

Dr. D. Agustín Romero Medina
Editor of *Anales de Psicología*
Universidad de Murcia, Spain

Valencia, April 15, 2016

Dear Dr Medina,

I am sending to you our manuscript entitled “Assessing teacher leadership in physical education: the Spanish version of the transformational teaching questionnaire” which we would like considered for publication in the journal *Anales de Psicología*. My co-authors on this paper are Isabel Castillo, Isaac Estevan, Javier Molina-García, Ana Queralt and Inés Tomás (University of Valencia).

All authors have made substantial contributions to all of the following: the conception and design of the study, or acquisition of data, or analysis and interpretation of data, drafting the article or revising it critically for important intellectual content, and final approval of the version to be submitted. All authors have read and concurred with the content in the manuscript. All authors have read and accept the Instructions to Authors of the journal contained in <http://revistas.um.es/analesps/about/submissions#authorGuidelines>. The authors do not have interest conflicts nor supplemental material is reported and can confirm that the manuscript contains nothing that is abusive, defamatory, libellous, obscene, fraudulent, or illegal. The institutional review board approved all the study procedures (Ethical Committee of the University of Valencia, Spain).

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Let me point out some of the main contributions of our study. According to the aim and scope of the journal, from the perspective of transformational leadership theory, this study is related to the interaction between students and teachers in the context of the physical education (PE) classes. The school in general and the PE classes in particular become a fundamental context for promoting youth’s physical activity (PA) participation. It is important to assess transformational teaching in the PE context, as it is a key factor to enhance students’ PA. This study aims to offer a valid and reliable instrument to assess teaching leadership in Spanish adolescents in PE classes. Additionally, our research suggests that when students perceived teachers’ transformational behaviors they were more self-determined motivated, more satisfied in school and less bored.

Thank you for your consideration of our manuscript.

Sincerely yours,



Octavio Álvarez, PhD