although, respect is something all of us desire, it has only recently entered the leadership literature as a concept worthy of study. Research in this area has mainly been conducted in the European arena, concentrated in the Netherlands, England and Germany. Interestingly enough, the *Encyclopedia of Leadership* (Goethals, Sorenson, & Burns, 2004) shows not a single entry for this subject. Nevertheless, some researchers recognize the importance of respect in the leadership process, a notion widely acknowledged as a desirable attitude in interpersonal relations, especially at work, but rarely experienced (Van Quaquebeke & Eckloff, 2010). The Project GLOBE cross-cultural research on leadership shows the different views on respect in connection with leadership in diverse cultures (Javidan, Dorfman, de Luque, & House, 2006). Leadership research looks at respect as a variable affecting leadership acceptance, group serving behavior, work climate, and follower well-being (Boezeman, & Ellemers, 2008; Kusy & Holloway, 2010; Simon & Stuermer, 2005; Sleebos, Ellemers, & de Gilder, 2007; Spears, Ellemers, & Doosje, 2005; Van Quaquebeke & Eckloff, 2010; Van Quaquebeke, Henrich, & Eckloff, 2007; Van Quaquebeke, Zenker, & Eckloff, 2009). Van Quaquebeke and Eckloff (2010)

recognized the need for defining respectful leadership as a set of behaviors that prompt subordinates to feel treated with respect by their leaders. They have developed an instrument helpful to examine the role of respect in the leadership process.

In the forefront to developing the instrument and attempting to gain more insight into the process of leadership acceptance, Van Quaquebeke, Henrich, et al. (2007) conducted a research study in which they adopted Darwall's (1977) distinction between two kinds of respect, appraisal and recognition respect, which they later referred to as vertical and horizontal respect, respectively. They postulate that the degree of appraisal respect paid to another person indicates the degree to which the person paying appraisal respect allows the respected to exert influence upon her or him. Their study proves particularly important in the context of the present research, as it presents the step on the path of respect research in leadership from which I want to advance the inquiry about what motivates followers to allow leadership to take place.

Let me now explain the two kinds of respect following Darwall's (1977) definition of the terms. Resulting from his thoughts on the notion of respect as an attitudinal basis for persons' behavior towards objects, Darwall defined two kinds of respect, appraisal respect and recognition respect. These two terms express two facets of one concept which need distinguishing to better explain the phenomenon at hand. The constant transformation of language, which demonstrates the change of meaning and usage of words over time, has always constituted a challenge in communicating exactly what one tries to say. In the social sciences, this phenomenon requires special attention if we want to compare research inquiring about concepts of equal name or

meaning. How often have we come across studies seemingly examining the same phenomenon, yet finding that the researchers talk about very different matters? For the sake of promoting the common use of terms in the arena of research, the author will continue using appraisal and recognition respect as Darwall coined them.

Recognition respect describes an attitude based on the recognition and consideration of certain features that denote the respected. An example for this kind of respect is the respect for persons, or, as it is also commonly called, Kantian respect. We should respect other human beings for their humanness as the feature we recognize and consider without further evaluation. Another example for an object of recognition respect is represented by the law, which we respect because of its feature to count as the common guideline for acceptable behavior in a given society. We pay recognition respect to objects on grounds of their universally recognized features.

Appraisal respect, on the other hand, depends on the respecer's evaluation of the object's worthiness to receive this kind of respect. Because appraisal respect can be earned by the object, it requires prior evaluation by the respecer. In other words, the respected merits appraisal respect due to certain excellence of character or skill. The distinction between these two kinds of respect forms the basis for the few research studies considering respect a worthwhile focus in the social sciences. Although the notion of respect has received much attention in philosophical thought, appraisal respect as such, has been little considered in philosophy, but has germinated some intriguing inquiry in social psychology.

For example, the study by Van Quaquebeke, Henrich, and colleagues (2007) suggests that appraisal respect determines followers' openness to a leader's influence.

In the same study, the scholars point out that appraisal respect must be earned among equals. This presents an interesting notion in the context of leadership research. When we speak about leaders and followers, the impression that the former hold positions of superiority and the latter of inferiority easily imposes itself on our understanding. This thinking presented the common view for a very long time throughout history. But, if appraisal respect plays such a pivotal role in the leadership process and it can only be earned among equals, the one who earns it, the leader, cannot stand above the follower. Something must level the ground on which leadership can take place.

Both kinds of respect seem very closely connected to the notion of equality. As a matter of fact, it lies at the very heart of recognition respect, because one cannot possibly be more or less human. It presents the quality we all share equally. Nevertheless, Van Quaquebeke et al. (2007) relate that, on occasion, people in certain positions tend to demand appraisal respect because they feel entitled to it by virtue of their position. They insist that those they deem inferior to them pay them appraisal respect and thus comply with their requests. Interestingly, this often occurs with parents and teachers, demanding respect and compliance from their children and students. Both roles of authority have been recognized as agents in youngsters' personal development (Harrell-Levy & Kerpelman, 2010; Schachter & Ventura, 2008).

Let us take a closer look at influence at this point. I find it necessary to distinguish between influence voluntarily accepted, and influence which inevitably happens, invited or not. Interpersonal relations of any kind exert influence on those involved. If one chooses to accept influence and therewith leadership, one voluntarily

agrees to follow. According to Van Quaquebeke et al. (2007), acceptance of leadership may show in the follower espousing the leader's opinions, values, and teachings, all important issues in the context of education. If one rejects leadership, one evaluates the leader not to merit one's appraisal respect and therewith also rejects what the person represents. This may result from the leaders' lack of skills and expertise, flawed character, or any other feature in the focus of one's evaluation.

Teachers' influence on students occurs mainly during lessons, so a teacher's success is usually thought to depend on his or her subject expertise and ability to use certain teaching methods. Nevertheless, teachers who are seen by their students as very capable when it comes to methods and subject knowledge may still prove unsuccessful in eliciting students' compliance. The expertise and skill necessary to master teaching methods and subject knowledge may not suffice to elicit students' appraisal respect and thus their leadership acceptance. When students refuse a teacher's leadership, they disturb their lessons, sometimes to the point, where the lesson as such discontinues and the teacher cannot treat any more subject matter. On other such occasions, students do not complete assignments for teachers whose leadership they reject, or they do not show up for their lessons altogether. The behavior put forth in the classroom by adolescents who do not accept teacher leadership reminds of the reactions to disrespect and injustice, as mentioned earlier in this chapter (see Miller, 2001). This raises the question of whether students who reject a teacher's leadership perceive themselves to have been treated disrespectfully by that teacher. I do not attempt to answer this question here but hope to do so at a later point. So far, it seems clear enough that teaching includes more than factual knowledge and

methods, and that the skills and expertise teachers possess in these areas do not suffice to prompt students' appraisal respect and leadership acceptance. If we want schools to succeed in educating our young to become responsible adults, we must pay notable attention to the quality of teacher-student relationships and try to find out how to improve them.

A step in this direction involves taking a glance at what features adolescents might deem worthy of appraisal respect in teachers. Do adolescents, because they are in a state of flux between childhood and adulthood, give appraisal respect for other merits than subject matter expertise and position authority? Since abstract issues like morals, values, and worldviews have increased significance for teenagers in their search for meaning (Rosenberg, 1965; Rothgang, 2009), they might also prove weightier in their decisions to pay appraisal respect. Perhaps, they perceive character attributes like honesty, integrity, reliability and other value-laden qualities as more important than mere professional merits. Adults may view these achievements as more imperative, especially in a work setting. It seems that adolescents' motives for paying appraisal respect to teachers may differ from those adult subordinates may have for giving appraisal respect to leaders at work. Although adults may still regard people in leadership positions as role models, they should not depend on them to the extent teenagers do during the adolescent years of development.

Teachers may function as role models for their students; at the very least they serve as representatives of adults providing examples that range from positive to negative. Educators portraying positive role models may be evaluated by their adolescent students to merit their appraisal respect because they possess features

adolescents value. According to Van Quaquebeke, Henrich, et al. (2007), the degree of appraisal respect someone pays to another person indicates the degree to which that someone allows the respected person to exert influence upon her or him. Thus, appraisal respect for a leader positively affects followers' leadership acceptance. Consequently, one should expect that students accept teacher leadership if they pay her or him appraisal respect (Eckloff & Van Quaquebeke, 2008; Meyer, Eckloff, & Van Quaquebeke, 2009; Van Quaquebeke, Henrich et al, 2007).

Respect usually manifests itself as a reciprocated attitude (Dillon, 2007). Not always does the object of respect pay respect back, yet, the lack thereof still counts as a reaction. To understand the reciprocal nature of respect better, we must again pay attention to both appraisal and recognition respect. As Darwall (1977) explains, appraisal respect is paid after evaluating one or more of another's features in one's focus. If the respecifier evaluates the feature(s) as worthy, she or he pays appraisal respect to the owner of the feature(s). If the respecifier finds the feature(s) not worthy, she or he does not pay appraisal respect. What roles do the two kinds of respect play in adolescents' lives?

In the process of forming their individual identities, teenagers naturally question everything they have thus far learned from their parents and other institutions of authority. They must make experiences to gather information on how to view life and everything in it from their own perspective. Because of their doubt in established conventions (Erikson, 1968; Muuss, 1962), they may experience an increased need to evaluate objects of respect. Appraisal respect may represent the only kind of respect adolescents are capable of. I say this, because, to respect (pay recognition respect to)

another human being as an equal on grounds of the shared humanness alone requires a heightened moral understanding and development (Turiel, 1974, as cited in Muuss, 1988). Alas, few adults have reached this moral state.

Recognition respect for persons implies viewing other human beings as equals, whereby no other feature but being human has any relevance. This aspect of equality at the center of recognition respect represents a crucial factor that ties it to its counterpart, appraisal respect. According to Van Quaquebeke and his colleagues (2007), appraisal respect must be earned among equals. Since students and teachers exist in a relationship in which the teacher holds a position of power over students, the grounds on which leadership takes place is uneven. Following this thought, recognition respect, which creates equality among persons, must somehow enter the equation. Accordingly, the teacher, holding a power position, should, as the leader, treat the students with recognition respect for their shared humanness. Under these conditions, students can pay appraisal respect to the teacher, and, as a result, can accept the teacher's leadership.

Tying it all together, I posit that students' perceived recognition respect from a teacher promotes their appraisal respect for her or him, which in turn facilitates their leadership acceptance.

This research was designed to investigate the impact of adolescent students' perception of teachers' recognition respect on the students' leadership acceptance. A mixed methods approach included critical incident reports as well as questionnaires, which were mailed to former students of a German rural secondary school who graduated between 2008 and 2012. The participants were asked to compose two

critical incident reports, one about a situation in which they felt treated well by a teacher, and one to reflect a situation in which they felt treated not well. Two questionnaires further inquired about the aforementioned situations. The critical incident reports served to provide a deeper understanding of the quantifiable information gathered through the questionnaires. The results of this research shall aid the understanding of the processes underlying the acceptance and non-acceptance of teacher leadership in the classroom and help create more respectful environments in our schools. Suggestions for teacher education shall provide opportunities for enriching novice teacher training as well as teacher workshops.

Significance of the Study.

Teacher leadership usually addresses personnel in positions as department heads, peer coaches, student teacher mentors, chairs of special committees, and the like, but direct leadership as the process of influencing students has thus far received little attention. Therefore, inquiry into student followership and students' acceptance of teacher leadership is greatly needed.

Teachers complain about the lack of interest and participation they find in many adolescent students at Germany's secondary schools, especially those that lead to graduation after ninth and tenth grade. Students at these schools complain about the ways many of their teachers behave towards them and how little enjoyment they experience in learning under these circumstances. Teacher education has not been successful in preparing teachers to deal with disinterested and/or defiant students in constructive ways. Seasoned instructors find no adequate training to handle the problems they encounter in today's classrooms. However, respectful leadership

behavior has shown to have many positive results on the company level, results that are highly desirable also in classrooms with adolescent students.

Purpose of the Study

This research aimed at furthering the understanding of the roles of respect and disrespect in the dynamics that underlie the processes leading adolescent students to accepting or rejecting teacher leadership in the classroom. Students' acceptance of teacher leadership can have a positive influence on their success in school and on their development as individuals. At the same time, students' rejection of teacher leadership can have the opposite effect on their scholastic and personal development. The following research questions guided this endeavor:

1. What do adolescent students perceive as respectful treatment by teachers?
2. What do adolescent students perceive as disrespectful treatment by teachers?
3. Does perceived respect from teachers trigger students' respect for teachers?
4. Does perceived respect from teachers trigger students' acceptance of teacher leadership?
5. Does perceived disrespect from teachers trigger students' disrespect for teachers?
6. Does perceived disrespect from teachers trigger students' rejection of teacher leadership?

CHAPTER 2

LITERATURE REVIEW

The following section reviews the literature pertinent to the current study. It concentrates on teacher leadership, relevant leadership theories, respectful leadership, and respect and disrespect in academic writing, especially in leadership research. Tying the existing findings to the focus of this inquiry will underscore the importance of respect in relationships between teachers and adolescent students concerning students' teacher leadership acceptance.

Teacher Leadership

Leadership has presented a focus of much research in the social sciences. Many studies have illuminated leaders' traits, behavior, the circumstances in which leadership takes place, and its effects on organizational as well as follower outcomes. The followers' part in the leadership process attracted researchers' interest later in the course of studying the phenomenon (Northouse, 2004; Yukl, 2006). Examining the literature of leadership in the school context, a similar development can be noted. Initially many studies focused on the principal as the leadership figure and her or his impact on school climate, teacher staff and school success. Teachers as leaders became interesting in the context of school improvement, and the concept of teacher leadership has gained some recognition here because it has an impact on both organizational and instructional functioning (York-Barr & Duke, 2004).

York-Barr and Duke (2004) ventured a comprehensive review of the literature on teacher leadership beginning from 1980. They found that the majority of the empirical research is qualitative and comprised of small-scale case studies with

convenience samples, using self-report methodologies like interviews and few surveys. Only a small number of large-scale quantitative studies exist, which "reflect the difficulties incurred when attempting to quantify complex variables such as teacher leadership" (p. 257). Through their research, the scholars identified seven topics addressed in the literature. They organized their article around the following seven questions, reflecting the seven topics about teacher leadership: 1. "Why focus on teacher leadership?" 2. "How is teacher leadership defined?" 3. "What do teacher leaders do?" 4. "Who are teacher leaders?" 5. "What conditions influence teacher leadership?" 6. "How are teacher leaders prepared to lead?" and 7. "What are the effects of teacher leadership?" (p. 257).

The first question finds several answers in the literature. Among these, York-Barr and Duke (2004) found that it proves beneficial for schools to delegate leadership functions throughout the teacher staff, because increased inclusion in the decision-making processes improves teachers' commitment to and identification with the school. Another reason to concentrate on teacher leadership, evidenced by the literature, lies in the desire to recognize and reward teacher leaders for their excellence. The benefits students reaped from a focus on teacher leadership came from their teachers' heightened morale and from observing them as adults who model "democratic, participatory forms of government and communitarian social systems for schooling" (p. 259).

According to York-Barr and Duke (2004), teacher leadership proves rather difficult to define. In their examination of the literature, the scholars found only vague definitions and gave an overview of some inclusive conceptions they detected. Some

authors see teacher leaders having an effect on student learning, the school's efficacy, teaching standards, and stakeholders' participation. Other researchers focus on teacher leaders as change agents in schools as organizations, and in classrooms as sites of instruction. To complete their endeavor to shed light on the definition of teacher leadership as it appears in the literature, York-Barr and Duke (2004) connected the concept to other definitions of leadership. For example, participative leadership ties into teachers' inclusion in the decision-making at the organizational level. Parallel leadership, as introduced by Crowther, Kaanen, Ferguson & Hann (2002), occurs in the school setting, when teacher leaders and administrator leaders work hand in hand to further the school's capacity, showing a shared purpose, based on mutual respect, and allowing for personal expression. Crowther et al. (2002) see a difference in the leadership responsibilities of principals and teachers. Principals, they say, take care of more strategic matters concerning the school's organizational functioning, whereas teachers chiefly act as leaders in the pedagogical realm, dealing with curricula, instructional improvement, department leadership, and parent involvement. Looking at the findings, it becomes clear that teacher leadership still needs definition. Because it proves so difficult to find a tangible definition of teacher leadership in the literature, York-Barr and Duke used what the literature relates about teacher leaders' activities to paint a clearer picture of the concept.

Examining the activities of teacher leaders, York-Barr and Duke (2004) correctly state that teacher leadership occurs in many formal and informal ways, from union representatives over department heads to helping a fellow teacher resolve an instructional problem. Crowther et al. (2002) conducted a 5-year study, mainly

focusing on the informal side of teacher leadership. They describe teacher leaders who have been recognized for their outstanding contributions to their schools as having strong positive convictions, making great effort to exemplify authentic practices throughout the organization, and not shying away from going against established "barriers in the school's culture and structures" (York-Barr & Duke, 2004, p. 265). The described behaviors are reminiscent of those typical for charismatic leadership (see Yukl, 2006).

York-Barr and Duke (2004) found that teacher leaders' activities encompass both formal and informal responsibilities, on the organizational and the instructional levels. They provide a table showing dimensions of teacher leadership practices and the corresponding literature examples to support their claims. This table conveys noticeably how busy teacher leaders are working at administrative tasks, community participation endeavors, parent involvement, peer coaching, and political agendas. However, disturbingly little leadership seems to take place in the classroom. The only entries this author could detect in York-Barr and Duke's (2004) table that might refer to teacher leaders working directly with students stand next to the dimension of "[C]oordination, management" (p. 266). Here they put "[M]onitoring improvement efforts;" and "handling disturbances" (p.266). The fact that the teacher leadership literature puts so little emphasis on the relationship between students and teachers shows that the influence and guidance teachers exert on students has seldom been looked at as leadership. Hence, much remains to be done to further the understanding of how teacher leadership develops in the classroom and how it impacts students. Perhaps one reason for the lack of information on teacher leadership in the classroom

lies in the approach to studying the phenomenon. The literature review by York-Barr and Duke (2004) includes studies that concentrated on the leader and not on the follower. The social character of leadership surfaced when the follower was recognized as an essential part of the leadership process. This researcher will address this issue at a later point. For now, let us proceed with the remaining questions York-Barr and Duke (2004) posed in their study.

The fourth question asks who teacher leaders are. Most of the literature agrees that teacher leaders are very experienced instructors, respected by their peers for their excellence in both subject knowledge and instructional methods. Research also shows teachers marked by achievement and learning orientations, as well as by a willingness to take risks and assume responsibilities (York-Barr & Duke, 2004). All of these are characteristics associated with leadership traits (Kouzes and Posner, 2002; Northouse, 2004; Yukl, 2006). The following questions York-Barr and Duke (2004) address shift the focus from teacher leaders to the circumstances and preparations influencing their leadership and its effects.

What did York-Barr and Duke (2004) find in the literature about the conditions that impact teacher leadership? They summarized three categories of circumstances the literature consistently mentions as influencing teacher leadership. The somewhat overlapping categories are: "school culture, roles and relationships, and structures" (p. 268-269). Many scholars described school culture as a very powerful influence on teacher leadership, under which teacher leadership may flourish or not. One example showed, for instance, that collegiality marked only the relationships between teachers

of equal standing and did not extend to those colleagues in leadership positions because of the hierarchical nature of the school's culture (Smylie, 1992).

The next category of influences, according to York-Barr and Duke (2004) includes the relationships between teacher leaders and their colleagues and their principals. For teacher leadership to flourish, Little (1988) found a significance in colleagues perceiving teacher leaders to possess substantial subject and pedagogical expertise, and to view them as models for their profession. Throughout the literature, scholars recognize the importance of the principal influencing teacher leadership. Principals have the power to either encourage members of their staff to exercise leadership or to hinder them in such endeavors (York-Barr & Duke, 2004).

The penultimate question in York-Barr and Duke's (2004) list concerns the preparation for teacher leadership. The scholars introduce their findings with "a call for more formal preparation and support of teacher leaders" (p. 277), a plea, they say, appears throughout the literature. The preparation, according to York-Barr and Duke, shall take place on both levels, pre-service and in-service. They located several programs designed to develop teacher leadership in the literature, some located at universities and others at professional development schools. Some aimed at pre-service teachers, others at in-service instructors. Still other programs invited aspiring teacher leaders and their principals to attend the programs together. Evidently, teacher leadership preparation attracts some attention in education in the United States. In Germany, the concept of leadership has barely entered training programs for principals (Bildungserver Rheinland-Pfalz; K. Weins, personal communication, June 1, 2011).

The last point York-Barr and Duke (2004) address in their study concerns the effects of teacher leadership. They convey that the "literature is relatively rich with claims of the potential and desired effects of teacher leadership and relatively sparse with evidence of such effects, especially at the levels of classroom practice and student learning" (p. 282). Studies revealed that the teacher leaders themselves experienced the most beneficial effects of their leadership activities, because they fostered personal growth in many professional areas and gave the teachers a heightened sense of effectiveness and meaning (York-Barr & Duke, 2004).

The effect teacher leadership has on the collegial level presented a challenge, as it often led to increased distance between teacher leaders and their "non-leading" colleagues. Whether the effect teacher leadership had on colleagues proved positive or negative largely depended on the culture and climate present at the school (York-Barr & Duke, 2004). Ryan (1999) relates a positive example of teacher leadership effects on colleagues. He interviewed twelve teacher leaders who served as department heads. The participants conveyed their satisfaction with their leadership activities that extended beyond their departments, influencing school policy and teaching practice, even, at times, assisting their colleagues with advice in personal matters. These teacher leaders reported to have no interest in extended authority, which may account for their personable attitude.

The effect teacher leadership has on students presents a scarcely researched topic (York-Barr & Duke, 2004), which makes it all the more interesting to explore. Ryan (1999) revealed that students perceived teacher leaders to have a positive influence on other teachers' teaching practices. Marks and Louis (1997) executed a

quantitative study that showed correlations between teacher empowerment and professional community and collective responsibility for students. Although the researchers could not discern a direct effect of teacher empowerment on student learning, they strongly assumed that teachers in such positions would engage in instructional improvements because they felt that students' learning depended on their teaching efforts. Using a quantitative approach, Ross and Gray (2006) examined the indirect effect of principals using a transformational leadership style on student achievement. Although they could not detect a statistically significant effect of leadership on achievement, they could demonstrate a mediating effect of teachers' beliefs about their capabilities and their commitment to their profession on the impact principals have on student achievement. The study by Taylor and Bogotch (1994) did not find noteworthy differences in student behavior, achievement, or attendance at schools with high teacher participation in decision-making processes.

Lastly, Leithwood and Jantzi conducted two large-scale quantitative studies in Canada, one in 1999 and a replication in 2000. The results do not support a relationship between teacher leadership and student engagement and only a weakly significant effect of principal leadership on student engagement. York-Barr and Duke (2004) expressed doubts in the validity of these findings due to construct validity issues with the measurement instrument used.

In the above-mentioned studies, teacher leadership can be understood as leadership in formal roles that have more influence on school functioning than on students in the classroom. None of the examples addressed teacher leadership as influencing students' leadership acceptance. Furthermore, when student behavior,

achievement, attendance, and engagement represented the variables affected by teacher leadership, no evidence seemed to support the notion that teacher leadership has an impact on students. Examining the effect of teacher leadership on students, as the existing literature describes it, does not recognize the direct follower role that students play as the recipients of influence in the leadership process. Teacher leaders in the mentioned studies held positions as department heads, peer coaches, student teacher mentors, chairs of special committees, and the like, but direct leadership as the process of influencing students has thus far received little attention. Therefore, inquiry into student followership and students' acceptance of teacher leadership is greatly needed.

Teachers, consciously or not, whether officially recognized as teacher leaders or not, always assume a leadership role as soon as they set foot in a classroom. Most likely, students expect this to be the case and find it up to them as followers to allow this leadership to happen or not. Yukl (2006) presents a list of definitions of leadership, all differing in many aspects, except that most include exerting influence over others "to guide, structure, and facilitate activities and relationships in a group or organization" (p. 3). If we want to describe the activities of a teacher in the classroom, the above mentioned definition would certainly be part of it. Leadership takes place in a relationship in which one person offers the leadership and the other, or others, accept or reject this offer. This happens in a classroom day by day, with more or less success, when teachers attempt to exert influence over their students with the intention to further their knowledge and understanding of subject matter and life tasks. Classrooms represent the soil for much developmental growth. Whether the climate is nurturing

enough to facilitate this growth, may well depend on the relationship between teachers and their students.

Teacher Student Relationship

Research in the classroom often explores the effects of teaching methods and instructional programs on learning outcomes. However, the quality of the relationship between student and teacher impacts both, students' learning and students' wellbeing (Norris, 2003; Van Petegem, Van Keer, et al., 2008; Vieno et al., 2011). At the elementary school level, Norris (2003) gives an account of her experiences with Social Emotional Learning (SEL) in classrooms. Skills derived from emotional intelligence (Goleman, 1995) build the basis for SEL. Using these abilities, which, according to Goleman (1995) can be learned, teachers and students can create classroom climates where "everyone feels cared for, respected, and valued" (p. 315). Norris points to the importance of an environment that is "nonthreatening and responsive to the needs of the students" for learning to become more effective (p. 317). Establishing such an atmosphere represents a major task for teachers as leaders.

Other research includes the teacher-student relationship as a predictor for classroom climate and students' well-being, which in turn influence academic achievement (Van Petegem, Rosseel et al., 2007; Van Petegem, Van Keer, et al., 2008; Vieno et al., 2011). In line with findings by Openakker and Van Damme (2000), who suggest, that students experience heightened well-being when they perceive their teachers as caring for their needs and as willing to help, Van Petegem, Rosseel et al. (2007), found that student well-being increased when they perceived their relationship with their teacher as positive. Fraser (1999, as cited in Van Petegem, Rosseel et al.,

2007) states that the classroom climate influenced students' achievement as well as students' attitudes. According to Eccles, Lord and Midgley (1991), a decline of student motivation and attitude was often linked to school or classroom climate. Student well-being does not solely depend on the student-teacher relationship. In a later study, Van Petegem together with Aelterman, Van Keer and Rosseel (2008) found that students' desire to learn, not to be confused with achievement, impacted student well-being along with their perception of teachers' interpersonal behavior. How does the literature describe teachers' interpersonal behavior that has a positive effect on student well-being?

Students desire a positive interpersonal relationship with their teachers and to feel encouraged by teachers who care for them. Knesting and Waldron (2006) report that supportive and caring teachers, together with students' perception to benefit from graduating and their willingness to adhere to school rules, motivated students at-risk for dropping out to persevere. Examples of teacher behavior that makes students perceive them as caring and interested in them as individuals are given in several studies. Van Petegem, Rosseel, et al. (2007) relate that student "well-being increases when the interpersonal teacher behavior is characteri[s]ed as leading, helpful and friendly" (p. 457). Meyer, Eckloff and Van Quaquebeke (2009) found, in their study of which teacher behaviors elicit respect from students, that students respected teachers who demonstrated care through listening to their students' scholastic as well as private problems, extended their advice, and treated them with respect. On the other hand, student well-being declined when teachers were perceived as severe and reproaching (Van Petegem, Rosseel, et al., 2007), discriminated against, or put

students down in front of the class (Meyer et al., 2009). Students reacted favorably to teachers who showed enthusiasm, used a variety of instructional methods, and cared for their pupils' physical and emotional needs (Van Petegem, Rossel, et al., 2007). Enthusiasm in math teachers teaching grade seven and eight mediated the impact of teachers' delight in teaching on students' enjoyment in learning (Frenzel, Goetz, Luetke, Pekrun, & Sutton, 2009). LaRusso, Romer and Selman (2008) examined the effect of teacher behavior on adolescent students' health risk behaviors and mental outcome. They found that students who perceived their teachers as "supportive and sensitive to their needs are more likely to experience favorable climates of respect and to feel a sense of social belonging in their school" (p. 394). Shaunessy and Alvarez McHatton (2008) report that student achievement was higher in schools where students had a sense of belonging, felt cared for and respected, than in learning institutions where this was not the case.

Elementary school pupils preferred teachers who smiled at them, and listened to their concerns. High school students perceived educators as caring and worked harder for them when they acknowledged students' autonomy, treated them as individuals, were open for their input, displayed an interest in their lives beyond school, were honest, direct, fair, and trusting adults (Stipek, 2006).

Failure to provide caring leadership can lead to student failure. Knesting and Waldron (2006) explored students' reasons for dropping out of school. The lack of care the students perceived from their teachers counted as a crucial factor leading students to leave school. Again, students voiced their desire for teachers' to engage in personal relationships with them. Relationships form the basis for leadership to occur.

Over the decades, scholars have developed different kinds of leadership theories, and some of them especially emphasize the relational aspect of the phenomenon.

Leadership Theories

Nevertheless, to better understand the leadership phenomenon one should retrace its development over time. Organizations, the sites where leadership processes were initially observed, have undergone many changes throughout the years. They progressed from hierarchically organized and centralized organizations to open systems of constant adaptation. Leadership and its view of the employee has developed alongside, from seeing a worker as a mere instrument, functioning only under close supervision in a sterile work environment as McGregor described in his Theory X (1960), to adopting a more holistic view of employees as human beings with histories, needs, and aspirations, as the theory of transformational leadership indicates (Yukl, 2006).

Trait Perspective on Leadership

The interest in leadership began with looking at single heroic figures, usually males, who were thought to possess certain traits that equipped them for leadership or marked them as leaders. This interest led to the first leadership studies in the 1920's, which examined the extraordinary traits of leaders in order to identify these traits (Daft, 2008). Because of the plethora of attributes found in leader figures, the attempt to establish a list that would help to identify leaders from non-leaders failed. In the mid 1900's Stogdill suggested, after a major review of the research, that no set of traits distinguished leaders from their less-influential counterparts across multiple situations and proposed, that instead of certain qualities, it was the relationship between people

in social situations that defined leadership (Northouse, 2004). Stogdill's initial survey in 1948 identified the following leadership traits as important in the process of becoming a leader: intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability. This study also indicated that individuals do not become leaders due to the possession of these traits, but that it depends on the relevance of the traits to the situation in which the leader acts (Northouse, 2004). His second study in 1974, in which he compared the new findings to the old ones, suggested the situation in which leadership takes place had more relevance to the emergence of a leader than traits. The study indicated that both factors were determinants of leadership and that leader attributes constituted a significant part of leadership as a whole (Northouse, 2004). Other scholars have conducted similar studies, and there exists consensus about the notion that leaders can be distinguished from non-leaders because they possess certain traits, either from birth or through learning. Although the findings show differences in the traits, some of them appear in all and are recognized as universally important. Northouse (2004) provides the following list: intelligence, self-confidence, determination, integrity, and sociability.

Leadership viewed from the trait perspective has received renewed attention among leadership scholars. Lord, DeVader and Alliger (1986, as cited in Northouse, 2004) suggest a strong relationship between personality traits and individuals' perception of leadership. Kouzes and Posner (2002) examined what personality traits followers expect in leaders. They included a list of these characteristics in their book *The Leadership Challenge*, along with the percentages of the responses in the years 1987, 1995, and 2002 (see p. 25). The top four attributes followers expected in leaders

were: honest, forward-looking, competent, and inspiring. These favorites were tested across borders in ten industrialized countries and received high percentages, with some variation in which was considered the most important.

Students' perception of teacher traits and teacher behaviors. The trait perspective on leadership might present an especially fruitful approach from a follower point of view, because followers have certain ideas about what constitutes a leader. This holds true also in education. Students share some basic beliefs about the attributes they assign to good or bad leaders. For example, Shaunessy and Alvarez McHatton (2009) explored urban high school students' perceptions of teachers. They differentiated between service group and gender in their study. Special, general, and honors educational groups represented the various service groups. Students from the special education groups reported more negative experiences with teachers and described their teachers as rather disconnected and unmotivated. Students from the other two groups gave numerous examples of positive experiences with teachers. Among the positively noted attributes were friendliness and enthusiasm for teaching and subject matter, as well as expertise in teaching methods. "Teachers who exceed minimal expectations of good teaching were valued, respected, and even loved by students" (p. 499).

Already, in the 1950s, scholars, in their effort to measure teaching ability, showed an interest in students' perspective of teacher characteristics. Yourglich (1955) conducted a study in which she examined college students' views of the ideal student traits and the ideal teacher traits and compared it to teachers' view of both roles. The test was comprised of 19 characteristics, and college students from Freshman to Senior

levels completed the questionnaire. I will only give an account of Yourglich's findings concerning students' perception of the ideal teacher traits, naming those traits that received the highest rankings throughout the four undergraduate levels. Individuality, intelligence, diligence, cooperativeness, meticulousness, healthiness, practicality and friendliness were the teacher traits with the highest rankings from students.

In the same year, Symonds' (1955) study explored seventh, eighth, and ninth grade pupils' evaluation of effective teachers. The results of this study summarized behaviors by which to recognize the superior and the inferior teacher, rather than a set of characteristics. According to Symonds, the superior teacher showed interest in the individual student, not only knowing the name, but also about the pupil's interests and background information. Superior teachers displayed self-security through assertiveness and natural control, whereas the inferior teacher lacked this self-assuredness and had a hard time exerting control of the students, often resorting to punishment as a remedy for the lack of assertiveness. Superior teachers treated all students with respect and saw the possibility for growth in each of them. Inferior teachers on the other hand, behaved contrary to the above, with an attitude of dislike and expecting the worst in students. Superior teachers set better defined goals than inferior teachers. Teachers' caring behavior, fair treatment, and openness for questions were associated with adolescent students' social-emotional well-being (Suldo et al., 2009). The way teachers behave impacts students' behavior and the social climate in the classroom. Mainhard, Brekelmans and Wubbels (2011) found that teachers' coercive behavior was connected to secondary students' misbehavior and to perceived

interpersonal distance. On the other hand, teachers' supportive behavior fostered more perceived influence and significantly more interpersonal closeness.

Teachers, in particular those who work with adolescent students, meet a challenge that requires them to balance between contingent reward/punishment and encouraging personal growth. They are expected to set required goals for the respective grade levels, evaluate and grade students' work according to the given standards. Furthermore, teachers administer rewards when appropriate and punishments when necessary, and grant students the needed autonomy for self-direction to create a stable but tolerant environment essential for healthy development. For teachers to accomplish these extraordinary tasks, they need their students to be open to their influence and to accept their leadership. Transactional/transformational leadership styles seem to offer the adequate repertoire of behaviors to manage this difficult balance. Let us take a closer look at the concept.

Transactional and Transformational Leadership

Both transformational and transactional leadership theories deal with leadership influence on follower outcomes. Whereas transactional leadership focuses on external motivation, transformational leadership emphasizes intrinsic motivation of followers to reach organizational goals. Northouse (2004) and Avolio (2004) refer to Downton to first coin the term transformational leadership in 1973 in his paper on rebel leadership. He described transactional leadership as “the fulfillment of contractual obligations, which over time creates trust and establishes a stable relationship where mutual benefits can be exchanged between leaders and followers” (Avolio, 2004 p. 1558). He further referred to transactions as positive, in the form of

rewards, or negative, based on coercion in the form of punishment, or the corrective measures, later described by Bass as "management by exception" (p. 1558). In the development of his model based in transactional leadership, Bass leant heavily on psychology literature dealing with contingent reward to describe the quid pro quo relationship between leader and follower. Although the term transformational leadership had already been coined by Downton in 1973, the concept did not reach much recognition until Burns published his book *Leadership* in 1978. In this work he distinguished between transactional and transformational leadership orientations. The transactional leader set goals and expectations and rewarded his or her subordinates on reaching these, performing transactions, which usually satisfied the self-interests of both parties involved (Avolio, 2004). Clear expectations built confidence in subordinates, and in conjunction with rewarding followers for compliance with organizational rules and reaching its goals, transactional leadership was quite effective for organizations in a stable environment (Daft, 2008; Yukl, 2006). Yet, in a world of rapid change organizations, including schools, we must face the challenges that come with the increasing instability of the environment. Thus, a transactional leadership orientation, although useful, does not suffice to keep organizations functioning. Transformational leadership presents a solution. Burns initially defined transformational leadership as the opposite of transactional leadership, because he observed the former style in leaders who acted contrary to transactional leadership, engaging followers in ways that led them to achieve more than they were asked and lifted them up to develop and eventually become leaders themselves. Transformational leaders and their followers are more concerned with the interests of the group, the

organization and the society than with their own self-interests (Avolio, 2004). Burns made a distinction between the two approaches to leadership, and his work has influenced leadership research ever since.

Another important scholar who contributed to the development of transformational leadership theory is the industrial psychologist Bernard Bass (Yukl, 2006; Burns, 2004; Northouse, 2004). Bass introduced his theory of transactional and transformational leadership in 1985, in which he identified what he calls the four “I’s”, individual consideration, intellectual stimulation, inspirational motivation, and charismatic/idealized influence, as key components, whereby charismatic/idealized influence presents a “higher-order” construct of transformational leadership” (Burns, 2004 p. 1559). In the late 1980s, Bass added to his six components of transactional and transformational leadership a seventh factor, laissez-faire leadership, which referred to a leadership style that does not interfere with followers’ activities (Avolio, 2004). The seven factors described above form a continuum reaching from transformational leadership over transactional leadership to laissez-faire leadership, whereby the leader’s concern with the followers goes from higher-order personal concerns underlying the four “I’s”, over lower-order concerns forming the basis for contractual exchanges, to no concern at all.

Let us look at some arguments that have emerged in the context of transformational and transactional leadership. One of them addresses the concept of charisma. Challenging its original definition provided by the German sociologist Max Weber (1864-1920) as a divine gift only few individuals possess, Bass sees charisma as a measurable construct (Avolio, 2004; Yukl, 2006). Yet, Bass initially failed to

distinguish between positive and negative effects of charisma, which led to a debate about the distinction between charismatic and transformational leadership in the leadership literature (Avolio, 2004). Avolio, Gibbons, and later Bass adopted the view proposed by Jane Howell and others that charismatic leaders can follow a “personalized” or a “socialized” orientation, whereby the socialized charismatic leader cares about people and the collective interest, whereas the personalized charismatic leader pursues self-interest and self-aggrandizement (Avolio, 2004, p. 1560; Daft, 2008). In the context of leadership in schools, Dempster et al. (2010) found that adolescent students differentiated between good and bad peer leaders, depending on their concern for others’ well-being. Those leading to benefit their fellow students represented good leaders, and those who led with selfish ends in mind, were viewed as bad leaders.

The process of transformation in organizations is another issue in the context of transformational and transactional leadership theory that has received increased attention. In the late 1980’s, Bennis and Nanus, for example, “identified four common strategies used by leaders in transforming organizations” (Northouse, 2004, p. 180). These strategies include leaders having a clear vision, which must be attractive, realistic, and believable, in order to create enthusiasm in followers. The second factor is the leader functioning as a social architect for the organization, creating a culture of values and norms shared by those working in the organization. Leaders using the transformational leadership approach also build trust in the organization through their own reliable behavior, representing the organization as a whole. With their positive self-regard, self-confidence and self-awareness, transformational leaders set an

example of continued engagement and learning that elicits respect and commitment in followers (Northouse, 2004).

The theory has invaluable meaning to leaders of organizations as it assists them in assessing their own behavior as to when and under which circumstances either the transactional or the transformational approach represents the better route. In a stable environment with clear-cut responsibilities of both leaders and subordinates, the transactional approach is a valuable tool. Using this leadership style, leaders offer their subordinates incentives that meet the subordinates' self-interest, in the form of monetary or other reward. For these benefits, subordinates comply with the organizations' rules, and meet or exceed the desired outcomes of production or performance. Negative reinforcement may lead to the same outcome, depending on the maturity of the follower and the circumstance of the leadership setting. In educational settings, for example, corrective action, reprimand and other kinds of negative reinforcement are often used, although schools do not represent such stable environments anymore, and adolescent students may perceive this kind of influence as weakness in the teacher (see Symonds, 1955).

The stability which once marked the school institution, where the teacher enjoyed unquestioned authority and respect, exists no more. Teachers frequently lament students' disobedience, disrespect and defiance. More and more educators leave their profession due to burn-out, sickness, and early retirement. Adolescent students especially have found the courage to expressly challenge the long standing regulations and voice their discontent loudly, and not seldom, violently (Chandras, 1999; McFarland, 2001). The experience of more frequent acts of violence and general

disrespect in our schools demands an approach to teaching that enables teachers to function as leaders, not because the position of teacher inherently denotes a position of power, but because teachers learn how to elicit students' voluntary compliance. Authority does not lie in the position as it used to; it results from earned respect. This change is evident not only in our schools, but in all kinds of institutions. Following the news, we witness many examples. Heads of governments or political parties, rulers of countries, as well as representatives of the clergy, men and women in positions of power and authority once held in undoubted esteem, no more elicit automatic obedience and respect (Dillon, 2007). People worldwide, not only adolescents, voice their opinions, withdraw their trust, their respect, and their followership, and demand change as it has rarely occurred. People's way of thinking about positions of authority is changing. These positions are losing their once uncontested follower compliance in ways that make it necessary to rethink leadership in authority positions. In leadership, it has become more pertinent to look at both leader and follower, and the relationship between them.

According to leadership scholars, transformational leadership affects both leaders and followers in the process. Both sides involved experience transformation, growing beyond personal boundaries to eventually becoming better people (Northouse, 2004; Yukl, 2006). The transformational leadership approach offers a uniquely fruitful way to foster openness for change and gives leaders the tools to engage followers in the transformation process. In classrooms, increasing students' awareness of self presents a form of help that teachers can lend students in their personal development and heighten their willingness to exceed the expected

performance to reach goals. Increasing their own awareness of self as responsible leaders, teachers may find it easier to set examples worthy of students' respect. As a matter of fact, leading by example presents one of the most effective behaviors as part of transformational leadership. The relational nature of transformational leadership, with its emphasis on personal growth, makes it especially fitting in the context of the present research. Two other leadership theories tie into the focus of this study. Therefore, before turning to examine the role of teachers in adolescents' personal development, I will focus on Leader-Member-Exchange theory and respectful leadership. The former is of interest, because of its relational approach to leadership, and the latter, because it highlights followers' perception of leader behavior, and shows its effect on followers' leadership acceptance.

Leader-Member Exchange Theory (LMX)

The relationship between leaders and their subordinates and its effects on organizational outcomes has attracted much attention from leadership scholars and continues to be of great interest in this arena. Leader-member exchange theory (LMX) treats the natural occurrence of two groups in organizational settings, where the members of one group of subordinates work more closely with the leader and put forth more effort to reach the organization's goals than the second group, whose members perform on a lower level of enthusiasm, adhering to job descriptions and having less personal contact to the leader. In LMX theory, the former is known as the in-group, whereas the latter is the out-group. Leader-member exchange theory has experienced a dynamic development since it was first developed by Dansereau, Graen and Haga in

1975 as the Vertical Dyad Linkage (Graen & Uhl-Bien, 1995; Yukl, 2006; Northouse, 2004).

Thus far, the relationship between leader and subordinate had been seen as unchanging, whereby the leader supposedly treated all subordinates equally. This is exactly the point LMX theory challenges, focusing on “differences that might exist between the leader and each of her or his followers” (Northouse, 2004, p. 147). Dansereau, Graen and Haga first introduced LMX theory in 1975 (Yukl, 2006; Northouse, 2004) and initially called it the Vertical Dyad Linkage (VDL) because it concentrated on the vertical linkages leaders established with each one of their subordinates. Two general types of linkages became evident in the research findings: relationships based on expanded role responsibilities, whereby the subordinates put forth extra effort and worked more closely with the leader, and relationships based on the formal work contract whereby subordinates adhered to job descriptions. The subordinates with the former type relationship to the leader formed the in-group, whereas the employees with the latter type of linkage to the leader constituted the out-group.

The VDL model developed into LMX theory as it moved away from the in-group versus out-group distinction, which, as Hogg (in Goethals et al., 2004) puts it “has been replaced by a continuum of quality of exchange relationships” (p. 836). While studies of the VDL initially focused on the nature of the relationship between leader and subordinate and the “differences between in-groups and out-groups,” following research shifted its focus and examined the impact of the quality of the relationships on organizational effectiveness (Northouse, 2004 p. 150). The findings

reported that high quality exchange relationships were marked by the leader providing valued resources, material and psychological in nature, to the subordinate. This led to decreased turnover, better performance, increased number of promotions, higher commitment to the organization, improved job attitudes, increased participation, more support from the leader, including the delegation of more desirable assignments, and speedier career progress in the course of 25 years (Northouse, 2004). The development of LMX theory continued with integrating correlated variables like patterns of communication, follower competence, counseling, conflict, feedback, attribution bias, and subordinates' similarity to leader values and attitude (Yukl, 2006). Too few studies have been conducted that examine follower and leader personalities to reach any solid conclusions on the subject (Yukl, 2006). Other LMX scholarship by Graen and Uhl-Bien (1995) focuses on how leader-member relationships could be used for “leadership making” (Northouse, 2004 p. 151). This approach focused on the need for the leader to develop high quality relationships with all subordinates to expand the positive implications to benefit more employees and therewith the entire organization (Northouse, 2004). Looking at teacher leadership literature, adolescent students repeatedly voice their desire for more personal relationships with their teachers (Knesting and Waldron, 2006; Stipek, 2006; Van Petegem, Aelterman, Rosseel and Creemers, 2007). High quality relationships between teachers and students should therefore show beneficial effects on all levels: the individual, students and teachers, the group as the entire class assembly, and the organizational level, the school as a whole. One obvious indicator of good relationships is respect. The notion of respect has only recently entered the leadership research arena as respectful leadership.

Respectful Leadership

Research in respectful leadership has mainly been conducted in the European arena, mostly in the Netherlands, England and Germany. Since respect represents something all of us desire, privately and in the workplace, it is rather surprising that the *Encyclopedia of Leadership* (Goethals et al., 2004) shows not a single entry on respect. Nevertheless, some scholars, especially in social psychology and organizational behavior, recognize the importance of respect in the leadership process.

One line of research exploring the notion of respect in the leadership process uses a distinction between two kinds of respect. Darwall (1977) coined the expressions recognition and appraisal respect, and the Respect Research Group at the University of Hamburg (www.respectresearchgroup.org) refer to the two kinds as horizontal and vertical respect. In this study the terms will appear as coined by Darwall. The distinction between the two kinds of respect roots in the philosophical thought of the Enlightenment. One of its most influential thinkers, Immanuel Kant (1724-1804), has bequeathed upon us his moral philosophy with the discussion of respect for persons. Recognition respect, respect for persons, according to Kant, represents the kind of respect each human being is entitled to, due to human dignity. This dignity comes from the exclusively human ability to think, which makes persons ends in themselves who should never solely be treated as means. Thus, on no other grounds than that of shared humanness, every person has the right to be respected by fellow human beings, and, at the same time, owes respect to all. Appraisal respect, on the other hand, depends on the respecifier's evaluation of the object's worthiness to receive this kind of respect. Because appraisal respect can be earned, it requires prior evaluation by the

respector. In other words, the respected merits appraisal respect due to certain excellence of character or skill (Darwall, 1977; Dillon, 2007).

In line with this distinction between appraisal and recognition respect, Van Quaquebeke, Henrich, et al. (2007) attempted to bring more clarity to the concept of respect in social psychological research. They adopted the Kantian respect for persons as recognition respect and stressed its "categorical" implication, that one either respects another fully as "an equal human being, "or one disrespects the other (p. 187). Besides recognition respect, the researchers included tolerance, acceptance and appraisal respect in their study. They argued that tolerance refers to acknowledging someone in one's presence, and acceptance is linked to another's admittance into one's group. Appraisal respect, as Van Quaquebeke, Henrich, et al. proposed, indicates "the degree of influence one allows an object to exert on oneself" (p. 193). This acceptance of influence from the object of one's appraisal respect may "show in adopting opinions or values, or in listening to the object's teachings" (p. 193). Furthermore, the scholars suggested that appraisal respect is usually paid in domains one is familiar with, like a surgeon respecting another surgeon for her or his precise and skillful incisions. This point of view seems a little restrictive in my eyes, because it requires a certain kind of expertise in a subject before one can respect another person for her or his achievements.

Simon (2007), another scholar in the field of respect research, also lamented the imprecision concerning the conceptualization of the term respect in many studies in this field. He also espoused the distinction between appraisal and recognition respect made by Darwall (1977). Simon focused on the role of recognition respect as

conveying equality in social relationships. He found that recognition respect positively influenced persons' identification with their group, notwithstanding negative evaluations. Furthermore, cooperation within the group also increased when participants were perceived to be treated respectfully by fellow group members (Sleebos et al., 2007), even when they received negative evaluations from them (Simon, 2007). The positive effect of respect on both collective identification and intra-group cooperation also held true in situations of unequally distributed rights within the group. Simon postulated that recognition respect, with its conveyance of equality, overrode the inequality presented by having more or fewer rights, and thus might have a "social healing effect" (p.320). Simon suggested that research studies without a specific distinction between recognition and appraisal respect assumed respect to reflect an attitude of accepting equal dignity and worth in all human beings. This attitude manifests itself in "respectful (i.e., unbiased, trustworthy, and dignified) treatment" (2007 p. 313).

One large-scale study, which also addressed the notion of respect, was the Project GLOBE cross-cultural research on leadership. It showed the different views on respect in connection with leadership in diverse cultures (Javidan et al., 2006). Some countries showed a more traditional view of respect than others. Countries like Brazil and China, with patriarchal cultures, for example, treated their leaders who held positions of power and authority with uncontested respect and obedience. Here, the position still seems to elicit the respect rather than the person in the position. Leader and follower usually cultivated a formal relationship and followed a hierarchical business structure. As a result of their philosophy, in an attempt to foster Guan Xi,

Chinese leaders not only received their subordinates' respect, but extended their respect to their subordinates and their families as well, by heeding them in their design of work schedules and reward systems. Conversely, in a more egalitarian culture, like in Western industrialized nations such as the USA, persons in leadership positions did not understand respect as deference, and they emphasized mutual respect and open dialogue instead.

The mutuality of respect in the leadership process has attracted attention from scholars especially interested in the follower point of view. Van Quaquebeke, Zenker, et al. (2009) found that followers deemed it more important to feel treated with respect by their supervisors than to have a supervisor they could respect. The emphasis on the follower in the leadership research that looks at respect becomes evident in the choice of variables affected by the concept. Such studies, for example, look at work climate, group serving behavior, and leadership acceptance (Boezeman, & Ellemers, 2008; De Cremer, 2002; Kusy, & Holloway, 2010; Simon & Stuermer, 2005; Sleebos et al., 2007; Spears et al., 2005; Van Quaquebeke & Eckloff, 2010; Van Quaquebeke, Henrich, et al., 2007; Van Quaquebeke, Zenker, et al., 2009).

Van Quaquebeke and Eckloff (2010) recognized the need for defining respectful leadership as a set of behaviors that prompted subordinates to feel treated with respect by their leaders. They developed an instrument helpful to examine the role of respect in the leadership process. From a content analysis of narratives describing critical incidents reflecting leader behaviors that followers found truly respectful, Van Quaquebeke and Eckloff developed an inventory for respectful leadership behavior that includes the following categories: Trusting, granting

autonomy, conferring responsibility, considering needs, maintaining distance, appreciating, being error-friendly, acknowledging equality, promoting development, excavating potential, being open to advice, accepting criticism, showing loyalty, being attentive, seeking participation, taking interest on a personal level, supporting, being reliable, and interacting friendly. With permission from Dr. Eckloff (email communication, April 11, 2013) the entire inventory for respectful leadership behavior from which the categories were derived, is attached as Appendix D. Some of these categories, even though they were derived from research among adult employees, might prove applicable to the classroom setting among adolescent students as well. The research in teacher attributes and behaviors teenage students appreciate in their teachers shows results that fit into some of the categories from the above list. For example, according to Stipek (2006), high school students perceived educators as caring and worked harder for them when they acknowledged students' autonomy, treated them as individuals, were open for their input, displayed an interest in their lives beyond school, were honest, direct, fair, and trusting adults. Another instrument, the Leader Behavior Questionnaire developed by Sashkin in 1990, includes one scale that measures respectful leadership, scale four. Scale four consists of just five statements that explore leaders' caring about other people, self-respect, recognition of others' strengths and contributions, concern for others' feelings, and, self-knowledge about her or his fit in the organization (Dykes, 1999). To discover what teacher behaviors trigger adolescent students' perception of being treated respectfully by their teachers represents a major focus of the present research.

Let us look now at the impact respectful treatment has on followers in the leadership context. Follower well-being, as one of the variables impacted by respect, presents an important issue in organizational success. Fortunately, companies often view their employees as cherished assets; they put forth much effort to ascertain employee well-being through appropriate programs, like flextime, health care plans, recognition, ceremonies, and rewards (Yukl, 2006). Leader behavior, whether task-oriented, or relations-oriented, usually aims at supporting subordinates in their enterprises for the organization, depending on the situation. This support comes in form of needed resources, physical or psychological in nature (Yukl, 2006). Employees may perceive this reinforcement as respectful treatment if it results from their supervisors' recognition and intent to heed subordinates' needs, concerns, and abilities. Van Quaquebeke and Eckloff (2010) suggested that respectful treatment may even satisfy some basic human needs like self-determination, competence, and relatedness, as Deci and Ryan (2000) define them. De Cremer and Tyler (2005) suggest that respect received from group members increases the feeling of belongingness and therefore aids in the satisfaction of the human need to belong. The reactions to respectful treatment prove rather strong. Respectful treatment not only fosters vertical as well as horizontal cooperation, but it does so more than pecuniary inducements do (Van Quaquebeke and Eckloff, 2010).

Cooperation represents the focus of several articles in respect research. It appears that feeling respected increases group-serving behavior, in that people put forth extra effort to benefit the group, even when other group members convey messages of dislike (Spears et al., 2005), group exclusion, or negative performance

evaluations (Simon & Stuermer, 2005). The extra effort may pertain to both, activities belonging to the follower's job description and going beyond (Branscombe, Spears, Ellemers, & Doosje, 2002; Simon & Stuermer, 2003). Simon and Stuermer (2005) also found that intra-group respect is correlated to perceived intra-group acceptance and that it conveys a feeling of belongingness (De Cremer, & Mulder, 2007). Other research showed that respectful treatment of employees heightened their commitment to the organization and their compliance with the organization's rules (Simon, 2007).

The above-mentioned reactions are highly desirable outcomes not only for organizations, but for schools as well. We want our youngsters to identify with the schools they attend, because pupils who feel a sense of belonging to and ownership of their institution are less likely to drop out (Parsons & Harding, 2011). The importance to adhere to school rules is self-evident. Students' engagement in extra-curricular activities that promote a good reputation of the school might become more and more important for pupil recruitment. In Germany, parents have the opportunity to send their children to the school of their choice, even if it does not represent the nearest in the district. Small institutions especially rely on their reputation to attract pupils to avoid closure due to insufficient attendees. Research in the school setting supports the idea that respect plays a crucial role in adolescents' view of effective teacher behavior. Shaunessey and Alvarez McHatton's (2009) study showed that students view respect as an indicator for a caring attitude in teachers. Perceiving respectful treatment by teachers resulted in students' compliance with teacher requests.

Disrespect

Although respect is an attitude all of us desire from our fellow human beings and recognize when we experience it, it remains a difficult concept to capture (Miller, 2001), and alas, an attitude rarely encountered (Dreikurs Ferguson, & Page, 2003; Van Quaquebeke & Brodbeck, 2008). Disrespect, or the absence of respect, on the other hand, seems to occur unfortunately often in private as well as professional life. The ensuing discussion concentrates on disrespect, because its effects are as detrimental as the effects of respect are favorable. Some researchers suggested that the experience of increased self-worth may lie at the base of these favorable effects of perceived respect (De Cremer & Tyler, 2005; Van Quaquebeke & Eckloff, 2010). Disrespect, on the contrary, usually communicates inequality, as a person disrespecting another implies her or his superiority, and therewith diminishes the worth of the other (Simon, 2007; Simon, Luecken, & Stuermer, 2006; Van Quaquebeke, Henrich, et al., 2007, Van Quaquebeke & Eckloff, 2010). This usually results in defiant, angry and aggressive retribution (Miller, 2001; Vieno et al., 2011). De Cremer and Mulder (2007) report, that the perception of disrespectful treatment in organizations often leads people to leave the company or resort to disrupting acts. Miller (2001) furthermore relates that extensive research supports that feeling treated in a disrespectful manner represents the most common source of anger and aggression. Interestingly, people often report, that common experiences of injustice usually include acts of disrespect (Miller, 2001).

The severity of retaliation resulting from perceived disrespect or injustice depends, according to Heider (1958), largely on the motives and intentions attributed to the wrong-doer, as well as the power relation between the victim and the offender. If the person acting disrespectfully or unjustly holds a position of power over the

person receiving the disrespect or injustice, the harmed views the offense as an abuse of that position (Heider, 1958). Research supports that perceived injustice is significantly related to people's tendency to resort to aggressive acts in the workplace (Baron, Neuman, & Geddes, 1999; Kennedy, Homant, & Homant, 2004).

Furthermore, the respondents reported acting aggressively against their superiors and the organization because they perceived them to be responsible for the unfairness.

Additionally, the perception of unfair treatment significantly related to participants' reports of having served as the victim of workplace aggression. Hence, Baron et al.

(1999) suggested, "that high levels of injustice within an organization may trigger mounting spiral of aggression and counter-aggression that results in a situation where few, if any, organization members escape unscathed" (p.292). Beugre (2005) takes a

different stance concerning the willingness to engage in aggressive acts. He contends that perceived injustice alone does not suffice to lead to workplace aggression. He

recognizes that the consideration of the wrong-doer's intentions, as Heider already pointed out, plays a role, but constitutes only one of several contributing factors.

According to Beugre, blame attribution, although it results in aggressive thoughts, still needs to join compatible personal values and standards to finally lead to aggressive

actions. A study by Kennedy, Homant and Homant (2004) revealed that although perceived unfair treatment undoubtedly relates to support for aggression, a general

aggressive nature presents the strongest predictor for hostile acts.

The responses to perceived unfair or unjust treatment found on the individual level also occurred on the group level. From a relative deprivation theory standpoint,

group members tend to engage in collective aggressive actions when they perceive

their group as deprived and disadvantaged compared to other groups. Deprivation arouses feelings of "anger, resentment, and outrage, [all] important in driving action" (Tausch et al., 2011, p. 131). Deprivation and despair led to the recent outbursts of violence among underprivileged youths in Britain (Thomas, 2011) and France (Charlton & Ganley, 2011). The riots in British and French cities, where youngsters, mainly from minority groups, felt treated unfairly by the rest of society, unleashed their anger against public and private property and against the police. These incidents represent group acts of retaliation. Regrettably, teenage violence, acted out also by single individuals, has turned schools and homes into sites of destruction and despair (Chandras, 1999).

Michaelis (2000) presented a paper at the Annual Meeting of the American Educational Research Association in New Orleans, in which she took a quite unorthodox stance concerning the offenders of the Columbine shooting. Certainly not with an intention to excuse the violence Eric Harris and Dylan Klybold acted out, Michaelis looked at the two teenagers as victims of injustice in their school. She examined the role school authorities played in the tragedy and pointed at their passive attitude, withholding recognition of the bullying going on from athletes against so called geeks. She described how teachers displayed favoritism for the athletes in their everyday encounters. This differentiated treatment surfaced even at court, where Harris and Klybold "received a court supervised sentence" for burglary, and a few months later, a group of athletes "received a slap on the wrist" for a similar felony (p 6). Michaelis' paper offers an insight into the circumstances at school that culminated in one of the most devastating acts of violence in an American high school. She

painted a dreary picture of youths frequently treated in ways that deprived them of their human dignity, the most fundamental form of disrespect, by schoolmates as well as teachers and other officials whose duty and responsibility it is to aid young people in their development and protect them from harm.

Many schools have programs for violence prevention in place. German schools, for instance, train pupils from primary through secondary school in conflict resolution, mediating, and self-awareness, to avoid aggressive actions among students (see Bildungsserver Rheinland-Pfalz, 2012). However, friction may develop not only among students, but also between teachers and students. During a meeting of the student representatives with the delegate teacher at a school for the learning disabled from grades 1 to 9, one of the student representatives mentioned in a discussion about mobbing at school that not only pupils act to other pupils this way, but that also teachers mob students (T. Stoelben, personal communication, December 10, 2012). As a teacher, the author is aware, that pupils often feel treated unfairly and disrespectfully by their instructors, and they usually find no open ear to turn to. Teacher-student conflict frequently revolves around perceived injustice or disrespect on the side of the student. They view disrespectful teachers as abusing their positions of power, which corresponds to Heider's (1958) view. Therefore, it is a necessary step towards resolving this issue to find out what students perceive as disrespectful as well as respectful treatment by teachers, and how students react respectively.

Thus far, it has become evident, that the relationships between students and their instructors play a significant role in student well-being, retention, drop-out, classroom and school climates, and last, but not least, student success. As the leaders

in the relationship, teachers carry the responsibility to behave in ways that students perceive as respectful, caring, and encouraging. The focus on students' perceptions is important in the search for avenues to help teachers succeed in this challenging task. Research shows what kinds of behavior students cherish in teachers, and it seems that all of the described actions are based on respect, the kind of respect known as recognition respect or Kantian respect. However, what particular teacher behaviors students perceive as respectful still needs exploration. Respectful treatment results in a long list of positive effects. For example, it boosts people's sense of self-worth, fosters horizontal as well as vertical cooperation beyond job descriptions, and encourages autonomous action (Norris, 2003; Van Petegem, Aelterman, Rosseel and Creemers, 2007; Van Petegem, Aelterman, Van Keer and Rosseel, 2007).

The Focus of this Study

Several research studies report the benefits of respect and the disadvantages of disrespect at the workplace, but in the school setting very little research has yet explored these phenomena. The positive effects of respect in classrooms, especially in secondary education, can only be imagined. During adolescence, when students are in the process of personal development, teachers represent the adult figures, who serve, perhaps even more than parents, as models. Parents' role as agents in adolescents' personal development has been generally recognized (Schachter & Ventura, 2008), but that of teachers has only recently been addressed (Harrell-Levy & Kerpelman, 2010). Viewing teachers' activities as giving direction to teenage students' development makes one realize that teachers engage in leadership whenever they interact with students. This also means that students, as the followers, either allow leadership to

take place, or not. Therefore, it proves important to shed light on how the leadership process unfolds in the classroom setting. What kinds of teacher behaviors elicit compliance and/or non-compliance from adolescent students? This research study explores these phenomena. I might discover what one student put in simple, candid words: "If teachers come at you with respect, you treat them with respect, so when they ask you to do something in class, you're going to not, like hesitate about it. You're just going to do it" (Shaunessy & Alvarez McHatton, 2009 p. 496).

Two studies in particular present the basis from where I want to proceed my inquiry. Van Quaquebeke, Henrich et al. (2007) propose that the appraisal respect paid to another person indicates how much influence one allows the other person to exert on one. This acceptance of influence from the object of one's appraisal respect may become evident in one's espousing the others' ideas, values, opinions and teachings. In his discussion about recognition respect, Simon (2007) highlights the importance of equality necessary for so called mutual respect. I believe both kinds, appraisal and recognition respect, belong together and are mutually dependent on each other. Taking Van Quaquebeke, Henrich, et al.'s (2007) idea a step further, connecting it to Simon's idea of necessary equality, I propose, that students' perceived recognition respect from teachers sets the stage of equality and triggers students' appraisal respect for these teachers, which in turn positively affects students' leadership acceptance from them. The present research is designed to explore this possibility.

CHAPTER 3

METHODOLOGY

This chapter discusses the applied research methodology, sampling, ethics, validity, reliability, and limitations. A description of the data analysis follows.

Methods

This exploratory phenomenology aimed at generating knowledge about what kinds of teacher behaviors and attitudes bring about adolescent students' leadership acceptance and/or its refusal. Special emphasis lay on the roles of respect and disrespect in this process. Taking into account that teenagers' understanding of the concepts at hand may differ from adults' viewpoints (Carter, Bennetts, & Carter, 2003), I decided to employ questionnaires and critical incident reports to obtain data that were mostly qualitative but could be analyzed with descriptive statistics as well. The quantitative information from the questionnaires was supported by the qualitative information from the critical incident reports. This option afforded the researcher to view the phenomena from different perspectives and thus arrive at a more inclusive account.

Participants were invited to compose two critical incident reports, one about a situation in which they felt treated well by a teacher, titled "I like," and one about a situation in which they felt treated not well by an instructor, titled "Not so much." A questionnaire with the respective headings elicited more detailed information about the described circumstances following each of the critical incident reports. Both questionnaires comprised of 13 questions, of which 7 were designed to elicit yes/no answers and 6 were open ended. All but one question for both questionnaires appeared

identical. Question 7 addressed the two possible situations, a teacher treating the student well, or not well. The first question of the questionnaire asked whether the students liked the subjects the respective teacher taught. This question aimed at finding a possible connection between preferences for the subjects and the instructor. The following four questions asked about teacher behavior. Question 7 inquired how the teacher behavior made the participants feel. Question 8 asked if the respondent respected the teacher, and the following how the participant showed her or his respect or disrespect. Question 10 inquired how the former student behaved in the lessons with the teacher. The final three questions probed former students' leadership acceptance, like voluntarily following the teacher's instructions, doing homework, and accepting advice from the instructor. Following a teacher's instructions and doing homework bring scholastic benefits and belong to an indoctrinated set of behaviors applicable in a school setting, and therefore may occur even in circumstances where the student does not perceive being treated well by a teacher. On the other hand, accepting advice from another person reflects leadership acceptance to a different degree, because it is more personal and has no direct impact on scholastic success. This rendered the last question of the questionnaires central in finding out more about students' leadership acceptance. The questionnaire "I like" is attached as Appendix A, and the questionnaire "Not so much" as Appendix B.

In the instructions for the study (Appendix C), I provided the participants personal accounts of examples of how I perceived to be treated well and not well by teachers during my adolescent years. These examples intended to guide the participants towards the kind of report I was looking for. I asked the respondents to

include the teacher behaviors they remembered occurring in both circumstances, in which they perceived good treatment and not so good treatment by instructors. The instructions encouraged the participants also to report how the teacher's behavior made them feel and how they reacted. I gave the option to write about witnessed incidents, in case the participants did not remember personal experiences. This opportunity was never taken. All respondents told about their own encounters.

Sampling

I contacted two former parent representatives of a local secondary school, who were in the possession of a list of graduates from the years 2008 until 2012. They signed a letter of support, required by the Institutional Review Board (IRB) of the University of Oklahoma, and they agreed to mail research packages to 183 former students. I chose a population of adolescents and young adults because they are in the process of developing individual identities. This development includes detachment from parents, cultivating friendships, striving for acceptance and respect from peer groups, and "desperately wanting help and guidance" (Blos 1941, as cited in Muuss, 1988 p. 104). Hence, this age presents a particularly fruitful time to elicit participants' views on experiences shaping their lives and to use the information to help schools give students direction and lead them towards a more rewarding adulthood.

Because this study was conducted among German nationals, I translated all forms to be used and completed a translator statement as required by the Institutional Review Board. As a native speaker of German, I encountered no difficulties translating the materials. The research packages included the German versions of an introductory letter with a detailed description of the study, the instructions for the

study procedures, the informed consent and assent forms for parents and former students, titled papers for the two reports, the questionnaires pertaining to each report, a sheet for the demographic information, as well as separate envelopes for the consent/assent forms, the demographic information, the reports and questionnaires, as well as a pre-paid envelope with the researcher's address. Graduates who decided to participate placed the materials in the appropriate envelopes, put these in the pre-paid addressed cover, and mailed everything to me. Thirty-seven, 22 female and 15 male, former students responded, which represents a 20% response rate. Only one female and one male respondent did not return a critical incident report but filled out the questionnaires.

Ethics

To conduct this research with human subjects, some of which were still minors at the time of the study, I applied for and was granted permission from the Institutional Review Board of the University of Oklahoma. As required by the guidelines of the Office of Human Research Participant Protection, I informed all participants and their legal guardians, when appropriate, about the study procedures, the risks involved, and the resulting benefits. The participants received notification that no compensation would be made to them for their time and effort wielded. I advised them about the confidential nature of the research, reminding them, in bold letters, not to mention any names, neither their own, nor that of any other person. I extended all contact information necessary in case they had questions or concerns about the study.

The choice of the sample added a further measure to strengthen the ethics of this research. Rather than conducting the research among current adolescent students

in the school setting, I chose to use a sample of former students to avoid participants' fear of repercussions. Teachers, who would have collected the material from their students, could have read the accounts and answers, and possibly retrace the authors and/or the teachers they wrote about by analyzing the described situations. This apprehension could easily have led the students to hold back information. Using a sample of graduates circumvented this possibility and allowed the participants to write freely about their experiences. Furthermore, at the time of participation, many of the respondents had already reached the legal age of eighteen. For the minors participating in the study, I offered an informed consent form for the guardians and an assent form for the minor former student. To ensure the anonymity of the analysis I separated the consent/assent forms, as the only evidence of the participants' proper names, from the rest of the material upon receipt of the research packages, and kept them in a separate folder in a locked cabinet. I immediately assigned pseudonyms to the reports and questionnaires and referred exclusively to these in my writing.

Validity

The clarity of the instructions and the given examples for the critical incident reports yielded valid (Lofland et al., 2006) accounts. The questionnaires served to more deeply probe the participants' memory about teacher behavior, and the respondents' emotional and active reactions. I purposely avoided asking directly for examples of teachers' respectful/disrespectful demeanor to find out whether the notions appeared unsolicited in the reports and/or questionnaires. In the data analysis I leaned on an instrument developed by Van Quaquebeke and Eckloff (2012) to measure respectful leadership. The instrument consists of the following items that are rated on

a five-point scale ranging from 1 (not at all) to five (very much). It is readily available on their webpage (www.respectresearchgroup.org).

- 1) My leader trusts my ability to independently and self-reliantly perform well.
- 2) My leader expresses criticism in an objective and constructive way.
- 3) My leader recognizes me as a full-fledged counterpart.
- 4) My leader recognizes my work.
- 5) My leader shows a genuine interest in my opinions and assessments.
- 6) My leader does not try to hold me responsible for his/her own mistakes.
- 7) My leader unequivocally stands up for me and my work against third parties.
- 8) My leader treats me in a polite manner.
- 9) My leader provides me with any information that is relevant to me.
- 10) My leader takes me and my work seriously.
- 11) My leader interacts in an open and honest way with me.
- 12) My leader treats me in a fair way.

Twelve studies have demonstrated a one-dimensionality of the measurement, whereby the Kaiser-Guttman Criterion consistently showed a one-factor solution explaining sixty to seventy percent of the variance. All studies indicated a Cronbach's alpha between .85 and .95 (Van Quaquebeke & Eckloff, 2012).

Reliability

The qualitative nature of the inquiry, its restricted geographic scope, as well as the small purposive sample, and the similar social-cultural backgrounds of the

participants rendered the results of this research applicable only to similar circumstances (Lofland et al., 2006). Small rural secondary schools in the South-West of Germany, that lead to graduation after 9th and 10th grades and the majority of attendants sharing common social and cultural backgrounds are represented by the participants in this study. Nevertheless, since the issues raised in this inquiry seem to appear in schools all over the country and beyond, the results may help to better prepare teachers for the challenging tasks of leadership in the classrooms of many schools.

Analysis

The following research questions guided this study:

1. What do adolescent students perceive as respectful treatment by teachers?
2. What do adolescent students perceive as disrespectful treatment by teachers?
3. Does perceived respect from teachers trigger students' respect for teachers?
4. Does perceived respect from teachers trigger students' acceptance of teacher leadership?
5. Does perceived disrespect from teachers trigger students' disrespect for teachers?
6. Does perceived disrespect from teachers trigger students' rejection of teacher leadership?

The author followed the advice from Lofland, Snow, Anderson, and Lofland (2006), who suggest "five basic requirements for effective data management with the goals of facilitating qualitative data analysis," (p. 95) and 1) logged the "data promptly," 2) made it "available for duplication," and 3) for coding, 4) made sure the coded categories were "easily accessible for examination and analysis, including

tabulations of specific kinds of activities, characteristics, etc.," (p. 95) and 5) revised the categories frequently. The instructions encouraged the participants to include teacher behaviors and attitudes, as well as their own reactions thereto in the critical incident reports. The questionnaires posed questions that again aimed at teacher behaviors and attitudes, students' reactive feelings and behaviors, and additionally probed for their teacher leadership acceptance. Therefore, most themes appeared as intended. Two additional themes, lesson design and class climate emerged unplanned. The emerging categories clustered under the different themes and in the case of the material headed "I like," closely resembled those found in Van Quaquebeke and Eckloff's (2010, 2012) inventory and survey instrument for respectful leadership. The categories appearing in the materials "Not so much" were compared to what is known about the impact of disrespect.

Summary

This research explored former students' perception of teacher leadership behaviors and their acceptance of their instructors' leadership exerted in the classroom. The researcher has taken a new perspective on teacher leadership. Thus far, teacher leadership studies have almost exclusively focused on the principal and the impact of her or his leadership on teacher staff and school climate, and teachers in leadership positions as mentors for student-teachers or dealing with other administrative tasks. Regarding the teacher a leadership figure in the classroom exerting influence on the pupils in the classroom presents a different outlook. Participants recounted positive as well as negative experiences in the form of critical incident reports and answered questionnaires pertaining to these experiences. The researcher scrutinized the data for

emerging themes and categories and analyzed the results to her best intellectual ability. The following chapter provides a detailed account of the results.

CHAPTER 4

RESULTS

Demographics

Levels of Graduation

Twenty-two female and 15 male former students participated in the study. Five of the participants, Gloria, Heidi, Natalie, Rosie and Stella, graduated after 9th grade. All others, male and female, graduated after 10th grade. This is noteworthy, because 9th grade graduates have undergone an education aiming less at academic excellence than at practical skills. Verbal expressiveness often does not belong to the strengths of students at this level. Students attending classes at this educational echelon usually have been recommended to do so by their elementary teachers. Often, but by no means always, these students show minimal academic aptitude, or some kind of disadvantage, like a low economic status or a migration family background. The school the participants attended has very few students with migration backgrounds. Tenth grade graduates may share a low economic status background, but often demonstrate a higher academic aptitude. Since the survey instrument requests written responses, it comes as no surprise that only a few 9th grade graduates participated.

Age, Gender, and Year of Graduation

No apparent differences in the responses from the different age groups and years of graduation prompted me to differentiate in these regards. I looked at the data from female and male former students separately and noticed that the responses demonstrated gender-related differences. To illuminate these discrepancies I present the results from the female and the male participants separately, one question at a

time, followed by the critical incident reports, which support the findings of the questionnaires.

Questionnaire "I like"

Question 1: Did You Like the Subjects this Teacher Taught?

Female participants. This first question of the questionnaire aimed at finding out whether students were influenced by their aptitude for a certain subject to have more positive memories of the teacher who taught it. Seventeen female respondents answered this question "yes", Elisa and Nadine said "no", Rosie stated she had liked the subjects "most of the time", and Sue liked "some of them."

Male participants. Twelve of the 15 male former students responded to this question "yes." Karl wrote "partly," Klaus "not all," and Markus answered "it was okay."

Question 2: How Did the Teacher Treat the Other Students in the Class?

Female participants. Most answers appeared rather short, some comprised of only two adjectives. Although in a qualitative study researchers may prefer rich descriptive narratives, the brevity of the responses made it easy to detect clusters and create categories. I clustered the attributes nice, friendly, kind, open, in a good mood, being approachable with personal problems, and treating students well to form the category *friendly*. Up for jokes, humorous, made students laugh, and had fun with students combined to *humorous*. The grouping *strict* represented earnest, authoritarian, strict, punishing disruptions, consistently following through with the lesson, and demanding a lot. Treating all students equally appeared many times by itself, furthermore, comments like having sympathy for all students, involving all students,

treating students neutral, and having no favorites carried the same meaning and thus also counted as *treating students equal*. *Fair* appeared as an attribute and also included giving no unjust punishments. *Supportive* treatment of students encompassed the respective expression standing up for the class, being attentive, wanting students to do well, motivating, and helping students, as well as showing a will to compromise. Examples for *respectful* treatment of students showed in teachers who, like Cindy's, "right at the start of the new school year, . . . learned all [the students'] names, so she could address [them] personally," one, whom a student remembered as not condescending, as well as a teacher demonstrating interest in students.

How often the female former students mentioned the different ways teachers had treated the other students in the class revealed what general behaviors they remembered from the teachers they had worked well with. Most comments appeared about teachers acting *friendly* and treating students *equal*. Beatrix gave a fitting description of this kind of behavior, stating, "She was not condescending or favored students, but it was noticeable that this teacher had sympathy for all students. She did not treat those who often disrupted the lesson worse than others." Next came the category *supportive*. Margot's teacher demonstrated behavior described thus: "If you had problems, you could always ask her for advice." The young women recalled *humorous*, *respectful*, and *fair* behaviors of teachers at closely the same rates. *Strict* behavior emerged last.

Male participants. The categories detected in the responses of the male participants, except one, coincided with those in the female responses. The young men noted *professional* behavior in teachers, which included being orderly, structured,

understandable, and willing to teach. Male participants also mentioned *friendly* teacher behavior towards the students of the class as the most appreciated. *Respectful* emerged as the second most referenced treatment. Frank described it thus: "He always wanted to show that he was not better than a student." Martin wrote: "He never made fun of the students when they made a mistake." Other observations of respectful demeanor came from Markus, who stated that "questions could be posed, suggestions made and were discussed," and Thomas, who remembered, that his teacher "treated all students respectfully . . ." The categories *professional*, *equal*, *supportive*, *strict fair*, and *humorous* appeared in the order of frequency.

Figure I shows the frequency in which the emerging categories appeared in the answers. I combined information from the females' answers with what was found in the males' responses in one graph. This shows possible differences at one glance. Since there were 22 female respondents and 15 males, a depiction of the number of references did not offer itself as an appropriate measurement. The saturation of a category in the responses, showing as a tenth of the percentage, made it easier to fit the responses of the unequal groups into one diagram. For example, the saturation of comments about respectful teacher behavior in the females' answers was 2.72, which was calculated from 6 references in 22 responses. For the males the saturation factor amounted to 7.33, because in 15 answers appeared 11 mentions of the same category.

Comparison between females' and males' responses. Figure I shows that differences existed between females' and males' responses. The most obvious disparity shows in the categories *respectful* and *equal*. The bars demonstrate a nearly reversed picture. The graph suggests that respectful treatment of the other students in class

meant much more to the male than to the female participants, and that female respondents were more appreciative of teachers treating all students equal than males were. Similarly, female former students found helpful and supportive behaviors towards others in the class more memorable than their male schoolmates. Professional teacher actions attracted attention exclusively among male former students. Being friendly showed up slightly more often in the males' responses, but seemed highly valued by both.

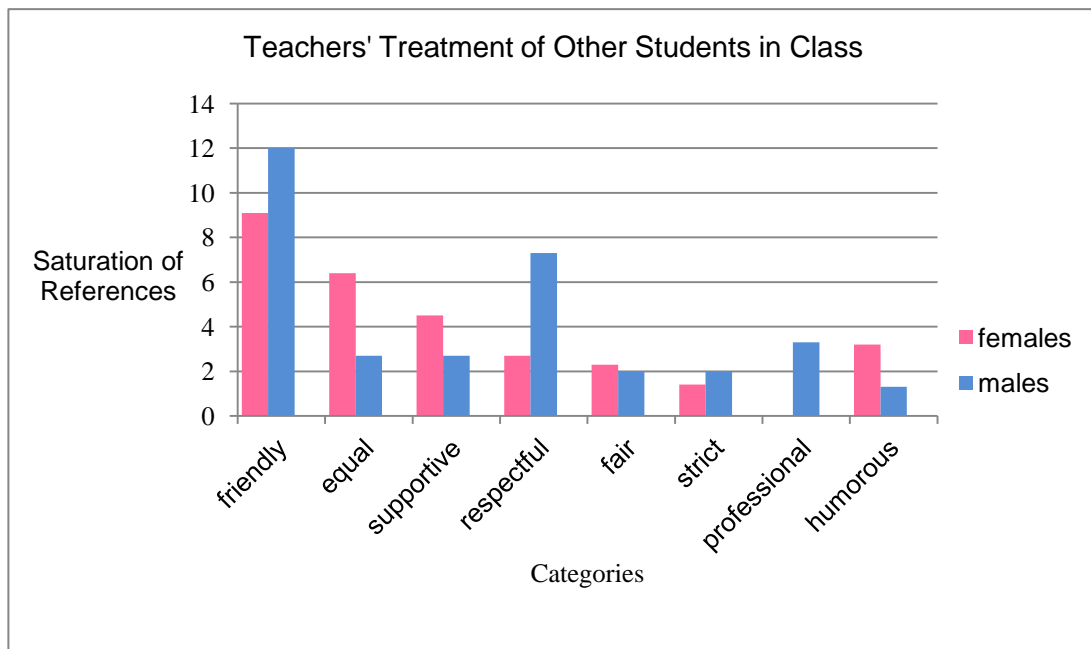


Figure 1. Questionnaire "I like" female and male participants' categorized responses to question 2: How did this teacher treat the other students in the class?

Question 3: How Did the Teacher Act Towards You Most of the Time?

Female participants. The categories appearing in the answers to this question looked similar to those for the previous one. The highest ranking was *friendly*. The second most often referenced teacher behavior towards the responding former student

was acting *supportive*. Nadine gave an example: "He always helped me when I had questions. Always explained in a way I could understand and devoted enough time." *Respectful* behavior emerged next. Irene's account was effervescent with comments about such demeanor. She wrote:

She was always interested in me and looked after me to make the subject fun for me, so I learned something. But also privately she treated me like a good friend, who cared about me (But also the other students).

Beatrix explained it thus: "I wasn't an easy student, yet, this teacher did not brand me. She treated me like all others, with respect." Natalie described: "very respectful, . . . no 'looking down upon.'" Participants mentioned slightly less often that they had encountered being treated *equal*. Acting *strict* and *fair* occurred slightly more often than *humorous*, and *reciprocating* behaviors. Heidi gave an example of the latter: "When one was friendly, she acted the same and was always friendly and fair." Rosie pointed to the same behavior, telling what happened when she behaved badly and when she behaved well: "Whenever I talked much in class, I was reprimanded most of the time and my 'chat-partner' rather seldom. Other than that, when I participated she was nice to me."

Male participants. As in question 2, the male participants' answers offered similar categories as the females'. In the order of frequency, *supportive*, *friendly*, and *respectful* behavior appeared. Patrick exemplified supportive conduct thus: "Like already mentioned above, she was always there for me, also in difficult situations. She was a great teacher." Frank described respectful behavior: "He always told the truth and he also told me what he thought of me." Johannes explained it with these words:

"We had a good relationship. One time he described it that to 99% we had the same trains of thought. I could have asked him for help at any time for anything."

Comparison between females' and males' responses. The responses to this question are illustrated in Figure II. Comparing the answers, female participants appreciated friendly teacher behavior as much as male respondents valued supportive conduct. Males mentioned friendly teacher demeanor to less than half the extent than their female schoolmates. Respectful teacher conduct emerged as equally important to males and females. Equal, strict and fair treatment appeared much less often, and the categories humorous and reciprocating showed only in the female former students' responses.

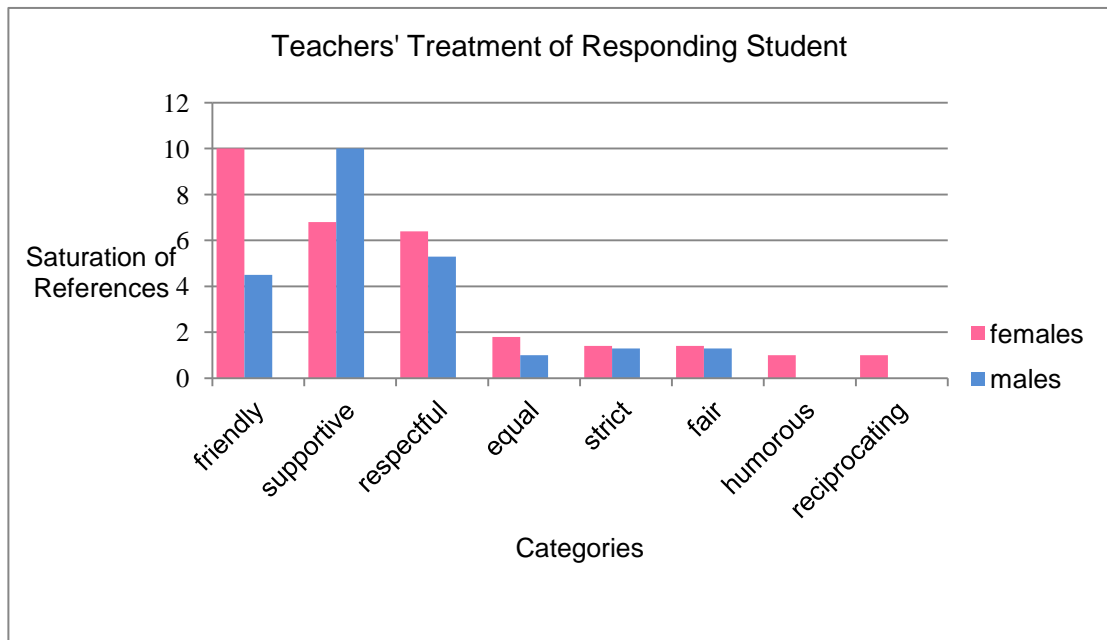


Figure II. Questionnaire "I like" female and male participants' categorized responses to question 3: How did the teacher act towards you most of the time?

Question 4: Did You Feel Treated Fairly by This Teacher?

Female participants. All female respondents felt treated fairly by the teacher they remembered getting along with well. Elisabeth, Margot, Marion, and Rebecca answered with an emphasizing "yes, very much so," or "yes, always."

Male participants. All answered this question "yes." Karl accentuated his response by writing all capitals.

Question 5: What Did the Teacher Do to Make You Feel this Way?

Female participants. Some respondents referred to the answers given to the previous question, but I counted only the explanations the participants felt important enough to state in their answers to this question to emphasize the especially memorable. As a result the number of categories decreased and appeared in the following order of frequency: *supportive, respectful, friendly, fair, humorous, and reciprocating*. Cindy described her teacher's respectful behavior with the anecdote: "Also she returned the tests with face to face conversations in a separate room and told me what my mistake was." Elisabeth told that "the teacher always listened to both sides of the story in case of a quarrel, be it between two students, or a teacher and a student." Stella gave the following description of supportive conduct: "She/he used different teaching methods, thus the learning was immediately more fun."

Male participants. Thomas did not answer this question. Categories appeared in the following order of frequency: *friendly, supportive, fair, equal, respectful, and strict*. Markus felt supported by his teacher, because she "was there for the class, no matter what the case was." Rudi's answer gave examples for the categories supportive and strict. He wrote: "She helped you when you had problems, rewarded you, when you did something well, but punished you when you, for example, disrupted the

lesson." Karl's statement about his teacher not holding past mistakes against him reflected fairness.

Comparison between females' and males' responses. Figure III shows clearly that the males' responses to question 5 put emphasis on different teacher behaviors than those of the females. The young women felt treated fairly when their teachers acted in supportive and respectful ways. The weight the females put on support and respect, the males assigned to friendly and fair conduct, behaviors on which female respondents put little emphasis. Receiving equal treatment, fairness and respect carried more or less equal importance for the male participants. The young women did not mention equal treatment, or being strict as triggers for their perception of being treated fairly by their teachers. Male former students made no comments about humorous or reciprocating conduct in this regard.

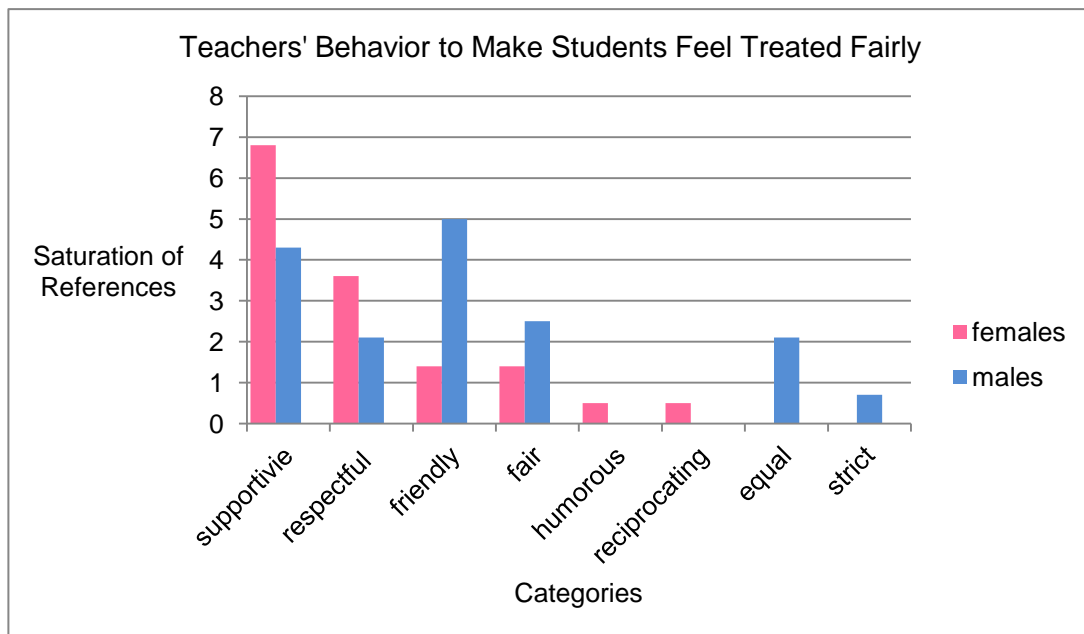


Figure III. Questionnaire "I like" female and male participants' categorized responses to question 5: What did the teacher do to make you feel this way?

Overview of Teacher Behavior

Female participants. The overview of the three questions shows that not all categories appeared in all of the three answers and that the different behaviors received different attention among the students in the various situations. For example, although friendly behavior appeared very important in describing how the teachers behaved towards the rest of the class and towards them personally, it seemed to play a much less important role in the female students' perception of being treated fairly by an instructor. That teachers had treated all students equally, a category only slightly important in personal rapport and in the context of perceived fair treatment, received much attention when relating to the rest of the class. The female respondents valued supportive teacher behavior towards them personally and as an indicator of fair treatment more than in the class context. Respectful teacher conduct received more attention addressing the student teacher relationship on a personal level than in the other two contexts. Fair and strict treatments were of minor consequence.

Male participants. Regarding teachers' conduct towards the other students in the class, male respondents mentioned friendly demeanor most often. In personal rapport between students and teachers, the young men especially valued when teachers seemed supportive. Friendly and respectful teacher treatment of the respondents showed much less, but was still important. For male former students to perceive being treated fairly, they mostly referred to teachers acting friendly, closely followed by supportive actions. Professional conduct emerged only in the context of teachers' treatment of the other students in class. Equal, fair and strict treatments received little

attention overall, yet, fairness played a slightly greater role for the perception of fair treatment.

Comparison between females' and males' responses. In the context of question 2, asking after teachers' treatment of other students in the class, female participants commented on friendly treatment most, just like the male respondents. A noteworthy discrepancy between categories regarding teachers' behavior towards other students in class lies in the females' references to equal treatment, which saturated their responses to an extent almost three times that in the males' answers. Looking at personal student teacher relationships, instructors' friendliness appeared more than twice as saturated in the females' answers. Males valued supportive teacher behavior most in this context. Regarding what teacher behavior was mentioned most as triggering the perception of fair treatment among the former students, males referred to friendly teacher behavior, which in this context appeared only slightly in the female respondents' accounts. Both mentioned supportive teacher behavior as triggering the perception of fair treatment.

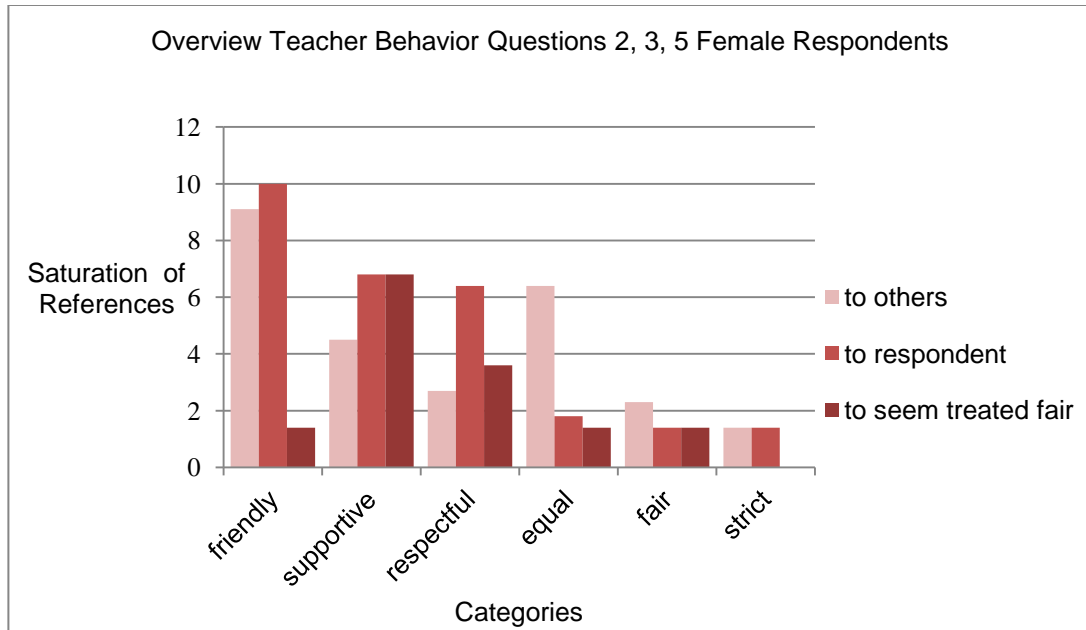


Figure IV. Questionnaire "I like" female participants' categorized responses to questions 2,3,5. Overview of Teacher Behavior.

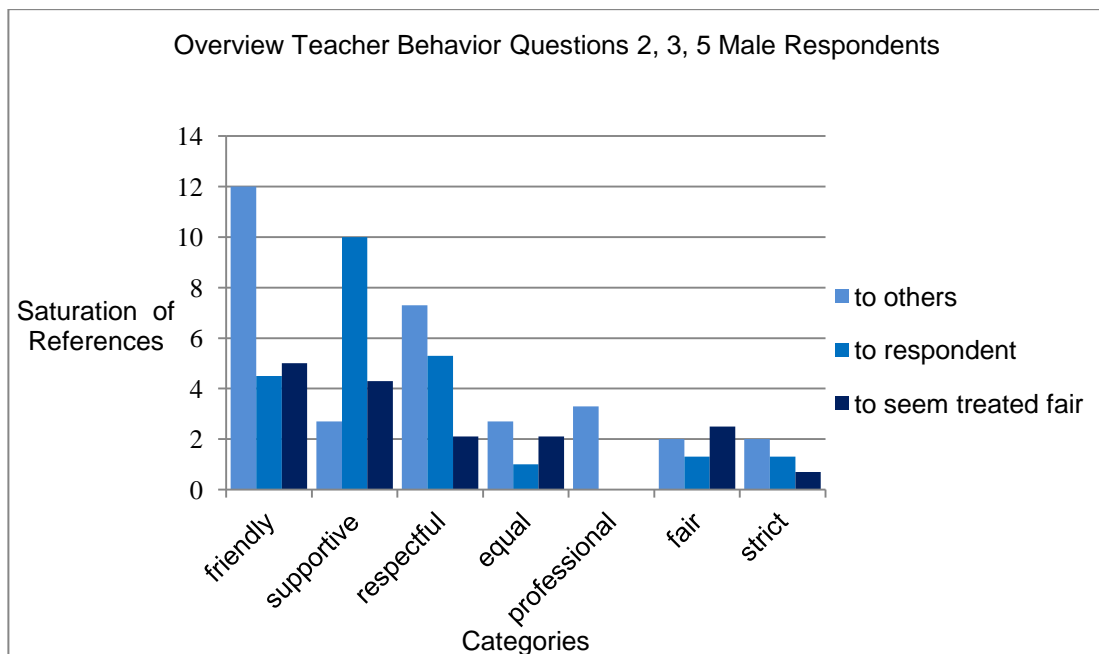


Figure V. Questionnaire "I like" male participants' categorized responses to questions 2,3,5. Overview of Teacher Behavior.

Question 6: Did You Think this Teacher Acted Like that Towards You on Purpose?

Female participants. Seventeen of the 22 (77%) female respondents answered "yes." Doris, Heidi, and Nadine (14%) wrote "no," and Gloria, and Sue (9%) did not know if their teacher purposefully acted the way she or he did.

Male participants. Eleven of the 15 (73%) answers were "yes," whereby Karl capitalized his answer for emphasis. Rudi and Klaus gave complete sentences, that deserve citing. Rudi stated: "Basically this person wanted the best for every student." Rudi's statement entailed that the teacher had acted on purpose. Klaus imparted: "I believe that teachers who remained human behave like that." Klaus' response implies that such teachers did not consciously act the way they did, but acted according to their natural disposition. Eric, Markus, and Robert shared Klaus' opinion and responded "no" (27%).

Question 7: How Did You Feel When a Teacher Treated You Well?

Female participants. The responses to this question gave information about former students' feelings, triggered by teachers' good treatment. Examining the data, two very closely related feelings appeared most often in the responses, feeling accepted and feeling elevated. Both combine to feeling *respected*. Cindy said: "You feel so respected and reinforced in what you did. . . . What you learned seemed very important to you." How the emotions interrelate showed in many of the responses, like, for example in Heidi's, when she answered: "Good, because you get the feeling of being valuable." and in Doris', as she recalled: "I was simply happy, because being treated well is simply important. She also never acted as if she were better." Feeling

good, even happy and fantastic reflected another condition female former students experienced under such favorable circumstances. Two other sensations resulting from good teacher conduct appeared, more fun learning, and increased willingness to work for the class, which combined to the category *increasingly motivated*. Beatrix explained it thus: "That made me have more fun learning. Sometimes you did more work than was requested." Finally, female students remembered feeling *safe and comfortable* when a teacher had treated them well. Figure VI shows *increasingly motivated* last, because the feelings included in this category led to action, whereas the three other categories did not, but presented emotions as such.

Male participants. The feelings good teacher treatment spawned in the male former students resembled those the female respondents experienced. There appeared one noteworthy addition, which reflected feelings toward the teacher. Four answers offered comments in line with Franks: "I felt happy and the more often a teacher treated me well, the more I liked and respected them." The references that appeared most often reflected feeling *increasingly motivated*. For example, Markus expressed: "You were happy and glad that classes were fun. You liked to tackle the given tasks." Feeling *safe and comfortable* also resulted from good teacher treatment. Johannes put it thus: "I felt taken seriously and comfortable. Additionally, you were also more self-confident and were willing to ask 'stupid' questions, if you for once didn't get it." Many of the male former students remembered the sensation of happiness, which belongs to the category *good*. Last, but not least, appeared commentaries about feeling *respected*, including all mentions of reassurance, acceptance, elation, and recognition.

Comparison between females' and males' responses. Two parallels leap to the eye immediately, male and female former students equally mentioned that good teacher treatment made them feel good and increased their willingness to work for the class. Interestingly, female respondents referred to feeling respected to a rate more than twice as high as that of their male schoolmates. And, the saturation of comments about feeling safe and comfortable in class with a teacher who treated them well showed almost three times as high in the males' answers. The young women made no comment about good teacher treatment triggering positive feelings for their teachers.

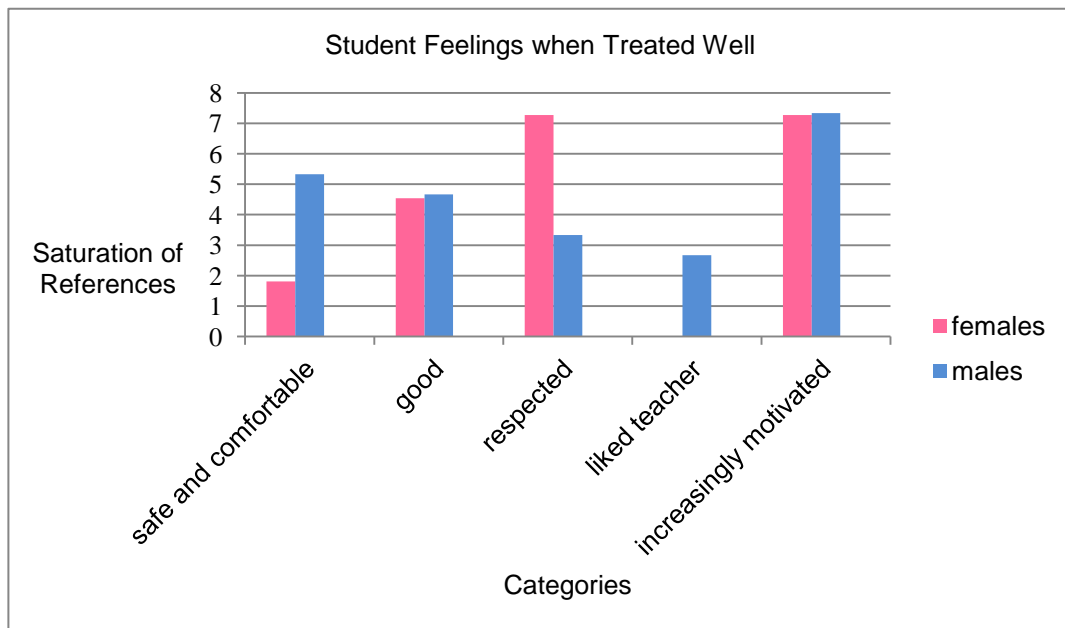


Figure VI. Questionnaire "I like" female and male participants' categorized responses to question 7: How did you feel when a teacher treated you **well**?

Question 8: Did You Respect this Teacher?

Female participants. All female respondents answered this question positive, whereby several answers gave more than just one word. Expressions like, "Yes, I respect her very much and take off my hat to her," or "Yes, because she always made

me feel good," and "Yes, because the teacher respects me," to mention only a few. Altogether 8 of the 22 answers came with added embellishing comments.

Male participants. All responses were positive. Eleven of the 15 male respondents answered "yes." The remaining four enhanced their answers with words like "completely," "very much so," "absolutely." Klaus' addition to yes, "it should always remain a person of respect", reflected a stance which appeared much more often in the answers to this same question on the questionnaire with the title, "Not so much." There, the respondents used this statement to explain, or justify their respect for teachers, although teachers had treated them not well.

Question 9: How Did You Show this?

Female participants. Female former students showed their respect with *respectful conduct* including rarely or never disrupting the lessons (counting for half of the comments), taking the teacher seriously, responding friendly and sensibly, greeting the instructor, being quiet during the lessons, and standing up for the teacher in front of other students. The second most frequently commented behavior through which the young women remembered showing their respect was *following instructions*, doing work in class as well as doing homework. *Participating* and *paying attention* followed next in line. Two respondents mentioned that they reciprocated the teachers' behavior. Teresa commented: "Furthermore, I met the teacher with the same friendliness he showed me." Margot expressed it thus: "Through acting the way she acted towards me."

Male participants. Similar to the females' responses, *respectful conduct*, *participating*, *paying attention*, and *following instructions* appeared as categories. Acts

of respect included not disrupting the lessons, acting courteous and considerate, and friendly and good conduct. Markus answered, "Through quiet and considerate behavior in and out of the classroom. I began to talk to her about not lesson-related things, too." Markus' response showed that he had paid respect to his teacher also outside the classroom, even trusting her in personal matters. Steven's "complaining rarely" counted as an act of respect, as well.

Comparison between females' and males' responses. In Figure VII, the male former students showed their teachers respect by behaving respectfully. Although this category showed as the strongest also in the females' responses to this question, their male schoolmates found it much more memorable and worth mentioning in this context. They also put a slightly higher emphasis on participation as a way to show respect than the young women, who instead accentuated their willingness to follow their teachers' instructions and pay attention in class.

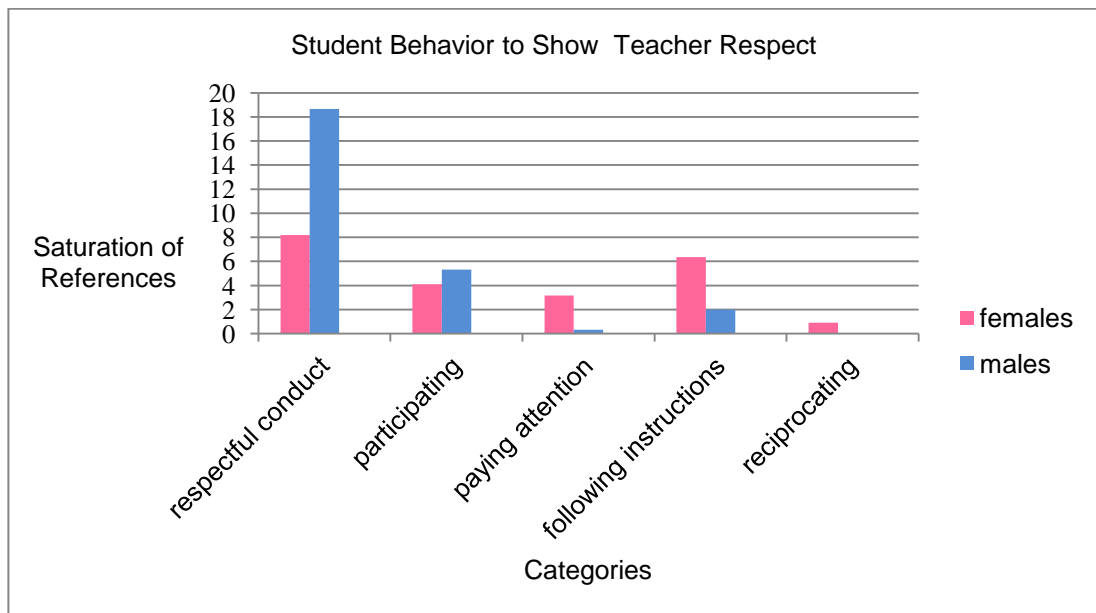


Figure VII. Questionnaire "I like" female and male participants' categorized responses to question 9: How did you show this (respecting the teacher)?

Question 10: How Did You Act During this Teacher's Lesson?

Female participants. This question served to separate actions that show respect from other classroom behavior. Only Bertha and Elisa referred to the previous answer, which was taken into account. *Respectful conduct* comprising of behavior described in the question above appeared the most. Next came *participating*, followed by *paying attention*. *Extra effort* was mentioned by Beatrix, Doris, and Irene, who "studied voluntarily for this class," and Doris "put much effort into" her work. Rosie and Stella made surprising comments about their demeanor in class with a teacher they remember positively. Rosie recounted, "I talked a lot with my classmates and that was a big mistake." Stella made a more subtle reference to her behavior, saying: "I think when a teacher is not so strict, students are a little louder here and there."

Male participants. The categories appeared close to those found in the females' responses. *Respectful conduct*, as described above led in the number of references, followed by *paying attention*, *participating*, and *following instructions*, whereby only two young men made mention of such behavior. There appeared only one comment about doing extra work.

Comparison between females' and males' responses. The diagram does not reflect the unorthodox behavior two of the young women alluded to, because of its nature and because the young men do not mention any such conduct. Respectful demeanor and paying attention were the behaviors most often mentioned in the male former students' accounts, whereby the latter appeared more than twice as often in the males' responses. The young women remembered being more active participators in

the classroom when treated well by teachers. The male and female responses are shown in Figure VIII.

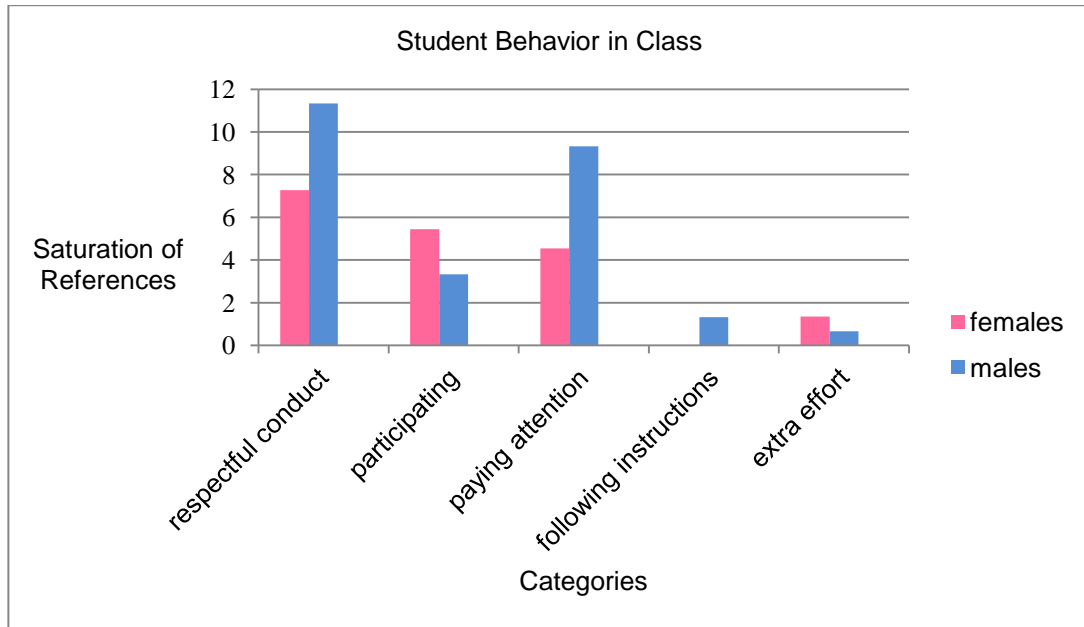


Figure VIII. Questionnaire "I like" female and male participants' categorized responses to question 10: How did you act during this teacher's lesson?

Question 11: Did You Voluntarily Do What She or He Asked You to Do?

Female participants. Eighteen (82%) of the 22 female former students answered this question plainly "yes." Elisa conceded to just sometimes following the teacher's instructions, Rosie and Marion "most of the time," and Stella "off and on." Thus, there appeared no negative response.

Male participants. All male participants answered this question positively. Karl and Frank said they had followed the teacher's instructions "most of the time," and Rudi "usually" did. All others responded "yes."

Question 12: Did You Voluntarily Do Your Assignments for Her or His Class?

Female participants. All but one answered positive (95.5%). Fifteen respondents answered "yes," Rebecca emphasized, "yes, always," Gloria, Flora, and Sue did assignments "usually," "most of the time," or "often." Bertha admitted to "not always" doing her work for class, and Natalie left the reader to guess, giving "well . . ." as her answer. Only Elisabeth said she had not voluntarily done her assignments for class.

Male participants. Again, there appeared no negative answer. Rudi added "usually," Axel "mostly," and Klaus and Johannes conceded to "not always" having done their assignments for the teacher's class.

Question13: Did You Readily Take Her or His Advice?

Female participants. Again, the young women gave no negative response. Eighteen of 22 female participants gave "yes" for an answer. Rosie, as the only one, wrote: "most of the time." Natalie added an exclamation mark, and Bertha and Margot wrote, "yes, with pleasure."

Male participants. All responses were positive. Only one among all male respondents diluted his affirmative answer saying: "most of the time," and another intensified, answering: "yes, with pleasure."

Critical Incident Reports "I like"

Female Participants

Categories. I separated the data from the critical incident reports from those given in the questionnaires, because not all participants wrote a critical incident report, but all filled out the questionnaires. The questionnaires asked after teacher behavior in diverse circumstances, and former students' reactions to their teachers' conduct. The

critical incident reports yielded information that reflected *teacher behavior, teacher attitudes, student behavior* and *student feelings*. This is noteworthy, because the survey instrument asked the participants to create the critical incident reports before answering the questionnaires, nevertheless, the foci apparent in the reports closely mirrored what the questionnaires aimed at finding out. Although many teacher actions reported were directed at lesson design, together with class climate, it forms a separate category, because these issues appeared independent of teacher behavior.

Lesson design and class climate. Thirteen of the 21 report writers mentioned what they found positive in lesson design and/or class climate. Concerning teaching methods or lesson design, they remembered enjoying movement, play, incorporating the students' wishes, practical tasks, autonomous team and group-work. Irene recalled extracurricular activities in which the class engaged with the teacher. Only one female participant mentioned practical tasks as a positive aspect of lesson design. They described agreeable lessons as interesting, creative, innovative, fun, varied, relaxed, and not boring. Irene mentioned a strengthened class climate, and Rosie reported a strong class cohesion where nobody was mobbed or marginalized. Beatrix experienced her class as harmonious, with few arguments and punishments. Flora benefited from clear rules, which were enforced consistently. In Beatrix's class, the teacher set clear goals, incorporated students' suggestions and ideas, and trusted them without constant control. Beatrix liked to do homework for this subject, "because that contributed to a more relaxed course of the lesson." The grade point average of the class this teacher taught was higher than in most other subjects, "because it was fun to learn and so you retained the material." Margot told of a similar experience of a teacher asking for

students' input to incorporate in the class design. The fact the students had the chance to participate in shaping the lessons accounted in Margot's eyes for their pleasure in learning.

Teacher behavior. The prevalent teacher behaviors that these participants recalled as positive included helping with problems, scholastic as well as personal, and explaining material thoroughly. Motivating, encouraging, and devoting time and attention to students, as well as treating all students equal, grading fairly, engaging in humor, and taking students seriously also were included in preferred teacher behaviors. Eight female participants remembered the teachers they got along with well helping students. Four of these referred to teachers helping in scholastic matters, one mentioned a teacher helping with private problems and another reported both, private and scholastic. Three did not specify in which situation the teacher helped. Seven former students reported teachers who explained the material thoroughly and understandably. Elisa remembered a teacher explaining to her where she had made mistakes, and Cindy found it noteworthy that a teacher used his own experiences to explain things using real-life examples. Examples of motivating behavior were found in Alice's account, whom the teacher motivated with kind words and support. Rebecca reported the teacher "kicked their behinds" in a positive way. Nadine recalled a teacher encouraging students by telling them they could do it, and Marion recalled a teacher who managed to encourage even very shy students. Devoting time and attention to all or to individual students left memorable impressions in respondents' minds. Six participants recalled teachers thus supporting students. Four of them talked about teachers who helped them personally or other individual students, because they

had difficulties learning or understanding, and the other two reported the teachers devoted time and attention to students who had problems. Doris and Marion found it beneficial that their teachers treated all students the same. Only one female participant referred to fair grading as an appreciated teacher activity. Laughing and joking were mentioned by Margot, whose teacher "introduced herself, laughing about herself," Cindy's teacher told jokes to keep students alert, and Marion reported that students and teacher laughed a lot and had much fun together. Margot's teacher treated students like adults, and Flora's treated them with respect and took them seriously. Regardless of the kinds of behavior, Rebecca noticed her teacher reciprocating students' behavior and describes it thus: "Depending on the (mis)conduct of the student, the teacher acted the same towards them."

Teacher attitudes. Another aspect of female participants' positive memories of teacher leadership was the way they perceived teacher attitudes. Although critical incident reports offer themselves to recount activities, some participants wrote about how their teachers were as persons. Attributes like kind, friendly, nice, in a good mood and smiling referred to *friendly*, and severe and earnest to *strict*. Most female participants had positive memories of friendly facilitators. In six cases, teachers were described as friendly, in three cases as funny, and in two cases respectively as strict. Sue and Irene remembered their teachers as open-minded. Other attributes, like honest, relaxed, helpful, and fair appeared once. Gloria directly connected her teacher's friendliness to students' reactions, demonstrating that conduct as well as personal attitudes ensued reactions: "If a teacher is nice and smiles, the students are nice too and want to participate."

Student behavior. Student behaviors in classes with teachers, whom the female respondents connected to positive experiences, included effort put forth for the classes, actively following the lessons, receiving good and improving grades, and respecting the teacher. Flora respected her teacher for giving and adhering to clear rules. Heidi, Claudia and Teresa reported receiving good or improving their grades. Beatrix said the grade point average of the class was better in the subject the teacher taught, whom she remembered positively, than in other subjects. Four respondents recalled how well they participated, worked and paid attention in class. One of these, Cindy, explained how the eagerness to participate in class stemmed from a strong feeling of wanting to please the teacher, which in turn brought about increased learning. She commented that "you especially do not want to disappoint this teacher and you want to be part of his lessons so much, that through your attentiveness you learn and retain a lot." The enjoyment five female former students described when they did homework, studied and learned for classes also exemplify how closely activities and feelings interact.

Student feelings. Bertha, Beatrix and Marion recalled looking forward to lessons. Gloria and Claudia liked or got along with their teacher. Dorothea expressed, "that a kind of friendship developed," a feeling Irene experienced as well. Marion felt that no one was put at an advantage or disadvantage. Feelings of trust emerged in two reports. Margot reported that the students in her class did not have to be afraid to ask questions, and Doris felt comfortable enough not to be ashamed to ask for help.

Male Participants

Lesson design and class climate. Fifteen male former students participated in this study. Klaus did not write a critical incident report. Of the 14 remaining reports, 10 included observations about lesson design and/or class climate, an occurrence at a slightly higher rate than in the female group. Ten authors of critical incident reports with the heading "I like" described lessons as engaging, not boring, funny, interesting, varied, informative, and instructive. Besides being instructive, Robert enjoyed when lessons were quiet. Most of Robert's comments belonged to this category. He also mentioned that participation was most important, tests were clear and understandable and announced well ahead of time. Concerning the material treated and the tasks demanded, Markus mentioned that the material was appropriate for the grade-level and exercises were topic-relevant. Axel and Josh reported practical tasks that were connected to real life situations, and Johannes liked sophisticated exercises. Johannes made the only comment about class climate, which he found relaxed as a result of the teacher's use of humor. Martin's mention of a teacher incorporating students in lesson planning and Rudi's reference to a teacher including students' hobbies in the lessons indicated that the lesson design was tailored to the students' wishes and perceived needs. Two respondents, Rudi and Patrick, recalled teacher and students engaging in extracurricular activities, like field trips. Painting the classroom together with the teacher furthered the class community in Patrick's eyes.

Teacher behavior. The male report writers also gave diversified examples of welcomed teacher behaviors. The preferred behaviors included helping, supporting, acting professionally, explaining, motivating and encouraging, as well as treating all students equally, engaging in humor, and demonstrating not to be better than students.

Helping, which appeared most frequently in the female accounts, was mentioned once using the word *help* and twice described as a teacher trying to answer questions and trying to solve problems. Thomas and Martin referred to a teacher supporting students who had problems. Martin gave another example of support when he commented that his teacher took time for single students. Two students mentioned teachers' professional behavior, which did not appear at all in the females' responses. Johannes was one of them. Although Johannes' report included information about all the categories, his report gave such a rich account of how a teacher can remain in a student's memory, that it serves as a noteworthy example:

I remember a teacher whose lessons I always looked forward to, because he demonstrated the necessary professionalism I expected. You felt taken seriously and the work you had to master was just as sophisticated. At the same time he demonstrated humor up to a certain limit, which always relaxed the climate in class. Additionally he always stayed consistent and prevented disruptions, as soon as it was necessary. Through the clear rules, the necessary earnest and the humor, I felt comfortable and well lead. It was always possible to ask questions that were answered with the necessary respect and earnest. Surely you noticed sometimes that he got along better with some students on a personal level. Nevertheless, this never mirrored in giving grades and he always tried to treat everybody equal. Anyways, he talked to us more about scholastic matters, which conveyed that he did not think himself better than us.

The professional behavior mentioned here included giving clear rules, staying consistent, preventing disruptions, and not letting personal liking influence a teacher's work. Martin's example of a teacher who always managed to finish the planned material for a lesson also belonged to this grouping. A teacher explaining thoroughly and understandably remained in Markus', Josh's and Robert's memories as a positive teacher behavior. Motivating and encouraging activities, like giving students a chance to improve their grades, kindling students' interest, giving feedback, and rewarding good work appeared in five reports. Teachers who treated all students equally were mentioned by Martin, Johannes, Rudi, and Thomas. Teachers engaging in humorous conduct appeared in Martin's and Johannes' accounts. Johannes', Frank's and Martin's teachers demonstrated not considering themselves better than their students, for example, by admitting to and apologizing for mistakes, and by treating students' questions with respect and earnest. There appeared no mention about fair grading in the male former students' reports. Although some male respondents referred to teachers helping and explaining, these activities did not play as important a role as they did for the females.

Teacher attitudes. Following the clusters found in the females' responses, three male former students made comments about their teachers being friendly. Robert and Karl remembered their facilitators as strict, and Karl's educator was also fair and just. Johannes experienced consistency as a noteworthy characteristic, and Rudi reported his teacher had a sense of humor. Having an open ear and being obliging, rendered Johannes', Markus' and Patrick's teachers memorable.

Student behavior. Male former students put forth effort in class in form of paying attention, participating well, doing extra work, doing homework, and complying with the teacher's requests. Karl said he learned a lot. Thomas expressly mentioned that he seldom had conflicts and felt that he learned more and faster with the teacher he described in his positive report. Josh, Markus, Ralph and Thomas referred to behaviors possible if students trusted a teacher, stating they could ask the teacher for help, or approach her or him about their problems.

Student feelings. Four male respondents reported that they looked forward to the lessons. Johannes and Josh felt comfortable, Markus in good hands, and Johannes well led. The feeling of being taken seriously appeared in Johannes' account. Feeling liked, not only as a student, but as a human being, reflected Karl's emotional experience. Ralph was never bored, because he had "enough to do and to think." Josh said he "never felt misunderstood." Robert respected the teacher he got along with well.

Questionnaires "Not so much"

Question 1: Did You Like the Subjects this Teacher Taught?

Female participants. Elisabeth did not answer this question. Nine of the remaining 21 respondents liked the subjects the teacher taught. Dorothea, Elisa, and Stella showed little enthusiasm, writing words like: "It's okay." Margot said she had not liked the subjects due to the teacher, Irene capitalized her negative answer, and 7 other female participants responded "no."

Male participants. Seven of the 15 male respondents did not like the subjects the teacher they referred to in this questionnaire. Axel "partly" and Thomas "seldom"

liked the subjects. Johannes and Karl said they had liked the subjects, but not with this teacher. Klaus liked the subjects in most cases, and Markus, Patrick and Steven answered this question “yes.”

Question 2: How Did this Teacher Treat the Other Students in the Class?

Female participants. References about *favoritism*, the category leading by a wide margin, included treating the students in class "very differently," as Beatrix and Dorothea put it. Cindy, Marion, and Beatrix alluded to teachers' "pets." Beatrix wrote:

Some students had the status of being a 'teacher's pet,' for whom classes were super. Another part of the class was treated in a way, that only the absolute necessary was said and it became a lesson to wait for the time to pass.

Gloria remembered: "To some she was totally nice from the beginning and let them contribute all the time. The others did not get to contribute and she was unfriendly towards us." Other respondents found that their teachers had given better grades to those they favored, or had demonstrated liking for some students and disrespect for others, as in Alice's account. She imparted: "Towards one small part of the class nice and respectful. The other part was put down."

The next two categories, *disrespect* and *unfriendliness* each counted one third the number of mentions of favoritism. Disrespect encompassed arrogant behavior, humiliating students, not keeping promises, acting disinterested, as well as cutting off students' speech. Margot's account showed an accumulation of references for diverse categories, beginning and ending with allusions to disrespectful demeanor. She described her instructor's actions: "Disrespectful, diminishing, aggressive and edgy. Problems were ignored. She devoted her attention only to the good students of the

class. She was not authoritarian and did not keep what she promised.” Margot's teacher ignored problems, and Beatrix recounted "that only the absolute necessary was said and it became a lesson to wait for the time to pass." Nadine recalled that her instructor "did not give any attention to the single persons," and that he "always only did what he had to teach."

Unfriendliness captured attributes like aggressive, edgy, grouching, and bad humored, as well as yelling at students. Rosie remembered a teacher who was "grouching and in a bad mood," Elisa's instructor too, "was in a bad mood most of the time," and Elisabeth's "often could not control himself and yelled at the students."

References like a teacher feeling personally attacked by complaints and reacting with a pop quiz the next time, or not being able to control her or his temper or the class counted as *unprofessional* conduct. *Strict* behavior included authoritarianism, insisting on silence in the classroom, impatience, and exigency. Acting *unfair* towards the other students in class presented the category least mentioned. Unfairness appeared as such and as unfair grading. Only Teresa recognized her teacher's professional efforts, treating the students of the class "more or less equal," although "you noticed somehow, whom she preferred," and trying "hard to pick everybody equally often."

Male participants. The male participants noted most teachers showing *disrespect*, which included showing disinterest, acting inconsiderately, condescendingly, insolently, and arrogantly, as well as insulting and humiliating students. Josh's answer described this kind of teacher behavior: "When somebody said something wrong, this teacher had only derision for her or him." Axel reported that his teacher "showed great listlessness from the beginning, just worked away the

curriculum without consideration for the students," and Martin, whose instructor "gave the class the feeling, as if he did not want to teach anything."

Having *favorites* occupied second place in teacher behaviors the male respondents remembered. Patrick gave an account of how his teacher showed favoritism: "Towards the good students, he was nice and even helpful. He humiliated the weaker students with his words." Frank's teacher differentiated by gender, "towards the guys he was always very strict and insulted them often. The girls were always preferred and always got better grades, too." Thomas said that his facilitator showed clearly "who was liked and who not."

Unfriendly demeanor appeared next. This conduct manifested itself in the instructor becoming "too loud and irascible," like Robert's teacher or Steven's, who was "often in a bad mood." Morose and provoked attitudes also belong to this category. Less mentioned were *strict* actions and *unprofessional* conduct, which included Rudi's mention of lessons that were "no fun at all," and Karl's judgment of his teacher being, "incapable to teach." *Unfair* appeared only once in the males' responses. A graph, which depicts the distribution of references in the given responses follows the comparison between females' and males' responses.

Comparison between females' and males' responses. Although the male respondents mentioned *favoritism* also rather often as a teacher behavior towards the other students in class, their female former schoolmates kept this kind of conduct in livelier memory. What the males recalled most often, about twice as often as the female respondents, was teachers' *disrespectful* demeanor. The rest of the categories showed up nearly equally in the responses of both genders, as depicted in Figure IX.

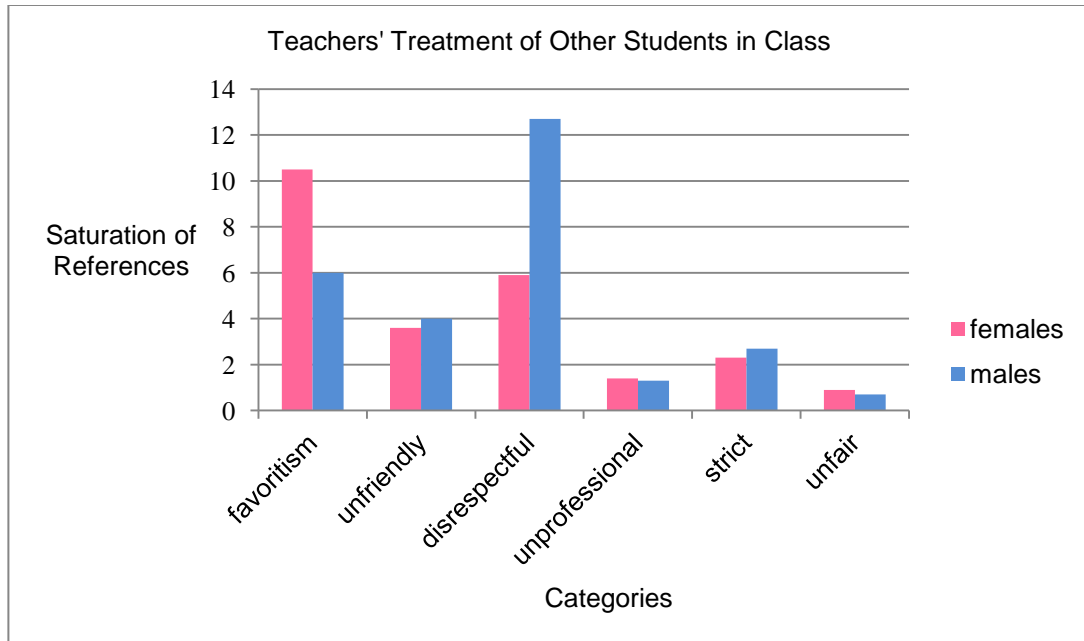


Figure IX. Questionnaire "Not so much" female and male participants' categorized responses to question 2: How did this teacher treat the other students in class?

Question 3: How Did the Teacher Act towards You Most of the Time?

Female participants. The answers to this question showed that, overall, the female former students did not appreciate teachers' *disrespectful* conduct towards them personally. This category included references about condescending, debasing, and pejorative actions and students feeling not accepted, attacked, treated as stupid, not taken seriously, and teachers demonstrating disinterest. Alice gave a fitting account of disrespectful behavior. She wrote that her teacher acted "disrespectful, pejorative, like a know-it-all." Margot gave another descriptive account of such treatment by a teacher. She recounted:

She was debasing and unfriendly, because I had great problems with this class. She did not take me seriously and made me even worse than I already

was. When I did not understand something, she became aggressive and had no understanding that I needed longer than others.

Teachers' disrespect in form of disinterest showed mostly in not heeding students' questions about the content of the lessons, and being distant and cold towards the participants. Cindy remembered, "I had the impression, that she did not really notice me and some other students." Nadine's instructor "did not bother explaining anything," and Marion's "didn't make an effort to explain anything." Natalie recounted that her teacher showed "no reaction to questions in the lessons, if the material need be repeated."

Teachers' *unfriendly* behavior showed the second most references in the female students' responses. Gloria recounted, "She is unfriendly, to me it seems like she dislikes me. . . ." Rosie described her teacher's behavior as "grousing and finding fault with everything." Bertha remembered that her teacher "became angry" when students did not participate in class. Margot's memories reflected her teacher's conduct towards her as "debasing and unfriendly . . . When I did not understand something, she became aggressive . . ."

A rather peculiar teacher demeanor, which I categorized *unpredictable*, related to situations that required a closer look at the context to understand. Rebecca related that most of the time her teacher acted towards her "relatively friendly, polite, helpful, understanding - sometimes mean, depending on the mood, unfair." Dorothea gave a similar answer. She recounted: "Towards me she was mixed. Sometimes she was exaggeratedly nice and at other times totally cold." Teresa's response also belonged in this category. Teresa recalled, "All in all, she was always friendly towards me and

open, but I never felt comfortable when she explained something to me, because she always did it in a way, as if I comprehended more slowly than others."

Heidi, Marion, and Rebecca mentioned *unfair* teacher behavior in their responses, and Flora was the only one to refer to a teacher demanding "the impossible." Stella's answer to this question differed from all the rest, because she referred to a teacher who treated her better. She wrote: "Towards me the teacher was usually nice and often understandable, even when I did not understand something or had a bad day."

Male participants. The male respondents' answers showed *disrespectful* as the strongest category. Martin recalled, "I found he did not respect me. I was seldom picked to contribute in his lessons, too. And he did not really try to help me out." Allusions to teachers who did not care whether students understood the material and acted distant and unapproachable often appeared in this category. For example, Ralph's teacher "paid hardly any attention to" him, and Markus' instructor was "distant and restrained." Other examples for disrespectful teacher actions were condescending, making students "look like a loser in front of the class," as Patrick recounted, as well as arrogant, and not giving students a chance to contribute.

Unprofessional and *unfair* behaviors were mentioned equally often. Frank gave an account of the former saying, "He always gave me the lesser grade and whenever I complained, I was written up or kicked out." Markus felt used "as a ram against the class" and Klaus remembered his teacher "offended." Examples for unfair conduct appeared as references to unfair grading on several occasions, and unjust punishments.

Comparison between females' and males' responses. Both genders found disrespectful teacher demeanor the most memorable in this context. Unfriendliness was mentioned more than three times as often in the females' answers, but they did not refer to unprofessional behavior at all. Favoritism also appeared only in the male participants' answers to this question, as shown in Figure X.

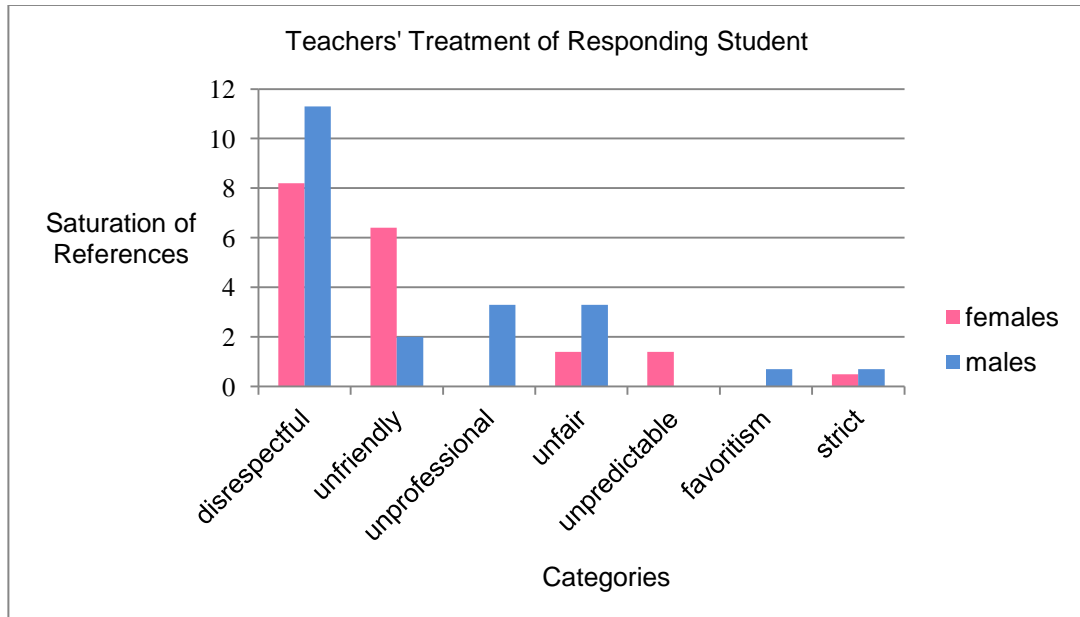


Figure X. Questionnaire "Not so much" female and male participants' categorized responses to question 3: How did the teacher act towards you most of the time?

Question 4: Did You Feel Treated Fairly by this Teacher?

Female participants. Fourteen of the female respondents did not feel treated fairly by the teacher they talked about. Of these, Alice and Irene used capital letters to reinforce their negative answer. Beatrix often felt not treated fairly, Sue "sometimes," Dorothea "not always," Teresa "partly not," and Claudia, "partly." Cindy and Stella experienced both options, yes and no, and Rebecca found it "difficult to say."

Male participants. Eight of the male respondents did not feel treated fairly. Of these, Karl capitalized his answer and Johannes added an exclamation mark. Thomas felt not treated fairly "most of the time," Klaus, Markus, Rudi, and Robert felt "not always" treated fairly, and Axel experienced both. Eric was the only one to give "yes" for his answer, which he illuminated in his response to the following question, recounting that the teacher "was like that towards everyone in the class."

Question 5: What Did the Teacher Do to Make You Feel this Way?

Female participants. In the female participants' answers, comments about teachers' acts of *disrespect* were most numerous. This category included teachers not recognizing students' efforts, making improvement impossible, not letting students contribute, debasing students, and treating them with disinterest. Margot recalled, "She made it clear, that she had a higher position in school than I do. And does not respect me." Teresa's teacher made debasing comments when she had explained material to weaker students; she said, "Now again we were slower than planned."

Unfair teacher behavior emerged as the next grouping, encompassing unfair grading and general unfair treatment of students. Nadine felt her teacher graded according to liking, and Elisabeth thought she received good grades on grounds of being a girl. *Unfriendly* conduct and *favoritism* were mentioned third most often. Unfriendliness included teachers yelling, being easily outraged, and never smiling. *Unprofessional* behavior showed the least number of mentions. Stella's comment, "she/he did not know how to explain things, they should not become teachers," provided an example for unprofessional teacher conduct. Bertha wrote: "She was too young and unseasoned. Could not yet assert herself as teacher." Margot's instructor

even "seems frightened. but pretends to be authoritarian. She plays a person that she is not, which leads to loss of trust."

Male participants. Thomas did not answer this question, leaving 14 responses. The leading category in the male former students' replies was *unfair*, which encompassed grading, punishment, distribution of class tasks, and general unfair treatment of students. *Disrespectful* behavior represented the following group and manifested itself in disliking a student and showing this in class, deriding students, seeing only the negative in a student, and not recognizing students' effort and good work. Disrespect showed also in not caring, giving no help or support, blocking out questions, and paying no attention to students. *Unfriendly* teacher demeanor was mentioned slightly more than *unprofessional* conduct, which Frank described in the context of receiving an unfair grade, "When I complained, he shouted: 'Shut your mouth!' and after that I had to leave the classroom." Karl judged his instructor as incapable of teaching.

Comparison between females' and males' responses. Male and female respondents almost equally reported that teachers' disrespectful demeanor contributed to them feeling treated unfairly. Yet, male respondents mentioned unfair treatment as the biggest reason for feeling treated unfairly, with more than twice the saturation of the female responses. Unfriendliness and unprofessional behavior appeared to similar extent in the responses of both genders, but teachers having favorites contributed to feeling treated unfairly only among the female participants, as shown in Figure XI.

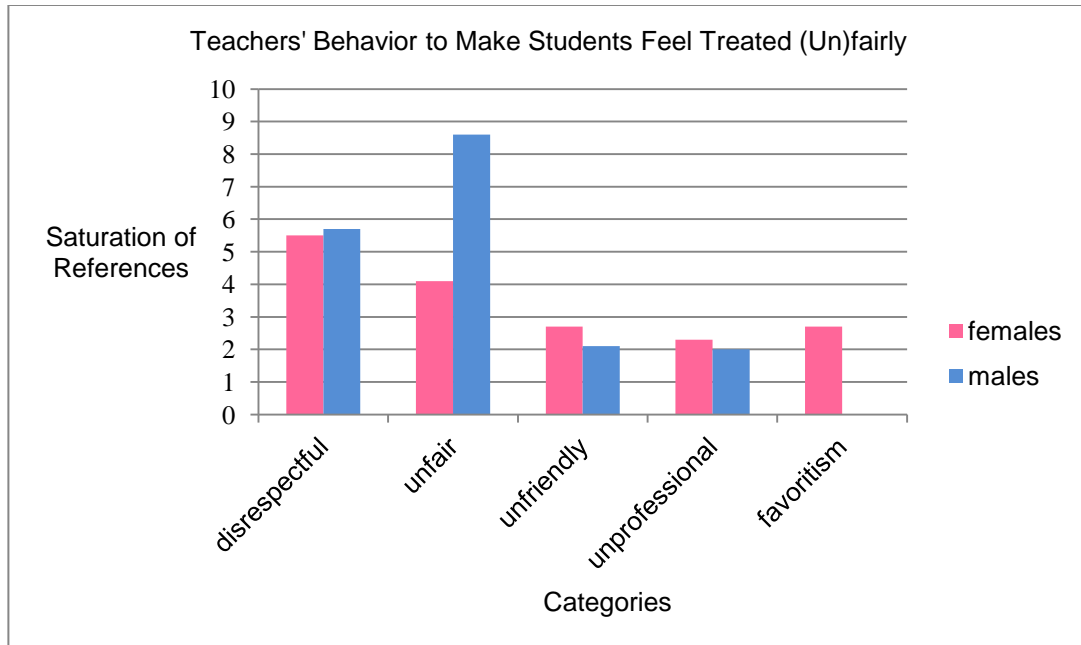


Figure XI. Questionnaire "Not so much" female and male participants' categorized responses to question 5: What did the teacher do to make you feel this way (*not* treated fairly)?

Overview of Teacher Behavior

Female participants. Having favorites showed as the most noted teacher behavior in the context of treating the other students in class, received no attention when students talked about how teachers had treated them personally, and only few mentions in relation to behavior that had made students feel treated (un)fairly. In the questionnaire titled "I like", a similar tendency emerged. Female former students mentioned treating all students equal most, when referring to teachers treatment of other students in the class. Just as friendly behavior towards the respondents personally appeared important in the questionnaire, "I like," unfriendly demeanor did in the current questionnaire. Here, disrespectful conduct was mentioned more often in

the answers to all three questions pertaining to teacher behavior, most often when talking about the personal rapport between teacher and student. (See Figure XII)

Male participants. In the male former students' answers, unfair teacher actions were mentioned most often in the context of feeling not treated fairly. In this respect the second most referred to teacher behavior was disrespectful behavior, also very important in relation to treating the other students in class and the respondents personally. The respondents recalled unfriendly teacher conduct in the context of treating the other students in class. On the other hand, participants remembered friendly behavior in the questionnaire, "I like" much more often in all three circumstances. In the same questionnaire treating all students equal showed up with less than medium frequency in the answers to all three questions. In the questionnaire at hand, having favorites appeared as the second most mentioned teacher behavior relating to the other students in class. (See Figure XIII)

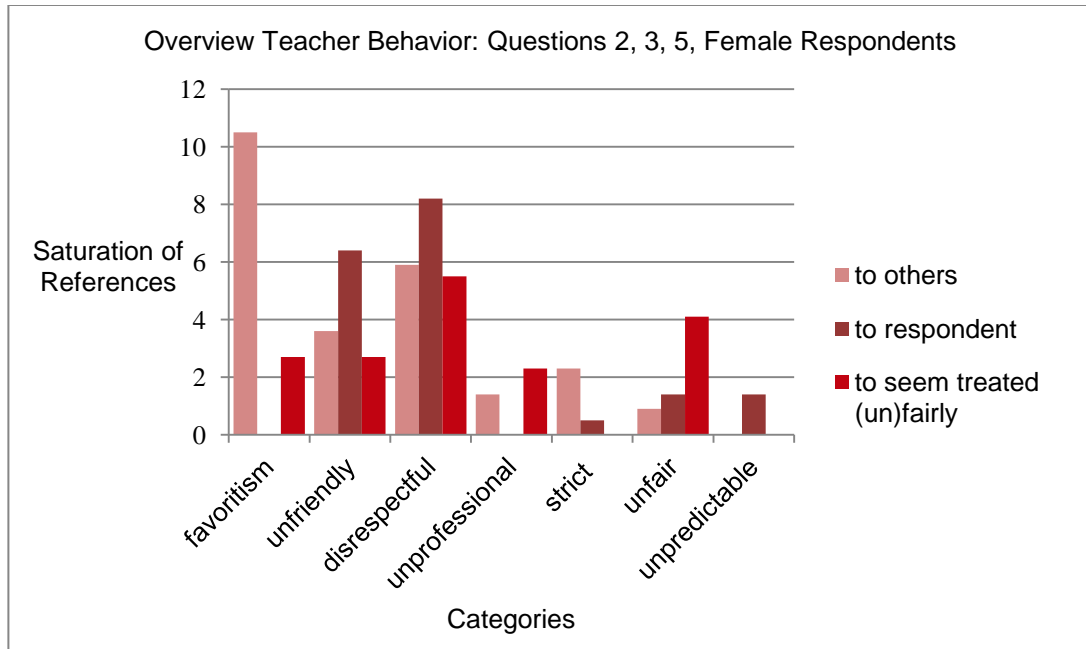


Figure XII. Questionnaire "Not so much" female participants' categorized responses to questions 2,3,5. Overview of Teacher Behavior.

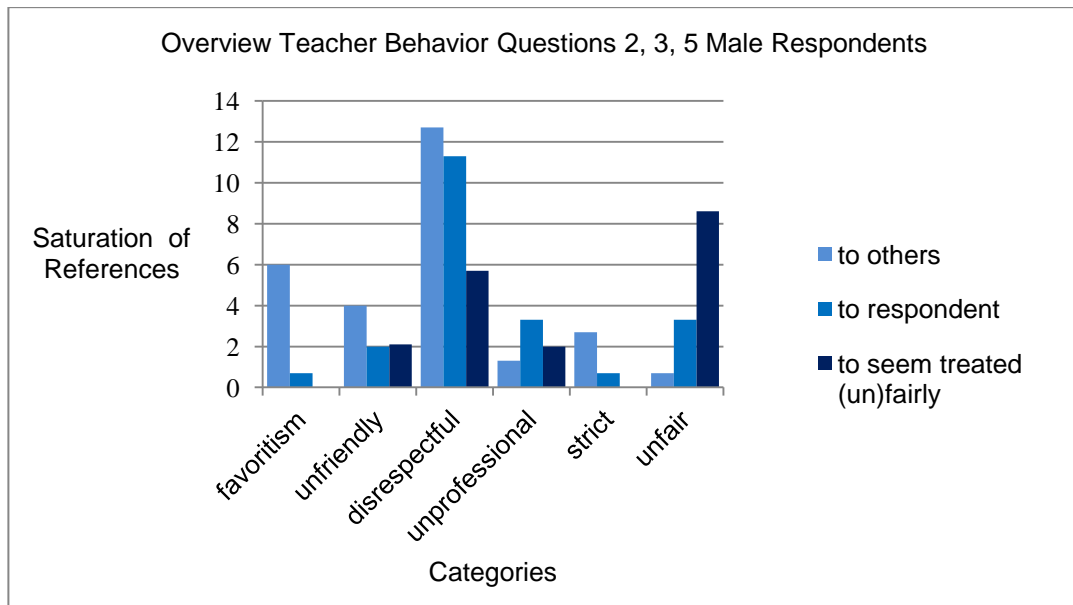


Figure XIII. Questionnaire "Not so much" male participants' categorized responses to questions 2,3,5. Overview of Teacher Behavior.

Question 6: Did You Think this Teacher Acted Like that Towards You on Purpose?

Female participants. Ten (45%) female participants answered this question "yes," and 6 (27%) said "no." Gloria, Rebecca, Rosie, and Sue did not know, and Elisa thought it possible. Teresa found that her teacher had acted on purpose in some cases.

Male participants. Eight (53%) male former students replied "yes" to this question, and 2 (14%) "no." Martin and Patrick did not know, and Rudi found that his teacher had acted on purpose to some students. Axel answered: "not really," and Klaus did not answer at all.

Question 7: How Did You Feel When a Teacher Treated You *Not Well*?

Female participants. Most references appeared to feeling *bad*, a category that included sad, depressed, upset, uncomfortable, and strange. Feelings conveying a decrease of self-worth, as well as being misunderstood and not accepted accumulated in the category *disrespected*, which scored almost as many entries as feeling bad. Margot's answer spoke of such feelings as she wrote, "I was afraid to go to class. Had less self-confidence. In time I had self-doubts." Rosie felt "simply humiliated in front of the class with some kind of prejudice." Teresa expressed these feelings thus; "Most of the time I felt like a 'failure' or a 'loser' . . . I felt ashamed to ask, when something was unclear to me." Nadine had the impression, "it did not count what a single person said." In this context Gloria referred to herself as "something of less worth, just not well, but with the years you don't care anymore." Gloria's not caring anymore reflected a feeling she shared with other female schoolmates who made references to feeling *hopeless*.

Feeling *hopeless* was made up of sensations of helplessness, not caring anymore, and finding the situation, including the teacher embarrassing. Most of the entries to this category conveyed helplessness. For example, Beatrix wrote: "one knows that grades can suffer from this as well . . . and really doesn't have many possibilities to do something against it." Doris "always thought how [she] could change this. But that was useless." Heidi related: "One works and tries hard and gets nothing but bad grades for it." Natalie had similar concerns, "because like that you can't follow the lessons and the grades show it." Bertha's words conveyed more than just feeling resigned, she recounted: "I did not care mostly, and when I did, I became angry and let the teacher know."

In number of references, feeling *treated unfairly* exceeded feeling *angry*. Cindy related that her teachers' incompetence angered her. She wrote:

On one hand I was very angry, because in their studies they did not learn how to work correctly with a class and its unique students. And on the other hand angry about the stupidity to expect to achieve something with this method.

Elisabeth's annoyance resulted from students not being taken seriously with their complaints, and Irene, like Bertha let her feelings show. She "often provoked" her teacher for "treating [her] that way." A reaction more often found in the males' responses.

Male participants. The male participants made most comments about being *discouraged*, which included disinterest. This category mixes emotions and reactions, reflected, for example, in Frank's words, "I had no interest in class. I felt like running

away every time." Patrick "felt left alone with [his] scholastic problems," and Ralph "was not interested in the lessons. Did not pay attention to her [the teacher] either." Thomas was "unmotivated and bored," and Josh's only comment was, "Lessons were no fun for me."

Three categories, feeling *bad*, *treated unfairly* and *angry* appeared equally often. The first included Patrick's sensation of sadness. Many of the respondents mentioned a combination of feelings. For example, Steven wrote, "It made me angry. I believe I never gave her reason not to like me." Eric "felt bad and treated unfairly," Frank "felt treated unfairly and became a little aggressive in class." Thomas "was angry and let it show, too." These last two commentaries reflect a tendency the males' responses showed. They were more apt to turn their anger into reactive aggression than the females.

Feeling *disrespected* was mentioned least, although only slightly less than the groups mentioned above. It included feeling "misunderstood" and "not taken seriously," like Axel and Patrick, and "inferior," like Karl. Martin feared to "be debased again."

Comparison between females' and males' responses. Figure XIV shows that females' responses were more than twice as saturated with references to feeling bad and disrespected as the males' answers. Being treated not well discouraged male students, a feeling they did not share with their former female schoolmates. It appeared to a similar degree as the females' feeling disrespected. The female participants exclusively experienced the sensation of hopelessness. Feeling treated unfairly appeared in the answers of both genders to about the same degree. The males'

responses were more than twice as saturated with comments about anger, showing more proclivities to react aggressively.

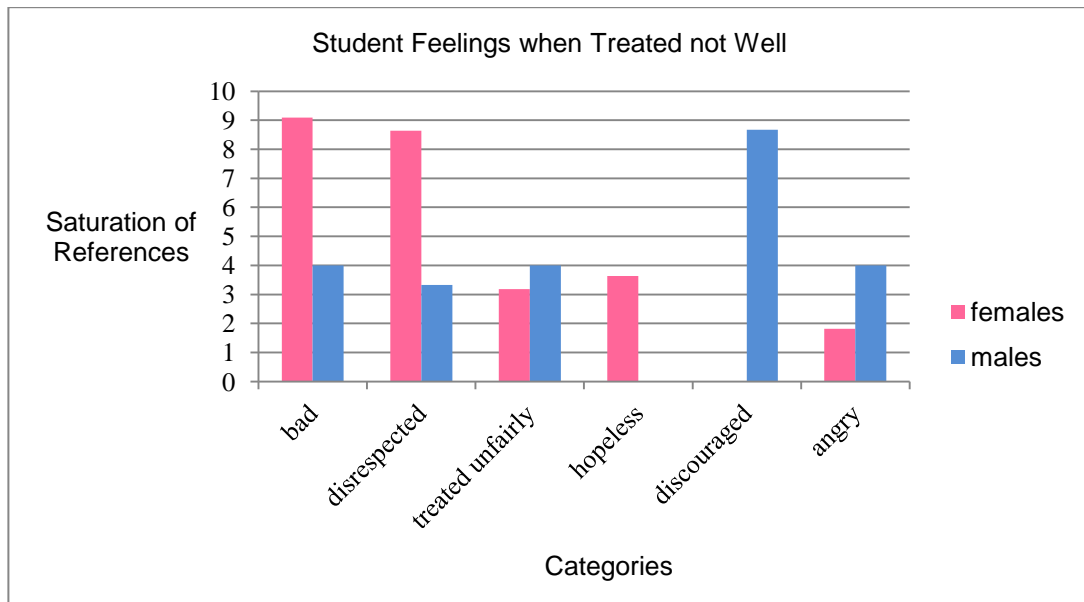


Figure XIV. Questionnaire "Not so much" female and male participants' categorized responses to question 7: How did you feel when a teacher treated you **not well**?

Question 8: Did You Respect this Teacher?

Female participants. Thirteen young women (60%) replied "no," and Irene wrote the word in capital letters. Elisa wrote, "No, because she doesn't respect me!" Elisabeth respected her instructor "more or less." Sue, Teresa, and Doris answered "yes." Rebecca expounded, "in spite of everything, yes." Margot explicated, "Yes, but only because she is my teacher and I must respect her." Gloria gave a similar answer, "Yes, because I respect all teachers."

Male participants. 87% of the responses to this question were negative. Six answered "no," Karl wrote this reply in capital letters. Klaus did "not really" respect his teacher, and Thomas "in the rarest cases." Rudi wrote, "rather not, . . . no," and

Robert and Steven, "not always." Martin responded, "No, I find him ridiculous." Axel respected his instructor "less." Patrick was the only one among the male respondents, who replied "yes" and did not give an explanation. Markus conceded that he "somehow" respected his teacher.

Question 9: How Did You Show this?

Female participants. Two of the female former participants' answers to this question showed that they must have misunderstood the question due to the use of the German language. The question, how did you show this, in German says: Wie zeigten Sie das? The "Sie," addresses the respondent, but can be misunderstood to mean the third person singular, although then, it would not be capitalized. A person, who reads the question quickly can easily overlook the capitalization and think it asks after a teacher's behavior. Heidi and Irene must have comprehended just that. Therefore, their answers do not count here. The categories apparent in the rest could be divided into three categories. References to these categories emerged about equally for *defiant* actions and for *controlled* behavior and little less for *withdrawing* demeanor. Defiant acts were disrupting the lessons in various ways, responding to the teacher in a cheeky manner, and not heeding the teacher's instructions. Dorothea and Flora related rebellious behaviors that appeared years later, or, in Dorothea's case, still goes on today. Dorothea answered, "When I see this teacher today, I avoid her." And, Flora wrote:

Back then not so much, because I was too timid. Only in tenth grade, when we were making plans which former teachers to invite to the graduation

ceremony, all of her former pupils, just like me, thought that this teacher should not be invited.

The second choice of conduct the respondents resorted to was controlled behavior. This included holding back defiant acts to avoid repercussions, and acting friendly and helpful, although teachers had treated the respondents not well. For instance, Sue imparted that she "did not become impudent," and Teresa wrote, "I showed it through not becoming unfriendly towards her and did not disrupt the lessons." Both young women respected their teachers regardless of their bad treatment of the respondents. Rebecca, who said that she respected her teacher "in spite of everything," showed this through "participation at school, respect, helpfulness." Margot, who also respected her teacher "only because she is [her] teacher and [she] must respect her" described her actions thus: "I listen and try to say as little as possible to avoid trouble." Alice, who did not respect her teacher, did not show this, "because [her] grades were too important to [her]." Another kind of conduct related by the respondents was withdrawing from the happenings in class.

Actions that counted as withdrawing were not paying attention, having no interest in class, not participating, showing low motivation, and doing no work. Beatrix recalled that she was "disinterested in the lessons," and that her "notes looked more like comics than notes of the material." Cindy, who did not respect her teacher, explained, "Actually, this teacher had the best qualifications because of her experience abroad. That made me very interested at first. But after a while I was more or less only physically present."

Male participants. Although the male participants' answers showed very similar references to the same three categories, the distribution of the comments differed. They reported much more defiant behavior, a little more withdrawing conduct, and made few references to controlled behavior. Figure XV depicts these differences.

Comparison between females' and males' responses. Male respondents' references to defiant and withdrawing behaviors were more than double that in the females' answers, and comments of controlling conduct appeared less in the young men's accounts.

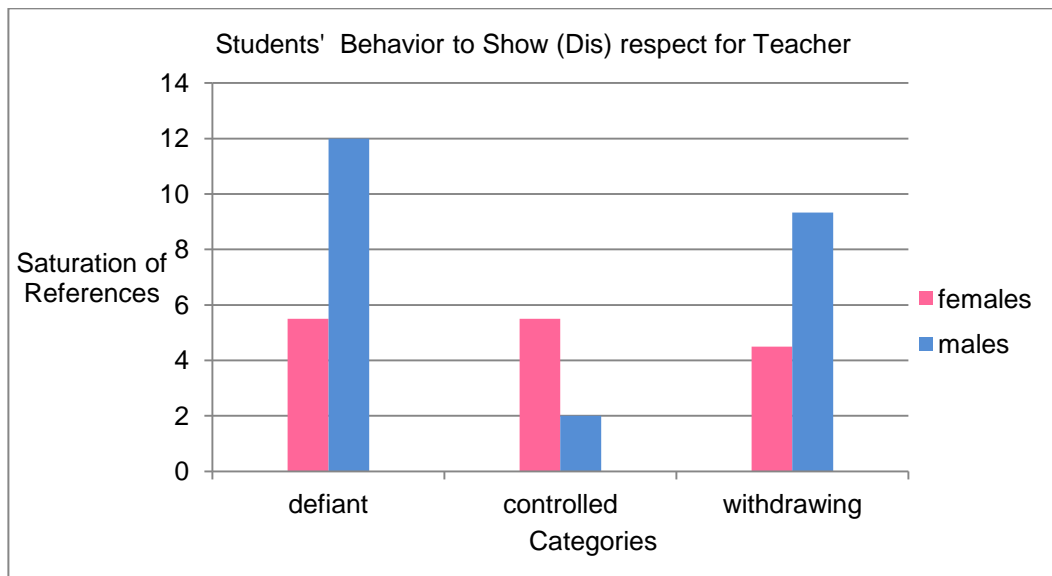


Figure XV. Questionnaire "Not so much" female and male participants' categorized responses to question 9: How did you show this? [(not) respecting the teacher]

Question 10: How Did You Act During this Teacher's Lesson?

Female participants. This question's goal was to enable me to differentiate between student behavior aimed at demonstrating respect for the teacher or the lack

thereof and general conduct in class. Nevertheless, the answers showed behaviors that fit almost the same categories apparent above: *defiant*, *withdrawing*, *controlled*, and *well*, a category that included respectful, motivated, and normal actions. The three categories, defiant, withdrawing, and controlled, received an equal number of comments.

Male participants. The male participants' responses showed the same categories found in the females' answers. The references of behaving well occurred either when the student felt treated well by the teacher, as was the case with Robert, or wanted to hide, like Josh.

Comparison between females' and males' responses. Similar to the responses to the previous question, males made more comments about defiant or withdrawing conduct, and less controlled behavior than their female schoolmates. Acting well was mentioned seldom by both (Figure XVI).

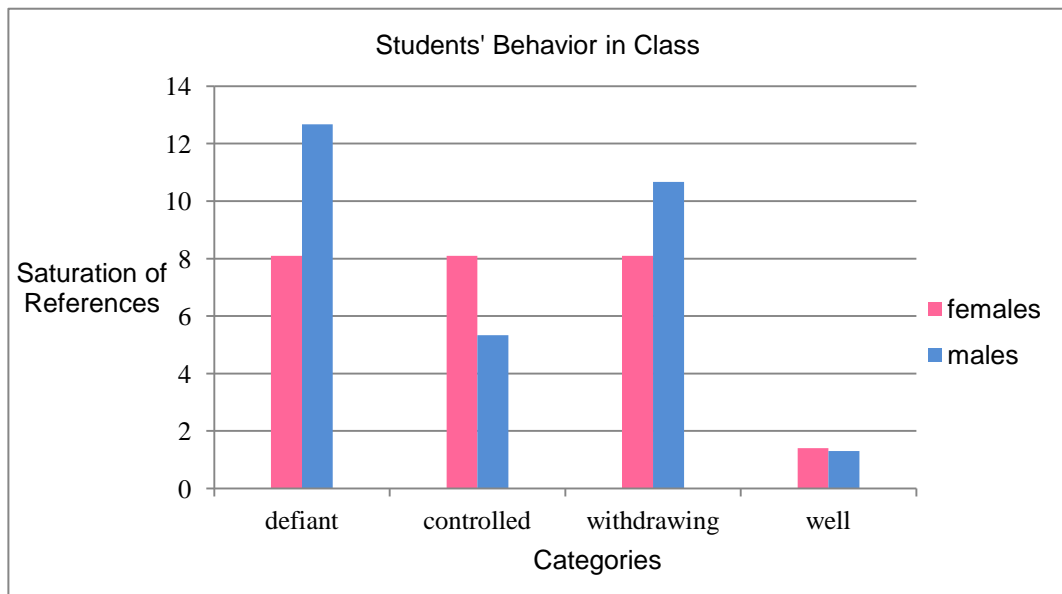


Figure XVI. Questionnaire "Not so much" female and male participants' categorized responses to question 10: How did you act during this teacher's lesson?

Question 11: Did You Voluntarily Do What She or He Asked You to Do?

Female participants. Seven female participants (32%) answered "yes." Eleven (50%) restricted their positive response, and 4 (18%) answered "no."

Male participants. Five male participants (33%) answered "yes." Four (27%) restricted their positive response. Six (40%) wrote "no," whereby Karl capitalized his denial.

Question 12: Did You Voluntarily Do Your Assignments for Her or His Class?

Female participants. Eleven (50%) female former students did not voluntarily do the assignments for this teacher's class. Teresa answered "not always," and Sue did "sometimes." The other half of the female participants did their assignments, and Irene, Margot, and Stella wrote their affirmative answers in capital letters. Rebecca wrote: "Yes, always."

Male participants. Nine (60%) of the responses were negative. Eric, Markus, and Martin answered this question "no." Karl wrote "NO" in capital letters, Rudi did not do the assignments, if he perceived them as "too much." Klaus "rarely" completed assignments voluntarily, Thomas "seldom," and Johannes "never." Only 6 (40%) young men gave a positive answer, of which 5 wrote "yes," and Frank responded with the word "often."

Question 13: Did You Readily Take Her or His Advice?

Female participants. Seventeen (77%) young women remembered not readily taking advice from the teacher in question. Irene emphasized "NO" in capital letters. Flora, Rebecca, and Margot gave mixed answers. Margot remembered accepting the teacher's advice rarely. Only Stella and Teresa plainly wrote "yes."

Male participants. Fourteen (93%) male respondents gave negative responses, whereby Frank accentuated his answer writing "never," and Rudi gave a rather emotional reply: "No. In such situations I only thought to myself: 'just leave me alone.'" Martin wrote "usually not," Klaus "rarely," Axel "rather less," and Karl recalled that "there was none." Only Patrick conceded to taking his teacher's advice, if he gave it.

Critical Incident Reports "Not so much"

Female Participants

Lesson design and class climate. The critical incident reports the female participants created under the heading "Not so much" showed more or less the same sorts of entries that appeared in the reports titled 'I like'. Lesson design was addressed in Natalie's account thus: "I do not like when teachers . . . bring no variety to the lessons." Teresa alluded to her teacher involving her pets in the lessons, letting them explain things to the lower level students in the class, who, according to Teresa, "could have figured it out" themselves.

Teacher behavior. The behavior most remembered in these reports was teachers' disrespect, "teachers who run through the curriculum without asking whether anyone understands the material and the students are literally sh** out of luck," like in Sue's account. In Teresa's case the teacher did not heed students' need for personal space. Her teacher got "very close, when she explained something and not everyone liked such nearness." Attacking students' dignity also belonged to this kind of conduct. Margot recalled, "Without knowing me, she insinuated that I was not bright enough for this school." Marion reported, "He humiliated students in front of the entire class

and put them at a disadvantage." Alice found herself in a similar situation. She remembered that her teacher, who had been teaching them math for the past one and a half school years and should have known her as an A-student, said to her in class, "Well, we know that you have never been able to do math!" Two females mentioned teachers who demanded involuntary participation, another form of disrespect. Bertha recalls a situation in which she was thus called upon: "I wasn't well that day anyways, for personal reasons. . . . Then the teacher called me, although I had not raised my hand." Cindy does not have good memories of such demeanor either, saying, "The worst with her was, that she called upon people, even if they did not raise their hands," and even explains "I find this not good, because there often exists a great insecurity."

The second most referenced demeanor described unfairness, also in grading. Slightly more than half the responses included allusions to this kind of conduct among teachers whom the former students recalled treating them not well. For example, Elisa recounted:

One teacher gave me the same grade for participation he gave someone who was absent half of the time, and when he was there, he did not say anything at all, although I was quite certain that I was better.

Rosie remembered, "that one was sometimes wrongly accused."

Next came having favorites, and not treating all students the same. Cindy gave a typical example of such behavior: "Also you noticed that the teacher focused on certain students, who became her 'pets.'" Beatrix made the following experience: "The faster students were favored, praised and often received good extra grades, whereas the slower students rarely had a chance to receive additional explanations." Another

comment came from Claudia, who recounted, "He usually was friendly to a maximum of four female persons in class."

Unprofessionalism, like assigning senseless tasks, showed for instance in Stella's account, who related, "some teachers hand out work-sheets and expect us to finish them in ten minutes, although we did not talk about what we are supposed to do." Doris said her teacher "assigns a lot of homework that does not make any sense," and Cindy told, "She also made us take a lot of vocabulary tests, just to get enough grades."

Teacher attitudes. Unfriendliness links teacher behavior to teachers' characteristics. When we perceive a person as unfriendly, we do so partly because she or he engages in certain actions, and/or because the person has a friendly attitude, which influences the way she or he performs actions. Of the 21 reports, 8 included commentaries about unfriendly teachers. For instance, Rosie mentioned, "That some teachers showed only a bad mood towards the class" and that they "were yelled at sometimes." Margot had not forgotten that her instructor "reacted aggressive and angry" to her efforts, and Heidi recounted, "Even when I said 'Good morning' nothing came back." Only one other comment referred to a teacher's characteristic, namely not being authentic. Teresa remembered that "although she was nice and all, it felt fake." How the female former students reacted to teacher behavior and perceived teacher characteristics became evident in both student behavior and student feelings.

Student behavior. Losing interest and disrupting the lessons appeared as the behaviors in which students engaged as results of their negative experiences with teachers. Beatrix gave an example of the former: "there was always one teacher, with

whom I did not want to participate in class, although I found the subject interesting. . . One did not look forward to classes in this subject anymore." Claudia wrote, "In that subject I never did my homework and I never paid attention." Another such comment came from Heidi, who imparted, "And I even stopped studying for this subject . . . Before that, I had a good 'C' in this class, if not better and then, from the moment I had this teacher, I failed."

Some students actively disrupted the lessons of teachers whose behavior they did not appreciate. Irene described her reaction to a teacher making her feel like she "did not belong" thus, "Therefore I often disrupted the lessons, consciously behaved mean towards her and ignored her." Claudia "only messed about with classmates, too." Students' feelings were even more prevalent than students' conduct as reactions to teacher behavior.

Student feelings. Most comments in this category referred to students disliking their teacher. One such reference came from Claudia, who reported, "I did not like this teacher, too." Irene imparted, "I could not really cope with her way and character." Rebecca's feelings still persist today. She recounted, "Personally I believe, that I could not cope with the nature of the teacher. Her way of treating students. . . Even today I do not get along with this former teacher." Some of the respondents perceived teachers to dislike them as persons. Gloria related, "In another school I had a teacher who I think can't stand me." The comment, "he had not liked my big sister before, so I think he wanted to treat me the same way" appeared in Claudia's account of such a situation. Margot described her feelings thus: "I was afraid. Even after a parent-teacher meeting, I could not get on the same wavelength with this teacher."

Male Participants

Lesson design and class climate. The male participants commented on lesson design and class climate much less here than in their critical incident reports titled "I like." Commentaries about boring lessons, no group work, and not including students' input, referred to lesson design. Ralph and Robert described the class climate as "restless" and "stressful." Although it told something about lesson design, I counted information of the kind Karl gave about his teacher straying from the subject discussing "politics in math," as unprofessional teacher behavior.

Teacher behavior. Teacher behavior conveying disrespect appeared most frequently in the reports, followed by unprofessionalism, unfairness, and having favorites. Memories of disrespectful teacher demeanor emerged in Frank's example. He recalled, "He always insulted me and I was called to answer questions, of which everybody knew, that no one could know the answer." Karl experienced his teacher treating students "in an arrogant way condescending and unjust," telling students they were "worthless, because" they "did not understand the material of the test." Patrick and Martin gave accounts of teachers, "who could embarrass you in front of the class," or "debased the students who made a mistake." Eric gave an example of a teacher who "showed no interest in the problems [he] had and ran through the lessons whether [he] understood the material or not. She did not try to support" him. Patrick related, "To the weaker students one teacher devoted little, well, you could say no time." Another commentary describing this behavior came from Ralph, who wrote, "questions to the material were not answered. The material was treated only superficially and run

through fast." To show the interrelatedness of teacher behavior, lesson design, and students' reactions, Axel's example serves in its entirety:

In essence the opposite of 'I like.' Because that way I have problems following the lesson attentively. When a teacher presents the material in a boring way and then isn't even willing to react to questions or suggestions, I cannot respect or take the teacher seriously.

The male respondents noted unprofessional teacher conduct describing various situations like Frank, who, after he had complained about unfair grading was "kicked out of class." Robert remembered, "When this teacher was in a bad mood, she let it out on the students most of the time. . . . Tests were not announced in time, so that preparation time often was curtailed." Thomas told that teachers "abused their position," a grave example of unprofessional teacher behavior. Having favorites was another teacher conduct the former male students wrote about.

Martin described a situation in which his teacher "heeded only his favorites in class and directed the lessons at them." As a last example for teacher behavior, Thomas' report showed how teachers differentiated their treatment of students. He recalled, "These teachers had it in for certain students and behaved differently towards them and those whom they 'liked' were treated better." Teacher attitudes form another category that contributes to students' memories about teachers who treated them not well.

Teacher attitudes. The male participants made only few comments about teachers' attitudes. They described them as disrespectful, unfriendly, and cold. A teacher who "knew everything better," like Thomas' instructor, or Martin's who said:

"What I say is correct and no doubts about it," counted as disrespectful. An unfriendly teacher acted like Steven's, who "was in a bad mood [and], as soon as the class became restless . . . began to scream and became angry." Markus described his former teacher as "rather cold, so that no good lesson could develop." How students behaved and felt in response to such teacher behavior and characteristics follows.

Student behavior. Definitely the most frequently noted student reaction was losing interest in the subject or the lessons. In most reports, comments appeared about students in some way working less for, or in, class, or not paying attention anymore. For instance, Martin wrote, "Because of how he treated students, many did not participate." Ralph remembered, "My performance in this subject dropped severely, because I was not at all interested anymore to participate." Another example came from Frank, who recalled, "With this teacher, I disliked going to class. I seldom paid attention, because class did not interest me." Frank made a comment about him complaining, not only to the teacher but to headmaster and parents. Two respondents related that aggressive behaviors emerged between them and their respective teachers. Thomas remembered that "there often were heavy conflicts," and Johannes got involved in an argument "that had nothing to do with respectful dealings anymore." The female former students' reports were clear of comments about aggressive behavior, but talked about disrupting the lessons, a conduct which did not surface in the males' accounts. Their references about the ways they felt as a result of teachers treating them not well showed a little more versatility in the choice of adjectives.

Student feelings. Like their female counterparts, disliking teachers showed as the feeling most often experienced. Johannes put it to the point: "Basically I did not

like this teacher." Ralph also talked about an instructor whom he "did not like." Josh was more reserved when he commented, "With one teacher I felt very uncomfortable," like Thomas, who related, that some teachers he "could not befriend personally."

Perceiving that a teacher disliked the student was mentioned as the feeling with the second most entries. Steven found it difficult when "a teacher does not like a student," and Frank said, "I knew he did not like me either and he always showed it in class." Eric related, "In my opinion, with that she showed me that she did not like me."

A mixture of other sentiments, including disrespect, felt or perceived, fear, and insecurity, emerged in the reports. Axel, for instance, told how he had reacted to his teacher's disrespect. "When a teacher presents the material in a boring way and then isn't willing to react to questions or suggestions, I cannot respect or take the teacher seriously." Thomas reported, "In these lessons you were always restless and in a bad mood." Josh gave a rather emotional account about the way he reacted to a teacher who had treated him not well. He imparted:

With one teacher I felt very uncomfortable. It was good we altogether did not have him long. Through the way he was, I felt not taken seriously. That person made fun of others and I was always afraid that I would be treated like that too, if I say something wrong, or don't know something. I never knew what to expect from him, and that made me feel uneasy, which made me very insecure.

The critical incident reports underscored the findings of the questionnaires for both scenarios, "I like," and "Not so much."

Summary

Twenty-two female and 15 male former students of a German rural secondary school participated in this study. Their ages ranged from 15 to 21 years and they graduated in the years from 2008 until 2012. Neither age nor year of graduation made a noteworthy difference in the responses. Gender on the other hand appeared to have an influence. Twenty-one female and 14 male participants returned critical incident reports. These critical incident reports had two versions, one titled "I like" and one "Not so much." The former asked the graduates to describe a situation they remembered feeling treated well by an instructor. In the latter version the participants recounted a situation, in which they perceived the teacher treating them not well. A questionnaire followed each version of the reports and asked the same questions to the two situations. All former students filled out the questionnaires, but not all answered each question. The questionnaires following the critical incident reports titled "I like" in essence yielded the following responses to the questions:

1. .Almost all participants claimed to have liked the subjects this teacher taught.
2. Both sexes were most fond of friendly teachers towards the other students in class. Female respondents emphasized when a teacher treated all students equal and acted supportive and humorous, whereas males found it more important that the teacher treated the other students in class respectfully and acted professionally.
3. In the context of personal rapport, female participants mentioned friendly teacher behavior most; males emphasized support. Both genders appreciated respectful treatment.
4. All respondents felt treated fairly by the teacher they remembered treating them

well.

5. Female students felt treated fairly when teachers were supportive and respectful.

The males named friendly behavior followed by supportive acts. Treating all students equal contributed to the male participants' perception of receiving fair treatment.

6. Most participants thought the teacher acted like that towards them on purpose.

7. Most former students felt increasingly motivated when a teacher treated them well. Females and males alike felt good under such circumstances. Females felt respected more than the males, who emphasized feeling safe instead, which seldom appeared in the females' answers. Only the males reported liking the teacher as a result of being treated well.

8. All respondents respected the teachers who treated them well.

9. Male participants reported showing their respect for the instructor most through respectful conduct. Both genders recalled participating in class. Females showed their respect through following instructions much more often than the males did.

10. Generally, male participants acted respectfully and paid attention during classes conducted by this teacher, followed by participating in class. The females did so less but participated more.

11. Almost all participants reported voluntarily following this teacher's instructions.

12. All but one respondent voluntarily did their assignments for this teacher's class.

13. All respondents recalled readily taking advice from this teacher.

The critical incident reports titled "I like" yielded information about lesson design and class climate, teacher behavior, teacher attitudes, student behavior, and

student feelings. Male respondents described lessons as engaging, not boring, funny, interesting, varied, informative, and instructive. The class activities they remembered were task oriented and related to real life. Females' descriptions of agreeable lessons included interesting, creative, innovative, fun, varied, relaxed, and not boring. They remembered enjoying movement and play. Both genders appreciated teachers who incorporated the students' wishes and suggestions in their lesson plans and engaged in extracurricular activities with the students.

Teacher behaviors mentioned by both sexes in these reports included support, like helping with scholastic as well as personal problems, motivating the students, treating them with respect, and demonstrating humor. Friendly appeared as the most frequently remembered teacher attitude. Others were strict, fair, humorous, open and obliging.

Student behaviors, in both females' and males' accounts, included putting forth effort, participating in classes, and respecting the instructor. Emerging student feelings among female and male participants encompassed looking forward to the lessons, liking and trusting the teacher, and feeling in good hands.

The questionnaires "Not so much" generated the ensuing answers:

1. About half of the female respondents liked the subjects taught by this teacher and less than a third of the male participants felt that way. Answers from both genders included references to not liking the subjects because of the teacher.
2. That the teachers who treated the participants not well had favorites and acted disrespectfully appeared in the responses of both genders. Males noted disrespect as the most prevalent behavior and females having favorites. Both genders recalled

unfriendly teacher conduct to equal extent.

3. In the context of personal rapport, both sexes mentioned disrespectfulness most. Unfriendly demeanor showed much more often in the females' answers. Only the male respondents recalled unprofessional behavior. They also mentioned unfairness more than twice as often as the females did.
4. None of the respondents genuinely felt treated fairly by this teacher.
5. To make students feel treated this way (unfairly) many teachers acted disrespectfully towards their students, especially noted among the females' responses. Males mentioned most that instructors treaded them unfairly. Both sexes recalled unfriendly and unprofessional behaviors as triggers for feeling treated unfairly but only the female former students remembered that they felt that way when teachers had favorites.
6. About half the respondents thought their teacher acted like that on purpose.
7. Teachers' not good treatment of students resulted in females feeling mostly bad, which encompassed depressed, sad, strange, and feeling disrespected. The male respondents shared these emotions to less than half the extent. They felt discouraged most, a sensation their female counterparts did not share. A feeling unique to the female group was hopelessness. Both experienced anger, the males much more often than the females.
8. The majority of the participants recalled not respecting this teacher. The females' gave more positive answers than the males but explained and excused them.
9. The former students, both male and female, recalled only three ways to

demonstrate their (dis)respect, namely defiant, withdrawing, and controlled behaviors. The male group mostly used defiant acts, next came withdrawing, and very few mentioned controlling their conduct. The females resorted to all three kinds of demeanor equally.

10. Generally, the students behaved in classes taught by teachers who treated them not well in the same ways described above with a rare addition of acting well.
11. A third of both genders voluntarily followed the teacher's instructions.
12. Half of the female and less than half of the male respondents voluntarily did the assignments for these classes.
13. Taking advice from a teacher who treated students not well happened rarely among the female participants and close to never among the males.

The critical incident reports titled "Not so much" included only few references to lesson design and class climate. The female participants alluded to boring classes and teachers involving only their pets. Male respondents also mentioned boring lessons; they additionally referred to restless and stressful classes and teachers straying from the subject.

Regarding teacher behavior, disrespectful conduct, like running through the curriculum not heeding whether students could follow, and humiliating and embarrassing students in front of the class, appeared most. Next came unfairness, having favorites, and demonstrating unprofessionalism, the latter of which received more attention from the male participants. The most referenced teacher attitude was unfriendliness among the females and disrespectfulness among the males, who made few comments in this context.

Students reacted to their teachers losing interest and disrupting the lessons. They disliked these teachers, disrespected and feared them, felt disliked and not taken seriously.

The data collected for this study indicate that students react very differently to teachers by whom they perceive to be treated well or not well. The memories former students related about their former teachers recounted of friendly teachers, who genuinely cared about their students, supported them in class, and treated them with respect. Classes with such teachers were remembered as pleasant experiences, in which the former students participated well, put forth extra effort, respectfully followed teachers' instructions, and gladly accepted their advice. Good, respectful teacher treatment resulted in students' respecting the teacher and accepting their leadership.

On the other hand, accounts of teachers by whom the participants felt treated not well, told of teachers who treated their students with disrespect, humiliating them in front of their classmates, giving unfair grades, demonstrating favoritism, and showing no interest in those entrusted to their care, neither as students, nor as persons. Classes conducted by such teachers were remembered as boring, stressful, and unpleasant experiences in which the former students often misbehaved, and rarely participated or paid attention. The respondents recounted seldom complying to such teachers' requests, rarely doing their homework for their classes, and almost never accepting teachers' advice. Teacher treatment perceived as not good and disrespectful resulted in students' lack of respect for such instructors and the refusal of their leadership. These results correspond with the findings in the literature review.

CHAPTER 5

DISCUSSION

This chapter briefly reviews the purpose of the study, summarizes the research endeavor, restates and attempts to answer the research questions as it connects the results of the research to the findings reported in existing literature on teacher leadership, applicable leadership theories, respectful leadership, and the effects of respect and disrespect. Furthermore, it addresses unexpected findings, points out the limitations of the study, and makes suggestions for future inquiry.

Purpose of the Study

This study aimed at finding out if and how adolescent students distinguish being treated well and/or not well by teachers, whether this perception had an impact on the students' behavior in class and towards the instructors, and on students' acceptance of teacher leadership. Special attention was paid to the notion of respectful leadership in this context.

Summary of the Study

The literature on leadership theories, teacher leadership, respectful leadership, as well as the philosophical notions of respect and disrespect and their impact on the recipients, provided a theoretical basis for this research endeavor and supported its findings. Thus far, little inquiry has illuminated the impact of teachers' leadership style on students' teacher leadership acceptance. Research in the classroom usually explores teaching methods and instructional programs' effects on learning outcomes, but the quality of the relationship between student and teacher has been shown to impact both students' learning and students' wellbeing (Norris, 2003, Van Petegem,

Rosseel et al., 2007). This research examined the impact of teacher leadership style on students' teacher leadership acceptance from a follower perspective. Thirty-seven former students of a local rural secondary school participated in the study. They composed critical incident reports about situations in which they felt treated well by a teacher and filled out a questionnaire about the situation. This was repeated for a condition in which they felt treated not well by a teacher. The findings revealed that students followed teachers' instructions, voluntarily did their assignments, even put forth extra effort, looked forward to, and participated and paid attention in classes taught by instructors who treated their students with respect. On the contrary, students rarely followed teachers' instructions, reluctantly did their assignments, seldom participated or paid attention, but often exhibited misdemeanor and disrupted classes taught by teachers who treated their students with disrespect. The following research questions guided this inquiry:

Research Questions

1. What do adolescent students perceive as respectful treatment by teachers?
2. What do adolescent students perceive as disrespectful treatment by teachers?
3. Does perceived respect from teachers trigger students' respect for teachers?
4. Does perceived respect from teachers trigger students' acceptance of teacher leadership?
5. Does perceived disrespect from teachers trigger students' disrespect for teachers?
6. Does perceived disrespect from teachers trigger students' rejection of

teacher leadership?

Connection to the Literature

Teacher Leadership

Studies about teacher leadership rarely use an approach from a follower perspective, although it offers itself to emphasize the interpersonal and social dimensions of the process. York-Barr and Duke (2004) conducted a comprehensive review of the literature on teacher leadership beginning from 1980, and found that studies on teacher leadership looked at school principals' leadership, or teacher leaders who participated in school administration, functioned as department heads, or student-teacher mentors (York-Barr & Duke, 2004). Examining teacher leadership as the influence teachers exert on students in the classroom from a follower perspective represents a new approach. Although many research endeavors have explored the impact of student teacher relationships on class climate and student wellbeing (Norris, 2003; Van Petegem, Rosseel, et al., 2007; Van Petegem, Van Keer et al., 2008; Vieno et al., 2011) and examined which teacher characteristics and behaviors students treasured or loathed (Meyer et al., 2009, Shaunessy & Alvarez McHatton, 2009; Symonds, 1955; Yourgliche, 1955), this researcher is not aware of any studies that have thus far examined which teacher behaviors or attitudes students perceive as respectful or disrespectful and lead to students' acceptance or refusal of teacher leadership.

Leadership Theories

Leadership theories like trait theory, leader-member exchange theory, and transactional/transformational theory support and explain many of the findings of this study.

The trait perspective. Leadership scholars have renewed their interest in the trait perspective. Lord, DeVader, and Alliger (1986, as cited in Northouse, 2004) suggest a strong relationship between personality traits and individuals' perception of leadership. The way persons view a leader influences their willingness to follow. Therefore does the trait perspective of leadership offer an especially fruitful approach from a follower point of view. Followers have certain ideas about what constitutes a leader, which holds true also in education. The teacher attributes Shaunessy and Alvarez McHatton (2009) found urban high school students rated as positive were friendliness, enthusiasm for teaching and subject matter, as well as expertise in teaching methods. The findings in the current research study showed similar suggestions. The participants, female and male, mentioned friendliness as a very welcomed teacher characteristic, especially in the context of teachers' conduct towards other students in class. The females also considered friendliness as highly appreciated in personal treatment by teachers. Good use of teaching methods mostly referred to involving students' suggestions in the lesson design and autonomous work in groups. To distinguish between characteristics and behaviors creates some difficulty, as attitudes or character traits normally show in action. In this study students mentioned teacher characteristics when asked about behavior and vice versa.

The participants of this study mentioned behaviors and characteristics similar to those Symonds (1955) found in seventh, eighth, and ninth grade pupils' evaluation of effective teachers. According to Symonds, the superior teachers showed interest in the individual student, treated all students with respect, and saw the possibility for growth in each of them. They also had natural control over the class and set better

defined goals. All these elements appeared in both the questionnaire responses and the critical incident reports with the heading "I like."

Symonds (1955) reported that inferior teachers, on the other hand, behaved contrary to the above described; an attitude of dislike and expecting the worst in students characterized them. Inferior teachers had a hard time exerting control over the students, often resorting to punishment as a remedy for the lack of assertiveness. In the current research, respondents gave numerous examples of the behaviors Symonds described. Disrespectful teacher conduct appeared remarkably in treating the other students in class, the students personally, and as a trigger to feel treated unfairly. Both, male and female participants mentioned this characteristic to describe the instructors in the critical incident reports and questionnaires with the heading "Not so much." Disrespectful behavior communicates inequality, because it implies that the actor considers her or himself superior and thereby diminishes the worth of the other (Simon, 2007; Simon et al., 2006; Van Quaquebeke, Henrich, et al., 2007, van Quaquebeke & Eckloff, 2010). Having favorites, another teacher behavior that was often mentioned in this context, also demonstrates a form of disrespect, because teachers value some students over others. The female respondents, in particular, reported such teacher conduct as unwelcomed in the treatment of the other students in class.

That teacher behavior has an impact on students' social-emotional well-being appears in several studies (Mainhard, Brekelmans, & Wubbels, 2011; Suldo et al., 2009; Van Petegem, Rosseel, et al., 2007; Van Petegem, Van Keer, et al., 2008; Vieno et al., 2011). Mainhard and colleagues (2011) found that teachers' coercive behaviors,

like yelling, using sarcasm, and frequent punishment were connected to secondary students' misbehavior and to perceived interpersonal distance. The current research study revealed similar results. Here, perceived bad treatment by teachers led female respondents to feel mostly bad and disrespected. Male participants reported feeling mostly discouraged in this circumstance. Defiant and withdrawing behaviors as reactions to teacher conduct and as an expression of the students' emotional response occurred more among the male participants. Although female respondents also reported defiance and withdrawal, they did so less than their male former schoolmates. Instead, they exhibited controlled behavior, which the males rarely displayed. Withdrawal may correspond to what Mainhard et al. (2011) refer to as perceived interpersonal distance. According to several studies, and corresponding to the findings of this research, students experience heightened well-being when they perceive their teachers as caring for their needs and as willing to help, are interested in them personally and are interacting with them in a friendly manner (Eccles, Lord, & Midgley, 1991; Openakker & Van Damme, 2000; Van Petegem, Rosseel, et al., 2007; Van Petegem, Van Keer, et al., 2008). That teacher behaviors and characteristics have an impact on student-teacher relationships is only natural. LMX and transactional/transformational leadership theories focus on the relationship between leader and follower, as does respectful leadership.

Leader-member exchange (LMX). Experiencing distance from or closeness to the leader figure demonstrates the follower standpoint in the context of LMX theory of leadership. Leader-member exchange theory recognizes two general types of relationships between subordinate and leader that occur on a continuum of quality of

exchange. High-quality exchange relationships are marked by "trust, mutual respect, and obligation" (Hogg, in Goethals et al., 2004, p. 836). Subordinates who work more closely with the leader in a high-quality relationship put forth extra effort and take on extended responsibilities. Relationships, whereby subordinates' efforts are based on the formal work contract and adhere to job descriptions, are marked by a greater distance between leader and followers (Goethals et al., 2004; Northouse, 2004; Yukl, 2006).

Rules for classroom and school take the place of a formal work contract to which students are expected to adhere. This research showed that, in the classroom, students, who felt treated well by an instructor, trusted and respected her or him. They not only felt good as a result of the teachers' behaviors, but they reported a high degree of increased motivation to participate and do their assignments. Some even mentioned to have put forth extra effort in and doing extra work for classes taught by teachers, who treated them well.

Northouse (2004) postulates that leaders extend valued resources, material and psychological in nature, to the subordinates, which results among other things in better performance, improved job attitudes, and increased participation of the followers. These outcomes easily translate into the school setting. Participants stated they behaved well in class, voluntarily did their assignments, and showed livelier interest in the lessons through contributing to the lessons and paying attention. The role of the teacher as the leader figure, who allots valued resources, extended these in form of support, openness for suggestions, explaining thoroughly and repeatedly, and making sure students could follow the lesson. Under the heading "I like," some respondents

recalled teachers behaving just as described above, and under the heading "Not so much," they recalled quite the contrary. This shows the two sides of one coin. LMX theory clearly describes a continuum of quality relationships ranging from low quality rapports between the leader and the followers to high quality relationships. The subordinates, who belong to what Dansereau, Graen, and Haga, as mentioned by Graen & Uhl-Bien (1995), first introduced as the out-group, experience a low quality of exchange with the leader, and the members of the so called in-group work more closely with the leader (Northouse, 2004; Yukl, 2006). Respondents who perceived a teacher treating them well represent the in-group members, and the participants recalling their instructor treating them not well, the out-group members. Therefore, in this research, respondents who reported about a teacher with whom they did not work well may have had the same instructor in mind, whom former classmates described under the heading "Not so much." LMX research has yet to gather more data that illuminate why persons engage in what kind of quality relationship between leader and subordinate.

Some correlated variables like patterns of communication, follower competence, counseling, conflict, feedback, attribution bias, and subordinates' similarity to leaders' values and attitude have been studied in this context (Yukl, 2006). Another aspect, leader and follower personalities, still needs more attention to arrive at solid conclusions on the subject (Yukl, 2006). The benefits of high quality relationships between teacher and students are highly desirable for any classroom at all schools, especially because students desire more personal relationships with their teachers (Knesting & Waldron, 2006; Stipek, 2006; Van Petegem, Rosseel, et al.,

2007). This held true also in this research, where respondents repeatedly voiced their appreciation for teachers who expressed interest in the students' lives and valued them as persons. Relationships between leader and followers that either are based on adherence to work contracts or on mutual interest and common growth play a crucial role also in the following theory, transactional/transformational leadership.

Transactional/transformational leadership. Both transformational and transactional leadership deal with leadership influence on follower outcomes. Whereas transactional leadership focuses on external motivation, transformational leadership emphasizes intrinsic motivation of followers to reach organizational goals (Avolio, 2004; Northouse, 2004; Yukl, 2006). Bass extended the theory to including laissez-faire leadership, which describes a leadership style whereby the leader withholds her or his influence and lets subordinates take care of themselves. All three kinds of leadership occurred in classrooms described in this study. Transactional leadership, with its emphasis on positive and negative external motivation, has a firm tradition in the school setting with the grading system in place and coercion and punishment alive and well. Negative accounts of teachers yelling and punishing students when they did not comply with their demands often appeared in the responses, as well as positive memories of instructors who provided clear rules, set achievable goals and announced unmistakable consequences for both good and bad conduct. The contractual nature of relationships between students and teachers in this research showed also in accounts that described students complying with teachers' instructions, doing their assignments, and even paying respect to teachers by whom they felt treated not well. Respondents added justifying comments for their behavior, mentioning the importance of receiving

good grades or respecting the instructor due to her or his position. The kinds of behaviors described reflected transactional leadership because of the external motivation through grades and punishment, although some were perceived as negative and others as positive.

The results of this study tied well into transformational leadership because of its affects on personal development. Students who felt treated well by their teachers reported feeling valued as persons, experiencing an increase in self-confidence, even daring to ask “stupid” questions. Since this study took the follower perspective of former students, it remained unexplored how teachers changed in the process.

The individual consideration, intellectual stimulation, inspirational motivation and idealized influence of transformational leadership also played a role in the responses in this study. When teachers took their time for single students to repeatedly explain material or to listen to their personal problems, they employed individual consideration. Intellectual stimulation came in forms of challenging but doable assignments, incorporating students' suggestions in the lesson design and trusting students to autonomously work at resolving problems. Encouraging even weak and shy students to participate, giving students a chance to improve their grades, and letting them know they could do it, demonstrated actions of inspirational motivation. Acting as an example through conveying a passion for learning and teaching, not resorting to unnecessary or exaggerated punishments, mindfully resolving problems, extending advice to students who sought guidance in difficult scholastic or private situations and treating others with respect exemplified idealized influence. In an

environment of transformational leadership, with both fair and clear transactional elements, students and teachers can flourish and develop as persons.

Not caring, letting students do as they pleased during a lesson, as well as teaching only those who demonstrated a willingness to learn showed teachers' laissez-faire approach to leadership. Some accounts in this research reported such teacher behavior, although seldom. Instructors who practiced this kind of leadership neglected their responsibilities as teachers; they failed to provide guidance, instruction, and influence to those in their care. Thus, they disrespected their students by not exercising leadership.

Respectful Leadership

Although the instructions for the critical incident reports and all except one question of the questionnaires steered clear of specifically mentioning the terms respect and disrespect, many of the entries reflected the notions in both variations of the survey materials. Respectful leadership appeared only recently on the horizon of leadership research. A group of scholars mainly in the European arena have focused on respect in the leadership process. Van Quaquebeke and Eckloff (2010) developed an instrument to measure respectful leadership behavior. The categories reflecting these behaviors in their instrument served to compare to the behaviors that emerged in the data collected for this study under the heading "I like." These categories are:

- considering needs ● appreciating ● being error-friendly ● acknowledging equality
- promoting development ● excavating potential ● accepting criticism ● showing loyalty ● being attentive ● taking interest on a personal level ● supporting and ● interacting friendly.

The inventory (Appendix D) provides the complete list of the

behaviors that belong to the categories above. Categories of the inventory that did not emerge in this study refer to leader behaviors pertinent to the work environment, not the classroom.

Respectful teacher behaviors. What adolescent students perceived as good treatment by teachers in this research largely corresponds to Van Quaquebeke and Eckloff's (2010) categories of respectful leadership. How these were defined in this study follows:

- *Considering needs* included teachers' actions like incorporating students' suggestions into lesson design, lending an open ear and helping them in case of problems, as well as devoting enough time to explain the material so the individual student could understand.
- *Appreciating* conduct showed when instructors let students work autonomously, praised and rewarded work well done, and gave true and objective feedback, like this comment showed: "He always told the truth and he also told me what he thought of me."
- *Being error-friendly* was demonstrated through not holding past mistakes against students. Another example of such behavior was a teacher who "returned the tests with face to face conversations in a separate room and told [me] what [my] mistake was."
- *Acknowledging equality* was expressed by comments like, "He always wanted to show that he was not better than a student," as well as, "very respectful, . . . no looking down upon."
- *Promoting development* appeared as giving students the chance to improve their

grades.

- *Excavating students' potential* was reflected in encouraging students to express suggestions and ideas, which the teacher took into account when planning lessons.
- *Acceptance of criticism* showed in teachers' admitting mistakes and apologizing for them in front of the class.
- *Showing loyalty* emerged when instructors stood up for the class.
- *Being attentive* was mentioned quite often in this research. Many teachers took their time to explain the material, listened to students' problems and helped them.
- Taking interest on a personal level emerged, for example, thus: "She was always interested in me and looked after me to make the subject fun for me, so I learned something. But also privately she treated me like a good friend, who cared about me (But also the other students)."
- *Supporting* actions, as the inventory groups them, showed in this study as fair and just treatment of students, encouragement and motivation, letting students know where they stood, as well as creating a positive class climate.
- *Interacting friendly*, the last point of comparison to Van Quaquebeke and Eckloff's (2010) inventory, appeared as a very important teacher behavior in this research.

Reactions to Respectful Teacher Conduct

How participants in this research described their reactions to respectful teacher conduct was in line with what Stipek (2006) found in a study with high school

students, and Meyer et al. (2009) in an inquiry with elementary and secondary students, who worked harder for educators who cared, acknowledged students' autonomy, treated them as individuals, were open for their input, displayed an interest in their lives beyond school, were honest, direct, fair and trusting adults. For example, two females wrote: "I was simply happy, because being treated well is simply important. She also never acted as if she were better," and "That made me have more fun learning. Sometimes you did more work than was requested." Two male respondents stated: "You were happy and glad that classes were fun. You liked to tackle the given tasks," and "I felt taken seriously and comfortable. Additionally, you were also more self-confident and were willing to ask 'stupid' questions, if you for once didn't get it."

Respect for teachers. The findings of this study supported what the researcher had postulated, namely, that perceived respect from teachers elicited respect for teachers from students. All respondents reported under the heading "I like" to have respected their instructors and many emphasized their positive responses with embellishing comments like "absolutely," or "I respect her very much and take off my hat to her."

Acceptance of teacher leadership. The final three questions of the questionnaires with both headings, "I like" and "Not so much," inquired after the respondents' acceptance of teacher leadership. Question 11 asked whether the participants voluntarily followed the teacher's instructions. Under "I like," this question received only positive answers. The penultimate question extracted if the former students voluntarily did their assignments for the classes the teacher taught.

Only one female responded negatively, the remaining 36 respondents answered positively. The ultimate query solicited whether respondents readily took advice from the instructor in question. This question played a crucial role in drawing out leadership acceptance, because following a teacher's instructions and doing homework bring scholastic benefits and belong to an indoctrinated set of behaviors applicable in a school setting, and therefore may occur even in circumstances where the student does not perceive to be treated well by a teacher. On the other hand, accepting advice from another person reflects leadership acceptance to a different degree, because it is more personal in nature and has no direct impact on scholastic success. All participants gave positive answers to this question, and many added extra emphasis like "with pleasure," or an exclamation mark. The overwhelmingly positive responses in this study demonstrated that perceived respectful treatment from teachers triggered adolescent students' leadership acceptance.

Disrespectful Teacher Behaviors

As no separate inventory exists to measure disrespectful leadership behavior, this researcher looked for behaviors that expressed the opposite of respect, or the lack thereof and related them to the pertinent literature. Female and male respondents alike mentioned disrespectful behaviors like condescending, debasing and pejorative actions, making students feel not accepted, attacked, treated like stupid, not taken seriously, and teachers demonstrating disinterest. Having favorites, preferring some students over others, refers to unequal treatment and shows that the teacher views some students as more worthy of her or his attention and support than others. To these others, it communicates that they are worth less in the instructor's eyes. Diminishing

or devaluing a person is a form of disrespect (Simon, 2007; Simon et al., 2006; Van Quaquebeke, Henrich, & Eckloff, 2007, Van Quaquebeke & Eckloff, 2010).

Treatments by teachers including unfair grading, unfair distribution of duties, and unjust punishments, counted in this study as unfairness, which, according to Miller (2001), also reflects a kind of disrespect. Since interacting friendly belongs to respectful leadership behavior (Van Quaquebeke & Eckloff, 2010), its opposite, unfriendly conduct, signals disrespectful manners. Unprofessional actions like a teacher feeling personally attacked by complaints and reacting with a pop quiz the next time, or not being able to control her or his temper or the class, demonstrated a lack of self-respect rather than disrespect for others. Although self-respect and the lack thereof belong to the larger concept of respect, it lies beyond the scope of this study. Most of the undesirable teacher behaviors mentioned in this study demonstrated disrespect for students. They included:

- *Devaluing* students included acting condescendingly, making them feel stupid, and not accepted, as well as humiliating them in front of the class.
- *Having favorites*, included displaying preference for some students and treating them differently.
- *Showing disinterest* appeared in not taking students and/or their work seriously, being cold and distant, and running through the material without a concern about students' comprehension of the material.
- *Unfairness* showed in unfair grading, unfair distribution of duties, and unjust punishments.
- *Unfriendly* treatment of students included yelling, grousing, demonstrating

anger, verbally attacking students, never smiling, and exhibiting dislike for students.

Reactions to Disrespectful Leadership Behaviors

When the respondents felt treated disrespectfully, they reacted only partly in ways reported in the existent literature. Many articles on disrespect and injustice report reactions like anger, retaliation and aggression (Miller, 2001; Vieno et al., 2011), especially when the wrongdoer holds a position of power and the recipient of the disrespect believes that the person in power acts consciously (Heider, 1958; Beugre, 2005). About half of the participants, male and female, reported in their questionnaires, "Not so much," that they thought the instructors behaved the way they did on purpose, but it did not lead them to experience more anger or display more disruptive behavior than when they did not believe the instructors acted deliberately. Remarkably though, instead of resulting in feelings of anger, retaliation, and aggression, which moderately appeared among the male respondents, disrespectful treatment by teachers rather led to the female respondents feeling bad and disrespected and the males feeling mostly discouraged. Nevertheless, it was the males who reacted primarily with defiant acts and secondly with withdrawal. Withdrawing offers itself as a sound expression of feeling discouraged. De Cremer and Mulder (2007) report that the perception of disrespectful treatment in organizations often leads people to leave the company or resort to disrupting acts. In a school environment, it is much easier for students to mentally withdraw than to face the consequences of dropping out or skipping classes. Withdrawing behaviors included not paying attention, having no interest in class, not participating, showing low motivation, and doing less or no work.

Actions like disrupting the lessons in various ways, responding to the teacher in a cheeky manner, and not heeding the teacher's instructions demonstrated defiance. A behavior not reported in the literature appeared in the responses as controlled actions. Female respondents resorted to this conduct much more often than their male counterparts. They refrained from defiant acts, either to avoid trouble or to not endanger their grades, acted friendly, even helpful to teachers who had treated them in disrespectful ways. How the teachers' treatment of their students influenced their respect for the instructors and their teacher leadership acceptance is discussed in the following paragraphs.

(Dis)respect for teachers. Most respondents reported not to have respected the teachers who had treated them disrespectfully, male respondents more so than females. Corresponding to the females' willingness to resort to controlled behavior in response to instructors' disrespectful treatment of them, many gave explanations or excuses for paying respect to such educators. Some examples were, "in spite of everything, yes," and "yes, but only because she is my teacher and I must respect her," and "yes, because I respect all teachers." Whether female adolescents share less personal values compatible with aggression and/or possess less aggressive natures than their male counterparts, both necessary conditions to ultimately foster hostile reactions to disrespect (Beugre, 2005; Kennedy, Homant, & Homant, 2004), was not part of this inquiry. The findings of this research indicate that disrespectful treatment by teachers led to disrespect, or at least a lack of respect for instructors among adolescent students.

Acceptance of teacher leadership. The difference between voluntarily complying with teachers' requests, doing the assignments for the classes the instructors

taught, and readily taking her or his advice became evident in the answers to the questions under the heading "Not so much." Although few respondents did what the teacher asked them to do and carried out their assignments without hesitation, the refusal to take advice from a teacher who treated the students with disrespect was significant. Only two female students took counsel from the teacher they reported about, and one male would do so if his teacher had extended such guidance. Thus, this research indicates that adolescent students' perception of teachers disrespect to a great extent triggered students' rejection of teacher leadership. When leadership was not connected to requests that brought scholastic benefits for the students, like doing homework or following teachers' instructions in class, and did not belong to an indoctrinated set of behaviors applicable in a school setting like paying respect to the institution of an educator, perceived disrespect from teachers led to adolescent students' non-acceptance of teacher leadership on a personal level.

Unexpected Findings

Differences between Male and Female Respondents

The results of this research found great support from existing literature in leadership, education, developmental psychology, philosophy, and justice research. Nevertheless, this research brought forth some unexpected findings. Some of these emerged as differences between female and male respondents, for example in the context of students' reactions to disrespectful teacher treatment. Most studies on disrespect and injustice demonstrate that people commonly react to disrespect with anger, aggression and retaliation (Miller, 2001; Vieno et al., 2011), especially when the wrongdoer holds a position of power and the recipient of the disrespect believes

that the person in power acts consciously (Heider, 1958; Beugre, 2005), or they leave the company (De Cremer & Mulder, 2007). The female respondents in this study, although they too resorted to defiant acts and withdrawal, often controlled their behavior in front of teachers who treated them with disrespect. This control served to check their anger and to not react with defiance or aggression, aiming at safeguarding grades and avoiding trouble. In any case, this conduct served as a protection from unwanted repercussions. The male participants rarely reported controlled behavior as a reaction to disrespectful teacher behavior; they rather reacted as the extant literature describes, with defiance and withdrawal. Differences between male and female participants' responses appeared in several examples in this study, but gender differences have not been reported in the literature.

Another Twist to Leadership Acceptance

The results pertaining to adolescent students' teacher leadership acceptance showed an unforeseen twist that appeared in the data of both genders. As expected, complying with a teacher's requests as well as doing homework and assignments for the classes the teacher taught showed a noticeable difference in the two contexts, "I like" and "Not so much." The data under the heading "I like" showed that all students accepted the scholastic kind of leadership, and the data under the heading "Not so much," revealed more reluctance in the same context. Yet, that the participants showed such overwhelming unity in their responses to the ultimate question, "Did you readily accept this teacher's advice?" in either situation was surprising. While scholastic leadership was still occasionally accepted from a teacher who treated students with disrespect, accepting advice was nearly completely out of the question.

Thus, it must constitute a very personal and intimate issue for adolescents to accept advice from a teacher, perhaps from any adult. An educator who possesses not only the power that comes with the position of a teacher but also has personal power over those in their care may do a great deal of good or great harm if she or he abuses the students' trust. Harm might, for example, appear as inappropriate advances of a sexual nature. None of this study's participants reported such an occurrence. Nevertheless, it is a topic that deserves attention and research.

Suggestions for Future Research

Gender Differences

As the above described findings indicate, future research should explore gender differences in reaction to disrespectful leadership behavior, not only among adolescents, but in any age group and setting where leadership takes place. The fact that in this study female participants used control to check their reactions to disrespectful treatment by teachers could be looked at through a social-cultural lens, from an evolutionary perspective, and a developmental view. In the former case, cultural reasons like an upbringing that emphasizes reverence for certain positions of power like teacher, professor, priest, police, and doctors and control over emotions to reach desired ends, may have led the female participants to control their behavior. Whereas males may not be taught to show the same reverence for positions of power and to control their feelings to obtain their goals but rather learn that aggression can be helpful in this regard, more readily expressed their anger or resorted to withdrawal.

From an evolutionary perspective females depended more on keeping the peace in the group to ensure their own and the safety of their offspring, whereas males

depended on aggression to manifest their position as the reproductive leaders, protectors, and hunters of the group. Computer tomography might detect variations in female and male brain activity in relation to aptness for aggression. Studies among children, utilizing ethical, unobtrusive research methods, could explore at what age these differences emerge.

Gender differences in personality development should also be explored to better understand differences between males and females in social phenomena like leadership, followership, and reactions to respectful and disrespectful behaviors.

Leadership Studies

A phenomenon emerged in this study, a difference between scholastic leadership and personal leadership detected in the responses to the questionnaire with the heading "Not so much." About a third of the respondents voluntarily complied with the instructor's requests and did their assignments, although the teacher treated them not well, but almost no participant readily accepted such an instructor's advice. Further research is needed to examine what distinguishes complying with scholastic requests from taking advice from a teacher. Would the same refusal that marked the situation of advice taking in this study appear also in non-school related situations, and would there appear a distinction between personal and non-personal matters? This kind of inquiry could also be transferred to the work setting to find out if working adults distinguish between accepting work related and personal leadership.

The distinction between work-related and personal leadership fits into the context of the leadership theories supporting this research. Studies from a trait perspective could examine if a leader whom followers perceive to possess the

characteristics they expect in a leader figure exerts more influence on a personal level than a leader who lacks these characteristics in the eyes of the followers. Inquiries in an LMX theory framework could explore whether high quality relationships are marked by greater interpersonal respect than low quality relationships. Further studies should examine if followers in high quality relationships allow more personal leadership than those in low quality relationships. Transactional/transformational theory lends itself as well for such investigations. Do transformational leaders exert more personal leadership than transactional leaders? This context offers itself also to explore whether followers allow more personal leadership from leaders they perceive as charismatic.

Limitations of the Study

One of the study's limitations lies in the wording of the first question on the questionnaires, asking whether the participants had liked the subject the teacher taught. Although the question aimed at finding a possible connection between the teacher's behavior and the students' preference for the subjects taught by the instructor in question, the findings appeared not clear enough to draw conclusions for this research. Most participants claimed to have liked the subjects taught by a teacher who treated them well, and only a third to half of the respondents felt that way about a subject instructed by an educator who treated them not well. Some even mentioned that the teacher had something to do with it. To attain more meaningful and less ambiguous data, the question should have asked: "Did you like the subjects this teacher taught independent from the teacher?" The questionnaire in its entirety, although designed with much insight and consideration, could have turned out more

valuable data, if a pilot study had preceded its finalization. Considering this entire research a pilot study calls for its replication in and extension to various settings.

This research endeavor is limited also by the qualitative nature of the inquiry, its restricted geographic scope, as well as the small purposive sample, and the homogeneity in social-cultural backgrounds of the participants, all of which render the results of this research applicable only to similar circumstances. Although the nature of the sample limits the generalizability of the results, the findings are robust.

Gathering data from a sample of graduates had benefits as well as disadvantages. The benefits, like most participants being of legal age, composing the texts outside of the school setting, and feeling free from possible repercussions from instructors, were discussed in a previous chapter. The major disadvantage in using a sample of former students lies in the information being based on memory rather than immediacy. This may have led to a distortion of the accounts by selective recall of the details. To avoid these drawbacks and achieve additional benefits, further inquiry about teacher leadership acceptance should be conducted as action research in the school setting. Such an approach would foster awareness about the importance of teachers' behavior as influencing students' acceptance of their leadership and extend ownership to the participants. The ownership of the research and its results would probably lead to the immediate and lasting implementation of the gained knowledge, as compared to applying the recommendations coming from an outside researcher.

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

Briefly revisiting the central findings of the study, the author makes recommendations for novice teacher training, teacher workshops, and in-class activities, and therewith ends the journey of her inquiry.

Recommendations for Teacher Education

As the findings of the current study indicate, many teachers left lasting good memories with their students because they treated them with respect, i.e. interacted friendly, listened to their concerns, helped them with problems, heeded their suggestions, showed personal interest in them, motivated and encouraged their students, and made them feel valued. It sounds so easy, and yet, the results under the heading "Not so much" revealed that some educators painted a quite different picture in the participants' experiences. Behaviors employed by the teachers described as treating students not well demonstrated simple disrespect or at least absence of respect. Actions the respondents recalled included humiliating students in front of the class, unfair grading, having favorites, showing contempt, yelling and fault-finding, being unapproachable and showing disinterest in the participants. Students' reactions to their teachers' conduct appeared according to the way they perceived to be treated by the instructors. When students felt treated respectfully by their educators, they felt good, safe and comfortable, respected, and increasingly motivated. In return, they paid these teachers respect, participated in class and accepted their scholastic as well as personal leadership, and kept them in good memory. On the other hand, when respondents perceived their instructors' behavior towards them as disrespectful, they

felt bad, treated unfairly, hopeless, discouraged, and angry. They reacted with defiant acts like disturbing the lessons and giving cheeky answers. They paid no attention, did not participate, or, as almost exclusively appeared among the females, controlled their behaviors to protect themselves from unwanted repercussions.

Although teacher education in Germany today includes brief internships during the course of academic studies, the internships mainly serve to observe other teachers' lessons and perhaps assist them. During such visits, situations like those described under the heading "Not so much" rarely occur, because teachers who host trainees in their classes usually invite them or control their behaviors during the observation. Since monitoring lessons is not allowed, unfavorable conditions in classrooms can rarely be observed and are commonly brought to the attention of an outsider only through verbal accounts. Nevertheless, many studies have dealt with what constitutes "good" and "bad" teachers (Marquez-Zenkov et al., 2007; Meyer et al., 2009; Shaunessy & Alvarez McHatton, 2009; Symonds, 1955; Yourglic, 1955), indicating general recognition of such negative occurrences in many schools. The effects of teacher behavior on students' wellbeing are also well known (Eccles et al., 1991; Openakker & Van Damme, 2000; Van Petegem, Rosseel, et al., 2007; Van Petegem, Van Keer, et al., 2008). The literature describes the favorable reactions to welcomed teacher behaviors (Frenzel et al., 2009; Knesting & Waldron, 2006; LaRusso, Romer, & Selman, 2008; Mainhard et al., 2011; Meyer et al., 2009; Shaunessy & Alvarez McHatton, 2008, Stipek, 2006; Van Petegem, Rosseel, et al., 2007), as well as the defiant and often violent expressions of students' discontent at school (Chandras, 1999; McFarland, 2001; Michaelis, 2000; Vieno et al., 2011). The reactions to

welcomed and unwelcomed teacher behaviors described in the literature and the findings of this study very much resemble the reactions to respect and disrespect (Boezeman & Ellemers, 2008; De Cremer, 2002; Javidan et al., 2006; Kusy & Holloway, 2010; Simon & Stuermer, 2005; Sleebos, et al., 2007; Spears et al., 2005; Van Quaquebeke & Eckloff, 2010; Van Quaquebeke, Henrich, et al., 2007; Van Quaquebeke, Zenker, et al., 2009) and disrespect (Baron et al., 1999; Beugre, 2005; Charlton & Ganley, 2011; De Cremer & Mulder, 2007; Heider, 1958; Kennedy et al., 2004; Miller, 2001; Tausch et al., 2011; Thomas, 2011; Vieno et al., 2011). Needless to say, in a school setting, defiance, aggression, and violence, as well as withdrawal, drop-out, and disinterest belong to the list of unappreciated conducts, whereas heightened wellbeing, interested participation, engagement, increased feelings of self-worth, along with all the other beneficial results of respectful interactions, reflect highly desirable circumstances. Teacher education should responsibly address these issues not only as academic reading assignments, but in the form of seminars for teachers in training and workshops for teachers in schools.

Seminars for Teachers in Training

This research study viewed teaching essentially as leadership in the classroom. Therefore, the author tentatively suggests that leadership seminars become part of teacher education for all levels, primary as well as secondary, and special education. An emphasis on transactional/transformational leadership and respectful leadership suggests itself due to the schools' purpose to help the young develop into responsible, well prepared citizens. Transactional elements support teachers in this endeavor as well as transformational ones. Combined with an understanding of the importance of

respect in the relationship between teacher and student, future teachers will find themselves well enough equipped to develop their personal leadership styles, which they can test during their internships and refine according to the collected experiences. Seasoned educators would benefit from similar teacher workshops.

Teacher Workshops

In Germany, workshops and additional training for teachers do not occur as commonly as they may for educators in US public schools. No additional training is required after reception of a teacher certificate, which needs no renewal and lasts a lifetime. Schools organize a so called "Studientag," training day, once a year. Students do not come to school that day. The teachers agree on the content of the training and may invite outside presenters for that purpose. Since this day represents the only mandatory training opportunity, it offers itself for an introduction of the pertinent leadership theories and the role of respect in teacher leadership in the classroom. Case studies exemplifying positive or negative situations in classrooms can serve to prompt the teachers to find possible solutions and open the exchange of experiences. The goals of such training include the constructive reflection on teachers' own behaviors in the classroom and the open dialogue to address real problems at the participating schools. Such training should ensue in class activities to involve the students in the creation of a respectful school environment.

In-class Activities

In the context of social studies and ethics projects focusing on class climate, student-teacher, as well as student-student interactions can address the notions of respect and disrespect. Depending on the resources available, teachers can engage in

action research endeavors with their students and reap manifold benefits from the effort. Students and teachers alike will learn much about their personalities, abilities, and shortcomings, increase their self-awareness and incite their personal development in the process. As a fundamentally democratic venture, action research has rewards that will show not only on the individual level, but extend to the group level as well, enhancing the coherence of the class as an entity and ultimately encompass entire schools.

At the Journey's End

Looking back at this study, the author can retrace some important steps beginning with an initial idea about a phenomenon she had encountered in her experience as a student, remembering her most revered and beloved teachers as well as those she opposed throughout primary, secondary, and post secondary education, as a mother through her sons' accounts, and as a teacher, having shaped the memory of her students. The responsibility teachers carry for their students' well-being, development, and success has emerged in renewed vigor and magnitude through the findings of this study. Sharing in the memories of so many students and reading about their joys and sorrows at school has been worthy of the effort put forth in this enterprise. The importance and power of respect in all human interaction, not only at school, and not only in leadership, shows in the literature and in the accounts of this study's participants. The devastating effects of disrespect or the lack of respect are demonstrated in existent research about school violence, student failure, diminished self-worth, self-doubt, hopelessness and resignation. Although the current study has not evidenced school violence as such, the remaining components of the list appeared.

Throughout the course of this study, the author's awareness that teachers exert leadership in every lesson, consciously or not, steadily increased and led her to see the necessity to integrate the study of leadership into formal teacher education as well as teacher workshops. Thus, prepared and equipped educators can better recognize and accept the immense responsibility as leaders and as agents in their students' development and appreciate them as persons in need of guidance and worthy of respect.

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Appendix A: Questionnaire "I like"

I like

Question 1: Did you like the subject/s this teacher instructed? _____

Question 2: How did this teacher treat the students in the class?

Question 3: How did the teacher act towards you most of the time?

Question 4: Did you feel treated fairly by this teacher? _____

Question 5: What did the teacher do to make you feel this way?

Question 6: Did you think this teacher acted like that towards you on purpose? _____

Question 7: How did you feel, when a teacher treated you well?

Question 8: Did you respect this teacher? _____

Question 9: How did you show this?

Question 10: How did you act during this teacher's lessons?

Question 11: Did you voluntarily do what she or he asked you to do? _____

Question 12: Did you voluntarily do your assignments for her or his class? _____

Question 13: Did you readily take her or his advice? _____

Appendix B: Questionnaire "Not so much"

Not so much

Question 1: Did you like the subject/s this teacher instructed? _____

Question 2: How did this teacher treat the students in the class?

Question 3: How did the teacher act towards you most of the time?

Question 4: Did you feel treated fairly by this teacher? _____

Question 5: What did the teacher do to make you feel this way?

Question 6: Did you think this teacher acted like that towards you on purpose? _____

Question 7: How did you feel, when a teacher treated you **not well**?

Question 8: Did you respect this teacher? _____

Question 9: How did you show this?

Question 10: How did you act during this teacher's lessons?

Question 11: Did you voluntarily do what she or he asked you to do? _____

Question 12: Did you voluntarily do your assignments for her or his class? _____

Question 13: Did you readily take her or his advice? _____

Appendix C: Instructions

Instructions

Dear participant,

please read the following carefully:

Every student gets along with some teachers better than with others. When you get along well with a teacher, you usually look forward to her or his class. You pay attention, participate, put some effort into your work, and try to do well. You hardly ever cause trouble in these classes. Usually you are friendly and helpful to the teacher you get along with. And when you need advice, you gladly accept it from such a teacher.

On the other hand we seldom look forward to the lessons of a teacher we don't get along with, and we often don't feel like doing much for her or his subjects. Sometimes you don't do your homework assignments, or you copy them. During class you may be distracted and cause trouble. Sometimes you even get classmates involved. You are usually not so friendly and helpful to such a teacher, and when you need advice, you surely don't ask her or him for it.

Thinking about my time at school and how I felt treated by different teachers, a few incidents come to my mind. With one teacher lessons were usually fun. She was always nice to me and to my classmates too. Although she treated all students in her classes equally friendly, I felt she liked me as a person. Whenever I didn't understand something, she explained it to me calmly and in a way I could understand. I felt accepted the way I was, and was not ashamed to ask for help. She never acted as if she were better than me, just because she was the teacher and I only the student.

Another teacher was nice only to some students, not to me. My work seemed never good enough and I felt like I couldn't do anything right for her. I never had a good grade in her class. Once I turned in an assignment my friend's mother had done instead of me. I wanted to know if she'd give me a better grade for it. But, although it was good work, I got a bad grade anyways. That told me, the teacher didn't like me. I felt treated unfairly and was pretty angry. From then on I hardly did any work and did not even try to get a good grade anymore.

Should you decide to participate in this study, I would like you to tell me your experiences with teachers. I am interested in what teachers did and/or said, that made you feel good about yourself and that made you like the teacher. She or he may have also *not* done and/or *not* said things that would have made you feel bad about yourself and like the teacher less.

I also want to know what teachers did and/or said, that made you feel bad about yourself and made you like the teacher less. She or he may have also not done and/or not said things that would have made you feel good about yourself.

It interests me too, how you felt and how you reacted to teachers' behaviors toward you. Please, be as specific and detailed as possible in your reports. If you don't have any experiences of your own, tell what you have witnessed with other students.

On the paper with the heading, "**I like,**" please describe your experiences with a teacher you worked and got along with well. After that, please answer the questions you find on the following pages.

On the paper with the heading "**Not so much,**" please describe your experiences with a teacher you didn't work and get along with so well. Here too, please answer the questions you find on the following pages.

If the paper isn't enough, just add some of your own.

Very important!

Do not use any names, not your own nor that of any other person!

Please put these papers in the envelope with the heading "Reports and Questionnaires."

Put the consent and assent forms in the envelope: "Consent and Assent forms" and the personal information sheet in the envelope: "Personal information"

Thank you for your cooperation and **have fun!**

Appendix D: Inventory for respectful leadership behavior

Inventory for respectful leadership behavior

The leader . . .

Trusting

. . . shows trust in me as a person.

. . . trusts my ability to independently and self-reliantly perform well.

. . . trusts my skills and competencies.

. . . trusts in me that I do not abuse my degrees of freedom.

. . . shows me as much trust as I deserve.

Conferring responsibility.

. . . confers responsibility for important duties on me.

. . . confers responsibility on me which is matched with my performance.

. . . confers responsibility for particularly challenging tasks on me.

. . . enables me to work autonomously.

. . . confers adequate responsibility for my work tasks on me.

. . . quickly confers a lot of responsibility.

Considering needs

. . . responds to my wishes as far as possible.

. . . is aware of my interests and preferences.

. . . respects my personal needs.

. . . takes my wishes into account beyond what is typical.

. . . takes my individual particularities into consideration.

Maintaining distance

. . . accepts my opinion even if it differs considerably from his/her own.

. . . respects my privacy.

. . . maintains an appropriate level of distance in our professional relationship.

. . . never behaves inappropriately, even in jest.

. . . does not take his/ her moods out on me.

Appreciating

. . . recognizes my work.

. . . praises me when I show a good performance.

. . . rewards me for good performance (e.g., a raise, award or bonus).

. . . appreciates even small successes.

. . . ensures a justified level of remuneration.

. . . appreciates my performance appropriately.

. . . rewards special commitment and does not presume it to be natural.

. . . shows appreciation even for routine work.

. . . is honest and genuine in his/her praise and appreciation.

. . . recognizes professional competence.

. . . gives me the feeling of doing valuable and worthwhile work in my function.

. . . praises me and my work to other people.

. . . does not sell my performance as his or her own, but acknowledges my role appropriately.

. . . makes sure that my good performance is also recognized in higher circles.

Being open for advice

. . . asks for my help even in areas that he/she is familiar with.

. . . trusts my advice in certain areas.

. . . accepts good ideas and suggestions and puts them to use accordingly.

. . . allows him-/herself to be influenced by me.

. . . shows a basic readiness for learning from me.

. . . is ready to rethink his/her opinion if he/she is confronted with good arguments.

. . . accepts that I am more competent in certain areas than he/she is.

Accepting criticism

- . . . accepts that I voice my criticism.*
- . . . accepts justified criticism.*
- . . . apologizes for inappropriate behavior towards me.*
- . . . changes his/her behavior accordingly if given justified criticism.*
- . . . admits to own mistakes.*
- . . . does not try to hold me responsible for his/her own mistakes.*

Showing loyalty

- . . . unequivocally stands up for me and my work against third parties.*
- . . . stands by my decisions and defends them, if necessary towards other people.*
- . . . backs me up in critical situations.*
- . . . accepts responsibility for mistakes that were made because of a lack of support.*
- . . . defends my interests against other people.*

Being attentive

- . . . listens to me when I am speaking.*
- . . . prepares properly for talks with me.*
- . . . is interested in my work.*
- . . . does not interrupt me.*
- . . . gives me appropriate answers for my questions.*
- . . . is always available in urgent cases.*
- . . . takes enough time for me.*
- . . . takes me and my work seriously.*
- . . . can see my point of view.*
- . . . is open for my concerns.*
- . . . lets me be true to myself and does not force me to pretend anything.*

Being reliable

- . . . interacts in an open and honest way with me.*
- . . . gives comprehensible reasons and explanations for his/her decisions.*
- . . . expresses his/her expectations clearly and transparently.*
- . . . is punctual.*
- . . . treats me justly.*
- . . . does not have any unjustified favourites.*
- . . . adheres to agreements.*
- . . . treats me in a fair way.*
- . . . behaves predictably so that I always know where I stand.*

Interacting friendly

- . . . is friendly towards me.*
- . . . treats me in a polite manner.*
- . . . shows his/her empathy for me.*
- . . . has a sense of humour.*
- . . . treats me in a constructive and cooperative way.*
- . . . converses in a calm tone of voice.*

Granting autonomy

- . . . grants me as much freedom as possible to organize my working hours.*
- . . . grants me as much freedom as possible for finishing my duties.*
- . . . asks me before enlisting me in additional work.*
- . . . discusses changes to my duties or deadlines with me.*
- . . . allows me to arrange the content and structure of my work as far as possible according to my own wishes.*
- . . . gives me freedom to pursue my creative ideas.*
- . . . gives me the feeling of being free from control and supervision.*
- . . . promotes independent working.*

... delegates the decisions relevant for my area of work to me.

Being error-friendly

... lets me explain myself first if he/she thinks that a mistake has been made.

... acknowledges that mistakes can happen at work.

... does not bring up old mistakes over and over again.

... does not criticize me in front of other people.

... does not denigrate me as a person when I have made a mistake.

... gives me the opportunity to learn from my mistakes and experiences.

... expresses criticism in an objective and constructive way.

Acknowledging equality

... perceives me as of equal worth.

... treats me as of equal worth on the professional level.

... displays at least as much commitment as he/she expects from me.

... adheres him-/herself to the rules and agreements he/she has set.

... creates a feeling of mutual dependence.

... does not stress his/her formally higher status.

... recognizes me as a full-fledged counterpart.

... awards me with the same rights and privileges.

... does not abuse his/her higher position.

Promoting development

... advises and actively supports me in my career.

... does not obstruct me in my career because of his/her own interests.

... supports me by gradually delegating more responsibility.

... offers me opportunities for professional development.

... fosters my career's progress by arranging important contacts.

... promotes my development even if it offers no tangible benefits for the company.

Excavating potential

- . . . shows a genuine interest in my opinions and assessments.*
- . . . encourages me to express criticism and offer my own ideas.*
- . . . allows me to express my suggestions and ideas.*
- . . . challenges me to make full use of my skills and competencies.*
- . . . involves him/herself seriously with my suggestions and ideas.*
- . . . enables me to learn new and interesting things at my work.*
- . . . uses me appropriately according to my skills and competencies.*
- . . . enables me to grow with my work and become more competent.*
- . . . accepts my input with no regard for my position or formal qualification.*
- . . . is ready for a professional discussion if there is a clash of opinions.*

Seeking participation

- . . . asks for my opinion before he/she takes crucial decisions.*
- . . . makes certain decisions only on the basis of my judgment.*
- . . . appropriately involves me in decisions that affect my work or work environment.*
- . . . is ready to rethink his/her ideas if he/she is given good reason to do so.*
- . . . gives me the opportunity to voice my opinion on decisions that affect me.*

Taking interest on a personal level

- . . . reacts appropriately to special incidents in my private life (e.g., a death in the family, marriage, etc.).*
- . . . is interested in my wellbeing.*
- . . . talks to me about private and personal matters.*
- . . . is ready for concessions in times of personal crisis.*
- . . . demonstrates genuine interest in me as a person and not just a worker.*
- . . . offers help in case of personal problems.*
- . . . maintains a personal relationship with me even outside of work.*

... is interested in a good working relationship.

Supporting

... is available for my questions and problems.

... helps me solve difficult tasks on my own.

... helps me redress past mistakes.

... provides the required means and resources to enable me to produce good work.

... supports me when dealing with other people.

... reviews my work situation together with me.

... provides me with any information that is relevant for me.

... challenges, but does not overburden me.

... recognizes and promotes my strong points instead of being fixated on my weaknesses.

... asks regularly about my work without creating a feeling of having to justify myself.

... gets his/her hands dirty if it is necessary.

... is personally committed to me and my field of work.

... promotes a good working climate.

... tries to motivate me.

... offers me honest feedback when I need it.